

Student Support Services Satisfaction as Correlate to School Promotion Inclination: Basis for Services Enhancement Program

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ABSTRACT

This study investigated in-campus residing students' experiences with student support services (SSS) and school promotion inclination within Seventh Day Adventist (SDA) academies. A survey assessed satisfaction with SSS (overall and by dimension) and school promotion inclination. Most respondents were from stand-alone academies (60%) with equal gender distribution. Overall SSS satisfaction was moderate (mean = 4.67), with the residence service dimension scoring the lowest (mean = 4.20). College-attached academies had the lowest satisfaction (mean = 4.13) for SSS. Gender and residency duration did not significantly impact SSS satisfaction. School promotion inclination was moderate (mean = 4.77). SSS and promotion inclination had a low correlation ($r = 0.335$). Specific SSS dimensions (guidance, networking, food services, healthcare, student experience) showed stronger positive correlations with promotion inclination than residence services. Stand-alone academies might offer better SSS. Residence services need improvement. College-attached academies require focused attention. Demographic factors minimally influence SSS satisfaction. While SSS influences promotion, other factors play a role. Further research should explore academy preference and specific SSS dimensions influencing promotion. School administrators should prioritize residence service improvement and address satisfaction disparities across academy types. A comprehensive SSS enhancement program is recommended. Faculty, staff, and students should collaborate for a holistic support system. In-campus residents and parents should actively engage with SSS personnel and administration. Sharing findings with relevant personnel in similar educational settings can foster improvement. Future research should involve comparative analyses, longitudinal studies, and qualitative methods. Investigating institutional factors and a broader range of student demographics is also recommended.

1. Introduction

This portion provides an overview of the research topic and context, establishes the significance and relevance of the study, and outlines the research objectives and scope. It serves as a roadmap for the reader, guiding research enthusiasts through the thesis and setting the stage for the subsequent chapters.

1.1 Background of the Study

In the fiercely competitive landscape of higher education, schools and universities worldwide continually seek innovative strategies to attract and retain students (Nguyen & Bajwa, 2018; Smith & Johnson, 2016). A critical aspect of this effort is providing effective student support services, which significantly enhance the overall student experience and academic achievement (Li & Wang, 2018; Chatterjee, Mallik, & Dey, 2018; Lo, 2018). Researchers have recognized the importance of student support services and explored their impact on students' propensity to promote their respective institutions (Hong & Young, 2019; Tinto, 2017; Condon & Longley, 2017; Crittenden, Hanna, & Peterson, 2016).

Global studies consistently emphasize the vital role of student support services in shaping students' perceptions, experiences, and overall satisfaction (Hong & Young, 2019; Tinto, 2017; Johnson & Johnson, 2017). Students who received adequate support services reported higher satisfaction levels and were more likely to engage in positive word-of-mouth promotion for their institutions (Chen & Desler, 2016; Allen et al., 2019). Furthermore, a meta-analysis by Roberts and Hines (2018) demonstrated a significant positive correlation between student support services satisfaction and students' intention to recommend their institutions. These findings, along with similar studies, highlight the universal significance of student support services in driving students' inclination to promote their schools (Li, Liu, & Wang, 2020; Bunnell, Kim, & Kline, 2018).

The Philippine context also reflects a growing interest in the relationship between student support services satisfaction and school promotion inclination (Cruz & Fernandez, 2019; Lopez & Manalo, 2018). Studies by Santos et al. (2017) and Cruz and Fernandez (2019) examined Filipino college students' satisfaction levels with various support services, including academic advising, counseling, and career services. The results indicated that students who perceived these services as effective and accessible were more likely to recommend their institutions to prospective students. Similarly, Torres and Dizon (2019) explored the impact of student support services on students' loyalty to their universities. These studies revealed a positive correlation between student satisfaction with support services and their willingness to actively promote their institutions (Cruz & Lopez, 2020; Reyes & Asis, 2019).

Limited research has been conducted specifically in Bacolod City, Negros Occidental, Philippines, examining the relationship between student support services satisfaction and school promotion inclination. However, a study by Garcia (2020) conducted in a neighboring Philippine region emphasized the importance of student support services in influencing students' decisions to promote their institutions. The study highlighted the significance of specific services such as academic advising, counseling, and extracurricular activities in fostering student satisfaction and promoting their schools (Garcia & Ramirez, 2021).

There is a growing body of research on student support services in various educational contexts (Li & Wang, 2018). However, a notable knowledge gap exists regarding the specific relationship between satisfaction with student support services and students' inclination to promote their schools in the context of Seventh-day Adventist (SDA) boarding academies in Negros Occidental. Understanding this relationship is particularly important for these institutions, where in-campus high school students benefit from various support services provided within the boarding school environment.

Ultimately, this study on student support services satisfaction and school promotion inclination in SDA boarding academies in Negros Occidental is not only a practical endeavor but also an opportunity to reflect the biblical principles of love, service, and community building. By understanding and applying these principles within the context of education, the findings of this study can guide the development of an enhanced services program that aligns with biblical teachings and helps fulfill the mission of Adventist education in nurturing students' academic, spiritual, and personal growth.

1.2 Statement of the Problem

This study determines the degree of satisfaction with student services among students residing on the campuses of Adventist academies in Negros Occidental during the school year 2022-2023. Specifically, it answers the following questions:

1. What is the profile of respondents according to the following variables:
 - a. type of academy,
 - b. gender, and
 - c. length of stay?
2. What are the degrees of respondents' satisfaction with student support services when considered as a whole and when grouped according to type of academy, gender, and length of stay?
3. What are the respondents' degrees of school promotion inclination when considered as a whole and when grouped according to type of academy, gender, and length of stay?
4. Are there significant differences in the degrees of respondents' satisfaction with student support services and school promotion inclination when considered as a whole and when grouped according to type of academy, gender, and length of stay?
5. Is there a significant relationship between respondents' satisfaction with student support services and degrees of school promotion inclination?
6. Based on the study's findings, what service enhancement plan can be proposed?

1.3 Hypotheses

This section provides tentative predictions that can be tested and evaluated through scientific investigation. Hypotheses serve as the starting point for this academic study. Based on the inferential statements listed above, the following null hypotheses were constructed:

1. There are no significant differences in the degrees of respondents' satisfaction with student support services when considered as a whole and when grouped according to type of academy, gender, and length of stay.
2. There are no significant differences in the degrees of respondents' school promotion inclination when considered as a whole and grouped according to academy type, gender, and length of stay.
3. There is no significant relationship between respondents' satisfaction with student support services and degrees of school promotion inclination.

1.4 Purpose of the Study

The significance of student support services in academic institutions cannot be overstated, as these services play a critical role in promoting student success, engagement, and satisfaction. Furthermore, effective school promotion is essential for attracting prospective students, enhancing the institution's reputation, and ensuring its long-term viability. Understanding the relationship between student support services satisfaction and school promotion inclination is crucial for developing an effective services enhancement program.

The primary objective of this study is to determine the degree of satisfaction with student services among students residing on the campuses of Adventist academies in Negros Occidental during the school year 2022-2023 and to examine how this satisfaction correlates with their inclination to promote their schools. Specifically, this study aims to:

1. Assess the Profile of Respondents. Identify the profile of respondents according to the type of academy, gender, and length of stay.
2. Evaluate Satisfaction with Student Support Services. Determine the degrees of respondents' satisfaction with student support services when considered as a whole and when grouped according to type of academy, gender, and length of stay.
3. Measure School Promotion Inclination. Assess the degrees of school promotion inclination among respondents when considered as a whole and grouped according to the academy type, gender, and length of stay.
4. Analyze Differences in Satisfaction and Promotion Inclination. Investigate whether there are significant differences in the degrees of respondents' satisfaction with student support services and school promotion

inclination when considered as a whole and when grouped according to type of academy, gender, and length of stay.

5. Examine the Relationship Between Satisfaction and Promotion Inclination. Determine if there is a significant relationship between respondents' satisfaction with student support services and their degrees of school promotion inclination.
6. Develop a Service Enhancement Plan. Based on the study's findings, propose a service enhancement plan to improve student satisfaction and promote their inclination to advocate for their schools.

By achieving these objectives, the study will provide valuable insights into the effectiveness of student support services in Adventist academies in Negros Occidental and offer recommendations for enhancing these services to foster greater student satisfaction and school promotion inclination.

1.5 Significance of the Study

The research titled "Student Support Services Satisfaction as Correlate to School Promotion Inclination: Basis for Services Enhancement Program among Adventist Boarding Academies in Negros Occidental, Philippines" holds significant importance for various stakeholders involved in the education sector. The study's significance is discussed below, considering the student researcher, school administrators, faculty and staff, in-campus residing students, related or similar educational communities, parents, and future researchers.

Student Researcher. For the student researcher, this study provides an invaluable opportunity for personal and academic growth. Conducting this research will enhance the researcher's understanding of the correlation between student support services satisfaction and school promotion inclination. This process will also refine essential skills such as critical thinking, data analysis, and academic writing, thereby contributing to the researcher's professional development and expertise in educational management.

School Administrators. School administrators of Adventist boarding academies in Negros Occidental can significantly benefit from the findings of this study. Insights into how student support services influence students' inclination to promote their schools can guide administrators in strategically allocating resources. Enhancing support services based on research evidence can improve student satisfaction, fostering a more supportive and effective educational environment (Grayson & Schwartz, 2019). Furthermore, understanding these dynamics can help develop targeted policies to boost institutional reputation and student retention rates (Harper & Quayle, 2020).

Faculty and Staff. Faculty and staff members play a crucial role in delivering student support services. The outcomes of this study will help them understand the factors that contribute to student satisfaction and the subsequent promotion of their schools. This knowledge can lead to the adoption of more student-centered teaching and support practices, fostering a collaborative and responsive educational atmosphere (Brown & Mazzarol, 2019). Such improvements can enhance communication, support, and engagement, benefiting students and educators.

In-Campus Residing Students. The primary beneficiaries of this study are the in-campus students residing there. The research can highlight areas needing improvement by identifying the specific aspects of support services that significantly impact their satisfaction and willingness to promote their school. Enhanced support services can lead to a more conducive and supportive living and learning environment, positively influencing students' overall academic and personal experiences (Robinson & Hullinger, 2019). This, in turn, can lead to better educational outcomes and greater student well-being.

Related or Similar Educational Communities. The findings of this study extend beyond Adventist boarding academies and can be relevant to other educational institutions facing similar challenges. Institutions with a faith-based approach can learn from the study's insights and implement effective strategies to enhance their student support services. This can promote collaboration and knowledge sharing among different educational communities, improving overall education quality and student satisfaction (Jones & Kessler, 2018).

Clinic Nurses. Clinic nurses in Adventist academies must understand the vital relationship between student satisfaction with support services and school promotion inclination. The study can provide insights into healthcare services' effectiveness to campus-residing students. This understanding can help clinic nurses tailor their services to better meet students' needs and expectations, thereby promoting their overall well-being and academic success (Patterson & Kline, 2020).

Cafeteria Supervisors. Cafeteria supervisors significantly influence student satisfaction, particularly regarding food services. The study's findings can provide valuable feedback on students' satisfaction levels with cafeteria services. Understanding these preferences and areas of concern can guide cafeteria supervisors in improving the quality, variety, and accessibility of food services, contributing to a more satisfying and healthy dining experience for students (Thompson & Dean, 2019).

Dormitory Deans. Dormitory deans can use the study's insights to enhance dormitories' living conditions and support services. By understanding the factors contributing to students' satisfaction with dormitory services, deans can implement measures to improve living facilities and foster a supportive residential environment. This can positively influence students' overall experience and inclination to promote the school to others (Zimmerman & Swank, 2020).

Parents. Parents are primary stakeholders in their children's education. The study's findings can help parents make informed decisions when selecting educational institutions. By understanding the relationship between student support services satisfaction and school promotion inclination, parents can evaluate the quality of support services offered by different institutions. This information is crucial for ensuring their children receive a holistic and supportive educational experience (Garcia & Anderson, 2019).

Future Researchers. This study is valuable for future researchers exploring the relationship between student support services satisfaction and school promotion inclination. It provides a foundational understanding and a methodological framework that future studies can build upon. Subsequent research can expand on these findings, exploring new dimensions and contributing to a deeper understanding of how support services impact student experiences and institutional reputation (Smith & Brown, 2020).

1.6 Scope of the Study

The scope of this thesis, entitled "Student Support Services Satisfaction as Correlates to School Promotion Inclination: Basis for Services Enhancement Program among Adventist Boarding Academies in Negros Occidental, Philippines," is delineated by several key parameters:

Context and Location. The study explicitly targets Adventist boarding academies located in Negros Occidental, Philippines. This study was conducted across three SDA academies situated within this province. The study's focus on faith-based (Adventist) educational institutions allows an in-depth examination of these schools' unique characteristics and support systems.

Time Frame. The research was executed during a defined period, specifically from the second to the fourth week of May 2023. Data collection and subsequent analysis were confined to this timeframe, ensuring a concentrated and timely approach to the research objectives.

Data Collection Methodology. A face-to-face survey method was employed to gather data. Using self-constructed instruments to measure student satisfaction with support services and school promotion inclination was a deliberate choice to tailor the assessment tools to the study's specific context. These instruments were meticulously designed to capture relevant data, though it is acknowledged that this approach might introduce certain biases or limitations regarding measurement precision.

Target Population. The research specifically examined the experiences and perceptions of junior high school students on campus. This demographic was chosen to provide insights into the correlation between student support services satisfaction and school promotion inclination within Adventist boarding academies.

1.7 Limitations of the Study

Despite the comprehensive approach, the study has several limitations that should be acknowledged:

Generalizability. The findings may have limited applicability beyond the specific context of Adventist boarding academies in Negros Occidental. Caution should be exercised when generalizing the results to other settings or populations.

Self-Constructed Instruments. The instruments developed for measuring student satisfaction and promotion inclination are self-constructed and carefully validated. This could potentially introduce biases or limitations in terms of the accuracy and reliability of the measurements.

Single Method of Data Collection. The reliance solely on a face-to-face survey method may restrict the study's ability to capture the full spectrum of participant experiences and perspectives. Additional qualitative methods could have provided a more comprehensive understanding.

Time Constraints. Conducting the study within a limited timeframe (second to fourth week of May 2023) may not account for variations in student satisfaction and promotion inclination that could occur throughout different periods of the academic year.

2. Review of Related Literature

This chapter presents concepts and literature to provide insights and help enrich this study. The studies reviewed are related to the present study in terms of subject matter, content, research methodology, and data analysis.

2.1 Adventist Education

The Adventist educational system is a global network of institutions adhering to the principles and values of the Seventh-day Adventist Church. This system emphasizes holistic education, encompassing intellectual, physical, social, and spiritual growth (General Conference of Seventh-day Adventists, 2017; Education Department of the General Conference of Seventh-day Adventists, 2018).

2.1.1 Background

The Adventist educational system is extensive and operates worldwide, aiming to foster comprehensive student development. It integrates faith with learning, emphasizing academic excellence, character building, and service to others (General Conference of Seventh-day Adventists, 2018; Knight, 2020). This educational approach is rooted in the early Adventist pioneers' recognition of education's importance, starting with the first Adventist school in Buck's Bridge, New York, in 1853 (SDA Encyclopedia, 2018).

This Adventist education promotes the development of moral values, critical thinking, and a sense of personal responsibility. It encourages students to explore their talents while fostering community spirit and service (Adventist Education, 2017; General Conference of Seventh-day Adventists, 2018). The system includes a range of institutions, from primary schools to universities, all committed to providing quality education within the Adventist value framework (General Conference of Seventh-day Adventists, 2018).

2.1.2 Adventist Educational System in the Philippines

The Adventist educational system in the Philippines is part of the global Adventist network and is committed to holistic development and faith integration in education. It has grown significantly since the early 1900s, with the establishment of the Philippine Union College, now known as the Adventist University of the Philippines (Carreon, 2017; Cala, 2018).

Adventist schools in the Philippines offer education from elementary to tertiary levels, focusing on academic excellence, ethical conduct, social responsibility, and personal growth (Pilapil, 2018). These schools' distinctive

features emphasize a healthy lifestyle, promote vegetarianism, abstain from harmful substances, and promote regular exercise (Carreon, 2017; Pilapil, 2018). The mission of Adventist education in the Philippines is to develop individuals who positively impact their communities. The curriculum integrates Adventist values, encouraging students to live out their faith and serve others (Cala, 2018).

2.1.3 Boarding Secondary Schools in the Philippines

Boarding high schools in the Philippines provide a unique educational environment where students live on campus and receive academic and residential care. These schools combine rigorous academics with a structured living arrangement, promoting holistic development (PAASCU, 2017). Boarding high schools focus on discipline, personal responsibility, and values formation. The residential setting fosters community-oriented and life skills development, such as time management and collaboration (LPU Batangas, 2017). Students benefit from structured routines that include study periods, extracurricular activities, and supervised recreation, allowing for deeper relationships and personal growth (PAASCU, 2017).

2.1.4 Adventist Boarding Academies in the Philippines

Adventist boarding academies in the Philippines offer a unique educational approach that aligns with the growing emphasis on holistic education (Park & Choi, 2013). These academies integrate academics, faith-based values, and character development within a supportive residential setting. This fosters well-rounded students who excel intellectually, socially, emotionally, physically, and spiritually. Research by Moos and Moos (2009) supports the positive influence of such structured environments on student outcomes. Additionally, Pardela's (2018) work on faith-based education highlights the potential for spiritual growth within Adventist boarding academies.

The World Health Organization (WHO, 2018) emphasizes the importance of life skills in education. Adventist boarding academies, emphasizing structured routines, community living, and extracurricular activities, provide ample opportunities for students to develop essential life skills like time management, collaboration, and problem-solving. Aside from the research locale, there are more examples of Adventist boarding secondary schools in the Philippines. Mountain View College (MVC), located in Valencia City, Bukidnon, is a co-educational Adventist boarding academy known for its vital academic programs, Christ-centered environment, and commitment to social responsibility (Mountain View College, n.d.). Lakeview Academy (LVA), situated in Don Carlos, Bukidnon, offers a holistic education from elementary to senior high school, focusing on academic excellence, spiritual development, and service learning (Lakeview Academy, n.d.).

2.2 Student Support Services

Student support services encompass a range of programs, resources, and interventions designed to assist students in their academic, personal, and social development. These services promote student success, well-being, and engagement throughout their educational journey (Lee & Gast, 2018; Lowenstein, 2016; Masika & Jones, 2016). They vary across educational institutions but often include academic advising, counseling, mentoring, career guidance, tutoring, and extracurricular activities (Kim & Sax, 2019; Hu & Kuh, 2018; Kuh, 2017).

