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Quality Services of the School and Students' Satisfaction

A Thesis

Bachelor in Elementary Education

Southern de Oro Philippines College

Cagayan de Oro City

Estoy, Fedis G.

Gamboa, Milagros M.

Magsacay, Jennylyn D.

Rayon, Verna O.

May 2024

Approval Sheet

The researcher paper entitled Quality Services of the School and Students' Satisfaction prepared and submitted by Jennylyn D. Magsacay, Milagros M. Gamboa, Verna O.Rayon, in partial fulfilment of the requirements in ED119 Research in Education 1 for the Bachelor of Elementary Education has been examined and recommended for acceptance and approval for the Pre-Oral Examination.

VANESSA C. TABANAO
Adviser

Panel of Examiners

Approved by the Committee on Pre-Oral Examination with a grade of ____

AZEL M. VALLE, EdD
Chairman

RUEL M. LOGARES, PhD
Member

MARTINA A. BROBO, EdD
Member

Accepted and approved in partial fulfillment of the requirements for the degree of Bachelor of Elementary Education

MARTINA A. BROBO, EdD
Dean

RESEARCH AND EXTENSION OFFICE
SOUTHERN DE ORO PHILIPPINES COLLEGE
Julio Pacana St., Licuan, Cagayan de Oro City

Certificate of Originality

This is to certify that the research entitled, **Quality Services of the School and Students' Satisfaction** has been successfully completed and submitted in partial fulfillment of the requirements for the **Bachelor of Elementary Education** degree at the College of Education.

This study presents original work, not previously submitted. All sources are properly cited, and the conclusions are based on our independent research. We are committed to maintaining academic integrity and ethical research standards, demonstrating our dedication to scholarly excellence in the study of quality services of the school and students' satisfaction.

Estoy, Fedis G.

Gamboa, Milagros M.

Magsacay, Jennylyn D.

Rayon, Verna O.

May 2025

Noted:

VANESSA C. TABANAO, MAEd-Eng
Adviser

MARTINA A. BROBO, EdD
Dean

Abstract

This study examines the quality of services at Southern Philippines College and its relationship with student satisfaction. The primary objective was to assess the extent of service quality across five dimensions: tangibility, reliability, responsiveness, assurance, and empathy, and to evaluate how these factors relate to students' overall satisfaction with the institution. A descriptive-correlational research design was employed, utilizing surveys with a validated and reliable modified questionnaire adapted for this study. Respondents included college students enrolled during the academic year of the study. The data collected were analyzed using descriptive statistics such as Mean and Standard Deviation and Pearson Product Moment Correlation Coefficient to determine the relationship between service quality and student satisfaction. The results showed that the school provides highly efficient services, and that students expressed high levels of satisfaction. Furthermore, a significant positive relationship was found between the quality of services and student satisfaction, indicating that the school's service quality directly influences students' overall experiences. Based on these findings, it is recommended that Southern Philippines College sustain its current high levels of service quality to maintain and enhance student satisfaction.

Keywords: quality service, students' satisfaction

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The Researchers

DEDICATION

The researchers

humbly dedicate this work for our

Almighty Father

our protector, strength, and the giver of hope, faith, and love.

To the researchers' family and friends

our source of happiness and strength, the people behind our success who never

failed to give us moral and financial support.

To our adviser

Vanessa C. Tabanao

for her support and knowledge for the success of this research.

The Researcher

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Chapter 1

Quality Services of the School and Students' Satisfaction

Education has been considered as a powerful tool in leveling the playing field and reducing the socio-economic gap. In today's world, where access to schools and educational institutions is more accessible than ever, competition in the academic environment has intensified. Students have a vast array of choices, particularly in Higher Education, which demands educational institutions to pay attention to the factors that attract students and retain their interest. To thrive in the future, Higher Education institutions must explore innovative and efficient methods to connect and engage with their student body. By doing so, they could keep their competitive edge and provide students with an education that is both fulfilling and rewarding.

The terms service and quality are combined to form the term service quality. Services refer to any activity or benefit that one could offer to another that is essentially intangible and does not result in the ownership of anything. Quality is now acknowledged as a strategic instrument for improving company performance and efficiency in operations. It plays a crucial role in the prosperity of business in the service industry as well. The capability of a service provider to effectively satisfy customers to enhance company performance is referred to as service quality. Service quality is commonly recognized as a ground of total customer satisfaction and could be described as an overall assessment connected with the attitude toward the service (Adamu et al., 2017).

According to Lukic (2020) students' satisfaction is the quality of students' experience within the institution. The degree of satisfaction or dissatisfaction with

an institution determines whether they are satisfied or dissatisfied, and this could foster the reputation of a brand. Education institutions must devise strategies to boost student satisfaction and, in turn, loyalty rates, much like most companies do, where customer satisfaction is of utmost importance. Good instruction, knowledgeable faculty, state-of-the- art facilities, and a persistent emphasis on innovation are all components of a positive educational experience. Assessing student satisfaction is a departmental duty and one of the fundamental aspects of determining the advancement and achievement of students (Mendes et al., 2018).

Twum and Peprah (2020) investigated the relationship between service quality and students' satisfaction. Their results demonstrated a strong association, indicating that student satisfaction was directly impacted by the assurance and responsiveness aspects of service quality. This suggests that when students feel confident in the service provider's ability to deliver assurance and receive quick and helpful responses to their need's responsiveness, they are more likely to be satisfied. The school should address the needs of students by offering personalized attention to resolve their challenges. It also apparent in the study of Valle (2022) that they may enhance the service quality to her stakeholders specifically on assurance and responsiveness dimensions, as these predictors of satisfaction could be easily observed by the stakeholders. According to the aforementioned research, students' satisfaction and service quality variables are directly correlated, which may boost institutional loyalty. Features of service quality have a good and significant impact on students' satisfaction, claim Mohammad et al. (2019).

The previous studies focused exclusively on elements such as assurance and responsiveness within the service quality dimension. In contrast, this research concentrated on the five dimensions: tangible, reliability, responsiveness, assurance, and empathy.

Theoretical/Conceptual Framework

This study determined the significant association between the quality services and the students' satisfaction. This study was anchored on the SERVQUAL THEORY empowered by Bautista (2021).

The scale known as SERVQUAL has proven to be an effective method for assessing user perceptions and expectations regarding the quality of service. It is a widely recognized tool used internationally for evaluating service quality. In this research, the SERVQUAL dimensions were employed by the researchers to assess the satisfaction of students with the services offered by the institution. Students are not merely an investment in the institution, they are also its product and a representative. It's crucial to live up to their standards of satisfaction.

