



IMPACT OF ADMINISTRATIVE SERVICES AND OFFICE INFRASTRUCTURE ON STUDENT SATISFACTION IN HIGHER EDUCATION INSTITUTIONS

D. Rajasekar*, Harikumar Pallathadka & Yuhlung Cheithou Charles*****

* Post Doctoral Research Scholar, Manipur International University, Imphal, Manipur, India

** Senior Professor & Vice Chancellor, Manipur International University, Imphal, Manipur, India

*** Professor, Manipur International University, Imphal, Manipur, India

Cite This Article: D. Rajasekar, Harikumar Pallathadka & Yuhlung Cheithou Charles, "Impact of Administrative Services and Office Infrastructure on Student Satisfaction in Higher Education Institutions", *International Journal of Interdisciplinary Research in Arts and Humanities*, Volume 10, Issue 2, July - December, Page Number 43-45, 2025.

Copy Right: © DV Publication, 2025 (All Rights Reserved). This is an Open Access Article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium provided the original work is properly cited.

DOI: <https://doi.org/10.5281/zenodo.16717402>

Abstract:

This study aims to examine the impact of administrative services and office infrastructure on student satisfaction within higher education institutions. Specifically, it explores how the quality, efficiency, and accessibility of administrative support services-along with the condition and functionality of physical office spaces-shape students' overall perceptions of their educational experience. Recognizing the pivotal role that non-academic services play in institutional effectiveness, the research investigates the interplay between administrative service delivery, infrastructural adequacy, and student contentment. A mixed-methods research design was employed, incorporating quantitative survey responses from university students and qualitative insights gathered through semi-structured interviews with administrative staff. This approach facilitated a comprehensive understanding of the factors that either enhance or undermine student satisfaction. The results highlight several key determinants, including staff professionalism, ease of access to offices, transparency in administrative procedures, and the availability of modern, well-maintained facilities. The study concludes by advocating for policy reforms and continuous investment in administrative systems and physical infrastructure. These components are shown to be critical not only for improving student satisfaction but also for reinforcing institutional quality and competitive positioning in the higher education landscape.

Key Words: Administrative Services, Higher Education, Student Satisfaction and Office Infrastructure.

Introduction:

Student satisfaction is a key indicator of quality in higher education, closely linked to retention rates, academic success, and institutional reputation. Among the various factors shaping student satisfaction, administrative services and office infrastructure play a pivotal role in fostering a supportive and efficient campus environment. The effectiveness of administrative services-including staff availability, procedural transparency, and the professionalism of office personnel-directly influences students' perceptions of their educational experience. In parallel, the quality of office infrastructure-encompassing physical condition, cleanliness, accessibility, and functional adequacy-significantly affects students' sense of comfort, inclusion, and belonging on campus. As the higher education sector continues to move toward a more student-centered paradigm, it becomes essential for institutions to recognize how non-academic services contribute to the holistic student experience. This study seeks to examine the causal relationship between the quality of administrative services, the state of office infrastructure, and overall student satisfaction. By identifying key determinants and their interdependencies, the research aims to generate actionable insights to inform policy decisions and operational practices that enhance service delivery and promote a student-friendly institutional environment.

Review of Literature:

A substantial body of research has examined the influence of administrative service quality and campus infrastructure on student satisfaction, highlighting critical factors that shape student experiences and institutional outcomes. Ali and Kim (2020) demonstrated that timeliness and reliability in administrative processes significantly enhance student satisfaction, reinforcing the importance of staff training and procedural clarity for institutional reputation. Al-Kumaim et al. (2021) further emphasized the value of technology-enhanced administrative support, noting that digital service effectiveness during the COVID-19 pandemic played a crucial role in maintaining student satisfaction during periods of disruption.

Tessema et al. (2020) identified effective administration, clear communication, and service accessibility as key predictors of satisfaction, all of which positively correlate with student retention and institutional loyalty. Similarly, Gómez et al. (2022) found that procedural transparency and staff professionalism substantially influenced postgraduate satisfaction, underscoring the need for more personalized and student-centric administrative support.

Nguyen et al. (2021) advocated for continuous infrastructure upgrades and streamlined administrative processes, showing that modernized systems improve the overall student experience. Indian university contexts were specifically examined by Srivastava and Singh (2020) and Pradhan and Jena (2021), who stressed the need for staff responsiveness, operational transparency, and the integration of digital platforms in institutional quality frameworks. Conversely, Williams and Kane (2019) cautioned that poor procedural design and staff unavailability negatively impact satisfaction, thereby undermining institutional effectiveness.

