

A MANAGEMENT AUDIT OF INSTITUTIONAL FACTORS INFLUENCING THE STUDENTS' ENROLLMENT IN A SELECTED HIGHER EDUCATION INSTITUTION IN DAVAO CITY, PHILIPPINES

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ABSTRACT

Higher education institutions today are confronted with several complex challenges. Meeting the educational needs of students while increasing retention and enrollment rates is a significant challenge for these institutions. This study primarily aimed to determine the level of satisfaction regarding certain institutional variables. It focuses on four indexes: physical facilities, service delivery, general learning environment, and instruction. The goal is that the findings will provide a broader reference for top management to improve and attract more enrollees to the college. A descriptive comparative design was used in this study, with responses gathered from 360 college students from the Nursing program, Allied Health, and ASBME. The results reveal that students were generally highly satisfied with institutional factors. However, certain areas need improvement, such as the adequacy of laboratory supplies, library space, ventilation, and, most importantly, the clarity with which instructors emphasize the learning objectives of lessons. The level of student satisfaction with the academic institution has a significant impact on the enrollment rate.

Keywords: *Institutional factors, Physical facilities, Service delivery, General learning environment, Instructions, Enrollment rate*

Introduction

Brokenshire College is an evangelical Christian institution managed by the United Church of Christ in the Philippines. This private higher education institution embarked on the threefold mission of healing, preaching, and teaching. The institution continues to strive to respond and to improve the quality of instruction, infrastructure, and quality management system with its competent faculty and staff, appropriate and relevant programs in the tertiary and post-secondary levels of education to meet the demands of the time.

Students are the most important stakeholders of any educational institution (Anwar & Sanjeeva, 2022) like Brokenshire College. As stated by Usman (2010), students who are studying in a higher educational institution seek more quality education, influencing the rates of enrollment. This research study will be a great movement to help the top management of Brokenshire College in the determination of parameters that require higher levels of improvement and changes to offer the students greater levels of satisfaction and improve their academic motivation. The main reason is that tuition is almost taken as the sole means of generating funds for the institution. That means the institution should get considerable student enrollments for proper performance and for them to survive. There is an urgency to conduct this study to give a wider frame of reference to the top management for the brighter higher education institutions and their sustainability.

Statement of the Problem

This study primarily aims to evaluate the institutional variables that may influence the enrollment of the college. Specifically, the study sought the answer to the following questions:

1. What is the descriptive profile of the respondents in terms of?
 - 1a. Degree program and year level;
 - 1b. Socio- economic status; and
 - 1c. Residence (Urban or Rural)?
2. To what extent are students satisfied with the institutional variables in terms of?

- 2a. Physical facilities;
- 2b. Service delivery;
- 2c. General Learning Environment; and
- 2d. Instructions?

Is there a significant difference in the extent of students' satisfaction towards the institutional variables as analyzed according to profile?

What is the enrollment rate of the institution as of the academic year 2023 to 2024?

Review of Related Literature

The success and expansion of higher education institutions are greatly influenced by student satisfaction. It is common knowledge that happy students are more inclined to participate actively in their studies, stick with their academic programs, and advocate for their schools. As a result, higher education institutions are putting more emphasis on understanding and improving student happiness. Academic quality, teacher support, campus amenities, student services, and social interaction opportunities are just a few of the variables that make up the idea of student happiness. Higher education institutions may develop an atmosphere that encourages great student experiences and supports student achievement by addressing these factors. Additionally, happy students are more likely to refer their school to other potential students, which may have a big influence on enrollment rates and school reputation (Aman et al., 2023).

The students' satisfaction and the whole exercise are an innovative method to obtain students' feedback on their academic experience, perceptions, and expectations from the higher education institution and finally to assess their satisfaction level. It importantly contributes to which educational experience they think of as the most important and which facilities require improvement. The method devised to obtain feedback from students of HEI is very innovative, generic, flexible, and easy to adopt by any higher education institution. The questions can be changed and altered based on the requirements of the institution. Various interpretations can be obtained using this technique. One survey analysis can highlight many parameters and aspects of higher education institutions. This analysis helps us in the determination of parameters that require higher levels of improvement and changes to offer students' greater levels of satisfaction. It also helps us in assessing the parameters of where institutions are strong, and which can become their strengths. It provides information about actions that can be taken to maintain high levels of satisfaction and improve student learning experience in the institution. Higher satisfaction level will definitely contribute to better outcomes (Kanwar and Sanjeeva, 2022)

It is essential to identify possible factors that directly and indirectly influence students' enrollment, academic performance, and retention and graduation rates. By conducting an extensive literature review, this paper reports various factors that influence students' enrollment, academic performance, retention & graduation rates, and classifies these factors in the relevant clusters, such as university factors (academic & organizational factors), student factors, and family & social factors. In addition, this paper maps those factors in various clusters by applying the affinity grouping technique. Revelation of such factors can provide valuable insights to educators and students. It also helps educators to formulate effective teaching strategies to achieve maximum outcomes. Moreover, the findings of this research not only contribute to the body of knowledge but also develops a foundation for designing the systematic strategy for effective educational policy in the country and addresses the lack of policy or strategy to resolve the skilled workforce shortage issues. This research provides valuable insights to educators and students, which helps educators to formulate effective teaching strategies to achieve maximum outcomes (Mani, 2020).