SERVQUAL is a multiple-item scale for evaluating the following five factors: assurance, empathy, reliability, responsiveness, and tangibility. Assurance is Employers' competence, courtesy, and ability to inspire, encourage, and instill confidence. Its goal is to ensure that service providers behave civilly. It is expected to acquire the requisite trust and confidence from their clientele. "Empathy" refers to the thoughtful, personalized treatment that the company provides to its customers. The objective is to treat clients as special, one-of-a-kind people. It makes a good impression on customers. Reliability refers to the ability to deliver the promised service is dependable and accurate it helps retain clients. It ensures

that clients and students would desire to work with the companies once more. Responsiveness is the readiness to assist customers and provide prompt service. It places a strong emphasis on being aware of and prompt in handling requests, questions, complaints, and problems from customers or students. It symbolizes the concept of flexibility and the ability to customize the service to meet the needs of the customers. Tangibility refers to the physical structures, equipment, and staff. It provides clients or students with a concrete illustration of the service, allowing them to evaluate its quality. It provides clients or students with a concrete illustration of the service, allowing them to evaluate its quality.

In summary, the theory and the discussion served as the foundation of the study on determining the relationship between Quality Services and Students' Satisfaction. Figure 1 on the next page shows the interplay of the variables.

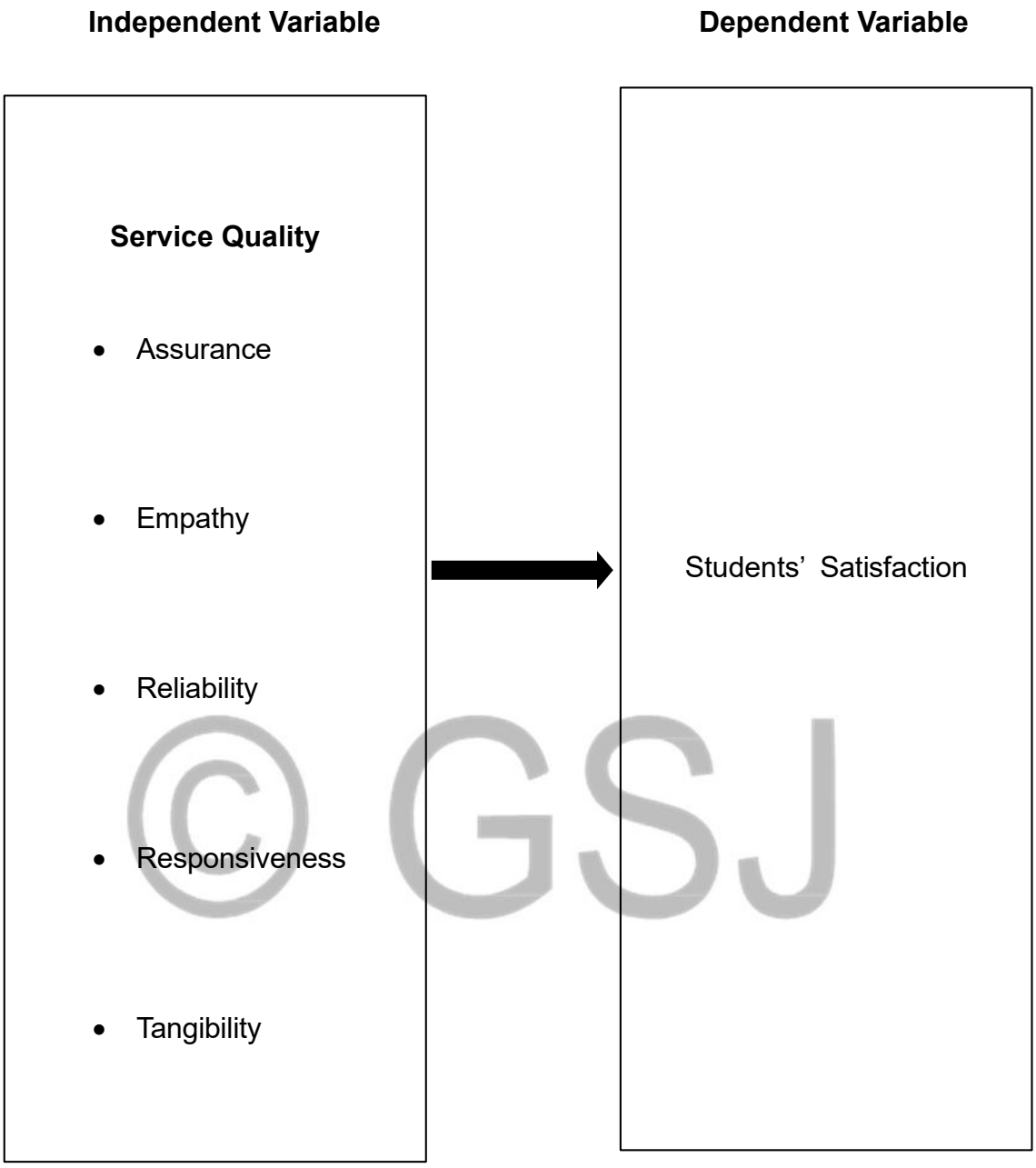


Figure 1

The Schematic Diagram of the Independent and Dependent Variables.

Statement of the Problem

This study aimed to evaluate the service quality of Southern Philippines College and its relationship to the student's satisfaction. Specifically, this study sought to

1. What is the extent does the school give quality services to the student in terms of the following:

1.1 tangibility;

1.2 reliability;

1.3 responsiveness;

1.4 assurance; and

1.5 empathy?

2. What is the level of satisfaction among the students at Southern Philippines College?

3. Is there a significant association between the quality of services and student satisfaction?

Hypothesis

The null hypothesis below was tested at 0.05 level of significance:

Ho: There is no significant association between the quality services and students' satisfaction.

Significance of the study

The findings of the study would provide effective feedback and substantial information to the following.

The institution that received feedback on its services' quality would benefit from the research results to pinpoint areas for improvement and establish a more positive environment for students and stakeholders.

The research findings would be advantageous for the actively involved students who assessed the institution's service standards, enabling them to voice their satisfaction levels. Their participation was pivotal in evaluating the institution's service quality and ensuring their feedback was valued.

The outcomes of this study would spark the interest of future researchers and serve as a benchmark for upcoming studies on service quality and student satisfaction.