The physical environment has also been explored, with Chen et al. (2023) and Martínez et al. (2023) reporting that facility layout, cleanliness, and functional office spaces significantly contribute to students' sense of comfort and satisfaction. Complementing this, Obi et al. (2022) and Kaur and Kaur (2020) highlighted that staff friendliness, reliability, and responsiveness are central to student-centered service delivery. Hossain et al. (2021) and Sridharan and Jacob (2022) further confirmed that administrative efficiency and infrastructure development lead to higher student satisfaction and greater institutional loyalty.

Most recently, Lee et al. (2024) concluded that targeted administrative reforms and regular infrastructural enhancements are vital to optimizing student outcomes and experiences. Collectively, these studies suggest that higher education institutions

must invest in administrative staff development, digital transformation, infrastructure renewal, and holistic, student-focused services to foster satisfaction and strengthen institutional performance.

Objectives of the Study:

The study aims to investigate the impact of administrative service quality on student satisfaction in higher education institutions. Additionally, it will analyze the impact of office infrastructure, such as physical appearance and functionality, on college student satisfaction.

Research Methodology:

This study employed a quantitative research design to examine the impact of administrative services and office infrastructure on student satisfaction in higher education institutions. A convenience sampling method was adopted, targeting students from various academic disciplines. Out of 150 distributed questionnaires, 143 valid responses were received, resulting in a high response rate of 95.3%.

Primary data were collected through a structured questionnaire designed to assess students' perceptions across key variables: administrative service quality, office facility conditions, and overall satisfaction. To ensure comprehensive coverage of the research objectives, the primary data collection was complemented by secondary sources, including academic journals, books, periodicals, and credible websites. The survey instrument consisted of closed-ended items rated on a 5-point Likert scale (ranging from 1 = Strongly Disagree to 5 = Strongly Agree).

The questions were developed based on previously validated constructs in the literature, ensuring relevance and reliability. For the purpose of statistical analysis, regression analysis was employed to test the hypothesized relationships between independent variables (administrative services and office infrastructure) and the dependent variable (student satisfaction). Descriptive statistics were used to summarize respondent demographics and general trends, while reliability analysis (Cronbach's Alpha) was conducted to assess internal consistency of the measurement scales.

This methodological approach ensures both rigor and relevance, providing robust insights into the factors that shape student satisfaction in the context of institutional services and infrastructure.

Hypothesis Testing:

H₁: Administrative services have a considerable positive impact on student satisfaction at higher education institutions.

H₂: Office infrastructure has a substantial positive impact on student happiness in higher education institutions.

Data Analysis and Interpretation:

Table 1: Distribution of Respondents for Prior Academic Background

Prior Academic Background	No. of Respondents	Percentage
Engineering & Technology	114	80%
Commerce/Management	10	7%
Arts & Humanities	19	13%
Total	143	100%

Source: Primary Data

The chart demonstrates that the majority of responders (80%) have a past academic background in technology and engineering. Approximately 13% of responses are from the Arts and Humanities, with 7% having previous experience in Commerce or Management. This shows that the bulk of the sample for this study comprises of students in engineering and technology.

Model Summary of H₁

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.865a	0.747	0.746	0.42749

a. Predictors: (Constant), administrative services

Anova Table of H₁

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	76.268	1	76.268	417.34	< 0.001
	Residual	25.768	141	0.183		
	Total	102.036	142			

a. Dependent Variable: Student Satisfaction

b. Predictors: (Constant), administrative services

The R Square score of 0.747 suggests that administrative services account for 74.7% of the variance in student satisfaction. The high F-value (417.34) with a significance threshold of less than 0.001 indicates that the model is statistically significant. This indicates that administrative amenities have a substantial and significant effect on student satisfaction.

Model Summary of H₂

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.879a	.773	.771	.40534

a. Predictors: (Constant), Satisfaction

ANOVA Table of H₂

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	78.869	1	78.869	480.029	<0.001
	Residual	23.166	141	.164		
	Total	102.036	142			

a. Dependent Variable: Office Infrastructure

b. Predictors: (Constant), Satisfaction

The R Square score of 0.773 indicates that contentment accounts for 77.3% of the variation in students' evaluations of office infrastructure. The high the F-value (480.029) with a p-value of less than 0.001 shows that the model is highly significant. This means that the satisfaction of students has a large and considerable impact on their view of office infrastructure.

Findings:

According to the study, the majority of respondents (80%) have a background in engineering or technology, showing that this group dominates the sample. The regression analysis for H_1 demonstrates that administrative services have a large and significant impact on student happiness, accounting for 74.7% of the variation. Similarly, the research for H_2 shows that student happiness greatly influences their opinion of office infrastructure, accounting for 77.3% of the variation. Both models are statistically significant, indicating that administrative services and satisfaction play an important role in influencing students' experiences.

