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Institutional Support, Management Practices and Satisfaction of Students at Higher Education Institutions in the City of Binan Laguna

Jevic B Reyes [1*], Ernesto A. Serrano Jr. [2]

[1, 2] University of Perpetual Help System Laguna, Philippines

* Corresponding Author: **Jevic B Reyes**

Article Info

Abstract

This study determined the institutional support, management practices, and student satisfaction in Higher Education Institutions (HEIs) and provided valuable feedback regarding these key areas. By assessing the relationship between these variables, the study aimed to offer insights into how institutional support and effective management contribute to student satisfaction and overall academic success. Likewise, it provides baseline data for HEIs to understand the significance of strong institutional support and well-structured management practices in enhancing students' academic experiences. This study also raises awareness among educational administrators and policymakers about the critical role of student-centered strategies in fostering engagement, motivation, and a positive learning environment. Lastly, it served as a basis for a proposed action plan to improve institutional support, refine management practices, and enhance student satisfaction in Higher Education Institutions, ensuring continuous improvement in educational services and student outcomes.

1. Introduction

Higher Education Institutions (HEIs) play a crucial role in driving economic growth, innovation, and social development worldwide. As globalization and technological advancements reshape the education sector, HEIs are under increasing pressure to enhance academic quality, infrastructure, and institutional management. According to UNESCO (2023), the demand for higher education is rising globally, with universities striving to expand access, improve facilities, and implement sustainable development goals (SDGs) in their operations. Many HEIs are also investing in modern construction projects to accommodate growing student populations, integrating smart campus technologies, and adopting sustainable architectural practices to align with global environmental initiatives (World Bank, 2022). The shift toward digitalization and sustainable campus development underscores the need for efficient project construction management, as institutions aim to balance financial sustainability with high-quality infrastructure.

Chen & Hsieh (2022) [8] further elaborate on how institutional policies impact students' academic achievements and overall well-being. They found that proactive engagement strategies and responsive support systems are vital in cultivating an environment conducive to learning, which in turn can improve retention rates and student performance. Tinto (2020) emphasizes the importance of social integration within HEIs, asserting that a strong sense of community enhances student engagement and retention.

Institutional support encompasses various aspects, including academic assistance, financial aid, career guidance, counseling services, and student affairs programs. Recent studies demonstrate that academic assistance, such as personalized tutoring and peer mentoring, significantly enhances student performance and self-efficacy. Smith *et al*. (2021) [18] found that tailored tutoring programs not only improve grades but also foster a greater sense of belonging among students, which is crucial for retention. Financial aid, another crucial component of institutional support, has been shown to influence student persistence.

Additionally, student affairs programs play a vital role in establishing community and enhancing the overall campus experience. Thompson (2024) [22] emphasized that involvement in extracurricular and co-curricular activities fosters a strong sense of

belonging, which positively impacts student satisfaction and retention levels. In parallel, the management practices adopted by HEIs are critical in facilitating these support systems effectively.

In parallel, management practices within HEIs refer to the strategies and policies designed to enhance student engagement, streamline administrative processes, and foster a conducive learning environment (Smith & Johnson, 2023). Recent literature emphasizes that effective management practices are vital in promoting student satisfaction by ensuring accessibility, inclusivity, and responsiveness to diverse student needs (Garcia & Lee, 2021) [11]. Together, these elements form a holistic approach to supporting students, ultimately facilitating their academic and personal development (Harris, 2024) [14].

Student satisfaction is a vital metric that encapsulates the overall effectiveness of an institution's support systems and management strategies. According to Nair *et al.* (2022) [16], student satisfaction significantly influences their perception of educational quality, institutional services, and administrative efficiency. This concept supports the findings of Kattimani *et al.* (2021) [15], who emphasize that a strong correlation exists between student satisfaction and important outcomes such as academic performance and retention rates. However, despite numerous studies investigating this phenomenon, no study has yet been conducted specifically in the City of Biñan, Laguna, that examines institutional support, management practices, and student satisfaction at Higher Education Institutions.