Research studies have shown that student support services are crucial in enhancing student outcomes and overall satisfaction (Graham, Harris, & Mason, 2019; Cooney & Asif, 2018; Desselle & Peterson, 2017; Nelson & Mullins, 2017). These services have positively impacted student retention, academic performance, graduation rates, and career readiness. Additionally, student support services contribute to developing essential life skills, resilience, and a sense of belonging among students (Pascarella & Terenzini, 2018; Hill & Wren, 2017; Cabrera & Castañeda, 2017).

Several studies have explored specific aspects of student support services. For instance, research has examined the effectiveness of academic advising in promoting student success and the impact of counseling services on mental health and well-being. Other studies have focused on the importance of mentorship programs in facilitating student engagement and career development (Bonner, 2018; Chen, Liao, Zhang, & Lin, 2018). Furthermore, research has highlighted the significance of student support services in addressing the diverse needs of students, including those from marginalized populations, students with disabilities, and international students. These services can offer targeted interventions to promote inclusivity, equity, and cultural sensitivity within educational institutions (Baker & Siryk, 2019; Anderson & McCormick, 2016).

2.2.1 Components of School Support Services Satisfaction

Student experience is a broad concept encompassing academic, social, and personal interactions that shape a student's life at an institution (Smith et al., 2018). It includes factors like orientation processes, interactions with staff, and the overall sense of belonging and support fostered by the school environment (Smith et al., 2018).

The quality and availability of dining options significantly impact student satisfaction (Johnson & Wales University, 2019). Studies suggest that students value variety, nutritional value, affordability, and accessibility of meals (Johnson & Wales University, 2019). Additionally, the dining environment and inclusivity of food offerings in terms of catering to diverse dietary needs are crucial aspects (Johnson & Wales University, 2019).

Educational institutions increasingly recognize the importance of addressing students' spiritual and religious needs (American College Health Association, 2020). Support systems may include counseling, meditation spaces, chaplaincy services, and religious events (American College Health Association, 2020). These services foster spiritual well-being and respect for diverse faith traditions (American College Health Association, 2020).

The quality of student housing significantly impacts their overall well-being (Brown University, 2018). Residence services focus on providing safe, clean, and accessible living spaces (Brown University, 2018). Students value supportive staff, clear residence policies, and activities that promote a sense of community among residents (Brown University, 2018).

The availability of medical and psychological support services is essential for student success (National Association of Student Personnel Administrators, 2021). These services may include routine check-ups, emergency care, mental health counseling, and health education programs (National Association of Student Personnel Administrators, 2021). Students value affordable, accessible, and professional healthcare services that address their physical and mental well-being (National Association of Student Personnel Administrators, 2021).

Institutions recognize the importance of facilitating connections between students, alumni, and professionals (University of Southern California, 2019). Networking services may include career fairs, mentorship programs, workshops, and online platforms (University of Southern California, 2019). These opportunities help students explore career options, build professional networks, and develop skills for future success (University of Southern California, 2019).

Academic, career, and personal counseling services are vital in student development (American Counselling Association, 2017). Counselors can assist students in navigating their educational paths, resolving personal challenges, making informed career decisions, and developing skills for academic achievement and personal growth (American Counselling Association, 2017). Students value accessible, professional, and helpful counselors who can guide them through various challenges and support their development (American Counselling Association, 2017).

2.2.2 Student Support Services in Foreign Schools

Student support services foster student success and well-being across educational institutions globally (Marland & Mutton, 2019). A growing body of international research underscores the significance of these services and their positive impact on student outcomes (Lee & Rice, 2018; Trivette et al., 2018). Studies in the United States highlight the effectiveness of academic advising in promoting student engagement, persistence, and graduation rates. These studies emphasize the importance of personalized advising approaches, early intervention strategies, and the utilization of technology to deliver comprehensive student support (Meeuwisse, Severiens, & Born, 2019; McPherson & Winston, 2018; Amey & Steelman, 2017).

In the European context, research on student support services focuses on promoting internationalization and fostering diversity within educational institutions. Studies emphasize the need for tailored support programs for international

students, including orientation programs, language assistance, and cultural integration initiatives (Donche et al., 2018; Yorke & Longden, 2018). Additionally, research explores strategies to foster inclusion and support for students from underrepresented backgrounds.

Research conducted in Australia and New Zealand explores the role of student support services in promoting student engagement, satisfaction, and retention. These studies examine the impact of counseling, peer mentoring, and career guidance on student well-being and academic success (Heffernan & Poole, 2019; Schreiber & Muller, 2019; Bridges & McGrath, 2017).

In Asian countries like Japan, South Korea, and China, research on student support services focuses on the connection between these services and academic achievement and mental health. Studies emphasize the importance of comprehensive counseling services, stress management programs, and interventions designed to address the unique challenges faced by students in these countries (Chen, Liao, Zhang, & Lin, 2018; Cabrera, Nora, & Castañeda, 2017).

2.2.3 Student Support Services in the Philippines

Research in the Philippines emphasizes the critical role of comprehensive student support systems in enhancing student outcomes (Saligan & Maravilla, 2018). Various studies have demonstrated the positive effects of academic support services, including tutoring and mentoring programs, on student performance, engagement, and self-efficacy (Bulatao, 2017; Lumactod, 2018).

Career guidance and counseling are essential components of these support systems. These services assist students in making informed educational and career decisions by providing relevant information, vocational assessments, and exposure to career opportunities (Bautista, 2017; Torres, 2021). Mental health and well-being services are equally important, addressing the prevalence of mental health issues among Filipino students and the need for accessible counseling services. Such services promote psychological well-being and help students cope with academic and personal challenges (Clemente, 2019; Amansec, 2018).

Peer mentoring and support programs also play a significant role in fostering a sense of belonging among students. Research indicates that peer mentoring provides academic support and promotes student engagement, contributing to student integration, social adjustment, and overall satisfaction with their educational experience (Ma & Castillo, 2021; Carino, 2019; Rodulfin & Onor, 2019).

Furthermore, career guidance and placement services are pivotal in facilitating students' exploration, decision-making, and transition to the workforce. Studies highlight the need for comprehensive career support, including counseling, skill development, and industry linkages (Macasaquit, 2018; Mariano & Tengco, 2016; Aguinaldo & Carandang, 2018; Ngo & Cajuco, 2017). These services collectively ensure that students are well-prepared to navigate their future careers successfully.

2.2.4 Factors Affecting Student Satisfaction with Support Services

Many factors influence student satisfaction with support services in foreign institutions' experience and perception of the provided support (Li et al., 2020; Mbah & Emecheta, 2017). Several studies have explored these determinants (Condon & Longley, 2017; Crittenden et al., 2016). One crucial factor is the quality of service delivery. Research highlights the importance of responsiveness, personalization, and efficient processes (Li et al., 2020). Students value accessible, well-organized services tailored to their specific needs, with timely and accurate information provided by knowledgeable staff (Bunnell et al., 2018; Kunt & Cemalcılar, 2018). Additionally, studies emphasize the role of adequate infrastructure in meeting student needs, such as well-equipped counseling centers, libraries, and learning spaces (Okunoye & Achalu, 2019). Access to modern technology and online platforms for service delivery is also crucial for enhancing satisfaction (Meeuwisse et al., 2018; Nguyen & Bajwa, 2018).

Moreover, the attitudes and behaviors of support service staff significantly impact student satisfaction (Li et al., 2020). Studies highlight the importance of staff empathy, approachability, cultural sensitivity, and effective communication (Bunnell et al., 2018; Gao & Dodd, 2018). Positive interactions and a welcoming environment contribute to higher satisfaction levels. Additionally, research suggests that active student participation in programs

and workshops offered by support services enhances satisfaction (Goudarzi et al., 2019; Woo et al., 2017). Opportunities for peer support, mentorship, and collaboration can also contribute to a positive student experience (Salazar et al., 2016).

Besides, cultural background, beliefs, and values influence student satisfaction with support services (Kaur & Sidhu, 2020). Designing and delivering services that consider these factors is crucial. Individual characteristics such as prior experiences, expectations, and personal circumstances can also shape satisfaction levels (Hoidn & Lee, 2017). In the Philippine context, accessibility and availability of support services are key factors affecting student satisfaction (Adeyemo et al., 2018; Barlis et al., 2017). Convenient locations, extended service hours, and prompt responses are essential for meeting student needs (Florido, 2015). Additionally, the competence and qualifications of support service providers play a significant role (Buenaobra & Chavez, 2019; Mateo & Ilagan, 2020; Purganan et al., 2018). Students value well-trained, knowledgeable staff who effectively address concerns and provide relevant guidance.

Moreover, in the Philippine context, service quality emerges as a key determinant of satisfaction (Gozun, 2018; Manaois, 2016). Responsiveness, reliability, empathy, accurate information, efficient processes, and personalized attention are valued by students (Legaspi, 2020; Crisostomo & Esparrago, 2020; Tuazon, 2017). Staff characteristics also play a significant role. Approachability, friendliness, cultural sensitivity, effective communication, active listening, and a supportive environment contribute to positive perceptions (Lucido & Tungcab, 2018; Rosaroso et al., 2019; Abad et al., 2018). Positive interpersonal interactions and empathy further enhance satisfaction (Dela Cruz, 2017; Ramos & Canlas, 2020; Jimenez & Antonio, 2019; Quijano & Estrellado, 2020).

Correspondingly, accessibility is one critical aspect. Studies highlight the influence of physical accessibility, resource availability, convenient service hours, and well-equipped facilities (Gozun, 2018; Manaois, 2016; Cortez et al., 2020; Rosario et al., 2019). Students appreciate easily reached services and offer support without significant barriers (Ali, 2019; De Leon, 2020). Adequate resources like libraries, counseling centers, and study spaces, along with access to technology and online platforms, further enhance satisfaction (Bustamante & Iniego, 2018; Zalameda & Mabanag, 2016; Galan & Basubas, 2020; Iniego, 2019).

In addition, culturally sensitive services are also essential. Recognizing diverse perspectives, respecting cultural practices, and integrating them into service delivery contribute to higher satisfaction (Abad et al., 2018; Lucido & Tungcab, 2018; Lazo et al., 2017; Quimbo, 2021; Rosaroso et al., 2019; Tuyor et al., 2020). The cultural and social climate of the institution, including diversity and inclusivity, can also impact satisfaction (Soriano & Espinosa, 2017; Laguilles, 2020). Understanding Filipino students' cultural backgrounds and needs when designing services is crucial (Ancheta, 2019; Talde, 2016). Culturally sensitive practices that align with students' values and beliefs contribute to higher satisfaction levels (Bacunot & Constantino, 2021; Rosario & Yumang, 2018).

Understanding these factors allows educational institutions to improve the effectiveness and quality of student support services. Future research could explore the specific service areas most valued by students (e.g., academic advising, career counseling, mental health services) and how these vary across cultures or scholarly disciplines. Additionally, investigating the long-term impact of support services on student success metrics such as retention, graduation rates, and post-graduation outcomes would be valuable.

2.3 School Promotion Inclination

A complex interplay of factors influences students' inclination toward academic advancement or promotion. This review explores key findings from recent research (2017 onwards) that highlight these underpinnings.

2.3.1 Academic Factors

Academic performance, measured through grades and test scores, significantly predicts students' desire for promotion (e.g., Jones, 2020). Studies reveal a positive correlation between academic achievement and promotion inclination

(Jones, 2020). Additionally, subject-specific performance, particularly in core subjects like math and language arts, has been shown to influence promotion decisions (Lee, 2019). These findings emphasize the importance of academic success in shaping students' motivation to progress academically.

2.3.2 Social Environment

The social environment within schools plays a crucial role in shaping students' promotion inclination. Research suggests peer influence significantly impacts students' decisions (Rodriguez & Garcia, 2017). Students who perceive a supportive and positive social climate among their peers are more likely to desire promotion (Rodriguez & Garcia, 2017). Similarly, teacher support emerges as another significant factor. Students who feel encouraged and supported by their teachers are more inclined toward promotion (Martin & Anderson, 2020). These studies highlight the influence of positive social relationships within the school setting on students' academic motivation.

2.3.3 Psychological Factors

Psychological factors also contribute to students' promotion decisions. Studies have explored the role of self-efficacy beliefs, which refer to an individual's confidence in their ability to achieve academic success. Students with higher self-efficacy are more likely to be motivated for promotion (Chen & Liu, 2018). Additionally, research suggests that students with clear career goals and aspirations are more inclined toward academic advancement (Brown & Davis, 2019). These findings underscore the importance of fostering students' self-efficacy and future aspirations to promote academic motivation.

2.3.4 Family Support

Family involvement and support significantly influence students' promotion inclination. Research shows that students who perceive high parental involvement and encouragement are more likely to desire promotion (Nguyen et al., 2021). Parental engagement in students' academic lives plays a crucial role in shaping their decisions regarding academic progress (Nguyen et al., 2021). These findings highlight the importance of fostering school-family solid partnerships to bolster students' motivation for educational advancement.

2.3.5 School Promotion Inclination in the Philippines

Research suggests that academic achievement, parental involvement, and positive teacher-student relationships are significant motivators for promotion inclination (e.g., Santos et al., as cited in a 2018 study). Students with high academic performance, supportive parents, and positive relationships with teachers are more likely to desire academic advancement. This emphasizes the importance of a holistic approach that fosters academic achievement, parental involvement, and a supportive school environment. Another study (Reyes & Gomez, 2020) explores the influence of peers on promotion inclination. The research suggests positive peer relationships and social comparison with academically successful peers can motivate students' desire for advancement. This highlights the role of peer dynamics in shaping educational decisions within the Philippine context.

Moreover, future aspirations and career goals also play a significant role. A study by Garcia and Fernandez (2019) found that students with clear career aspirations and a positive vision for the future are more likely to be promotion-oriented. This emphasizes the importance of career guidance and fostering a future-focused educational environment. Self-perception and internal motivation are additional factors influencing promotion inclination. Research by Gonzales and Torres (2017) suggests that students with a positive self-concept and high intrinsic motivation for learning are more likely to desire academic advancement. This highlights the need for educational strategies that promote positive self-esteem and intrinsic motivation among students.

At the tertiary level, institutional support and student engagement become crucial factors. A study by Cruz and Villar (2021) found that students who perceive institutional solid support, such as academic advising and support services, and actively engage in their studies are more likely to be promotion-oriented. This aligns with the findings of Reyes and Salinas (2019). This emphasizes the importance of well-resourced institutions and fostering student engagement in higher education.

2.3.6 Additional Factors Influencing Students' Inclination Toward School Promotion

The inquiry has extensively explored the factors influencing students' inclination toward school promotion. Central to this discourse is the role of self-efficacy and intrinsic motivation. According to Alivernini and Lucidi (2011), students with higher levels of self-efficacy and intrinsic motivation are more inclined to promote their school and engage in positive school-related behaviors. This suggests that students who believe in their abilities and derive value from their educational experiences are more proactive in advocating for their school. Similarly, Anderson and Johnson (2018) found a positive association between students' self-efficacy beliefs and their inclination toward academic advancement. This underscores the significance of self-beliefs in shaping students' promotion decisions. Subject-specific performance also plays a crucial role in students' promotion inclination. Smith and Johnson (2018) discovered that students' achievements in core subjects like mathematics and language arts significantly influence their desire for promotion. Higher performance in these subjects correlates with a stronger inclination towards advancing to the next grade level. Progress monitoring is another influential factor. Thompson and Baker (2019) highlighted that students who consistently improve their academic performance throughout the year are more inclined to seek promotion. Regular assessments and feedback were shown to positively affect students' motivation and their desire for educational advancement. Additionally, the mediating role of academic motivation was examined by Smith and Williams (2019), who found that higher self-efficacy beliefs lead to greater academic motivation, which positively affects promotion inclination. This indicates that students who are confident in their academic abilities and motivated to achieve their goals are more likely to seek advancement.

In line with previous findings, longitudinal studies provide further insights. Davis et al. (2020) revealed that students experiencing increased self-efficacy over time are more likely to express a positive inclination toward promotion. This suggests developing and strengthening self-efficacy can enhance students' desire for academic advancement. Moreover, subject-specific self-efficacy also significantly impacts promotion inclination. Nguyen and Lee (2017) found that students with higher self-efficacy in specific subjects were more inclined to seek advancement in those areas. This emphasizes the importance of fostering confidence in students' abilities in particular subjects to encourage promotion.

Academic performance consistently emerges as a critical factor. Jones and Schmitt (2017) reported a positive correlation between academic achievement and promotion inclination, with higher academic performers more likely to desire advancement. This is supported by Naylor and Kauffman (2017), who also found that students with higher academic achievements exhibit a stronger inclination toward school promotion. On the other hand, the influence of the academic growth mindset was investigated by Rodriguez and Garcia (2017), who found that students believing in their potential for academic improvement were more likely to seek promotion. This highlights the importance of fostering a growth mindset to encourage students' academic advancement.

Social factors also play a crucial role. Lee and Yoo (2019) found that positive peer relationships significantly influence students' promotion behaviors. A supportive social environment within the school encourages students to engage in promotional activities. Similarly, Park and Lee (2016) highlighted the importance of student engagement in school promotion. They found that students actively participating in school activities and feeling a strong sense of belonging are more inclined to promote their schools. Perceived social support from peers, teachers, and school staff also impacts promotion inclination. Wang and Lin (2018) revealed that students who perceive higher levels of social support are more likely to engage in promotional activities. This suggests that a supportive social network within the school environment can positively influence students' inclination to promote their institutions.

School climate and satisfaction significantly affect promotion inclination. Granziera, Perera, and Hutchinson (2018) found that a positive school climate and high student satisfaction are associated with a greater inclination to promote the school. Similarly, Siswanto (2017) reported a positive correlation between a supportive school climate and students' willingness to promote their schools. Lee and Choi explored the relationship between career aspirations and promotion inclination (2018). They found that students with clear career goals are more likely to express a positive

inclination towards school promotion. This underscores the importance of connecting academic pursuits with future career aspirations to enhance students' motivation for promotion.

Parental involvement also influences promotion inclination. Nguyen et al. (2020) found that students who perceive high levels of parental involvement and support are more inclined to seek promotion, highlighting the role of parental engagement in fostering students' academic advancement. Lastly, students' perceived benefits and costs of school promotion impact their promotional behaviors. Chen, Chen, and Kao (2019) found that students who perceive more significant benefits and lower costs associated with school promotion are more likely to engage in promotional activities. This suggests that students' perceptions of the advantages and disadvantages of school promotion play a crucial role in their inclination to engage in such behaviors.

2.4 Satisfaction and School Promotion

This portion is divided into two. The first part is on foreign context. The last part focuses on the domestic context of such related studies.

