

**THE MEDIATING ROLE OF INSTITUTION'S PERCEIVED SERVICE
QUALITY ON THE RELATIONSHIP BETWEEN SERVICE
DELIVERY AND STUDENT SATISFACTION**

A Research Presented to
The College of Education
Misamis University
Ozamiz City

In Partial Fulfillment
of the Requirements for the Degree
Bachelor of Elementary Education
Major in General Education

by

JEF LORENCE C. CARODAN
RHACHER P. MAGBAGO

May 2025

APPROVAL SHEET

This thesis, entitled “**THE MEDIATING ROLE OF INSTITUTION’S PERCEIVED SERVICE QUALITY ON THE RELATIONSHIP BETWEEN SERVICE DELIVERY AND STUDENT SATISFACTION,**” prepared and submitted by **JEF LORENCE C. CARODAN & RHACHER P. MAGBAGO**, in partial fulfillment of the requirements for the degree of **Bachelor of Elementary Education**, has been examined and is recommended for acceptance for Oral Examination.

NELPA N. CAPIO
Adviser

Approved by the Thesis Committee on Research Defense with a grade of *Passed*.

GENELYN R. BALUYOS, Ed. D
Chairman

JAME S. BAZAR
Member

RUSSEL P. GALINDO, PhD
Member

Approved and accepted in partial fulfillment of the requirements for the degree of
Bachelor of Elementary Education

GENELYN R. BALUYOS, Ed. D
Dean, College of Education

Date: May 2025

ACKNOWLEDGMENT

The researchers sincerely express their deepest gratitude and appreciation to the following individuals and groups who have generously extended their support, guidance, and encouragement in the completion of this research:

To Dr. Genelyn R. Baluyos, research instructor, for her invaluable guidance, mentorship, and unwavering support, as well as for her insightful inputs and encouragement that greatly contributed to the success of this study;

To Mrs. Nelpa N. Capió, research adviser, for her expertise, constructive feedback, and constant encouragement, which helped shape the direction and quality of this research;

To the researchers' families, for their continuous moral and financial support, inspiration, and encouragement that strengthened the researchers to persevere throughout this academic journey;

To their classmates and peers, for the support, cooperation, and motivation extended during the course of this study;

And above all, to Almighty God, from whom wisdom, understanding, and strength flow, for His divine guidance and abundant blessings throughout the conduct and completion of this research endeavor.

Jef Lorence & Rhacher

DEDICATION

This research is humbly dedicated to Almighty God,
whose endless wisdom, grace, and guidance
have been our strength throughout this journey.

We also dedicate this work to our families,
whose love, encouragement, and sacrifices inspired
us to persevere and give our best.

To our mentors, friends, classmates, and all who believed in us,
thank you for your support and kindness,
which became a constant source of motivation and inspiration.

Jef Lorence & Rhacher

ABSTRACT

In today's competitive educational landscape, student satisfaction is a key indicator of institutional success, often influenced by both the quality of service delivery and students' perceptions of that quality. This study aimed to determine the mediating role of perceived service quality in the relationship between service delivery and student satisfaction. It was conducted at a higher education institution in Ozamiz City during the academic year 2024–2025. A descriptive-correlational research design was employed. The respondents consisted of 500 students selected through stratified random sampling. Data were collected using three validated researcher-made questionnaires assessing service delivery, perceived service quality, and student satisfaction. All items utilized a 5-point Likert scale and had Cronbach's alpha reliability coefficients above 0.70. Data analysis was performed using Jamovi 2.4.8, employing mean, standard deviation, Pearson product-moment correlation, and multiple regression analysis.

Keywords: *service quality, student satisfaction, perceived service delivery, higher education, mediating role*

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Chapter 1

INTRODUCTION

Rationale of the Study

Academic success in higher education depends not only on service delivery but also on students' perception of its quality. The perception of values and institutional services has been shown to play a vital role in shaping student participation and satisfaction (Sarsale, 2020). Thus, it indicates that educational institutions and administrators must give credit to students' perceptions, as a strong determinant of their overall satisfaction. This data-based research examines the proffered service quality as a mediator of the relationship between institutional service delivery and student satisfaction, with quantitative evidence collected from the student respondents. By grounding the study in actual student feedback.

The study aims to provide meaningful and practical inputs for policy and service improvement. Higher education institutions play a vital role in implementing students' academic success and holistic development. One significant aspect that influences students' experiences at school is the quality of institutional services they offer, which include academic support, campus facilities, and administrative efficiency. As a result, all universities in the world recognize that the high quality of student services has a direct effect on student satisfaction, retention, and the reputation of the institution at large (Ecat & Bironia, 2023). With increasing competition among higher education institutions, universities face the challenge of evaluating and improving service quality to meet students' expectations and enrich their overall experience (Cahyono et al., 2020). Institutions that

fail to provide effective and reliable services risk losing students to competitors that offer stronger academic and non-academic support (Mulyono et al., 2020).

Even though universities plan and introduce a wide variety of services dedicated to student welfare, it remains a challenge to ensure that students perceive these services as effective. Most colleges and universities provide academic counseling, financial assistance, and campus security, yet students often feel underserved when these services are seen as less responsive and reliable. This makes the role of university administrators and student affairs professionals even more critical. Research indicates that students value services that are not only available but also accessible, timely, and efficient in addressing their needs (Java, 2020). Negative perceptions often arise from inconsistencies in service delivery, even when institutions invest huge funds in improving student support (Borishade et al., 2021). Such evidence points to why one needs to understand how student perceptions of service quality moderate the relationship between service delivery and satisfaction.

Numerous studies have established that service delivery alone does not guarantee student satisfaction; rather, it is the perception of quality that plays an intermediary role. Institutions that emphasize strong service quality generally experience higher levels of student satisfaction and loyalty (Trisella, 2022). Still, there are gaps in understanding how specific dimensions of service quality, such as responsiveness, assurance, and empathy, may mediate this relationship (Cahyono et al., 2020). Universities that fail to meet student expectations in these areas often face declining enrollment and reputational challenges (Mulyono et al., 2020). Therefore, it becomes crucial to examine more closely what determines students' perceptions of service quality while addressing these concerns. Service quality in higher education is commonly assessed through five dimensions:

tangibility, responsiveness, assurance, reliability, and empathy. Among these, responsiveness and empathy have been found to be the most influential in shaping student satisfaction. Studies also highlight that timely and effective service delivery strengthens students' perceptions of their university experience.

Institutional reputation and student loyalty are greatly affected by perceived service quality. Studies have shown that students who have a good experience with institutional services are more likely to recommend their university to their peers, thus fostering enrollment growth over time (Hadian et al., 2020). Conversely, universities that do not meet the expectations of their students often face declining retention rates, as dissatisfied learners shift their loyalty to other institutions (Mulyono et al., 2020). Research also suggests that when colleges take student feedback seriously and make improvements to services, they strengthen trust and engagement with their students (Java, 2020). Hence, it is critical to bridge the gap between service delivery and perceived service quality.

There exists an empirical gap in the prior research. The previous literature lacks rigorous empirical studies discovering how perceived service quality serves as a mediator in the link between service delivery and student satisfaction. Many of these gaps, the mediating effects of perceived service quality, provide an important arena when we think of higher education institutions and their quest for improving student experiences. The empirical exploration of these issues is necessary because universities will want to learn about the delivery of services and the students' perception of the effectiveness of these services. After all, perception serves as a determinant of overall satisfaction. Previous research demonstrates that service quality has a significant effect on student satisfaction (Onditi & Wechuli, 2017). Dimensions of service quality, such as responsiveness,

reliability, assurance, and empathy, can be significant. Yet, they focus on direct relationships and not the mediating role of perceived service quality. Students' satisfaction is also a determinant of loyalty (Trisella, 2022); however, the role of perceived service quality as a mediator in the relationship between service delivery and student satisfaction remains understudied. While institutions will enhance service delivery, it is the students' perception that matters and ultimately delivers overall satisfaction (Suyanto et al., 2019).

Also, previous studies have predominantly emphasized qualitative analyses and general descriptions of service quality within higher education when investigating operationally measurable relationships between perceived service quality and student satisfaction. To date, no study has quantitatively attempted to empirically test the unique mediating role of perceived service quality on the relationship between the delivery of service by the institution and student satisfaction. There has been limited empirical research on how each of the various service quality constructs, such as responsiveness, reliability, and empathy, influences student perceptions and overall satisfaction levels in universities (Miles, 2017).

The purpose of this study is to analyse the mediating role of perceived service quality in the association between service delivery and student satisfaction. Thus, the study will consider the extent to which student perceptions represent the basis of students' overall satisfaction. This work will enhance our understanding of the service strategies that could be improved, thereby promoting the student experience (Sarsale, 2020). Still, it will also enable the study to analyze and determine which service quality dimensions have the most significant influence on student satisfaction, offering insights into how institutions can provide relevant support services to meet the needs of students (Cahyono et al., 2020).

Universities will be able to use the findings of the proposed research to create data-driven improvements, ensuring that enhancements add innovation to the efficiency and effectiveness of their services (Mulyono et al., 2020).

The findings of this study will contribute to the growing body of research on service quality in higher education by offering practical recommendations for improving institutional services. By addressing gaps in service delivery and aligning institutional offerings with student expectations, universities can enhance student engagement, improve satisfaction levels, and strengthen institutional reputation (Cornillez Jr., 2019). Effective service delivery has been consistently linked to higher student retention rates and stronger institutional loyalty, reinforcing the need for universities to adopt proactive service quality strategies (Cahyono et al., 2020). Ultimately, this research aims to provide a comprehensive framework for optimizing service quality in higher education, ensuring that institutions remain competitive and responsive to student needs (Danish et al., 2010).

