

Campus Pulse: Exploring Student Satisfaction with Support Services and Well-Being at one State University Satellite Campus

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Abstract

This Campus Pulse: Student Satisfaction with Support Services and Well-being at One State University Satellite Campus study looked at the degree to which undergraduate students are satisfied with support services on campus and to what extent this is associated with their emotional and mental well-being. Informed by SERVQUAL Theory (Parasuraman et al., 1985, 1988) and Subjective Well-Being Theory (Diener, 1984), the study was framed to measure students' impressions of academic services, teacher interaction, extracurricular activities, and psychosocial support, and how these relate to their well-being. Utilizing descriptive-correlational research design, data were gathered from 636 students employing stratified random sampling. A reliable Likert-scale survey instrument ($\alpha = .963$) was employed to assess satisfaction and well-being levels. Descriptive data indicated that students on aggregate were "Satisfied" with campus services and positively rated their well-being, with minimal variation by sex and program of study. Statistical significant positive correlation between student satisfaction and emotional and mental well-being was established with Spearman's rho inferential analysis. These conclusions imply that high-quality campus services, particularly those seen as reliable, responsive, and empathetic, are major contributors to student psychological well-being. The research shines light on the value of integrated support systems in higher education and suggests evidence-informed, gender-sensitive, and program-targeted interventions to advance student satisfaction and well-being. Implications are in line with the United Nations Sustainable Development Goals (SDGs 3 and 4) by supporting inclusive and health-conducive learning environments.

Keywords: student satisfaction, mental well-being, emotional well-being, higher education, campus services, SERVQUAL, subjective well-being, SDGs

1. Introduction

1.1. Background of the Study

In recent years, student satisfaction and well-being have emerged as critical indicators of quality education and student success in higher education worldwide. Global frameworks, including the United Nations Sustainable Development Goals (SDGs), particularly SDG 3: Good Health and Well-Being and SDG 4: Quality Education, emphasize the importance of creating supportive, inclusive, and health-promoting educational environments (United Nations, 2015). The mental health and emotional well-being of students are no longer peripheral concerns; rather, they are central to ensuring students' academic engagement, retention, and holistic development (World Health Organization [WHO], 2021).

Across the globe, studies have shown increasing rates of stress, anxiety, and dissatisfaction among university students due to academic pressure, lack of support services, and insufficient engagement with faculty and peers

(Auerbach et al., 2018; Lipson et al., 2022). In the post-pandemic landscape, institutions face mounting pressure to not only restore academic continuity but also to re-evaluate the quality and responsiveness of support systems offered to students.

In the Philippine context, the Commission on Higher Education (CHED) advocates for a student-centered approach, promoting mental health support, learner development programs, and inclusive services aligned with national educational goals (CHED, 2019). State universities and colleges (SUCs) are also guided by institutional thrusts emphasizing excellence, access, and student welfare as part of their mandate to serve the public. However, despite institutional initiatives, localized studies often reveal gaps in service delivery, lack of feedback mechanisms, and unaddressed student needs (Magno & Cuarto, 2020).

At the local level, West Visayas State University, has continuously implemented support services such as counseling, academic advising, student affairs programs, and extracurricular activities. Nevertheless, anecdotal evidence and administrative reports suggest that not all students perceive these services as accessible, effective, or responsive to their needs—raising concerns about their emotional and mental well-being. Moreover, limited data exist on how these services correlate with students' overall satisfaction and psychological health across different departments and demographic groups.

This research aims to explore the relationship between student satisfaction with support services and their emotional and mental well-being at one campus of a state university. By focusing on specific domains—academic services, faculty support, extracurricular activities, and psychosocial services—the study seeks to provide empirical evidence that can inform student affairs planning, mental health initiatives, and institutional policy improvements.

Although international and national studies underscore the importance of student well-being, there remains a localized gap in assessing the actual effectiveness of student support services in state universities. Furthermore, existing literature often overlooks the student voice in evaluating these services, particularly in regional or less urbanized campuses. This study addresses these gaps by:

1. Providing a context-specific analysis of student satisfaction and well-being;
2. Linking findings to global educational and health goals (SDGs);
3. Supporting institutional data-driven decision-making for student welfare programs;
4. Offering baseline data for future interventions in the areas of mental health, faculty support, and campus engagement.