Scope and Limitation

The aimed of this study was to investigate the relationship between the quality of services offered by Southern Philippines College and the satisfaction level of the students. The study analyzed the service quality dimensions, which in terms of assurance, empathy, reliability, responsiveness, and tangibility. A questionnaire was conducted at Southern Philippines College to evaluate students' satisfaction with the services provided.

The research covered students from different colleges, namely the College of Education (CTE), College of Criminology (BSCRIM), College of Information and Technology (BSIT), College of Hospitality and Management (CHTM), and the College of Business and Management (BSBA). The researcher focused only the second year to fourth years students and excluded first-year students and transferees.

Definition of Terms

In this study, the following terms were defined operationally.

Assurance. This refers to the school staff's commitment to managing their services to the students effectively. Assurance dealt with how the students felt secure in their transactions with the school.

Empathy. This refers to the staff's relationship with the students, and encompassing their understanding to the students' specific needs. It involved the attention given by the staff to address the students' different problems.

Reliability. This refers to the provision of dependable services by the school. This entailed delivering trustworthy information to students through lectures, presentations, and class schedules. It also involved maintaining accurate and error-free records of the students.

Responsiveness. This refers to how the school handled queries, requests, and students' claims promptly and in a timely manner. It also meant the school staff's willingness to help. Responsiveness dealt with the confidence of the staff to conduct services to the students.

Students' Satisfaction. This refers to the contentment of the students to the quality of services that students received at the institution. It brought comfort to the students, particularly when their expectations were met.

Tangibility. It refers to the school's physical appearance that provided background and information about the condition of the buildings and facilities of the school. Tangibility meant all the things the students could use inside the school premises.

Quality Services. It refers to the nature of service students received. It also encompassed the measures and approaches the school employed to maintain their students' loyalty.

Chapter 2

Literature Review

This chapter presents literature and studies that are relevant to the study. The discussion shows the relationship of the identified variables. The studies are clustered by focus to have an organization of thought which provides a clean flow of the related studies.

Service Quality

According to Kandeepan et al. (2019), the effectiveness of a service is determined by how well it satisfies customer needs and expectations. However, maintaining high standards within higher education institutions (HEIs) can be particularly difficult, as emphasized by (Saleem et al., 2017). The primary areas of focus should be academic achievement and the quality of service. Academic quality is related to the development of skills and learning outcomes. On the other hand, service quality is associated with the provision of tangible and intangible institutional services. Unfortunately, HEIs often have a limited understanding of service delivery, and their attention is mostly on measurable elements such as physical assets, infrastructure, and equipment. Consequently, organizations like CHED base their evaluations and funding on such perceptions. However, in Philippine HEIs, intellectual development should be prioritized over facility investment, and human resources should take precedence over infrastructure. When it comes to the quality of services HEIs provide, comparing students' expectations and their perception of the institution's performance is vital. It determines students' level of satisfaction, which is a critical metric for assessing the effectiveness of the services offered (Fauzi et al., 2016). To explain how

customers assess the performance of the service provider in terms of both tangible and intangible aspects such as tangibility, reliability, responsiveness, assurance, and empathy, Bautista (2021) created the SERVQUAL Model. In this study, the SERVQUAL Model is used to assess the responses of the customers. This research employs the SERVQUAL framework because of the model's ability to address many of the issues related to customer satisfaction.

Tangibility

The way things look, such as personnel, buildings, renovations, and equipment, is known as physical appearance. Tangibles encompass the appearance of physical facilities, equipment, personnel, and communication materials. Tangibility encompasses factors such as the cleanliness of restaurants, rooms, and other spaces, the appearance of staff in their uniforms, the usage of disposable gloves, and more (Abdulla et al., 2017). Among the five dimensions, tangibles are the first factor that customers notice and use to evaluate the quality of service. They visually represent the service's image and are especially important for new customers. While most organizations combine tangibles with other components to establish service quality, service providers often employ tangibles to uphold their reputation, maintain consistency, and demonstrate excellence to clients.

When it comes to evaluating services, customers often rely on physical components that they can see and touch, even if the services themselves are intangible. In other words, the more tangible and perceptible these features are, the more likely it is that the student will feel fulfilled and satisfied with the service.

In the study of Bokolo (2021) emphasized the importance of incorporating sustainable practices in the construction of college campuses. The focus should be on designing buildings that are both student-centric and eco- friendly, aligning with the institution's goals. The challenge is to strike a balance between meeting the needs of the students and faculty while minimizing the impact on the environment. By embracing sustainable campus construction, colleges can create a healthier and more productive learning environment, while reducing their carbon footprint.

Assurance

As stated in the study of Enyiazu (2022) suggested that academic institutions that prioritize and value student feedback through evaluations tend to meet the educational needs of their students more effectively. Student evaluations of services provided by the institution can be considered an integral part of the internal quality assurance mechanism that enhances the academic environment. In academic settings, the term "quality assurance" pertains to a set of practices and strategies that aim to improve the standards of teaching and learning offered by colleges and universities.

Upon conducting further research, it has been discovered that students tend to have a higher level of satisfaction when they are aware of specific, independent components of academic programs, especially those that have undergone creative modifications. Not long ago, Muhsin et al. (2020) conducted a study investigating the relationship between university governance, the quality of instruction provided by lecturers, and student happiness. The study revealed that the quality of the instruction supplied by lecturers positively and significantly

impacted student satisfaction, the learning environment, and effective institutional governance.

Reliability

In the educational sector, quality service is essential for maintaining high levels of student satisfaction and loyalty. A key component of quality service is reliability, which refers to consistently delivering promised services accurately and dependably. This includes timely class schedules, consistent grading policies, prompt responses to student inquiries, and dependable access to learning resources. Recent studies confirm the importance of reliability. According to Ali, Zhou, Hussain, Nair, and Ragavan (2018), in their study on service quality in higher education, reliability remains one of the most critical dimensions influencing student satisfaction. Their research shows that when institutions deliver services as promised, students experience higher levels of trust, perceived value, and overall satisfaction. Based on research by Hameed and Anwar (2018), addressing customer needs promptly is of utmost importance. The reliability of a service provider is measured by how consistently and accurately they can deliver their services. Specifically, reliability refers to the service provider's ability to fulfill their commitments regarding delivery, service provision, problem-solving, and pricing.