Theoretical Framework

This study is anchored on the SERVQUAL Model (Parasuraman et. al., 1985), Expectation-Confirmation Theory (Oliver, 1980), Herzberg's Two-Factor Theory (Herzberg, 1959), Kano Model (Kano, 1984), and Stimuli-Organism-Response (SOR) Model (Mehrabian & Russell, 1974). These theories help explain how perceived service quality mediates the relationship between service delivery and student satisfaction in higher education.

The SERVQUAL Model (Parasuraman et al., 1985) is a widely used framework for understanding service quality, encompassing five dimensions: tangibility, reliability, responsiveness, assurance, and empathy. Tangibility refers to the physical environment,

such as buildings, classrooms, and online platforms. Reliability concerns the institution's consistency in delivering promised services, like timely enrollment processing or stable internet access. Responsiveness measures how promptly and effectively staff and faculty address student needs. Assurance reflects staff competence and professionalism, while empathy involves personalized support and care for students. In higher education, these dimensions strongly influence student satisfaction. Studies highlight that responsiveness and empathy foster a sense of support and belonging (Ecat & Bironia, 2023), while reliability and assurance increase satisfaction and recommendations (Onditi & Wechuli, 2017). Although service quality's impact on satisfaction is established, this study focuses on how students' perceptions of service quality mediate that relationship.

The expectation-confirmation theory (Oliver, 1980) explains why some students are satisfied while others are not, even when receiving similar services. The theory holds that satisfaction results from comparing expectations with actual experiences. Students enter universities with expectations about administrative efficiency, instructional quality, and resource availability. When services meet or exceed expectations, satisfaction rises; when they fall short, dissatisfaction occurs. For instance, if students expect quick instructor responses but encounter delays, they may perceive responsiveness as poor, leading to lower satisfaction (Trisella, 2022). Similarly, unmet expectations in areas such as advising, facilities, or extracurricular opportunities often result in dissatisfaction (Suyanto et al., 2019). This study applies expectation-confirmation theory to explore how perceived service quality bridges the gap between service delivery and student satisfaction, emphasizing the role of expectations in shaping the university experience.

Herzberg's Two-Factor Theory (Alshmemri et al., 2017) explains why some aspects of university services reduce dissatisfaction while others promote satisfaction. The theory distinguishes between hygiene factors and motivators. Hygiene factors include basic services such as enrollment systems, campus security, and tuition processing; their absence causes dissatisfaction, but their presence does not guarantee satisfaction. Motivators, on the other hand, include academic mentorship, professional development opportunities, and faculty engagement, which foster satisfaction, loyalty, and student success. Research shows that students receiving tailored academic support and developmental opportunities report higher satisfaction and engagement (Laurens et al., 2012). Conversely, institutions focusing only on hygiene factors risk dissatisfaction, while those offering enriched student experiences build stronger loyalty (Hadian et al., 2020). This study applies the Two-Factor Theory to examine whether perceived service quality functions as a motivator, enhancing satisfaction beyond the basic expectations of university services.

The Kano Model (Mikulić, 2007) explains why some university services affect student satisfaction more strongly than others. It classifies service needs into basic needs, performance factors, and excitement factors. Basic needs, such as functional classrooms or easy access to student portals, are expected; unmet, they cause dissatisfaction, but when fulfilled, they do not increase satisfaction. Performance factors, like academic advising or well-designed online learning systems, directly influence satisfaction depending on their quality. Excitement factors unexpectedly delight students—such as scholarships, international exchanges, or career mentoring—and can greatly enhance satisfaction. Research shows that universities offering services beyond basic needs, including leadership training, research opportunities, or mental health support, achieve higher satisfaction

ratings (Montilla et al., 2020). Moreover, improvements in both performance and excitement factors lead to stronger engagement and retention (Setiawan et al., 2018). This study applies the Kano Model to examine how perceived service quality shapes student satisfaction through these classifications.

The Stimuli-Organism-Response (SOR) Model (Mehrabian & Russell, 1974) explains how students form satisfaction judgments based on their perceptions of university services. The model proposes that an external stimulus (service delivery) influences an internal organismic state (perceived service quality), which then produces a response (satisfaction or dissatisfaction). While universities may provide similar academic and administrative services, satisfaction depends on how students perceive accessibility, fairness, and responsiveness (Java, 2020). Studies also show that students' emotions during service interactions significantly shape their satisfaction levels (Borishade et al., 2021). This study adopts the SOR Model to investigate whether perceived service quality functions as the internal state that determines student satisfaction.

This study synthesizes these theories to create a framework for understanding how perceived service quality mediates the relationship between service delivery and student satisfaction in the context of higher education. The impact of service delivery on student satisfaction has been established (as noted above). Still, it is essential to examine how a student's perception of service quality provides the mediating role in the student satisfaction relationship. The SERVQUAL Model offers a way to assess service quality, while Expectation-Confirmation Theory describes how student expectations relate to satisfaction. Herzberg's Two-Factor Theory (or motivation-hygiene theory) and the Kano Model explain why some services only prevent dissatisfaction while other service delivery

enhances satisfaction, while the SOR Model illustrates how students process the things in their minds before coming to a satisfaction conclusion. This study applies these theories to provide valuable insights into how the university can improve its service quality, thereby achieving a better perception of service quality, student satisfaction, and subsequent institutional success.

Conceptual Framework

An institution's service quality and service delivery are an essential part of students' overall satisfaction with their educational experience. Institutional service quality relates to how effectively a university provides academic and non-academic services. In contrast, service delivery relates to the effectiveness and efficiency with which services are delivered to the student (Miles, 2017). Both of these aspects impact how students perceive their learning environment and ultimately their satisfaction. However, the path between service delivery and student satisfaction is not always direct. Students' perceptions of service quality are a mediator between the two. As such, even if an institution provides as intended, it may not result in overall satisfaction if students feel their needs and expectations have not been met (Borishade et al., 2021). This study examines the relationship between institutional service quality and service delivery, while also exploring how students' perception of service quality impacts their overall satisfaction, with the aim of supporting institutions in creating a more student-centred educational experience (Setiawan et al., 2018).

In higher education, *service quality* refers to the general efficacy of institutional services based on student expectations and needs. Service quality is analyzed through Tangibles, Reliability, Responsiveness, Assurance, and Empathy (Hasan et al., 2008).

Trisella (2022) indicates that institutions that operate excellent services experience increased loyalty and word-of-mouth referrals, as many students are willing to engage with such institutions. As Borishade et al. (2021) reported, when promoting high service quality initiatives, some institutions claim that they experience much higher engagement of students and institutional reputation. Studies also show that students' perceptions of service quality can significantly influence student satisfaction, thereby mellowing their relationship with the institution and affecting their subsequent commitment (Suyanto et al., 2019). The service quality of an institution is examined through five distinct indicators: (a) Tangibles, (b) Reliability, (c) Responsiveness, (d) Assurance, and (e) Empathy (Parasuraman et. al. 1985).

Tangibles, like the physical environment, facilities, and equipment of a school, play a big part in how students feel about their overall experience. Studies show that both academic and non-academic facilities, such as classrooms, libraries, and support services, directly shape student satisfaction and even influence their loyalty to the institution (Mulyono, Hadian, Purba, & Pramono, 2020). When schools improve these tangibles, students tend to have more positive learning experiences and become more engaged and committed (Cahyono et. al. 2020). At the same time, research also found that while facilities are often rated better than other service areas, schools still need to keep upgrading them to meet expectations and avoid service gaps (Sarsale, 2020). Overall, these findings highlight how important tangibles are in making students feel satisfied, supported, and more likely to stay in school.

Reliability refers to how consistent and dependable a university's services are, including accurate academic advising, smooth enrollment processes, and timely delivery

of classes. When students can rely on these services, they are more likely to develop trust in the institution and feel satisfied with their learning experience (Cahyono et. al. 2020). On the other hand, when reliability is lacking, students may feel less engaged and supported in their studies (Mulyono, Hadian, Purba, & Pramono, 2020). Research has also shown that reliable services, especially in areas like advising and enrollment, have a direct and positive impact on student satisfaction, making reliability a crucial factor in sustaining student loyalty and success (Sarsale, 2020).

Responsiveness refers to how quickly and effectively a university can address student concerns in areas such as academic support, faculty interaction, and student services. When schools are able to respond promptly, students often feel valued and supported, which increases their overall satisfaction (Mulyono et. al. 2020). In fact, responsiveness is considered one of the most important factors in shaping student happiness, since students expect their needs to be attended to without delay (Sarsale, 2020). On the other hand, when institutions fail to respond in a timely and effective manner, students are more likely to feel dissatisfied and express negative feedback about the university (Cahyono et. al. 2020).

Assurance refers to the competence and professionalism of faculty and staff, which helps build student trust and confidence in their institution. When universities have well-trained and capable personnel, students tend to give more positive evaluations of their overall experience (Java, 2020). Assurance also strengthens the perception that the institution is reliable and trustworthy, which in turn increases student satisfaction and loyalty (Cahyono et. al. 2020). In addition, studies emphasize that professionalism and

expertise among faculty and staff remain key factors in ensuring that students feel secure and supported in their education (Mulyono et. al. 2020).

Lastly, *empathy* is centered on personalized student support and guidance, as well as how the institution understands student issues (Borishade et al., 2021). Studies have noted that institutions that provide services centered on students and provide personalized academic advising contribute to student engagement and satisfaction (Sarsale, 2020). The research demonstrates that empathy via faculty attentiveness and personalized academic support improves the student experience (Hadian et al, 2020). Research has confirmed that students care about emotional and academic support beyond just the service levels offered by an institution (Darawong & Sandmaung, 2019).