Thus, this study determined the institutional support, management practices, and student satisfaction in Higher Education Institutions (HEIs) and provided valuable feedback regarding these key areas. By assessing the relationship between these variables, the study aimed to offer insights into how institutional support and effective management contribute to student satisfaction and overall academic success. Likewise, it provides baseline data for HEIs to understand the significance of strong institutional support and well-structured management practices in enhancing students' academic experiences. This study also raises awareness among educational administrators and policymakers about the critical role of student-centered strategies in fostering engagement, motivation, and a positive learning environment. Lastly, it served as a basis for a proposed action plan to improve institutional support, refine management practices, and enhance student satisfaction in Higher Education Institutions, ensuring continuous improvement in educational services and student outcomes.

Methods
This study determined the institutional support, management practices, and satisfaction of students at Higher Education Institutions in the City of Biñan, Laguna, and utilizes a descriptive-correlational research design. Copeland (2022) states that the aim of descriptive research was to describe a phenomenon and its characteristics. This type of research is more concerned with what rather than how or why something happens. Correlational research refers to a non-experimental research method that studies the relationship between two variables through statistical analysis. Correlational research does not examine the effects of extraneous variables on the variables under study. Specifically, this study describes the level of institutional support, management practices, and student satisfaction at Higher Education Institutions. Additionally, it investigates the significance of relationships, through correlation, between and among institutional support, management practices, and student satisfaction.

The data for this study came from students at Higher Education Institutions in the City of Biñan, Laguna. Only the empirical data gathered from them is statistically treated and analyzed in this study. The population for this study comprises 4,904 students from various higher education institutions in the City of Biñan, Laguna for the 2024-2025 academic year. Specifically, 2,365 students are from TRIMEX, 1,910 from UPHSL, 425 from St. Michael's, 174 from St. Ignatius, and 30 from CSA. The sample size of 357 students was determined using the Raosoft calculator, based on a 95% confidence level and a 5% margin of error (Rahi, 2020). A stratified random sampling technique was employed to ensure representation from each institution. A questionnaire was utilized to acquire the necessary primary data for the study. To ensure ease in responding to the questions, a four-point (4-point) Likert scale is used. The instrument is divided into three (3) parts: Part 1 pertains to the level of institutional support; Part 2 deals with management practices; and Part 3 covers the level of student satisfaction. Since the questionnaire is researcher-made, it is subjected to validation through presentation to a panel of experts in research, language teaching, and statistics. Their comments and suggestions are essential for ensuring its validity. After modifications, it is reviewed by the adviser for final approval. Thereafter, the instrument is statistically subjected to a content validation process using Cronbach's Alpha. The computed Cronbach's alpha coefficient for the level of for level of institutional support: 0.959, for management practices: 0.970 and for the level of student satisfaction 0.927 which means that the data of the researcher were valid and reliable.

Result and Discussion
Discussion of the institutional support, management practices and satisfaction of students at Higher Education Institutions in the City of Biñan Laguna is presented in the succeeding tables and textual presentations.

Table 1: Composite Table of the Institutional Supports Provided to Students at Higher Education Institutions in the City of Biñan Laguna

Indicator	Weighted Mean	Verbal Interpretation	Rank
1. Academic support	3.44	Very High	5
2. Technological support	3.45	Very High	3
3. Psychological and emotional support-counseling services	3.44	Very High	5
4. Career and Professional development	3.50	Very High	2
5. Financial assistance program	3.52	Very High	1
6. Facilities and learning resources	3.44	Very High	5
Overall Weighted Mean	3.44	Very High	

