

Students' Satisfaction on the Quality of Service of Andres Bonifacio College

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ABSTRACT

The aimed of this investigation was to assess the student's satisfaction and quality of service of Andres Bonifacio College. To find out a significant difference in the level of students' satisfaction when respondents were grouped in terms of age, sex, course and year level and the significant relationship between the service quality and students' satisfaction. Employing frequency count and percentage, weighted mean, Analysis of Variance, and t-test, data were obtained from 208 randomly selected respondents coming from the School of Education, School of Engineering, School of Business and Management Education, School of Nursing, School of Criminology, and College of Arts and Sciences. On the other hand, the study revealed that the majority of the respondents are females aged 20 and up. Consequently, the findings revealed that the respondents "Agree" and "satisfied" with the service quality of Andres Bonifacio College. Further, the study discovered that there is a significant difference in student satisfaction when respondents were grouped according to profile. Furthermore, there is no significant relationship between service quality and student satisfaction in Andres Bonifacio College.

KEYWORDS: Service Quality, Students Satisfaction, Andres Bonifacio College, Dipolog City, Philippines

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1. THE PROBLEM AND ITS SCOPE

Introduction

Higher education has become more customer-oriented as the world has changed and globalization has occurred (Khosravi, Poushaneh, Roozegar, & Sohrabifard, 2013). As has been observed, students' dissatisfaction with quality services leads to poor academic performance (Dhaqane, 2016). Indeed, research in Malaysia revealed that schools are losing their good students. As a result, Unsuitable facilities have been shown to harm and reduce student motivation and satisfaction (Hassanbeigi & Askari, 2010). Furthermore, the lack of skills of the lecturers to handle the task and failure to meet the required curriculum standard set up were factors that contributed to the problems of students satisfaction (Lomerio & Conrado, 2012). Moreover, the dissatisfaction of students in their educational stagnation are very dangerous which the satisfaction of them shows the success or failure of the operation (Abasimi & Xiaosong, 2016; Austin & Pervaiz, 2017).

This study on student satisfaction is significant because this would help to assess the current conditions of service quality in the private schools specifically in Andres Bonifacio College. Students satisfaction and the importance placed by them on quality of services such as teaching, administrative services, support services, hostel facilities, library and lab

facilities and internationalization. Students' perceived service quality is a key antecedent to students' satisfaction and loyalty, which conveys that service quality is an important construct (Annamdevula & Bellamkonda, 2016). Furthermore, the importance of service quality on student overall satisfaction is identified, as are the facilities and other aspects that have the greatest influence on overall satisfaction and academic performance (Hanssen & Solvoll, 2015). Moreover, delivering quality service has become an important goal for most higher education institutions. Practitioners often assume that quality service is the same as student satisfaction (Athiyaman, 1997).

There are various studies on student satisfaction that related with different factors. However, Abu Hasa, Ilias, Rahman, and Abd Razak (2018) discovered that overall service quality has a significant relationship with student's satisfaction. Service Quality is commonly noted as a critical prerequisite for establishing and sustaining satisfying relationships with valued students. Furthermore, Ham and Hayduk (2003) confirmed that, even in higher education settings, there is a positive relationship between perception of service quality and student satisfaction, and analyzing the relationship based on each dimension of service quality has the strongest

relationship, followed by responsiveness and empathy, assurance, and tangibility.

With the enormous challenges that this issue brings, various studies had been directed worldwide to identify factors, draw conclusions, and delivered recommendations. The literature has a gap with regard to the hierarchy on student's satisfaction and service quality on students of Andres Bonifacio Collge, Dipolog City. For now, no research has been conducted covering all mentioned variables in region IX particularly in Zamboanga del Norte colleges and universities. Moreover, the study looked into relationship of student's satisfaction and service quality. In so doing, research-based decisions about student's satisfaction and service quality may be derived, developed and promoted.

Correlation between Measures

The first proposal of the investigation focuses on the correlation students satisfaction and quality of service. Student satisfaction is significantly correlated to service quality and has a positive influence on most aspects of student satisfaction (Armstrong, 2003). In addition, Elliot and Shin (2002) indicated the highly significant variables in the model that appear to directly correlate overall customer satisfaction with university quality service are the excellence of major instruction, investment, advisor availability, approachable advisor, safe and secure campus, clear and reasonable major requirements, adequate computer laboratories, fair and unbiased faculty, and access.

In addition, student satisfaction is a critical aspect of service organizations, and it is closely linked to service quality. The intensity of today's business environment's rivalries plays a big role in this development (Lee & Hwan, 2005). On the other hand, Hanaysha, Abdullah, and Warokka (2011) indicated that all the five dimensions of service quality were correlated with student satisfaction.

Theoretical Framework

The study is anchored on the investment theory of students' satisfaction of Hatcher, Prus, Kryter, and Fitzgerald (1992) developed by Weerasinghe & Fernando (2017) stated that the behavior of students' satisfaction with academic performance from the perspective of investment. According to the theory, students regard their time, energy, and effort as investments in which they seek a return. As a result, students will be satisfied if they are rewarded in proportion to the investment they made. Service quality measures student satisfaction from an organizational standpoint, but student satisfaction is also influenced by factors such as dedication, perception, results, and attitudes (Carter, Kakimoto, & Miura, 2014). In addition, Noel-Levitz (1994)

filled the void by creating the "Noel-Levitz Student Satisfaction Index" for higher education, which includes faculty services, academic experience, student support facilities, campus life, and social integration.

Furthermore, Keaveney and Oung's, (1997) introduced a model of satisfaction for higher education. It assesses the impact of college experience on student satisfaction in terms of faculty services, advising staff, and class type, with experience serving as a moderating variable. However, the model is overly focused on a few variables and fails to account for university facilities, lectures, non-academic staff, and services when assessing satisfaction. On the other hand, Dollard, Cotton, and Jonge (2002) stated that a moderating variable was added to the "Happy - Productive Theory." Students' satisfaction is moderated by their distress, according to the model. As a result, student satisfaction rises when distress is low and falls when distress is high. The models were overly focused on a single aspect of satisfaction.

Conceptual Framework

The concepts of service quality and satisfaction are inextricably linked. In general, it is the overall evaluation of service by a student or any other stakeholder in determining whether or not the service meets/exceeds expectations (Eshghi, Roy, & Ganguli, 2008). On the other hand, the student may wonder if the service is fit for purpose. Furthermore, facilitating the retention of current perceptions of high service quality aids in the attraction of new ones through positive recommendations to other prospective students, employers, guardians, sponsors, and regulators (Ladhari, 2009; Negi, 2009). As a result, it's no surprise that student feedback on the quality of service experience is a growing area of activity in the global institution (Cardona & Bravo, 2012; Zineldin, Akdag, & Vasicheva, 2011).

The study used two variables, and the schema is shown in Figure 1 to conceptualize this study. The first independent variable is service quality, which is measured using indicators such as tangibility, assurance, dependability, responsiveness, and empathy. The second variable is the dependent variable, which is student satisfaction with indicators classified as conditions along instruction, conditions along facility, problems encountered, and problems along facility. The first block on the left contains the independent variable, service quality, along with its indicators, and the second block on the right contains the dependent variable, student satisfaction, along with its indicators. An arrow pointing from the independent variable to the dependent variable represents the impact of service quality on student satisfaction at Andres Bonifacio College.

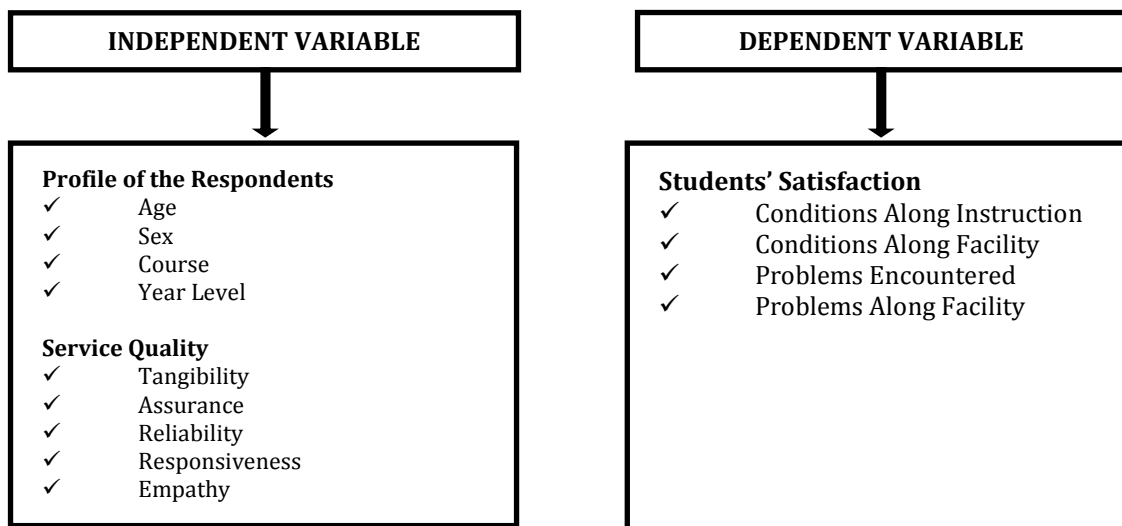


Figure 1. Schema of the Study

Research Objective

The aimed of this investigation was to assess the student’s satisfaction and quality of service of Andres Bonifacio College. Specifically, this study dealt with the following goals in mind:

1. To examine the demographic profile of the respondents in terms of:
 - 1.1. Age;
 - 1.2. Sex;
 - 1.3. Course; and
 - 1.4. Year Level.
2. To assess the level of service quality of Andres Bonifacio College in terms of:
 - 2.1. Tangibility;
 - 2.2. Assurance;
 - 2.3. Reliability;
 - 2.4. Responsiveness; and
 - 2.5. Empathy.
3. To ascertain level of students’ satisfaction of Andres Bonifacio College in terms of:
 - 3.1. Conditions along Instruction;
 - 3.2. Conditions along Facility;
 - 3.3. Problems Encountered along Teachers; and
 - 3.4. Problems along Facility.
4. Is there a significant difference in the level of satisfaction when the respondents are grouped in terms of profile?
5. Is there a significant relationship between the service quality and the student satisfaction of Andres Bonifacio College?

Hypotheses

This study was premised on the following hypotheses:
 Ho1: There is no significant difference in the level of students’ satisfaction when respondents are grouped in terms of profile.

Ho2: There is no significant relationship between the service quality and the student satisfaction of Andres Bonifacio College.