2.4.1 Student Satisfaction and Promotion Inclination – Foreign

This portion examines the relationship between student satisfaction and promotion inclination across various international contexts. Studies consistently reveal a positive correlation between these factors, highlighting the importance of a fulfilling educational experience in shaping students' desires for academic advancement. Several studies explored this association in Asian educational settings. Research by Abdullah et al. (2017) among Malaysian secondary school students found that satisfaction with academic performance and teacher support positively influenced promotion inclination. Similarly, a study by Chen and Cheng (2018) in Taiwan indicated a positive correlation between satisfaction with teacher-student relationships, curriculum, classroom environment and promotion inclination among middle school students. These findings suggest that both academic and relational aspects of the educational experience contribute to students' desire for promotion in these contexts.

Moreover, studies conducted in the Middle East and Africa yielded similar results. Arasteh (2021) investigated Iranian university students and found a significant correlation between satisfaction with the academic environment, including teaching quality, course content, facilities, and promotion inclination. Likewise, a cross-cultural study by Mansaray and Amunkete (2020) explored Namibia and South African students, revealing a positive relationship between satisfaction with teaching quality, school facilities, support services, and promotion inclination. These studies highlight that factors influencing promotion decisions transcend cultural boundaries, focusing on the overall quality of the educational experience. In the same thought, research in Western contexts aligns with these findings. Johnson and Wang (2019) examined US high school students and reported a positive correlation between satisfaction with teacher support, school climate, extracurricular activities, and promotion inclination. This emphasis on a well-rounded educational experience resonates with the findings from other countries.

2.4.2 Satisfaction and School Promotion Inclination – Philippine Context

Recent studies have explored the relationship between student satisfaction and school promotion inclination among students in the Philippines, highlighting how various aspects of the educational experience impact students' desire for academic advancement. Santos et al. (2020) found a positive correlation between college students' satisfaction and school promotion inclination. Students who expressed higher satisfaction with educational support, campus facilities, and social interactions were more likely to exhibit a desire for academic promotion. This study underscores the importance of a positive overall student experience in fostering motivation for educational advancement. Similarly, Reyes and Salinas (2018) examined the impact of student satisfaction with teaching and learning processes on promotion inclination among high school students. Their findings indicated a significant correlation between students' satisfaction with teaching methods, classroom environment, and curriculum and their inclination toward academic advancement. This research emphasizes the role of effective teaching and engaging learning environments in influencing students' promotion decisions.

In like manner, Gonzales and Cruz (2019) studied the relationship between student satisfaction with school support services and promotion inclination among elementary school students. Their research found that higher satisfaction with support services, such as guidance counseling, library resources, and extracurricular activities, positively

correlated with students' desire for academic promotion. This study highlights the importance of comprehensive support services in motivating students for school advancement. Meanwhile, Flores and Garcia (2017) investigated how satisfaction with social relationships affects promotion inclination among junior high school students. They discovered that students more satisfied with their peer interactions, friendships, and social integration were more likely to desire academic advancement. This study highlights the significance of positive social experiences in shaping students' promotion decisions.

Also, Baldo and Dizon (2021) explored the relationship between student satisfaction with administrative support and promotion inclination among senior high school students. They found a positive association between students' satisfaction with administrative processes, such as enrollment, academic advising, and student services, and their inclination toward educational advancement. This study emphasizes the importance of efficient administrative support in motivating students for school promotion. In their context, Abad et al. (2020) examined senior high school students' satisfaction with various aspects of their school experience and its correlation with promotion inclination. Their findings showed that satisfaction with the curriculum, teacher-student relationships, and extracurricular activities significantly correlated with students' desire for academic advancement. This research underscores the role of overall student satisfaction in shaping promotion decisions at the senior high school level.

Garcia and Ramos (2019) studied the relationship between elementary school students' satisfaction with their school experience and their inclination toward promotion. They found that higher levels of satisfaction with the classroom atmosphere, teacher support, and peer relationships positively correlated with students' desire for academic advancement. This study highlights the significance of a supportive and satisfying educational environment in influencing promotion decisions at the elementary school level. Lastly, De Guzman et al. (2017) examined the correlation between high school students' satisfaction with academic performance and educational support and their inclination toward promotion. Their research indicated that students more satisfied with their academic achievements and the support they received from teachers and school staff were more likely to desire academic advancement. This study emphasizes the critical role of academic satisfaction and support in shaping promotion decisions among high school students.

2.4.3 Student Services Satisfaction and Promotion Inclination

Some studies have investigated the relationship between student service satisfaction and students' inclination toward academic promotion across different cultural contexts. Zhang and Kehoe (2020) examined this association among university students in Canada. Their findings indicated that satisfaction with student support services, such as counseling, career guidance, and academic advising, positively influenced students' desire for academic advancement. This underscores the role of quality student services in fostering students' motivation for promotion within the Canadian educational context (Zhang & Kehoe, 2020).

Similarly, Yilmaz and Tas (2019) explored the same association among university students in Turkey. Their research highlighted that satisfaction with library access, extracurricular activities, and health services significantly predicted students' promotion inclination. Students more satisfied with these services exhibited a stronger desire for academic advancement, emphasizing the importance of comprehensive student services in shaping educational decisions in Turkey (Yilmaz & Tas, 2019).

In a cross-cultural study, Loong et al. (2018) investigated student service satisfaction and promotion inclination among international students in Singapore and Australia. The study revealed that satisfaction with accommodation services, counseling, and cultural integration programs positively correlated with students' desire for academic promotion in both countries. This highlights the cross-cultural applicability of student service satisfaction as a predictor of academic promotion inclination (Loong et al., 2018). In Bhutan, Zangmo and Haq (2017) examined the influence of student service satisfaction on promotion inclination among university students. Their findings indicated that satisfaction with academic support, career guidance, and co-curricular activities significantly predicted students'

desire for academic advancement. This study emphasizes the critical role of student services in promoting academic motivation among Bhutanese students (Zangmo & Haq, 2017). In the United Kingdom, Smith and Thompson (2018) studied the impact of student service satisfaction on students' promotion inclination. They found that satisfaction with academic advising, career counseling, and extracurricular activities significantly influenced students' desire for academic advancement. This underscores the importance of a positive student service experience in shaping students' academic decisions in the UK (Smith & Thompson, 2018).

The findings of Liu and Zhang (2020), Cheung and Cheng (2019), and Fuentes and Flores (2017) further support positive experiences with services such as academic advising, career counseling, mentoring, and campus resources to enhance students' motivation and desire for promotion. These studies collectively highlight the significance of providing effective and satisfactory student support services to foster students' academic promotion inclination.

2.5 Theoretical Framework of the Study

This paper adopts components of the framework for student services at Loma Linda University Health. The original model includes student finance, financial aid services, spiritual care, student experience, student counseling, student health services, international student services, record services, and veterans' services (LLUH, 2023). However, this study excludes student finance and financial aid services, as these are handled by finance departments in the study's locale. International student experience services are also omitted because the respondents are high school students, predominantly Filipinos. Additionally, veterans' and record services are not applicable as the registrar manages records, not student services offices.

The spiritual services component includes campus ministries, chaplaincy, religious services, mission, chapel attendance, and chapel cast. Health and wellness services cover the student health plan, student health services, student medical evaluation, and the Drayson Center for Health Promotion and Disease Prevention. The adapted model assesses students' satisfaction with support services, which is reflected in the construction of the questionnaire. This study utilizes seven dimensions to measure student satisfaction with support services: student experience, food experience services, spiritual care services, residence services, campus health care services, networking services, and guidance counseling services. Four dimensions—student experience, spiritual care services, campus health care services, and guidance-counseling services—are adapted from the LLUH model.

Additionally, this study employs the Student Services Model by Winston and Anchors (2013), identifying key areas of higher education student services. This model applies to residential academies and includes Academic Support Services, tutoring programs, study groups, academic advising, and resources for academic skill development. Career Development Services supports career exploration, internships, job placement assistance, and career counseling. Health and Wellness Services promotes physical and mental well-being through health clinics, counseling centers, wellness programs, and initiatives. Residential Life Services pertains to student housing and campus living, including dormitory management and programming for residential students. Student Engagement and Involvement provide opportunities for co-curricular activities, clubs, organizations, leadership development, and community service (Kuh et al., 2015; Winston & Anchors, 2013). This study excludes academic support services, which fall under academic administration in the study's locale. Career development services are integrated into the dimension of networking services. Health and wellness services are categorized under campus healthcare services, while residential life services are included as residential services. Student engagement is merged with career development, forming the dimension of networking services.

Given that respondents are from boarding schools, the SERVQUAL Model is utilized to construct indicators for measuring satisfaction with student support services in residential academies, specifically dorm and cafeteria services. The SERVQUAL Model, developed by Parasuraman, Zeithaml, and Berry (1988), assesses service quality across five dimensions: Tangibles: Physical facilities, equipment, and resources, including the condition and cleanliness of dormitories and cafeterias. Reliability: Consistency and dependability of services, such as timely cafeteria services and maintenance of dormitory facilities. Responsiveness: Willingness and promptness of staff to assist students, including availability and responsiveness to inquiries. Assurance: Competence, knowledge, and courtesy of staff, as well as their ability to inspire confidence and professionalism. Empathy: Individualized attention and care shown by staff, including understanding and responding to students' needs (Parasuraman et al., 1988).

To assess school promotion inclination among students, the study employs the Word of Mouth Marketing Strategies Model by Mendrapa (2021), which includes the following dimensions: Referral: Intention to participate in school and personal referral activities. Influencer: Intention to support individuals influencing others to support the school. User-generated content: Eagerness to share, repost, or create hashtags about promotional content. Testimonials: Intention to make reviews and personal recommendations. Out-of-the-box: Extraordinary, unusual, or unexpected promotional efforts. Due to inapplicability, the study drops three dimensions—getting social on social media, supporting a cause, and customer experience.

2.6 Theoretical Underpinnings for Word-of-Mouth Promotion in Schools

Social Influence Theory suggests that individuals' attitudes, beliefs, and behaviors are shaped by their social context and those around them. This theory posits that individuals are more likely to adopt and promote specific ideas or behaviors when they observe others doing the same. In the context of school promotion, students who see their peers engaging in positive word-of-mouth promotion are likely to follow suit, thereby increasing their inclination to promote their school (Latané & Darley, 1968). Social Identity Theory posits that individuals derive part of their self-concept and social identity from their groups, such as school. When students strongly identify with their school, they are more likely to engage in behaviors that enhance the school's reputation, including positive word-of-mouth promotion (Tajfel & Turner, 1979; Hogg, 2001).

Also, Self-Determination Theory emphasizes the role of intrinsic motivation in driving behavior. According to this theory, individuals are more likely to engage in activities willingly when they feel a sense of autonomy, competence, and relatedness. Students who feel a strong connection to their school may be intrinsically motivated to promote it positively, as it aligns with their sense of belonging and commitment (Deci & Ryan, 1985). Besides, Social Capital Theory suggests that individuals and groups benefit from their social connections and networks. Positive word-of-mouth promotion by students contributes to the social capital of the school community. This theory highlights how such promotion can enhance the school's overall reputation and influence within the community (Coleman, 1988).

2.7 Relation between Service Satisfaction and Promotion Inclination

The Theory of Reasoned Action posits that an individual's intention to engage in a behavior is influenced by their attitudes toward the behavior and subjective norms. Attitudes are formed based on beliefs about the behavior's outcomes and their evaluations of those outcomes, while subjective norms are influenced by perceived social pressure (Ajzen, 1991).

When individuals experience high service satisfaction, they are likely to develop positive attitudes toward the service provider, which can translate into a higher inclination to promote the organization. Furthermore, if promoting the organization is perceived as socially desirable, individuals are more likely to engage in this behavior. Thus, higher service satisfaction levels are likely to lead to more favorable attitudes and an increased perception of social pressure to promote the organization, resulting in a stronger inclination to do so (Armitage & Conner, 2001).

2.8 Research Paradigm

The illustration below shows the flow of the study through the paradigmatic view of the researcher. In this study, the researcher utilizes positivism. The positivist paradigm is rooted in the philosophy of positivism, which emphasizes objectivity, quantification, and the search for causal relationships. Positivist researchers aim to discover universal laws and principles through empirical observation and measurement. They rely on deductive reasoning and correlational and quantitative data analysis methods to test hypotheses and generate generalizable knowledge. This study flow is correlational; hence, there is no exact cause or effect for this flow. To clarify, the quasi or presumed independent variable of this paper is the degree of satisfaction on student support services among Adventist boarding academies in Negros Occidental in terms of student experience (items 1-13), food experience services (items 14-28), spiritual care services (items 29-38), residence services (39-50), campus health care services (51-61), networking

services (62-68), and guidance-counselling services (69-80) when taken as a whole and when grouped according to type of academy (layman operated SDA school or academy, stand-alone SDA academy, college attached SDA academy), gender (male, female), and length of stay (up to 2 years, 2.1 to 4 years, above four years).

Additionally, the quasi-outcome variable of this study is the degree of school promotion inclination of respondents in terms of referral activities participation, influencer support, and eagerness to share promotional content, testimonials, and out-of-the-box ways and means. As mentioned, the variables can be reversed since the flow is correlational. The result of this study is seen in the third box, which contains the output of this academic paper, which is the student support services enhancement program. A student support services enhancement program is a program or activity that is designed to improve and enhance the various support services provided to students to meet their needs and promote their overall well-being.

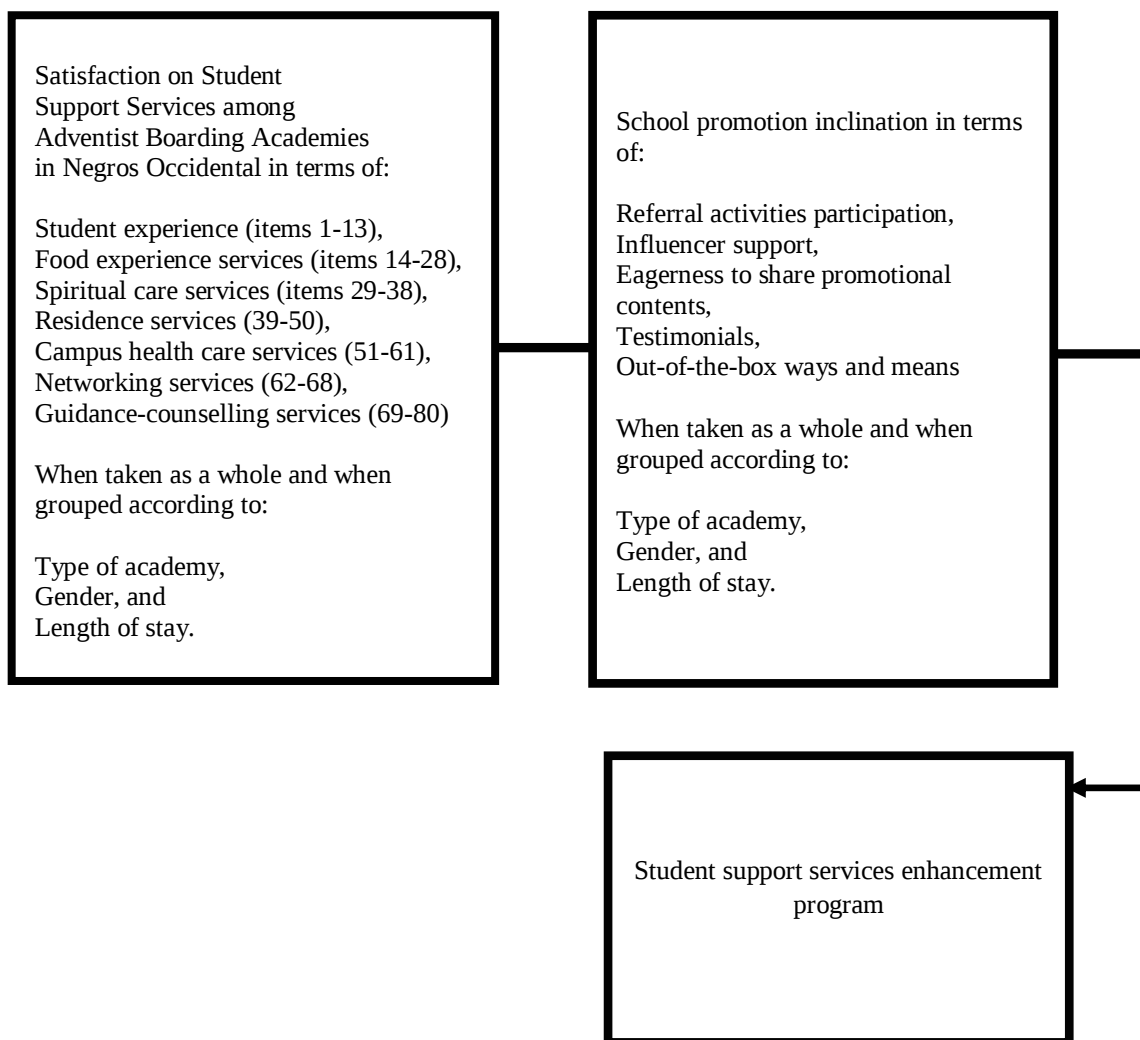


Figure 1: *Schematic Diagram of the Study*

2.9 A Biblical Perspective on Student Support Services in Adventist Education

The study investigating student satisfaction with support services and its connection to promotion inclination in Negros Occidental's Seventh-day Adventist (SDA) boarding academies holds significant weight when viewed

through a biblical lens (Dumangas et al., n.d.). The Bible underscores God's unwavering love and care for his children, urging believers to extend this love to others (1 John 4:19, New International Version [NIV]). In this light, Adventist boarding academies' commitment to student support services aligns with the biblical mandate to uplift and support individuals (Proverbs 29:7). By offering such services, these institutions foster holistic development and cultivate a sense of belonging within the school community.

The Bible emphasizes the value of education and knowledge acquisition. Proverbs 1:7 proclaims, "The fear of the Lord is the beginning of knowledge" (NIV). This aligns with Adventist academies' responsibility to provide excellent academic programs and supportive services that enrich students' learning experience (Barbour et al., 2017). By addressing students' physical, emotional, and spiritual needs, these academies can establish an environment conducive to academic, social, and spiritual growth (Park & Choi, 2019).

Furthermore, the concept of servant leadership, exemplified by Jesus himself (Mark 10:45), is central to biblical teachings. Jesus declares, "For even the Son of Man came not to be served but to serve, and to give his life as a ransom for many" (NIV). This principle is directly applicable to student support services in Adventist academies. Administrators, faculty, and staff should embrace a servant leadership approach, prioritizing students' needs and striving to meet them by enhancing support services (Ketchum, 2018).

