

**COLLEGE STUDENTS' ACADEMIC AND SOCIAL INTEGRATION:
ITS INFLUENCE ON SATISFACTION AND RETENTION**

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**In Partial Fulfillment of the Requirements for the Degree
Bachelor of Science in Hospitality Management**

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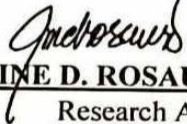
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THESIS ABSTRACT

Title : COLLEGE STUDENTS' ACADEMIC AND SOCIAL INTEGRATION: ITS INFLUENCE ON SATISFACTION AND RETENTION

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Social and academic integration are essential for students' perseverance and contentment because they create community, improve academic achievement, and offer helpful support systems. This study investigated how students' relationships with their peers and academic work affect their happiness and propensity to continue their education. This study employed a descriptive-correlational research approach. In the first semester of the 2024–2025 academic years, 154 students were enrolled in their second through fourth years of hospitality management. The study employed the Student Satisfaction Inventory Questionnaire, the Student Experience in the Research University Questionnaire, and the Student Adaptation to College Questionnaire. The purpose of the following surveys was to examine retention and satisfaction among college students. The statistical techniques employed in this investigation were Mean and Standard Deviation and Pearson Correlation Coefficient. Perseverance and overall college satisfaction are significantly higher among students who feel socially engaged and incorporated into campus life. These findings highlight how crucial it is

to create a welcoming, inclusive campus culture in order to improve student achievement. Building a vibrant campus climate implies cultivating a strong sense of inclusion and belonging. A vibrant campus atmosphere requires a strong sense of inclusiveness and belonging. The total outcome demonstrates that social integration significantly impacts college students' contentment and intention to stick with their studies. Initiatives that foster encouraging and stimulating campus settings that benefit students and the university as a whole should be given top priority at Misamis University to improve student achievement and well-being.

Keywords: *Student persistence, Student satisfaction, Student retention, Academic integration, social integration*



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To God be all the Glory!

RESEARCHERS

DEDICATION

The study is fully dedicated to our beloved parents, who have inspired us throughout our research. Their ongoing moral, spiritual, emotional, and financial support has allowed us to continue and complete the study process.

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Nathalie Cris Labadisos

Allyana Avril Oblejanda

Jielah Fuentes

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INTRODUCTION

In recent years, universities worldwide have struggled to retain students enrolled. Therefore, it is critical to understand how academic and social integration might boost student happiness and retention and students' intent to stay and support the school. This approach is essential for schools like Hospitality Management, which must educate students in an ever-changing market context. By prioritizing these integration strategies, institutions can better equip their students with the knowledge, skills, and resilience needed to thrive in their chosen fields and contribute meaningfully to society. Students' subjective evaluations of their educational experience comprise perceived quality, comprising co-curricular activities, auxiliary aids, quality instruction, and the classroom atmosphere (Hofmeister & Pilz, 2020; Margot & Kettler, 2019). Furthermore, Bestlink College of the Philippines' Hospitality Management research emphasizes that students are more likely to stick with their studies if they feel encouraged and socially connected by their teachers and classmates (Garcia et al., 2024).

Academic and social integration has been thoroughly examined in higher education settings worldwide. Tinto's 1993 model of student retention highlights the importance of social ties and academic achievement in influencing a student's decision to continue their education. Furthermore, a new study examines the effects of social and academic integration on the retention of non-traditional students in a contemporary setting, building upon and modifying Tinto's model emphasizes the significance of work-life balance, financial stability, and social support networks, showing that these external factors are critical in students' decisions to persist in their studies (Chen, 2019). The study highlights that while academic performance is



crucial, understanding the broader life circumstances of non-traditional students is essential for improving retention strategies. Research indicates that students who feel integrated into their academic and social environments are more likely to report higher satisfaction levels and are less likely to drop out (Braxton et al., 2018). For instance, studies conducted in the United States show that strong peer relationships and faculty engagement significantly enhance students' overall college experiences and retention rates (Pascarella & Terenzini, 2015).

In the Philippines, higher education landscape is rapidly evolving, with increasing enrollment rates and a diverse student population. However, retention remains a challenge, particularly in state universities and colleges. The academic support systems, mentorship, and peer relationships play pivotal roles in enhancing student satisfaction and retention among Filipino students (Cañares, 2017). The integration of academic and social experiences is crucial in addressing the high dropout rates reported in various institutions across the country (Bautista, 2020). The Philippine educational system also reflects unique cultural aspects that influence integration. The importance of community and familial ties often shapes students' social experiences on campus. Fostering strong social networks can significantly improve student retention and academic performance in Filipino higher education institutions (Arcangel, 2018).

While existing research has established the positive impact of academic and social integration on student persistence and satisfaction, further research is needed to explore the relationships between these variables, particularly in diverse student populations and evolving higher education contexts. Future studies could delve deeper into the mediating and moderating factors that influence these relationships, such as



the role of technology, cultural background, and learning styles. Additionally, longitudinal studies could provide valuable insights into the long-term effects of academic and social integration on student outcomes, including career success and lifelong learning. By addressing these research gaps, institutions can develop more effective strategies to enhance student experiences and improve retention rates.

Locally, universities, specifically in Misamis University, are increasingly recognizing the importance of academic and social integration in promoting student success. Institutions in various regions have begun implementing programs aimed at enhancing student engagement, such as peer mentoring, academic advising, and extracurricular activities. For example, a study conducted at the University of the Philippines found that students who actively participated in campus organizations reported higher satisfaction levels and were more likely to persist in their studies (De Vera, 2021). Furthermore, local initiatives to create inclusive and supportive learning environments have shown promise in improving retention rates. As schools adapt to the needs of a diverse student body, understanding the interplay between academic and social integration becomes vital for developing effective interventions.

This study investigates the significant impact of college students' academic and social integration on the satisfaction and retention of Bachelor of Science in Hospitality Management (BSHM) students at the College of Business and Management in Misamis University-Ozamiz City. The findings will contribute valuable insights to the existing body of knowledge.



THEORITICAL FRAMEWORK

Tinto's Student Integration Model (1975) served as the foundation for this investigation, which implies that a student's perseverance and general satisfaction are greatly influenced by how well they fit into the academic and social aspects of university life. Researchers use the Student Experience in the Research University (SERU) survey, which looks at different facets of integration and how they relate to student satisfaction, to evaluate these dimensions (SERU Consortium, 2020). The survey covers many topics, including students' engagement in their studies, interactions with faculty, access to academic resources, involvement in campus life, participation in social activities, and their sense of belonging. It also evaluates overall satisfaction with the university experience, including academic programs, support services, and campus facilities, as well as the factors influencing students' decisions to continue their studies or consider leaving.

Moreover, students who are delighted with their academic performance and social experiences persevere in their studies, reducing dropout rates and improving overall retention. Academic and social integration are critical components influencing student satisfaction. It indicated that students' academic and social integration reports



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	significantly predict higher education institutions' overall satisfaction and retention rates (Johnson and Goldman, 2022). Furthermore, the academic and social experiences during the COVID-19 pandemic played a crucial role in maintaining student satisfaction and retention in e-learning environments (Jeric et al., 2021). The impact of educational service quality on student satisfaction and academic performance in Ethiopian public universities found a strong positive association between service quality, which includes elements of academic and social integration, and student satisfaction, which mediated improvements in academic performance (Oliso et al., 2024).	
		

CONCEPTUAL FRAMEWORK

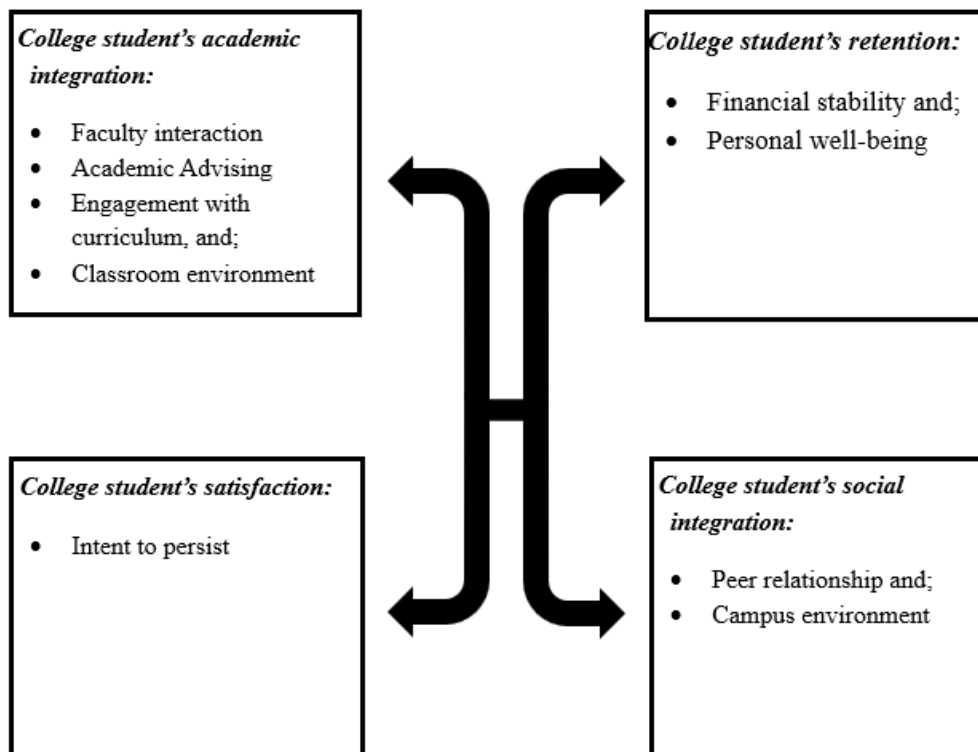


Figure 1. Schematic Diagram

STATEMENT OF THE PROBLEM

This study examined the significant influence of college students' academic social integration on the satisfaction and retention of BSHM students.

Specifically, this study sought to address the following specific questions:

1. Determine the level of college students' academic integration in terms of faculty interaction, academic advising, engagement with curriculum, and classroom environment.
2. Determine the level of college students' social integration in terms of peer relationships and campus community engagement.
3. Determine the level of college students' satisfaction in terms of intent to persist.
4. Determine the college students' retention level in terms of financial stability and personal well-being.
5. Explore the significant influence of college students' academic integration towards satisfaction.
6. Explore the significant influence of social integration on satisfaction.
7. Explore the significant influence of academic integration on retention.

8. Explore the significant influence of college students' social integration towards retention.

NULL HYPOTHESIS

H0 1.1: There is no significant influence of college students' academic integration on their satisfaction.

H0 1.2: There is no significant influence of social integration on college students' satisfaction.

H0 1.3: There is no significant influence of academic integration on college students' retention.

H0 1.4: There is no significant influence of social integration on college students' retention.



REVIEW RELATED LITERATURE

Academic integration, defined by active interaction with coursework and teachers, fosters a sense of belonging and academic achievement. Social integration, which involves relationships with peers and campus communities, provides emotional support and a sense of community engagement. Tinto's theory states that socially and intellectually integrated pupils are more likely to stick with their education.

The study also emphasizes the significance of customized orientation programs that promote academic mentoring and social ties. Early in their academic careers, these activities can assist international students in creating networks and cultivating a feeling of community that is essential to their integration. Furthermore, it has been demonstrated that informal peer interactions—like study groups and social events—help increase their motivation and academic engagement.

Faculty Interaction

Faculty interaction has played a crucial role in academic integration for college students. Research indicates that positive relationships with faculty can enhance students' educational experiences and foster a sense of belonging (Tinto, 1993). Frequent faculty interactions significantly correlate with students' academic success and persistence (Dwyer, 2020). When students engage with faculty members, they gain academic support and mentorship, which can guide them through the complexities of college life.

Additionally, students feel appreciated and understood in an atmosphere created by personable professors who are eager to spend time with them. This support is significant for underrepresented groups, who may face additional challenges in their

academic journeys. By establishing meaningful connections, faculty can help mitigate feelings of isolation, thereby enhancing students' overall satisfaction with their college experience.