Significance of the Study

This study is significant to the following:
Students: This research would be beneficial to all students from various levels in order to gain greater knowledge on

the quality of service process and the essential necessities that the college is intended continue providing.

School Administrators: The results of the study would be used to build up and revise school's rules, as well as to formulate professional development activities that will promote higher levels of student satisfaction among the quality of service strength of the chosen private school.

Board of Trustees: They may take appropriate measures in service quality toward student satisfaction and offering encouragement support based on the study's findings.

Teachers: The findings may also aid in identifying specific characteristics that may influence student satisfaction.

Researchers: This study is beneficial in general since it will motivate members of the community to perform constant self-evaluations in order to strengthen service quality.

Private School: The research findings may also be of great assistance in designing new programs for students by showcasing the significant impact of motivational techniques on service quality, which improved the performance of educational institutions.

Future Researchers: The research findings could be used as a baseline to reproduce the results in another private school environment.

Scope and Delimitation of the Study

This research was restricted to assessing the service quality of Andres Bonifacio College in Dipolog City, with Andres Bonifacio College students serving as respondents during the 2019-2020 school year. This also confined its context to five independent variables of service quality: tangibility, assurance, reliability, responsiveness, and empathy. Similarly, the study sought to ascertain its relationship to student satisfaction. In this study, student satisfaction indicators were confined to situations along instruction, conditions along facility, problems encountered, and problems along facility as dependent variables. Other indicators of service quality and student satisfaction may exist, but this study focused on the ones listed above.

Definition of Terms

Key important terms in this study were operationally and conceptually defined for easy understanding:

Service Quality: This refers to the faculty/leaders who collaborate within the institution. They are the school's human resource.

Student Satisfaction: This refers to the feeling of pleasure resulting from comparing perceived performance in relation to the expectation.

Tangibility: This refers to physical facilities, equipment, and appearance of personnel.

Reliability: This refers to ability to perform the service dependably and accurately.

Responsiveness: This refers to willingness to help customers and ability to inspire trust and confidence.

Assurance: This refers to knowledge and courtesy of employees and their ability to inspire trust and confidence.

2. REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents relevant literature and studies that can be used to develop the overall concept of the study at hand. This section presented various perspectives from related studies on the independent variable service quality, which includes tangibility, assurance, reliability, responsiveness, and empathy (Abu Hasan et al., 2009). The dependent variable student's satisfaction has four indicators: conditions along instruction, conditions along facility, problems encountered, and problems along facility (Lomerio and Conrado, 2012).

Service Quality

In the field of education and higher learning, service quality is not only necessary and important, but it is also a key indicator of educational excellence. Positive perceptions of service quality have been found to have a significant impact on student satisfaction, and thus satisfied students will attract more students through word-of-mouth marketing (Alves & Raposo, 2010). On the other hand, this concept has been widely used to evaluate and measure service quality not only in commercial sectors but also in education sectors (higher education institutions) (Afridi, Khattak, & Khan, 2016). On the other hand, Service quality is a famous and frequently used service quality model that has been used to assess student satisfaction all over the world (Weerasinghe & Fernando, 2017).

Besides that, Malik, Danish, and Usman (2010) investigated the impact of service quality on student satisfaction in higher education and discovered that cooperation, kindness of administrative staff, and responsiveness of the educational system all play a significant role in determining student satisfaction. In addition, Pathmini, Wijewardhena, Gamage, and Gamini (2014) In regional state universities, reliability, curriculum, and empathy were identified as major determinants of student satisfaction. The substances include that regional university administrators should pay more attention to these three factors in addition to tangibility, competence, and delivery.

In addition, the effect of service quality on student satisfaction levels at Healey College of Commerce in Pakistan Except for tangibility, the findings show that other aspects of service quality have a significant effect on student satisfaction. This means that students evaluate institutes based on the quality of their education rather than the structure and appearance of the building. The study also discovered that when students are satisfied with their

education, they are more likely to put forth extra effort (Khan, Ahmed, & Nawaz, 2011).

Additionally, Chen (2016) stated that the number of students enrolled in a university or college each year is determined by service quality. This emphasizes the importance of assessing and evaluating the institutions' service quality. On the other hand, Chandra, Ng, Chandra, and Priyono (2018) stated that universities and colleges should pay close attention to the service quality they provide, because the better the service quality, the higher the student satisfaction. However, Chandra, Ng, Chandra, and Priyono (2018) stated that there was no effect of service quality on student loyalty in this study. As a result, improvements in higher education service quality will have little impact on student loyalty.

Moreover, although good service quality does not guarantee student loyalty, it can increase student satisfaction, which in turn leads to loyalty. It was ineffective to increase student loyalty by measuring service quality without also measuring student satisfaction. (Chandra, Ng, Chandra, & Priyono., 2018). In their study, Dib & Mokhles (2013) discovered the influence of student satisfaction on student loyalty. However, there was no evidence that service quality had an impact on student loyalty. As a result, students who are satisfied as a result of good service quality have greater loyalty, as evidenced by the fact that students in the age group of 21-24 years who received poor service quality had lower satisfaction and loyalty (Chandra, Ng, Chandra, & Priyono., 2018).

Moreover, based on the result students in public universities/colleges, on the other hand, did not lower their satisfaction and had higher loyalty than students in private universities/colleges, despite the lower service quality they received (Chandra, Ng, Chandra, & Priyono., 2018). In addition, a good service quality increases the student satisfaction and leads to student loyalty because the level of service quality determines the number of students enrolled in universities/colleges (Chen, 2016). Students prefer universities and colleges that provide good service quality and high satisfaction (Tahir, Bakar, & Ismail, 2010).

Further, improvements in service quality are required for private institutions. Campus facilities are crucial, particularly classroom facilities, cleanliness and comfort, and student administration data improvement (Tahir, Bakar, & Ismail, 2010). On the other hand, good service quality results in the increase of customer satisfaction and leads to long term benefits in market share and profitability (Anderson, Fornell, & Lehmann, 1994). However, higher education, such as universities and colleges, must provide the best service quality to students as part of their industries (Chandra, Ng, Chandra, & Priyono., 2018).

In higher education today, there is fierce competition not only for the domestic market, but also for the international market. Student satisfaction must be maximized in order to gain a large market share, and one strategy is to provide high-quality service (Chandra, Ng, Chandra, & Priyono., 2018). In the commercial sector, studies on education service quality are considered novel. As a result, it is elevated to a national priority (Sultan & Yin Wong, 2010). Moreover, competition between local and international universities or colleges becomes more intense. Students prefer higher education institutions that provides better service quality and student satisfaction, which affects

student loyalty directly or indirectly (Tahir, Bakar, & Ismail, 2010).

Furthermore, based on the university types, it appears that private universities/colleges provide better service than public universities. The positive aspects are the teaching quality of the lecturers, the courteous and helpful administrative staff, the well-maintained and accessible database records, the clean and comfortable classrooms, the proper library and laboratory, the presence of a student counseling service, and the safe and comfortable campus environment (Chandra, Ng, Chandra, & Priyono., 2018). In addition, Students' perceptions of learning and teaching, support facilities for teaching and learning such as (libraries, computer and lab facilities), learning environment (lecture rooms, laboratories, social space, and university buildings) were identified as the main factors that could affect the level of students' satisfaction (Hasan, Ilias, Rahman, & Yasoa, 2008).

In the same token, over the last few decades, service quality has been one of the most important research topics (Gallifa & Batale, 2010). On the other hand, Consumers are not only concerned with how a service is being delivered but most importantly with the quality of output they receive. Positive perception on quality of services being delivered occurs when it exceeded customers' expectations. In the context of ensuring sustainability of higher learning, institutions require them to continuously strive towards meeting and exceeding students' expectations (Anderson, Fornell, & Lehmann, 1994). Furthermore,

Ahmed and Nawaz (2010) mentioned that service quality is a key performance measure in educational excellence and is a main strategic variable for institutions to create a strong perception in consumer's mind. As a result, the students can be motivated or inspired from both academic performance as well as the administrative efficiency in their institution

Tangibility

Student satisfaction and tangibility, one of the dimensions of service quality, were found to be positively related in private education institutions (Mansori, Vaz, & Ismail, 2014). They discovered that the physical facilities on a private campus have an impact on student satisfaction. In addition, a study of higher education institutions in Syria found no evidence of the impact of service quality on student satisfaction (Dib & Mokhles, 2013). However, Navarro, Iglesias, and Torres (2005) stated that students evaluate the quality of an organization based on tangibility (teachers), reliability and responsiveness (teaching methods), and the institution's management, and these factors have a direct impact on the level of student satisfaction.

In addition, international students agree the tangible service that a higher education institution provides. Meanwhile, international students are more satisfied with the tangible service provided than Malaysian students, according to the mean of tangibility (Hanaysha, Abdullah, & Warokka, 2011). However, Tangibility is a major contributor to student satisfaction, and the service encounter is the determining factor (Hasan, Ilias, Rahman, & Yasoa, 2008).

Additionally, Arokiasamy (2012) expresses in today's world, to create and retain a decent level of competitiveness, organizations, and firms require to emphasize on quality is one of the most significant success factors in the industry. On the other hand, tangibility dimension is associated with

accessibility of physical facilities which protect academic activities as well as non-academic activities. As key dimensions, the scale focuses on academic quality, administrative service quality, library service quality, quality of providing career opportunities, and supporting services (Icli & Anil, 2014).

Assurance

Students' satisfaction has increased as a result of the assurance of service provided by higher education institutions. Malaysian students are happier than international students. It demonstrates that the relationship between international students' satisfaction and assurance is strong and positive. International students, on the other hand, are more satisfied or have a stronger relationship between assurance and satisfaction. (Hanaysha, Abdullah, & Warokka, 2011). Moreover, students satisfaction can address the dependability of services, or the assurance that services are delivered in a consistent and dependable manner, as well as the responsiveness of services, or providers' willingness to meet student's needs (Lomerio & Conrado, 2012).

Consequently, professor by knowing more about student experiences can assist them to adapt their manners and approaches toward the needs of students. In like manner, the institution can gain satisfaction through delivery of excellent service values and this is an integral part in securing a sustainable competitive advantage in the education system (Huang, Binney, & Hede, 2010).

Reliability

Shows that there is a strong and positive relationship between international students' satisfaction and reliability. Students, on the other hand, are more satisfied or have a stronger link between reliability and satisfaction. Further, indicates, a moderate and positive relationship between assurance and student satisfaction exists among students (Hanaysha, Abdullah, & Warokka, 2011).