Responsiveness

A fundamental component of service quality for large clients is the ability of service providers to guarantee that they are delivering a service on schedule. This dimension emphasizes being alert and responsive when handling inquiries, grievances, and other matters from clients according to (Anwar et al., 2017). The time it takes for clients to receive a response to their inquiries is a good indicator

of responsiveness. Additionally, responsiveness captures the concept of flexibility and the ability to modify the service to meet the needs of the client. Standards for promptness that outline requirements in the company's internal policy may differ from what customers need or anticipate. According to Alzamel, Albahlal, and Albattat (2022), in their study published in *Frontiers in Education*, responsiveness strongly influences student satisfaction. They found that when universities provide fast, helpful feedback and services, students feel more valued and supported, leading to a higher overall perception of service quality. Delays or poor communication, on the other hand, cause frustration and dissatisfaction among students.

Empathy

According to Al-Sheeb et al. (2018), a sense of acceptance and respect from the university community, as well as sentiments of connectedness and support from social circles, are the primary factors of students' social involvement. Empathy is an essential ingredient that determines the success of any service offering. To truly satisfy customers in the general service sector, it is crucial to have a deep understanding of their needs and wants, actively listen and attend to their concerns, and tailor the services to their unique perspectives (Zhong & Moon 2020). Without empathy, it is challenging to provide a personalized and effective service that meets the needs of each customer, resulting in lower customer satisfaction rates and ultimately, a decline in business growth. According to Twum and Peprah (2020) found a significant positive relationship between empathy and student satisfaction, emphasizing that when faculty and staff show genuine

concern for students' needs, it fosters a sense of belonging and increases overall satisfaction.

Students’ Satisfaction

As it comes to teaching and learning activities, student satisfaction refers to how much students' expectations and aspirations match the reality they actually experience. The aforementioned remark leads one to the conclusion that a student's reaction to academic success that meets or even beyond their expectations is student happiness. A feeling of contentment, joy, and ease experienced by students regarding the intangible and tangible support they received throughout the learning process can be referred to as students’ satisfaction (Harmen et al., 2019). The significance of student well-being in higher education in today's world is a crucial measure for assessing the effectiveness of higher education institutions, which is determined by students' contentment with the caliber of the educational services they are provided.

In research carried out by Parlambang & Fauziah (2020), student satisfaction with academic services at the University of Pandadaran was categorized using K-Means clustering, revealing high levels of satisfaction. It is evident from the aforementioned relevant literature and studies that the school's service quality and students' satisfaction require in-depth examination and discussion. One of the possible reasons why students remained loyal to their institutions is the acquired services. It was then pursued that schools should not balance their services whether in academic or non -academic aspects. This thought was supported by various researchers on Quality Services and Student Satisfaction.

Chapter 3

Methodology

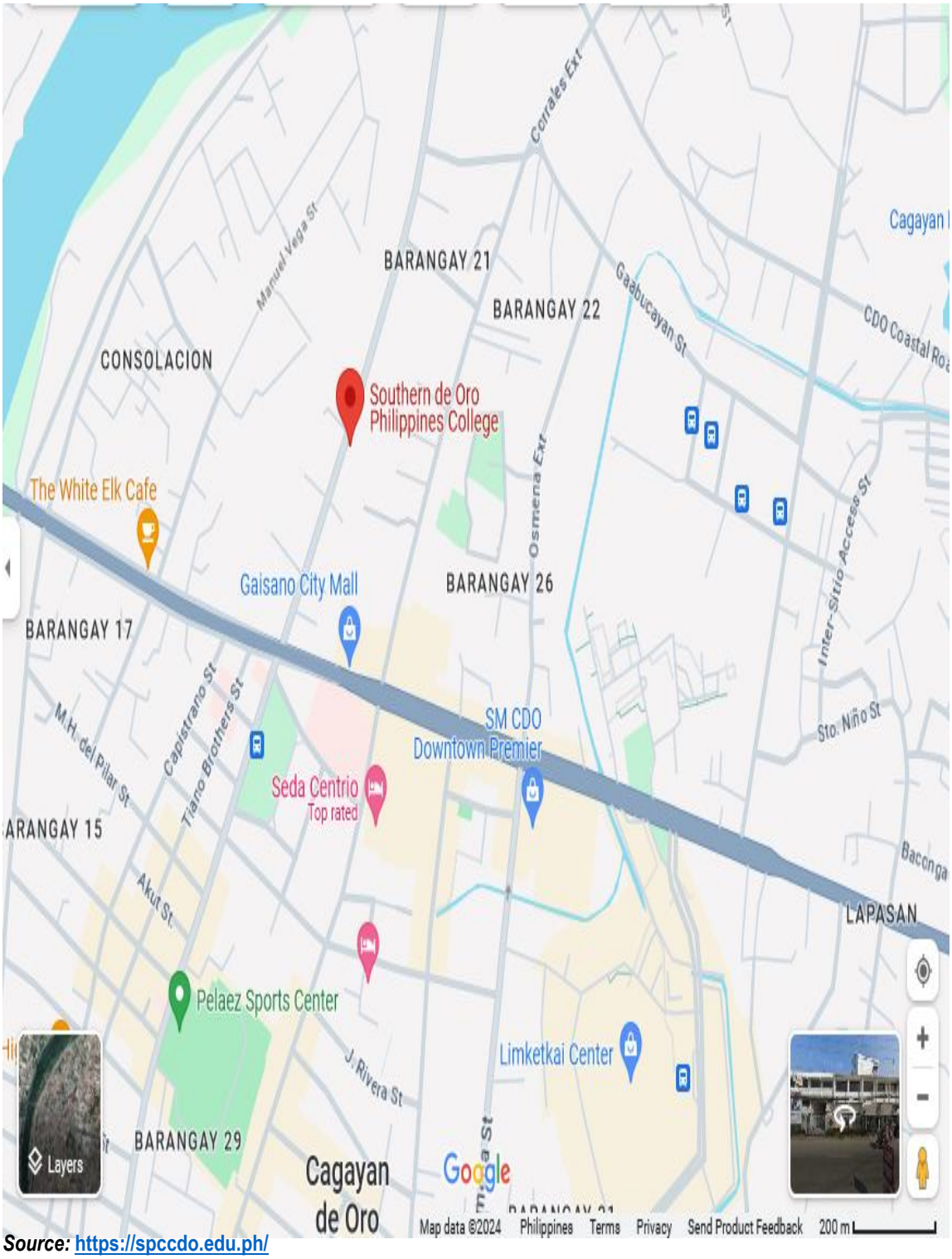
This chapter presented about the important parts of the study. The research techniques that would be used by the researcher when conducting the study. These techniques include the design, setting, respondents and sampling procedures, instrument, validity and reliability, scoring procedure, data-gathering procedure and ethical considerations, and statistical treatment were hereby discussed.