In higher education, service delivery refers to the overall process of providing both academic and non-academic support to students. When these services are well-designed and easily accessible, students are more likely to feel satisfied with their university experience (Java, 2020). Key aspects such as responsiveness, efficiency, and access to services play a central role in shaping how students view their institution (Sarsale, 2020). Universities that streamline administrative procedures and provide proactive support build trust among students, which often leads to stronger loyalty and engagement (Cahyono et. al. 2020). Effective and timely service delivery also helps reduce stress, allowing students to focus more on their studies and improve their academic performance (Mulyono et. al. 2020). The constructs of service delivery are (a) accessibility, (b) efficiency, (c) student support, and (d) administrative services (Miles, 2017).

Accessibility refers to how easily students can reach and use institutional services such as academic advising, financial aid, and learning resources. When services are

accessible, students feel more supported and included, which helps build a stronger sense of belonging within the university (Sarsale, 2020). Studies also show that students expect straightforward access to these resources, and when their needs are met, they tend to have more positive and meaningful learning experiences (Java, 2020). On the other hand, when programs and services are difficult to access, students often become dissatisfied and may view the institution less favorably (Cahyono et. al. 2020).

Efficiency refers to the timeliness, orderliness, and delivery of services given by institutions, which relates to smooth enrollment, scheduling of classes, and correspondence with students (Anit, 2024). Institutions that excel in efficiency and service delivery have more favorable student feedback and student satisfaction ratings (Trisella, 2022). Studies have shown that universities with streamlined administrative processes are more likely to strengthen student satisfaction and retention (Cahyono et. al. 2020). The efficiency of service delivery also plays a vital role in the students' academic achievement and the students' loyalty to the institution (Java, 2020).

Student support covers areas such as academic counseling, career guidance, and mental health services, all of which play a vital role in helping students succeed. When universities provide strong and accessible support systems, students experience better academic outcomes and greater satisfaction with their overall learning journey (Hadian, et. al. 2020). Institutions that offer comprehensive counseling and mentoring programs also foster higher student engagement and create a more supportive academic environment (Cahyono et. al. 2020). Research further shows that personalized support services contribute positively to students' emotional well-being and academic performance, making them a crucial part of higher education (Java, 2020).

Lastly, *administrative services* are huge facilitators when it comes to student records, payment of tuition, and enrollment. When these processes are efficient and well-organized, they help reduce student anxiety and create a smoother academic experience (Java, 2020). Accuracy in billing, registration, and related services is also essential to ensuring student satisfaction, as even small errors can cause frustration (Ecat & Bironia, 2023). On the other hand, inefficiencies in administrative services remain one of the main causes of dissatisfaction among students in higher education institutions (Sarsale, 2020).

Students' satisfaction with higher education reflects how well institutions meet their academic and personal needs. It covers many aspects, including classroom experiences, faculty engagement, institutional services, and the overall learning environment. Research shows that satisfaction increases when universities provide student-centered and supportive systems that create a sense of belonging (Java, 2020). Student satisfaction is also strongly linked to retention and loyalty, as students who are satisfied are more likely to continue their studies and recommend their school to others (Cahyono, Purwanto, Azizah, & Wijoyo, 2020). In addition, institutions that actively listen to student feedback and apply continuous improvements are able to sustain growth, strengthen their reputation, and build long-term trust with students (Ecat & Bironia, 2023). Student satisfaction is shaped by five key components: (a) *academic experience*, (b) *faculty engagement*, (c) *institutional services*, (d) *learning environment*, and (e) *personal development opportunities* (Onditi & Wechuli, 2017).

Academic experience refers to how students perceive the content, quality of instruction, and relevance of the curriculum. When programs are structured and engaging, students report higher levels of satisfaction with their studies (Java, 2020). Universities

with strong curriculum design and active, meaningful instruction also tend to receive more positive feedback from students about their academic experiences (Sarsale, 2020). In addition, research highlights that academic rigor and the relevance of courses to students' goals are important factors that directly shape their satisfaction with their academic journey (Cahyono et. al. 2020).

Faculty engagement refers to the extent of interaction between students and their instructors, which has a strong influence on overall satisfaction. When instructors provide timely feedback and actively engage with their students, it often results in a more positive and meaningful academic experience (Java, 2020). Institutions that encourage and support open communication between faculty and students are also more likely to see higher levels of student retention and success (Sarsale, 2020). Moreover, research shows that when faculty take part in mentoring, it enhances both student satisfaction and academic performance (Cahyono et al., 2020).

Institutional services cover areas such as student support offices, career counseling, and extracurricular programs that help students feel integrated into their university community. Universities that provide a wide range of services are often able to foster stronger student engagement and improve retention rates (Hadian et al., 2020). Institutions that also extend support through financial aid and career development opportunities generally receive higher satisfaction ratings from their students (Java, 2020). Research further highlights that well-structured institutional services contribute not only to student success but also to overall well-being (Cahyono et al., 2020).

A learning environment includes the physical, social, and emotional aspects of university life. An inclusive and well-designed campus promotes both student well-being

and satisfaction (Sarsale, 2020). Research also shows that facilities, classroom setups, and accessibility all play a key role in shaping student outcomes and overall satisfaction (Java, 2020). Moreover, universities that create a safe and welcoming atmosphere are more likely to see stronger student engagement and a sense of belonging within the academic community (Cahyono et al., 2020).

Personal development opportunities, such as leadership training, research experiences, and networking, are essential in preparing students for their future careers. Studies show that when students have access to mentorship and skill-building programs, they report greater satisfaction with their university experience (Java, 2020). Research also highlights that students value opportunities for growth beyond academics, such as internships and professional networking, which strengthen both their personal and professional readiness (Cahyono et al., 2020). Institutions that invest in holistic student development not only enhance learning but also foster loyalty among students even after graduation (Hadian et al., 2020).

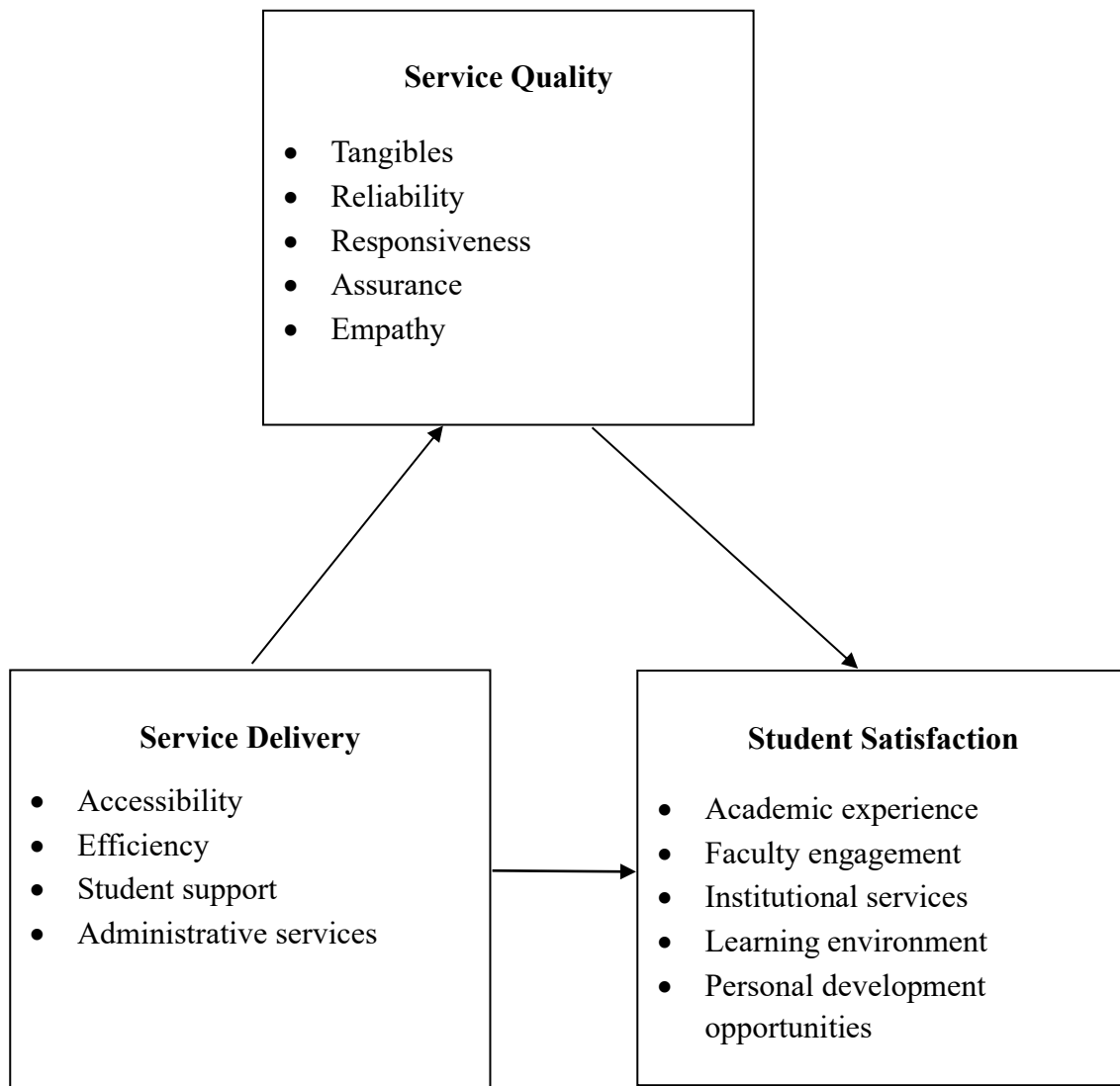


Figure 1. Schematic Diagram of the Study

Research Questions

This study examined how perceived service quality mediates the connection between service delivery and student satisfaction at a selected tertiary school of Ozamiz City during the school year 2024-2025. Specifically, it seeks answers to the following questions:

1. What is the level of institutional service quality in terms of tangibles, reliability, responsiveness, assurance, and empathy?
2. What is the level of effectiveness of institutional service delivery in terms of accessibility, efficiency, student support, and administrative services?
3. What is the level of student satisfaction in terms of academic experience, faculty engagement, institutional services, learning environment, and personal development opportunities?
4. Is there a significant relationship between the institutional service quality and service delivery?
5. Is there a significant relationship between institutional service quality and student satisfaction?
6. Is there a significant relationship between institutional service delivery and student satisfaction?
7. What is the mediating role of institutions' perceived service quality in the relationship between service delivery and student satisfaction?