In addition, in educational institution the reliability of curriculum has considered as academic program given to students. Also, the curriculum dimension in various articles is known as subject content, program issues, academic concerns, and course content. So when the institution provides numerous course offerings for their students and provide more options and choices for them, it can make the students more satisfied with curriculum

(Tessema & Ready, 2012). Moreover, being driven to engage in commercial rivalry, they have to be cautious with not only about the quality of education they provide to their graduates with enough social principles in terms of abilities and talents, but also with how students feel about their learning experience in the institution (Munteanu, Ceobanu, & Bobâlca, 2010).

Responsiveness

Students are satisfied with the responsiveness of higher education institutions' service, and it demonstrates a strong and positive relationship between international student's satisfaction and responsiveness. However, international students are more satisfied or having stronger relationship between responsiveness and satisfaction (Hanaysha, Abdullah, & Warokka, 2011). The responsiveness implication is to achieve satisfaction in the education system and must focus on every aspect of students experience at the institution (Asaduzzaman, Hossain, & Rahman, 2013). In addition, Khan, Ahmed, and Nawaz (2011) have also

observed that higher the level of students' satisfaction greater will be their willingness to put great efforts towards their studies. Hence, satisfaction is the key building block which will be able to retain the students firm in reference to education institution (Rahman, Khan, & Haque, 2012).

Empathy

Students are satisfied with the empathy of service provided by higher education institutions, demonstrating that the relationship between international students' satisfaction and empathy is strong and positive. However, international students are more satisfied or have a stronger relationship between empathy and satisfaction (Hanaysha, Abdullah, & Warokka, 2011). On the other hand, empathy in a competitive institution must strive to continuously improve the services they deliver to its students in order to meet their expectations and demands (Lee, 2013). In this context, Danjuma and Rasli (2012) posits that satisfaction is an essential element for student attachment which will lead to continuity in the education institution which refers to student retention. Hence, the service quality in the field of education and learning system is not only essential but also an important parameter of educational excellence.

Student Satisfaction

Students' satisfaction as a short term attitude, resulting from an evaluation of a students' educational experiences (Elliott & Healy, 2001). It is a positive antecedent of student loyalty and is the result and outcome of an educational system (Navarro, Iglesias, & Torres, 2005). On the other hand, Elliot and Shin defined student satisfaction as students' disposition by subjective evaluation of educational outcomes and experience. In addition, key determinants of student satisfaction include the quality of lecturers, the quality of physical facilities, and the effective use of technology. (Wilkins & Balakrishnan, 2013). Furthermore, the quality of the classroom, the quality of feedback, the lecturer-student relationship, interaction with fellow students, course content, available learning equipment, library facilities, and learning materials all have a significant effect on student satisfaction in colleges and universities (Garcla-Aracil, 2009; Kuh, 2001; Sojkin, Bartkowiak, & Skuza, 2012).

In addition, academic aspect, non-academic aspect, and access, reputation, and program issues as greater influencing factors of students' satisfaction (Ali, 2016). Besides that, it was discovered that the reputation of the institution, the attractiveness of the host university city, and the quality of facilities all have significant influences on student satisfaction (Hanssen & Solvoll, 2015). Furthermore, as major determinants of student satisfaction in higher education, teaching ability, flexible curriculum, university status and prestige, independence, faculty caring, student growth and development, student centeredness, campus climate, institutional effectiveness, and social conditions have been identified (Douglas, Douglas, & Barnes, 2006). However, student satisfaction goes up when distress is low and satisfaction goes down when distress is high (Weerasinghe & Fernando, 2017).

Additionally, satisfaction has been defined as a consumer's value judgment about pleasure derived from the use of level fulfillment. Satisfaction is an emotional reaction to an experience with a product or service. The concept of satisfaction has recently been extended to the context of higher education. The research revealed that has so far been conducted, student satisfaction is a complex concept with

several dimensions (Annamdevula & Bellamkonda, 2016). However, several factors contribute in students satisfaction in a learning environment, which may include teacher, student, course, system design, technology, and environmental aspects (Zaheer, Babar, & Gondal, 2015). Finally, Chandra, Ng, Chandra, and Priyono (2018) indicated that there were positive influences of service quality on student satisfaction, meaning that student satisfaction can be increased by improving service quality.

More, student satisfaction had a significant influence on student loyalty, meaning that satisfied students will be more loyal (Annamdevula & Bellamkonda, 2016a, 2016b; Duarte, Raposo, & Alves, 2012). Hanaysha, Abdullah, and Warokka (2011), on the other hand, found that students in Malaysian higher learning institutions are generally satisfied with the service quality provided, i.e. tangibility, reliability, responsiveness, assurance, and empathy.

Conditions along Instruction

One of the functions of the college under study is instruction, which is a critical component. It refers to a teacher's methods, medium, style, and instructional capabilities in order to foster learning in his or her students (Lomerio & Conrado, 2012). Although instructional quality is a difficult concept to define and measure, efforts to do so typically focus on instructional inputs, instructional outputs, or the relationship between the two. Inputs for instructional quality include instructor behaviors, materials, and instructional process characteristics, which are typically assessed through observations, curricular artifacts, student artifacts, tests of teaching skills, or student surveys (Brown & Kurzweil, 2016). On the other hand, Elliott and Healy (2001) stated that overall student satisfaction is positively related to student ratings of an instructor's "instructional effectiveness.

In addition, lower instructional quality inputs as a result of larger classes and more inexperienced instructors, diluting student learning and the quality and value of student satisfaction (Mackie, 2016). Furthermore, instructional quality is positively related to student learning, motivation and satisfaction, course pass rates, and subsequent interest in a subject, all of which have the potential to reduce course retakes and time to degree (Brown & Kurzweil, 2016). They further stated that increased educational spending is linked to better academic performance and satisfaction.

Additionally, showed that students have more positive attitudes toward interactive video than toward traditional instruction and video (Baldwin, Johnson, & Hill, 1994). On the other hand, a pedagogical approach in which direct instruction moves from the group to the individual learning space, transforming the resulting group space into a dynamic, interactive learning environment in which the educator guides students as they apply concepts and engage creatively in the subject matter (FLN, 2014).

Moreover, in the context of education, conditions along instruction play a role in determining the originality and accuracy of the education system. This is because the higher the level of satisfaction experienced by the student, the better the students' ability to groom their skill development, course knowledge, and mentality (Muhammed, Rizwan, & Ali, 2010). In addition, for the purpose of assessing satisfaction, enormous studies have been driven on the various institution for the aim of improving conditions along facility and providing standard education are now put a

greater conscious on this issue. Different multiplier namely; expertise of teachers' environment, available facility in the classroom, and course offered has a significant effect to influential factor (Butt & Rehman, 2010).

Conditions along Facility

The quality and adequacy of a learning institution's physical plant and facilities determine, to a large extent, the successful implementation of its curricular programs. The school site, campus, building, and other physical infrastructures, equipment, and services that support institutional and program effectiveness are included (Lomerio & Conrado, 2012). In addition, (Smith & Ennew, 2001) agree, and in their opinion, the peripheral aspects and facilities will have a direct and indirect impact on the evaluation of higher education institutions. The most influential factor in the formation of student overall satisfaction is the facility (Weerasinghe & Fernando, 2017). In addition, the most effective strategy for increasing student satisfaction with a HEI's facilities is to improve the quality of social areas, auditoriums, and libraries. As a result of such a strategy, students will be more satisfied with the HEI they are attending, increasing the HEI's chances of long-term success (Hanssen & Solvoll, 2015). They further stated that The factor that most strongly influences student satisfaction with university facilities is the quality of its social areas, auditoriums and libraries. Conversely, it is determined that computer access on campus does not influence student satisfaction.

In addition, college/university facilities are important factors that influence students' decisions when selecting an HEI (Price, Matzdorf, Smith, & Agahi, 2003). On the other hand, high quality facilities are found to have a major impact on learning (Lewis, 2000). In addition, Campus facilities are also an important factor in students' perceptions of a HEI's reputation (Nguyen & Leblanc, 2001). However, when students are highly satisfied the facilities they will be loyal to the chosen institutions (Chandra, Ng, Chandra, & Priyono., 2018). Moreover, Hanaysha, Abdullah, and Warokka, 2011) indicate that the majority of students are satisfied with the university's facilities. These findings should aid universities in developing better strategic plans in order to improve student satisfaction and overall performance.

Similarly, Nuamah (2017) greater satisfaction relies on library facility, reading materials, size of classroom, official services, and even satisfaction of students effect on retention and financial capacity. On the other hand, the level of satisfaction sometimes depends on the governing body of education system either public or private (Mazumder, 2014). Through the use of structural equation Alves and Raposo (2010) identified image is the common factor of satisfaction as well as royalty of the students. In the learning industry, students are the stakeholder, which means success or failure of an institution is largely depends on its satisfaction. According to (Malik, Danish, & Usman, 2010) satisfaction is the intentional performance which results in one's contentment.

Problems Encountered

When a person perceives that the service encountered is good, he will be satisfied; however, when his or her

perception conflicts with the service expectation, the person will be dissatisfied. As a result, satisfaction is defined as the perception of a pleasurable fulfillment of a service (Weerasinghe & Fernando, 2017). In addition, the lack of skills of the lecturers to handle the task and failure to meet the required curriculum standard set up were factors that contributed to the problems (Lomerio & Conrado, 2012).

In addition, Machado, Brites, and Sá (2011) indicating problems encountered and meeting student needs is a challenge worldwide. Satisfaction of the students has institutional, individual, and social welfare. In accordance to contented students are much more probable to endure their studies and prosper academically (Huang, Binney, & Hede, 2010). Basically, factors that enable educational aspects to attract students should be seriously studied and identified by the leaders of the institution to give a great deal of importance to meet the level satisfaction.

Problems along Facility

Unsuitable facilities have been shown to harm and reduce student motivation and satisfaction (Hassanbeigi & Askari, 2010). On the other hand, student perception of the library has a significant impact on student satisfaction with university facilities, contradicting previous research that concluded that library experiences do not improve student satisfaction (Kuh & Gonyea, 2003). In addition, Lomerio and Conrado (2012) stated that there is a lack of a safe, accessible, and satisfactory cafeteria/canteen, and that the students lounge and kiosks are not well maintained, with responses from respondents along facilities.

In addition, Hence, Walter, Edvardsoon, and Ostrom (2010) exposed the surrounding is crucial to students because service delivery occurs where the design, production, and delivery of the services are of value to students. The interior and exterior of the environment can also create positive or negative experiences. Moreover, outcome quality refers to the outcome of the services performance and represents what the student achieves from the service. Indeed, the sub-dimensions that contribute to outcome quality are waiting time and valence which contribute to satisfaction.