Moreover, these interactions often extend beyond formal academic advising. Informal conversations, research project participation, and attendance at faculty-led workshops can further strengthen the student-faculty bond. Such experiences contribute to academic development and encourage students to engage more deeply with their coursework and peers.

The impact of faculty interactions on retention rates cannot be overstated. Students who reported positive relationships with faculty were more likely to persist through their studies and graduate on time (Astin, 1993). This underscores the importance of fostering a campus culture that prioritizes faculty engagement and support.

In summary, faculty interaction serves as a vital component of academic integration, promoting students' academic achievements and emotional well-being. By investing in these relationships, institutions can enhance student satisfaction and retention, ultimately leading to a more successful and fulfilling college experience.

Academic Advising

Students' academic integration depends on effective academic advice. Students that receive personalized guidance are better able to manage their academic routes and achieve better academic results (Light, 2021). A meta-analysis also revealed that proactive advising strategies positively impact students' engagement and retention (Gordon et al., 2018). These strategies often involve anticipating students'



needs, offering timely interventions, and fostering open lines of communication, which collectively contribute to a more supportive academic environment.

Personalized advising not only helps students select appropriate courses but also assists them in setting realistic academic and career goals. Students can make informed decisions that enhance their educational experiences by aligning their interests and strengths with available resources. Additionally, academic advisors serve as critical advocates for students, helping them access financial aid, internships, and other opportunities that can bolster their educational journey.

Furthermore, effective advising can significantly reduce the anxiety associated with academic decision-making. Students who feel confident in their advising relationships are more likely to seek help when needed, participate in campus activities, and take advantage of academic resources. This proactive approach fosters a sense of belonging and integration within the academic community.

Moreover, academic advising's impact extends beyond individual performance; it contributes to a culture of accountability and motivation among students. When advisors encourage students to take ownership of their education, they cultivate a mindset focused on growth and resilience. This, in turn, promotes higher retention rates as students become more committed to their academic paths.

In conclusion, effective academic advising is a cornerstone of educational integration, pivotal in enhancing students' satisfaction and retention. By fostering meaningful relationships and providing tailored support, academic advisors help students succeed academically and nurture a sense of community essential for thriving in the college environment.

Engagement with Curriculum



Engagement with the curriculum is linked to higher academic integration. Students who actively engage with their coursework demonstrate better academic performance (Kuh et al., 2019). Additionally, involvement theory emphasizes that the quality of student engagement in educational activities is crucial for their overall success (Austin, 2019). This theory posits that the more students invest time and energy into their studies and campus life, the more likely they are to experience positive educational outcomes, including higher grades and increased retention rates. Active engagement in the curriculum can take many forms, including participating in class discussions, collaborating on group projects, and seeking out additional learning resources. In addition to improving students' comprehension of the subject matter, this kind of engagement develops their capacity for critical thought and gives them a feeling of control over their learning. For instance, students participating in experiential learning programs, like internships or service-learning initiatives, express more pleasure and a closer bond with their academic objectives.

Moreover, engagement with the curriculum enhances social integration by creating opportunities for students to form connections with peers and faculty. Collaborative learning environments encourage students to share diverse perspectives and build a supportive academic community. Since people who feel a connection to their school are more inclined to stick with their studies, this sense of belonging is crucial for student retention. Additionally, schools may greatly improve student engagement by emphasizing active learning techniques like project-based learning or flipped classes. By encouraging students to become active participants in their education, these approaches change them from passive consumers of knowledge to active learners. Students are likely to grow more interested in their subjects and have



a better grasp of how their schoolwork connects to their future employment as they become more involved.

In summary, engagement with the curriculum is a vital aspect of academic integration that directly influences student satisfaction and retention. By fostering active learning and encouraging meaningful interactions with both the material and the academic community, colleges can enhance students' educational experiences and promote long-term success.

Classroom Environment

The classroom environment significantly affects students' academic integration. A supportive and inclusive classroom atmosphere fosters student collaboration and motivation (Frymier & Thompson, 2019). A positive classroom climate enhances students' sense of belonging, improving academic outcomes (Richardson and Woodley, 2018). This sense of belonging is critical, as it encourages students to engage more deeply with course material and participate actively in discussions, ultimately enhancing their overall learning experience. An inclusive classroom also fosters diverse perspectives, enriching academic discourse and preparing students for real-world interactions in diverse workplaces. When students feel valued and respected, they are more likely to take intellectual risks, share their ideas, and collaborate with peers, fostering a sense of community essential for academic and social integration.

Moreover, effective teaching practices that promote student engagement—such as interactive lectures, group projects, and hands-on activities—can significantly improve the classroom atmosphere. Educators who prioritize relationship-building and open communication create an environment where students feel safe expressing

themselves, leading to higher participation and satisfaction. The impact of a positive classroom climate extends beyond individual courses; it can shape students' overall attitudes toward their educational journey. Students who thrive in a supportive environment are more likely to develop resilience and a growth mindset, viewing challenges as opportunities for growth rather than obstacles. This resilience plays a vital role in retention, as students are better equipped to navigate academic challenges when they feel supported.

In conclusion, the classroom environment is a key component of academic integration, influencing students' sense of belonging and motivation. By cultivating a supportive and inclusive atmosphere, educators can enhance students' academic outcomes and contribute to their overall satisfaction and retention within the institution.

The social factors influencing international students' integration and their overall educational experience in their article, "PushPull and International Education: A Marketing Perspective." Published in the *International Journal of Educational Management*, this study emphasizes the complex dynamics that shape international students' decisions to study abroad and how these factors affect their integration into host institutions (Mazzarol and Soutar, 2022).

The authors introduce the "push-pull" model, which outlines how various social, cultural, and economic factors can either encourage or discourage students from pursuing education in foreign countries. For instance, students may be pushed away from their home countries due to inadequate educational opportunities or political instability, while being pulled toward host countries by factors such as

perceived quality of education, social support systems, and opportunities for cultural exchange.

Peer Relationship

Peer relationships significantly influence college students' academic integration and overall well-being. Positive peer interactions are linked to higher academic performance and retention rates (Pascarella and Terenzini, 2019). Furthermore, a strong peer support networks can enhance students' social integration and reduce feelings of isolation, ultimately contributing to academic success. When students form strong connections with their peers, they create a support system that can help them navigate the challenges of college life (O'Keeffe, 2018).

These peer relationships foster collaboration and a sense of community within the academic environment. Study groups, for instance, allow students to share knowledge, discuss complex topics, and hold each other accountable for their academic responsibilities. This collaborative learning deepens their understanding of course material and enhances their confidence in their academic abilities.

Additionally, peer support plays a critical role in promoting mental health and well-being. College can be a time of significant stress and transition, and having friends to rely on can make a substantial difference. Students who have established strong social networks report lower levels of anxiety and depression, which can positively influence their academic performance. A sense of belonging within a group can encourage students to seek help when needed and to participate in campus activities, further integrating them into the college community.

Moreover, peer interactions often provide opportunities for mentorship, where upperclassmen can guide newcomers in their academic journey. This mentorship can



help first-year students acclimate to the demands of college, offering insights on navigating coursework, balancing extracurricular activities, and accessing campus resources. Such relationships support academic integration and contribute to a culture of camaraderie and encouragement within the institution.

In conclusion, peer relationships are fundamental to academic and social college integration. By fostering strong connections among students, institutions can enhance academic performance, promote well-being, and improve retention rates. Encouraging collaborative learning environments and facilitating opportunities for social interaction can help create a supportive college experience that empowers students to thrive both academically and personally.

Campus Community Engagement

Engagement in campus communities plays a critical role in fostering student integration and satisfaction. Involvement in campus activities enhances students' sense of belonging and encourages academic persistence (Astin, 2019). Active participation in community service and extracurricular activities cultivates valuable social connections and enriches the overall college experience, leading to improved academic outcomes. When students engage with their campus community, they build relationships and develop a sense of identity and purpose within their institution (Chaskin, 2018).

Participating in extracurricular activities, such as clubs, sports, or student government, allows students to explore their interests and talents outside the classroom. This exploration can lead to increased motivation and engagement in their academic pursuits, as students often find that the skills they develop in these activities—such as leadership, teamwork, and time management translate to improved



performance in their studies. For instance, students involved in organizations related to their field of study can gain practical experience and networking opportunities that enhance their academic knowledge and career readiness. Moreover, community service initiatives provide students with a sense of fulfillment and connection to their wider community. Engaging in service helps address social issues and fosters student empathy and a sense of responsibility. This commitment to service can further strengthen their ties to the campus community, as they collaborate with peers who share similar values and passions.

The impact of campus engagement extends to academic success as well. Research shows that students who are actively involved in campus life are more likely to develop strong relationships with faculty and peers, leading to increased academic support and collaboration. This network can be crucial during challenging times, as students are more likely to seek help and resources when they feel connected to their community.

In conclusion, engagement in campus communities is vital for fostering both academic and social integration, significantly impacting student satisfaction and retention. By promoting active participation in extracurricular activities and community service, institutions can create a vibrant campus culture that enhances students' educational experiences and prepares them for future challenges and opportunities. This holistic approach to student engagement ultimately contributes to a thriving academic environment where students feel valued, connected, and motivated to succeed.



Students' satisfaction in college is a critical determinant of their overall experience and success. A high level of satisfaction correlated positively with academic performance and retention rates (McGinty et al., 2016).

Factors influencing satisfaction include the quality of instruction, campus resources, and social integration (Kuh et al., 2017). Students who are satisfied with their college experience are more likely to engage in academic and extracurricular activities, leading to enhanced learning outcomes (NSSE, 2021).

Intent to Persist

The intent to persist in college is closely linked to student satisfaction. Students who feel satisfied with their academic environment are more likely to commit to completing their degrees (Tinto, 1993). This satisfaction encompasses a range of elements, including the quality of instruction, the availability of resources, and the overall campus climate. When students perceive their college experience as positive and fulfilling, they develop a stronger attachment to their institution, which fosters a greater likelihood of persistence.

A student's intention to continue is influenced by their satisfaction with academic support, faculty interaction, and peer relationships (Ben and Metzner, 2015). Specifically, effective academic support such as tutoring services, advising, and access to learning resources can alleviate academic challenges, making students feel more capable and motivated. Furthermore, positive interactions with faculty members, characterized by mentorship and approachable teaching styles, significantly enhance students' academic experience. These relationships can create a sense of belonging and validation, which is critical for student engagement and commitment. Additionally, peer relationships are a vital component of student satisfaction. As

students form connections with their classmates, they build networks of support that can enhance their academic journey. Collaborative learning experiences, social activities, and informal study groups improve engagement and contribute to a sense of community within the college environment. Students who feel connected to their peers are more likely to remain committed to their academic goals.

Satisfaction in various aspects of college life, including social and academic factors, significantly predicts students' persistence (Hagedorn, 2016). He emphasizes that satisfaction is not a singular factor but a composite of experiences, including the effectiveness of social integration programs, involvement in campus organizations, and opportunities for extracurricular engagement. Students who actively participate in these aspects of college life tend to develop stronger ties to their institution, enhancing their overall satisfaction and intent to persist. Moreover, the interplay between academic and social satisfaction creates a reinforcing cycle: as students become more involved socially, their academic experiences often improve, leading to greater overall satisfaction. This holistic view underscores the importance of institutions recognizing that fostering academic and social integration is crucial for enhancing student persistence.

In conclusion, understanding the relationship between student satisfaction and the intent to persist is essential for colleges and universities aiming to improve retention rates. By investing in academic support services, promoting positive faculty student interactions, and facilitating peer relationships, institutions can create a nurturing environment that encourages students to remain committed to their educational journey.