Null Hypotheses

Ho₁: There is no significant relationship between the institutional service quality and service delivery to the students

Ho₂: There is no significant relationship between institutional service quality and student satisfaction among the students

Ho₃: Institutions' perceived service quality does not mediate the relationship between service delivery and student satisfaction?

Chapter 2

METHODS

Research Design

This quantitative research approach used the descriptive-correlational design. The descriptive design is a type of non-experimental research that investigates the relationship between two or more variables (Hassan, 2024). This design fits this study as it allowed the researchers to analyze existing patterns and correlations, ensuring an accurate representation of their natural relationships within the institution.

Research Setting

This study was conducted in one of the higher education institutions in Ozamiz City. It was the first institution in Northern Mindanao to be granted "Autonomous Status" by the Commission on Higher Education (CHED). The university's ISO 21001:2018 certification was certified by Det Norske Veritas (DNV). The university's teacher education, criminology, and information technology departments were designated as Centers of Development by CHED. With a total of 11 colleges, this university was recognized by PACUCOA (The Philippine Association of Colleges and Universities Commission on Accreditation) as having the most accredited programs in Region X for two consecutive years. Students from these diverse colleges provided valuable insights into how perceived service quality in various academic programs influenced their overall satisfaction and academic experience, aligning with the study's focus on service delivery and student satisfaction.

Respondents of the Study

This study included 500 students. They were chosen using stratified random sampling. The following criteria were used to select the respondents: (1) Students who were enrolled in the second semester of SY 2024-2025; (2) Students who were willing to participate in the study; (3) Students from various academic programs to ensure diverse representation; (4) Students who had completed at least one semester in the institution. Before starting the surveys, the researchers ensured that all the criteria were followed.

Research Instruments

This study used the following questionnaires as data-gathering instruments:

A. Service Quality Questionnaire (Appendix A). This was a researcher-made questionnaire. The items were constructed using a 5-point Likert scale format, and the students responded to the statements on a scale ranging from strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1). The instrument contained 25 items with five constructs, namely tangibles, reliability, responsiveness, assurance, and empathy. To ensure validity, experts in education and institutional service quality reviewed the questionnaire, refining items for clarity, relevance, and accuracy. A pilot test evaluated its appropriateness. For reliability, the questionnaire underwent a Cronbach's alpha test, with a 0.70+ value indicating consistency. The results confirmed its effectiveness in capturing students' perceptions of institutional service quality: Tangibles – 0.787; Reliability – 0.7; Responsiveness – 0.866; Assurance – 0.801; Empathy – 0.859.

In determining the perceived service quality, the following scale was used:

Responses	Continuum	Interpretation
5- Strongly Agree	4.20 - 5.00	Very High
4- Agree	3.40 - 4.19	High
3- Neutral	2.60 - 3.39	Moderate
2- Disagree	1.30 - 2.59	Low
1- Strongly Disagree	1.00 - 1.29	Very Low

B. Service Delivery Questionnaire (Appendix B). This was a researcher-made questionnaire. The items were constructed using a 5-point Likert scale format, and the students responded to the statements on a scale ranging from strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1). The instrument contained 20 items with four constructs, namely accessibility, efficiency, student support, and administrative services. To ensure validity, experts in education and institutional service quality reviewed the questionnaire, refining items for clarity, relevance, and accuracy. A pilot test evaluated its appropriateness. For reliability, the questionnaire underwent a Cronbach's alpha test, with a 0.70+ value indicating consistency. The results confirmed its effectiveness in capturing students' perceptions of institutional service quality: Accessibility – 0.708; Efficiency – 0.835; Student Support – 0.777; Administrative Services – 0.823.

In determining the perceived service quality, the following scale was used:

Responses	Continuum	Interpretation
5- Strongly Agree	4.20 - 5.00	Very High
4- Agree	3.40 - 4.19	High
3- Neutral	2.60 - 3.39	Moderate
2- Disagree	1.30 - 2.59	Low
1- Strongly Disagree	1.00 - 1.29	Very Low

C. Student Satisfaction Questionnaire (Appendix C). This was a researcher-made questionnaire. The items were constructed using a 5-point Likert scale format, and the students responded to the statements on a scale ranging from strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1). The instrument contained 20 items with four constructs, namely academic experience, faculty engagement, institutional services, and learning environment. To ensure validity, experts in education and institutional service quality reviewed the questionnaire, refining items for clarity, relevance, and accuracy. A pilot test evaluated its appropriateness. For reliability, the questionnaire underwent a Cronbach's alpha test, with a 0.70+ value indicating consistency. The results confirmed its effectiveness in capturing students' perceptions of institutional service quality: Academic Experience – 0.803; Faculty Engagement – 0.9; Institutional Services – 0.9; Learning Environment – 0.835.

In determining the perceived service quality, the following scale was used:

Responses	Continuum	Interpretation
5- Strongly Agree	4.20 - 5.00	Very Highly Satisfied
4- Agree	3.40 - 4.19	Highly Satisfied
3- Neutral	2.60 - 3.39	Average
2- Disagree	1.30 - 2.59	Needs Improvement
1- Strongly Disagree	1.00 - 1.29	Unsatisfactory

Data Collection

Before gathering data, the researchers submitted a letter of permission to the college dean to obtain consent to conduct the study. The researchers then obtained approval from the DSAS head and the research teacher. After receiving the approval, the researchers prepared a consent letter for the participants. They explained the purpose of the study to the respondents and discussed the ethical considerations. The researchers printed copies of the three research questionnaires and distributed them to the students for completion. They ensured that all the responses were gathered and stored safely for analysis. After data collection, the researchers retrieved the completed questionnaires, tallied all the responses, interpreted the data, and reported the findings.

Ethical Considerations

By following the ethical guidelines set forth by Republic Act No. 10173, also referred to as the Data Privacy Act of 2011, which emphasized the significance of protecting people's personal information and upholding their rights to privacy and data protection, the study's ethical component was preserved. Additionally, by adhering to ethical principles, the study maintained its ethical integrity (Bryman & colleagues, 2022). The respondents' consent was obtained prior to data collection, and they suffered no harm while participating in the study. The participants signed the informed consent form to indicate their willingness

to participate. The objectives, benefits, and potential risks of the study were explained in detail to the respondents. Participants were allowed to withdraw from the questionnaire at any time, and their responses were kept confidential. False information of any kind and biased reporting of primary data findings were avoided. All sources of funding, conflicts of interest, and affiliations were disclosed. All correspondence regarding this study was conducted honestly and transparently. If participants had any questions or concerns, they were encouraged to contact the researchers.

Data Analysis

The study used the following tools in analyzing the data gathered with the use of Jamovi 2.4.8.

Mean and Standard Deviation were used to assess the level of service quality, service delivery, and student satisfaction.

Frequency and Percentage were used to determine the mediating role of the institution's perceived service quality.

Pearson Product-Moment Correlation Coefficient was applied to examine the relationship between service delivery and student satisfaction regarding the mediating role of the institution's perceived service quality.

Multiple Regression Analysis was used to examine the direct and mediating effects of service delivery and the institution's perceived service quality on student satisfaction, allowing for a comprehensive understanding of their relationships.

Chapter 3

RESULTS AND DISCUSSION

Level of Institutional Service Quality

Table 1 presents the level of institutional service quality as perceived by the students ($n = 500$). Overall, the findings reveal that the institution's service quality was rated as "Very High" ($M = 4.48$, $SD = 0.48$). Among the five constructs measured, tangibles obtained the highest mean score ($M = 4.51$, $SD = 0.45$), suggesting that respondents were highly satisfied with the physical appearance of facilities, equipment, and personnel. This was followed closely by assurance ($M = 4.50$, $SD = 0.46$), empathy ($M = 4.48$, $SD = 0.49$), reliability ($M = 4.47$, $SD = 0.48$), and responsiveness ($M = 4.44$, $SD = 0.52$), all of which were also rated as "Very High."

Students perceived the tangibles of service quality as very high ($M = 4.51$, $SD = 0.45$). They viewed the institution's physical facilities, tools, and personnel's appearance as very high. A very high rating in this area reflects the institution's strong commitment to maintaining a professional and appealing environment that leaves a positive impression on its stakeholders. Well-maintained buildings, modern equipment, and appropriately dressed personnel contributed significantly to the high level of satisfaction observed.

Students regarded the assurance aspect of service quality as very high ($M = 4.50$, $SD = 0.46$). Assurance pertains to the employees' ability to inspire trust and confidence through their competence, courtesy, and credibility. The results suggest that clients feel secure and assured when dealing with the institution's staff, likely due to knowledgeable,

respectful, and ethical conduct. The high level of assurance contributes significantly to fostering strong, trust-based relationships between the institution and its clients, reinforcing institutional reputation and client loyalty.