3. RESEARCH METHODOLOGY

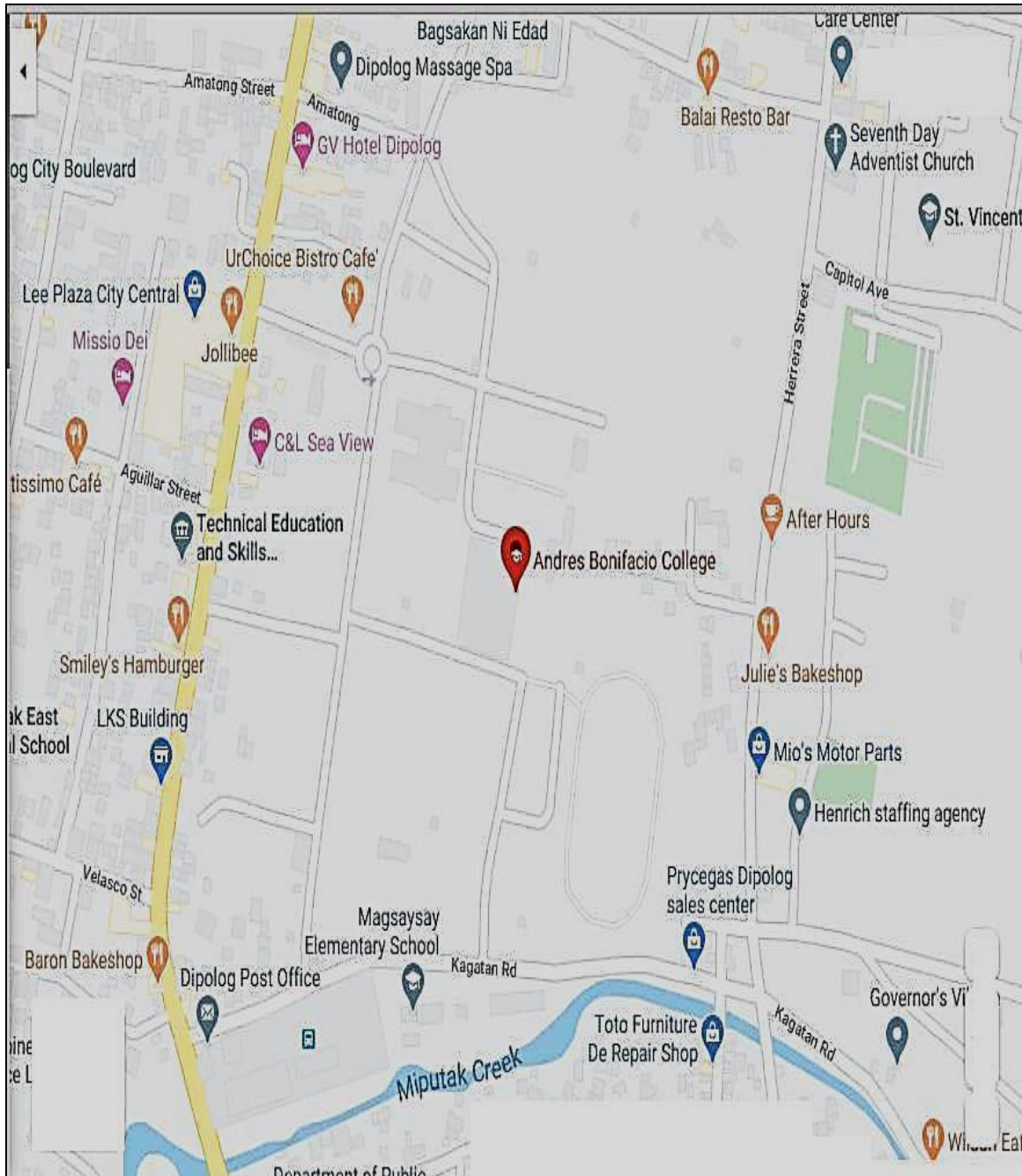
This chapter presents the discussion of the method used, research environment, respondents of the study, research instrument, validating the instrument, data gathering procedure, and statistical treatment of the data in this study.

Method Used

The descriptive method of research was utilized in the study with the aid of questionnaire checklist. It is primarily concerned with assessing the service quality and determining the relationship of student satisfaction in Andres Bonifacio College. The study investigated two variables, the service quality as the independent variable and the student satisfaction as the dependent variable.

Research Setting

The research environment for the study were the tertiary level students of Dipolog City, Zamboanga Peninsula particularly in Andres Bonifacio College for the school year 2019-2020.



Map of Andres Bonifacio College

Respondents of the Study

The target population of this study were the six hundred ninety-one (691) tertiary level students of Andres Bonifacio College in College Park, Quezon Avenue, Miputak, Dipolog City for the school year 2019-2020. The respondents of the study were determined using the scientific determination of sample size by Calmorin (1997) with the formula presented below:

$$S_s = \frac{NV + (S_e)^2(1 - p)}{NS_e + V^2 p(1 - p)}$$

Where: S_s = Sample size

N = Population size

V = standard value (2.58) of 1% level of probability with 99% reliability

S_e = Sampling error (0.01)

p = the largest possible proportion (0.50)

$$S_s = \frac{NV + (S_e)^2(1 - p)}{NS_e + V^2 p(1 - p)} = \frac{691(2.58) + (0.01)^2(1 - 0.50)}{691(0.01) + (2.58)^2(0.50)(1 - 0.50)}$$

$$= \frac{1782.78 + (0.0001)(0.50)}{6.91 + (6.6564)(0.50)(.050)}$$

$$= \frac{1782.78 + 0.00005}{6.91 + 1.6641}$$

$$= \frac{1782.78005}{8.5741}$$

$S_s = 207.9 = 208$

Table 1 Distribution of Respondents by College

College	Population Size (N)	Sample Size (n)
College of Arts and Sciences	39	12
School of Business and Management Education	113	34
School of Criminology	77	23
School of Education	68	20
School of Engineering	332	100
School of Nursing	62	19
Total	691	208

Research Instrument

This study adopted a downloaded questionnaire from web sources. The adapted questionnaires were modified to fit to the research environment. On the other hand, a researcher has shown the said questionnaires to the adviser for comments and suggestions, after which were distributed to the expert for validation. The adopted questionnaires comprised of factors, like service quality and student’s satisfaction. There were two instruments used in this study namely: service quality Scale and students satisfaction Scale. Service quality Scale (SQS) based on the research study of (Hasan, Ilias, Rahman, & Yasoa, 2008) this scale is designed to identify the factors may influence the way a students feels about service quality of higher education institution. The instrument contained factors that are related to service quality and to the perception of the situation of the individual.SQS consists of 46 items divided into five indicators tangibility, assurance, reliability, responsiveness, and empathy. The scoring guide in the service quality analysis of the responses was categorized into five levels. The scale was as follows:

To draw out the respondents’ responses regarding the service quality and the student satisfaction, the five point Likert type format was employed as follows:

Range of Means	Descriptive Level
4.20 – 5.0	Strongly Agree
3.40 – 4.19	Agree
2.60 – 3.39	Agree nor Disagree
1.80 – 2.59	Disagree
1.00 – 1.79	Neutral at all

Scoring is done by multiplying “Strongly Agree” answer by 5, “Agree” by 4, “Agree nor Disagree” by 3, “Disagree” by 2, and “Never at All” by 1.

Students satisfaction Scale (SSS) developed by (Lomerio & Conrado, 2012). The SSS instrument consist of 56 items divided into four subscale conditions along instruction, conditions along facility, problems encountered, and problems along facility. For evaluating the students satisfaction among non-commissioned police officers, the subscale was used.

Range of Means	Descriptive Level
4.20 – 5.0	Strongly Agree
3.40 – 4.19	Agree
2.60 – 3.39	Agree nor Disagree
1.80 – 2.59	Disagree
1.00 – 1.79	Neutral at all

Scoring is done by multiplying “Strongly Agree” answer by 5, “Agree” by 4, “Agree nor Disagree” by 3, “Disagree” by 2, and “Never at All” by 1.

Validation of the Instrument

The instrument was referred to the adviser to pass judgment on the content, appropriateness, and suitability of the instrument. With the adviser’s recommendation, the instrument was subjected to a reliability test. Fifteen tertiary level students who were not the subjects of this study but similar characteristics with the respondents were used as pilot samples to test the reliability of the instrument. Cronbach’s Alpha was used to measure the internal consistency reliability of the instrument employing the Statistical Package for the Social Sciences (SPSS Statistics version 17.0).

Data Gathering Procedure

A letter request was sent to the office of the Dean, School of Criminology, Andres Bonifacio College, Dipolog City seeking for endorsement to field out the instrument of the study. The letter of the researchers together with the endorsement letter of the Dean was sent to the Vice President for Academic Affairs asking for approval regarding the administration of the instrument to the respondents of the study. Upon approval, the researchers personally administered the instrument to the respondents of this investigation for five days from November 25, 2019 to November 29, 2019.

After the respondents answered, the questionnaires were then immediately taken back. Retrieval, computation, and interpretation of the data gathered were done for fifteen days from December 1, 2019 to December 15, 2019.

Statistical Treatment of the Data

Frequency counting and percentage were used to find the profile of the respondents in terms of age, sex, course, and year level. Percent was calculated by getting the frequency of each category divided by the total number of respondents.

$$\text{Percent} = \frac{\text{Frequency of each category}}{\text{Total Respondents}}$$

Weighted mean was employed to assess the service quality indicators and the student satisfaction indicators. Computation was performed by getting the product of the weight of the scale and the frequency of each scale divided by the total respondents using the formula:

$$\text{Weighted Mean} = \frac{\sum WX}{N}$$

Where: \sum = Summation

X = Frequency of Each Scale

W = Weight of Each Scale

N = Total Number of Respondents

Weighted mean for the service quality and students satisfaction indicators were given qualitative description within the established limit as follows:

Weight	Range of Values	Description	Interpretation
		Service Quality	Students' Satisfaction
5	4.21 - 5.00	Strongly Agree	Highly Satisfied
4	3.41 - 4.20	Agree	Satisfied
3	2.61 - 3.40	Neutral/Undecided	Neutral/Undecided
2	1.81 - 2.60	Disagree	Dissatisfied
1	1.00 - 1.80	Strongly Disagree	Highly Dissatisfied

Analysis of Variance (ANOVA) was used to test the significant difference in the level of satisfaction of the respondents when they are grouped in terms of profile. The formula is presented below:

$$F = \frac{MS_B}{MS_W}$$

Where: F = f-value

$$MS_B = \frac{SS_B}{k-1} \text{ and } MS_W = \frac{SS_W}{N-k}$$

SS_B = sum of squares between groups

SS_W = sum of squares within group

K = number of groups

N = n₁ + n₂ + ... + n_k = sum of sample sizes for groups

To test the significant relationship between the service quality and student satisfaction, t-test between means was used. The formula is presented below:

$$t = \frac{X_1 - X_2}{\sqrt{\frac{V_1}{N_1} + \frac{V_2}{N_2}}}$$

Where: X₁ = arithmetic mean of the first variable

X₂ = arithmetic mean of the second variable

V_1 = variance of the first variable

V_2 = variance of the second variable

N_1 = number of cases of the first variable

N_2 = number of cases of the second variable

The statistical computations of this study were done using Microsoft Office Excel. Hypotheses were tested at 0.05 level of significance.

4. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the gathered data in tabular forms, analyses and interprets the results. The presentation, analysis and interpretation of the data are arranged in accordance with the order of the problems stated in chapter 1.

Problem1. What is the profile of the respondents in terms of age, sex, course, and year level?

Table 2 Profile of Respondents in Terms of Age

Age	Frequency	Percent	Rank
16	0	0.00	5th
17	1	0.48	4th
18	26	12.50	3rd
19	67	32.21	2nd
20 & above	114	54.81	1st
Total	208	100.00	

Table 2 presents the profile of the respondents in terms of age. As presented in the table, one hundred fourteen (114) or 54.81 percent of the respondents are 20 years old and above. Sixty-seven (67) or 32.21 percent of the respondents are 19 years old, twenty-six (26) or 12.50 percent are 18 years old, and one (1) or 0.48 percent is 17 years old. This finding implies that majority of the respondents are students with age of 20 and above.

Table 3 Profile of Respondents in Terms of Sex

Sex	Frequency	Percent	Rank
Male	91	43.75	2nd
Female	117	56.25	1st
Total	208	100.00	

Table 3 reveals the profile of the respondents in terms of sex. It reveals that one hundred seventeen (117) or 56.25 percent are female while ninety-one (91) or 43.75 percent are male. This finding implies that majority of the respondents are female.

Table 4 Profile of Respondents in Terms of Course

Course	Frequency	Percent	Rank
Education	34	16.35	4th
Engineering	36	17.31	3rd
SBME	38	18.26	1st
Nursing	37	17.79	2nd
Criminology	37	17.79	2nd
CAS	26	12.50	5th
Total	208	100.00	

Table 4 depicts the profile of the respondents in terms of course. As depicted in the table, thirty-eight (38) or 18.26 percent of the respondents are SBME students. Thirty-seven (37) or 17.79 percent are Criminology students, thirty-seven (37) or 17.79 percent are Nursing students, thirty-six (36) or 17.31 percent are Engineering students, thirty-four (34) or 16.35 percent are Education students, and twenty-six (26) or 12.50 percent are students of College of Arts and Sciences. This Finding implies that the respondents are proportionally distributed to the different courses/departments of the college.

Table 5 Profile of Respondents in Terms of Year Level

Year Level	Frequency	Percent	Rank
First Year	81	38.94	2nd
Second Year	90	43.27	1st
Third Year	4	1.92	5th
Fourth Year	14	6.73	4th
Fifth Year	19	9.13	3rd
Total	208	100.00	

Table 5 portrays the profile of the respondents in terms of year level. As portrayed in the table, ninety (90) or 43.27 percent of the respondents are second year students, eighty-one (81) or 38.94 are first years students, nineteen (19) or 9.13 are fifth year students, fourteen (14) or 6.73 are fourth year students, and four (4) or 1.92 percent are third year students. This finding implies that majority of the respondents are first year and second year students. This finding is attributed to the implementation of the K to 12 Program of the Department of Education.

Problem 2. What is the level of service quality of the teaching force of ABC in terms of tangibility, assurance, reliability, responsiveness, and empathy?**Table 6 Service Quality in Terms of Tangibility**

Tangibility	Mean	Description
1. Appearance of teachers	3.41	Agree
2. Layout of classrooms	4.23	Strongly Agree
3. Lighting in classrooms	3.86	Agree
4. Appearance of building and grounds	4.07	Agree
5. Overall cleanliness	4.06	Agree
6. Degree to which classrooms and study rooms are comfortable	3.53	Agree
7. Decoration and atmosphere	3.70	Agree
8. Appearance of personnel	4.04	Agree
9. Available of parking area	3.95	Agree
10. The degree to which curriculum is up to date	3.82	Agree
11. Number of courses offered	3.95	Agree
12. Computers adequacy provided in the lab for students	4.32	Strongly Agree
13. Not updated of computers	3.99	Agree
14. Not updated of software used in computers	3.75	Agree
15. Access to the internet	4.22	Strongly Agree
16. The organizational culture, belief, and value in this institution	4.15	Agree
Overall Mean	3.94	Agree

Table 6 shows the level of service quality in terms of tangibility. It showed that the respondents rated three items "Layout of classrooms", "Computers adequacy provided in the lab for Students", "Access to the internet" as "strongly agree" with weighted means of 4.23, 4.32, and 4.22 respectively. The respondents rated the other thirteen items as "agree" with weighted means ranging from 3.41 to 4.20. The overall mean is 3.94 and is described as agree. This finding implies that the respondents agree to the service quality of the college in terms of tangibility. Arokiasamy (2012) expresses in today's world, to create and retain a decent level of competitiveness, organizations, and firms require to emphasize on quality is one of the most significant success factors in the industry. Tangibility dimension is associated with accessibility of physical facilities which protect academic activities as well as non-academic activities. As key dimensions, the scale focuses on academic quality, administrative service quality, library service quality, quality of providing career opportunities, and supporting services (Icli and Anil, 2014). In like manner, quality of object implies the education services for the reason that students are studying while quality of process refers to how the object is been delivered to prosper them as individuals in the future.

In addition, Ahmed and Nawaz (2010) mentioned that service quality is a key performance measure in educational excellence and is a main strategic variable for institutions to create a strong perception in consumer's mind. As a result, the students can be motivated or inspired from both academic performance as well as the administrative efficiency in their institution.

Table 7 Service Quality in Terms of Assurance

Assurance	Mean	Description
1. Friendly and courteous institution staffs	4.26	Strongly Agree
2. Friendly and courteous teachers	3.99	Agree
3. Teachers research efficiency/productivity	4.19	Agree
4. Academic credentials of teachers	3.91	Agree
5. Teachers are innovative and agents of change	4.11	Agree
6. The degree to which institution involve with the community	4.51	Strongly Agree
7. Institution's staffs knowledge on rules and procedures	4.21	Strongly Agree
8. Security measures at the institution	4.11	Agree
9. Communication skills: courses are well taught by the teachers in this institution	4.37	Strongly Agree
Overall Mean	4.18	Agree

Table 7 displays the service quality in terms of assurance. As displayed in the table, the respondents rated four items namely "Friendly and courteous institution staffs", "The degree to which institution involve with the community", "Institution's staffs knowledge on rules and procedures", and "Communication skills: courses are well taught by the teachers in this institution" as "strongly Agree" with weighted mean of 4.26, 4.51, 4.21, and 4.37 respectively. The respondents rated the other five items as "agree" with weighted means ranging from 3.41 to 4.20. Item number 6 which states that "The degree to which institution involve with the community" obtain the highest mean of 4.51 which is described as "strongly Agree". Item number 4 which states that "Academic credentials of teachers" obtain the lowest mean of 3.91 but still described as "Agree". The overall mean is 4.18 and is described as "Agree". This finding means that the respondents "agree" in the service quality in terms of assurance of the college. In private institution considering the quality of assurance in teaching staff is more important for the reason that, one of the main factors which have the main role in the largest positive effect on student satisfaction is the teaching staff. Consequently, professor by knowing more about student experiences can assist them to adapt their manners and approaches toward the needs of students. In like manner, the institution can gain satisfaction through delivery of excellent service values and this is an integral part in securing a sustainable competitive advantage in the education system (Huang, Binney et al., 2012). Hence, a population of satisfied student will bring continuous advantages for the institution and provide a better

position in dealing with other competitors as well. Ahmed and Nawaz (2010) mentioned that service quality is a key performance measure in educational excellence and is a main strategic variable for institutions to create a strong perception in consumer's mind. As a result, the students can be motivated or inspired from both academic performance as well as the administrative efficiency in their institution.

Table 8 Service Quality in Terms of Reliability

Reliability	Mean	Description
1. Registration is timely and error-free	4.14	Agree
2. This institution keeps its records accurately	3.79	Agree
3. The general reliability of teachers keeps time/don't cancel classes	3.67	Agree
4. Staff sincere interest in solving students problem	4.05	Agree
5. This institution provides its services at a time it promises to do so	3.82	Agree
6. Teaching capability of teachers/proficiency	4.14	Agree
7. Teachers sincere interest in solving students problem	3.82	Agree
Overall Mean	3.92	Agree

Table 8 presents the service quality in terms of reliability. As presented in the table, the respondents rated all items as "agree" with means ranging from 3.41 to 4.20. Item number 1 and 6 which stated that "Registration is timely and error-free" and "Teaching capability of teachers/proficiency" obtain the highest mean of 4.14 and described as "agree". While item number 3 which states that "The general reliability of teachers keeps time/don't cancel classes" obtain the lowest mean of 3.67 but still described as "agree". The overall mean is 3.92 and is described as "Agree". This finding means that the respondents "Agree" to the service quality in of reliability of the college. In educational institution the reliability of curriculum has considered as academic program given to students. Also, the curriculum dimension in various articles is known as subject content, program issues, academic concerns, and course content. So when the institution provide numerous course offerings for their students and provide more options and choices for them, it can make the students more satisfied with curriculum (Tessema and Ready, 2012). Moreover, being driven to engage in commercial rivalry, they have to be cautious with not only about the quality of education they provide to their graduates with enough social principles in terms of abilities and talents, but also with how students feel about their learning experience in the institution (Munteanu, Ceobanu et al., 2010). On the other hand, students can develop their mature educational and career goals when academic consultation provided effectively. Ahmed and Nawaz (2010) mentioned that service quality is a key performance measure in educational excellence and is a main strategic variable for institutions to create a strong perception in consumer's mind. As a result, the students can be motivated or inspired from both academic performance as well as the administrative efficiency in their institution.