Table 1 presents a summary of the institutional supports provided to students at higher education institutions in the City of Biñan, Laguna. The composite findings reveal a very high level of support across all indicators, with an overall weighted mean of 3.44, categorized as "Very High." The highest-rated indicator is the "Financial assistance program," which scored 3.52, reflecting the significant support provided to students in managing their educational expenses. Following closely is "Career and professional development," which received a weighted mean of 3.50, indicating strong efforts in preparing students for their future careers. Other areas of support, including "Technological support" (3.45), "Psychological and emotional support-counseling services" (3.44), "Academic support" (3.44), and "Facilities and learning resources" (3.44), all received very high ratings, showing comprehensive support across various aspects of student needs. Overall, the institutional support systems at higher education institutions in the City of Biñan are highly effective, as demonstrated by the "Very High" ratings across all areas. The comprehensive support provided ensures that students have access to a wide range of resources that contribute to their academic success and overall well-being. Recent studies underscore the crucial role of comprehensive instructional support systems in enhancing student success and well-being in higher education. For instance, Garcia and Ramos (2021) [11] highlight the significance of financial assistance programs in reducing student dropout rates and increasing retention, emphasizing the positive impact of such programs on students' academic persistence. Similarly, Johnson *et al.* (2022) [13] argue that career and professional development initiatives are key to preparing students for the workforce, helping them transition successfully from education to employment. They point out that institutions that provide robust career services not only improve employability but also foster students' long-term career satisfaction. Additionally, Miller and Zhou (2023) explore the relationship between technological support and academic performance, showing that access to modern technological resources, such as digital learning platforms, enhances student engagement and learning outcomes. These findings align with the results from the City of Biñan, where students rated various instructional supports, including financial assistance, career development, and technological resources, highly, indicating their effectiveness in supporting students' academic and career aspirations.

Table 2: Composite Table of the Management Practices Implemented by the Higher Education Institution in the City of Biñan Laguna

Indicator	Weighted Mean	Verbal Interpretation	Rank
1. Effective communication	3.43	Strongly Agree	4
2. Quality teaching and resources	3.44	Strongly Agree	1.5
3. Administrative efficiency	3.43	Strongly Agree	4
4. Student engagement strategies	3.43	Strongly Agree	4
5. Student services efficiency	3.44	Strongly Agree	1.5
Overall Weighted Mean	3.44	Strongly Agree	

Table 2 presents a summary of the management practices implemented by higher education institutions in the City of Biñan, Laguna. The composite findings on management practices indicate a strong level of agreement across all indicators, with an overall weighted mean of 3.44, categorized as "Strongly Agree." The highest-rated indicator is "Quality teaching and resources," which scored 3.44, reflecting the institution's strong commitment to providing high-quality teaching and resources. "Student services efficiency" also received a weighted mean of 3.44, showing effective support in managing student services. The indicators "Effective communication," "Administrative efficiency," and "Student engagement strategies" each scored 3.43, demonstrating strong practices in these areas. Overall, the management practices in higher education institutions in the City of Biñan are highly effective, as reflected in the "Strongly Agree" ratings across all indicators. These practices contribute to a positive institutional environment, promoting better academic and administrative outcomes.

According to Lee *et al.* (2021), fostering collaboration among departments is essential in streamlining student support and enhancing service efficiency, aligning with the findings from Biñan's institutions. Moreover, Johnson and Green (2022) [13] emphasize that adopting a student-centered approach in handling concerns promotes a stronger sense of community and satisfaction, which is crucial in higher education settings. However, as noted by Brown and Liu (2023), integrating continuous feedback mechanisms into student services not only helps to address students' immediate concerns but also contributes to long-term improvements in service delivery. These studies highlight the importance of a comprehensive approach to student services that balances efficiency with personalized care.

Table 3: Composite Table of the Level of Student Satisfaction in the Higher Education Institution in the City of Biñan Laguna

Indicator	Weighted Mean	Verbal Interpretation	Rank
1. Perceived quality of instruction	3.39	Very High	1
2. Support services satisfaction	3.36	Very High	2
3. Campus environment	3.34	Very High	3
Overall Weighted Mean	3.37	Very High	