Students considered the empathy aspect of service quality to be very high ($M = 4.48$, $SD = 0.49$), signifying that the institution successfully demonstrates individualized attention and genuine care toward its stakeholders. A very high performance in empathy suggests that the institution acknowledges the unique needs of its clients, listens actively to concerns, and provides personalized services. However, the slightly lower mean compared to tangibles and assurance may indicate room for further enhancement in deepening client-centered approaches and making services even more personalized and sensitive to individual differences.

Students viewed the reliability dimension of service quality as very high ($M = 4.47$, $SD = 0.48$), also falling within the "Very High" category. Reliability reflects the ability of the institution to perform services dependably and accurately. Although the mean score is very high, it is essential to note that slight inconsistencies in service delivery could still exist. These could include occasional errors, minor delays, or communication lapses that slightly affect client perceptions of dependability. Ensuring complete consistency in services provided across different teams and time frames could further strengthen reliability ratings.

Students regarded the responsiveness aspect of service quality as very high ($M = 4.44$, $SD = 0.52$), though it remains within the "Very High" range. Responsiveness involves the willingness and readiness of staff to help clients and provide prompt services. While the institution's performance is commendable, the slightly lower score suggests that there

may be instances where clients experience slower service response times or perceive some delays in addressing inquiries and needs. These instances could impact client satisfaction if left unaddressed, indicating a need for improvement in service speed and proactiveness.

The findings of the study are supported by previous research emphasizing the role of service quality in influencing client satisfaction within educational institutions. High satisfaction levels are associated with the quality of student services, consistent with the "Very High" ratings observed in tangibles, assurance, reliability, responsiveness, and empathy (Ecat & Bironia, 2023). Institutions must consistently gather student feedback to sustain service quality, mirroring the need to address responsiveness as shown in the findings (Onditi & Wechuli, 2017). Service quality significantly impacts both student satisfaction and loyalty, reinforcing the importance of maintaining high standards across all constructs of service quality (Trisella, 2022).

The interpretation of findings can also be anchored on relevant theoretical frameworks that explain client satisfaction in service delivery. The SERVQUAL model emphasizes tangibles, reliability, responsiveness, assurance, and empathy as key dimensions influencing service quality perceptions, exactly the dimensions assessed in this study (Parasuraman et al., 1988). Satisfaction results when perceived performance meets or exceeds expectations, aligning with the very high mean ratings obtained (Oliver, 1980). Finally, the Motivation-Hygiene Theory differentiates between hygiene factors that prevent dissatisfaction and motivators that promote satisfaction, offering a more profound understanding as to why responsiveness, while rated "Very High," was slightly lower compared to other constructs (Alshmemri et al., 2017). It is crucial for institutional leaders and administrators to continuously maintain and even enhance the strengths noted in

tangibles, assurance, empathy, and reliability. More importantly, special attention must be directed toward improving responsiveness. Activities such as customer service workshops emphasizing quick problem-solving, establishing standard response time protocols, and introducing service commitment charters could be effective strategies. Moreover, setting up a system to regularly monitor client feedback and acting promptly on service delays would significantly improve responsiveness. By addressing these gaps, the institution can achieve an even higher level of service excellence, ensuring more positive experiences for all stakeholders.

Table 1

Level of Institutional Service Quality

(*n*=500)

Constructs	M	SD	Remarks
Tangibles	4.51	0.45	Very High
Reliability	4.47	0.48	Very High
Responsiveness	4.44	0.52	Very High
Assurance	4.50	0.46	Very High
Empathy	4.48	0.49	Very High
Overall Service Quality	4.48	0.48	Very High

Note: 4.20-5.00 (Very Highly Satisfied); 3.40-4.19 (Highly Satisfied); 2.60-3.39 (Average); 1.30-2.59 (Needs Improvement); 1.00-1.29 (Unsatisfactory)

Level of Institutional Service Delivery

Table 2 presents the level of institutional service delivery as perceived by the students ($n = 500$). Overall, the institution's service delivery was rated as "Very High" ($M = 4.51$, $SD = 0.47$). Among the four constructs, student support obtained the highest mean rating ($M = 4.53$, $SD = 0.45$), followed by accessibility ($M = 4.52$, $SD = 0.45$), administrative services ($M = 4.51$, $SD = 0.50$), and lastly, efficiency ($M = 4.47$, $SD = 0.49$), all falling within the "Very High" range.

Students rated the student support component of service delivery as very high ($M = 4.53$, $SD = 0.45$). This finding highlights the institution's strong performance in providing support services such as counseling, academic advising, and career development initiatives. The high mean suggests that students perceive these services as accessible, responsive, and valuable to their academic and personal success. However, it is essential for the institution to consistently evaluate and expand these services to match the evolving needs of its student body, ensuring that support remains relevant and practical.

Students viewed the accessibility aspect of service delivery as very high ($M = 4.52$, $SD = 0.45$), indicating that students find the institution's facilities, personnel, and services highly reachable and convenient. The very high rating suggests that logistical barriers to accessing services are minimal. Nevertheless, minor gaps could still exist for students with special needs, those coming from remote locations, or during peak periods like enrollment and examinations. Thus, continual monitoring and improvements in accessibility infrastructure are necessary.

Students rated the administrative services of service delivery as very high ($M = 4.51$, $SD = 0.50$), maintaining a "Very High" interpretation. This construct reflects the

students' satisfaction with services such as admissions, records management, finance transactions, and registration processes. While the rating is commendable, the relatively higher standard deviation suggests a slightly wider variability in experiences among students. Some students may have encountered occasional inconsistencies, delays, or bureaucratic challenges that could impact their perception of administrative efficiency and fairness.

Students viewed the efficiency of service delivery as very high ($M = 4.47$, $SD = 0.49$), although it still falls within the "Very High" range. This rating implies that while services are generally effective, there could be occasional inefficiencies such as slow processing times, communication gaps, or minor system breakdowns. If such inefficiencies persist, they may eventually erode trust and satisfaction over time, highlighting the importance of regular evaluations and the use of technological innovations to streamline services and minimize human errors.

The findings of this study are supported by existing literature emphasizing the crucial role of service delivery in student satisfaction within higher education institutions. High satisfaction among students is significantly influenced by the quality of institutional services, mirroring the very highly satisfied ratings observed across constructs such as student support, accessibility, administrative services, and efficiency (Ecat & Bironia, 2023). The quality of facilities, advising services, and administrative processes is also a key factor contributing to overall student happiness (Farahmandian et al., 2013). Furthermore, the importance of consistently gathering and utilizing student feedback to enhance service quality and align services with evolving student expectations is

emphasized, particularly in maintaining strong ratings in areas like efficiency and administrative services (Onditi & Wechuli, 2017).

The results align with the SERVQUAL model, which highlights responsiveness, reliability, assurance, empathy, and tangibles as key service quality dimensions affecting satisfaction (Parasuraman et al., 1988). The Expectation-Confirmation Theory also explains that when students' expectations are met or exceeded, satisfaction improves (Oliver, 1980). Likewise, the Motivation-Hygiene Theory shows that motivators (e.g., strong support) increase satisfaction, while hygiene factors (e.g., efficient administrative services) prevent dissatisfaction (Alshmemri et al., 2017). To sustain high satisfaction, institutions should maintain strong support and accessibility while enhancing efficiency through service audits, staff retraining, and user-friendly technologies. Establishing a feedback system on service delivery speed and accuracy would also allow timely improvements.

Table 2

Level of Institutional Service Delivery
(*n=500*)

Constructs	M	SD	Remarks
Accessibility	4.52	0.45	Very High
Efficiency	4.47	0.49	Very High
Student Support	4.53	0.45	Very High
Administrative Services	4.51	0.5	Very High
Overall Service Delivery	4.51	0.47	Very High

Note: 4.20-5.00 (Very Highly Satisfied); 3.40-4.19 (Highly Satisfied); 2.60-3.39 (Average); 1.30-2.59 (Needs Improvement); 1.00-1.29 (Unsatisfactory)

Level of Institutional Student Satisfaction

Table 3 presents the level of institutional student satisfaction based on five key constructs. Overall, the findings indicate a high level of satisfaction among students, with all constructs rated as "Very Highly Satisfied." The learning environment received the highest mean score ($M = 4.54$, $SD = 0.47$), closely followed by institutional services ($M = 4.51$, $SD = 0.48$), academic experience ($M = 4.49$, $SD = 0.47$), faculty engagement ($M = 4.47$, $SD = 0.49$), and the overall service quality ($M = 4.50$, $SD = 0.48$).

Students rated the learning environment in terms of institutional student satisfaction as very highly satisfied ($M = 4.54$, $SD = 0.47$), indicating that students are delighted with the physical and educational atmosphere of the institution. This rating suggests that the institution's facilities, classroom settings, and overall ambiance are conducive to learning and meet students' expectations. However, while the score is high, there may still be room for refinement in specific areas, such as ensuring that the physical environment evolves with the needs of modern learners. For instance, incorporating more flexible learning spaces or advanced technology could further enhance the learning environment and keep pace with changing educational trends.

Students regarded the institutional services in terms of institutional student satisfaction as very highly satisfied ($M = 4.51$, $SD = 0.48$), reflecting that students are generally satisfied with the administrative support and services provided by the institution. This category likely includes services such as student advising, library access, and technical support. Although the score is very high, there may be opportunities for enhancing the responsiveness and availability of these services to further improve the student experience. For example, streamlining communication channels or offering more

flexible hours for key services could help address the needs of students who may require support outside of typical hours.

Students viewed the academic experience in terms of institutional student satisfaction as very highly satisfied ($M = 4.49$, $SD = 0.47$), also categorized as "Very Highly Satisfied." This suggests that students are mainly satisfied with the academic programs, coursework, and learning opportunities offered by the institution. Nevertheless, to maintain and enhance this high level of satisfaction, the institution could focus on integrating innovative teaching methods, updating curricula, and providing more opportunities for active learning. Additionally, increasing collaboration with industry professionals or offering real-world application projects could further enrich the academic experience and help students feel more connected to their chosen fields.