School facilities and intellectual resources as well as quality are proxied by endowment, number of faculty, faculty-student ratio, enrollment, and admission rate, though it is unclear whether these resources are crucial for student achievement after graduation (Caplan 2018; Dale and Krueger 2002; Wolf 2003). Some studies suggest that educational expenditure and university resources are modestly related to student learning outcomes for certain groups of students, for example, freshmen (Pike et al., 2011; Winitzky-Stephens and Pickavance, 2017). Instructor quality might also contribute to student outcomes.

A study about the relationship between perceptions and resources of large universities using a multidimensional approach to survey students and instructors and found that instructors were the key determinants for students' outcomes. In particular, in large universities, to make a class feel small to promote student achievement, the researchers argued effort should be placed on instructor quality and course structure as determined by instructors (Cash et al., 2017). Other university resources, including access to library and electronic databases—which correlate with university financial resources—also have been found to have a positive correlation with student performance (Montenegro et al., 2016).

Education is a human right, and its benefits have made it to be among human basic needs. As tertiary education is concerned, several studies have indicated the need for personal development, career enhancement, career switching, and the need to meet environmental conditions as the leading factors in influencing a considerable number of people to join higher learning institutions (HdecisionsLLs). Recent reports on Rwanda's higher education have shown a lot of changes in administration and students' participation rates. The findings validated previous studies and revealed environment- and job-based factors as key factors influencing students' decisions to enroll in tertiary education. The study findings suggest consideration of students' motivations to join HLI in the process of organizing the teaching, learning, and assessment process as well as program development (Mukanziza and Singirankabo, 2022).

Institutions for higher education nowadays are confronted with several complex educational difficulties. Meeting the educational needs of students and increasing retention and throughput rates is an important challenge for higher education. To cope with these challenges, institutions of higher education should devote great attention to the quality of institutions and to the support of students. With this higher education sector becoming increasingly competitive, university student satisfaction has become an important component of quality assurance (Than and Khain, 2020).

Among the instructional factors, courses, learning environment, teaching and instruction were the strongest factors. Among the social factors, social presence and student-teacher relations were found to have the strongest effect on student satisfaction. Among the university factors, service quality, cost, and reputation were the strongest predictors of student satisfaction. Among the outcome-related factors, job prospects and skills developed were the strongest predictors of student satisfaction. (Than & Khan, 2020).

The relationship between student satisfaction and growth of higher education institutions

Higher education institutions' expansion and success are intimately related to students' satisfaction. Students who are happy with their education have a higher propensity to stay enrolled, persevere through their courses, and earn their degrees (Puriwat & Trippsakul, 2021). Additionally, they are more likely to advocate for their school to potential students, which will increase enrollment and improve the institution's reputation. Institutions that place a high priority on student satisfaction are more likely to see greater graduation rates, higher retention rates, and better student outcomes (Brown and Mazzarol, 2016). A larger demand for the institution's program, more applications, and improved competition in the higher education market can all result from pleased students' positive word-of-mouth. Additionally, student happiness helps to build a strong institutional culture that may draw in and keep talented teachers and staff, further improving the standard of instruction and the institution's reputation (Pham and Nguyen, 2021).

For institutional leaders and policymakers, it is essential to comprehend the variables that affect student happiness and their effects on the expansion of higher education institutions. Institutions may increase their overall efficacy, draw a diverse student body, and adapt to the changing needs and expectations of students by investing in tactics and projects that address student happiness (Nyathi and Sibanda, 2023). In conclusion, elements like academic quality, campus resources and facilities, student services, social and extracurricular activities, and institutional reputation are all taken into account by the theoretical framework for assessing student happiness in higher education. Institutions may improve their educational offerings, student experiences, and competitive edge in the higher education market by recognizing the significance of student happiness and its effect on the development and success of higher education institutions (Mai, 2005).

Theoretical Framework

This study is anchored to Expectation-confirmation theory, by Oliver (1980), to study customer satisfaction, posits that a customer's repurchase intentions are determined primarily by their satisfaction with prior use of the product or service. Satisfied customers have an intention to repurchase, while dissatisfied users discontinue purchasing. Satisfaction is based on pre-consumption expectation and post-consumption. In this study, the students, as the external customers of the school, will assess their satisfaction level towards institutional variables (physical facilities, instructions, and service delivery). Thus, their level of satisfaction may affect retention and loyalty to the school and even boost enrollment rate. This could even greatly measure how marketable the school is to the community and alleviate the enrollment rate.

Meanwhile, this is supported by expectancy-disconfirmation theory by Abd Aziz et al. (2021), which posits that people generate expectations about a certain event and assess it according to how much it lives up to or falls short of those expectations. This theory contends that students form specific expectations about their educational experience and that the degree to which these expectations are met or surpassed affects the degree to which students are satisfied. The review investigates how student expectations, perceptions, and the disconfirmation of those expectations affect overall satisfaction by looking at research that makes use of this idea.

Likewise, the service quality theory by Pham et al. (2019) is crucial to offering clients high-quality services. When it comes to higher education, this theory contends that students view their education as a service and assess its value based on factors like faculty assistance, academic counselling, campus amenities, and administrative services. The study looks at research that uses metrics for measuring service quality to determine how various facets of the educational service affect student happiness (Teeroovengadam et al., 2019).

Additionally, social exchange theory by Benitez and Braojos (2017) states that people connect with others with the expectation of earning rewards and benefits in return. When it comes to the connection between students and institutions, pleased students see their educational experience as a beneficial trade in which they get useful information, support, and training from the institution in exchange for their tuition and dedication (Chandra et al., 2018). The study looks at research that looks at how satisfied students are with their universities and what advantages they see.