Financial Stability



Financial stability is a critical component of overall well-being. Individuals with stable financial situations report higher levels of life satisfaction and lower stress levels (Wang et al., 2019). This correlation highlights the significant impact that financial security can have on mental and emotional health, suggesting that individuals who feel financially secure are more likely to engage positively with their personal and professional lives. Conversely, financial instability often leads to increased anxiety and worry, which can detract from one's overall quality of life. Additionally, financial literacy plays a crucial role in achieving financial stability, as educated individuals are better equipped to manage their finances, budget effectively, and save for the future (Montalto and Sung, 2022). Financial literacy empowers individuals to make informed decisions regarding investments, savings, and expenditures, fostering a proactive approach to financial management. This knowledge helps individuals navigate their current financial circumstances and prepares them for unforeseen challenges, such as job loss or unexpected expenses.

Moreover, financial stability contributes to academic success, particularly among college students. When students are not preoccupied with financial stress, they are better able to focus on their studies, participate in campus activities, and engage in social networks. Research has shown that financial support through scholarships, grants, or employment opportunities can enhance students' academic experiences and retention rates, as it alleviates the pressures associated with managing educational costs. Furthermore, the implications of financial stability extend beyond individual well-being. Communities with financially stable individuals often experience lower crime rates, improved public health, and greater economic growth. When individuals



can afford basic needs and invest in their futures, they contribute positively to their communities, creating a cycle of stability and prosperity.

In conclusion, fostering financial stability is essential for individual well-being and broader societal health. Institutions and policymakers must prioritize financial literacy programs and support systems that help individuals achieve financial stability, ultimately leading to enhanced life satisfaction, reduced stress, and stronger communities.

Personal Well-Being

Personal well-being encompasses emotional, psychological, and social dimensions of life. Well-being is influenced by various factors, including relationships, purpose, and autonomy (Ryff, 2019). Emotional well-being involves managing feelings and coping with life's challenges, while psychological well-being relates to self-acceptance, personal growth, and the realization of one's potential. On the other hand, social well-being emphasizes the importance of having meaningful connections and supportive relationships, which are essential for fostering a sense of belonging and community.

Intrinsic motivation and fulfilling personal goals contribute significantly to an individual's well-being. When individuals pursue goals that align with their values and interests, they experience greater satisfaction and fulfillment (Deci and Ryan, 2020). This intrinsic motivation can lead to enhanced engagement in various life activities, promoting resilience and a positive outlook even in the face of adversity. The pursuit of personal goals fosters a sense of agency, enabling individuals to take control of their lives and make choices that enhance their well-being. Furthermore, financial stress can negatively impact mental health, indicating a clear connection between



financial stability and overall personal well-being (World Health Organization, 2021). Financial difficulties often lead to anxiety, depression, and a diminished quality of life. When financial worries burden individuals, their ability to engage in social activities or pursue personal goals may be significantly hampered, further exacerbating feelings of isolation and helplessness.

In addition to financial stability, other external factors play a crucial role in shaping personal well-being. Access to healthcare, education, and social services contributes to individuals' ability to thrive. For example, educational opportunities empower individuals to improve their financial situations and pursue fulfilling careers. At the same time, access to mental health resources can help mitigate the negative effects of stress and promote emotional resilience. Moreover, cultivating personal well-being is not solely an individual endeavor; community and societal structures also influence it. Supportive environments that promote social interaction, provide resources, and encourage participation in community activities can significantly enhance individual well-being. Policies prioritizing mental health, social equity, and economic stability contribute to a healthier population, reinforcing the importance of collective well-being in society.

In conclusion, personal well-being is a multifaceted concept that requires a holistic approach to understanding and promoting it. By recognizing the interplay between emotional, psychological, and social dimensions and the influence of external factors like financial stability and community support, we can better support individuals in achieving a higher quality of life. Emphasizing the importance of intrinsic motivation, personal goals, and supportive environments is essential for fostering well-being at both individual and societal levels.



SIGNIFICANCE OF THE STUDY

This study is beneficial to the following:

Hospitality Management Students. They will be able to understand the dynamics that help them engage and succeed in fostering a supportive environment that enhances their academic and social connections, which are crucial in the hospitality industry.

Hospitality Management Faculty. Through the insights gained, faculty members can develop and implement more dynamic and engaging teaching methodologies tailored specifically to the unique needs of hospitality management students. This adaptability will enrich the curriculum and ensure that the material resonates more deeply with learners, fostering a stronger connection to the subject matter.

Administration. The administration will be able to develop effective educational programs in Hospitality Management that enhance student satisfaction and reduce retention rates.

RESEARCH METHODOLOGY

Design

This investigation used a descriptive-correlational research design, a non-experimental research approach that aims to comprehend and characterize the connections between variables without modification or intervention (Creswell, 2018). This method gives researchers a thorough understanding of the environment in which the variables exist by enabling them to collect data on a variety of population or phenomenon characteristics.

Setting

The study was carried out at Misamis University, a renowned university in Ozamiz City, Philippines. This study focuses on the Bachelor of Science in Hospitality Management degree, one of the several undergraduate programs offered by Misamis University, which was founded in 1975. Additionally, this university functions as a Higher Institution with Autonomous status in Ozamiz City, Misamis Occidental. It is the first and only institution in Mindanao to receive ISO certification for quality education and services from DetNorke Veritas, the Netherlands. The university's Quality Management System for teaching, research, and training services was certified to ISO 9001: 2000 on April 28, 2005, and ISO 9001: 2008 five years later. With its current location, Misamis University has developed into a contemporary, urban institution that contributes to the area's growth, prosperity, and development while enhancing its standing as a top supplier of education.

The university is characterized by its commitment to providing a holistic educational experience, emphasizing both academic excellence and social



development. With a vibrant student population, various extracurricular activities, and numerous support services, Misamis University provides an ideal setting to explore the interplay between academic and social integration and their impact on student satisfaction and retention. By conducting this study in such an environment, the research aims to gather relevant insights that can enhance student experiences and outcomes within the university.

Respondents of the Study

There are 255 students in the study, all second- to fourth-year students enrolled in the Bachelor of Science in Hospitality Management program. In order to ascertain the sample size of study participants, the researchers employed a basic random sampling approach using Raosoft. In order to guarantee a fair viewpoint on the impact of academic and social integration on satisfaction and retention, 154 students in total—both male and female—responded.

Instrument

This research utilized the following instruments namely:

A. Demographic Profile Questionnaires. This section indicates collecting data on the demographic profile of the respondents. It consists of (4) constructs: age, gender, course, and year. This section aims to gather demographic information that will help establish a comprehensive profile of the respondents.

B. College Students' Academic Integration Questionnaires. This is a 4-point Likert Scale questionnaire that focuses on assessing the college student's academic integration. This section likely contains statements that capture various aspects of academic integration. The questionnaires consist of (4) contracts namely: Faculty interaction, academic advising, engagement with curriculum, and classroom

environment. It has (10) indicators. In determining the influence of academic integration on college students' satisfaction and retention, the following continuum was used.

Responses	Continuum	Interpretation
1- Strongly Disagree (SD)	1.50-2.49	Very Poor (VP)
2- Disagree (D)	2.50-3.49	Poor (P)
3- Agree (A)	3.50-4.49	Satisfactory (S)
4- Strongly Agree (SA)	4.50-5.0	Very Satisfactory (VS))

C. College Students' Social Integration Questionnaires. This is a 4-point Likert Scale questionnaire that focuses on assessing the college student's social integration. This section likely contains statements that capture various aspects of social integration. The questionnaires consist of (2) contracts namely: Peer relationship and campus community engagement. It has (15) indicators. In determining the influence of social integration on college students, the following continuum was used.

Responses	Continuum	Interpretation
1- Strongly Disagree (SD)	1.50-2.49	Very Poor (VP)
2- Disagree (D)	2.50-3.49	Poor (P)
3- Agree (A)	3.50-4.49	Satisfactory (S)
4- Strongly Agree (SA)	4.50-5.0	Very Satisfactory (VS)

D. College Students' Satisfaction and Retention Questionnaires. This is a 4-point Likert Scale questionnaire that focuses on assessing the college student's satisfaction and retention. This section likely contains a set of statements that capture various aspects of satisfaction and retention. To assist the level of college students' satisfaction

and retention, each variables' questionnaires consist of (2) contracts namely: Intent to persist and academic and social life, financial stability and personal well-being. It has (10) indicators. In determining the level of satisfaction and retention, the following continuum was used.

Responses	Continuum	Interpretation
1- Strongly Disagree (SD)	1.50-2.49	Very Poor (VP)
2- Disagree (D)	2.50-3.49	Poor (P)
3- Agree (A)	3.50-4.49	Satisfactory (S)
4- Strongly Agree (SA)	4.50-5.0	Very Satisfactory (VS)

Data Gathering Procedure

The researchers follow several steps to collect data. First, they obtain permission from the Vice President for Academic Affairs and the College Dean. Next, they seek an approval of a letter of consent from the study respondents. Then, they adapt and modify the questionnaires to answer the above-mentioned questions. After that, they administer the adapted and modified questionnaires to the respondents. Finally, the researchers complete their thesis draft, including the findings, conclusions, and recommendations.

Data Analysis

The following statistical tools will be used in this study:

1. **Pearson Correlation Coefficient (R).** Were used to measure and quantifies the strength and direction of a linear relationship between two variables.

2. **Mean and Standard Deviation.** Were used to measure the central tendency by summing all the values in a data-set and then dividing by the number of values. The standard deviation is a measure of dispersion or variability. It quantifies how much the data points deviate from the mean.

Ethical Considerations

This study was conducted with rigorous adherence to ethical standards to safeguard the rights and well-being of all participants involved. To ensure transparency, informed consent will be obtained from each respondent, allowing them to fully comprehend the study's objectives, methodologies, and their right to withdraw at any point without facing any negative repercussions. In addition, the study maintains its strict confidentiality by anonymizing all data collected and securely storing the information to prevent unauthorized access. Participants are assured that their response will be utilized for research purposes and that no personal identifiers will be revealed, reinforcing the commitment to protecting their privacy throughout the research process.

RESULTS AND DISCUSSIONS

The data reveals that students' experiences across five academic constructs for engagement with the curriculum, academic advising, classroom environment, faculty interaction, and academic integration are rated "Very High". Specifically, engagement with the curriculum ($M = 3.673$, $SD=0.3517$), academic advising ($M = 3.664$, $SD=0.3680$), classroom environment ($M = 3.662$, $SD=.3794$), faculty interaction ($M = 3.655$, $SD=0.3419$), and academic integration ($M = 3.663$, $SD=0.3221$) all fall within this range, suggesting that students are delighted with these aspects of their academic experience. The high scores indicate that students are actively engaged in their learning, have positive relationships with their advisors and instructors, and feel well-integrated into the academic community.

Furthermore, the relatively low standard deviations across all constructs (ranging from 0.3221 to 0.3794) indicate that these positive perceptions are consistent across the sample, with minimal variability in students' responses. This consistency suggests a uniform experience of academic satisfaction and engagement among the students surveyed.

Research has consistently shown that engagement with the curriculum is a critical factor in academic success and satisfaction. When students invest time and effort into their academic activities, they are more likely to perceive their coursework as relevant and engaging, boosting their motivation and academic performance (Trowler, 2020). A supportive and knowledgeable academic advising contributes to higher student retention and satisfaction (Crockett, 2017). When characterized by inclusivity and collaboration, the classroom environment fosters greater student participation and academic success (Pascarella&Terenzini, 2015). Additionally,

faculty interactions are linked to enhanced academic engagement and integration, leading to improved outcomes (Zeldin et al., 2018). The high satisfaction in these areas suggests that the institution is effectively supporting students' academic journeys, promoting a sense of belonging and motivation that is critical for both academic and personal development, as outlined by (Bean and Eaton, 2016).

Overall, the data highlights that students perceive a highly supportive and engaging academic environment, with strong levels of satisfaction in terms of curriculum, advising, classroom dynamics, faculty interactions, and academic integration. An important implication of this finding is that the institution fosters a highly engaging and inclusive academic atmosphere, where students feel well-supported in their academic journeys. The high levels of satisfaction with curriculum engagement, academic advising, classroom environment, faculty interaction, and academic integration could be linked to better student outcomes, such as higher retention, increased academic motivation, and improved overall performance. Institutions that cultivate such environments are likely to see students more motivated to persist in their studies, feel a sense of belonging, and ultimately succeed in their academic and professional pursuits.