Students regarded the faculty engagement in terms of institutional student satisfaction as very highly satisfied ($M = 4.47$, $SD = 0.49$) among the constructs, though it still falls within the "Very Highly Satisfied" category. This finding indicates that while students generally feel positively about faculty involvement in their educational journey, there may be areas for improvement in faculty-student interaction or communication. Faculty may need additional support or training to foster greater engagement, such as providing personalized feedback, encouraging collaborative learning, or participating in extracurricular student activities. Encouraging faculty to participate in mentorship programs or increase their availability for office hours can help bridge this gap and enhance student satisfaction in this area.

The findings of this study are that the institution is successful in providing a quality educational environment and support services. However, as with all aspects,

continuous improvement initiatives could enhance students' perceptions and ensure that service quality remains at a high standard. Regularly assessing the effectiveness of services and soliciting student feedback will help maintain this positive trend.

In addressing the importance of student satisfaction in higher education, several studies have explored the factors that influence how students perceive and react to institutional services. The role of student services in ensuring satisfaction is particularly significant in both senior high school and college courses, where high service levels are essential (Ecat & Bironia, 2023). Institutional services also play a critical role in shaping student satisfaction, especially in environments where counselors are involved (Mullen et al., 2021). Additionally, the impact of service quality on student satisfaction has been linked to student loyalty and retention, reinforcing the value of consistent and high-quality service delivery (Trisella, 2022). These studies suggest that student satisfaction is not only a reflection of the services provided but also contributes significantly to students' loyalty to their institutions.

Theories like the SERVQUAL model provide frameworks for understanding how service quality impacts satisfaction by emphasizing dimensions such as responsiveness, assurance, and reliability (Parasuraman et al., 1988). These dimensions were further explored in a study that applied SERVQUAL to examine their relationship to student satisfaction in educational settings (Hasan et al., 2008). The mediating role of student satisfaction between service quality and student loyalty was also confirmed, underscoring the importance of maintaining high-quality services to enhance institutional reputation (Borishade et al., 2021). Additionally, the Expectation-Confirmation Theory explains how satisfaction occurs when perceived service performance meets or exceeds expectations

(Oliver, 1980), while Herzberg's Motivation-Hygiene Theory distinguishes between basic institutional needs (hygiene factors) and motivating conditions that lead to greater satisfaction (Herzberg, 1959). These theories collectively highlight that higher education institutions must effectively manage both tangible and intangible aspects of service to sustain student satisfaction and promote long-term loyalty.

In summary, while the institution is performing well in all areas, there are specific implications for each construct. Faculty engagement, although still rated very positively, is an area where attention may be warranted. The institution could focus on improving faculty-student interactions through professional development opportunities, mentorship programs, and facilitating greater student input into curriculum development. Additionally, maintaining and enhancing the high standards in the learning environment and institutional services will help ensure that students continue to have a positive overall experience. Activities such as regular feedback surveys, student forums, and collaborative workshops between students and faculty could help administrators stay attuned to evolving student needs and expectations, ultimately fostering a more inclusive and engaging educational experience.

Table 3
Level of Institutional Student Satisfaction
 (n=500)

Constructs	M	SD	Remarks
Learning Environment	4.54	0.47	Very Highly Satisfied
Institutional Services	4.51	0.48	Very Highly Satisfied
Faculty Engagement	4.47	0.49	Very Highly Satisfied
Academic Experience	4.49	0.47	Very Highly Satisfied
Overall Student Satisfaction	4.5	0.48	Very Highly Satisfied

Note: 4.20-5.00 (Very Highly Satisfied); 3.40-4.19 (Highly Satisfied); 2.60-3.39 (Average); 1.30-2.59 (Needs Improvement); 1.00-1.29 (Unsatisfactory)

Significant Relationship between the Institutional Service Quality and Service Delivery to the students

Table 4 presents the significant relationships between the institutional service quality and service delivery to the students. All variables in the table are statistically significant, with p-values of 0.001, indicating very highly significant relationships. These results suggest that all aspects of institutional service quality, including tangibles, reliability, responsiveness, assurance, and empathy, are strongly related to various dimensions of service delivery, such as accessibility, efficiency, student support, and administrative services.

The very highly significant relationship between institutional service quality's tangibles and service delivery's accessibility ($r = 0.61$, $p = 0.001$) suggests that improvements in the physical aspects of the institution, such as the quality of facilities and available resources, are strongly linked to the accessibility of services. This implies that as tangible resources, such as classroom facilities or online platforms, improve, students find it easier to access various services. Similarly, the correlation between institutional service

quality's tangibles and service delivery's efficiency ($r = 0.65$, $p = 0.001$) indicates that when institutions invest in their physical infrastructure, service delivery tends to become more efficient. Efficient service processes are often linked to modern and well-maintained facilities. The relationship between institutional service quality's tangibles and service delivery's student support ($r = 0.60$, $p = 0.001$) further highlights that a well-equipped environment plays a crucial role in the effectiveness of student support services. The presence of adequate spaces for academic and personal support allows students to receive assistance when needed, fostering a positive student experience.

Additionally, the very highly significant relationship between institutional service quality's tangibles and service delivery's administrative services ($r = 0.61$, $p = 0.001$) underscores the importance of infrastructure in facilitating smooth administrative processes. Well-maintained physical and digital spaces can streamline activities such as registration and academic advising.

Institutional service quality's reliability and service delivery's accessibility ($r = 0.60$, $p = 0.001$) show that dependable service delivery's accessibility significantly enhances the accessibility of services. When students trust that services will be available consistently, it becomes easier for them to engage with the institution. Similarly, institutional service quality's reliability and service delivery's efficiency ($r = 0.66$, $p = 0.001$) suggest that institutions that provide consistent services also tend to be more efficient in delivering those services. This underscores the importance of developing reliable systems that can handle student needs quickly and effectively.

The relationship between institutional service quality's reliability and service delivery's student support ($r = 0.61$, $p = 0.001$) indicates that dependable service provision

fosters stronger student support. When students feel that services are reliable, they are more likely to perceive the support they receive as beneficial. Moreover, the reliability of institutional service quality and the administrative services of service delivery ($r = 0.65$, $p = 0.001$) further emphasize the need for reliability in administrative tasks, where consistent and dependable processes improve the overall student experience in navigating administrative procedures.

The relationship between institutional service quality's responsiveness and service delivery's accessibility ($r = 0.65$, $p = 0.001$) highlights that institutions that respond quickly to students' needs also improve service accessibility. A prompt response ensures that students can quickly access resources when needed, making their experience smoother. Institutional service quality's responsiveness and service delivery's efficiency ($r = 0.69$, $p = 0.001$) reveal that responsiveness is crucial for service efficiency, as prompt service delivery leads to quicker outcomes. Institutions with responsive staff are better able to manage student inquiries, contributing to a more efficient experience. The relationship between institutional service quality's responsiveness and service delivery's student support ($r = 0.62$, $p = 0.001$) suggests that quick responses to student needs enhance the effectiveness of support services. Students who receive timely help are more likely to feel supported throughout their academic journey. Similarly, institutional service quality's responsiveness and service delivery's administrative services ($r = 0.66$, $p = 0.001$) reflect that when administrative staff are responsive, it contributes to more efficient service delivery and a better student experience with processes like registration or advising.

Institutional service quality's assurance and service delivery's accessibility ($r = 0.71$, $p = 0.001$) show that when students have confidence in the institution's ability to

deliver quality services, it positively affects their ability to access those services. Assurance that services will meet their needs allows students to feel comfortable in utilizing available resources. Similarly, institutional service quality's assurance and service delivery's efficiency ($r = 0.70$, $p = 0.001$) indicate that the more confident students are in the institution's services, the more likely they are to experience efficient service delivery. This highlights the role of assurance in fostering a sense of security that contributes to smoother processes. The relationship between institutional service quality's assurance and service delivery's student support ($r = 0.67$, $p = 0.001$) further emphasizes the importance of student trust in the effectiveness of support services. Students are more likely to seek and benefit from support when they are assured of its quality. Additionally, institutional service quality's assurance and service delivery's administrative services ($r = 0.64$, $p = 0.001$) suggest that providing students with confidence in administrative processes leads to more positive experiences with services like registration or fee payment.

The very highly significant relationship between institutional service quality's empathy and service delivery's accessibility ($r = 0.70$, $p = 0.001$) reveals that when institutions show care and understanding toward student needs, it improves students' ability to access services. Students feel more comfortable approaching institutions when they perceive that staff empathize with their concerns. Institutional service quality's empathy and service delivery's efficiency ($r = 0.69$, $p = 0.001$) show that empathetic service delivery tends to be more efficient. Students who feel heard and understood by staff are more likely to experience faster and more effective responses to their needs. The relationship between institutional service quality's empathy and service delivery's student support ($r = 0.67$, $p = 0.001$) underscores that empathy in student support services enhances the overall quality

of assistance provided. Students who feel cared for are more likely to reach out for help and benefit from the support offered. Finally, the relationship between institutional service quality's empathy and service delivery's administrative services ($r = 0.63$, $p = 0.001$) suggests that when administrative staff show empathy, it improves students' experiences with tasks like registration and advising, making these processes feel more personalized and supportive.

Student services are crucial in shaping students' satisfaction, particularly in higher education institutions (Ecat et al., 2023). The level of satisfaction with student services, especially in both senior high school and college courses, remains high when these services meet or exceed expectations (Ecat et al., 2023). The impact of service delivery on student satisfaction is also evident in areas such as academic advising and counseling, which directly affect students' overall contentment with their academic journey (Mullen et al., 2021). Similarly, higher service quality significantly enhances both student satisfaction and their commitment to the institution (Trisella, 2022). These findings collectively suggest that continuous improvement in student services is vital for fostering long-term student satisfaction and loyalty.