Further, institutional theory by Brown and Mazzarol (2016) is concerned with how organizations adhere to institutional norms and ideals to obtain legitimacy and continue to exist. It aids in understanding how institutions react to student happiness in the context of higher education as a method of preserving their reputation and legitimacy.

The study looks at research that investigates institutional tactics and procedures targeted at enhancing student satisfaction and the ensuing effect on institutional development.

Figure 1 illustrates if the level of students' satisfactions towards the institutional variables in terms of the following indexes, namely, physical facilities, service delivery, general learning environment, and instructions, significantly varie when analyzed according to the respondents' profile.

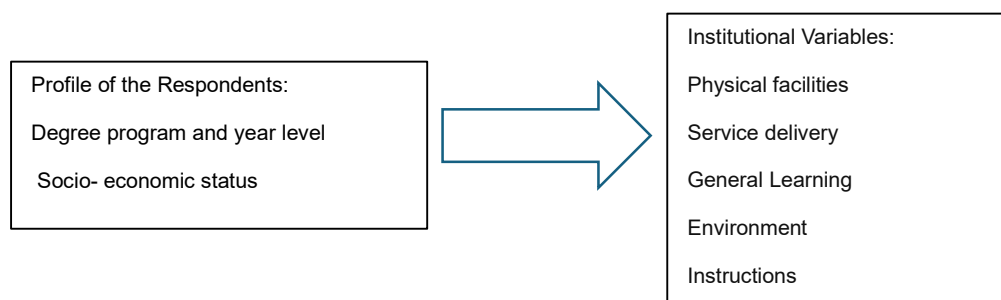


Figure 1. Conceptual model of Predictors to Enrollment Rate

METHODS

Research Design

The researchers employed the descriptive comparative study design to measure if the level of students' satisfaction significantly varied towards the institutional variables in terms of the following indexes, namely, physical facilities, service delivery, general learning environment, and instructions when analyzed according to respondents' profiles.

Respondents

This study included responses from Arts, Sciences, Business Management and Education (ASBME), Allied Health, and Nursing students across all year levels, with a total of 360 respondents. Stratified random sampling was employed to select the participants, and Slovin's formula was used to determine the total sample size.

Research Instrument

This study utilized a self-formulated questionnaire to gather valid and credible responses or information needed to predict significant variables that are strongly associated with the relationships between institutional factors and enrollment rates. The questionnaire was subjected to a pilot test for reliability, yielding a Cronbach's alpha of 0.970, and was also reviewed for content validity by experts. The questionnaire consists of two parts. The part one collects information regarding the respondents' profile, including department, year level, socio-economic status, and residence. Part two gathers' responses related to institutional variables, which are divided into three indexes: physical facilities, instructions, and service delivery, with five item statements for each.

Data Analysis

Frequency and percentage distribution were applied to determine the descriptive profile of the respondents. Mean and standard deviation were used to determine the mean responses on the extent of student's satisfactions towards the institutional variables. ANOVA and t-test were applied to determine significant differences in the students' level of satisfaction towards the institutional variables.

Ethical Consideration

Approval of the tool was secured from the ethics board of Brokenshire and from the identified agencies on the conduct of the study and collection of data. An informed consent was also secured from the respondents. Information received from the respondents was secured and consolidated, and individual responses were treated with confidentiality.

Rights and Dignity of Participants. The researcher should respect, safeguard the dignity, and protect the welfare of research participants through culture sensitivity by being responsive to their needs and desires if they withdraw or refuse from the study.

Informed consent. A written consent was obtained from the participants. In the process, the researcher shall ensure that participants have information and understanding of the purpose of the research, its expected duration, and procedures. Similarly, they will be informed of their right to decline to participate or withdraw from the research. The researcher will also provide an opportunity for the prospective to ask questions and be well responded to.

Confidentiality and Privacy. The researcher has a primary obligation to take reasonable precautions to protect confidential information obtained through or stored in any medium in the conduct of this research. The researcher shall not disclose the identity of the subject at any time. Only the main proponent of the study had actual contact information on the subjects. The data obtained was accessed only by the researcher and mentor for data analysis.

Debriefing. The researcher shall ensure that prior to data collection, participants were informed about the primary aims of the research. The researcher ensured that the participants felt free to withdraw from participation in the study without fear of being penalized for plagiarism.

Storage of data. The raw data and analysis from the study will be stored for up to five years in a safe place that can be accessed only by the researcher and the research office of the college.

RESULTS AND DISCUSSION

Table 1 provides a descriptive profile of the respondents based on four key demographic factors: degree program, year level, socioeconomic status, and residence.

Most respondents are nursing students (55.8%), followed by allied health (29.7%) and ASBME (14.4%). This indicates that more than half of the surveyed population is enrolled in nursing, making them the dominant group in the study.

Most respondents are in their 2nd year (65.6%), followed by 3rd year (21.4%) and 4th year (13.1%). This suggests that a significant portion of the respondents are in the early stages of their academic journey.

More than half of the respondents belong to the lower socio-economic class (53.9%), while 33.3% are in the middle class. The upper middle (9.4%), upper class (1.9%), and rich (1.4%) categories have a smaller representation. This data suggests that most students come from financially challenged backgrounds.