Suggestions:

Based on these findings, it is recommended that schools continue to improve their administrative services in order to increase student happiness. Additionally, having a student-centric approach in administrative operations can have a favorable impact on how students perceive the office infrastructure. Continuous feedback from students, particularly from the engineering and technology groups, can assist in identifying specific areas for improvement in services and infrastructure.

Conclusion:

The current study sought to investigate the effect of administrative assistance on student satisfaction, as well as the impact of student assistance on perceptions of office facilities among learners in higher education. The research revealed that a considerable number of the respondents (80%) had a background in engineering and technology, which reflected the study sample's core demography. The regression study indicated that administrative activities have a large and significant impact on student satisfaction, accounting for 74.7% of the variance. This research emphasizes the crucial significance of timely, transparent, and student-friendly administrative assistance in shaping positive experiences for learners at the institution. Furthermore, the study discovered that student happiness greatly influences their assessment of office infrastructure, accounting for 77.3% of the difference. This suggests that when students are content with their whole situations, including educational and administrative assistance, they are more likely to view the framework of the institution positively, which can boost their sense of belonging and enthusiasm to participate in academic activities. Overall, the study suggests that competent and student-centered administrative services are important drivers of student fulfillment, and high levels of student satisfaction contribute to a positive image of institutional infrastructure. Colleges and universities may greatly improve the overall level of life for students on campus by investing in administrative staff training, simplifying procedures, providing transparent interaction, and maintaining appropriate office spaces. Improving these aspects will not only benefit student well-being and contentment, but will also help the institution's reputation and retain learners in the long run.

References:

1. Ali, F., & Kim, W. G. (2020). Impact of service quality on student satisfaction and institutional image. *Higher Education Quarterly*, 74(3), 456-470.
2. Al-Kumaim, N. H., Alhazmi, A. K., Mohammed, F., Gazem, N. A., Shabbir, M. S., & Fazea, Y. (2021). Exploring the impact of e-learning service quality on student satisfaction during COVID-19. *Journal of Computing in Higher Education*, 33(2), 345-362.
3. Tessema, M. T., Ready, K., & Yu, W. (2020). Factors influencing college student satisfaction in the USA. *Journal of College Student Retention: Research, Theory & Practice*, 22(1), 78-95.
4. Gómez, L., Orcos, R., & Benito, J. A. (2022). Administrative support and postgraduate student satisfaction in Spanish universities. *Studies in Higher Education*, 47(4), 892-908.
5. Nguyen, T., Le, H. B., & Tran, T. M. (2021). The role of administrative services and campus infrastructure in student satisfaction: Evidence from Vietnam. *Journal of Facilities Management*, 19(2), 210-228.
6. Srivastava, R., & Singh, A. (2020). Administrative service quality and its effect on student satisfaction in Indian universities. *International Journal of Educational Management*, 34(5), 1023-1039.
7. Williams, J., & Kane, S. (2019). Student perceptions of administrative support in UK universities. *Journal of Further and Higher Education*, 43(6), 831-847.
8. Chen, X., Li, M., & Zhang, Y. (2023). Campus infrastructure and student satisfaction in Chinese universities. *Journal of Environmental Psychology*, 85, 101943.
9. Pradhan, R. K., & Jena, L. K. (2021). Digital transformation in administrative services and student satisfaction. *Journal of Applied Research in Higher Education*, 13(3), 755-772.
10. Obi, C., Eze, U., & Okonkwo, A. (2022). Administrative practices and student satisfaction in Nigerian universities. *African Journal of Business Management*, 16(1), 12-25.
11. Kaur, H., & Kaur, J. (2020). Assessing service quality in university administrative services using SERVQUAL. *Journal of Educational Administration*, 58(4), 501-517.
12. Martínez, P., López, R., & García, M. (2023). Office infrastructure and its impact on student satisfaction in Colombian universities. *International Journal of Sustainability in Higher Education*, 24(1), 45-63.
13. Hossain, M., Islam, M. T., & Rahman, M. M. (2021). Factors affecting student satisfaction in Bangladeshi universities. *Asia Pacific Education Review*, 22(2), 321-335.
14. Sridharan, B., & Jacob, J. (2022). Administrative service quality and student satisfaction in South Indian universities. *Journal of Marketing for Higher Education*, 32(1), 112-130.
15. Lee, S., Park, J., & Kim, H. (2024). Administrative reforms and student satisfaction in South Korean universities. *Higher Education Policy*, 37(1), 89-107.