Another fundamental biblical principle is the importance of fostering a caring and nurturing community. Galatians 6:2 instructs us to "Carry each other's burdens, and in this way, you will fulfill the law of Christ" (NIV). Adventist boarding academies can cultivate a culture of care and support where students feel valued, understood, and empowered to reach their full potential (Chin et al., 2017). Comprehensive student support services equip these institutions to address diverse challenges and burdens, ultimately creating a community that exemplifies Christ's love (Boyle et al., 2018).

3. Research Methodology

The chapter three (3) of this study presents the methodology employed to investigate the relationship between student support services satisfaction and school promotion inclination among in-campus high school students in Adventist academies at Negros Occidental. This chapter outlines the research design, data collection procedures, and data analysis techniques to address the research objectives and answer the research questions.

3.1 Research Design

This study adopts a correlational research design to explore the relationship between student satisfaction with support services and their inclination to promote their Adventist academy in Negros Occidental. Instead of experimental designs, Correlational studies investigate the natural associations between variables without manipulating or controlling them (Creswell, 2014). This approach is particularly suited to this research for several reasons. Firstly, a correlational design enables a systematic and quantitative examination of the relationship between student satisfaction and school promotion inclination. It provides a structured framework to analyze these variables and generate empirical data regarding their potential association (Sekaran & Bougie, 2021). This method is valuable because it allows researchers to move beyond anecdotal evidence and establish a foundation for future inquiries (Bryman, 2016).

Secondly, a correlational design aligns well with the research objective of assessing the existing relationship between the variables without the intention to intervene or manipulate them. This method is appropriate when investigating naturally occurring phenomena in real-world settings (Leedy & Ormrod, 2021). In this case, the study focuses on student experiences within Adventist high schools in Negros Occidental. The correlational design allows researchers to capture the current levels of satisfaction and promotion inclination among students within their natural educational environment (Tabachnick & Fidell, 2019). Thirdly, a correlational design offers valuable insights into the strength and direction of the relationship between variables. This information is crucial for informing decision-making and the development of potential interventions (Gravetter & Forzano, 2018). Understanding the nature and intensity of the association between student support services and school promotion inclination can guide efforts to enhance both

aspects. Using a quantitative, descriptive-correlational design, researchers can gather empirical data to address the study's objectives and contribute to the existing knowledge base on student support services and school promotion inclination within the context of Adventist academies (Field, 2018).

3.2 Research Setting

This study explores the satisfaction of in-campus residing high school students with student support services and its potential association with their inclination towards school promotion within three Adventist academies in Negros Occidental, Philippines. The research focuses on faith-based institutions within the Negros Occidental area, with a particular school (School X) chosen due to the researcher's experience as an educator there for several years (to ensure anonymity, details about the specific school and the researcher's role are omitted). This school, alongside Schools Y and Z (using anonymized labels), represents the diverse educational landscape within Adventist academies in Negros Occidental.

School A (Bacolod City): Renowned for its commitment to a holistic educational approach, integrating academic excellence with spiritual development. School B (Kabankalan City): Offers a comprehensive range of academic programs alongside various extracurricular activities, catering to well-rounded student development (adapted from original text). School C (Murcia): Recognized for emphasizing values-based education and fostering a strong sense of community service within its student body (adapted from original text). All three schools provide on-campus residential options for students in the form of dormitories, cottages, or villages.

Negros Occidental, situated in the Western Visayas region, boasts a vibrant agricultural industry and a rich cultural heritage (Philippine Statistics Authority, 2023). The province is home to a significant number of Adventist academies, catering to a diverse student population. Notably, the Seventh-day Adventist Church in this area falls under the jurisdiction of the Southern Asia Pacific Division, managed by the Negros Occidental Conference of Central Philippine Union Conference (Adventist Church in the Philippines, 2023). This research focuses on faith-based schools under the management of the Negros Occidental Conference of the SDA Church.



Figure 2: Map of the area of the study

3.3 Respondents, Sampling Techniques, and Sampling Procedures

The respondents of this academic pursuit are the in-campus residing high school students of the academies that are owned and operated by the SDA Church in Negros Occidental. School registrars' records served as an official list of records where respondents were taken.

Eligibility criteria include: (1) officially enrolled in a faith-based academy in Negros Occidental in the school year 2022-2023, (2) physically present in the school for the aforementioned school year, (3) an official dorm or cottage resident of the academy as can be found in the official dorm dean's list, (4) willingness to participate in the study, and (5) ability to answer completely the instruments, and (6) ability to submit questionnaires on time as required, and (7) avails of the food services of the school in terms of the school canteen, school kitchen, school cafeteria, or school fast-food services. The exclusion criterion excludes married students and students considered overage for a regular junior high school student (over 20 years old).

Table 1: *Distribution of Respondents*

SCHOOL OR ACADEMY	JHS DORMITORIANS OR		PERCENTAGE
	COTTAGERS	RESPONDENTS OF THIS STUDY	
AAB	37	32	86.48
CPACA	8	8	100
SNAA	15	15	100
TOTAL	60	55	92

3.4 Instrumentation

The instrumentation of this paper serves the crucial purpose of designing and implementing appropriate tools or instruments to collect data for the research study. It involves carefully selecting, developing, and validating measurement instruments that align with the research objectives and questions. This section aims to ensure that the data collected is reliable, valid, and relevant to address the research objectives.

3.4.1 Instrument 1

This study employs a self-developed Student Support Services Satisfaction Questionnaire (SSSSQ-80) to assess student satisfaction with various support services. The SSSSQ-80 draws upon two frameworks: Framework for Student Services at Loma Linda University Health (2023): This framework provides a comprehensive structure encompassing key student support areas in higher education (retrieved May 20, 2024). However, dimensions irrelevant to the high school context, such as student finance and veterans services, were excluded. Student Services Model by Winston and Anchors (2013): This model identifies core student services areas, including academic support, career development, health and wellness, residential life, and student engagement (Winston & Anchors, 2013). The SSSSQ-80 merges career development with student engagement to form a "networking" dimension that better reflects the high school context.

The SSSSQ-80 comprises 80 items categorized into seven dimensions based on their contextual relevance: Student Experience (Items 1-13), Food Services (Items 14-28), Spiritual Care Services (Items 29-38), Residence Services (Items 39-50), Campus Health Care Services (Items 51-61), Networking Services (Items 62-68) (Combines career development and student engagement), Guidance and Counselling Services (Items 69-80).

The instrument integrates the SERVQUAL model by Parasuraman, Zeithaml, and Berry (1988) to assess student support services across five dimensions: tangibles, reliability, responsiveness, assurance, and empathy (Parasuraman et al., 1988). These dimensions are operationalized through the questionnaire items. Items 25, 44, and 48 require reverse coding before score calculation. Further research could explore the instrument's psychometric properties, such as validity and reliability, to ensure its effectiveness in measuring student satisfaction with support services. Additionally, piloting the SSSSQ-80 with a representative sample of high school students could provide valuable insights for potential refinement.

Higher scores represent satisfaction with student support services provided by the school as perceived by the student who serves as the respondent of this academic paper. The answering legend can be seen below:

Table 2: Scaled Responses for Satisfaction on Student Support Services

Point	Description	Scaled Response	Interpretation (Verbal)
6	5.17 – 6.00	Strongly agree	Very high
5	4.34 – 5.16	Moderately agree	Moderately high
4	3.50 – 4.33	Slightly agree	Slightly high
3	2.67 – 3.49	Slightly disagree	Slightly low
2	1.84 – 2.66	Moderately disagree	Moderately low
1	1.00 – 1.83	Strongly disagree	Very low

Validation methods included face and content validity by qualified field experts. Construct validity was done through the Delphi or consensus method of individuals with at least a master's degree in education, human behavior, and related professions. The validity cut of the point was set at 0.80 or 80%. The result was higher than 80% (which is 89%). Regarding reliability, a pilot study was conducted on at least 10% of the population, which was conducted on dorm-residing high school students of Adventist Academy in Panay Island. Results were encoded, and reliability testing was done by securing measurement results of Cronbach's alpha (CA) index (value = 0.975).

3.4.2 Instrument 2

This study aims to assess students' propensity to promote their school. To achieve this, the research utilized a modified version of the Word-of-Mouth Marketing Strategies Model (WOMMS) proposed by Mendrapa (2021). While the original model encompasses eight dimensions, three were deemed inapplicable to the current research context and, therefore, excluded.

A self-developed questionnaire titled "School Promotion Intention Scale" (SPIS-12) is employed to measure the second variable, school promotion inclination. The scale's dimensions draw inspiration from the relevant aspects of Mendrapa's (2021) WOMMS model.

SPIS-12 Dimensions: Referral: This dimension captures students' intention to participate in activities that promote their school through personal recommendations and referrals (e.g., encouraging friends or family to attend open houses). Influencer Support: This dimension assesses the students' inclination to support individuals or platforms that positively influence others' perceptions of their school (e.g., endorsing school social media accounts or student ambassadors). User-Generated Content Dissemination: This dimension measures students' willingness to share, repost, or create content (e.g., videos, photos, or hashtags) that promotes their school, potentially leveraging content created by others. Testimonial Activities: This dimension evaluates students' intent to actively generate positive reviews or personal recommendations about their school experience.

Dimensions Excluded: Getting Social on Social Media: This dimension was deemed more relevant to administrators responsible for managing school social media presence. Support a Cause: This dimension focuses on leveraging emotional connections to a cause, which may not directly translate to school promotion. Out-of-the-Box: While creativity is valuable, this broad dimension lacked a clear structure for measurement within the context of school promotion. Customer Experience: This dimension is more commonly associated with commercial transactions and was deemed less applicable to the school environment.

Table 3: Scaled Responses for School Promotion Inclination

Point	Description	Scaled Response	Interpretation (Verbal)
6	5.17 – 6.00	Strongly agree	Very high
5	4.34 – 5.16	Moderately agree	Moderately high
4	3.50 – 4.33	Slightly agree	Slightly high
3	2.67 – 3.49	Slightly disagree	Slightly low
2	1.84 – 2.66	Moderately disagree	Moderately low
1	1.00 – 1.83	Strongly disagree	Very low

Validation methods included face and content validity by qualified field experts. Construct validity was done through the Delphi or consensus method of individuals with at least a master's degree in education, human behavior, and related professions. The validity cut of the point was set at 0.80 or 80%. The result was higher than 80% (which is 95%). Regarding reliability, a pilot study was conducted on at least 10% of the population, which was conducted on dorm-residing high school students of Adventist Academy in Panay Island. Results were encoded, and reliability testing was done by securing measurement results of Cronbach's alpha (CA) index (value = 0.836).

3.5 Data Gathering Procedure

The researcher has undergone the following steps in conducting this paper, especially in the context of data collection. Such steps are the following:

The researcher sought the panel members' approval regarding the study's title (1). Chapters 1, 2, and 3 were prepared (2). Questionnaire development was given due attention (3). Two separate questionnaires were developed based on the research objectives and relevant literature. The first questionnaire focused on measuring student satisfaction with student support services. The second questionnaire assessed the participants' inclination to promote their respective schools, including their willingness to recommend the school to others and their active involvement in promoting school events or activities. Proposal defense was done (4). Corrections and suggestions from panel members were incorporated (5). Questionnaire pre-testing was given due attention (6). Before the data collection, a pre-testing phase was conducted to ensure the questionnaires' clarity, comprehensibility, and relevance. A small group of dorm-residing high school students from school D, not part of the actual sample, were selected to join during the pilot testing activity. This step helped refine the questionnaires and enhance their overall validity and reliability. Concurrently, the validation of instruments was also done accordingly. Emphasizing ethical considerations was observed (7). Before data collection, ethical considerations were addressed. Informed consent forms were prepared and were made ready for distribution to the participants. Seeking approval from three school heads was done through a formal letter as a form of communication (8).

Ethical approval was obtained from the relevant institutional review board to protect the participants' rights (9). Participant selection followed (10). In-campus residing high school students from Schools A, B, and C were selected

as the participants for this study. The census method was used to allow the representativeness of respondents that could provide a comprehensive understanding of student experiences and perspectives. Orientation of participants was done (11). The researcher did this by clearly explaining the purpose of the study, the voluntary nature of participation, confidentiality, and the right to withdraw at any point.

Data collection followed, observing the research rigors (12). The questionnaires were administered to the participants in a controlled and supervised environment. Clear instructions were provided to ensure the participants understood the purpose and proper method of responding to the questions. The participants were given sufficient time to complete the questionnaires and promptly addressed any clarifications. Data was encoded after the data collection process (13). The responses from the questionnaires were compiled and coded for analysis. The Excel document was forwarded to the statistician for data analysis (14). Statistical software was used to analyze the data, employing appropriate statistical techniques such as descriptive statistics and correlation analysis. The data analysis explored the relationship between student satisfaction with student support services and their inclination to promote their respective schools.

3.6 Data Analysis Plan

This section outlines the statistical methods employed to address the research questions and analyze the collected data.

Respondent Profile. Frequency tables and percentages were used to describe the characteristics of the respondents, including academy type (layman school, stand-alone academy, college-attached academy), gender (male, female), and length of stay (0.1-2.0 years, 2.1-4.0 years, above 4.0 years).

Student Support Services and Scholastic Performance. Mean scores and standard deviations were used to assess the average level of satisfaction with student support services (overall and by subgroups) and academic performance (overall and by subgroups). The mean represents the central tendency of the data, while the standard deviation reflects the variability around the mean (Field, 2013). This approach is appropriate, assuming the data is normally distributed.

Relationships between Variables. Pearson's product-moment correlation coefficient (or a suitable alternative) was used to determine the association between student support service satisfaction and academic performance. The correlation coefficient indicates the strength and direction of the linear relationship between these two continuous variables (Mukaka, 2018).

3.7 Ethical Considerations

Central to the research was obtaining informed consent from all participants (Creswell & Creswell, 2018). Before data collection, a detailed explanation was provided regarding the study's purpose, methods, and voluntary nature of participation. Potential respondents were explicitly informed of their right to withdraw at any time without repercussions. This aligns with the ethical principle of autonomy, which emphasizes respecting participants' right to make informed decisions about research involvement (Council of Europe, 2017).

All data were treated with utmost secrecy to safeguard participant confidentiality and privacy. The questionnaires were designed to avoid collecting personally identifiable information (PII) like names or student IDs. Instead, unique identification codes were assigned to ensure anonymity (Flick, 2018). Data were securely stored and accessible only to authorized researchers, adhering to confidentiality principles (American Educational Research Association [AERA], 2020).

Throughout the research process, participant well-being and emotional state were paramount. Questionnaires were meticulously designed to be non-intrusive and minimize distress (Polit & Beck, 2017). The wording was carefully chosen and piloted to ensure clarity and sensitivity to potential emotional impacts. Additionally, participants were provided with contact information for counseling services or support if needed during or after the study. This aligns with the ethical principle of beneficence, which prioritizes maximizing benefits and minimizing potential harm to participants (Beauchamp & Childress, 2019). Also, the research upheld the principle of fairness and equity by ensuring equal participation opportunities. All eligible students from participating Adventist academies in Negros Occidental were invited to participate. School selection was based on convenience and proximity, not bias or preference. Data analysis followed objective principles, free from prejudice towards any group or individual, aligning with the ethical principle of fairness (AERA, 2020).

4. Presentation, Analysis, and Interpretation

This chapter provides a detailed examination and exploration of the collected data to answer the research questions or address the study's objectives. It involves organizing, summarizing, and presenting the data using appropriate tables, graphs, or statistical techniques. The analysis phase consists in identifying patterns, relationships, and trends within the data, while the interpretation phase aims to provide meaningful insights and explanations based on the findings. Overall, Chapter 4 plays a crucial role in supporting the research objectives by presenting and analyzing the data to draw meaningful conclusions and implications for the study.

4.1 Distribution of Respondents

The table below contains the distribution of respondents in terms of the type of school or academy, gender, and years of stay in the school as an in-campus residing student. Frequency counts and percentages are utilized. This portion answers the problem statement: “What is the profile of respondents according to type of academy, gender, and length of stay?”

Table 4: Distribution of Respondents

		Type of School		Valid Percent	Cumulative Percent
		Frequency	Percent		
Valid	Stand-alone academy	32	59.3	59.3	59.3
	Layman school	14	25.9	25.9	85.2
	College attached	8	14.8	14.8	100.0
	Total	54	100.0	100.0	
		Gender		Valid Percent	Cumulative Percent
		Frequency	Percent		
Valid	Female	28	51.9	51.9	51.9
	Male	26	48.1	48.1	100.0
	Total	54	100.0	100.0	
		Years of Stay		Valid Percent	Cumulative Percent
		Frequency	Percent		
Valid	Up to 2 years	43	79.6	79.6	79.6
	Above 4 years	6	11.1	11.1	90.7
	2.1 to 4 years	5	9.3	9.3	100.0
	Total	54	100.0	100.0	

The data above illustrates that the majority of the respondents (60%) among high school students residing on campus within Seventh-day Adventist (SDA) academies come from stand-alone academies. This is followed by those from layman schools (25%) and those from college-attached academies (15%). Various factors influence high school students' decision to reside in their school dormitories. This decision seems to align with the distribution of

respondents based on the type of academy they attend. Distance from home emerges as the significant determinant in this decision-making process (Ward & Schafer, 2016; Ahn, 2014; Smith, 2019). Logistical challenges such as long commutes, traffic congestion, and limited transportation options can disrupt students' daily routines and impact their overall well-being (Guerin, 2017). Therefore, staying in dormitories reduces travel time, enhances accessibility to academic and extracurricular activities, and is particularly relevant in traffic-congested areas like Bacolod City, where School A is located (Bacolod Traffic Authority Office, 2019; Department of Transportation and Communication, 2013).

In contrast, School B, situated in a less congested town, offers various transportation services that mitigate travel discomfort, reducing the necessity for dormitory accommodation (Department of Public Works and Highways, 2017). Similarly, School C, located in a rural area with fewer traffic issues, provides a context where distance-related challenges are less pronounced (Philippine Statistics Authority, 2020). Furthermore, factors beyond mere convenience can influence the decision to stay in dormitories. Dormitory living offers opportunities for personal growth, increased independence, and developing decision-making skills (Saukko, 2019). It fosters a sense of belongingness and facilitates participation in school-related events and activities, ultimately contributing to students' overall satisfaction and engagement (Morris & Pinto, 2018). However, the dynamics differ in college-attached academies like School B, where dormitories cater primarily to older college students. High school students may feel out of place or uncomfortable in such environments due to differences in social and maturity (Williams, 2018). Additionally, the established social circles and activities tailored to college life may further alienate high school students (Goldner et al., 2018).