A higher percentage of students reside in urban areas (62.2%) compared to rural areas (37.8%). This may indicate that access to education is more concentrated in urban settings.

Table 1. Descriptive Profile of the Respondents

Profile	Frequency	Percent
Degree Program		
Allied Health	107	29.7
ASBME	52	14.4
Nursing	201	55.8
Total (N)	360	100.0
Year Level		
2nd year	236	65.6
3rd year	77	21.4
4th year	47	13.1
Total (N)	360	100.0
Socio-economic		
Lower	194	53.9
Middle	120	33.3
Upper middle	34	9.4
Upper class	7	1.9
Rich	5	1.4
Total (N)	360	100.0
Residence		
Urban	224	62.2
Rural	136	37.8
Total (N)	360	100.0

Table 2 represents students' level of satisfaction with institutional physical facilities, specifically focusing on Library and Laboratory Facilities.

The overall mean satisfaction score for library facilities is 3.02 (SD = 0.663), which falls under *"highly satisfied."* Among the specific indicators, the highest-rated aspect is *"Resource Learning Center is well-ventilated for effective learning"* (Mean = 3.14, SD = 0.742), suggesting that students find the environment conducive for studying. The lowest-rated aspect is *"Library provides a wider space to accommodate the college population"* (Mean = 2.84, SD = 0.871). This indicates that, while still within the *"highly satisfied"* range, there may be concerns about space limitations in the library.

The overall mean satisfaction score for laboratory facilities is 2.92 (SD = 0.739), also falling under *"Highly Satisfied."* The highest-rated aspect is *"Laboratory equipment used for return demonstration is functional"* (Mean = 3.03, SD = 0.800), meaning students appreciate the usability of laboratory resources. The lowest-rated aspect is *"Equipment and supplies are sufficient to accommodate the class size"* (Mean = 2.84, SD = 0.901). This suggests that while students are generally satisfied, there might be concerns regarding the availability of resources for all students.

Both the library and laboratory facilities are rated as *"highly satisfied"* by students, with the library scoring slightly higher (3.02) than the laboratory (2.92). The most positively rated factors are related to ventilation and updated references in the library, as well as functional lab equipment. The least satisfactory aspects include space limitations in the library and the sufficiency of laboratory equipment to accommodate class sizes.

Table 2A. Students' Level of Satisfaction Towards Institutional Variables in terms of Physical Facilities

Item Statements	Mean	SD	Descriptive
Library			
Library Provides a wider space that accommodate the college population.	2.84	.871	Highly satisfied
Reading materials are adequate to meet the school size population	3.07	.743	Highly satisfied
Book references, journals, periodicals and other reading materials are Sufficient to answer the researches of the students.	3.05	.739	Highly satisfied
The library kept updated books references.	3.13	.758	Highly satisfied
Resource Learning Center is well ventilated for effective learning.	3.14	.742	Highly satisfied
Audio Visual Room and built in computer rooms are adequate to meet the number of classes.	2.91	.851	Highly satisfied

	TOTAL SUBMEAN	3.02	.663	Highly satisfied
Laboratory Facilities				
Apparatuses, tools and materials in the program conform to the requirements of the program.	3.02	.663		Highly satisfied
Equipment's, instruments and supplies are updated	2.91	.818		Highly satisfied
Equipment's and supplies are sufficient to accommodate the class size.	2.84	.901		Highly satisfied
A periodic purchase of new equipment's is done.	2.86	.797		Highly satisfied
Laboratory Equipment's used for return demonstration are functional.	3.03	800		Highly satisfied
TOTAL MEAN	2.92	.739		Highly satisfied

Table 2b presents students' level of satisfaction with institutional service delivery, measured through five key statements. Each statement was rated on a scale, with the mean and standard deviation (SD) indicating the general level of satisfaction and variability in responses.

The total mean score is 3.09, indicating that students are highly satisfied with the institutional service delivery. The standard deviation (SD) of 0.756 suggests a moderate variation in students' responses.

The highest-rated aspects are *"The office staff maintain a good rapport towards their students"* and *"The administrative staff are passionate about performing their tasks,"* both with a mean score of 3.16. This suggests that students recognize and appreciate the positive interactions and commitment of staff. The lowest-rated aspect is *"The office staff deliver their services on time,"* with a mean score of 2.98, indicating a slightly lower level of satisfaction in terms of timeliness. Despite minor variations, all aspects still fall under the *"highly satisfied"* category.

The institution performs well in fostering a constructive and student-friendly atmosphere, as well as ensuring staff dedication. However, timeliness in service delivery could be an area for further improvement to enhance overall student satisfaction.

Table 2B. Students' Level of Satisfaction Towards Institutional Variables in terms of Service Delivery

Item statements	Mean	SD	Descriptive
The office staffs maintain a good rapport towards their students.	3.16	.820	Highly satisfied
The office staff deliver their services on time.	2.98	.833	Highly satisfied
The office staff are accommodating.	3.14	.822	Highly satisfied
The administrative staff are passionate to perform their task in relation to students' services.	3.16	.798	Highly satisfied
The Administrative provides positive and atmosphere for effective learning.	3.11	.795	Highly satisfied constructive
TOTAL MEAN	3.09	.756	Highly satisfied

Table 2C provides insight into students' level of satisfaction regarding the general learning environment in their institution.