Table 9 reveals the service quality in terms of responsiveness. It reveals that item number 1 which states that "Availability of personnel to assist you" obtain the highest mean of 3.85 which is described as "Agree".

Table 9 Service Quality in Terms of Responsiveness

Responsiveness	Mean	Description
1. Availability of personnel to assist you	3.85	Agree
2. Availability of teachers to assist you	3.77	Agree
3. Teachers capacity to solve problems when they arise	3.42	Agree
4. Staffs capacity to solve problems when they arise	3.84	Agree
5. I seldom get the "run-around" when seeking information on this institution	3.66	Agree
6. Channels for expressing student complaints are readily available	3.34	Neutral/Undecided
7. Queries are dealt with efficiently and promptly	3.62	Agree
Overall Mean	3.64	Agree

While item number 6 which states that "Channels for expressing student complaints are readily available" obtain the lowest mean of 3.34 and is described as "neutral/undecided". The overall mean is 3.64 and is described as "agree". This finding means that the respondents "agree" to the service quality in terms of responsiveness of the college. But the college administration should also take into consideration the item which obtain the lowest mean to further improve the quality of service to the students. The responsiveness implication is to achieve satisfaction in the education system and must focus on every aspect of students experience at the institution (Asaduzzaman et al., 2013). In addition, Khan et al., (2011) have also observed that higher the level of students' satisfaction greater will be their willingness to put great efforts towards their studies. Hence, satisfaction is the key building block which will be able to retain the students firm in reference to education institution (Rahman et al., 2012).

Table 10 Service Quality in Terms of Empathy

Empathy	Mean	Description
1. Administration has students best interest at heart	4.06	Agree
2. Access to computer facilities is accommodated with students convenience	3.64	Agree
3. Access to study rooms is accommodated with students convenience	3.94	Agree
4. Staff are willing to give students individual attention	4.06	Agree
5. The extent to which teachers are sympathetic and supportive to the needs of students	3.73	Agree
6. Opening hour of computer rooms to the students	3.57	Agree
7. Institution are the fair and unbiased in their treatment of individual students	4.07	Agree
Overall Mean	3.87	Agree

Table 10 depicts the service quality in terms of empathy. As depicted in the table, the respondents rated all items as “Agree” with the mean ranging from 3.41 to 4.20. Item number 7 which states that “Institution are the fair and unbiased in their treatment of individual students” obtain the highest mean of 4.07 and is described as “Agree”. While item number 6 which states that “Opening hour of computer rooms to the students” n the lowest mean of 3.57 but still described as “Agree”. The overall mean is 3.87 which is described as “Agree”. This finding implies that the respondents “Agree” to the service quality in terms of empathy of the college. But the college administration should look into the item which obtain the lowest mean. The empathy in a competitive institution must strive to continuously improve the services they deliver to its students in order to meet their expectations and demands (Lee, 2013). In this context, Danjuma and Rasli (2012) posits that satisfaction is an essential element for student attachment which will lead to continuity in the education institution which refers to student retention. Hence, the service quality in the field of education and learning system is not only essential but also an important parameter of educational excellence.

Table 11 Summary of Service Quality

Service Quality	Mean	Description
1. Tangibility	3.94	Agree
2. Assurance	4.18	Agree
3. Reliability	3.92	Agree
4. Responsiveness	3.64	Agree
5. Empathy	3.87	Agree
Overall Mean	3.91	Agree

Table 11 portrays the summary of the service quality. As portrayed in the table, the respondents rated all services as “Agree” with the mean ranging from 3.41 to 4.20. The service quality in terms of assurance obtain the highest mean of 4.18 and is described as “Agree”. While the service quality in terms of responsiveness obtain the lowest mean of 3.64 but still described as “Agree”. The overall mean is 3.91 and still described as “Agree”. The finding implies that the respondents “Agree” to all the service quality of the college but still need to further improve the item which obtain the lowest mean. Ahmed and Nawaz (2010) mentioned that service quality is a key performance measure in educational excellence and is a main strategic variable for institutions to create a strong perception in consumer’s mind. As a result, the students can be motivated or inspired from both academic performance as well as the administrative efficiency in their institution.

3. What is the level of students’ satisfaction of ABC in terms of conditions along instruction, facility, problems encountered, and problems along facility?

Table 12 Students Satisfaction in Terms of Conditions along Instruction

Conditions along Instruction	Mean	Description
1. The teachers demonstrate skills and competencies in the knowledge/mastery of the subject matter	4.18	Satisfied
2. The teachers have proficiency in the use of the language of instruction	4.09	Satisfied
3. The teachers are aware of the latest trends, researches, and issues related to the subject matter	3.83	Satisfied
4. They integrate values and work ethics in the teaching-learning process	3.99	Satisfied
5. They show sense of responsibility though regular and prompt attendance in class, observance of proper decorum, and prompt submission of grades	3.97	Satisfied
6. The classroom instruction is enriched through symposium, seminars, workshops, fieldtrips, and learning visits	4.07	Satisfied
7. The course requirements contribute to quality and independent study	3.83	Satisfied
8. The teaching strategies stimulate the development of the students critical and analytical thinking and independent learning	3.88	Satisfied
9. The prescribed textbook and other related reference materials are of recent edition and reflect recent trends, issues, and context related to the subject	4.02	Satisfied
10. They evaluate students performance through quizzes, prelim, midterm, and final examinations	3.70	Satisfied
11. They return to students course and test requirements after results are checked, reviewed, and analyzed	3.60	Satisfied
12. Attendance of students are recorded and used for monitoring and guidance purposes	4.00	Satisfied
13. Classroom discipline is maintained in consonance with democratic processes	4.04	Satisfied
Overall Mean	3.94	Satisfied

Table 12 shows the students’ satisfaction in terms of conditions along instruction. As shown in the table, the respondents rated all item as “Satisfied” with the mean ranging from 3.41 to 4.20. Item number 1 which states that “The teachers demonstrate skills and competencies in the knowledge/mastery of the subject matter” obtain the highest mean of 4.18 and is described as “Satisfied”. While Item number 11 which states that “They return to students course and test requirements after results are checked, reviewed, and analyzed” obtain the lowest mean of 3.60 but still described as “Satisfied”. The overall mean is 3.94 and is described as “Satisfied”. This finding means that the respondents are “Satisfied” in terms of conditions along instruction of the college. But the administration should take into consideration the item which obtain the lowest mean to further improve instruction. In the context of education, conditions along instruction play a role in determining the originality and accuracy of

the education system. This is because the higher the level of satisfaction experienced by the student, the better the students' ability to groom their skill development, course knowledge, and mentality (Muhammed et al., 2010).

Table 13 displays the students' satisfaction along with facility. As displayed in the table, the respondents rated "The classrooms are well-lighted and ventilated with good acoustic" and "The classrooms are well-maintained and kept clean" as "Highly Satisfied" with the mean of 4.23 and 4.26 respectively. The respondents rated the other items as "Satisfied" with the mean ranging from 3.41 to 4.20. Item number 15 which states that "There is an area for extensive outdoor educational activities" obtain the lowest mean of 3.67 but still described as "Satisfied". The overall mean is 4.00 and is described as "Satisfied". The finding means that the respondents are satisfied along conditions of facility of the college. But the administration should also look into the item which obtain the lowest mean. For the purpose of assessing satisfaction, enormous studies have been driven on the various institution for the aim of improving conditions along facility and providing standard education are now put a greater conscious on this issue. Different multiplier namely; expertise of teachers' environment, available facility in the classroom, and course offered has a significant effect to influential factor (Butt and Rehman, 2010).

Table 13 Students Satisfaction in Terms of Conditions along Facility

Conditions along Facility	Mean	Description
1. The college is accessible by public transportation and has satisfactory roads and pathways	4.06	Satisfied
2. Covered walks are provided to protect the students from inclement weather	3.94	Satisfied
3. There is traffic safety in and out the campus	4.15	Satisfied
4. There are well-maintained toilets and laboratories with facilities separate for men and women	3.83	Satisfied
5. The buildings are clean and well-maintained	4.07	Satisfied
6. Bulletin boards, display boards, waste disposal containers, and other facilities are strategically located inside the building	4.15	Satisfied
7. The classrooms are sufficient and meet the standard specifications size	3.97	Satisfied
8. The classrooms are well-lighted and ventilated with good acoustic	4.23	Highly Satisfied
9. The classrooms are provided with chairs, chalkboards/whiteboards, and other needed furniture and supplies	3.99	Satisfied
10. The classrooms are well-maintained and kept clean	4.26	Highly Satisfied
11. The college has a conference hall, students lounge, school clinic, and canteen that are well-lighted, ventilated, and clean	3.95	Satisfied
12. The library is strategically located and accessible to students	3.79	Satisfied
13. The library is well-lighted, well-ventilated, and the atmosphere is conducive to learning	3.94	Satisfied
14. The library has books and reading materials that are of current edition	4.03	Satisfied
15. There is an area for extensive outdoor educational activities	3.67	Satisfied
Overall Mean	4.00	Satisfied

Similarly, Nuamah (2017) greater satisfaction relies on library facility, reading materials, size of classroom, official services, and even satisfaction of students effect on retention and financial capacity. On the other hand, the level of satisfaction sometimes depends on the governing body of education system either public or private (Mazumder, 2014). Through the used of structural equation Alves and Raposo (2010) identified image is the common factor of satisfaction as well as royalty of the students. In the learning industry, students are the stakeholder, which means success or failure of an institution is largely depends on its satisfaction. According to Malik et al., (2010) satisfaction is the intentional performance which results in one's contentment.