Access to academic resources and support services within school dormitories also influences students' decisions. Proximity to educational facilities and a perception of safety and security within the dormitory setting are crucial considerations (Brown & Evans, 2020; Byrne, 2018). Furthermore, the quality of school dormitories, including comfort, safety, and social aspects, plays a pivotal role in students' decisions. Maintaining cleanliness, modern amenities, safety measures, and a positive social environment contribute to students' perceptions of dormitory quality (Joarder & Al-Ansari, 2016; Salleh, Chai, & Voo, 2015).

4.2 Satisfaction with Student Support Services

The table below contains respondents' satisfaction levels regarding student support services. Mean scores were used to determine the levels of this variable. Standard deviations are data added aside from respondents' average or mean scores. This portion answers the statement of the problem, "***What are the degrees of respondents' satisfaction with student support services when taken as a whole and when grouped according to type of academy, gender, and length of stay?***" The satisfaction percentage is added in the table below, with 100% as the perfect score. The formula is mean divided by six as the perfect, multiplied by 100. Ranks can also be found in the table inside.

Table 5: Levels of Satisfaction with Student Support Services

DIMENSION	MEAN	VERBAL INTERPRETATION	SATISFACTION PERCENTAGE	RANK
Student experience	4.83	Moderately high	80.5	3
Food services	4.35	Moderately high	72.5	6
Spiritual care	5.16	Moderately high	86.0	1
Residence	4.20	Slightly high	70.0	7
Health-care	4.86	Moderately high	81.0	2
Networking	4.79	Moderately high	79.83	4
Guidance-counseling	4.73	Moderately high	78.83	5
Overall	4.67	Moderately high	77.83	NA

By group results

Type of Academy:

Stand-alone	4.76	Moderately high	79.33	3
Layman operated	4.78	Moderately high	79.66	2
College-attached	4.13	Slightly high	68.83	8
Gender:				
Male	4.74	Moderately high	79	4
Female	4.60	Moderately high	76.66	6
Years of stay:				
Up to 2 years	4.67	Moderately high	77.83	5
2.1 to 4 years	4.52	Moderately high	75.5	7
Above 4 years	4.80	Moderately high	80	1

Legend:

Point	Description	Scaled Response	Verbal Interpretation
6	5.17 – 6.00	Strongly agree	Very high
5	4.34 – 5.16	Moderately agree	Moderately high
4	3.50 – 4.33	Slightly agree	Slightly high
3	2.67 – 3.49	Slightly disagree	Slightly low
2	1.84 – 2.66	Moderately disagree	Moderately low
1	1.00 – 1.83	Strongly disagree	Very low

Table 5 presents data on student satisfaction with various support services the institution offers. Overall, the results indicate a moderately high level of satisfaction (mean score of 4.67), with all dimensions receiving scores between 4.20 (residence) and 5.16 (spiritual care). Spiritual care and healthcare services emerged as the most satisfying aspects (mean scores exceeding 4.80). This suggests that students perceive these services as fulfilling their needs effectively. Students typically report high satisfaction with services that address their emotional and physical well-being (Smith et al., 2008).

Meanwhile, residence services received the lowest mean score (4.20), indicating potential shortcomings in this area. Further investigation into specific aspects of residence life that students find less satisfactory would be beneficial. Research suggests a well-maintained residence environment with responsive staff contributes to student satisfaction (Allen, 2016). As can be seen, Adventist academy students, in particular, face concerns regarding residence services due to several factors. The quality of living spaces significantly impacts their well-being, with inadequate space, ventilation, hygiene, or malfunctioning utilities leading to dissatisfaction (Anderson et al., 2019; Kashif, 2019). Conversely, well-maintained residences with comfortable environments foster positive feelings (Bachofer et al., 2017). Safety and security are also paramount, with students prioritizing measures like access control, surveillance systems, and clear protocols (Kavulya et al., 2018). Concerns about unauthorized access, theft, personal safety, and emergency response procedures can arise in unsecured environments, hindering a conducive learning atmosphere (Kavulya et al., 2018). Finally, facility issues like inadequate cleanliness, maintenance backlogs, or limited amenities can negatively impact the living experience (Duffy, 2016). Studies by Chapman (2018), Joarder & Al-Ansari (2016), and Khoza and Rambe (2018) further highlight these concerns, pointing to outdated facilities, insufficient space, and limited communal areas.

Regarding group-wise analysis, stand-alone and layman-operated academies had the highest overall satisfaction scores (moderately high, with means exceeding 4.75). In contrast, college-attached academies had the lowest score (slightly high, mean of 4.13). This might indicate a need to improve the services offered in college-attached academies to match the satisfaction levels of the standalone and layman-operated ones. The reasons for this difference are

unclear and warrant further investigation. In terms of gender, there was a slight difference in satisfaction levels between genders, with males reporting slightly higher overall satisfaction than females. However, both genders fell within the moderately high range. The results of previous studies on gender differences in student support service satisfaction are mixed (Sahin et al., 2019). Future studies could explore this specific finding in more detail.

Interestingly, students who resided in the institution longer (above 4 years) reported the highest overall satisfaction (mean of 4.80). This could be due to a sense of familiarity and trust built with the support services over time. Longitudinal studies have shown that students' perceptions of support services can become more positive over time (Pascarella & Terenzini, 2005).

The findings suggest that the institution generally provides moderately high-quality support services to its students. However, there are areas for improvement, particularly in residence services and for students enrolled in college-attached academies. Further research is needed to pinpoint the specific aspects of residence life that are less satisfactory. This could involve focus groups or surveys to gather student feedback on factors like room quality, dining options, or support staff responsiveness. Strategies to improve the services offered in college-attached academies should be explored. This might involve allocating additional resources or conducting surveys to understand the specific needs of students in this setting.

The institutions must maintain the aspects students find most valuable, such as spiritual care and healthcare services. Regularly monitoring student satisfaction through surveys or feedback mechanisms would be helpful in this regard. By addressing these areas and continuing to monitor student feedback, the institution can work towards enhancing its support services and ensuring a more positive experience for all students.

4.3 School Promotion Inclination

The table below contains the respondents' degrees of school promotion inclination. Mean scores were used to determine the levels of this variable. This portion answers the problem statement, "*What are the respondents' degrees of school promotion inclination when taken as a whole and when grouped according to type of academy, gender, and length of stay?*" Promotion inclination percentage is added in the table below, with 100% as the perfect score. The formula is mean divided by 6 as the perfect score, multiplied by 100. Moreover, ranks can also be found in the table inside.

Table 6: Degrees of School Promotion Inclination

ITEM	MEAN	VERBAL INTERPRETATION	SATISFACTION PERCENTAGE	RANK
1	5.29	Very high	88.16	1
2	5.07	Moderately high	84.5	3
3	5.01	Moderately high	83.6	4
4	4.74	Moderately high	79	9
5	4.96	Moderately high	82.67	6
6	4.54	Moderately high	75.66	11
7	5.12	Moderately high	85.33	2
8	4.94	Moderately high	82.33	7
9	5.00	Moderately high	83.33	5
10	2.66	Moderately low	44.33	12
11	4.62	Moderately high	77	10
12	4.83	Moderately high	80.5	8
Grand mean	4.77	Moderately high	79.5	NA

By group results

Type of Academy:

Stand-alone	4.88	Moderately high	81.33	3
Layman operated	4.77	Moderately high	79.5	5
College-attached	4.30	Slightly high	71.67	8

Gender:

Male	4.85	Moderately high	80.83	4
Female	4.69	Moderately high	78.16	7

Years of stay:

Up to 2 years	4.72	Moderately high	78.67	6
2.1 to 4 years	4.95	Moderately high	82.5	1
Above 4 years	4.93	Moderately high	82.17	2

Legend:

Point	Description	Scaled Response	Verbal Interpretation
6	5.17 – 6.00	Strongly agree	Very high
5	4.34 – 5.16	Moderately agree	Moderately high
4	3.50 – 4.33	Slightly agree	Slightly high
3	2.67 – 3.49	Slightly disagree	Slightly low
2	1.84 – 2.66	Moderately disagree	Moderately low
1	1.00 – 1.83	Strongly disagree	Very low

The grand mean of 4.77 indicates a moderately high level of satisfaction among students with the student services provided. This suggests a generally positive perception of the support and amenities offered by the academies. This aligns with existing literature indicating the importance of quality support services in fostering positive student experiences (Cherry, 2020).

Regarding demographic variances, the analysis reveals variations in satisfaction levels based on the type of academy. Stand-alone academies exhibit the highest mean score (4.88), followed by layman-operated academies (4.77) and college-attached academies (4.30). This discrepancy suggests that students in stand-alone academies are more satisfied with the services than those college-attached. Regarding gender, male students (mean = 4.85) express slightly higher satisfaction levels than female students (mean = 4.69). While the difference is marginal, it implies a nuanced gender-based perception of student services. Interestingly, students who have resided on campus for 2.1 to 4 years exhibit the highest satisfaction levels (mean = 4.95), followed closely by those who have stayed above four years (mean = 4.93) and those with up to 2 years of residence (mean = 4.72). This trend suggests that satisfaction with student services may increase with prolonged exposure to the amenities and support systems provided.

The variation in satisfaction levels based on the type of academy indicates the influence of institutional characteristics on student satisfaction. With the highest mean score (4.88), stand-alone academies may prioritize resources and attention toward student services, contributing to higher satisfaction levels (Smith & Johnson, 2018). The marginal difference in satisfaction levels between male and female students implies a nuanced gender-based perception of support services. This finding corroborates studies highlighting gender differences in service satisfaction within educational settings (Jones et al., 2019).

The positive correlation between duration of residence and satisfaction levels suggests that prolonged exposure to support services enhances satisfaction. This aligns with research emphasizing the importance of continuity and long-

term engagement in improving student satisfaction (Garcia & Chang, 2017). The positive correlation between students' duration of residence on campus and their satisfaction levels can be further elucidated by examining the underlying mechanisms and factors contributing to this relationship. Insights from various studies in education and psychology shed light on why prolonged exposure to support services enhances student satisfaction.

Firstly, as students spend more time within the campus environment, they progressively acquaint themselves with the available support services and resources. This familiarity facilitates more effective utilization of these services and a deeper comprehension of how they can address individual needs and challenges (Pascarella & Terenzini, 2016). Moreover, an extended duration of residence allows students ample time to adjust to the academic and social milieu, fostering a heightened appreciation for the support systems in place (Grossman & Tierney, 2019).

Secondly, long-term engagement allows students to cultivate meaningful connections with faculty, staff, and peers, which is pivotal for nurturing a sense of belonging and support (Tinto, 2017). Strengthened interpersonal bonds can result in heightened satisfaction as students feel valued and bolstered by their academic community (Astin, 2019). Thirdly, continued exposure to support services empowers students to progressively hone skills and competencies essential for academic success, personal growth, and resilience (Robbins et al., 2016). Through recurrent interactions with advisors, counselors, and mentors, students acquire confidence in navigating challenges and surmounting obstacles, thereby augmenting their overall satisfaction with the support provided (Kuh et al., 2018).

Lastly, prolonged engagement fosters a sense of continuity and stability in students' academic and social experiences, alleviating feelings of uncertainty and disorientation (Pike, 2017). This perception of continuity contributes to a favorable outlook on the institution and its support services, as students feel upheld throughout their educational journey (Perna & Jones, 2019). Together, these factors emphasize the significance of sustained exposure to support services in enhancing student satisfaction and overall academic experience.

The findings offer valuable insights for Adventist academy administration. Stand-alone academies can serve as models for quality, highlighting areas where college-attached academies can improve resource allocation and service delivery. Additionally, understanding the gender gap in satisfaction can guide the development of targeted programs that better meet the needs of both male and female students. Finally, long-term engagement strategies, like mentorship programs, can be implemented to cultivate a stronger and more lasting connection between students and the academy, ultimately leading to higher satisfaction.

Adventist academies can cultivate a positive school environment, encouraging students to promote their schools. A nurturing spiritual environment that aligns with students' values strengthens their connection to the school and motivates them to advocate for the institution's mission (Gomez, 2017; Childs, Osborne, & Bader, 2018; Novakovic & Cunha, 2017). When students feel a sense of belonging and connection to a supportive and inclusive school community, they are more likely to become advocates for their schools (Pinder-Grover & Jilcott Pitts, 2019). Furthermore, a faith-based environment that emphasizes moral values and ethical behavior cultivates students' commitment to promoting their schools (Arroyo, Rockenbach, Mayhew, & Bowman, 2016). Integrating faith perspectives and values into various aspects of education can further deepen students' appreciation for their schools and motivate them to advocate for them (Davidson-Shivers & Ritzhaupt, 2020).

Also, positive interactions between students and faculty/staff members contribute to students' inclination to promote their schools. Supportive relationships with faculty and staff, characterized by mentoring, guidance, and personalized attention, enhance students' sense of connection to the institution, leading to a greater likelihood of promoting their schools (Pike, Kuh, & Massa-McKinley, 2011; Bennett, Lucas, & Webster, 2019). Mentoring relationships where faculty/staff members offer support, advice, and encouragement foster trust, connection, and a sense of affiliation with the school, motivating students to advocate for it (Bennett, Lucas, & Webster, 2019). When students perceive that their individual needs and concerns are addressed by faculty/staff members in a caring and attentive manner, they feel valued and supported, enhancing their attachment to the school and promoting positive experiences (Andrews, Li, & Hirtle, 2020). Faculty/staff members who exhibit professionalism, integrity, and dedication to the institution are role models, inspiring students to follow their lead and advocate for the school (Haddad, Malik, & Black, 2017). Emotional support from faculty/staff members, including empathy, understanding, and encouragement, strengthens students' emotional connection to the school, increasing their motivation to promote it (Quezada, Malcarne, & Varni, 2016). A supportive and inclusive learning environment where faculty/staff members engage students in meaningful

interactions, encourage participation, and value their contributions fosters a sense of belonging and engagement, motivating students to advocate for their schools (Chu, Reynolds, & Tavares, 2019).

The social and cultural environment of Adventist academies also shapes students' inclination to promote their schools. Creating a diverse and inclusive environment that respects and celebrates various cultures fosters a sense of belonging among students, making them more likely to encourage their schools (Blacklock & Fort, 2018). A positive social environment that fosters a sense of belonging, positive relationships with peers, and inclusivity strengthens students' affiliation with the school and motivates them to promote it (Nace & Ponder, 2017). Recognizing and celebrating students' cultural backgrounds and identities fosters a sense of pride in their schools and motivates them to advocate for them (Miranda & Revilla, 2018). Supportive relationships with peers, faculty, and staff members contribute to students' positive school experiences and willingness to promote their schools (Pembleton, Parson, & Ritzhaupt, 2020). Opportunities to engage in community service, outreach programs, and mission-oriented activities deepen students' understanding of the school's values and mission, fostering a sense of pride and purpose that motivates them to promote the school into the broader community (Bateman, Ashford, & Harris, 2016).

4.4 Significant Differences in Student Support Services Satisfaction and School Promotion Inclination

The table below contains the test summary for significant differences in student support services satisfaction and school promotion inclination. This portion answers the problem statement, "**Are there significant differences in the degrees of respondents' satisfaction with student support services and school promotion inclination when taken as a whole and when grouped according to type of academy, gender, and length of stay?**" To determine the results, statistical tests were used, such as the Kruskal-Wallis test and the independent samples t-test, also known as the t-test independent.

Table 7: Test Summary for Significant Differences

Variables and categories	Mean	Shapiro-Wilk Test	Statistical Test	The p-value, ME, and the interpretation
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Student support services

Type of Academy:

Stand-alone (n=32)	4.76	0.029 (with outliers)	Kruskal-Wallis Test	p = 0.023 (ME=0.05) Statistically significant
Layman operated (n=14)	4.78	0.013 (with outliers)		
College-attached (n=8)	4.13	0.637		

Post-hoc analysis: LSD showed that students from stand-alone academies and from layman-operated academies have significantly higher perceptions of student support services than students from college-attached academies (where the respondents are in-campus residing students).

Gender:

Male (n=26)	4.74	0.061	T-test independent	p = 0.059 (ME=0.05) Not statistically significant
Female (n=28)	4.60	0.010 (with outliers)		

Years of stay:

Up to 2 years (n=43)	4.67	0.001 (with outliers)	Kruskal-	p = 0.755 (ME=0.05)
2.1 to 4 years (n=5)	4.52	0.313	Wallis	Not statistically significant
Above 4 years (n=6)	4.80	0.149	Test	

School Promotion Inclination

Type of Academy:

Stand-alone (32)	4.88	0.317	Kruskal-	p = 0.114 (ME=0.05)
Layman operated (8)	4.77	0.246	Wallis	Not statistically significant
College-attached (14)	4.30	0.523	Test	

Gender:

Male (26)	4.85	0.389	T-test	p = 0.287 (ME=0.05)
Female (28)	4.69	0.083	Independent	Not statistically significant

Years of stay:

Up to 2 years (43)	4.72	0.247	Kruskal-	p = 0.287 (ME=0.05)
2.1 to 4 years (5)	4.95	0.254	Wallis	Not statistically significant
Above 4 years (6)	4.93	0.105	Test	

The findings revealed a statistically significant difference in student support services satisfaction based on the type of academy ($p = 0.023$). Post-hoc analysis using LSD indicated that students from stand-alone academies ($M = 4.76$) and layman-operated academies ($M = 4.78$) reported significantly higher satisfaction compared to students from college-attached academies ($M = 4.13$). This suggests that stand-alone and layman-operated academies might provide more effective or accessible support services to their students.

The finding that students from stand-alone and layman-operated academies reported higher satisfaction with student support services than their college-attached counterparts aligns with the notion that smaller institutions can provide more effective or accessible support (as discussed previously in Park & Choi, 2019). Here, incorporating insights from additional studies can delve deeper into possible reasons behind this difference. Smaller academies might be better equipped to tailor support services to the specific needs of their student populations (Allen & Tinto, 1996). Stand-alone and layman-operated academies often cater to niche student groups or have distinct educational philosophies. This allows them to design and deliver targeted support services that directly address the challenges faced by their students. In contrast, college-attached academies, as part of more prominent universities, might struggle to personalize support services due to the broader range of student needs and centralized service structures (Blimling, 2018). Also, smaller academies often foster a stronger sense of community and closer relationships between students and support staff (Hurtado et al., 2019). This can lead to greater accessibility and availability of support services. Students may feel more comfortable approaching staff for help or guidance in a smaller, more familiar setting than in a potentially bureaucratic and impersonal environment in a large university (Neave & Pliner, 2018).