Overall Satisfaction—The total mean score is 3.09 with a standard deviation of 0.622, which falls under the *"highly satisfied"* category. This suggests that, in general, students are contented with their learning environment. The strongest areas that earned the highest-rated aspects are security and safety rules (Mean = 3.22, SD = 0.725)—students feel that rules are strictly followed, creating a safe learning atmosphere. School location (Mean = 3.20, SD = 0.739)—The location is seen as conducive for effective learning.

The areas for improvement with the lowest-rated aspects are classroom lighting and ventilation (Mean = 2.88, SD = 0.859)—while still in the *"highly satisfied"* category, it received the lowest rating, indicating room for enhancement. Cleanliness of food stalls and canteen (Mean = 2.93, SD = 0.871). This suggests a need for improved hygiene and sanitation in food services.

Variability of the response shows that standard deviation values indicate how spread out the responses are: The smallest SD (0.622) for the total mean suggests relative consistency in responses. The largest SD (0.871) for food stalls and canteen cleanliness suggests varied opinions among students.

Students generally perceive the General Learning Environment positively, particularly in terms of school safety and location. However, classroom ventilation and food stall sanitation appear to be areas where improvements could enhance student satisfaction further.

Table 2C. Students' Level of Satisfaction Towards Institutional Variables in terms of General Learning Environment

Item statements	Mean	SD	Descriptive
Location of the school provides an atmosphere Conducive for effective learning	3.20	.739	Highly satisfied
Security and safety rules in the school are Strictly followed	3.22	.725	Highly satisfied
Class size is manageable	3.09	.795	Highly satisfied
Classrooms have good lighting and proper ventilation	2.88	.859	Highly satisfied
Clean, sanitary and pleasant food stalls and canteen	2.93	.871	Highly satisfied

TOTAL MEAN 3.09 .622 Highly satisfied

Table 2D presents students' level of satisfaction with instructional variables based on their mean scores and standard deviations (SD).

The lowest satisfaction, "Explains the purpose or objectives of the learning unit" (Mean = 2.10, SD = .848) received the lowest satisfaction rating, categorized as merely "satisfied." This suggests that students feel the explanation of learning objectives could be improved. Meanwhile, the highest satisfaction, "Connects lesson to real-life situations" (Mean = 3.16, SD = .808) scored the highest, indicating strong appreciation for practical applications in teaching.

Other highly rated aspects include: "Encourages student participation" (Mean = 3.07), "Encourages higher-order thinking" (Mean = 3.03) and "Shows mastery of the subject matter" (Mean = 3.06).

The total mean score is 2.88, interpreted as "highly satisfied." Despite the high overall rating, the relatively lower score on explaining learning objectives suggests an area for instructional improvement. The institution performs well in encouraging participation, critical thinking, and real-life applications. Teachers should enhance clarity in explaining learning objectives to further improve satisfaction. Standard deviations are relatively low, meaning responses are fairly consistent across students.

Table 2D. Students' Level of Satisfaction Towards Institutional Variables in terms of Instructions

Item statements	Mean	SD	Descriptive
Explains the purpose or objectives of the learning unit	2.10	.848	Satisfied
Implements learning activities that promote understanding of the subject matter			
Encourages students to participate in class	3.07	.790	Highly Satisfied
Facilitates students inquiry			
Encourages higher order thinking in class	3.03	.779	Highly Satisfied
Shows mastery of the subject matter	3.06	.795	Highly Satisfied
Connects lesson to real life situations.	3.16	.808	Highly satisfied
TOTAL MEAN	2.88	.553	Highly Satisfied

The results indicate a significant difference in the level of satisfaction among different departments (Allied Health, ASBME, and Nursing) regarding various institutional variables. The p-values for all categories are below 0.05, confirming that differences in satisfaction levels are statistically significant.

In terms of physical facilities, the statistical test revealed a significant difference ($F = 4.99$, $p = .007$). Nursing students reported the highest level of satisfaction (Mean = 3.11), followed by Allied Health students (Mean = 2.97). ASBME students had the lowest satisfaction (Mean = 2.85). This indicates that Nursing students are the most satisfied with the physical facilities, while ASBME students are the least satisfied.

In terms of service delivery, the statistical test showed a significant difference ($F = 6.70$, $p = .001$). Nursing students reported the highest satisfaction (Mean = 3.19), followed by Allied Health students (Mean = 3.06). ASBME students had the lowest satisfaction (Mean = 2.78). This suggests that Nursing students perceive the best service delivery, while ASBME students have the least favorable perception.

In terms of the general learning environment, the statistical test revealed a significant difference ($F = 3.34$, $p = .037$). Nursing students reported the highest satisfaction (Mean = 3.14), followed by Allied Health students (Mean = 3.08). ASBME students had the lowest satisfaction (Mean = 2.89). This indicates that the general learning environment is rated best by Nursing students, while ASBME students report the least satisfaction.

In terms of instructions, the statistical test revealed a significant difference ($F = 3.83$, $p = .023$). Nursing students reported the highest satisfaction (Mean = 2.95), followed by Allied Health students (Mean = 2.81). ASBME students had the lowest satisfaction (Mean = 2.76). This suggests that Nursing students are the most satisfied with the quality of instruction, while ASBME students rate it the lowest.

Across all institutional variables, Nursing students consistently report the highest satisfaction levels, while ASBME students show the lowest satisfaction. This indicates that Nursing students perceive better facilities, service delivery, learning environment, and instruction compared to their peers in Allied Health and ASBME. The significant differences highlight the need for further assessment and improvements to enhance satisfaction, especially among ASBME students.