Table 1. Level of College of Students Academic Integration



Constructs	M	SD	Interpretation
Engagement with Curriculum	3.673	.3517	Very High
Academic Advising	3.664	.3680	Very High
Classroom Environment	3.662	.3794	Very High
Faculty Interaction	3.655	.3419	Very High
Academic Integration	3.663	.3221	Very High

Note: Interpretation: 3.25-4.0 (Very High); 2.50-3.24 (High); 1.75-2.49 (Low); 1.01-1.74 (Very Low)

The data shows that students report very high levels of Peer Relationship ($M = 3.657$, $SD = 0.3650$), Campus Community Engagement ($M = 3.596$, $SD = 0.4496$), and Social Integration ($M = 3.626$, $SD = 0.3872$). All these constructs fall within the "Very High" range, indicating that students feel strongly connected to their peers, engaged with the campus community, and integrated into the social fabric of the institution. Strong peer relationships are linked to students' sense of belonging, mental well-being, and academic success. High levels of community engagement suggest that students are actively participating in extracurricular and social activities that promote a sense of connection to the institution. The positive scores in social integration further reflect students' strong feelings of belonging and inclusion in the broader campus environment.

However, while the overall trend is positive, the relatively higher standard deviations for Campus Community Engagement ($SD=0.4496$) and Social Integration ($SD=0.3872$) suggest some variability in students' experiences. This indicates that while most students feel highly engaged and socially integrated, specific subgroups may feel less connected or involved. This variability could be influenced by individual participation, access to campus activities, or personal circumstances. Overall, the data highlights a generally supportive and inclusive campus environment.



Studies have shown that strong peer relationships and a sense of belonging within the campus community are closely linked to increased persistence, higher retention rates, and improved mental health (Tinto, 1993; Strayhorn, 2014). Students who feel socially integrated are more likely to engage in academic activities, participate in extracurricular, and maintain greater motivation, all of which support their long-term academic success. However, the benefits of social integration and engagement are not equally experienced by all students (Stayhorn, 2014). Research indicates that freshmen, transfer students, and those from marginalized or underrepresented backgrounds often face unique challenges in forming peer relationships and feeling connected to campus life (Friedlander et al., 2017; Hurtado & Carter, 1997). For instance, freshmen students may struggle with the transition to university life, while transfer students often face difficulties finding their place in established social networks (Pascarella&Terenzini, 2018). Furthermore, involvement in extracurricular activities, which plays a key role in enhancing social connections, may be limited for students who face heavy academic or financial burdens, highlighting the need for flexible and accessible engagement opportunities (Benson et al., 2015). Tailored interventions, such as mentoring programs and peer support groups, can help address these disparities and ensure that all students have the opportunity to build strong peer relationships and integrate into campus life (Museus, 2014; Zeldin et al., 2018).

The Institution is effectively creating a supportive and inclusive environment, as evidenced by the high ratings in peer relationships, campus community engagement, and social integration; however, the notable variation in these areas implies that although most students gain from strong social ties and community



involvement, there might be some subgroups that feel less involved or connected. For instance, freshmen or transfer students may face challenges establishing peer relationships or integrating into campus life. Additionally, those with less time to engage in campus activities due to academic workload or work commitments might also report lower engagement and social integration levels.

Table 2. The Level of College Students' Social Integration

Constructs	M	SD	Interpretation
Peer Relationship	3.657	.3650	Very High
Campus Community Engagement	3.596	.4496	Very High
Social Integration	3.626	.3872	Very High

Note: Interpretation: 3.25-4.0 (Very High); 2.50-3.24 (High); 1.75-2.49 (Low); 1.01-1.74 (Very Low)

According to the results of this table, student contentment and commitment to pursuing further education at the university are strongly correlated. The table examines college students' satisfaction with regard to their intention to persevere. With a mean score of 3.709, this is in the “Very High” range; students often express a highly favorable opinion of their educational experience.

This suggests that students are content with the quality of education and campus resources and feel supported by institutional services. When students feel that their academic needs and aspirations are met, they are more likely to remain engaged in their studies and continue towards graduation.

The standard deviation 0.3489 reinforces this consistency, suggesting minimal variation in student perceptions. While slight differences exist, they do not

significantly detract from the overall positive trend, indicating that the institution is effectively providing a unified and supportive environment that encourages students to persist. This consistency is crucial, as it indicates that the institution is not only satisfying students overall but also ensuring a broad, positive experience across the student body.

Studies on student persistence, engagement, and satisfaction highlight these factors' importance to academic performance and retention. Students are more likely to stick with their studies if they feel socially and intellectually connected (Tinto, 2014). This aligns with the findings in Statement of the Problem 4, which shows that high satisfaction with academic experiences, including quality instruction and support services, is associated with stronger intent to persist. Similarly, students involved in extracurricular and academic activities have a stronger sense of belonging, improving their performance and increasing their likelihood of staying at school (Stayhorn, 2012). This engagement, in turn, boosts motivation and persistence, supporting the link between high satisfaction and retention.

The conclusions drawn from this table have significant ramifications for how the school approaches encouraging student involvement and retention. The high degree of student satisfaction indicates that the school is effectively addressing its students' support and academic requirements. Given that student satisfaction is strongly linked to persistence and retention, the institution should continue to prioritize the areas that contribute to these positive outcomes, such as high-quality instruction, robust academic advising, and a supportive campus environment. Ensuring that students continue to feel academically supported and engaged is



essential for sustaining high levels of student retention, which ultimately benefits both the students and the institution.

Table 3. The Level of College Students Satisfaction

Constructs	M	SD	Interpretation
Intent to Persist/Students Satisfaction	3.709	.3489	Very High

Note: Interpretation: 3.25-4.0 (Very High); 2.50-3.24 (High); 1.75-2.49 (Low); 1.01-1.74 (Very Low)

The data indicates that students report very high levels of satisfaction in three key areas: Personal Well-Being, Financial Stability, and Student Retention. All three constructs fall within the "Very High" category (3.25-4.0), reflecting positive student perceptions. For Personal Well-Being (M=3.644, SD=0.3899) suggests students are generally satisfied with their mental health and overall quality of life while at the institution. Financial Stability (M=3.444, SD=0.4718), indicates that most students feel confident about managing their financial situation. Lastly, the Student Retention score of 3.544 reflects strong commitment to continuing their studies at the institution. Overall, these high scores highlight a supportive academic environment where students feel both personally and financially secure, contributing to their intent to persist.

However, the slight variability in the standard deviations across these constructs suggests that many students may experience challenges in these areas. This indicates an opportunity for the institution to investigate and address the unique needs

of students who might face difficulties, ensuring that support services are tailored to improve their experiences and retention.

Research underscores the significant role that personal well-being plays in student retention, emphasizing the connection between emotional, mental, and physical health and academic success. Students with higher levels of well-being are more likely to engage in academic activities, maintain motivation, and persist in their studies (Hachey et al., 2014). Financial stability is another critical factor influencing student retention. Students who feel financially secure experience less stress, enabling them to focus on their academic work and extracurricular involvement, which boosts their retention (Synder and Dillow, 2013; and Hossler and Gallangher, 1987). Financial aid programs, including scholarships, grants, and work-study opportunities, have been shown to reduce barriers to success and prevent dropout (Roberts & Styron, 2010).

The high levels of satisfaction in Personal Well-Being, Financial Stability, and Student Retention suggest that the institution is providing a supportive environment that positively impacts students' overall experience. Students' strong sense of well-being and financial security are crucial factors that contribute to their intent to persist and stay enrolled. These positive outcomes should be reinforced by continuing to invest in resources that promote mental health support, financial aid, and other student services. The institution can foster an environment conducive to student success and retention by maintaining this focus. However, the slight variability in responses across these constructs suggests that some students may face challenges, particularly in areas like financial stability or personal well-being. To further enhance student satisfaction



and retention, the institution could investigate the specific needs of students who report lower satisfaction in these areas.

Table 4. Level of College Students' Retention

Constructs	M	SD	Interpretation
Personal Well-Being	3.644	.3899	Very High
Financial Stability	3.444	.4718	Very High
Students' retention	3.544	.3826	Very High

Note: Interpretation: 3.25-4.0 (Very High); 2.50-3.24 (High); 1.75-2.49 (Low); 1.01-1.74 (Very Low)

The result shows that faculty interaction and academic advising do not significantly influence students' intent to persist or satisfaction. Both factors have high p-values (0.419 for faculty interaction and 0.853 for academic advising), indicating that these aspects do not meaningfully influence students' academic experiences or retention. This suggests that other factors may play a more substantial role in shaping student satisfaction and persistence at the institution.

On the other hand, engagement with the curriculum, classroom environment, and academic integration all significantly positively influences student satisfaction and intent to persist. Engagement with the curriculum ($b = 0.258$, $p\text{-value} = 0.023$) indicates that as students' engagement with the curriculum increases, their satisfaction and intent to persist also tend to increase. Classroom environment ($b = 0.284$, $p\text{-value} = 0.012$) suggests that a positive and supportive classroom environment positively impacts students' satisfaction and intent to persist. While academic integration ($b = 0.655$, $p = 0.000$) implies that a strong sense of academic integration, or feeling

connected to the academic community, significantly enhances student satisfaction and intent to persist.

While advising and faculty interaction are important, their influence on persistence is less direct compared to academic integration and engagement (Kuh, 2019). Institutions, therefore, may need to shift focus toward active learning, inclusive teaching practices, and a supportive classroom environment, as demonstrated by (Freeman et al., 2014). Active learning and collaborative projects promote deeper engagement and a sense of community, essential for academic persistence. The research suggests that universities should prioritize strategies that integrate active learning and academic integration, while also providing tailored support for diverse student needs, to foster engagement and retention (Roberts & Styron, 2020).

The findings suggest that while faculty interaction and academic advising do not significantly influence students' intent to persist or their satisfaction, engagement with the curriculum, classroom environment, and academic integration are critical factors for fostering student success and retention. The lack of significance for faculty interaction and advising implies that these traditional support mechanisms may need to be re-evaluated or supplemented with other strategies that more directly impact student engagement and satisfaction. Institutions should consider exploring more targeted approaches to these areas to better align them with student needs and expectations. In contrast, the strong positive influence of academic integration highlights the importance of creating opportunities for students to feel connected to their academic community. The significant role of engagement with the curriculum and a supportive classroom environment further suggests that institutions should prioritize active learning experiences, inclusive teaching practices, and a collaborative



academic atmosphere. By fostering a sense of academic belonging and encouraging deeper involvement with course material, colleges can enhance students' overall satisfaction and motivation to persist in their studies. This underscores the need for universities to invest in creating a more integrated and engaging academic environment to ensure higher retention rates and improved student outcomes.

Table 5. The significant influence of College Students' Academic Integration towards Satisfaction

Intent to Persist/Students satisfaction	b-value	p-value	Interpretation
Faculty Interaction	.084	.419	No significant influence
Academic Advising	.020	.853	No significant influence
Engagement with Curriculum	.258	.023	Positive significant influence
Classroom Environment	.284	.012	Positive significant influence
Academic Integration	.655	.000	Positive significant influence

According to the findings, social integration, campus community involvement, and peer connections all significantly impact student happiness and retention. Peer connections had a positive and statistically significant effect (b-value = 0.355, p-value = 0.001), suggesting that students with supportive, strong relationships with their peers are likelier to stick with their studies and express greater pleasure. According to research on campus community involvement, students who actively participate in campus life through extracurricular activities or social clubs are

more likely to stay enrolled and feel content with their college experience (b-value = 0.239, p-value = 0.004). Among these factors, social integration (b-value = 0.581, p-value = 0.000) has the strongest positive effect, with students who are well-integrated socially through close relationships with peers and active involvement in social activities being the most likely to persist and be satisfied. These findings highlight the importance of fostering a socially supportive campus environment. Institutions can significantly enhance student success and retention by prioritizing peer connections, campus engagement, and social integration.