Ultimately, this research contributes to a deeper understanding of how student services influence emotional well-being, providing higher education institutions a framework for creating a more student-centered and supportive campus environment.

This study, titled “Campus Pulse: Exploring Student Satisfaction with Support Services and Well-Being at One State University Satellite Campus,” aims to examine the level of student satisfaction with various campus support services and its relationship to their emotional and mental well-being. Specifically, it investigates how students perceive academic support, faculty engagement, extracurricular opportunities, and psychosocial services, and how these perceptions may influence their overall well-being.

To guide the investigation, the study seeks to answer the following research questions:

1. How satisfied are students with campus life in general, and specifically in terms of (a) student support services (e.g., medical, library), (b) academic services (e.g., instruction, curriculum, faculty support), and (c) extracurricular activities?
2. What is the level of emotional and mental well-being of students as an entire group and in terms of sex and curricular program?
3. Is there a significant relationship between student satisfaction with campus services and their overall emotional and mental well-being?

2. Theoretical Framework

This study is anchored on two interrelated theoretical models: SERVQUAL Theory (Parasuraman et al., 1985, 1988) and Diener's Subjective Well-Being Theory (Diener, 1984). These theories provide a comprehensive lens through which to examine the relationship between students' satisfaction with campus support services and their emotional and mental well-being.

SERVQUAL Theory (Service Quality Model)

Developed by Parasuraman, Zeithaml, and Berry (1985, 1988), the SERVQUAL model is one of the most widely used frameworks for assessing service quality and customer satisfaction. It identifies five key dimensions that influence perceptions of service quality: tangibles, reliability, responsiveness, assurance, and empathy. In the context of higher education, this model has been adapted to evaluate the quality of student services—such as counseling, academic advising, faculty engagement, and extracurricular programs—based on how well they meet students' expectations and needs (Al-Alak & Alnaser, 2012; Douglas et al., 2006).

Applying the SERVQUAL framework to this study allows for the evaluation of student satisfaction with support services as a determinant of their broader campus experience. Students' perceptions of service quality influence their level of satisfaction, which may in turn impact their emotional and mental well-being.

Subjective Well-Being Theory (SWB)

Diener's (1984) Subjective Well-Being Theory posits that well-being is defined by individuals' self-assessment of their happiness, life satisfaction, and balance between positive and negative affect. In the academic environment, factors such as supportive relationships, effective services, and personal development opportunities significantly contribute to students' subjective well-being (Diener et al., 1999; Keyes & Annas, 2009).

This theory supports the study's assumption that emotional and mental well-being is not solely a clinical or psychological issue, but is shaped by the quality of students' daily experiences—including the support services provided by the university. When students feel supported, heard, and engaged, their sense of well-being tends to improve.

By integrating the SERVQUAL model and Subjective Well-Being Theory, this study examines not only whether students are satisfied with campus services, but also how this satisfaction correlates with their emotional and mental wellness. This combined framework provides a holistic view, recognizing the university as both a service provider and a developmental environment that plays a key role in shaping students' overall well-being.

3. Methodology

3.1. Research Design

This study employed a quantitative, descriptive-correlational research design to examine the relationship between student satisfaction with campus support services and their emotional and mental well-being. The descriptive component aimed to determine the levels of satisfaction and well-being, while the correlational aspect explored the statistical relationship between the two variables.

3.2. Participants and Inclusion Criteria

The participants of the study were 636 undergraduate students enrolled in various degree programs at one satellite campus of a state university during the academic year 2025–2026. Inclusion criteria required that participants be:

- Currently enrolled college students at the satellite campus, and
- Willing to voluntarily participate in the study.

No additional exclusion criteria were applied, ensuring a broad and representative sample of the campus population.

3.3. Sampling Technique

A stratified random sampling technique was used to ensure proportional representation of students across different curricular programs, which served as the strata for the sample. Within each program, participants were randomly selected to ensure unbiased inclusion.

3.4. Data Collection Instrument

Data were collected using a researcher-developed survey questionnaire consisting of two main sections:

1. Student Satisfaction with Campus Services, covering areas such as academic support, faculty interaction, extracurricular activities, and psychosocial services;
2. Emotional and Mental Well-Being, reflecting students' subjective well-being, including emotional state, stress levels, and general psychological health.