Table 3A . Significant difference in the Level of satisfactions towards the institutional variables when analyzed according of department.

	Mean	SD	F	pvalue	Remarks
Physical Facilities					
Allied Health	2.97	.626	4.99	.007	S
ASBME	2.85	.598			
Nursing	3.11	.579			

Service Delivery						
Allied Health	3.06	.802	6.70	.001		S
ASBME	2.78	.862				
Nursing	3.19	.676				
General Learning Environment						
Allied Health	3.08	.611	3.34	.037		S
ASBME	2.89	.678				
Nursing	3.14	.607				
Instructions						
Allied Health	2.81	.578	3.83	.023		S
ASBME	2.76	.611				
Nursing	2.95	.514				

The analyzed data presents the level of satisfaction across different institutional variables (Physical Facilities, Service Delivery, General Learning Environment, and Instructions) when analyzed according to year level (2nd, 3rd, and 4th years).

The Physical Facilities gained an F-value = 12.18 and the p-value = .000 (significant). There is a statistically significant difference in satisfaction levels across year levels. The 4th-year students reported the highest satisfaction (Mean = 3.39), while the 3rd-year students had the lowest (Mean = 2.87). This suggests that satisfaction with physical facilities improves in the later years.

Service Delivery gained an F-value = 5.35 and p-value = .005 (Significant). There is a significant difference in satisfaction across year levels. Like Physical Facilities, 4th-year students had the highest satisfaction (Mean = 3.39), while 3rd-year students had the lowest (Mean = 2.94). This indicates that the perceptions of service delivery improve as students' progress.

General Learning Environment gained an F-value = 9.43 and p-value = .000 (Significant). There is a significant difference in satisfaction levels across year levels. Again, 4th-year students reported the highest satisfaction (Mean = 3.42), while 3rd-year students had the lowest (Mean = 2.94). This suggests that students may perceive an improving learning environment as they advance in their academic journey.

Instructions gained an F-value = 1.678 and p-value = .188 (Not Significant). The p-value is above .05, meaning there is no significant difference in satisfaction levels across year levels. Although 4th-year students had a slightly higher satisfaction (Mean = 3.00) than 2nd (Mean = 2.88) and 3rd-year students (Mean = 2.82), these differences are not statistically meaningful.

Significant differences were found in satisfaction levels for Physical Facilities, Service Delivery, and General Learning Environment, suggesting that these aspects are perceived differently at various year levels. No significant difference was found in satisfaction with Instructions, implying a relatively consistent perception of instructional quality across all year levels. The general trend indicates that 4th-year students tend to be the most satisfied, while 3rd-year students tend to be the least satisfied.

Table 3B . Significant difference on the Level of satisfactions towards the institutional variables when analyzed according of Year level.

	Mean	SD	F	pvalue	Remarks
Physical Facilities					
2 nd year	3.01	.574	12.18	.000	S
3 rd year	2.87	.574			
4 th year	3.39	.560			
Service Delivery					
2 nd year	3.09	.728	5.35	.005	S
3 rd year	2.94	.860			
4 th year	3.39	.634			
General Learning Environment					
2 nd year	3.06	.582	9.43	.000	S
3 rd year	2.94	.705			
4 th year	3.42	.566			
Instructions					
2 nd year	2.88	.528	1.678	.188	NS
3 rd year	2.82	.641			
4 th year	3.00	.510			

Table 3C presents the levels of satisfaction toward various institutional variables (Physical Facilities, Service Delivery, General Learning Environment, and Instructions) based on different socio-economic statuses (Lower, Middle, Upper Middle, Upper Class, and Rich). The statistical tests used include the F-value (from ANOVA) and the p-value, which determines the significance of the differences.

In terms of Physical Facilities, it generated mean satisfaction scores ranging from 3.07 (lower) to 2.90 (rich). The p-value = 0.757 indicates that there is no significant difference in satisfaction across socio-economic groups. This suggests that socio-economic status does not strongly influence perceptions of physical facilities.

In terms of Service Delivery, the mean satisfaction scores vary between 3.19 (Upper Class) and 2.93 (rich). The p-value = 0.864 confirms no significant difference in satisfaction. This implies that service delivery is perceived similarly across socio-economic levels.

The General Learning Environment generated mean scores ranging from 3.20 (Upper Class) to 2.77 (Rich). The p-value = 0.534, showing no significant difference. This suggests that socio-economic status does not significantly affect perceptions of the learning environment.

In terms of Instructions, the mean satisfaction scores range between 3.11 (Upper Class) and 2.72 (Rich). The p-value = 0.768, showing no significant difference. This indicates that perceptions of instruction quality are similar across different socio-economic groups.

Since all p-values are greater than 0.05, there are no significant differences in satisfaction across different socio-economic groups. This means that institutional satisfaction levels remain fairly consistent regardless of socio-economic background. The results suggest that institutional factors such as facilities, service delivery, learning environment, and instruction are perceived similarly across all socio-economic levels.

Table 3C . Significant difference in the Level of satisfactions towards the institutional variables when analyzed according of Socio- economic status .