The research provides strong evidence for the significance of peer connections, campus community involvement, and social integration in terms of student happiness and retention. Students who develop close bonds with their peers are more likely to stick with their studies (Pascarella and Terenzini, 2015). Social integration which encompasses peer relationships is crucial in lowering attrition. The premise that participation in campus life, including extracurricular activities, fosters a stronger sense of belonging, improving student retention (Bean's, 1980). Students who are more involved in campus communities tend to develop stronger connections to their institution, leading to increased persistence and satisfaction (Kuh, 2019). Additionally, social integration has been identified as one of the most significant predictors of student retention.

The findings from this data imply the critical role social factors play in fostering student retention and satisfaction. The strong positive influence of peer relationships, campus community engagement, and social integration suggests that institutions must prioritize creating environments that facilitate social connections and



a sense of belonging. Since students who develop strong peer relationships and engage actively with campus life are more likely to persist, universities should consider providing more opportunities for students to connect with one another, whether through student organizations, clubs, or informal social spaces. These initiatives help build supportive networks that enhance academic success and contribute to overall student well-being. The strongest impact was found in social integration, which highlights the importance of fostering a sense of community and inclusion. Institutions should focus on building a campus culture where students feel connected, supported, and valued by both their peers and the wider academic community. This could include creating inclusive programs that promote interaction across diverse groups, offering mentorship opportunities, and encouraging student participation in activities that foster meaningful social bonds. By emphasizing social integration alongside academic support, institutions can significantly improve student retention and satisfaction, leading to better overall student success outcomes.

Table 6. The Significant Influence of Social Integration towards Satisfaction

Intent to Persist/Students satisfaction	b-value	p-value	Interpretation
Peer Relationship	.355	.001	Positive significant influence
Campus Community Engagement	.239	.004	Positive significant influence
Social Integration	.581	.000	Positive significant influence

The research shows that different factors have differing degrees of effect on students' satisfaction and intent to persevere. Students who have more meaningful interactions with faculty are more likely to stay enrolled and report higher levels of

satisfaction with their academic experience, according to research showing a positive and statistically significant influence of faculty interaction on retention and satisfaction (b-value = 0.237, p-value = 0.026). Similar to this, the classroom environment has a substantial beneficial impact (b-value = 0.330, p-value = 0.004), indicating that a motivating and encouraging setting is essential for encouraging student achievement and perseverance. The highest level of significance is observed with academic integration (b-value = 0.807, p-value = 0.000), which has the strongest positive influence, indicating that students who feel academically integrated connected with both their academic community and their learning are the most likely to persist and express satisfaction.

On the other hand, academic advising (b-value = 0.138, p-value = 0.211) and engagement with the curriculum (b-value = 0.094, p-value = 0.412) do not show statistically significant effects on student satisfaction or persistence. The high p-values for both variables (greater than 0.05) suggest that, in this case, these factors do not meaningfully impact students' intent to persist or their overall experience. The lack of significant impact from advising and curriculum engagement might indicate that these aspects need to be enhanced or complemented by other strategies to better support student success. Therefore, while academic advising and engagement are valuable, institutions may need to focus more on fostering deeper academic integration, faculty-student relationships, and positive classroom environments to enhance student retention and satisfaction.

The literature strongly supports faculty interaction, classroom environment, and academic integration in promoting student retention and satisfaction. The Theory of Student Departure, emphasizes that students who develop meaningful relationships



with faculty and feel academically integrated are more likely to persist (Tinto, 1993). The importance of faculty involvement in fostering students' academic success, noting that students who feel supported by faculty are more likely to remain engaged in their academic work and stay enrolled (Pascarella and Terenzini, 2015). The active learning techniques, which promote collaboration and student engagement, lead to higher retention rates and better academic outcomes (Freeman et al., 2014).

The findings imply that institutions should emphasize enhancing faculty interaction, the classroom environment, and academic integration to improve student satisfaction and retention. Given that faculty interaction and classroom environment have statistically significant positive effects on student outcomes, universities should prioritize creating more opportunities for meaningful faculty-student interactions and fostering supportive, engaging classroom settings. Institutions should consider developing programs that help students build strong connections with their academic communities, such as peer mentoring, faculty-student research opportunities, and academic support networks. In contrast, the lack of significant influence from academic advising and engagement with the curriculum suggests that these areas may need to be re-evaluated or strengthened to have a more substantial impact on retention. Universities could explore ways to enhance the effectiveness of academic advising, perhaps by focusing on personalized advising models that better meet students' individual needs or by integrating advising more closely with academic support services. Similarly, increasing the relevance and interactivity of the curriculum could lead to stronger engagement. Still, it may require a shift in instructional practices to make learning more engaging and connected to students' broader academic and career goals.



Table 7. The Significant Influence of Academic Integration towards Retention

Intent to Persist/Students satisfaction	b-value	p-value	Interpretation
Faculty Interaction	.237	.026	Positive significant influence
Academic Advising	.138	.211	No significant influence
Engagement with Curriculum	.094	.412	No significant influence
Classroom Environment	.330	.004	Positive significant influence
Academic Integration	.807	.000	Positive significant influence

The data highlights the significant role of peer relationships, campus community engagement, and social integration in promoting student retention and satisfaction. Peer relationships (b-value = 0.310, p-value = 0.002) have a positive and statistically significant impact on students' intent to persist and overall satisfaction. This suggests that students who develop strong peer connections are more likely to stay enrolled and report a higher academic experience. Similarly, both campus community engagement (b-value = 0.411, p-value = 0.000) and social integration (b-value = 0.733, p-value = 0.000) are strongly linked to student persistence and satisfaction. Campus community engagement shows a significant positive effect, emphasizing the importance of active involvement in extracurricular activities and social interactions as drivers of retention. Social integration has the strongest impact, indicating that students who feel socially connected and integrated into campus life are far more likely to persist and feel satisfied with their college experience. These

findings underscore the importance of fostering a supportive, inclusive campus environment to enhance student success.

The importance of social factors such as peer relationships, campus community engagement, and social integration in promoting student retention and satisfaction is well-established in higher education research. Studies consistently show that students who feel socially connected to their peers and their institution are more likely to persist in their studies and experience higher academic success. The Theory of Student Departure emphasizes that strong peer relationships are crucial for social integration, which reduces attrition. Similarly, students with strong social support networks, including peer relationships, are likelier to remain enrolled and succeed academically (Pascarella and Terenzini, 2015). Active learning environments that promote collaboration and social interaction lead to greater persistence (Freeman et al., 2014). Mentoring and tailored student support programs are essential to strengthen social integration and improve retention rates, especially among students facing unique challenges (Friedlander et al., 2017; Robert and Styron, 2020).

The statistically significant positive effects of peer relationships and campus community engagement suggest that institutions should create more opportunities for students to connect with one another, both in formal and informal settings. This can be achieved through strengthening social spaces, promoting student clubs and organizations, and encouraging peer-to-peer mentorship programs. Universities can improve retention rates and overall satisfaction by cultivating a sense of belonging and support among students. Universities should invest in programs that help students feel socially connected and integrated into the academic and extracurricular activities of the institution. Fostering a sense of community and belonging helps students feel



valued and supported and significantly boosts their motivation to persist in their studies and succeed academically.

Table 8. The Significant Influence of Social Integration towards Retention

Intent to Persist/Students satisfaction	b-value	p-value	Interpretation
Peer Relationship	.310	.002	Positive significant influence
Campus Community Engagement	.411	.000	Positive significant influence
Social Integration	.733	.000	Positive significant influence

CONCLUSION AND RECOMMENDATION

Conclusions

Base on the findings, these are the following conclusions were drawn:

1. The level of college students' academic integration, have a highly positive experience across all the academic dimensions, indicating a strong and supportive learning environment. It shows that the institution is fostering a highly engaging and inclusive academic atmosphere, where students feel well-supported in their academic journeys.
2. The level of college students' social integration appears to be very high, with all the constructs rated as very high. This further reflects students' strong feelings of belonging and inclusion in the broader campus environment. The institution is effectively creating a supportive and inclusive environment, as evidenced by the high ratings of social dimensions.
3. The level of college student satisfaction highlights a strong correlation between student satisfaction and their commitment to continuing their

studies at the institution. It indicates that the institution successfully meets its students' academic and support needs.

4. The level of college students' retention highlights a supportive academic environment where students feel both personally well and financially secure, contributing to their intent to persist. However, the slight variability in responses across these constructs suggests that some students may face challenges indicates an opportunity for the institution to investigate and address the unique needs of students who might face difficulties.
5. The significant influence of college students' academic integration on their satisfaction indicates that faculty interaction and academic advising do not significantly influence students' intent to persist or their satisfaction. The lack of significance for faculty interaction and advising implies that these traditional support mechanisms may need to be reevaluated or supplemented with other strategies that directly impact student engagement and satisfaction.
6. The significant influence of college students' social integration on satisfaction shows that these sub-variables significantly influence students' satisfaction. These findings highlight the importance of fostering a socially supportive campus environment. Institutions can substantially enhance student success and retention by prioritizing peer connections, campus engagement, and social integration.
7. Significant findings from Table 7 show that institutions should place a stronger emphasis on enhancing faculty interaction, the classroom

environment, and academic integration to improve student satisfaction and retention. Faculty interaction and the classroom environment have statistically significant positive effects on student outcomes.

8. Social integration has the strongest impact, indicating that students who feel socially connected and integrated into campus life are far more likely to persist and feel satisfied with their overall college experience. These findings underscore the importance of fostering a supportive, inclusive campus environment to enhance student success.

Recommendations

Based on the findings, these are the following recommendations were drawn: Given that some of the academic dimensions do not significantly influence college students' academic integration towards satisfaction and their intent to persist, and since it highlights that social integration has a positive influence to college students' satisfaction and retention.

For Faculty

1. The faculty may focus on strengthening students' engagement with the academic community by offering more opportunities for student-faculty interaction and encouraging students to actively participate in school activities that can enhance their sense of connection to their field of study and academic peers.

For Institution

1. Misamis University- Ozamiz City may invest in programs that foster peer connections, further strengthening the relationship not only with the students but also with the institution as a whole to create a support network that improves academic success and well-being.

2. Misamis University- Ozamiz City may conduct a more comprehensive study on academic and social integration can provide deeper understanding to institutions, empowering them to implement targeted strategies that enhance student satisfaction and their intent to persist. Misamis University should take a pro-active step to create a positive and supportive campus environment that fosters students' success



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Appendix A

Survey Questionnaire

*Research Questionnaire***COLLEGE STUDENTS' ACADEMIC AND SOCIAL INTEGRATION: ITS INFLUENCE
TO SATISFACTION AND RETENTION**

Adapted and modified from: Students Experience in the Research University (SERU
Consortium, 2020)

Instructions: Please take a few minutes to answer the following questions. Please put a check mark (✓) in the parentheses. Your responses will be kept confidential and will only be used for research purposes. We are interested in your honest answer and

2.	I receive timely and helpful feedback from faculty on my academic performance.				
3.	Faculty members encourage me to ask questions and engage in class discussions.				
4.	Faculty in my program are approachable and supportive.				
5.	I feel comfortable seeking academic advice from faculty in my department.				
6.	Faculty are effective at helping students succeed academically.				
7.	Faculty members offer clear guidance on course selection and academic planning.				
8.	Faculty encourage students to participate in the internships, research, and experiential learning.				
9.	Faculty members are respectful of different viewpoints and backgrounds.				
10.	Faculty provide adequate mentorship and support for career planning.				
B.	Academic Advising				
1.	My academic advisor is available when I need assistance with academic matters.				
2.	I receive timeless responses from my academic advisor when I reach out for help.				
3.	My academic advisor helps me stay on track to graduate on time.				