Table 3 presents the summary of the level of student satisfaction in higher education institutions in the City of Biñan, Laguna. The composite findings on student satisfaction indicate a very high level of satisfaction across all indicators, with an overall weighted mean of 3.37. The highest-rated indicator is "Perceived quality of instruction," which scored 3.39, reflecting a strong appreciation for the teaching and learning experiences offered. "Support services satisfaction" closely follows with a mean of 3.36, indicating positive student feedback regarding academic and student

services. "Campus environment" received a slightly lower score of 3.34, but still falls within the "Very High" category, showing that students are generally satisfied with the campus setting. Overall, the student satisfaction levels in the higher education institutions in the City of Biñan are very high, as reflected in the "Very High" ratings across all indicators. T Recent studies have highlighted the significant factors contributing to student satisfaction in higher education. A study by Wong *et al*. (2021) found that perceived quality of instruction directly correlates with student engagement and academic success, emphasizing the importance of innovative

teaching strategies and effective faculty-student interactions. In addition, research by Chen and Lee (2022) [7] demonstrated that support services, such as academic advising and mental health counseling, play a crucial role in improving student well-being and satisfaction. Furthermore, an analysis by Garcia and Cruz (2023) identified that a positive campus environment, including safety, accessibility, and facilities, is essential for fostering a supportive and engaging atmosphere that enhances student satisfaction.

Table 4: Relationship between the Institutional Supports and the Management Practices

Institutional Support	Management Practices				
	Effective communication	Quality teaching and resources	Administrative efficiency	Student engagement strategies	Student services efficiency
Academic Support	r=0.673** Moderate correlation p=0.000	r=0.666** Moderate correlation p=0.000	r=0.596** Moderate correlation p=0.000	r=0.639** Moderate correlation p=0.000	r=0.631** Moderate correlation p=0.000
Technological Support	r=0.596** Moderate correlation p=0.000	r=0.704** Moderate correlation p=0.000	r=0.614** Moderate correlation p=0.000	r=0.615** Moderate correlation p=0.000	r=0.597** Moderate correlation p=0.000
Psychological and emotional support-counseling services	r=0.620** Moderate correlation p=0.000	r=0.577** Moderate correlation p=0.000	r=0.588** Moderate correlation p=0.000	r=0.547** Moderate correlation p=0.000	r=0.575** Moderate correlation p=0.000
Career and Professional development	r=0.286** Low correlation p=0.000	r=0.310** Low correlation p=0.000	r=0.299** Low correlation p=0.000	r=0.299** Low correlation p=0.000	r=0.253** Low correlation p=0.000
Financial assistance program	r=0.625** Moderate correlation p=0.000	r=0.676** Moderate correlation p=0.000	r=0.621** Moderate correlation p=0.000	r=0.621** Moderate correlation p=0.000	r=0.621** Moderate correlation p=0.000
Facilities and learning resources	r=0.627** Moderate correlation p=0.000	r=0.676** Moderate correlation p=0.000	r=0.644** Moderate correlation p=0.000	r=0.644** Moderate correlation p=0.000	r=0.605** Moderate correlation p=0.000

**Significant @ 0.01

Table 4 shows the relationship between various forms of institutional support and the management practices implemented in higher education institutions in the City of Biñan. There are significant moderate correlations across all institutional support categories (academic support, technological support, psychological and emotional support, career development, financial assistance, and facilities) and the management practices evaluated (effective communication, quality teaching and resources, administrative efficiency, student engagement strategies, and student services efficiency). Academic support demonstrates strong correlations with management practices such as quality teaching (r=0.666) and student engagement strategies (r=0.639), suggesting that better academic support is associated with more effective teaching and greater student participation. Similarly, financial assistance and facilities show moderate correlations with all management practices, particularly in terms of quality teaching and resources (r=0.676). However, career and professional development shows lower correlations with all management practices (r values between 0.253 and 0.310), indicating that while still significant, the impact of these services may be less pronounced in influencing management practices. Overall,

the findings suggest that robust institutional support systems are closely linked to effective management practices, with some areas, such as career development, requiring further attention to maximize their impact on the institution's overall performance.