	Mean	SD	F	pvalue	Remarks
Physical Facilities					
Lower	3.07	.585	.472	.757	NS
Middle	3.01	.598			
Upper Middle	2.95	.715			
Upper Class	2.93	.632			
Rich	2.90	.652			
Service Delivery					
Lower	3.08	.751	.320	.864	NS
Middle	3.14	.721			
Upper Middle	3.01	.886			
Upper Class	3.19	.790			
Rich	2.93	.983			
General Learning Environment					
Lower	3.13	.619	.287	.534	NS
Middle	3.04	.595			
Upper Middle	3.03	.733			
Upper Class	3.20	.600			
Rich	2.77	.667			
Instructions					
Lower	2.89	.537	.456	.768	NS
Middle	2.88	.577			
Upper Middle	2.85	.577			
Upper Class	3.11	.254			
Rich	2.72	.460			

Table 3D examines whether there is a significant difference in satisfaction levels regarding institutional variables based on the respondents' place of residence (urban vs. rural).

In terms of physical facilities, the mean satisfaction score for urban respondents was 3.04 with a standard deviation of 0.627, while rural respondents had a mean of 3.02 with a standard deviation of 0.562. The statistical test yielded an F-value of 0.044 and a p-value of 0.834. Since the p-value is greater than the standard significance level of 0.05, the results indicate no significant difference (NS) in satisfaction with physical facilities between urban and rural respondents.

In terms of service delivery, the mean satisfaction score for urban respondents was 3.11 with a standard deviation of 0.757, while rural respondents had a mean of 3.09 with a standard deviation of 0.756. The statistical test resulted in an F-value of 0.315 and a p-value of 0.575. Since the p-value is greater than the standard significance level of 0.05, there is no significant difference (NS) in satisfaction with service delivery between urban and rural respondents.

In terms of the general learning environment, the mean satisfaction score for urban respondents was 3.07 with a standard deviation of 0.651, while rural respondents had a mean of 3.09 with a standard deviation of 0.574. The statistical test yielded an F-value of 0.219 and a p-value of 0.640. Since the p-value is greater than the standard significance level of 0.05, the results indicate no significant difference (NS) in satisfaction with the general learning environment between urban and rural respondents.

In terms of instructions, the mean satisfaction score for urban respondents was 2.87 with a standard deviation of 0.572, while rural respondents had a mean of 2.91 with a standard deviation of 0.520. The statistical test resulted in an F-value of 0.539 and a p-value of 0.463. Since the p-value is greater than the standard significance level of 0.05, satisfaction with instructions does not significantly differ (NS) between urban and rural respondents.

The p-values for all institutional variables (physical facilities, service delivery, general learning environment, and instructions) are well above 0.05, meaning there is no statistically significant difference in satisfaction levels between urban and rural respondents. This suggests that residence (urban vs. rural) does not substantially impact how respondents perceive these institutional factors.

Table 3D . Significant difference on the Level of satisfactions towards the institutional variables when analyzed according of Residence.

	Mean	SD	F	pvalue	Remarks
Physical Facilities					
Urban	3.04	.627	.044	.834	NS
Rural	3.02	.562			
Service Delivery					
Urban	3.11	.757	.315	.575	NS
Rural	3.09	.756			
General Learning Environment					
Urban	3.07	.651	.219	.640	NS
Rural	3.09	.574			
Instructions					
Urban	2.87	.572	.539	.463	NS
Rural	2.91	.520			

The enrollment profile of a selected Higher Educational Institution for the First Semester of AY 2024-2025 shows significant variation across different programs.

The dominance of the Nursing Program has the highest total enrollment (1,348 students), significantly surpassing other programs. The highest number of enrollees is in the 1st year (483 students), indicating strong demand for the program. Enrollment declines across the years, possibly due to attrition or students completing the program early.

The Allied Health Programs, which include BS Medical Laboratory Science (BSMLS) and BS Pharmacy, have a total of 268 and 203 students, respectively. BSMLS has the highest enrollment in the 3rd year, with 122 students, while BS Pharmacy maintains a relatively stable enrollment across all year levels, peaking in the 3rd and 4th years.

The ASBME Programs, which include Social Sciences, Business, IT, and Education, show varying enrollment trends. BS Psychology has 113 students but experiences a significant drop in enrollment in higher years. BS Information Technology (BSIT) and BS Business Administration (BSBA) have relatively low enrollment, with 38 and 61 students, respectively. Education programs, including BEED and BSED, have very low enrollment, with BSED having no enrollees beyond the first year. AB Theology (ABTheo) has only 12 students, indicating limited interest in the program. Similarly, BS Hospitality Management (BSHM) has low enrollment, with a total of 27 students.

Table 4A. Profile of the Enrollment rate of the Selected Higher Educational Institution as of First semester Academic year 2024 -2025

Department	1 st year	2 nd year	3 rd year	4 th year	Total		
Nursing	483	400		273		192	1,348
Allied Health							
BSMLS	56	44		122		46	268
BS Pharmacy	19	33		80		71	203
ASBME							
BS Psychology	44		32		26	11	113
BSIT	18		5		12	3	38
BSBA	29		14		13	5	61
BEED	11		7		6	0	24
BSED	16		0		0	0	16
ABTheo	8		0		4	0	12
BSHM	13		8		6	0	27

The overall enrollment trend for the second semester of AY 2024-2025 indicates a total of 2,235 students across all departments and year levels. The highest enrolled program is Nursing, with 1,444 students, accounting for 64.6% of the total enrollment. In contrast, the lowest enrolled program is AB Theology, with only 12 students, representing 0.5% of the total enrollment.