5.	My academic advisor helps me understand my degree requirements and academic options.				
6.	I am satisfied with the quality of the guidance provided by my academic advisor.				
7.	I feel comfortable discussing my academic challenges with my academic advisor.				
8.	I feel comfortable discussing my academic challenges with my academic advisor.				
9.	My academic advisor provides information about extracurricular opportunities related to my academic and career goals.				
10.	My academic advisor helps me identify resources on campus that support my academic success.				
C.	Engagement with Curriculum				
1.	The courses I am taking are intellectually stimulating.				
2.	I am able to apply the concepts I learn in class to real-world situations.				
3.	The curriculum in my major encourages critical thinking and problem-solving.				
4.	I actively participate in class discussions and activities.				
5.	I feel engaged and motivated to learn in most of my courses.				
6.	The curriculum in my major is relevant to my future career goals.				

7.	I receive feedback from my instructors that helps me improve my understanding of the course material.				
8.	The courses in my program offer opportunities for collaborative learning with other students.				
9.	I am encouraged to think independently and develop my own ideas in my courses.				
10.	The curriculum in my major provides a balance between theory and practical application.				
D.	Classroom Environment				
1.	The classroom environment encourages active participation from all students.				
2.	Instructors are approachable and open to questions during and after class.				
3.	The instructor promotes an inclusive environment where diverse perspectives are welcomed.				
4.	The classroom atmosphere allows me to feel comfortable taking intellectual risks.				
5.	The instructor maintains an atmosphere of mutual respect among students.				
6.	Classroom discussions are open to different points of view and are handled respectfully.				
7.	I feel that my contributions in class are valued by the instructor and my peers.				

8.	The instructor effectively manages the classroom to maintain focus on the learning objectives.				
9.	The instructor ensures that all students have an equal opportunity to participate in discussions.				
10.	Classroom activities (e.g., group work, discussions) are structured to enhance my understanding of the material.				

*Research Questionnaire***COLLEGE STUDENTS' ACADEMIC AND SOCIAL INTEGRATION: ITS INFLUENCE TO SATISFACTION AND RETENTION**

Adapted and modified from: Student Adaptation to College Questionnaire (SACQ Baker, R. W., & Siryk, B. 1984)

APPENDIX B.

Instructions: For each statement, please mark by putting (✓) in one of the appropriate boxes in terms of your agreement or satisfaction. Note that there is no right or wrong answer; we are interested in your opinion based on your experience.

Social Integration

	Indicators	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1
A.	Peer Relationship				
1.	I feel that I get along well with my peers				
2.	I have made close friends since starting college.				
3.	I feel comfortable socializing with other students.				
4.	I often participate in group activities with my classmates.				
5.	I can rely on my friends for support when I need it.				
6.	I find it easy to meet new people in my classes.				
7.	I feel accepted by my peers in college.				
8.	I have a good network of friends to help me through challenges.				

9.	I often engage in discussions with my classmates outside of class.				
10.	I enjoy attending social events organized by the college.				
11.	I feel that I have enough opportunities to connect with my peers.				
12.	I feel that my relationships with classmate are positive.				
13.	I have formed study groups with other students.				
14.	I seek advice from my peers when facing academic challenges.				
15.	I feel comfortable sharing my thoughts and feelings with friends at college.				
B.	Campus Community Engagement				
1.	I feel sense of belonging to the college community.				
2.	I participate in campus events and activities.				
3.	I find it easy to connect with staff and faculty members.				
4.	I feel supported by the college community in my academic endeavors.				
5.	I have access to resources that help me integrate into campus life.				
6.	I feel comfortable approaching campus staff for help or advice.				
7.	I am involved in student organizations or clubs on campus.				

8.	I feel that my contributions to the campus community are valued.				
9.	I have formed meaningful relationships with faculty and staff.				
10.	I enjoy attending workshops and seminars organized by college.				
11.	I find the campus environment to be welcoming.				
12.	I feel that I can express my opinions and ideas within the campus community.				
13.	I participate in volunteer activities or community service through the college.				
14.	I have opportunities to collaborate with others on campus.				
15.	I feel that the college promotes a sense of community among students.				

Research Questionnaires

COLLEGE STUDENTS' ACADEMIC AND SOCIAL INTEGRATION: ITS INFLUENCE TO SATISFACTION AND RETENTION

Adapted and modified from: (Ruffalo Noel Levitz 2019)

APPENDIX C

Instructions: For each statement, please mark by putting (✓) in one of the appropriate boxes in terms of your agreement or satisfaction. Note that there is no right or wrong answer; we are interested in your opinion based on your experience.

	Indicators	Very Satisfied 4	Satisfied 3	Dissatisfied 2	Very Dissatisfied 1
A.	Intent to Persist				
1.	I am confident in my ability to successfully complete my program.				
2.	I am motivated to continue my studies.				
3.	I believe that the skills I am learning will be valuable in my future career.				
4.	I am satisfied with the support I receive from my instructors and peers.				
5.	I am committed to completing my program.				
6.	I feel a strong sense of belonging to the campus community.				

7.	I believe that my program is challenging but rewarding.				
8.	I am excited about the opportunities that will be available to me after completing my program.				
9.	I am confident in my ability to overcome any challenges I may face in pursuing this program.				
10.	I am determined to persist in even when things get difficult.				
B.	Personal Well-Being				
1.	I participate in extracurricular activities that positively affect my personal well-being.				
2.	I am satisfied with the mental health support services available on campus.				
3.	I participate in campus events that promote diversity and inclusivity.				
4.	Misamis University offers opportunities for my personal growth and development.				
5.	I frequently interact with peers who share my academic and personal interests.				
6.	I feel that my academic workload is manageable and allows for a balanced life.				

7.	The campus offers enough recreational activities to support my well-being.				
8.	I am satisfied with the flexibility of class schedules to accommodate my personal needs.				
9.	I feel that the campus culture promotes a healthy balance between academics and social life.				
10.	I believe that the support services provided by Misamis University help me overcome challenges that could affect my retention.				
C.	Financial Stability				
1.	The financial aid provided by the institution meets my needs.				
2.	The availability of scholarships influences my decision to remain enrolled.				
3.	The cost of tuition is reasonable for the quality of education I receive.				
4.	Access to on-campus jobs helps me manage my financial needs while studying.				
5.	Financial stress negatively affects my academic performance				
6.	Working a part-time job influences my ability to continue my education.				
7.	The financial advising services at the institution are helpful in managing my budget.				

8.	The cost of textbooks and materials is manageable within my financial situation.				
9.	I feel that the education I receive is worth the financial investment I make.				
10.	Without the financial aid I receive, I would consider leaving the institution.				

Appendix B

Sample of the Filled-out Questionnaire

Research Questionnaire

COLLEGE STUDENTS' ACADEMIC AND SOCIAL INTEGRATION: ITS INFLUENCE TO SATISFACTION AND RETENTION

Adapted and modified from: Students Experience in the Research University (SERU Consortium, 2020)

Instructions: Please take a few minutes to answer the following questions. Please put a check mark (✓) in the parentheses. Your responses will be kept confidential and will only be used for research purposes. We are interested in your honest answer and experiences.

Demographic Information

Name (Optional):

Age:

Gender:

() Male () Female

Year Level:

() Second Year College () Third Year College () Fourth Year College

Instructions: For each statement, please mark by putting (✓) in one of the appropriate boxes in terms of your agreement or satisfaction. Note that there is no right or wrong answer; we are interested in your opinion based on your experience.

APPENDIX A.

Academic Integration

	Indicators	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1
A.	Faculty Interaction				
1.	Faculty members in my program are available to meet outside the class.		✓		

2.	I receive timely and helpful feedback from faculty on my academic performance.	/			
3.	Faculty members encourage me to ask questions and engage in class discussions.		/		
4.	Faculty in my program are approachable and supportive.		/		
5.	I feel comfortable seeking academic advice from faculty in my department.		/		
6.	Faculty are effective at helping students succeed academically.	/			
7.	Faculty members offer clear guidance on course selection and academic planning.	/			
8.	Faculty encourage students to participate in the internships, research, and experiential learning.	/			
9.	Faculty members are respectful of different viewpoints and backgrounds.	/			
10.	Faculty provide adequate mentorship and support for career planning.	/			
B.	Academic Advising				
1.	My academic advisor is available when I need assistance with academic matters.	/			
2.	I receive timeless responses from my academic advisor when I reach out for help.	/			
3.	My academic advisor helps me stay on track to graduate on time.	/			
4.	I feel that my academic advisor cares about my academic success.	/			

5.	My academic advisor helps me understand my degree requirements and academic options.	/			
6.	I am satisfied with the quality of the guidance provided by my academic advisor.	✓			
7.	I feel comfortable discussing my academic challenges with my academic advisor.	/			
8.	I feel comfortable discussing my academic challenges with my academic advisor.	/			
9.	My academic advisor provides information about extracurricular opportunities related to my academic and career goals.	/			
10.	My academic advisor helps me identify resources on campus that support my academic success.	/			
C.	Engagement with Curriculum				
1.	The courses I am taking are intellectually stimulating.	/			
2.	I am able to apply the concepts I learn in class to real-world situations.	/			
3.	The curriculum in my major encourages critical thinking and problem-solving.	/			
4.	I actively participate in class discussions and activities.	/			
5.	I feel engaged and motivated to learn in most of my courses.	/			
6.	The curriculum in my major is relevant to my future career goals.	/			

7.	I receive feedback from my instructors that helps me improve my understanding of the course material.	/			
8.	The courses in my program offer opportunities for collaborative learning with other students.	/			
9.	I am encouraged to think independently and develop my own ideas in my courses.	/			
10.	The curriculum in my major provides a balance between theory and practical application.	/			
D.	Classroom Environment				
1.	The classroom environment encourages active participation from all students.	/			
2.	Instructors are approachable and open to questions during and after class.	/			
3.	The instructor promotes an inclusive environment where diverse perspectives are welcomed.	/			
4.	The classroom atmosphere allows me to feel comfortable taking intellectual risks.	/			
5.	The instructor maintains an atmosphere of mutual respect among students.	/			
6.	Classroom discussions are open to different points of view and are handled respectfully.	/			
7.	I feel that my contributions in class are valued by the instructor and my peers.	/			

8.	The instructor effectively manages the classroom to maintain focus on the learning objectives.	/			
9.	The instructor ensures that all students have an equal opportunity to participate in discussions.	/			
10.	Classroom activities (e.g., group work, discussions) are structured to enhance my understanding of the material.	/			

Research Questionnaire

COLLEGE STUDENTS' ACADEMIC AND SOCIAL INTEGRATION: ITS INFLUENCE TO SATISFACTION AND RETENTION

Adapted and modified from: Student Adaptation to College Questionnaire (SACQ Baker, R. W., & Siryk, B. 1984)

APPENDIX B.

Instructions: For each statement, please mark by putting (✓) in one of the appropriate boxes in terms of your agreement or satisfaction. Note that there is no right or wrong answer; we are interested in your opinion based on your experience.

Social Integration

	Indicators	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1
A.	Peer Relationship				
1.	I feel that I get along well with my peers	/			
2.	I have made close friends since starting college.	/			
3.	I feel comfortable socializing with other students.	/			
4.	I often participate in group activities with my classmates.	/			
5.	I can rely on my friends for support when I need it.	/			
6.	I find it easy to meet new people in my classes.	/			
7.	I feel accepted by my peers in college.	/			
8.	I have a good network of friends to help me through challenges.	/			

9.	I often engage in discussions with my classmates outside of class.	/			
10.	I enjoy attending social events organized by the college.	/			
11.	I feel that I have enough opportunities to connect with my peers.	/			
12.	I feel that my relationships with classmate are positive.	/			
13.	I have formed study groups with other students.	/			
14.	I seek advice from my peers when facing academic challenges.	/			
15.	I feel comfortable sharing my thoughts and feelings with friends at college.	/			
B.	Campus Community Engagement				
1.	I feel sense of belonging to the college community.	/			
2.	I participate in campus events and activities.	/			
3.	I find it easy to connect with staff and faculty members.	/			
4.	I feel supported by the college community in my academic endeavors.	/			
5.	I have access to resources that help me integrate into campus life.	/			
6.	I feel comfortable approaching campus staff for help or advice.	/			
7.	I am involved in student organizations or clubs on campus.	/			

8.	I feel that my contributions to the campus community are valued.	/			
9.	I have formed meaningful relationships with faculty and staff.	/			
10.	I enjoy attending workshops and seminars organized by college.	/			
11.	I find the campus environment to be welcoming.	/			
12.	I feel that I can express my opinions and ideas within the campus community.	/			
13.	I participate in volunteer activities or community service through the college.	/			
14.	I have opportunities to collaborate with others on campus.	/			
15.	I feel that the college promotes a sense of community among students.	/			

Research Questionnaires

COLLEGE STUDENTS' ACADEMIC AND SOCIAL INTEGRATION: ITS INFLUENCE TO SATISFACTION AND RETENTION

Adapted and modified from: (Ruffalo Noel Levitz 2019)

APPENDIX C

Instructions: For each statement, please mark by putting (✓) in one of the appropriate boxes in terms of your agreement or satisfaction. Note that there is no right or wrong answer; we are interested in your opinion based on your experience.