Both sections used a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

3.5. Validity and Reliability of the Data

The survey instrument underwent content validation by a panel of field experts in psychology, student affairs, and educational research. Based on their feedback, necessary revisions were made to ensure clarity, relevance, and alignment with the study objectives. The instrument demonstrated excellent internal consistency, with a Cronbach's alpha reliability coefficient of 0.963, indicating a high level of reliability.

3.6. Data Analysis Procedure

The collected data were encoded and analyzed using statistical software. Two levels of statistical analysis were conducted:

- Descriptive Statistics: To determine the levels of student satisfaction and emotional and mental well-being, mean scores and standard deviations were computed for each variable.
- Inferential Statistics: To examine the relationship between student satisfaction and well-being, Spearman's rho correlation coefficient was used. This non-parametric test was appropriate due to the ordinal nature of Likert-scale data.

All statistical tests were conducted at a significance level of 0.01 (two-tailed).

3.7. Ethical Considerations

This study adhered to ethical principles in the conduct of research involving human participants.

Informed Consent. Prior to participation, all respondents were provided with an informed consent form outlining the purpose of the study, the nature of their involvement, the voluntary nature of participation, and the assurance that they could withdraw at any time without penalty. Only those who gave their written informed consent were included in the study.

Confidentiality and Anonymity. Participants' privacy was protected throughout the research process. The questionnaire did not collect any personally identifiable information such as names, student ID numbers, or contact details. Responses were treated with strict confidentiality, and data were reported in aggregate form only. To further protect anonymity, each response was coded numerically and stored securely.

Voluntary Participation. Participation in the study was entirely voluntary. Students were informed that their decision to participate or not would have no effect on their academic standing, grades, or access to campus services.

Minimization of Risk. The study posed minimal risk to participants. The survey content was carefully designed to avoid sensitive or potentially triggering questions. Nevertheless, participants were informed that they could skip any question they were uncomfortable answering. Contact information for campus mental health services was also provided in case the survey raised personal concerns.

4. Results and Discussion

This section presents the findings of the study and interprets them in light of existing literature and theoretical frameworks. The results are organized according to the main variables of interest: student satisfaction with campus life and support services, emotional and mental well-being, and the relationship between these two key constructs. The discussion integrates relevant theories—SERVQUAL Theory (Parasuraman et al., 1985, 1988) and Subjective Well-Being Theory (Diener, 1984)—as well as findings from related studies to provide a comprehensive understanding of the data.

Student Satisfaction with Campus Life and Support Services

Table 1 shows that college students reported being satisfied with campus life in general, as well as specifically with student support services, academic services, faculty support, and extracurricular activities. The overall mean satisfaction score was 4.40 (SD = 0.51), which falls within the "Satisfied" range based on the provided scale.

The findings suggest that students perceive the quality of services and campus life positively, aligning with the SERVQUAL theory (Parasuraman et al., 1985, 1988), which emphasizes that student satisfaction is heavily influenced by the perceived quality of service across dimensions such as reliability, responsiveness, and empathy. In this study, the high satisfaction scores may reflect effective service delivery, supportive faculty engagement, and meaningful extracurricular opportunities that meet students' expectations. This is consistent with previous research indicating that well-structured campus services contribute significantly to positive student experiences (Douglas et al., 2006; Al-Alak & Alnaser, 2012).

Table 1

College Students' Level of Satisfaction with Campus Life in General and in terms of Support Services, Academic Services, Faculty Support and Extracurricular Activities

	<i>n</i>	Mean	<i>SD</i>	Verbal Description
General campus life	636	4.35	.58	Satisfied

Student support services	636	4.37	.57	Satisfied
Academic services	636	4.44	.57	Satisfied
Extracurricular activities	636	4.46	.58	Satisfied
General	636	4.40	.51	Satisfied

Note: 4.51-5.00 Very satisfied, 3.51-4.50 Satisfied, 2.51-3.50 Moderately satisfied, 1.51-2.50 Dissatisfied, 1.00-1.50 Very dissatisfied

Emotional and Mental Well-Being by Sex and Curricular Program

As shown in Table 2, students' emotional and mental well-being was generally rated as "Satisfied" (mean = 3.94, SD = 0.63). Male students (M = 4.02, SD = 0.62) reported slightly higher well-being than female students (M = 3.91, SD = 0.63), though both groups still fell within the "Good" range. Differences among curricular programs were observed, with BEED students reporting the highest mean well-being (M = 4.17) and BSED English students the lowest (M = 3.71), suggesting potential variations in stressors or support within academic disciplines.