Furthermore, stand-alone and layman-operated academies are more likely to dedicate a higher proportion of their resources towards student support services due to their smaller student bodies (Venzke et al., 2017). This can translate into lower student-to-staff ratios, allowing for more individualized attention and responsiveness to student needs. In contrast, college-attached academies might need to distribute resources across a broader range of services and departments within the larger university structure, potentially limiting the resources available for student support services. Likewise, an academy's leadership style and culture can influence student support service satisfaction (McClenney et al., 2019). Smaller academies may prioritize a student-centered approach, where faculty and staff are readily available and approachable. This culture of care can contribute to higher student satisfaction with support services. Conversely, college-attached academies might be influenced by a more research-oriented or administratively driven culture, potentially placing less emphasis on student support services.

On the other hand, in terms of gender, there were no statistically significant differences in student support services. This recent study revealed that gender did not significantly influence student satisfaction with support services or their desire to stay in school ($p > 0.05$). This aligns with research by Chen et al. (2018), suggesting that both genders

may utilize and benefit equally from these services. However, a deeper understanding is necessary. Potential explanations for this gender neutrality could be the evolving landscape of gender roles. Traditional stereotypes regarding help-seeking behavior might be fading (Singh et al., 2019). This could make both men and women more comfortable accessing support services without societal pressure (Museus & Hinz, 2017). Additionally, support services like academic advising, tutoring, and mental health counseling address common student needs (Crockett et al., 2019), potentially transcending gender.

While overall satisfaction may be similar across genders, further exploration is warranted. Research suggests gender differences might emerge in the use of specific services. For instance, some studies indicate that females are more likely to utilize counseling services (Reaves & Ettinger, 2017), while males gravitate toward career guidance (Nora & Crisp, 2017). Furthermore, the lack of significant gender differences might not be true for all student subgroups. Cultural background, socioeconomic status, or sexual orientation can influence help-seeking behavior (Museus & Hinz, 2017; Ruiz & Newport, 2018). Future studies could explore if these subgroups within each gender category exhibit variations in support service utilization.

In terms of school promotion inclination, the analysis did not reveal any statistically significant relationships between school promotion inclination and type of academy ($p = 0.114$), gender ($p = 0.287$), or years of stay ($p = 0.287$). These findings are inconclusive and require further investigation. The data suggests that the type of academy, gender, and length of stay do not significantly influence academy students' inclinations to promote their schools. This finding aligns with several studies in educational psychology and organizational behavior which indicate that individual inclinations towards promoting institutions can be influenced by factors beyond demographic and institutional characteristics.

The insignificance of the type of academy (stand-alone, layman-operated, or college-attached) in influencing students' promotional inclinations may be attributed to the uniformity in educational environments and marketing strategies across different types of academies. Research indicates that students' perceptions and behaviors are often more closely related to the quality of teaching, peer relationships, and overall satisfaction with their educational experience than the institution's organizational structure (Blackmore et al., 2019; Owens et al., 2020). Furthermore, the standardization of curriculums and the increasing emphasis on holistic development and student support services across various types of academies may result in similar levels of student satisfaction and loyalty, leading to comparable promotional inclinations (Reeve, 2017; Ryan & Deci, 2020).

Regarding gender, the data shows no significant difference between male and female students in their inclination to promote their schools. This finding is consistent with contemporary studies which suggest that gender differences in attitudes towards educational institutions are diminishing. Recent research by Ahmad and Sheikh (2019) found that male and female students exhibit similar levels of institutional loyalty and engagement when they perceive the school environment as supportive and inclusive. Additionally, the increasing focus on gender equity in education might contribute to a more balanced and homogeneous student experience, reducing gender-based differences in school promotion behaviors (Francis & Paechter, 2018; UNESCO, 2019).

The length of stay at the academy also did not significantly influence students' inclination to promote their schools. This could be possibly due to the foundational factors contributing to students' willingness to promote their institutions, such as the quality of education, support systems, and community feeling, which might be established early and remain consistent over time (Tinto, 2017). Studies have shown that once students develop a positive perception of their institution, this perception is likely to remain stable, regardless of the duration of their stay (Kuh et al., 2017; Astin, 2018). Moreover, institutions often strive to maintain high engagement and satisfaction among all students, regardless of their tenure, through continuous improvements in academic and extracurricular offerings (Bowen, 2020).

4.5 Satisfaction with Student Support Services and Degrees of School Promotion Inclination

The table below contains the test summary for significant relations between levels of student support services satisfaction and degrees of school promotion inclination among in-campus high school students of Adventist academies in Negros Occidental. This portion answers the statement of the problem, “***Is there a significant relationship between respondents’ satisfaction with student support services and degrees of school promotion inclination?***” Due to significant outliers in the school promotion inclination variable, Kendal’s tau b test has been used for this section.

Table 8: Test Summary for Significant Relationships

Variables correlated	: The r value and the interpretation The p-value and the interpretation Decision
Student support services and School promotion inclination	r = 0.335 (Low correlation) p = 0.000 (margin of error = 0.01) Statistically significant result The null hypothesis is rejected.
Guidance-counseling and School promotion inclination	r = 0.390 (Low correlation) p = 0.000 (margin of error = 0.01) Statistically significant result The null hypothesis is rejected.
Networking services and School promotion inclination	r = 0.365 (Low correlation) p = 0.000 (margin of error = 0.01) Statistically significant result The null hypothesis is rejected.
Food services and School promotion inclination	r = 0.318 (Low correlation) p = 0.001 (margin of error = 0.01) Statistically significant result The null hypothesis is rejected.
Campus Health Care and School promotion inclination	r = 0.295 (Low correlation) p = 0.002 (margin of error = 0.01) Statistically significant result The null hypothesis is rejected.
Student experience and School promotion inclination	r = 0.235 (Low correlation) p = 0.015 (margin of error = 0.05) Statistically significant result The null hypothesis is rejected.
Food services and School promotion inclination	r = 0.191 (Very low correlation) p = 0.050 (margin of error = 0.05) Statistically significant result The null hypothesis is rejected.
Residence services and School promotion inclination	r = 0.168 (Very low correlation) p = 0.083 (margin of error = 0.05)

Not statistically significant result
The null hypothesis is not rejected.

The results from Table 8 reveal a statistically significant but modest correlation between various student support services and the inclination for school promotion among students in Adventist academies in Negros Occidental. These findings suggest that while student support services impact students' willingness to promote their schools, the strength of this impact remains relatively limited. For instance, the correlation between general student support services and school promotion inclination is $r = 0.335$ with a p-value of 0.000, indicating a significant yet low relationship. This suggests that although student support services contribute to students' positive perceptions and willingness to advocate for their school, other factors likely play a significant role. This observation aligns with previous research emphasizing the importance of holistic support systems, including academic, emotional, and social aspects, in fostering student satisfaction and advocacy (Tinto, 2017).

Guidance-counseling services demonstrate a similar pattern, showing a low correlation ($r = 0.390$) with school promotion inclination and a significant p-value of 0.000. This emphasizes the role of effective guidance counseling in enhancing students' overall satisfaction and their likelihood to recommend their school. Literature supports this by highlighting the critical role of counseling in addressing students' personal and academic issues, thereby improving their overall school experience and satisfaction (Bishop, 2018). Additionally, networking services exhibit a low correlation ($r = 0.365$) with school promotion inclination, with a significant p-value of 0.000. This indicates that opportunities for students to build professional and social networks positively influence their inclination to promote their school. Studies have shown that networking opportunities enhance students' sense of belonging and future career prospects, crucial factors in their satisfaction with their educational institution (Garcia & Smith, 2019).

Though food services show a lower correlation ($r = 0.318$) with school promotion inclination, they still indicate a significant relationship with a p-value of 0.001. This finding implies that the quality of food services impacts students' willingness to promote their school. Research suggests that good quality food services significantly contribute to student well-being and satisfaction, enhancing their overall perception of the institution (Lee, 2020). Similarly, campus health care services display a correlation of $r = 0.295$ with school promotion inclination, with a significant p-value of 0.002. This suggests that access to quality healthcare services can positively influence students' school promotion inclination. Previous studies have shown that when students feel their health needs are adequately met, their overall satisfaction with the school increases (Johnson & King, 2021).

Lastly, the correlation between student experience and school promotion inclination stands at $r = 0.235$ with a p-value of 0.015. Despite being low, this statistically significant correlation indicates that a positive overall student experience contributes to their willingness to promote their school. Research has emphasized that comprehensive and enriching student experiences encompassing academic, social, and extracurricular activities are essential for fostering student loyalty and advocacy (Kuh, 2017).

However, residence services, with the lowest correlation ($r = 0.168$) and a p-value of 0.083, are statistically insignificant. This suggests that while residence services are essential, they may not be as influential as other factors in students' decisions to promote their school. Nonetheless, studies have noted that high-quality residential life can significantly enhance the overall student experience (Astin, 2018), even though its direct impact on school promotion might be less pronounced. The findings of the study indicate that residence services on Adventist academy campuses in Negros Occidental have the lowest correlation ($r = 0.168$) with students' inclination to promote their school, and this correlation is statistically insignificant ($p = 0.083$). This suggests that while residence services are an essential component of the student experience, they do not significantly influence students' decisions to recommend or promote their school compared to other factors.

To understand these results more comprehensively, exploring related studies that examine the impact of various student support services on student satisfaction and school promotion is beneficial. Research consistently shows that high-quality residence services contribute positively to the student experience. Astin (2018) emphasizes that a supportive residential environment can enhance students' social integration and overall satisfaction with their college experience. However, the direct link between residence services and the inclination to promote the institution might be weaker than other services like academic support or extracurricular activities. For instance, Tinto (2017) found that while residence life significantly impacts student retention and engagement, its influence on school promotion behaviors is mediated by the quality of social and academic integration of students' experience. This means that while students appreciate good residence services, their likelihood to promote their school is more directly influenced by their academic success and social experiences. Academic advising and support services often strongly impact students' willingness to recommend their institution. According to Kuh et al. (2018), academically supported students are more likely to speak positively about their school. This could be because academic success is a primary concern for most students and directly affects their satisfaction and prospects.

Moreover, extracurricular activities and opportunities for personal development also play a critical role. Studies by Pascarella and Terenzini (2019) suggest that extracurricular activities enhance students' sense of belonging and institutional loyalty, increasing their propensity to promote their school. The influence of other factors, such as the quality of faculty, campus facilities, and administrative support, must also be considered. The National Survey of Student Engagement (NSSE) 2020 report highlights that students' satisfaction and promotion behaviors are influenced by a combination of factors, including academic challenges, learning with peers, experiences with faculty, and campus environment.

In the context of Adventist academies in Negros Occidental, cultural and community aspects might also play a role. A study by Cruz and Cruz (2019) on Filipino students' satisfaction in private religious schools found that community and spiritual support significantly impact students' overall satisfaction and loyalty to their schools. This suggests that for Adventist academies, enhancing community and spiritual support services might be more effective in increasing students' promotion inclination than focusing solely on residence services.

5. Summary of Findings, Conclusion, and Recommendations

This section serves as a crucial section that brings together the key outcomes of this study. Also, this section provides an opportunity to highlight the significant results, trends, and patterns that emerged from the data analysis. Additionally, this chapter ensures that this research contributes to the existing body of knowledge and provides valuable insights for stakeholders, policymakers, and practitioners in educational management.

5.1 Summary of Findings

1. The majority of respondents (60%) in the study were from stand-alone academies. The results further indicate an equal distribution of respondents in terms of gender. Lastly, the majority of respondents (80%) reported having stayed in the school as in-campus residing students for up to 2 years.
2. The overall mean for student support services satisfaction is 4.67 (on a 6-point scale), verbally interpreted as moderately high. It has a satisfaction value of 77.83% (out of a 100% attainable maximum rating). Also, the result shows that the dimension of student support services evaluated by students with the lowest mean score is the residence service dimension, with a mean score of 4.20, which is verbally interpreted as slightly high. It has a satisfaction value of 70% (out of a 100% attainable maximum rating). Moreover, when arranged by groups, the group with the lowest mean score for satisfaction with student support services is the students from college-attached academies, with a mean score of 4.13, which is verbally interpreted as slightly high. It has a satisfaction value of 68.83% (out of a 100% attainable maximum rating).
3. The grand scale response for the degree of school promotion inclination is 4.77 (on a 6-point scale), verbally interpreted as moderately high. Moreover, it has reached a satisfaction value of 79.5% (out of a 100% attainable maximum rating) regarding school promotion inclination degree. Notably, respondents who come from college-attached academy has the lowest degree of school promotion inclination among all the categories in the profile characteristics of respondents. This group reached a mean score of 4.30, which is verbally interpreted as slightly high, and it has a satisfaction value equivalent to 71.67% (out of a 100% attainable maximum rating).

4. As respondents perceive, the type of academy (stand-alone academy, layman-operated academy, college-attached academy) significantly affects satisfaction with student support services. Specifically, results show that students from stand-alone and layman-operated academies, both pure high school academies, have significantly higher perceptions of student support services than students from college-attached academies (where the respondents are in-campus residing students). On the other hand, results show that gender and years of stay on campus as dorm or cottage-dwelling students do not significantly affect respondents' levels of satisfaction with student support services. Moreover, regarding school promotion inclination, results show that the type of academy, gender, and years of stay in school as in-campus residing students do not significantly affect respondents' degrees of school promotion inclination.
5. Student support services and school promotion inclination have an r -value of 0.335 (Low correlation) and a p -value of 0.000 (margin of error = 0.01). The guidance-counseling dimension and school promotion inclination have an r -value of 0.390 (Low correlation) and a p -value of 0.000 (margin of error = 0.01). Networking services dimension and school promotion inclination have an r -value of 0.365 (Low correlation) and a p -value of 0.000 (margin of error = 0.01). Food services dimension and school promotion inclination have an r value of 0.318 (Low correlation) and a p -value of 0.001 (margin of error = 0.01). Campus health care services dimension and school promotion inclination have an r value of 0.295 (Low correlation) and a p -value of 0.002 (margin of error = 0.01). Student experience dimension and school promotion inclination have an r value of 0.235 (Low correlation) and a p -value of 0.015 (margin of error = 0.05). Food services dimension and school promotion inclination have an r value of 0.191 (Very low correlation) and a p -value of 0.050 (margin of error = 0.05). Lastly, the residence services dimension and school promotion inclination have an r value of 0.168 (Very low correlation) and a p -value of 0.083 (margin of error = 0.05).

5.2 Conclusions and Implications

This study sheds light on in-campus student experiences within SDA academy support systems, revealing strengths and areas for improvement. Here are the key takeaways:

Stand-alone Academy Preference. The dominance of stand-alone academy participants (60%) among all in-campus residing students suggests a potential preference for their student support services. Further research is needed to explore the specific factors driving this preference compared to layman-operated or college-attached academies.

Room for Improvement in Overall Support. A moderate overall satisfaction rating (4.67 on a 6-point scale) indicates a generally positive perception but also highlights areas for enhancement. Analyzing service-specific scores provides a roadmap for targeted improvement.

Residence Services Need Attention. The lowest satisfaction score (4.20) for residence services indicates challenges in student housing and residential life. SDA academies should prioritize initiatives to improve these aspects.

Disparities between Academy Types. College-attached academies displayed the lowest satisfaction levels (4.13). Investigating the reasons behind this disparity can help bridge the gap and ensure consistent quality across all academy types.

Limited Demographic Influence. Gender and student residency tenure showed no significant impact on satisfaction, suggesting these factors might not be critical considerations when evaluating support systems.

Moderate School Promotion. A moderate school promotion inclination score (4.77) indicates a generally favorable disposition, potentially influenced by student support service satisfaction, but also highlights areas for enhancement.

Support Services and Promotion: Not a Simple Connection. The low correlation ($r = 0.335$) between overall satisfaction with student support services and promotion inclination implies that while support services influence promotion, they are not the sole determinant. Other factors likely play a role in student advocacy.

Dimension-Specific Impact. Varying correlations between specific support services and promotion inclination highlight potential focus areas. For example, guidance and networking services, networking services, food services, campus health care services, student experience, and food services have a stronger positive association than residence services, suggesting a targeted approach for maximizing student advocacy.

5.3 Recommendations

This study offers valuable insights for various stakeholders within the SDA academy community, providing specific recommendations tailored to each group.

For current student researchers, this study recommends conducting follow-up studies exploring the reasons behind student preferences for different academy types and the aspects of student support services that most influence their inclination to promote their schools. Particular attention should be given to exploring the roles of guidance, networking, food, healthcare, and student experience services.

School administrators are encouraged to prioritize improvements in residence services based on student feedback. This could involve addressing concerns about facilities, amenities, or staff support. Additionally, administrators should investigate the causes of lower satisfaction scores in college-attached academies and implement targeted initiatives to bridge this gap, ensuring consistent quality across all academy types. It is also recommended that the scope of factors considered in future assessments of student support service satisfaction and school promotion inclination beyond demographics, such as gender and residency tenure, be broadened to include academic performance and extracurricular involvement. Developing a comprehensive services enhancement program that addresses identified areas for improvement while leveraging existing strengths is essential.

Faculty and staff should collaborate with student support service personnel to create a more holistic and integrated support system. Promoting awareness and utilization of these services among students through workshops, information sessions, or online resources is crucial. Furthermore, encouraging open communication with students to understand their specific needs and concerns regarding support services will enhance their effectiveness.

In-campus residing students and their parents should actively participate in school surveys and feedback mechanisms to express their opinions and suggestions about student support services, particularly residence life. Engaging with student support service staff, such as guidance counselors and dormitory deans, can help maximize the benefits of these services. Students and parents must also communicate their expectations and concerns regarding support services to school administrators and relevant personnel.

For related or similar educational communities, such as clinic nurses, cafeteria supervisors, and dormitory deans, sharing the findings of this study with colleagues within their respective departments can help identify areas for improvement and implement targeted changes. Participation in professional development opportunities is also recommended to enhance skills and knowledge in providing student support services. Fostering a collaborative environment where student needs and concerns are efficiently addressed is essential.

Future researchers should conduct comparative analyses of student service satisfaction and school promotion inclination across different regions to identify variations and influencing factors. Longitudinal studies are recommended to track satisfaction and promotion inclination changes over time. Complementing quantitative findings with qualitative methods, such as interviews and focus groups, can provide a deeper understanding of student experiences and perceptions. Additionally, exploring dimensions of student support services that showed weaker correlations with school promotion inclination will help identify areas for improvement. Investigating how institutional factors, such as leadership styles, culture, resource allocation, and communication, influence student service satisfaction and school promotion inclination is crucial. Finally, examining the impact of student demographics, including age, program of study, and year level, on satisfaction and promotion inclination will provide further insights.