Design

This study used the descriptive-correlational. Surveys and data gathering were quantitative research methods used in correlational designs, focusing on the interaction between independent and dependent variables. The core concept of this design revolves around the relationship between two variables, as noted by McBurney (2019).

Setting

The study was conducted during School Year 2022-2023 at Southern de Oro Philippines College located at Julio Pacana, Street, Licuan, Cagayan de Oro City province of Misamis Oriental. It is a private, co-educational, non-sectarian institution of higher education. Southern de Oro Philippines College offers various programs including preschool, elementary, junior high school, senior high school, and college courses, as well as a Certificate in Professional Teaching. The college is known for its hybrid learning approach.



Source: https://spccdo.edu.ph/

Figure 2

Map of the Southern de Oro Philippines College

Respondents and Sampling Procedure

The respondents of this study were college students of Southern de Oro Philippines College all enrolled in the same school year. The researchers used the Simple Random Sampling method to get the sample population of the respondents. The method of sampling, according to Nickolas (2020), involves dividing a population up into smaller groups to determine the probability of our study.

Course	Population	Sample size	Percentage
CTE	181	36	19.89%
BSIT	130	26	20.00%
BSCRIM	800	157	19.63%
BSBA	293	57	19.45%
CHTM	233	46	19.74%
Total	**1637**	**322**	**19.66%**

Instrument

To achieve the goal of this study, the researchers adapted and modified questionnaire for Quality Services from the work of Bautista et al. (2021), known as Service Quality and Students Satisfaction among Dentistry students. The questionnaire covered five dimensions as follows: tangibility, reliability, responsiveness, assurance, and empathy. All dimensions have 5 items and were rated using a five-point rating scale. For Student Satisfaction, the researchers modified and adapted statements from the work of (Valle 2022). The tool was accomplished using a five-point rating scale.

Validity and Reliability

The adapted and modified questionnaire underwent content validation by a defense panel and was pilot tested by 30 students who were not included in the final study. The pretest yielded the following Cronbach's alpha values: 0.881 (Service Quality) and 0.873 (Student Satisfaction). Such values indicate that the questionnaires have high internal consistency and, therefore, are reliable.

Scoring Procedure

The following categories are created to facilitate the analysis and interpretation of the data gathered.

Part I

Quality Services

Scale	Score Range	Description	Interpretation
5	4.21 – 5.0	Very Agree	Very High of Efficiency
4	3.41 – 4.20	Agree	High of Efficient
3	2.61 – 3.40	Undecided	Moderate efficient
2	1.81 – 2.60	Low Disagree	Low Inefficient
1	1.0 – 1.80	Strong Disagree	Very Inefficient

Part II

Students' Satisfaction

Scale	**Score Range**	**Description**	**Interpretation**
5	4.21 – 5.0	Strongly Agree	Very Satisfied
4	3.41 – 4.20	Agree	Satisfied
3	2.61 – 3.40	Undecided	Moderately Satisfied
2	1.81 – 2.60	Disagree	Slightly Satisfied
1	1.0 – 1.80	Strongly Disagree	Not Satisfied

Data Gathering Procedure and Ethical Considerations

To obtain the data required for the study, the researchers followed several procedures. Prior to the collection of data, a letter requesting authorization to carry out the study and give the respondents the research instruments were sent to the Dean of the College of Teacher Education, Dean of the College of Criminology, Dean of the College of Business Management and Entrepreneurship, Dean of the College of Hospitality and Management and the Dean of the College of Information and Technology. Afterwards, the researcher providing the consent letter also honors the participant's right to revoke their participation in the study at any time. The study's respondents' identities will not be disclosed.

The questionnaires were distributed during the allowed time of the students and retrieved at once by the researchers. Lastly, the data is collated and statistically processed for analysis and interpretation.

Statistical Treatment

To understand better the data the following tools were being used: problem 1 and 2 used mean and standard deviation to determine the service quality and student satisfaction. Problem 3 used the Pearson Product- Moment Coefficient of Correlation to determine the significant association between the Quality Services and Student Satisfaction.

Chapter 4

Presentation, Analysis, and Interpretation of Data

This chapter provides an in-depth discussion of the data that has been collected, analyzed, and interpreted. It focuses on the quality of services provided by the school and the satisfaction level of the students. The discussion follows the same order as presented in the statement of the problem.

Problem 1. To what extent does the school give quality services to the students in terms of the following dimensions:

1.1 tangibility;

1.2 reliability;

1.3 responsiveness;

1.4 empathy; and

1.5 assurance?

Table 1

Tangibility

Indicators	Mean	SD	Description	Interpretation
1. The school has a modern appearance of building and grounds such as Laboratory 2. equipment, PC's LCD's, etc.	3.53	1.04	Agree	Highly Efficient
3. Building and premises of the school are modern and visually likeable.	3.42	1.02	Agree	Highly Efficient
4. Classrooms and other facilities the student use such as restrooms are all maintained and clean.	2.90	1.26	Undecided	Moderately Efficient
5. Materials and forms associated with the student's service such as (booklets, records, or certificates) are visually 6. appealing	3.53	1.04	Agree	Highly Efficient
7. Sign and directions are available and easy to read.	3.75	0.92	Agree	Highly Efficient
Overall	**3.42**	**1.02**	**Agree**	**Highly Efficient**

***Note**:* 4.21-5.0 Very Highly Efficient; 3.41-4.20 Highly Efficient; 2.61-3.40 Moderately Efficient; 2.81- 2.60 Less Efficient; 1.0-1.80 Least Efficient

Table 1 presents the quality service of the school in terms of tangibility. It has an overall Mean of 3.42 with SD=1.02, described as Agree and interpreted as Highly Efficient. This suggests that the school is capable of delivering quality services in areas such as the appearance of physical facilities, equipment, personnel, and communication materials, as reflected in the students' assessment. Tangibles are the first factor that students notice and use to evaluate service quality. This finding aligns with the study of Abdullah et al. (2017), which states that most organizations combine tangibles with other components to establish service quality. Service providers often utilize tangibles to uphold their reputation, maintain consistency, and demonstrate excellence to clients.

Indicator No. 5, has the highest Mean of 3.75 with SD=0.92, described as Agree and interpreted as Highly Efficient. This suggests that signs and directions are likely readable and visually appealing to students, as reflected in their high ratings. The more tangible and perceptible these features are, the more likely students are to feel fulfilled and satisfied with the service. This aligns with the study of Mashene et al. (2019), which emphasizes that the presence and clarity of tangible elements contribute to overall service satisfaction.