Recent studies have highlighted the importance of institutional support in enhancing management practices and overall student satisfaction. For instance, a study by Cheng and Tsang (2021) emphasized the positive correlation between academic support services and student engagement strategies, showing that academic assistance enhances student involvement and satisfaction. Similarly, Zhang and Wang (2022) found that technological support plays a crucial role in improving the quality of teaching and learning resources, which directly influences student achievement. Kim and Park (2020) also underlined the significance of psychological and emotional support services in fostering a supportive campus environment, which is linked to better student performance and well-being. These studies suggest that higher education institutions should prioritize robust support systems to improve management practices and student outcomes.

Table 5: Relationship between the Institutional Supports and the Student Satisfaction

Institutional Support	Student Satisfaction		
	Perceived quality of instruction	Support services satisfaction	Campus environment
Academic support	r=0.320** Low correlation p=0.000	r=0.585** Moderate correlation p=0.000	r=0.548** Moderate correlation p=0.000
Technological support	r=0.289** Moderate correlation p=0.000	r=0.562** Moderate correlation p=0.000	r=0.532** Moderate correlation p=0.000
Psychological and emotional support-counseling services	r=0.275** Low correlation p=0.000	r=0.572** Moderate correlation p=0.000	r=0.491** Moderate correlation p=0.000
Career and Professional development	r=0.316** Low correlation p=0.000	r=0.277** Low correlation p=0.000	r=0.287** Low correlation p=0.000
Financial assistance program	r=0.307** Low correlation p=0.000	r=0.538** Moderate correlation p=0.000	r=0.523** Moderate correlation p=0.000
Facilities and learning resources	r=0.261** Low correlation p=0.000	r=0.572** Moderate correlation p=0.000	r=0.495** Moderate correlation p=0.000

**Significant @ 0.01

Table 5 demonstrates the relationship between institutional support provided to students and the level of student satisfaction at higher education institutions in the City of Biñan, Laguna. The analysis reveals several moderate and low correlations between various forms of institutional support and student satisfaction indicators. Academic support has a moderate correlation with support services satisfaction (r=0.585; p=0.000) and campus environment satisfaction (r=0.548; p=0.000). This suggests that effective academic support positively influences students' overall satisfaction with both the services they receive and the campus environment. On the other hand, the correlation between academic support and perceived quality of instruction is relatively low (r=0.320; p=0.000), indicating that while academic support is important, it might not be as strongly related to students' perceptions of instructional quality. Technological support also shows moderate correlations with support services satisfaction (r=0.562; p=0.000) and campus environment satisfaction (r=0.532; p=0.000), highlighting its role in enhancing student experiences beyond academic performance. However, the correlation with perceived quality of instruction remains lower (r=0.289; p=0.000), suggesting that technological support is more closely linked with general satisfaction than with instructional quality specifically. Psychological and emotional support, particularly counseling services, has a moderate correlation with support services satisfaction (r=0.572; p=0.000) and campus environment satisfaction (r=0.491; p=0.000), emphasizing its significance in enhancing students' overall university experience. However, the correlation with

perceived quality of instruction is lower (r=0.275; p=0.000), suggesting that psychological support may not directly impact students' evaluation of instructional quality. The career and professional development program, financial assistance, and facilities/resources all show varying degrees of correlation with the different satisfaction indicators. While the correlation with perceived quality of instruction remains relatively low (ranging from r=0.261 to r=0.316), the correlations with support services and campus environment satisfaction are moderate, further confirming the role of these support areas in enhancing the students' overall satisfaction with their academic and campus life experiences. In summary, institutional support, particularly academic, technological, and psychological services, plays a crucial role in enhancing student satisfaction with support services and the campus environment.

Recent studies highlight the critical role of institutional support in enhancing student satisfaction. Lee *et al*. (2020) found that academic support services, such as tutoring and mentorship, positively influence student satisfaction, which aligns with the correlations observed in Table 19. Similarly, Park and Lee (2021) showed that technological support improves student satisfaction with campus resources, echoing the study's findings on technological support. Nguyen *et al*. (2022) [17] emphasized the importance of psychological support in enhancing student satisfaction with campus environments, supporting the moderate correlations seen in the current study. These studies underscore the importance of comprehensive support systems in fostering student satisfaction.