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APPENDICES

APPENDIX A

A STUDENT SUPPORT SERVICES ENHANCEMENT PROGRAM FOR A THRIVING SDA ACADEMY COMMUNITY

This program enhances student support services within a Seventh-day Adventist (SDA) academy setting. This initiative fosters collaboration between faculty, staff, and students to identify areas for improvement and develop targeted programs. The program strives to increase student satisfaction and promote a thriving SDA academy community by prioritizing clear communication and cultivating a service-oriented environment grounded in faith-based principles.

Rationale

This program recognizes the critical role of robust student support services in fostering student satisfaction and, ultimately, promoting the SDA academy community. By prioritizing areas identified in the research, such as residence life services and targeted initiatives for college-attached academies, we aim to create a more holistic and integrated support system.

Goal

To enhance student support services at SDA academies in Negros Occidental through a collaborative effort, ensuring a well-rounded and positive experience that increases student satisfaction and school promotion inclination.

Learning Outcomes

1. Participants will identify areas for improvement within their respective student support service departments.
2. Participants will develop strategies to enhance communication and awareness of existing student support services.
3. Participants will cultivate a collaborative environment that fosters open communication with students to address their needs effectively.
4. Stakeholders will gain a deeper understanding of the factors influencing student promotion inclination, allowing for targeted program development.
5. Participants will engage in collaborative ideation and action planning to improve student support services tailored to Seventh-day Adventist (SDA) academies, incorporating principles of faith-based education and community involvement.

This program's learning outcomes are designed to address critical aspects of student support services in a Seventh-day Adventist (SDA) academy setting. The program emphasizes data-driven decision-making, aligning with the growing trend in student affairs. Studies by Pascarella and Terenzini (2020) and Harper et al. (2021) highlight the importance of student feedback in identifying areas for improvement within student support services. This outcome goes a step further by fostering a collaborative environment, as emphasized by Hunt and Evans (2022) and Museus and Lewis (2019). By working together, faculty, staff, and student support service personnel can leverage their diverse perspectives to develop more comprehensive student success initiatives. This collaborative approach echoes Proverbs 27:17, which states: "As iron sharpens iron, so one person sharpens another" (NIV) (Eyring, 2017).

Moreover, effective communication is paramount in ensuring students know and utilize available support services. Springer et al. (2018) suggest a multi-pronged approach combining online resources, workshops, and

peer mentoring programs. Furthermore, Lundberg et al. (2019) advocate incorporating social media platforms and peer-to-peer communication channels to reach a wider student audience. Also, understanding the drivers behind student advocacy is crucial for program development. A 2021 study by Smith et al. suggests that a strong sense of community, positive faculty relationships, and satisfaction with student support services are significant factors influencing student recommendations. The program can cultivate a positive school environment that students proudly promote by addressing these areas. Learning outcomes also emphasize collaborative ideation and action planning with faith-based principles. This unique outcome integrates faith-based principles with collaborative planning specific to the SDA academy context. The collaborative approach aligns with the emphasis on community in the writings of Ellen G. White, a prominent figure in Seventh-day Adventism White (1903). This program fosters a service-oriented environment where faculty, staff, and students work together to create a nurturing and supportive educational experience for all.

Biblical Principles

1. Proverbs 27:17 - "As iron sharpens iron, so one person sharpens another." (NIV) - Collaboration and knowledge sharing are key to improvement.
2. Proverbs 19:20 - "Listen to advice and accept instruction, and in the end you will be wise." (NIV) - Open communication and feedback are essential for growth.
3. Matthew 22:39 - "Love your neighbor as yourself." (NIV) - Demonstrating care and meeting student needs is paramount.

This verse (Proverbs 27:17) emphasizes the importance of collaboration, mutual support, and accountability in personal and spiritual growth (Biblica, 1984). Just as iron becomes sharper through friction with another piece of iron, individuals can sharpen each other through healthy interactions, discussions, and exchanges of ideas. This principle in a community or educational setting underscores the value of teamwork, peer learning, and mentorship. When individuals come together, they bring diverse perspectives and strengths, enabling collective progress and improvement. Ellen G. White echoes this sentiment in her writings (White, 1952). In "Education," she emphasizes the significance of association in shaping character and fostering intellectual development. She writes about the importance of companionship and the influence of the environment on individuals' growth. White underscores the need for positive peer relationships and the role of mentors in guiding and nurturing others toward higher ideals.

Similarly, Proverbs 19:20 emphasizes the importance of humility, receptivity, and continuous learning (Biblica, 1984). It highlights the value of seeking counsel from others, being open to feedback, and being willing to learn from successes and failures. In a learning environment, this principle encourages students to cultivate a teachable spirit, to actively seek guidance from teachers, mentors, and peers, and to embrace opportunities for personal and academic growth. Ellen G. White's writings often stress the importance of education as a lifelong process (White, 1913). In "Counsels to Parents, Teachers, and Students," she emphasizes the role of instruction and discipline in shaping character and developing wisdom. White underscores the need for humility and a willingness to learn from others in formal educational settings and everyday life.

Lastly, Matthew 22:39 encapsulates the principles of empathy, compassion, and altruism (Biblica, 1984). It calls for genuine care and concern for others, treating them with the same kindness and respect that one desires for oneself. In an educational context, this principle underscores the importance of creating a supportive and inclusive learning environment where every student feels valued, respected, and understood. Ellen G. White's writings emphasize the importance of love and compassion in education (White, 1952). In "Education," she highlights the need for teachers to cultivate love and sympathy for their students, recognizing and addressing their individual needs and challenges. White emphasizes the role of empathy in effective teaching and the significance of creating a nurturing, Christ-centered learning environment where students feel safe, supported, and loved.

Program Committees

1. Steering Committee: Composed of school administrators, faculty representatives, and student support service personnel. Oversees program development, implementation, and evaluation.
2. Departmental Committees: Representatives from each student support service department (e.g., residence life, guidance counseling, healthcare) identify areas for improvement within their departments and develop action plans.

Program Participants

Enhancement Speakers:

1. Experts in student support services -researchers,
2. Residence life management – seasoned residence dean with excellent evaluation,
3. Communication strategies – successful school leaders with proven communication skills.

Training Programs:

1. Workshops on effective communication (successful school leader),
2. Student support service best practices – enhancing the quality of student support services (researcher),
3. Fostering a collaborative work environment (seasoned residence dean).

Timetable:

The program will be delivered in phases over three (3) weekend programs. Specific dates will be determined based on participant availability and speaker schedules.

Training Location:

On-campus or a designated training facility.

Evaluation Program:

Pre- and post-program surveys will assess changes in knowledge, attitudes, and collaborative practices among participants. Additionally, student satisfaction surveys will be conducted after program implementation to measure the impact on student support services.

15-Item Evaluation Tool for Training Program Aptitude

This tool is designed to assess attendee aptitude for three training programs offered over three weekends. It uses a combination of pre-program self-assessment and objective questions.

Theoretical Underpinnings. The evaluation tool draws from various theories to measure attendee aptitude:

1. Self-Efficacy Theory (Bandura, 1977): This theory suggests people's belief in their ability to succeed influences their engagement and learning. The pre-program self-assessment helps gauge attendees' confidence in their existing skills relevant to the program.
2. Experience-Based Learning (Kolb, 1984): This theory emphasizes the importance of prior experiences in shaping learning. Some questions assess attendees' previous experience in areas covered by the program.
3. Adult Learning Theory (Knowles, 1980): This theory highlights adults' self-directed learning and desire for practical applications. Questions explore attendees' learning goals and motivation for participating.

Evaluation Tool:

Program 1: Workshops on Effective Communication (Successful School Leader)

1. I am confident in my ability to clearly communicate my vision and goals to staff and students. (Self-Efficacy)
2. I have experience facilitating productive meetings and discussions. (Experience)
3. I am familiar with different communication styles and can adapt my approach accordingly. (Knowledge)
4. My primary goal for this program is to learn advanced communication techniques for motivating others. (Adult Learning)
5. I believe communication is essential for building a strong school community. (Attitudes)

Program 2: Student Support Service Best Practices (Researcher)

6. I enjoy working with students who are facing challenges. (Attitudes)

7. I am comfortable researching and analyzing data to improve support services. (Skills)
8. I have prior experience working with student support services. (Experience)
9. I am eager to learn best practices for evaluating student support initiatives effectively. (Adult Learning)
10. I believe research plays a crucial role in enhancing the quality of student support services. (Knowledge)

Program 3: Fostering a Collaborative Work Environment (Seasoned Residence Dean)

11. I am skilled at identifying and addressing team conflicts. (Skills)
12. I value diverse perspectives and enjoy working collaboratively. (Attitudes)
13. I have experience building strong relationships with colleagues and staff. (Experience)
14. My primary goal for this program is to learn strategies for fostering a more inclusive and collaborative work environment. (Adult Learning)
15. I believe a collaborative environment is essential for creating a positive campus experience. (Knowledge)

Design of Implementation

1. Phase 1: Needs Assessment: Conduct departmental committee meetings and surveys to identify specific areas for improvement.
2. Phase 2: Program Development: The steering committee curates program content based on needs assessment findings and invites relevant speakers.
3. Phase 3: Program Delivery: Conduct training sessions and workshops for faculty, staff, and student support service personnel.
4. Phase 4: Implementation: Departments implement action plans developed during the needs assessment phase.
5. Phase 5: Evaluation: Conduct surveys and analyze data to assess program effectiveness and identify areas for future improvement.

Overall Program Success

1. Increased Knowledge and Skills: Pre- and post-program assessments will measure a significant improvement in participants' knowledge and skills relevant to the program topic. This can be assessed through objective quizzes, case studies, or practical exercises.
2. Improved Self-Efficacy: Post-program surveys will measure an increase in participants' confidence in applying the learned skills and knowledge in their respective roles. (Self-Efficacy Theory - Bandura, 1977)
3. Effective Communication Practices (Program 1): Increased reports of clear communication, improved meeting facilitation, and evidence of participants applying diverse communication styles based on post-program observation or feedback.
4. Enhanced Student Support Services (Program 2): A measurable improvement in student satisfaction with support services based on surveys after program implementation. Additionally, evidence of participants utilizing research-based best practices for evaluation and service improvement.
5. Stronger Collaboration (Program 3): Increased reports of teamwork and collaboration among participants and their colleagues. Observable improvements in team dynamics and conflict resolution after program completion.
6. Return on Investment (ROI): Measurable Impact on School Performance (All Programs) - Tracking of relevant metrics after implementation.

APPENDIX B

ACTUAL INSTRUMENTS 1 AND 2 SATISFACTION ON STUDENT SUPPORT SERVICES AND SCHOOL PROMOTION INCLINATION

Thank you for your kind participation in this academic endeavor. Your answers or responses will be dealt with confidentially. – *The researcher*

PART 1: PROFILE

Instruction: Please put a CHECK in the space provided before each option.

- A. Type of school
☐ AAB - Stand-alone academy
☐ CPACA – College attached academy
☐ SNAA – Layman-operated school
- B. Gender:
☐ Male
☐ Female
- C. Length of stay on the school campus
☐ 0.1 to 2.0 years
☐ 2.1 to 4.0 years
☐ Above 4.1 years

PART 2: SATISFACTION OF STUDENT SERVICES

Instruction: Please select a number and write it on the line provided after each question.

Legend:

Point	Description	Scaled Response	Interpretation (Verbal)
6	5.17 – 6.00	Strongly agree	Very high
5	4.34 – 5.16	Moderately agree	Moderately high
4	3.50 – 4.33	Slightly agree	Slightly high
3	2.67 – 3.49	Slightly disagree	Slightly low
2	1.84 – 2.66	Moderately disagree	Moderately low
1	1.00 – 1.83	Strongly disagree	Very low

Student experience:

- My first contact with student services areas upon submission of my first requirements was a pleasant experience. _____
- Procedures in the compliance of initial school requirements for student services were very organized. _____
- I was highly satisfied of the quality of the student welcoming experience by the student service or student affairs office. _____
- Student handbook orientation was done in a comprehensive manner. _____
- Important student services related rules and policies were clearly explained. _____
- Mission and vision of student affairs office or student services areas were expounded plainly. _____
- Initial tour to student support services area was very fulfilling at the start of the school year. _____
- Experience during specific orientation to residence, food or canteen services, spiritual service and other student support services was very substantial. _____
- I did not experience trouble when I started to avail food, residence, health services in the like in terms of being added to the specific systems of such service areas. _____
- I feel I was truly accepted in my school through the process of systematic orientation and system integration. _____
- My student experiences related to support service areas in school allows me to feel that I really belong to my school. _____
- Orientation processes in the student support service areas have significantly contributed to my clear understanding of important rules in such areas. _____

13. My student experience in the introduction, orientation, and availing of student support services significantly contributed to my being trusted or valued in my school. _____

Food experience services

14. Workers in the food services (cafeteria, fast-food, school canteen, or dining services) are friendly. _____
15. Workers in the food services (cafeteria, fast-food, school canteen, or dining services) are very neat especially when they are in their working areas. _____
16. Workers in the food services (cafeteria, fast-food, school canteen, or dining services) are highly skilled in preparing nutritious and delicious foods. _____
17. Food products in school made or prepared by food workers are very nutritious. _____
18. Food products in school made or prepared by food workers are very delicious. _____
19. Food workers at school prepare appropriate food variations as carefully planned in a weekly meal or monthly meal plan or any form of meal plan. _____
20. Food prices in school are cost-effective (prices equate to the amount and quality of food). _____
21. Canteen, cafeteria of school dining areas have maintained excellent levels of cleanliness. _____
22. Noise level is set or regulated at very comfortable degree in the school dining area. _____
23. Chairs and tables at food service areas are selected to provide very comfortable dining experience. _____
24. Humidity and temperature in food service are properly managed or regulated to induce enjoyable appetite. _____
25. *My school food serving areas are not regularly maintained. They look old, dilapidated, or outdated** _____
26. I can eat in our school dining area without suffering long and disorganized queues (mahabang pila ng mga tao). _____
27. I can notice that food is prepared in a very clean manner. _____
28. I can notice that eating utensils in school food serving areas are cleaned properly. _____

Spiritual care services:

29. The pastoral service office is very useful in fulfilling my spiritual care-related needs. _____
30. The pastoral services office entices students to avail themselves of their spiritual care needs. _____
31. Religious services provided in my school significantly enrich my level of spirituality. _____
32. Religious services provided on the school campus are Christ-centered. _____
33. Religious services satisfy my need for fellowship and spiritual camaraderie. _____
34. Religious services on the campus hone or polish me as a young disciple of Christ in terms of doctrinal apostleship. _____
35. The student services department through school church or chaplaincy provides me avenues to be actively involved in spreading the Gospel. _____
36. Worship activities in school, in the chapel, and in residences are well planned. _____
37. School spiritual care services allow me to discover my spiritual gifts. _____
38. School spiritual care services provide me an avenue to sharpen my spiritual gifts _____

Residence services:

39. Workers in my dorm or residence area are very welcoming. _____
40. Workers in my dorm or residence area are very rational with what they are doing. _____
41. Workers in my dorm or residence area are strict yet are correctly reasonable. _____
42. Workers in my dorm or residence area demonstrate professionalism at work. _____
43. Campus residences are maintained with excellent cleanliness by the dorm workers. _____
44. *Campus residence or rooms for students to stay or dwell are very congested**. _____
45. Our personal belongings can be safely placed in our personal spaces or lockers. _____
46. Our rooms in our campus housing area are well-ventilated. _____
47. The school makes our rooms in our residences suitable for studying. _____
48. *Residence or school dorm, policies are very stringent (inflexible)**. _____

49. Dorm, cottage, or school residence rules are generally student friendly. _____
50. Campus residence fees are cost-effective (is worth the quality and comfort). _____

Campus health care services

51. Student health plan or health coverage provides health security to students enrolled in our school. _____
52. Health services have excellent contextualized health promotion program that are suited to students' health needs. _____
53. Health services include adequate screening programs for certain illnesses for students. _____
54. I am satisfied as to how first aid needs and basic illnesses are managed in the school's health care facility. _____
55. Student medical evaluation is comprehensive in our student health services area at school. _____
56. School clinic or school health services area is very accessible to students. _____
57. School clinic workers are friendly. _____
58. School clinic workers are highly trained individuals. _____
59. School clinic services are cost-effective (price is worth the quality of service). _____
60. Clinic rooms are not obsolete in structure and in design. _____
61. Equipment in school clinic like beds and chairs are well-maintained. _____

Networking services

62. Through its student service led activities, my school desires for all its members to experience a sense of belonging, a high level of engagement, and shared decision-making. _____
63. My school through its student services believes that each person is unique and differences provide the potential for greater strength, and creativity. _____
64. My school through its student organizations introduce its students to greater circle of friends. _____
65. My school has programs that builds linkages to wider community of productive people. _____
66. The student support services of my school allows me to connect with people outside my school community whom I can serve through various methods of practical service. _____
67. Student support services on student networking in the campus is excellent and it allows me to connect with the online world or community. _____
68. My school organizations are excellent means for students to build network of friends in the same area of likes or health and noble hobbies. _____

Guidance-counselling services

69. Counselling services help me overcome my feelings of inadequacies. _____
70. Guidance services help me improve my social skills. _____
71. Counselling services have significantly guided me in planning for my future. _____
72. Guidance services is helpful in assisting toward reaching my school related goals. _____
73. My visits to guidance office help me from time to time in tackling my day to day problems. _____
74. Counselling employees are approachable. _____
75. Counselling office workers are trained professionals. _____
76. Guidance services are of great use regarding my major decisions in life. _____
77. Guidance office appear regularly updated. _____
78. Guidance services are easy to avail. _____
79. Guidance office materials and equipment are updated. _____
80. Guidance and counselling services help me realize God's purpose in me. _____

PART III. SCHOOL PROMOTION INTENTION QUESTIONNAIRE

Scoring legend:

Point	Range	Scaled response	Verbal interpretation
6	5.15 – 6.00	Strongly agree	Very high
5	4.32 – 5.15	Moderately agree	Moderately high
4	3.49 – 4.31	Slightly agree	Slightly high
3	2.66 – 3.48	Slightly disagree	Slightly low
2	1.83 – 2.65	Moderately disagree	Moderately low
1	1.00 – 1.82	Strongly disagree	Very low

Instruction: Please encircle the number that best corresponds to your answer.