On the other hand, indicator No. 3, has the lowest Mean of 2.90 with SD=1.26, described as Undecided and interpreted as Moderately Efficient. This suggests that the school’s facilities, particularly restrooms, may not be well-maintained and clean, as reflected in the students' assessment. Maintaining cleanliness in school premises is crucial for service quality, as it is easily perceived by students and other stakeholders. This finding is supported by the study of Valle (2022), which emphasizes that schools should take measures to enhance the

cleanliness of their environment, as it is directly observed and evaluated by stakeholders.

Table 2

Reliability

Indicators	Mean	SD	Description	Interpretation
1. Faculty informs the students in advance about the course plan, expected students' outcomes, dates of exams, grading system, etc.	3.94	0.91	Agree	Highly Efficient
2. Students are timely informed about the school activities such as exams, orientations, presentations, seminars, extra-curricular activities, etc.	4.00	0.88	Agree	Highly Efficient
3. Classes are held in accordance with the schedule of lectures and without delay.	3.74	0.92	Agree	Highly Efficient
4. Faculty applies consistent grading criteria.	3.80	0.88	Agree	Highly Efficient
5. The school has precise and free of errors records of students' attendance, exam results, etc.	3.70	0.95	Agree	Highly Efficient
Overall	**3.83**	**0.91**	**Agree**	**Highly Efficient**

Note: 4.21-5.0 Very Highly Efficient; 3.41-4.20 Highly Efficient; 2.61-3.40 Moderately Efficient; 2.81 2.60 Less Efficient; 1.0-1.80 Least efficient

Table 2 presents the quality service of the school in terms of Reliability. It has an overall Mean of 3.83, with SD=0.91, described as Agree and interpreted as Highly Efficient. This suggests that students perceive the school as reliable, particularly in academic aspects such as student records, exams, class schedules, and school activities, as reflected in their high ratings. Reliability plays a crucial role in determining the value of a service provider's actions and their ability to fulfill commitments. This finding aligns with the study of Hameed and Anwar (2019), which states that the reliability of a service provider is measured by how consistently and accurately they deliver services. Addressing customer needs promptly is essential in maintaining service quality.

Indicator No. 2, has the highest Mean of 4.00 with SD=0.88, described as Agree and interpreted as Highly Efficient. This suggests that students are likely well-informed about the school's activities, including exams and orientations, as reflected in their high ratings. Effective communication of school activities fosters student engagement and participation, contributing to a more structured academic experience. This finding is supported by Buckley et al. (2018), who stated that students who establish strong connections with their educational institution are more likely to experience increased motivation and improved academic performance.

On the other hand, indicator No. 5, has the lowest Mean of 3.70 with SD=0.95, described as Agree and interpreted as Highly Efficient. This suggests that while students generally find the school's record-keeping reliable, there may have been instances of errors in attendance records or exam results. Accuracy in student records is crucial, as precision and error-free data management contribute to the institution's reliability. This aligns with Weingarten (2018), who emphasized that student satisfaction is a key factor in higher education today. Schools should prioritize maintaining precise and error-free student records, as this is one of the most fundamental aspects of effective educational management. Institutions that invest in better record-keeping systems such as automated attendance, digital gradebooks, and transparent audit trails show students that their academic journey is treated with seriousness and respect.

Table 3

Responsiveness

Indicators	Mean	SD	Description	Interpretation
1. Employees in the school are willing to help students.	3.77	0.96	Agree	Highly Efficient
2. Working hours of Office for student affairs and other services providers are adequate and in accordance with students' needs.	3.74	0.93	Agree	Highly Efficient
3. Inquiries, request and claims of students are handled and resolved timely and promptly.	3.44	1.11	Agree	Highly Efficient
4. Employees in the school are never too busy to respond to your request.	3.36	0.99	Undecided	Moderately Efficient
5. Conduct of staff fills students with confidence.	3.44	1.11	Agree	Highly Efficient
Overall	**3.55**	**0.99**	**Agree**	**Highly Efficient**

***Note**:* 4.21-5.0 Very Highly Efficient; 3.41-4.20 Highly Efficient; 2.61-3.40 Moderately Efficient; 2.81-2.60 Less efficient; 1.0-1.80 Least efficient

Table 3 presents the quality service of the school in terms of the Responsiveness. It has an overall Mean of 3.55, with SD=0.99, described as Agree and interpreted as Highly Efficient. This suggests that the school is perceived to provide excellent service in terms of responsiveness. It implies that staff members are likely attentive and proactive in addressing students' concerns. Responsiveness reflects an institution's flexibility and ability to adjust services to meet students' needs. This finding is supported by Anwar et al. (2017), who emphasized that the responsiveness dimension focuses on being alert and proactive when handling inquiries, grievances, and other concerns.

Indicator No. 1, has the highest Mean of 3.77 with SD=0.96, described as Agree and interpreted as Highly Efficient. This suggests that school staff members are likely willing to assist students with their concerns, contributing to a supportive and responsive learning environment. School support staff play a crucial role in ensuring that students feel safe, encouraged, and valued, which can positively impact their academic performance and overall well-being. This finding aligns with

the study of Cook et al. (2018), which highlights the importance of school support staff in a student's environment. They emphasized that students frequently interact with support staff throughout the school day, making their role essential in fostering positive and trusting relationships.

On the other hand, indicator No. 4, has the lowest Mean of 3.36 with SD=0.99, described as Undecided and interpreted as Moderately Efficient. This suggests that some students may feel that employees are sometimes unable to respond to their requests in a timely manner. The lower rating indicates uncertainty among students regarding the responsiveness of school staff. Ensuring that employees are available and attentive to student needs is essential for improving service quality. This finding is supported by Saleem et al. (2017), who highlighted the challenge of maintaining high-quality service in higher education institutions, emphasizing the need for continuous improvement in responsiveness and student support.