	Indicators	Very Satisfied 4	Satisfied 3	Dissatisfied 2	Very Dissatisfied 1
A.	Intent to Persist				
1.	I am confident in my ability to successfully complete my program.	✓			
2.	I am motivated to continue my studies.	✓			
3.	I believe that the skills I am learning will be valuable in my future career.	✓			
4.	I am satisfied with the support I receive from my instructors and peers.	✓			
5.	I am committed to completing my program.	✓			
6.	I feel a strong sense of belonging to the campus community.	✓			

7.	I believe that my program is challenging but rewarding.	/			
8.	I am excited about the opportunities that will be available to me after completing my program.	✓			
9.	I am confident in my ability to overcome any challenges I may face in pursuing this program.	/			
10.	I am determined to persist in even when things get difficult.	/			
B. Personal Well-Being					
1.	I participate in extracurricular activities that positively affect my personal well-being.	/			
2.	I am satisfied with the mental health support services available on campus.	/			
3.	I participate in campus events that promote diversity and inclusivity.	/			
4.	Misamis University offers opportunities for my personal growth and development.	/			
5.	I frequently interact with peers who share my academic and personal interests.	/			
6.	I feel that my academic workload is manageable and allows for a balanced life.	/			

7.	The campus offers enough recreational activities to support my well-being.	/			
8.	I am satisfied with the flexibility of class schedules to accommodate my personal needs.	/			
9.	I feel that the campus culture promotes a healthy balance between academics and social life.	/			
10.	I believe that the support services provided by Misamis University help me overcome challenges that could affect my retention.	/			
C.	Financial Stability				
1.	The financial aid provided by the institution meets my needs.	/			
2.	The availability of scholarships influences my decision to remain enrolled.	/			
3.	The cost of tuition is reasonable for the quality of education I receive.	/			
4.	Access to on-campus jobs helps me manage my financial needs while studying.	/			
5.	Financial stress negatively affects my academic performance	/			
6.	Working a part-time job influences my ability to continue my education.	/			
7.	The financial advising services at the institution are helpful in managing my budget.	/			

8.	The cost of textbooks and materials is manageable within my financial situation.	/			
9.	I feel that the education I receive is worth the financial investment I make.	/			
10.	Without the financial aid I receive, I would consider leaving the institution.	/			

Appendix C

Sampling Computations


Raosoft

Sample size calculator

What margin of error can you accept?

5% is a common choice

 %

What confidence level do you need?

Typical choices are 90%, 95%, or 99%

 %

What is the population size?

If you don't know, use 20000

What is the response distribution?

Leave this as 50%

 %

Our recommended sample size is

154

The margin of error is the amount of error that you can tolerate. If 90% of respondents answer yes, while 10% answer no, you may be able to tolerate a larger amount of error than if the respondents are split 50-50 or 45-55. Lower margin of error requires a larger sample size.

The confidence level is the amount of uncertainty you can tolerate. Suppose that you have 20 yes-no questions in your survey. With a confidence level of 95%, you would expect that for one of the questions (1 in 20), the percentage of people who answer yes would be more than the margin of error away from the true answer. The true answer is the percentage you would get if you exhaustively interviewed everyone. Higher confidence level requires a larger sample size.

How many people are there to choose your random sample from? The sample size doesn't change much for populations larger than 20,000.

For each question, what do you expect the results will be? If the sample is skewed highly one way or the other, the population probably is, too. If you don't know, use 50%, which gives the largest sample size. See below under **More Information** if this is confusing.

This is the minimum recommended size of your survey. If you create a sample of this many people and get responses from everyone, you're more likely to get a correct answer than you would from a large sample where only a small percentage of the sample responds to your survey.

Appendix D**Request Letter to Adapt the Instrument**

Dear Dr. Douglass and Dr. Thomson,

Greetings from Misamis University.

I am writing to formally request your permission to adapt the Student Experience in the Research University (SERU) Questionnaire for academic research purposes. As part of a study titled College Student's Academic and Social Integration: It's Influence to Satisfaction and Retention, our research aims to explore the relationship between social and academic integration and student satisfaction among Bachelor of Science in Hospitality Management students.

Given the comprehensive scope and academic rigor of the SERU instrument, we believe that it would provide valuable insights and a solid foundation for our data collection efforts. We intend to adapt selected components of the SERU survey to fit our institutional context while maintaining the integrity and original intent of the questions.

Kindly let us know the necessary procedures or agreements required to obtain formal permission for its use and adaptation. We assure you that full credit will be given to the original authors, and the instrument will be used solely for scholarly purposes.

Thank you for your time and consideration. We look forward to your positive response.

Sincerely,
Nathalie Cris L. Labadisos
Student
Misamis University

Appendix E

Letter for Validation of Instrument

Hi Nathalie,

My name is Josh Patterson and I am the Assistant Director for the SERU Consortium. I'm following up on behalf of the SERU research team to your request about the use of the SERU questionnaire in your research project at Misamis University.

First, thanks so much for reaching out. We are always excited to be in touch with anyone engaging with the survey, data, or research of SERU. We are more than happy for you to use the SERU instrument as a foundation for your work. I have consulted with the research team and we are pleased to offer permission for use and adaptation.

There are no procedures necessary, other than an acknowledgement of the consortium and a citation of the primary investigators in any formal reports or publications that come from the project.

We'd enjoy hearing more about your research team and project. Is the current effort led by you, a faculty member, or the institution? How the team came together and how you all are collaborating is of interest to us, if you're able to share. Also, please feel free to share any updates or findings as the project progresses. We view the work that stems from the survey collaboratively and like to facilitate a community of scholarship and practice whenever possible.

Best,

Josh

--

Josh Patterson, Ph. D.
Assistant Director | [SERU Consortium](#)
Center for Studies in Higher Education
Goldman School of Public Policy
UC Berkeley
[Schedule a Call](#) | Let's [connect on LinkedIn!](#) | +1
(510) 664-7098



Appendix F

Informed Consent Form



MISAMIS UNIVERSITY
OZAMIZ CITY

October 18, 2024

EFREN J. BARILLO, CPA, DM
Dean, College of Business and Management
Ozamiz City

Dear Mr. Barillo:

Greetings!

We are a Bachelor of Science in Hospitality Management (BSHM) students at Misamis University. We are pursuing a thesis entitled, **“College Students’ Academic and Social Integration: Its Influence to Satisfaction and Retention”**

In this vein, we would like to ask permission to conduct the study in your institution specifically in the Bachelor of Science in Hospitality Management (BSHM) program. The study aims to examine the significant influence of college students' academic social integration, toward their satisfaction and retention of BSHM students

The target respondents will be the second to fourth year BSHM students, selected through simple random sampling. Questionnaires will be used in gathering the data. Be assured that ethical considerations will be duly observed in the conduct of the study and that the data to be gathered will be used solely for research purposes.

We earnestly hope for your approval of this request.

Truly,

JEILAN C. FUENTES
Student Researcher

Noted by:

ARNIEL JR. ELMEDULAN, MBA
Research Instructor

CATHERINE D. ROSAURO, MBA, MIHM
Research adviser

Approved by:

EFREN J. BARILLO, CPA, DM
Dean, College of Business and Management

College of Business and Management
Misamis University
Ozamiz City, Misamis Occidental, Philippines
(088)-521-0367 / (088)-521-0431
www.miu.edu.ph



Appendix G

Approved Letter of Intent/Letter of Consent



MISAMIS UNIVERSITY
OZAMIZ CITY

October 18, 2024

EFREN J. BARILLO, CPA, DM
Dean, College of Business and Management
Ozamiz City

Dear Mr. Barillo:

Greetings!

We are a Bachelor of Science in Hospitality Management (BSHM) students at Misamis University. We are pursuing a thesis entitled, **"College Students' Academic and Social Integration: Its Influence to Satisfaction and Retention"**

In this vein, we would like to ask permission to conduct the study in your institution specifically in the Bachelor of Science in Hospitality Management (BSHM) program. The study aims to examine the significant influence of college students' academic social integration, toward their satisfaction and retention of BSHM students

The target respondents will be the second to fourth year BSHM students, selected through simple random sampling. Questionnaires will be used in gathering the data. Be assured that ethical considerations will be duly observed in the conduct of the study and that the data to be gathered will be used solely for research purposes.

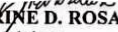
We earnestly hope for your approval of this request.

Truly,


JEIL C. FUENTES
Student Researcher

Noted by: 

ARNIEL JR. ELMEDULAN, MBA
Research Instructor


CATHERINE D. ROSAURO, MBA, MIHM
Research Adviser

Approved by: 

EFREN J. BARILLO, CPA, DM
Dean, College of Business and Management

College of Business and Management
Misamis University
Ozamiz City, Misamis Occidental, Philippines
(088)-521-0567 / (088)-521-0431
www.miu.edu.ph



Appendix H

Statistical Computations

SOP # 1

G				
		Frequency	Percent	Valid Percent
Valid	1	64	41.6	41.6
	2	90	58.4	58.4
	Total	154	100.0	100.0

YL				
		Frequency	Percent	Valid Percent
Valid	2	50	32.5	32.5
	3	50	32.5	32.5
	4	54	35.1	35.1
	Total	154	100.0	100.0

Category	Frequency	Percentage
Gender		
1	64	41.6
2	90	58.4
Total	154	100.0
Year Level		
2	50	32.5
3	50	32.5
4	54	35.1
Total	154	100.0

SOP # 2

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Engagement with Curriculum	154	2.5	4.0	3.673	.3517
Academic Advising	154	2.5	4.0	3.664	.3680
Academic Integration	154	2.7	4.0	3.663	.3221
Classroom Environment	154	2.2	4.0	3.662	.3794
Faculty Interaction	154	2.6	4.0	3.655	.3419
Valid N (listwise)	154				
FI1		3.44805			
FI9		3.62338			
FI10		3.64286			
FI5		3.66234			
FI7		3.66883			
FI2		3.68182			
FI3		3.68182			
FI6		3.7013			
FI8		3.70779			
FI4		3.72727			
Faculty Interaction		3.65455			
AA1		3.5974			
AA2		3.62338			
AA3		3.64286			
AA4		3.65584			
AA5		3.66234			
AA6		3.66234			
AA7		3.68182			
AA8		3.69481			
AA9		3.69481			
AA10		3.72078			
Academic Advising		3.66364			

SOP # 3

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Peer Relationship	154	2.2	4.0	3.657	.3650
Campus Community Engagement	154	2.1	4.0	3.596	.4496
Social Integration	154	2.1	4.0	3.626	.3872
Valid N (listwise)	154				

PR6 3.57792
 PR4 3.61039
 PR7 3.62338
 PR3 3.64286
 PR13 3.64286
 PR5 3.64935
 PR10 3.64935
 PR8 3.66234
 PR11 3.66234
 PR14 3.66883
 PR15 3.66883
 PR12 3.67532
 PR2 3.68182
 PR9 3.69481
 PR1 3.74675
 Peer Relationship 3.65714