The SERVQUAL model provides a robust framework for understanding how service quality dimensions influence student satisfaction (Parasuraman et al., 1988). This model was applied in higher education to demonstrate that key service quality dimensions, including tangibles, reliability, responsiveness, assurance, and empathy, are critical to shaping students' satisfaction with their institution (Hasan et al., 2008). Service quality also serves as a mediator between service delivery and student loyalty, further supporting the notion that high-quality services directly impact student satisfaction and, ultimately, their

loyalty to the institution (Borishade et al., 2021). Additionally, student satisfaction in higher education can be better understood through Herzberg's Motivation-Hygiene Theory, where hygiene factors such as reliable services and responsiveness create a foundation for satisfaction, while motivating factors like empathy and assurance lead to enhanced engagement and loyalty (Herzberg, 1959). Together, these theories and studies underline the importance of providing a comprehensive and responsive service environment to ensure student satisfaction and long-term institutional success

Institutional personnel are to focus on enhancing both the tangible and intangible aspects of service delivery. Specifically, improvements to physical infrastructure, reliability, responsiveness, assurance, and empathy are crucial for enhancing student access, efficiency, support, and administrative services. To capitalize on these findings, institutional leaders may consider investing in staff training to improve responsiveness and empathy, upgrading infrastructure to ensure accessibility and efficiency, and creating systems that reinforce reliability in service delivery. Additionally, regular feedback from students through satisfaction surveys or focus groups could provide valuable insights to help maintain and further improve service quality. These efforts will not only improve the student experience but also contribute to the overall success and reputation of the institution.

Table 4

Significant relationship between service quality and service delivery
(*n=500*)

Variables		Accessibility	Efficiency	Student Support	Administrative Services
Tangibles	<i>r</i>	0.61***	0.65***	0.6***	0.61***
	<i>p</i>	0.001	0.001	0.001	0.001
Reliability	<i>r</i>	0.6***	0.66***	0.61***	0.65***
	<i>p</i>	0.001	0.001	0.001	0.001
Responsiveness	<i>r</i>	0.65***	0.69***	0.62***	0.66***
	<i>p</i>	0.001	0.001	0.001	0.001
Assurance	<i>r</i>	0.71***	0.7***	0.67***	0.64***
	<i>p</i>	0.001	0.001	0.001	0.001
Empathy	<i>r</i>	0.7***	0.69***	0.67***	0.63***
	<i>p</i>	0.001	0.001	0.001	0.001

*Note:***p<0.01 (Very Highly Significant); **p<0.01 (Highly Significant); *p<0.05 (Significant)*

Significant relationship between institutional service quality and student satisfaction among the students

Table 5 presents the significant relationship between institutional service quality and student satisfaction, with all variables showing statistically significant results ($p \leq 0.01$). These findings suggest that service quality dimensions, including tangibles, reliability, responsiveness, assurance, and empathy, are crucial in shaping student satisfaction across different domains such as the learning environment, institutional services, faculty engagement, and academic experience.

The relationship between institutional service quality's tangibles and the student satisfaction's learning environment ($r = 0.59$, $p = 0.001$) suggests that students perceive an

improved learning environment when physical resources, such as classrooms, libraries, and equipment, meet their expectations. This finding indicates that tangible improvements, like better facilities and upgraded technologies, directly enhance students' perceptions of the learning environment. However, while this relationship is highly significant, it also suggests that tangible improvements alone are not sufficient to guarantee satisfaction; students also require effective teaching methods and supportive faculty to maximize the learning experience.

Similarly, the strong correlation between institutional service quality's tangibles and student satisfaction's institutional services ($r = 0.59$, $p = 0.001$) reveals that when students have access to well-maintained physical spaces for academic support, advising, and other services, their overall satisfaction with these services improves. This implies that universities should continuously evaluate and enhance the infrastructure supporting institutional services, ensuring that they are both accessible and efficient. However, the quality-of-service delivery is also influenced by other factors, such as staff competence and responsiveness, which are equally important in fostering student satisfaction.

The relationship between institutional service quality's tangibles and student satisfaction's faculty engagement ($r = 0.57$, $p = 0.001$) highlights the role of physical environments in supporting faculty-student interactions. When faculty members have access to modern teaching facilities and resources, they are more likely to engage meaningfully with students. However, this relationship also suggests that tangible resources alone are not sufficient for fostering faculty engagement; faculty development programs and institutional support for faculty-student communication are also essential for improving this engagement.

The strong correlation between institutional service quality's tangibles and student satisfaction's academic experience ($r = 0.57$, $p = 0.001$) further emphasizes that students' academic experience is enhanced when physical resources, such as learning spaces and technology, meet their needs. This finding underscores the importance of institutions continually investing in both the physical and digital infrastructure that supports learning. However, the academic experience is also influenced by course design, teaching quality, and peer interactions, which are critical elements that go beyond physical infrastructure.

The relationships between institutional service quality's reliability and various service quality dimensions (ranging from $r = 0.57$ to $r = 0.61$, $p = 0.001$) suggest that students highly value dependable and consistent services. For instance, institutional service quality's reliability and student satisfaction's learning environment ($r = 0.57$, $p = 0.001$) indicate that students are more satisfied when their learning spaces, resources, and services are consistently available and functional. This reinforces the importance of maintaining consistent service delivery across all touchpoints. However, the finding also highlights that reliability alone is insufficient; responsiveness to students' needs is equally important for ensuring satisfaction.

The relationship between institutional service quality's responsiveness and student satisfaction with institutional services ($r = 0.67$, $p = 0.001$) shows that students who receive timely and efficient responses to their inquiries are more satisfied with institutional services. This suggests that responsiveness plays a central role in shaping students' perceptions of service quality. However, this also implies that while quick response times

are critical, students also need quality service delivery that addresses their concerns thoroughly and effectively, rather than merely focusing on speed.

The relationship between institutional service quality's assurance and student satisfaction's academic experience ($r = 0.60, p = 0.001$) illustrates that students' confidence in the institution's ability to deliver high-quality education is directly linked to their academic satisfaction. Assurance, which can come from faculty expertise, institutional reputation, and reliable academic resources, enhances the overall student experience. However, the results also indicate that assurance alone does not guarantee a positive academic experience, as teaching methods, course content, and peer interactions are also essential factors.

Lastly, the relationship between institutional service quality's empathy and student satisfaction's faculty engagement ($r = 0.67, p = 0.001$) suggests that students are more likely to engage with faculty who demonstrate care and understanding. Faculty who show empathy in their interactions create stronger connections with students, fostering a more supportive and engaging academic environment. However, the study also highlights that empathy needs to be paired with other qualities, such as expertise and accessibility, for faculty engagement to be most effective. Empathy, while crucial, must be integrated with professional competence and communication to create a well-rounded and engaging learning experience.

In the context of service quality and student satisfaction, numerous studies have highlighted the critical role of service quality dimensions in shaping students' perceptions of their educational experiences. Student services, including academic advising, career counseling, and other institutional supports, are pivotal in fostering student satisfaction

(Ecat et al., 2023). High levels of satisfaction with student services are strongly correlated with positive academic and extracurricular outcomes (Ecat et al., 2023). The impact of service delivery, particularly in counseling and academic advising, on student satisfaction has also been observed, with findings showing that the consistency and quality of these services directly contribute to students' overall well-being and academic success (Mullen et al., 2021). The relationship between service quality, student satisfaction, and loyalty was further explored, revealing that the higher the quality of service, the greater the satisfaction, which, in turn, enhances student loyalty (Trisella, 2022). These findings underline the importance of continuous improvements in student services to enhance long-term satisfaction and retention.

Theoretical frameworks such as the SERVQUAL model offer valuable insights into how dimensions of service quality like tangibility, reliability, responsiveness, assurance, and empathy affect student satisfaction (Parasuraman et al., 1988). This model was applied to the context of higher education, highlighting that all five dimensions are integral to shaping student satisfaction, with responsiveness and reliability emerging as particularly critical (Hasan et al., 2008). Service quality dimensions also mediate the relationship between service delivery and student loyalty, suggesting that high service quality fosters greater student satisfaction, which in turn increases loyalty to the institution (Borishade et al., 2021). Additionally, Herzberg's Motivation-Hygiene Theory has been widely used to understand student satisfaction in higher education. This theory posits that basic needs, such as reliable service and good facilities (hygiene factors), must be met to prevent dissatisfaction, while motivating factors, like empathy and faculty engagement, are essential for fostering long-term satisfaction and engagement (Herzberg, 1959). These

theories and studies emphasize the multifaceted nature of service quality in higher education and the need for institutions to address both the basic and motivating factors to improve student satisfaction and loyalty.

In conclusion, while all the relationships in this table are statistically significant, the findings suggest that improvements in service quality dimensions, such as tangibles, reliability, responsiveness, assurance, and empathy, must be viewed holistically. Universities should focus on providing high-quality infrastructure, ensuring reliable service delivery, responding promptly to student needs, building trust, and fostering empathy within faculty-student interactions. These factors should be integrated into a comprehensive strategy for enhancing student satisfaction. Activities such as infrastructure upgrades, faculty development programs, and the establishment of feedback systems to improve responsiveness and empathy will help institutions address student needs and foster a positive academic environment.

Table 5

A significant relationship exists between service quality and student satisfaction.