Table 4

Empathy

Indicators	Mean	SD	Description	Interpretation
1. Academic advisors understand students' specific needs.	3.81	0.86	Agree	Highly Efficient
2. Academic staff conducts themselves in students' best interest.	3.69	0.89	Agree	Highly Efficient
3. The school has operating hours convenient to all its students.	3.76	0.86	Agree	Highly Efficient
4. Academic staff pays special attention and provides help to students in resolving their specific problem.	3.64	0.94	Agree	Highly Efficient
5. The school is fair and unbiased in the treatment of individual student.	3.58	1.03	Agree	Highly Efficient
Overall	**3.69**	**0.92**	**Agree**	**Highly Efficient**

Note: 4.21-5.0 Very Highly Efficient; 3.41-4.20 Highly Efficient; 2.61-3.40 Moderately Efficient; 2.81-2.60 Disagree; 1.0-1.80 Strongly Disagree

Table 4 presents the quality service of the school in terms of the Empathy. It has an overall Mean of 3.69 with SD= 0.92, described as Agree and interpreted as Highly Efficient. This suggests that the school likely demonstrates empathy toward students, making them feel respected and valued. A supportive and understanding environment can contribute to students' overall satisfaction and well-being. This finding aligns with the study of Al-Sheeb et al. (2018), which highlights that students' social involvement is primarily influenced by a sense of acceptance, respect, connectedness, and support.

Indicator No. 1, has the highest Mean of 3.81 with SD= 0.89, described as Agree and interpreted as Highly Efficient. This suggests that the school may have competent academic advisors who effectively understand and address students' needs. Advisors who demonstrate awareness of students' concerns and academic challenges contribute to a more supportive and effective learning environment. This finding aligns with the study of Kianinezhad (2023), which states that when teachers possess the ability to understand students' perspectives and demonstrate awareness of educational dynamics, it enhances effective learning.

On the other hand, indicator No. 5, has the lowest Mean of 3.58 with SD=1.03, described as Agree and interpreted as Highly Efficient. This suggests that while students generally perceive the school as fair, there may be instances where some feel that individual treatment is not entirely unbiased. Ensuring fairness and equal treatment can help foster a more inclusive and supportive learning environment. This finding is supported by the study of Deer (2020), which emphasizes that providing equal treatment to all students can help teachers and school staff create improved social outcomes for both students and society.

Table 5

Assurance

Indicators	Mean	SD	Description	Interpretation
1. The staff is polite, kind, and professional in communication with students.	3.55	1.06	Agree	Highly Efficient
2. Students feel safe in their transaction with the school.	3.76	0.95	Agree	Highly Efficient
3. Academic staff provides professional answers to students' question.	3.70	0.96	Agree	Highly Efficient
4. Academic staff has the necessary knowledge and skills, and adequate communication skills.	3.83	0.92	Agree	Highly Efficient
5. Quality of education process is at high level.	3.71	0.95	Agree	Highly Efficient
Overall	**3.71**	**0.97**	Agree	Highly Efficient

***Note**:* 4.21-5.0 Very Highly Efficient; 3.41-4.20 Highly Efficient; 2.61-3.40 Moderately Efficient; 2.81-2.60 Disagree; 1.0-1.80 Strongly Disagree.

Table 5 presents the quality service of the school in terms of the Assurance. It has an overall Mean is 3.71, with SD=0.97, described as Agree and interpreted as Highly Efficient. This suggests that students perceive the school as capable of meeting their educational needs effectively. Institutions that prioritize student concerns and feedback are more likely to enhance their service quality and maintain high academic standards. This finding aligns with the study of Enyiazu (2022), which suggests that academic institutions that value and prioritize students' feedback on their educational needs tend to appear more efficient.

Indicator No. 4, has the highest Mean of 3.83 with SD=0.92, described as Agree and interpreted as Highly Efficient. This suggests that students perceive the academic staff as knowledgeable and effective in communication, contributing to a positive learning experience. Having well-equipped and approachable instructors enhances students' academic success and overall satisfaction. This finding aligns with the study of Kara et al. (2016), which states that student satisfaction is linked

to institutions having knowledgeable and specialized instructors who are accessible for consultation and willing to provide prompt feedback.

On the other hand, Indicator No. 1, has the lowest Mean of 3.55 SD=1.06, described as Agree and interpreted as Highly Efficient. This suggests that while students generally find the staff professional, there may be instances where politeness in communication could be improved. Maintaining a respectful and professional communication style is essential in fostering a supportive academic environment. This finding is supported by Ahenkan (2021), who defines assurance as encompassing self-assessment, external evaluation, and the monitoring of academic staff, facilities, and student assessment—factors that contribute to maintaining service quality, including professional communication.

Table 6

Overall Quality Dimensions

Indicators	Mean	SD	Description	Interpretation
Tangibility	3.42	1.02	Agree	Highly Efficient
Reliability	3.83	0.91	Agree	Highly Efficient
Responsiveness	3.55	0.99	Agree	Highly Efficient
Empathy	3.69	0.92	Agree	Highly Efficient
Assurance	3.71	0.97	Agree	Highly Efficient
Overall	**3.64**	**0.96**	**Agree**	**Highly Efficient**

Note: 4.21-5.0 Very Highly Efficient; 3.41-4.20 Highly Efficient; 2.61-3.40 Moderately Efficient; 2.81-2.60 Disagree; 1.0-1.80 Strongly Disagree

Table 6 presents the overall quality service of the school in five indicators: tangibility, reliability, responsiveness, empathy, and assurance. It has an overall Mean of 3.64 with SD=0.96, described as Agree and interpreted as Highly Efficient. This suggests that students generally perceive the school's service quality as efficient across all dimensions. While higher education institutions must meet the expectations of various stakeholders, prioritizing students' needs especially in

service delivery is essential for maintaining high standards and satisfaction. This finding is supported by Petrusch et al. (2019), who emphasized that higher education institutions must prioritize students' needs to ensure their expectations are met, particularly in terms of service quality and delivery.

Reliability has the highest Mean of 3.83 with SD=0.96, described as Agree and interpreted as Highly Efficient. suggests that students place significant value on the institution's ability to provide services in a timely and dependable manner. Consistently meeting promises and delivering services efficiently strengthens students' perceptions of the school's trustworthiness and competence, which directly impacts overall satisfaction. This aligns with the research by Teoh and Satiman (2016), who emphasized that reliability is a key determinant of service quality in higher education institutions (Teoh & Satiman, 2016).

On the other hand, tangibility has the lowest Mean of 3.42 with SD=1.02, described as Agree and interpreted as Highly Efficient. Tangibility refers to the physical infrastructure provided by educational institutions. While the school's service quality is perceived as efficient, improvements in physical facilities, such as campus infrastructure, can significantly enhance student satisfaction. Service quality is a crucial factor in educational institutions, and enhancing tangible aspects can contribute to a better learning environment. This finding aligns with the study of Islam and Himel (2018), who emphasized that service quality is fundamental to achieving excellence in educational institutions.

Problem 2. What is the level of satisfaction among the students of Southern de Oro Philippines College?