These results support Diener's Subjective Well-Being Theory (1984), which posits that well-being encompasses individuals' self-reported satisfaction with life and emotional states. The variations across sex and programs may reflect diverse academic demands and available support, influencing students' subjective well-being. Similar patterns have been reported in other studies, where discipline-specific stress and social support networks affect student mental health (Auerbach et al., 2018; Lipson et al., 2022).

Table 2

College Students' Emotional and Mental Well-being as an Entire Group and in terms of Sex and Curricular Program

	Mean	n	SD	
<i>Sex</i>				
Male	4.02	170	.62	Satisfied
Female	3.91	466	.63	Satisfied
<i>Program</i>				
BEED	4.17	55	.66	Satisfied
BSED ENGLISH	3.71	88	.63	Satisfied
BSED MATHEMATICS	4.00	54	.53	Satisfied
BSED FILIPINO	3.99	68	.58	Satisfied
BSED SOCIAL STUDIES	3.91	95	.62	Satisfied
BPED	4.04	92	.60	Satisfied
BSIT	3.89	78	.71	Satisfied
BSHM	3.94	106	.60	Satisfied
Entire group	3.94	636	.63	Satisfied

Note: 4.51-5.00 Excellent, 3.51-4.50 Good, 2.51-3.50 Fair, 1.51-2.50 Low, 1.00-1.50 Poor

Relationship Between Student Satisfaction and Emotional and Mental Well-Being

Table 3 presents the Spearman's rho correlation between student satisfaction with campus services and emotional and mental well-being, revealing a significant positive correlation ($p = .60, p < .01$). This moderate to strong correlation indicates that higher satisfaction with campus services is associated with better emotional and mental well-being among students.

This finding highlights the interconnectedness of the SERVQUAL dimensions and subjective well-being, suggesting that when students perceive campus services as reliable, responsive, and empathetic, their psychological health benefits. The result corroborates studies by Keyes and Annas (2009), who emphasized the role of supportive environments in enhancing well-being, and Douglas et al. (2006), who linked service quality with student satisfaction and retention.

Table 3

Spearman's Rho Correlation Between Student Satisfaction with Campus Services and Emotional and Mental Well-Being

Variable	1	2
Student Satisfaction	—	.60**
Mental Well-Being	.60**	—

Note. $n = 636$. Spearman's rho correlation coefficients are reported.
 $p < .01$ (2-tailed).

Integrating both theories, this study reinforces the idea that quality campus services are critical not only to satisfaction but also to emotional health. The SERVQUAL framework guides universities in assessing and improving service dimensions to better meet student needs, while Diener's framework reminds stakeholders that such improvements contribute to holistic student development and well-being.

5. Conclusions

The findings of this study offer valuable insights into how students perceive their campus experience and how this perception relates to their emotional and mental well-being. The conclusions drawn here are informed by the SERVQUAL Theory (Parasuraman et al., 1985, 1988), the Subjective Well-Being Theory (Diener, 1984), and supporting literature.

Students' overall satisfaction with campus life—particularly in the areas of support services, academic services, faculty engagement, and extracurricular activities—was notably high. This suggests that the university is likely delivering services in a manner that meets or exceeds student expectations in key areas such as responsiveness, reliability, and empathy, which are central to the SERVQUAL model.

The positive ratings may reflect a strong institutional commitment to student support, perhaps through accessible academic advising, approachable faculty, and well-organized extracurricular activities. It is also possible that students feel a sense of community and belonging, which contributes to their favorable assessments of campus life.

Students also reported relatively high levels of emotional and mental well-being. The slight variations across sex and academic programs may be attributed to differing academic demands, availability of social support, or the presence of stressors unique to specific disciplines. For instance, BEED students, who reported the highest well-

being, may benefit from a more collaborative and nurturing academic environment, while BSED English students, who reported the lowest, may be experiencing greater academic pressure or performance expectations.