Table 6: Relationship between the Management Practices and the Level of Student Satisfaction

Management practices	Student Satisfaction		
	Perceived Quality of Instruction	Support Services Satisfaction	Campus Environment
Effective communication	r=0.318** Low correlation p=0.000	r=0.683** Moderate correlation p=0.000	r=0.661** Moderate correlation p=0.000
Quality teaching and resources	r=0.337** Low correlation p=0.000	r=0.613** Moderate correlation p=0.000	r=0.625** Moderate correlation p=0.000
Administrative efficiency	r=0.292** Low correlation p=0.000	r=0.626** Moderate correlation p=0.000	r=0.619** Moderate correlation p=0.000
Student engagement strategies	r=0.343** Low correlation p=0.000	r=0.643** Moderate correlation p=0.000	r=0.664** Moderate correlation p=0.000
Student services efficiency	r=0.331** Low correlation p=0.000	r=0.707** Moderate correlation p=0.000	r=0.679** Moderate correlation p=0.000

**Significant @ 0.01

Table 6 reveals a significant relationship between various management practices implemented by higher education institutions and student satisfaction across different areas. The findings indicate that effective communication, quality teaching and resources, administrative efficiency, student engagement strategies, and student services efficiency all positively influence student satisfaction. Specifically, "effective communication" shows a low correlation with perceived quality of instruction but a moderate correlation with support services satisfaction and campus environment. Similarly, "student services efficiency" demonstrates a strong relationship with support services satisfaction and campus environment, reinforcing the importance of efficient institutional practices in fostering a positive student experience. These results suggest that institutions focusing on improving communication, teaching quality, administrative

processes, student engagement, and overall service efficiency can enhance student satisfaction across multiple dimensions. Recent studies highlight the importance of institutional management practices in shaping student satisfaction. According to Smith et al. (2021), effective communication and resource quality are key factors in improving student experiences, aligning with the findings in Table 20. Similarly, Johnson & Green (2022) [13] emphasize that student engagement strategies and efficient administrative practices significantly impact student satisfaction, particularly in support services and campus environments. Lee and Kim (2023) also note that improving student services, including academic and emotional support, directly correlates with higher levels of student satisfaction. These studies underscore the value of management practices in enhancing the overall student experience.

7. Regression Analysis of the Institutional Support and the Management Practices Implemented by the Institutions taken Singly or in Combination of the Level of Student Satisfaction at Higher Education Institutions

Table 7: Regression Analysis of the Institutional Support and the Management Practices Implemented by the Institutions taken singly or in combination of the Level of Student Satisfaction at Higher Education Institutions

Predictor	Dependent Variable	R^2	F	p-value	β	t	p-value
Career and professional development	Student satisfaction (overall)	0.580	162.310	0.000	0.113	3.680	0.000
Overall Management practices					0.787	11.577	0.000

*Significant @ 0.01

As reflected, career and professional development accounted for 58.00 % (F=162.310, p=0.000) of the variability of the dependent variable, student satisfaction with the remaining 42.00% for other factors. Results showed that for every one unit increase in career and professional development, there is 0.113 increase in the student satisfaction. Likewise, for one unit increase in overall management practices, there is 0.787 increase in student satisfaction. In addition, the probability values were all less than the 0.01 significance level suggesting that there is enough statistical evidence to conclude that career and professional development and overall management practices significantly predict student satisfaction. The results of the regression analysis indicate that both career and professional development and overall management practices are key predictors of student satisfaction in higher education institutions. Career and professional development explain 58% of the variance in student satisfaction, suggesting that improvements in this

area, such as better career support, internships, and job preparation, can significantly enhance students' overall satisfaction. The beta value of 0.113 indicates that for every one-unit increase in career and professional development, student satisfaction increases by 0.113 units, meaning that career-related services and opportunities have a moderate but meaningful effect on students' perceptions. Additionally, the impact of overall management practices is even more pronounced, accounting for 78.7% of the variability in student satisfaction. The higher beta value of 0.787 indicates a strong positive relationship, meaning that improvements in management practices can lead to a more substantial increase in student satisfaction. The fact that the p-values for both predictors are less than 0.01 provides strong statistical evidence that these variables significantly contribute to predicting student satisfaction. In conclusion, both career and professional development and effective management practices are essential for enhancing student satisfaction, and

institutions should focus on strengthening these areas to improve students' overall educational experience.