Table 14 Students Satisfaction in Terms of Problems Encountered

Problems Encountered	Mean	Description
1. Insensitive, incompetent, and irresponsible teachers	3.91	Satisfied
2. The teachers have difficulty in using the language of instruction	4.14	Satisfied
3. Do not extend extra effort in helping the slow learner to cope-up with the lessons	3.83	Satisfied
4. Teachers do not exhibit the required knowledge and skills or mastery of the subject matter being taught	3.83	Satisfied
5. Teachers always come to class late and exhibit habitual absenteeism	3.93	Satisfied
6. Obsolete and ineffective teaching strategies	4.00	Satisfied
7. Teachers are too bookish and cannot integrate practical circumstances to the subject being taught	3.79	Satisfied
8. Absence of interactive discussion	3.89	Satisfied
9. Terror teachers	3.70	Satisfied
10. Late submission of grades	3.73	Satisfied
11. Absence of student-teacher rules (such as respect, punctuality, and superiority)	3.89	Satisfied
12. Teachers do not integrate values and ethics in the teaching-learning process	3.95	Satisfied
13. The teachers are not aware of the latest trends, researches and issues related to the subject matter	3.83	Satisfied
14. Prescribed textbooks are not available in the library nor in the local bookstores	4.03	Satisfied
Overall Mean	3.89	Satisfied

Table 14 presents the students satisfaction in terms of problems encountered. As presented in the table it can be gleaned that the respondents rated all items as “Satisfied” with the mean ranging from 3.41 to 4.20. Item number two which states that “The teachers have difficulty in using the language of instruction” with a mean of 4.14 and is described as “Satisfied”. Item number nine which states that “Terror teachers” obtain the lowest mean of 3.70 but still described as “Satisfied”. The overall mean is 3.89 and is described as “Satisfied”. The finding implies that the respondents do not encounter problems in the college. Machado et al., (2011) indicating problems encountered and meeting student needs is a challenge worldwide. Satisfaction of the students has institutional, individual, and social welfare. In accordance to contented students are much more probable to endure their studies and prosper academically (Huang et al., 2012). Basically, factors that enable educational aspects to attract students should be seriously studied and identified by the leaders of the institution to give a great deal of importance to meet the level satisfaction.

Table 15 reveals the students’ satisfaction in terms of problems along facility of the college. As revealed in the table, the respondents rated all items as “Satisfied” with the mean ranging from 3.41 to 4.20. Item number four which states that “The campus is not clean, garbage is all over the place, and waste disposal containers are always overflowing with garbage due to lack of maintenance aide (janitor)” obtain the highest mean of 3.93 and is described as “Satisfied”. While item number thirteen which states that “Classrooms are not well-ventilated, well-lighted, and with good sound” obtain the lowest mean of 3.49 but still described as “Satisfied”. The overall mean is 3.79 which is described as “Satisfied”. This finding means that the respondents are satisfied or have no problems in terms of facility of the college. Physical environment quality includes the problems along facility and social setting in which the institution operates such as

Table 15 Students Satisfaction in Terms of Problems along Facility

Problems along Facility	Mean	Description
1. Unorganized structure of the campus (impractical and disorganized location of offices)	3.83	Satisfied
2. The services provided by the clinic are often times not felt by the students	3.79	Satisfied
3. Student lounge and kiosks are not well-maintained	3.91	Satisfied
4. The campus is not clean, garbage is all over the place, and waste disposal containers are always overflowing with garbage due to lack of maintenance aide (janitor)	3.93	Satisfied
5. Absence of covered walks to protect the students from bad weather and connects buildings	3.82	Satisfied
6. Toilets are not maintained, no water, and foul smelling	3.85	Satisfied
7. Congested entrance and exit between classrooms	3.70	Satisfied
8. Narrow corridors, doorways, and alleys	3.84	Satisfied
9. The library lacks books and reading materials that are of current edition	3.81	Satisfied
10. Absence of potable water source	3.62	Satisfied
11. The area for outdoor educational activities is near the classrooms that whenever there is an activity the classes are disturbed	3.87	Satisfied
12. Classrooms are insufficient and not spacious enough to accommodate students	3.77	Satisfied
13. Classrooms are not well-ventilated, well-lighted, and with good sound	3.49	Satisfied
14. Absence of safe, accessible, and satisfactory cafeteria/canteen	3.76	Satisfied
Overall Mean	3.79	Satisfied

buildings, cleanliness, and availability of students personal space. Ambient conditions, design, and social factors are the sub-dimensions of the physical environment quality. Hence, Walter et al., (2010) exposed the surrounding is crucial to students because service delivery occurs where the design, production, and delivery of the services are of value to students. The interior and exterior of the environment can also create positive or negative experiences. Moreover, outcome quality refers to the outcome of the services performance and represents what the student achieves from the service. Indeed, the sub-dimensions that contribute to outcome quality are waiting time and valence which contribute to satisfaction.

Table 16 Summary of Students Satisfaction

Students Satisfaction in Terms of	Mean	Description
1. Conditions along Instruction	3.94	Satisfied
2. Conditions along Facility	4.00	Satisfied
3. Problems Encountered	3.89	Satisfied
4. Problems along Facility	3.79	Satisfied
Overall Mean	3.90	Satisfied

Table 16 depicts the summary of the students’ satisfaction of the college. As depicted in the table, conditions along facility obtain the highest mean of 4.00 and is described as “Satisfied”. While problems along facility obtain the lowest mean of 3.79 but still described as “Satisfied”. The overall mean for students’ satisfaction is 3.90 which is described as “Satisfied”. This finding means that the respondents are satisfied in terms of the different conditions of the college. But the college administration should also take into consideration some items which obtain lowest mean to further improve the students’ satisfaction in the college. Khan et al., (2011) have also observed that higher the level of students’ satisfaction greater will be their willingness to put great efforts towards their studies. Hence, satisfaction is the key building block which will be able to retain the students firm in reference to education institution (Rahman et al., 2012).

4. Is there a significant difference in the level of satisfaction when the respondents are grouped according to profile?

Table 17 Test of Difference in the Level of Satisfaction when Respondents are Grouped in Terms of Age

Sources of Variation	Sum of Squares (SS)	Degrees of Freedom (df)	Mean Sum of Squares (MSS)	Computed F-Value	p-Value	Critical F-Value	Decision
Between Groups	44.031	3	14.677	86.978 ^{Sig.}	0.000	2.646 at 0.05 Level of significance	Reject Ho
Within Groups	37.124	220	0.169				

Sig. – Significant

Table 17 portrays the test of difference in the level of satisfaction when respondents are grouped in terms of age using Analysis of Variance (ANOVA). As portrayed in the table, the computed F value is 86.978 which exceeded very much to the critical F value of 2.646 at 0.05 level of significance. This finding means that there exists a significant difference in the students' satisfaction when they are grouped in terms of age. Thus, the null hypothesis is rejected. This finding implies that how the respondents of different age level perceive their satisfaction with the college significantly differ. The data further implies that the higher is the age level, the lower is the level of satisfaction. This finding is attributed to the respondents stay in the college.

Table 18 Test of Difference in the Level of Satisfaction when Respondents are Grouped in Terms of Sex

Variables	Mean	Computed t	p-value	Critical t	Decision
Male Vs Female	3.62 4.31	18.385 ^{Sig.}	0.000	1.673 at 0.05 level of significance w/ df=55	Reject Ho

Sig. – Significant

Table 18 shows the test of difference in the level of satisfaction when respondents are grouped in terms of sex using t-test. As shown in the table, the computed t-value is 18.385 which exceeded the critical t-value of 1.673 at 0.05 level of significance with degree of freedom of 55. This means that there exists a significant difference in the level of satisfaction when the respondents are grouped in terms of sex. Thus, the null hypothesis is rejected. This implies that how male and female respondents perceive their satisfaction with the college significantly differ. This finding further implies that female exhibited higher satisfaction as compared to male as shown in the mean score.

Table 19 Test of Difference in the Level of Satisfaction when Respondents are Grouped in Terms of Course

Sources of Variation	Sum of Squares (SS)	Degrees of Freedom (df)	Mean Sum of Squares (MSS)	Computed F Value	p-Value	Critical F Value	Decision
Between Groups	16.380	5	3.276	102.005 ^{Sig.}	0.000	2.241 at 0.05 level of significance	Reject Ho
Within Groups	10.598	330	0.032				

Sig. – Significant

Table 19 displays the test of difference in the level of satisfaction when respondents are grouped in terms of course using Analysis of Variance (ANOVA). As displayed in the table, the computed F-value is 102.005 which is greater than the critical F-value of 2.241 at 0.05 level of significance. This means that there exists a significant difference in the level of satisfaction when respondents are grouped in terms of course. Thus, the null hypothesis is rejected. This implies that how respondents of different course perceive their satisfaction significantly differ.

Table 20 Test of Difference in the Level of Satisfaction when Respondents are Grouped in Terms of Year Level

Sources of Variation	Sum of Squares (SS)	Degrees of Freedom (df)	Mean Sum of Squares (MSS)	Computed F-Value	p-Value	Critical F-Value	Decision
Between Groups	46.341	4	11.585	184.319 ^{Sig.}	0.000	2.404 at 0.05 level of significance	Reject Ho
Within Groups	17.285	275	0.063				

Sig. – Significant

Table 20 presents the test of difference in the level of satisfaction when respondents are grouped in terms of year level using Analysis of Variance (ANOVA). As presented in the table, the computed F-value is 184.319 which exceeded very much to the critical F-value of 2.404. This finding means that there exists a significant difference in level of satisfaction when respondents are grouped in terms of year level. Thus, the null hypothesis is rejected. This finding implies that how respondents of different year level perceive their satisfaction with the college significantly differ.

5. Is there a significant relationship between the service quality and the student satisfaction of Andres Bonifacio College?

Table 21 Test of Relationship Between the Service Quality and Students' Satisfaction

Variables	Mean	Computed t	p-value	Critical t	Decision
Service Quality vs. Students' Satisfaction	3.928 3.903	0.561 ^{NS}	0.288	1.667 @ 0.05 level of significance w/ df=70	Accept Ho

NS – Not Significant

Table 21 reveals the test of relationship between the service quality and students' satisfaction using t-test. As revealed in the table, the mean for service quality is 3.928 while the mean for students' satisfaction is 3.903. The computed t-value is 0.561 which is less than the critical t-value of 1.667 at 0.05 level of significance with degree of freedom of 70. This means that there is no significant relationship between the service quality and the students' satisfaction. Thus, the null hypothesis is accepted. This finding implies that the students' satisfaction is not affected with the service quality of the college. This finding contradicts to the findings of Armstrong (2003) stated that student satisfaction is significantly correlated to service quality and has a positive influence on most aspects of student satisfaction. In addition, the finding is inconsistent the statement of Elliot and Shin (2002) indicated the highly significant variables in the model that appear to directly correlate overall customer satisfaction with university quality service are the excellence of major instruction, investment, advisor availability, approachable advisor, safe and secure campus, clear and reasonable major requirements, adequate computer laboratories, fair and unbiased faculty, and access.

5. SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMENDATIONS

This chapter presents the summary of results of the study. It includes the findings, conclusions, and the recommendations offered by the researchers.