These findings align with Diener's Subjective Well-Being Theory (1984), which posits that well-being is influenced by individuals' evaluation of their life experiences. The results suggest that students' academic and social experiences within the university probably play a significant role in shaping their mental and emotional health.

The significant positive correlation between student satisfaction with campus services and their emotional and mental well-being suggests a strong connection between how students experience campus life and how they feel emotionally and psychologically. This relationship reinforces the idea that well-designed support systems—both academic and non-academic—contribute not only to satisfaction but also to students' broader well-being.

It is possible that when students feel supported, valued, and engaged through quality services, they are better able to manage stress and develop positive emotional states. This finding supports both the SERVQUAL Theory, which links perceived service quality to satisfaction, and the Subjective Well-Being Theory, which emphasizes the role of life satisfaction in psychological health.

6. Recommendations

Grounded in the findings of this study and supported by the SERVQUAL Theory (Parasuraman et al., 1985, 1988) and Subjective Well-Being Theory (Diener, 1984), the following recommendations are offered to sustain and enhance student satisfaction and well-being at the state university satellite campus. These recommendations are intended to be feasible, actionable, and responsive to observed gaps and strengths.

Sustain and Enhance High-Performing Student Services. While satisfaction across student services is already high, continuous improvement is essential.

Suggested Actions:

- Conduct biannual student feedback surveys on academic services, faculty support, and extracurricular activities.
- Recognize and reward high-performing service units or faculty members through a student-voted award system.
- Maintain a student services dashboard to monitor and report service quality metrics (e.g., response time, accessibility).

Address Program-Specific Needs in Mental Well-Being. Some academic programs, such as BSED English, reported comparatively lower well-being scores. This may indicate unique stressors or unmet needs.

Suggested Actions:

- Organize program-level well-being workshops tailored to specific academic demands (e.g., thesis writing stress management for English majors).
- Assign mental health and wellness coordinators or “peer wellness champions” per program to serve as first responders or support liaisons.
- Facilitate focus group discussions with students in programs with lower well-being to better understand their challenges and co-create solutions.

Strengthen Gender-Sensitive Mental Health Support. Although the difference in well-being between male and female students is slight, it may point to underlying gender-specific pressures.

Suggested Actions:

- Expand gender-sensitive counseling services with trained counselors who understand the mental health needs across gender identities.
- Host mental health forums addressing topics such as emotional resilience, self-care, and navigating academic pressures, tailored to diverse student experiences.
- Include gender inclusivity and emotional intelligence training in student leadership and faculty development programs.

Create an Integrated Well-Being and Engagement Framework. The strong correlation between student satisfaction and well-being highlights the need for a unified approach to service design.

Suggested Actions:

- Develop an Integrated Student Well-Being and Engagement Plan linking academic support, extracurricular programming, counseling services, and spiritual development.
- Establish a Campus Life and Well-Being Committee composed of student leaders, faculty, guidance personnel, and administrators to oversee implementation and alignment of services.
- Design a “Student Experience Map” that traces key touchpoints in a student's academic journey—from enrollment to graduation—and aligns services accordingly.

Promote a Culture of Belonging and Support. A sense of belonging likely contributes to both satisfaction and emotional well-being.

Suggested Actions:

- Launch a student mentoring program, pairing first-year students with upper-year mentors from their academic programs.
- Organize community-building events that foster inter-program collaboration and peer support (e.g., campus festivals, service days, interdisciplinary competitions).
- Enhance digital platforms (e.g., LMS, student portals, mobile apps) to include built-in wellness tools, announcements about support services, and feedback channels.

Monitor and Evaluate Interventions Regularly. To ensure that actions remain responsive and effective, a structured monitoring process is vital.

Suggested Actions:

- Conduct annual institutional surveys on student satisfaction and well-being, disaggregated by program and demographic variables.
- Use findings to inform annual service planning and budgeting across departments.
- Encourage student representation in all evaluation and planning committees related to campus services.

These recommendations, rooted in theoretical and empirical evidence, aim to foster an environment where students feel supported, valued, and empowered. Prioritizing service quality and student well-being is not only an ethical obligation but a strategic investment in student success and institutional excellence.

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