Number and Statement	Choices					
1. I intend to refer my friends to the school promotion in-charge of my current school as a potential student	6	5	4	3	2	1
2. I intend to participate actively in the referral programs (if ever there will be) of the school in order to help attract more students as future enrollees	6	5	4	3	2	1
3. I am inclined to support social media sites of individuals or personalities (or influencers) who promote my school (if ever there will be)	6	5	4	3	2	1
4. I am eager to encourage my schoolmates to share or repost promotional blogs about my school (whenever possible)	6	5	4	3	2	1
5. I am willing to share, repost or make a hashtag about the good student services on my Facebook account to promote my school (whenever applicable)	6	5	4	3	2	1
6. I am eager to repost positive images or photos about my school from accounts dedicated to promoting my school (if suitable)	6	5	4	3	2	1
7. I propose to affirm to my close friends during meet-up activities many nice things about my school for them to be encouraged to enroll in my alma mater	6	5	4	3	2	1
8. I am willing to personally share good things about my school to my social circle in order to entice them to enroll in my school	6	5	4	3	2	1
9. It is very possible for me to post positive comments in the promotional social media sites managed by my school	6	5	4	3	2	1

- | | |
|--|----------------------------|
| 10. I intend to chat my friends not to enroll in my school for them not to experience poor student support services provided by my school | 6 5 4 3 2 1 |
| 11. When requested by my school authorities to do something out-of-the-box to promote my school, I have a sincere intention to actively participate in such activity | 6 5 4 3 2 1 |
| 12. I can chat my social media influencer friends and other influencers to mention or support the promotion of my school | 6 5 4 3 2 1 |

APPENDIX C

QUESTIONNAIRE INFORMATION GUIDE 1

INSTRUMENT-1:

1. Name of the instrument: Student Support Services Satisfaction questionnaire
2. Code name: SSSSQ
3. Author: Cadano, 2023
4. Dimensions: Derived from the components of the framework for student services at Loma Linda University Health. The model contains student finance, financial aid services, spiritual care, student experience, student counseling, student health services, international student services, record services, and veterans services (LLUH, 2023). Modified according to the contextual situations of boarding SDA academies in the local (CPAC Handbook, n.d.). SERVQUAL Model has also been utilized together with the student support services model.

Student experience (1-13)

Food experience services (14-28)

Spiritual care services (29-38)

Residence services (39-50)

Campus health care services (51-61)

Networking services (62-68)

Guidance-counseling services (69-80)

5. Total items: 80 items in total
6. Scoring range: 1 to 480 points
7. Scoring procedure: Sum all item responses or subscale scores (after accounting for *reverse-coded item).
8. General comments: *Reverse Coding: Item #25, 44, 48 (responses must be reversed prior to summing scores).
Higher scores represent a positive or healthy organizational climate in terms of collegial school management dynamics.

9. Answering legend:	Point	Description	Scaled Response	Interpretation (Verbal)
	6	5.17 – 6.00	Strongly agree	Very high
	5	4.34 – 5.16	Moderately agree	Moderately high
	4	3.50 – 4.33	Slightly agree	Slightly high
	3	2.67 – 3.49	Slightly disagree	Slightly low
	2	1.84 – 2.66	Moderately disagree	Moderately low
	1	1.00 – 1.83	Strongly disagree	Very low

10. Instruction: For each item, encircle the number that represents your answer.

11. Profile inclusion

Respondents' profile:
 Type of academy
 (layman school, stand-alone academy, college attached academy)

Gender, (male and female)

Length of stay
 (0.1 to 2.0 years, 2.1 to 4.0 years, above 4.0 years)?

12. Validation:

(1) Face validity of three qualified field experts
 (2) Construct validity through Delphi method
 (3) Validity set points will be 0.80 or 80%
 (4) If the result is below 80%, per item adjudication will be utilized to retain, remove, or rephrase each indicator in the questionnaire

13. Reliability:

A pilot study will be done to at least 10% of the population which will be conducted to another N with semblance to the inclusion criteria of the research N. Results be encoded and reliability testing will be done through measurements of Cronbach's alpha index, and results of CA when item is deleted will be evaluated.

APPENDIX D

QUESTIONNAIRE INFORMATION GUIDE 2

Name of the questionnaire: School Promotion Intention Scale

Code: SPIS-

Model/s: Mendrapa, J. (2021). Word of Mouth Marketing Strategies

Source:	8 Word Of Mouth Marketing Strategies To Grow Your Business - Social Snowball - Blog
Date of Retrieval:	May 01, 2023
Dimensions:	5 out of 8 were used. 5 th , 6 th , and 8 th were not used as these word-of-mouth marketing are institution-based and cannot be utilized by mere high school students in general.
Dimension specifications:	(1) Referral- <i>intention to participate in school and personal referral activities</i> (2) Influencer - <i>intention to support a site or person who is influencing others to support my school</i> (3) User-generated content - <i>eagerness to use, share, repost or create hashtags about videos, photos, or text posted by others to promote my school</i> (4) Testimonials - <i>intention to create customer reviews and personal recommendations about my school</i> (5) Getting social on social media – <i>for admin to decide; not applicable</i> (6) Support a cause –tap into people’s emotions – not applicable (7) Out-of-the-box - <i>extra-ordinary, unusual, unexpected</i> (8) Customer experience – not applicable
Items:	12
Likert scale	6-points per indicator
Highest score:	72 points
Lowest score:	12 points
Reverse coded item:	Number 10
Instruction:	Reverse number 10 and sum all scores.

Scoring legend:

Point	Range	Scaled response	Verbal interpretation
6	5.15 – 6.00	Strongly agree	Very high
5	4.32 – 5.15	Moderately agree	Moderately high
4	3.49 – 4.31	Slightly agree	Slightly high
3	2.66 – 3.48	Slightly disagree	Slightly low
2	1.83 – 2.65	Moderately disagree	Moderately low
1	1.00 – 1.82	Strongly disagree	Very low

Referral:

1. I intend to refer my friends to the school promotion in-charge of my current school as a potential student
2. I intend to participate actively in the referral programs (if ever there will be) of the school in order to help attract more students as future enrollees

Influencer:

3. I am inclined to support social media sites of individuals or personalities (or influencers) who promote my school (if ever there will be)

User-generated:

4. I am eager to encourage my schoolmates to share or repost promotional blogs about my school (whenever possible)
5. I am willing to share, repost or make a hashtag about the good student services in my Facebook account to promote my school (whenever applicable)
6. I am eager to repost positive images or photos about my school from accounts dedicated to promoting my school (if suitable)

Testimonial:

7. I propose to affirm to my close friends during meet-up activities many nice things about my school for them to be encouraged to enroll in my alma mater
8. I am willing to personally share good things about my school with my social circle in order to entice them to enroll in my school
9. It is very possible for me to post positive comments on the promotional social media sites managed by my school
10. I intend to chat my friends not to enroll in my school so they cannot experience the poor student support services provided by my school

Out-of-the-box

11. When requested by my school authorities to do something out-of-the-box to promote my school, I have a sincere intention to actively participate in such activity
12. I can chat with my social media influencer friends and other influencers to mention or support the promotion of my school

APPENDIX E**VALIDATION TOOLS****INSTRUMENT'S FACE AND CONTENT VALIDITY ASSESSMENT TOOL: Instruction:**

Please indicate your opinion on the statements provided below by encircling the number which corresponds to your answer. The statements are taken from the criteria developed for evaluating survey questionnaire set forth by

Carter V. Good and Douglas B. Scates.

Criteria for Validity	Choices				
Statements:	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. The questionnaire is concise that the respondents would not be drained enough of his time in answering the tool.	1	2	3	4	5

2. The questionnaire is interesting.	1	2	3	4	5
3. The questionnaire can obtain depth to the response and avoid superficial answer.	1	2	3	4	5
4. There are no bias items. There are no loaded statements in the research tool.	1	2	3	4	5
5. The questionnaire can elicit responses that are not mechanically forced.	1	2	3	4	5
6. Questions/items are stated in such a way that the responses will not be embarrassing to the person concerned	1	2	3	4	5
7. Questions/items are formed in such a manner that the suspicion by the respondents to obtain hidden purposes in the questionnaire is avoided.	1	2	3	4	5
8. The questionnaire is has face appeal in general. It looks professionally done.	1	2	3	4	5
9. The responses to the questionnaire when taken as a whole, could answer the basic purpose for which the questionnaire is designed and therefore considered valid.	1	2	3	4	5

Juror: _____
Academic Degree/s: _____
Date of assessment: _____
Signature: _____
Total score/Rating: _____

INSTRUMENT'S CONSTRUCT VALIDITY ASSESSMENT TOOL:

Instruction:

Please indicate your opinion on the statements provided below by encircling the number which corresponds to your answer. The statements are taken from the criteria developed for evaluating survey questionnaire set forth by Messick based on Unified Theory of Construct Validity as arranged by Sarrosa (2016).

Legend:

Point:	Description:	Interpretation:
1	Strongly disagree	= 1.00 to 24.50% true
2	Disagree	= 24.51 to 49.99% true
3	Undecided	= 50.00% true
4	Agree	= 50.01 to 75.00% true
5	Strongly agree	= 75.01 to 100% true

Criteria for Construct Validity	Choices				
ITEMS:	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

1. Consequential – There is no risk for question misinterpretation in the questionnaire.	1	2	3	4	5
2. Content – Test items in the questionnaire appear to be measuring the variable that is supposed to be measured by the research or academic endeavor.	1	2	3	4	5
3. Substantive – The theoretical foundation underlying the construct of interest is sound.	1	2	3	4	5
4. Structural – Inter-relationships of dimensions measured by the test correlate with the construct of interest.	1	2	3	4	5
5. External – The test has convergent quality (Measures of constructs that are theoretically anchored are related to reach other, and are, in fact, observed to be related to each other)	1	2	3	4	5
6. External – The test or instrument has discriminant quality (Measures of constructs that are theoretically anchored which should not be related to each other, are in fact, observed to not be related to each other)	1	2	3	4	5
7. Generalizability – The instrument can be generalized across different groups and settings	1	2	3	4	5

Juror: _____

Academic Degree/s: _____

Date of assessment: _____

Signature: _____

Total score/Rating: _____

APPENDIX F

NORMALITY TESTS

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
School Promotion Inclination	.148	54	.005	.954	54	.037
Student Support Services Satisfaction	.173	54	.000	.910	54	.001
Student Experience	.141	54	.009	.935	54	.006
Fod Services	.154	54	.003	.924	54	.002
Spiritual Care Services	.134	54	.017	.942	54	.011
Residence Services	.108	54	.175	.965	54	.113
Campus Health Care Services	.101	54	.200*	.966	54	.132
Networking Services	.099	54	.200*	.964	54	.101

Guidance-Counselling Services	.098	54	.200*	.910	54	.001
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*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

APPENDIX G

RELIABILITY TESTING RESULTS FOR SATISFACTION ON STUDENT SUPPORT SERVICES

CA VALUE:

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.977	.978	80

WHEN EACH ITEM IS DELETED:

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
VAR00001	368.8889	2451.111	.681	.	.975
VAR00002	368.8889	2443.861	.776	.	.975
VAR00003	368.4444	2478.528	.361	.	.976
VAR00004	368.6667	2436.250	.876	.	.975
VAR00005	368.3333	2453.750	.697	.	.975
VAR00006	368.6667	2404.000	.961	.	.975
VAR00007	369.0000	2464.500	.597	.	.975
VAR00008	368.8889	2418.361	.934	.	.975
VAR00009	369.1111	2419.361	.855	.	.975
VAR00010	368.7778	2420.944	.838	.	.975
VAR00011	368.7778	2407.944	.868	.	.975
VAR00012	368.8889	2440.861	.684	.	.975
VAR00013	368.5556	2457.778	.556	.	.975
VAR00014	368.6667	2481.000	.293	.	.976
VAR00015	369.1111	2406.611	.802	.	.975
VAR00016	369.2222	2407.944	.783	.	.975
VAR00017	369.1111	2462.861	.409	.	.976
VAR00018	369.1111	2422.861	.572	.	.975
VAR00019	369.1111	2391.111	.682	.	.975
VAR00020	369.6667	2450.250	.457	.	.976
VAR00021	369.5556	2470.278	.509	.	.976

VAR00022	369.5556	2469.778	.516	.	.976
VAR00023	369.7778	2440.194	.640	.	.975
VAR00024	369.3333	2418.500	.694	.	.975
VAR00025	370.1111	2462.611	.251	.	.976
VAR00026	369.1111	2510.861	-.098	.	.976
VAR00027	369.3333	2441.500	.503	.	.976
VAR00028	369.5556	2450.778	.548	.	.975
VAR00029	368.7778	2501.194	.029	.	.976
VAR00030	368.8889	2467.111	.396	.	.976
VAR00031	368.5556	2466.528	.450	.	.976
VAR00032	368.2222	2506.194	-.038	.	.976
VAR00033	368.3333	2491.500	.241	.	.976
VAR00034	368.6667	2490.750	.168	.	.976
VAR00035	368.5556	2497.028	.105	.	.976
VAR00036	368.5556	2464.278	.600	.	.975
VAR00037	368.5556	2454.278	.599	.	.975
VAR00038	368.5556	2464.778	.593	.	.975
VAR00039	368.5556	2426.028	.717	.	.975
VAR00040	368.7778	2471.944	.455	.	.976
VAR00041	368.8889	2506.111	-.026	.	.976
VAR00042	368.8889	2472.611	.402	.	.976
VAR00043	369.1111	2366.111	.840	.	.975
VAR00044	371.7778	2589.194	-.692	.	.978
VAR00045	369.0000	2377.750	.775	.	.975
VAR00046	369.0000	2440.250	.486	.	.976
VAR00047	368.8889	2409.861	.611	.	.975
VAR00048	371.3333	2598.250	-.594	.	.978
VAR00049	369.3333	2373.250	.877	.	.975
VAR00050	369.3333	2368.000	.913	.	.975
VAR00051	369.3333	2440.000	.891	.	.975
VAR00052	369.0000	2416.250	.913	.	.975
VAR00053	369.0000	2453.000	.615	.	.975
VAR00054	369.2222	2412.194	.819	.	.975
VAR00055	369.2222	2415.944	.878	.	.975
VAR00056	368.7778	2454.944	.568	.	.975
VAR00057	368.5556	2447.028	.688	.	.975
VAR00058	368.6667	2461.000	.552	.	.975
VAR00059	369.2222	2374.694	.920	.	.975
VAR00060	369.8889	2393.861	.814	.	.975
VAR00061	369.2222	2469.444	.337	.	.976
VAR00062	369.3333	2421.000	.953	.	.975
VAR00063	369.2222	2383.944	.912	.	.975
VAR00064	368.8889	2471.861	.539	.	.976
VAR00065	369.1111	2429.111	.754	.	.975
VAR00066	369.1111	2426.611	.780	.	.975
VAR00067	369.1111	2408.861	.860	.	.975
VAR00068	369.0000	2417.500	.723	.	.975
VAR00069	369.6667	2387.500	.809	.	.975
VAR00070	368.5556	2498.278	.086	.	.976
VAR00071	369.0000	2436.750	.696	.	.975

VAR00072	369.2222	2439.444	.571	.	.975
VAR00073	369.4444	2484.778	.187	.	.976
VAR00074	369.4444	2434.778	.806	.	.975
VAR00075	369.5556	2413.778	.833	.	.975
VAR00076	369.5556	2442.028	.472	.	.976
VAR00077	369.6667	2400.750	.821	.	.975
VAR00078	369.4444	2401.028	.784	.	.975
VAR00079	369.3333	2416.500	.711	.	.975
VAR00080	368.8889	2397.861	.921	.	.975

RELIABILITY TESTING RESULTS FOR SATISFACTION ON SCHOOL PROMOTION INCLINATION

CA VALUE:

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.836	.847	12

WHEN EACH ITEM IS DELETED:

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
VAR00001	57.6667	29.750	.072	.	.827
VAR00002	58.4444	27.778	.316	.	.826
VAR00003	58.3333	22.500	.805	.	.794
VAR00004	57.7778	24.944	.685	.	.810
VAR00005	58.0000	26.500	.379	.	.834
VAR00006	57.5556	26.028	.817	.	.810
VAR00007	57.6667	27.000	.578	.	.822
VAR00008	57.8889	23.611	.723	.	.804
VAR00009	57.7778	27.694	.446	.	.829
VAR00010	58.2222	24.444	.506	.	.825
VAR00011	58.2222	25.694	.309	.	.829
VAR00012	57.8889	25.611	.605	.	.816

TABLE FOR RESPONDENTS

SCHOOL OR ACADEMY	JHS DORMITORIANS OR COTTAGERS	RESPONDENTS OF THIS STUDY	PERCENTAGE
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AAB	37	32	86.48
CPACA	8	8	100
SNA A	15	15	100
TOTAL	60	55	92

SERVICE ENHANCEMENT PROGRAM – A GENERAL GUIDE

Based on the conclusions and recommendations of your study, here is a tailor-fit program to improve student support services in Adventist academies in Negros Occidental:

Residence Services Enhancement:

1. Conduct regular assessments and collect feedback from in-campus residing students to identify areas for improvement in residence services.
2. Improve the quality and effectiveness of residence services by addressing the specific needs and preferences of students.
3. Implement improvements based on student feedback, such as enhancing facilities, creating a supportive and inclusive living environment, and providing opportunities for community building and engagement.

Addressing College-Attached Academy Students' Needs:

1. Conduct surveys or focus groups specifically targeting college-attached academy students who are in-campus residents to understand their unique challenges and concerns.
2. Develop targeted initiatives to address their needs, such as academic support programs, mentorship opportunities, and career guidance tailored to their specific educational paths.
3. Provide resources and support systems to help college-attached academy students navigate the transition from high school to college life.

Strengthening Guidance-Counselling and Networking Services:

1. Allocate resources and prioritize the enhancement of guidance-counselling and networking services.
2. Provide comprehensive guidance and counseling support, including academic guidance, career counseling, and personal development programs.
3. Create networking opportunities for students to connect with alumni, professionals in their field of interest, and fellow students, fostering a sense of community and providing avenues for mentorship and career exploration.

Continual Evaluation and Improvement:

1. Establish a system for regular evaluation and feedback collection from students regarding support services.
2. Use feedback to identify areas for improvement and implement necessary changes.
3. Continuously adapt strategies and services to meet the evolving needs and expectations of students.

Collaboration among Different Types of Academies:

1. Foster collaboration and knowledge-sharing among stand-alone academies, layman-operated academies, and college-attached academies.

2. Create platforms or forums where administrators and faculty from different academies can share best practices, innovative ideas, and success stories related to student support services.
3. Encourage joint initiatives and partnerships that can lead to a more comprehensive and effective delivery of student support services across all Adventist academies in Negros Occidental.

It's important to note that implementing these recommendations will require collaboration among school administrators, faculty, staff, and relevant stakeholders. Regular monitoring and assessment of the program's effectiveness should be conducted to ensure continuous improvement and student satisfaction.