Table 7

Satisfaction of Student

Indicators	Mean	SD	Description	Interpretation
1. I am satisfied with my decision to choose this school.	3.74	0.98	Agree	Satisfied
2. If I have a choice to do it all over again, I still choose this school.	3.50	1.13	Agree	Satisfied
3. My decision to choose this school is a wise choice.	3.45	1.05	Agree	Satisfied
4. I did the right decision when I decided to choose this school.	3.59	0.99	Agree	Satisfied
5. I am happy to choose this school.	3.72	0.91	Agree	Satisfied
Overall	**3.66**	**1.01**	Agree	Satisfied

Note: 4.21-5.0 Very Highly Efficient; 3.41-4.20 Highly Efficient; 2.61-3.40 Moderately Efficient; 2.81-2.60 Disagree; 1.0-1.80 Strongly Disagree

Table 7 presents the level of satisfaction among students. It has an overall Mean 3.66, with SD=1.01, described as Agree and interpreted as Satisfied. This suggests that students are generally satisfied with the services provided by the school. A positive service experience may contribute to student retention and loyalty to the institution. Ensuring continued improvements in service quality can further enhance student satisfaction. This finding aligns with the study of Parlambang and Fauziah (2020), which states that one of the key reasons students remain loyal to their institution is the quality of services they receive.

Indicator No. 1, has the highest Mean of 3.74 with SD=0.98, described as Agree and interpreted as satisfied. This suggests that students feel confident and happy with their choice of institution. A positive educational experience contributes to student satisfaction, which can lead to long-term loyalty and academic success. This finding aligns with the study of Patiro (2018), which states that happy and satisfied students help build a strong foundation for producing competitive graduates.

On the other hand, indicator No. 3, has the lowest Mean of 3.45 SD=1.05, described as Agree and interpreted as Satisfied. This suggests that while students generally view their decision to attend the school positively, there may be concerns regarding the consistency of service delivery. Ensuring prompt and reliable services can strengthen students' confidence in their choice of institution. This finding is supported by the study of Paul and Pradhan (2019), which highlights that higher education institutions that provide exceptional learning experiences and high-quality services distinguish themselves from competitors by fostering greater student satisfaction.

Problem 3. Is there a significant association between the quality of services and student satisfaction?

Table 8

Correlation Analysis

Independent	r-value	p-value	Decision on Ho	Interpretation
Tangibility	0.540**	0.000	Reject	Significant
Reliability	0.461**	0.000	Reject	Significant
Responsiveness	0.433	0.000	Reject	Significant
Empathy	0.489**	0.000	Reject	Significant
Assurance	0.546**	0.000	Reject	Significant

**. Correlation

Table 8 displays the test of relationship between the service quality and level of satisfaction among the students. Pearson Product Moment of correlation was used to determine any significant association between the students' satisfaction and the quality services provided by the institution. The data in the table reveals that the five dimensions of service quality namely; tangibility, reliability, responsiveness, empathy, and assurance had a significant relationship on the level of satisfaction as among the students. The table further shows that among the five dimensions of

service quality, assurance has the highest positive relationship on the students' satisfaction as evident on the R-value of 0.546 described as having a high relationship this is closely followed by tangibility with an R-value of 0.540 depicted as high relationship. Empathy as service quality dimensions has still a high positive relationship with satisfaction as indicated in the R-value of 0.489. On the other hand, responsiveness has the lowest positive relationship among the five dimensions of service quality denoted by its R-value of 0.433. This is followed by reliability with an R-value of 0.461. All the p-values.000 between quality services dimensions and students' satisfaction are less than .01 level of significance, thus leading to the rejection of the null hypothesis.

The data suggested that the five dimensions of tangibility, reliability, responsiveness, empathy and assurance have significant relationship on the students' satisfaction. The relationship between tangibility and assurance was found to be the strongest among all the other dimensions, as these two aspects are easily understandable for students. The physical attributes of the school and the knowledge and courtesy of the staff can be directly observed by the students. However, some factors such as the accuracy of promised services, willingness of staff to assist students, and their ability to convey trust and confidence to students are relatively low but still hold significance. According to Tsai et al. (2017), higher education institutions raise the level of satisfaction by improving academics such as quality of teaching, variety of courses offered, interaction with faculty out of class, and knowledge assessment. Furthermore, Afthanormal et al. (2019) points out that if the perceived service quality gives organization an expected service, where customers recommend the services due to the satisfaction experienced.

Student satisfaction has been largely observed in the literature as a significant strategy and competitive factor for higher education providers. This has compelled institutions to implement quality measures to attract and retain both potential and current students (Ayanbode et al., 2022). The result in this study using the SERVQUAL Theory of Parasuraman with five dimensions: tangibility, reliability, responsiveness, assurance, and empathy has established a significant relation on students' satisfaction at the school of Southern Philippines College.

Summary, Findings, Conclusion, and Recommendation

This Chapter summarizes the problem of the study and methods and presents the salient findings, conclusion, and recommendations.

Summary

This study employed a descriptive-correlational research design to examine the relationship between service quality and student satisfaction. Quantitative methods, including surveys and data gathering, were utilized to explore the interaction between the independent and dependent variables. A modified questionnaire was used, focusing on five key dimensions of service quality: tangibility, reliability, responsiveness, assurance, and empathy. Each dimension consisted of five items rated on a five-point scale. For data analysis: Mean and standard deviation were used to address Problems 1 and 2, assessing levels of service quality and student satisfaction. Pearson Product-Moment Correlation Coefficient was used for Problem 3 to determine the significant relationship between service quality and student satisfaction.

Findings

Based on the gathered data, the following are the findings:

1. The school demonstrated highly efficient services across all dimensions: tangibility, reliability, responsiveness, assurance, and empathy.

2. The college students at Southern de Oro Philippines College are satisfied with their decision to enroll in the institution.

3. There was a positive significant relationship between the quality services of the school and students' satisfaction.

Conclusion

1. The school meets the expectations of the students particularly in terms of service delivery as a result of highly efficient findings across all dimensions.

2. Southern de Oro Philippines College offers quality services that cater the needs of the students that made them satisfied in the institution.

3. The quality services of the school is an important factor in enhancing the satisfaction among students.

Recommendations

1. The school may sustain the services they offered to the students.

2. The school may sustain meeting the needs of the students.

3. The school may consistently look after the quality services and satisfaction of the students as these two predictors are significantly associated with each other.

4. Further studies may explore Quality Services and Students' Satisfaction of the School as variables or topic in their research and consider the replication of the study to probably increase the generalizability of the findings.

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