The Nursing Department dominates enrollment numbers with 1,444 students (almost two-thirds of total enrollment). Highest enrollment in 1st-year students (504) but declines in upper years while the Allied Health Sciences shows that the BSMLS (Medical Laboratory Science): 333 students, with the highest number in 3rd year (163) while the BS Pharmacy: 195 students, also with the highest number in 3rd year (85). Both programs have a significant drop in enrollment by the 4th year, suggesting attrition or program structure differences.

Meanwhile, the ASBME (Arts, Sciences, Business Management, and Education) BS Psychology had 104 students, with balanced enrollment across all years. BSIT (Information Technology) has 33 students, with notably low numbers

in upper years. The BSBA (Business Administration) had 64 students, with gradual declines in later years. The BEED (Elementary Education) has only 8 total students, suggesting possible program phase-out or low demand, while the BSSED (Secondary Education) has only 16 students, with no enrollees in later years. The AB Theology has 12 students, mostly in 1st and 3rd year. The BSHM (Hospitality Management): 26 students, with no enrollees in the 4th year.

The enrollment data reveals a high attrition rate across most programs, with a significant drop in enrollment in the 4th year, particularly in Nursing, BSMLS, and Pharmacy. Education programs (BEED & BSSED) have limited enrollment, which may indicate low demand or a shift in career interests. Technical and business programs, including BSIT, BSBA, and BSHM, have smaller cohorts compared to health-related programs. Meanwhile, AB Theology continues to have low enrollment, suggesting that it remains a niche program with fewer applicants.

The level of student satisfaction across educational programs clearly indicates that the Nursing program has the highest ratings, as shown in Tables 2A to 2D, concerning institutional variables such as physical facilities, service delivery, general learning environment, and instruction. This can be attributed to the fact that Nursing is the flagship program of the school, with well-established facilities that meet the standards set by the Commission on Higher Education (CHED) and accrediting bodies. The Nursing program holds Level 4 accreditation, whereas the ASBME programs are only at Levels 2 to 3. Meanwhile, the Allied Health programs are still in the process of accreditation due to existing deficiencies. The lower satisfaction levels in ASBME programs compared to Allied Health may explain their lower enrollment numbers. Consequently, student word-of-mouth significantly influences the marketing and perception of their respective programs.

The findings of this study strongly support the notion that the expansion and success of higher education institutions are closely linked to student satisfaction. Research suggests that students who are satisfied with their education are more likely to remain enrolled, persist through their courses, and successfully complete their degrees (Puriwat & Tripopsakul, 2021). Moreover, satisfied students are more inclined to recommend their institution to potential enrollees, contributing to increased enrollment and an enhanced institutional reputation. Prioritizing student satisfaction has been associated with higher retention and graduation rates, as well as improved student outcomes (Brown & Mazzarol, 2016). Additionally, positive student experience fosters a strong institutional culture that can attract and retain talented faculty and staff, further elevating the quality of education and reinforcing the institution's reputation (Pham & Nguyen, 2021).

Table 4B. Profile of the Enrollment rate of the Selected Higher Educational Institution as of Second semester Academic year 2024 -2025

Department	1 st year	2 nd year	3 rd year	4 th year	Total		
Nursing	504	447		304		189	1,444
Allied Health							
BSMLS	59	51	163		60	333	
BS Pharmacy	17	32	85		61	195	
ASBME							
BS Psychology	33	33		27	11	104	
BSIT	15	3		12	3	33	
BSBA	28	16		15	5	64	
BEED	10	7		7	1	8	
BSSED	8	0		0	0	16	
ABTheo	8	0		4	0	12	
BSHM	10	7		9	0		

CONCLUSIONS

Most students are enrolled in the Nursing program, with a significant portion of respondents coming from the 2nd-year level and a financially challenged background. This suggests that the institution predominantly serves students from urban communities who experience economic constraints.

Although students are generally satisfied with institutional factors, there is a notable concern regarding laboratory facilities and the clarity of learning objectives in instruction. These areas require improvement to enhance the overall student experience.

Satisfaction levels significantly differ by department and year level. Nursing students report higher satisfaction than those in Allied Health and ASBME, while 4th-year students exhibit greater satisfaction, likely due to their exposure to external job training, which minimizes their direct experience with school-related deficiencies. However, satisfaction levels remain consistent across socio-economic and residential backgrounds.

The increase in enrollment for the second semester of AY 2024-2025, breaking the usual declining trend, indicates a positive shift in student retention or institutional appeal. The Nursing program continues to be the dominant choice among students.

RECOMMENDATIONS

Based on the results and conclusions, the following are recommended to the top management of the institution and must be given priority among concerns to attain sustainability for the college.

Financial and Institutional Support – Given that many students come from lower socio-economic backgrounds, the institution may consider strengthening financial assistance programs, scholarships, and student support services to ensure continued access to education.

Facilities and Instructional Enhancement – The dissatisfaction with laboratory facilities and learning objectives indicates a need for improvement in these areas. Investing in better-equipped labs and refining instructional strategies could boost student learning experiences.

Program-Specific Interventions – Since Nursing students report higher satisfaction, while Allied Health and ASBME students show relatively lower satisfaction, targeted improvements in these programs may help bridge the gap and enhance overall student experience. Additionally, the difference in satisfaction levels by year level suggests that improvements in early academic years could lead to a more consistent satisfaction trend.

Enrollment Trends and Institutional Strategies – The unexpected rise in second-semester enrollment signals a potential shift in student preferences or institutional effectiveness in retention efforts. The institution should analyze the factors contributing to this increase to sustain and further improve enrollment trends.

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