 CCE2 3.49351
 CCE3 3.49351
 CCE5 3.55195
 CCE7 3.55844
 CCE6 3.57143
 CCE14 3.57143
 CCE4 3.5974

CCE9 3.61039
 CCE10 3.61688
 CCE12 3.62338
 CCE13 3.63636
 CCE1 3.64286
 CCE15 3.64935
 CCE11 3.65584
 CCE8 3.66234
 Campus Community Engagement 3.59567
 Social Integration 3.62641

Constructs	M	SD	Interpretation
Peer Relationship	3.657	.3650	Very High
Campus Community Engagement	3.596	.4496	Very High
Social Integration	3.626	.3872	Very High

Note: Interpretation: 3.25-4.0 (Very High); 2.50-3.24 (High); 1.75-2.49 (Low); 1.0-1.74 (Very Low)

SOP # 4

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Intent to Persist/Students satisfaction	154	2.3	4.0	3.709	.3489
Valid N (listwise)	154				

IP4 3.64286
 IP2 3.65584
 IP6 3.67532
 IP5 3.69481
 IP10 3.7013
 IP1 3.71429
 IP8 3.74026
 IP9 3.74026
 IP3 3.74675

IP7 3.77922
Intent to Persist 3.70909

Constructs	M	SD	Interpretation
Intent to Persist/Students satisfaction	3.709	.3489	Very High

Note: Interpretation: 3.25-4.0 (Very High); 2.50-3.24 (High); 1.75-2.49 (Low); 1.0-1.74 (Very Low)

SOP # 5

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Personal Well-Being	154	2.4	4.0	3.644	.3899
Financial Stability	154	1.8	4.0	3.444	.4718
Students retention	154	2.3	4.0	3.544	.3826
Valid N (listwise)	154				

PWB5 3.57143
PWB3 3.58442
PWB2 3.59091
PWB6 3.62338
PWB4 3.63636
PWB1 3.64286
PWB10 3.66883
PWB8 3.69481
PWB9 3.69481
PWB7 3.72727
Personal Well-Being 3.64351

FS1 3.26623
FS2 3.26623
FS3 3.3961
FS4 3.43506

FS6 3.43506
FS5 3.46753
FS10 3.5
FS9 3.54545
FS8 3.55844
FS7 3.57143
Financial Stability 3.44416
Students retention 3.54383

Constructs	M	SD	Interpretation
Personal Well-Being	3.644	.3899	Very High
Financial Stability	3.444	.4718	Very High
Students retention	3.544	.3826	Very High

Note: Interpretation: 3.25-4.0 (Very High); 2.50-3.24 (High); 1.75-2.49 (Low); 1.0-1.74 (Very Low)

SOP # 6

Coefficients ^a							
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	1.310	.257		5.090	.000	.802	1.819
Academic Integration	.655	.070	.604	9.353	.000	.516	.793

a. Dependent Variable: Intent to Persist/Students satisfaction

Coefficients ^a							
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound

Academic Advising	.020	.108	.021	.186	.853	-.193	.233
Engagement with Curriculum	.258	.112	.260	2.298	.023	.036	.479
Classroom Environment	.284	.112	.309	2.542	.012	.063	.505





Peer Relationship	.355	.100	.371	3.542	.001	.157	.553
Campus Community Engagement	.239	.081	.308	2.940	.004	.078	.400

a. Dependent Variable: Intent to Persist/Students satisfaction

Intent to Persist/Students satisfaction	b-value	p-value	Interpretation
Peer Relationship	.355	.001	Positive significant influence
Campus Community Engagement	.239	.004	Positive significant influence
Social Integration	.581	.000	Positive significant influence

SOP # 8

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	.586	.260		2.256	.026	.073	1.100
	Academic Integration	.807	.071	.680	11.422	.000	.668	.947

a. Dependent Variable: Students retention

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	.617	.267		2.310	.022	.089	1.145
	Faculty Interaction	.237	.105	.212	2.252	.026	.029	.446

a. Dependent Variable: Students retention

Intent to Persist/Students satisfaction	b-value	p-value	Interpretation
Faculty Interaction	.237	.026	Positive significant influence
Academic Advising	.138	.211	No significant influence
Engagement with Curriculum	.094	.412	No significant influence
Classroom Environment	.330	.004	Positive significant influence
Academic Integration	.807	.000	Positive significant influence

APPENDIX 1

Documentations (Photos in Action)

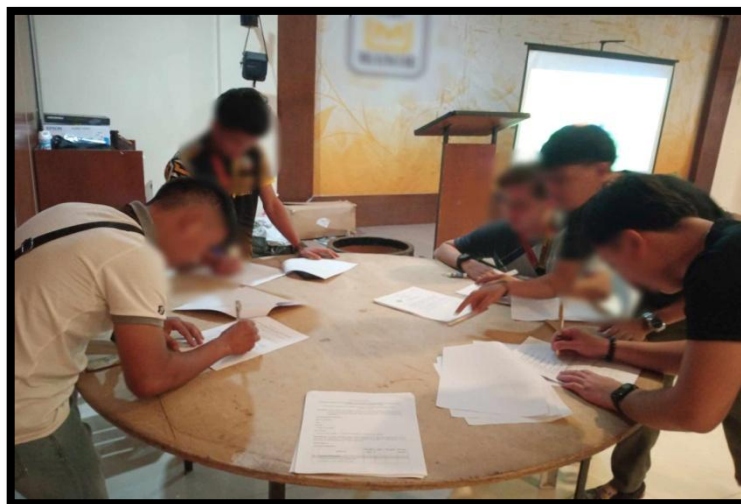
Proposal Defense





Data Gathering





Final Defense





Appendix J

Plagiarism Test Result



Page 2 of 57 - Integrity Overview

Submission ID: trnqid::2844793215818

Match Groups

- **225** Not Cited or Quoted 18%
Matches with neither in-text citation nor quotation marks
- **40** Missing Quotations 3%
Matches that are still very similar to source material
- **10** Missing Citation 1%
Matches that have quotation marks, but no in-text citation
- **0** Cited and Quoted 0%
Matches with in-text citation present, but no quotation marks

Top Sources

- 10% Internet sources
- 8% Publications
- 19% Submitted works (Student Papers)



Appendix K

Grammarly Test Result

Report: GROUPT.RESEARCH(2025)

GROUPT.RESEARCH(2025)

by Misamis University

General metrics

94,533

characters

12,545

words

919

sentences

50 min 10 sec

reading
time

1 hr 36 min

speaking
time

Score



Writing Issues

263

Issues left

61

Critical

202

Advanced

This text scores better than 95% of all texts checked by Grammarly

Plagiarism

This text hasn't been checked for plagiarism

Writing Issues



Correctness

Appendix L

Curriculum Vitae



NATHALIE CRIS L. LABADISOS

San-Antonio, Ozamis City

Misamis Occidental

0950-567-0105

labadisosnathalie@gmail.com



CAREER OBJECTIVE

Recent Bachelor of Science in Hospitality Management graduate seeking an opportunity in the hospitality industry where I can apply my academic knowledge and hands-on training experience. Committed to delivering excellent guest service, developing professional skills, and contributing to the success of a dynamic and customer-focused organization.

PERSONAL INFORMATION

Nickname :	Cris	Religion :	Roman Catholic
Birth Date :	March 22, 1999	Father :	Nolan L. Labadisos
Birth Place :	<u>Ozamiz</u> City	Occupation :	<u>Brgy.</u> Councilor
Civil Status :	Single	Mother :	Mary Ann L. Labadisos
Sex :	Male	Occupation :	Overseas Filipino Worker
Nationality :	Filipino		

EDUCATION BACKGROUND

Tertiary	Misamis University – Ozamis City Bachelor of Science in Hospitality Management	Graduated: 2025
Secondary	San-Antonio National High School Technical Vocational Livelihood Track – (HE) <u>Ozamiz</u> City, Misamis Occidental	2017-2018

SKILLS AND KNOWLEDGE

- Written & Oral Communication Skills
- Computer Skills (MS Word, PowerPoint)
- Organizational Skills
- Hardworking & Fast Learner
- Balloon Decorating
- Resourceful

- Punctuality
- Honesty & Trustworthy

ON-THE-JOB TRAINING EXPERIENCE

On-the-Job Trainee

AYA Hotel & Residences – Clarin, Misamis Occidental
January 2025 – April 2025

- Completed rotational training across different hotel departments including Front Office, Housekeeping and Food & Beverage.
- Assisted with guest check-ins, reservations, and front desk operations while maintaining excellent customer service
- Performed room preparation, linen management, and sanitation tasks as part of housekeeping duties
- Supported the Food & Beverage team during restaurant operations, helping with table service, order taking, and event setups
- Observed basic hotel maintenance routines and reported minor technical issues for prompt resolution
- Gained well-rounded experience in hotel operations, adaptability in diverse roles, and teamwork within a professional hospitality environment

ACHIEVEMENTS

- | | |
|---|--|
| • SILVER LEADERSHIP AWARDEE (2023) | CBM – Local Student Council
Misamis University |
| • FOOD & BEVERAGE SERVICES NCII | San-Antonio National High School
Ozamiz City |
| • BREAD & PASTRY PRODUCTION NCII | San-Antonio National High School
Ozamiz City |
| • COOKERY NCII | San-Antonio National High School
Ozamiz City |
| • AGRICULTURAL CROPS NCIII | Sunrise Agri-Fishery &
Technological Institute Inc. |

ORGANIZATIONS

Hoteliers of Tomorrow
Social Manager

2nd Semester 2022-2023

SEMINARS/WORKSHOPS/TRAININGS

- | | |
|--|---|
| • Coffee Shop Seminar-Workshop | May 2023
MU Manor, <u>Ozamiz</u> City, Philippines |
| • Career Orientation Seminar in the Cruise Line Industry | April 2023
MIHCA Cebu, Cebu City, Philippines |
| • Lecture & Demonstrating on Basic House Keeping and Bed Making | April 2023
Mezzo Hotel, Cebu City, Philippines |
| • Educational Tour | April 2023
Cebu City, Philippines |

REFERENCES

Catherine D. Rosauro, MBA, MIHM
BSHM Program Head
Misamis University
0951-885-5461
catherine.rosauro@mu.edu.ph



ALLYANA AVRIL OBLEJANDA

Gango, Ozamiz City
Misamis Occidental
 09383097159
bealegaspi253@gmail.com

**CAREER OBJECTIVE**

A driven and enthusiastic student looking for an on-the-job training to enhance abilities and obtain practical experience. This student is keen to contribute to the team. Committed to understanding guest relations and hotel management, understanding team's goals, and adding value with a flexible work style.

PERSONAL INFORMATION

Nickname :	Bea	Religion :	Catholic
Birth Date :	April 25, 2003	Father :	Rodello S. Legaspi
Birth Place :	Cebu City	Occupation :	OFW
Civil Status :	Single	Mother :	Alma S. Oblejanda
Sex :	Female	Occupation :	OFW
Nationality :	Filipino		

EDUCATION BACKGROUND

Tertiary	Misamis University Bachelor of Science in Hospitality Management <u>Ozamiz City, Misamis Occidental</u>	2021 - present
Secondary	La Salle University - Integrated School Technical Vocational Livelihood <u>Ozamiz City, Misamis Occidental</u>	2019 – 2021

SKILLS AND KNOWLEDGE

- Attention to Detail
- Communication Skills
- Team Collaboration
- Cultural Awareness
- Costumer Service
- Active Listening
- Empathy
- Adaptability

SEMINARS/WORKSHOPS/TRAININGS

JIELAH C. FUENTES
San Antonio, Ozamiz City,
Misamis Occidental
0946-469-0636
jlcayanpat05@gmail.com



ACHIEVEMENTS

- 4th Place Hoteliers of Tomorrow Organization 2023
HM DAY – Lava Cooking Contest
Misamis University

SEMINARS/WORKSHOPS/TRAININGS

- Housekeeping NC II October 2024
Ozamiz City, Philippines
- Pump, Twist, Create: Balloon Workshop April 2023
MU Manor, Ozamiz City, Philippines