Recent studies underscore the importance of career development and effective management practices in boosting student satisfaction. Raza *et al.* (2021) found that career services enhance student satisfaction by improving job readiness. Wang and Li (2023) highlighted that efficient management practices, including strong administrative support and student services, positively impact satisfaction. Similarly, Gupta *et al.* (2022) [15] noted that quality teaching and student engagement strategies are critical for increasing satisfaction. These findings align with the current study, which shows that both career development and management practices significantly predict student satisfaction.

Conclusion and Recommendation

Based on the findings of the study, these conclusions were drawn: Higher education institutions in the City of Biñan, Laguna, provide a very high level of instructional support to students. The strong emphasis on financial assistance, career development, technological support, and other essential services reflects the institutions' commitment to enhancing student success and overall academic experience; Higher education institutions in the City of Biñan, Laguna, effectively implement strong management practices. Quality teaching, resources, and student services were rated highest, reflecting a commitment to excellence in education and student support; Higher education institutions in Biñan, Laguna, provide a high-quality academic experience, effectively meeting student needs in instruction, support services, and campus environment; The higher the level of institutional support, the more effective the management practices.; The higher the level of institutional support provided to students, the higher the level of student satisfaction; The effective management practices implemented the higher the level of student satisfaction; The institutional support systems and management practices implemented by the institution are both significant predictors of teachers' performance; and the proposed action plan may be implemented to enhance the institutional supports, the management practices implemented, and student satisfaction in higher education institutions in the City of Biñan, Laguna, In the light of the findings and conclusions, the following are offered as recommendations for possible actions: School leaders should prioritize and strengthen institutional support systems to maintain and enhance their effectiveness. This can be achieved by focusing on improving academic, technological, psychological, and career development services. Ensuring these resources are accessible to all students will help create a more supportive and effective educational environment; School leaders should focus on improving management practices to better support both faculty and students. By prioritizing effective communication, quality teaching resources, and administrative efficiency, they can create an environment that fosters greater student engagement and satisfaction; School leaders should prioritize initiatives to enhance student satisfaction by improving instruction, support services, and the campus environment. They should ensure access to academic, technological, psychological, and career support. Teachers should maintain high standards by updating teaching methods and incorporating student feedback; Policymakers should enhance institutional support by ensuring accessible student services, investing in faculty development, and implementing feedback mechanisms. Strengthening academic advising, career guidance, and counseling will improve student experiences, while faculty training boosts instructional quality. Regular feedback helps institutions stay responsive to student needs, fostering a more student-centered learning environment; School administrators and instructional supervisors should prioritize enhancing institutional support systems, focusing on academic, psychological, and technological support to further boost student satisfaction and overall institutional effectiveness; School administrators and instructional supervisors should refine management practices in communication, teaching resources, and student services to boost student satisfaction. Clear communication keeps students informed, while faculty development enhances instruction. Strengthening student services ensures student needs are met, creating a supportive environment for academic success; School administrators should implement the action plan to strengthen support systems and management practices, improving student satisfaction and institutional effectiveness. By focusing on better communication, faculty resources, and enhanced student services, administrators can create a responsive learning environment. Regular feedback and faculty development will ensure continuous improvement, benefiting the student experience and institutional success; and future researchers should explore the impact of specific institutional support systems on various aspects of student satisfaction and management practices, considering diverse student populations and educational settings to gain a deeper understanding of the factors that contribute to institutional effectiveness.

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