Summary

This study determined the service quality, students' satisfaction, and relationship between the service quality and students' satisfaction of Andres Bonifacio College. Specifically, this study determined the profile of the respondents in terms of age, sex, course, and year level. It tested the significant difference in the level of students' satisfaction when respondents are grouped in terms of profile. It also tested the significant relationship between the service quality and students' satisfaction.

The study is premise on the hypotheses that there is no significant difference in the level of students' satisfaction when respondents are grouped in terms of profile and there is no significant relationship between the service quality and students' satisfaction.

To answer the research objectives, descriptive method of research was utilized in the study with the aid of questionnaire checklist. The questionnaires were given to the 208 randomly selected respondents coming from the School of Education, school of Engineering, School of Business Management Education, School of Nursing, School of Criminology, and College of Arts and Sciences.

The researchers used frequency count and percentage, weighted mean, Analysis of Variance, and t-test to answer the research objectives and test the hypotheses.

Findings

Majority or one hundred fourteen (114) out of two hundred eight (208) or 54.81 percent of the respondents are 20 years old and above. Majority or one hundred seventeen (117) out of two hundred eight (208) or 56.25 percent are female. Thirty-eight (38) or 18.26 percent of the respondents are SBME students. Thirty-seven (37) or 17.79 percent are Criminology students, thirty-seven (37) or 17.79 percent are Nursing students, thirty-six (36) or 17.31 percent are Engineering students, thirty-four (34) or 16.35 percent are Education students, and twenty-six (26) or 12.50 percent are students of College of Arts and Sciences. Ninety (90) or 43.27 percent of the respondents are second year students, eighty-one (81) or 38.94 are first years students, nineteen (19) or 9.13 are fifth year students, fourteen (14) or 6.73 are fourth year students, and four (4) or 1.92 percent are third year students. This finding implies that majority of the respondents are first year and second year students.

In addition, the respondents "Agree" to the service quality of Andres Bonifacio College with the overall mean of 3.91. The respondents are "Satisfied" with Andres Bonifacio College

with the overall mean of 3.90. There exists a significant difference in the level of students' satisfaction when respondents are grouped in terms of profile. There is no significant relationship between the service quality and students' satisfaction.

Conclusions

Majority or 54.81 percent of the respondents are aging 20 and above and 56.25 percent of the respondents are female. The respondents are proportionally distributed to the different courses/departments of the college. Majority of the respondents are first year and second year students. The respondents "Agree" to the service quality of Andres Bonifacio College with the overall mean of 3.91. But the College Administration shall take into consideration the different items which obtain low mean to further improve the service quality of the college.

In addition, the respondents are "Satisfied" with Andres Bonifacio College with the overall mean of 3.90. But the College Administration shall take into consideration the different items which obtain low mean to further improve the students' satisfaction of the college. On the other hand, there exists a significant difference in the level of students' satisfaction when respondents are grouped in terms of profile. Moreover, the study revealed that there is no significant relationship between the service quality and students' satisfaction.

Recommendations

Students in different levels and departments shall provide feedback on the quality of service operation and the basic services that are expected to be provided by the school.

School Administrators shall make proposal to the Board of Trustees a periodic revision on school policies and plan for professional development program which will promote higher level of student satisfaction among the service quality of the college. In addition, the Board of Trustees shall consider the proposal of the School Administrators and take appropriate measures in the service quality towards student satisfaction and offering encouragement support. The teacher shall take into consideration the necessary characteristics required in the teaching profession to effect higher level of students' satisfaction.

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Research Instruments

PART I. DEMOGRAPHIC PROFILE

Directions: Please check (√) and fill in the blanks some items seeking for pertinent information.

Name: (Optional) _____

Age: _____

Sex: _____ Male _____ Female

Course: _____

Year Level: _____

PART II. SERVICE QUALITY

Directions: Put a check (√) mark in the box that corresponds to the information asked in the following category.

- 5 - Strongly Agree Always Observed
- 4 - Agree Oftentimes Observed
- 3 - Agree nor Disagree Sometimes Observed
- 2 - Disagree Seldom Observed
- 1 - Never Not Observed

A. Tangibility	5	4	3	2	1
1. Appearance of teachers					
2. Layout of classrooms					
3. Lighting in classrooms					
4. Appearance of building and grounds					
5. Overall cleanliness					
6. Degree to which classrooms and study rooms are comfortable					
7. Decoration and atmosphere					
8. Appearance of personnel					
9. Available of parking area					
10. The degree to which curriculum is up to date					
11. Number of courses offered					
12. Computers adequacy provided in the lab for students					
13. Not updated of computers					
14. Not updated of software used in computers					
15. Access to the internet					
16. The organizational culture, belief, and value in this institution					
B. Assurance	5	4	3	2	1
1. Friendly and courteous institution staffs					
2. Friendly and courteous teachers					
3. Teachers research efficiency/productivity					
4. Academic credentials of teachers					
5. Teachers are innovative and agents of change					
6. The degree to which institution involve with the community					
7. Institution's staffs knowledge on rules and procedures					
8. Security measures at the institution					
9. Communication skills: courses are well taught by the teachers in this institution					

C. Reliability	5	4	3	2	1
1. Registration is timely and error-free					
2. This institution keeps its records accurately					
3. The general reliability of teachers keeps time/don't cancel classes					
4. Staff sincere interest in solving students problem					
5. This institution provides its services at a time it promises to do so					
6. Teaching capability of teachers/proficiency					
7. Teachers sincere interest in solving students problem					
D. Responsiveness	5	4	3	2	1
1. Availability of personnel to assist you					
2. Availability of teachers to assist you					
3. Teachers capacity to solve problems when they arise					
4. Staffs capacity to solve problems when they arise					
5. I seldom get the "run-around" when seeking information on this institution					
6. Channels for expressing student complaints are readily available					
7. Queries are dealt with efficiently and promptly					
E. Empathy	5	4	3	2	1
1. Administration has students best interest at heart					
2. Access to computer facilities is accommodated with students convenience					
3. Access to study rooms is accommodated with students convenience					
4. Staff are willing to give students individual attention					
5. The extent to which teachers are sympathetic and supportive to the needs of students					
6. Opening hour of computer rooms to the students					
7. Institution are the fair and unbiased in their treatment of individual students					

Source: Hasan, Ilias, Rahman, & Yaso (2008). Service Quality and Student Satisfaction: A Case Study at Private Higher Education Institutions. School of International Business and Finance Labuan, Universiti Malaysia Sabah, Labuan International Campus.

PART III. STUDENT SATISFACTION

A. Conditions along Instruction	5	4	3	2	1
1. The teachers demonstrate skills and competencies in the knowledge/mastery of the subject matter					
2. The teachers have proficiency in the use of the language of instruction					
3. The teachers are aware of the latest trends, researches, and issues related to the subject matter					
4. They integrate values and work ethics in the teaching-learning process					
5. They show sense of responsibility though regular and prompt attendance in class, observance of proper decorum, and prompt submission of grades					
6. The classroom instruction is enriched through symposium, seminars, workshops, fieldtrips, and learning visits					
7. The course requirements contribute to quality and independent study					
8. The teaching strategies stimulate the development of the students critical and analytical thinking and independent learning					
9. The prescribed textbook and other related reference materials are of recent edition and reflect recent trends, issues, and context related to the subject					
10. They evaluate students performance through quizzes, prelim, midterm, and final examinations					
11. They return to students course and test requirements after results are checked, reviewed, and analyzed					
12. Attendance of students are recorded and used for monitoring and guidance purposes					
13. Classroom discipline is maintained in consonance with democratic processes					
B. Conditions along Facility	5	4	3	2	1
1. The college is accessible by public transportation and has satisfactory roads and pathways					
2. Covered walks are provided to protect the students from inclement weather					
3. There is traffic safety in and out the campus					
4. There are well-maintained toilets and laboratories with facilities separate for men and women					
5. The buildings are clean and well-maintained					
6. Bulletin boards, display boards, waste disposal containers, and other facilities are strategically located inside the building					
7. The classrooms are sufficient and meet the standard specifications size					
8. The classrooms are well-lighted and ventilated with good acoustic					
9. The classrooms are provided with chairs, chalkboards/whiteboards, and other needed furniture and supplies					
10. The classrooms are well-maintained and kept clean					

11. The college has a conference hall, students lounge, school clinic, and canteen that are well-lighted, ventilated, and clean					
12. The library is strategically located and accessible to students					
13. The library is well-lighted, well-ventilated, and the atmosphere is conducive to learning					
14. The library has books and reading materials that are of current edition					
15. There is an area for extensive outdoor educational activities					
C. Problems Encountered	5	4	3	2	1
1. Insensitive, incompetent, and irresponsible teachers					
2. The teachers have difficulty in using the language of instruction					
3. Do not extend extra effort in helping the slow learner to cope-up with the lessons					
4. Teachers do not exhibit the required knowledge and skills or mastery of the subject matter being taught					
5. Teachers always come to class late and exhibit habitual absenteeism					
6. Obsolete and ineffective teaching strategies					
7. Teachers are too bookish and cannot integrate practical circumstances to the subject being taught					
8. Absence of interactive discussion					
9. Terror teachers					
10. Late submission of grades					
11. Absence of student-teacher rules (such as respect, punctuality, and superiority)					
12. Teachers do not integrate values and ethics in the teaching-learning process					
13. The teachers are not aware of the latest trends, researches and issues related to the subject matter					
14. Prescribed textbooks are not available in the library nor in the local bookstores					
D. Problems along Facility	5	4	3	2	1
1. Unorganized structure of the campus (impractical and disorganized location of offices)					
2. The services provided by the clinic are often times not felt by the students					
3. Student lounge and kiosks are not well-maintained					
4. The campus is not clean, garbage is all over the place, and waste disposal containers are always overflowing with garbage due to lack of maintenance aide (janitor)					
5. Absence of covered walks to protect the students from bad weather and connects buildings					
6. Toilets are not maintained, no water, and foul smelling					
7. Congested entrance and exit between classrooms					
8. Narrow corridors, doorways, and alleys					
9. The library lacks books and reading materials that are of current edition					
10. Absence of potable water source					
11. The area for outdoor educational activities is near the classrooms that whenever there is an activity the classes are disturbed					
12. Classrooms are insufficient and not spacious enough to accommodate students					
13. Classrooms are not well-ventilated, well-lighted, and with good sound					
14. Absence of safe, accessible, and satisfactory cafeteria/canteen					

Source: Lomerio & Conrado (2012). The Level of Students' Satisfaction on the Services of Bicol University College of Social Sciences and Philosophy. Bicol University, College of Social Sciences and Philosophy, Daraga Albay.