(n=500)

Variables		Learning Environment	Institutional Services	Faculty Engagement	Academic Experience
Tangibles	<i>r</i>	0.59***	0.59***	0.57***	0.57***
	<i>p</i>	0.001	0.001	0.001	0.001
Reliability	<i>r</i>	0.57***	0.61***	0.59***	0.58***
	<i>p</i>	0.001	0.001	0.001	0.001
Responsiveness	<i>r</i>	0.61***	0.67***	0.62***	0.54***
	<i>p</i>	0.001	0.001	0.001	0.001
Assurance	<i>r</i>	0.65***	0.67***	0.69***	0.6***
	<i>p</i>	0.001	0.001	0.001	0.001
Empathy	<i>r</i>	0.66***	0.65***	0.67***	0.59***
	<i>p</i>	0.001	0.001	0.001	0.001

*Note: *** $p < 0.01$ (Very Highly Significant); ** $p < 0.01$ (Highly Significant); * $p < 0.05$ (Significant)*

Significant relationship between service delivery and student satisfaction with students.

Table 6 presents a series of very highly significant relationships ($p \leq 0.01$) between service quality dimensions and student satisfaction across multiple variables. These findings suggest that all the factors examined, including accessibility, efficiency, student support, and administrative services, play crucial roles in shaping students' perceptions of their learning environment, institutional services, faculty engagement, and academic experience. The relationships are consistently strong across all the pairs of service quality and satisfaction variables, indicating that improvements in these areas are likely to lead to higher levels of student satisfaction.

Starting with student delivery's accessibility and student satisfaction's learning environment ($r = 0.66$, $p = 0.001$), the strong correlation suggests that students' perceptions of their learning environment improve when they can easily access academic resources, services, and faculty. When institutions prioritize making these resources readily available, students tend to experience a more conducive and supportive learning atmosphere. However, while accessibility plays an important role, the broader context of what defines a "positive learning environment" also includes factors such as the quality of teaching, peer interactions, and institutional culture. Therefore, improving accessibility should be considered alongside other factors like the teaching approach and class engagement to ensure a holistic improvement in the learning environment. Similarly, student delivery's accessibility and student satisfaction with institutional services ($r = 0.7$, $p = 0.001$) highlight that when institutional services are easily accessible, such as registration or advising, student satisfaction increases. This finding stresses the importance of ensuring that students do not face unnecessary barriers when seeking administrative or academic support. Universities should continually assess the effectiveness and reach of their support services to remove barriers that might inhibit students from receiving timely help. While accessibility alone boosts satisfaction, students also expect these services to be efficient and effective, pointing to the need for both ease of access and quality in delivery.

Furthermore, the relationship between student delivery's accessibility and student satisfaction's faculty engagement ($r = 0.65$, $p = 0.001$) suggests that when students have easier access to faculty members, they are more likely to feel engaged in their academic journey. Faculty-student interactions, whether through office hours, communication, or informal settings, play a pivotal role in fostering a sense of engagement. Ensuring that

faculty members are accessible and approachable can significantly enhance student engagement and satisfaction. However, it is essential to remember that faculty engagement should not only be measured by accessibility but also by the quality of interaction, such as the depth of feedback or mentorship provided, which may be a factor in shaping the overall engagement experience. The relationship between student delivery's accessibility and student satisfaction's academic experience ($r = 0.57$, $p = 0.001$) further supports this idea by emphasizing that accessibility to academic resources improves students' academic satisfaction. When students can easily access materials like textbooks, online platforms, and other academic tools, their ability to succeed and engage with their studies increases. However, access alone is not enough; the quality and relevance of academic content must also be high to ensure a satisfying academic experience.

In terms of efficiency, the positive correlation between student delivery's efficiency and student satisfaction's learning environment ($r = 0.67$, $p = 0.001$) indicates that when services and academic processes are efficient, students perceive their learning environment to be more organized and conducive to learning. For instance, if students experience smooth and timely course registrations or access to learning materials, they are more likely to view the learning environment as well-organized and effective. However, efficiency should not come at the cost of quality. There must be a balance between speed and thoroughness in delivering educational services to ensure that the learning experience is both efficient and meaningful. Similarly, the relationship between student delivery's efficiency and student satisfaction with institutional services ($r = 0.7$, $p = 0.001$) suggests that when administrative processes, such as advising, registration, and financial services, are efficient, students are more likely to be satisfied with these services. While efficiency

is crucial, it is also essential to ensure that the services provided meet the students' needs and expectations. Institutions should focus on streamlining processes without sacrificing the personalization and support that students require.

The relationship between student delivery's efficiency and faculty engagement's impact on student satisfaction ($r = 0.68$, $p = 0.001$) underscores the importance of efficient communication and support from faculty. When faculty members respond promptly to student queries, provide timely feedback, and maintain organized course materials, students are more likely to engage positively with them. This indicates that efficiency in faculty communication can directly contribute to stronger engagement, but the content and quality of the interactions are also essential. Lastly, the relationship between student delivery's efficiency and student satisfaction with academic experience ($r = 0.59$, $p = 0.001$) suggests that students' academic satisfaction is positively impacted by the efficiency of processes related to their education. However, as with faculty engagement, the efficiency of academic services must be paired with the quality of academic content to ensure that students do not feel rushed or deprived of the academic support they need to succeed.

Regarding student delivery's student support, the significant relationships with student satisfaction's learning environment ($r = 0.65$, $p = 0.001$) and student satisfaction's institutional services ($r = 0.7$, $p = 0.001$) reinforce the idea that when students feel supported by the institution whether through counseling, academic advising, or personal guidance they tend to have a more positive perception of their learning environment and institutional services. However, these findings also highlight the complexity of student support, as it must be multifaceted to address various academic, emotional, and social needs. Ensuring that support services are well-rounded and accessible is key to improving

overall student satisfaction. Student delivery's student support and student satisfaction's faculty engagement ($r = 0.66$, $p = 0.001$) further suggests that faculty who are supportive of students' academic and personal challenges contribute significantly to student engagement. The personal connection between students and faculty can foster a sense of belonging and motivation, which is essential for academic success. Lastly, the relationship between student delivery's student support and student satisfaction's academic experience ($r = 0.64$, $p = 0.001$) indicates that students who receive adequate support, both academically and personally, report a more positive academic experience. This underscores the need for universities to provide comprehensive support systems that address students' needs in all areas of their university life.

In the case of student delivery's administrative services, the relationships with student satisfaction's learning environment ($r = 0.66$, $p = 0.001$) and student satisfaction's institutional services ($r = 0.7$, $p = 0.001$) reinforce the importance of efficient and well-organized administrative systems in shaping students' overall experiences. Administrative services such as registration, academic advising, and financial aid play a significant role in how students perceive their experience at the institution. The efficiency and quality of these services can directly affect students' satisfaction with their learning environment and their perception of the institution as a whole. Similarly, student delivery's administrative services and student satisfaction's faculty engagement ($r = 0.66$, $p = 0.001$) highlight that efficient administrative services allow faculty to focus more on teaching and engaging with students. When administrative functions run smoothly, faculty have more time and energy to dedicate to student interactions. Finally, the relationship between student delivery's administrative services and student satisfaction's academic experience ($r = 0.61$, $p = 0.001$)

suggests that administrative efficiency directly influences students' academic experiences, emphasizing that well-organized administrative processes contribute to a smoother, more positive academic journey.

In the context of service quality and student satisfaction, several studies have emphasized the significance of various dimensions of service quality in enhancing the overall student experience. The provision of quality student services significantly influences student satisfaction, particularly when services meet or exceed student expectations (Ecat et al., 2023). Students who are satisfied with the support and resources available to them are more likely to report positive academic outcomes (Ecat et al., 2023). The efficiency of student services, including academic advising and career counseling, also affects student satisfaction and engagement (Mullen et al., 2021). Efficient service delivery not only increases satisfaction but also improves students' overall well-being and academic performance (Mullen et al., 2021). A positive service experience leads to increased student satisfaction, which in turn contributes to higher levels of student loyalty and retention (Trisella, 2022). These studies underscore the critical role that high-quality services play in fostering both satisfaction and loyalty among students.

Theoretical frameworks such as the SERVQUAL model offer a comprehensive understanding of how service quality dimensions affect student satisfaction (Parasuraman et al., 1988). This model has been applied to higher education, emphasizing that dimensions such as responsiveness, reliability, and empathy are integral to shaping student satisfaction (Hasan et al., 2008). The study reinforced the idea that service quality has a direct impact on students' perceptions of their institution and their academic experiences (Hasan et al., 2008). This idea was extended by examining how service quality mediates the relationship

between service delivery and student loyalty (Borishade et al., 2021). Their findings showed that high service quality not only improves satisfaction but also strengthens student loyalty to the institution (Borishade et al., 2021). Additionally, Herzberg's Motivation-Hygiene Theory has been widely applied to student satisfaction, particularly in explaining how hygiene factors like reliable services and adequate facilities can prevent dissatisfaction, while motivating factors such as empathy and faculty engagement are essential for fostering higher levels of satisfaction and engagement (Herzberg, 1959). These studies and theories provide valuable insights into how institutions can leverage service quality to improve student satisfaction and foster long-term loyalty.

The findings from Table 6 provide a comprehensive view of the significant relationships between service quality dimensions and student satisfaction. All of the variables examined are highly significant, which suggests that improving accessibility, efficiency, student support, and administrative services can substantially enhance student satisfaction across multiple areas. However, it is essential to note that while these factors are critical, they must be complemented by high-quality teaching, effective communication, and a supportive campus environment to maximize student satisfaction. Institutions should focus on streamlining administrative processes, improving accessibility to faculty and resources, and providing comprehensive support services to meet students' academic and personal needs. Regular feedback from students will help ensure that improvements are aligned with their evolving expectations.

Table 6

A Significant Relationship Exists Between Service Quality and Student Satisfaction.

(n=500)

Variables		Learning Environment	Institutional Services	Faculty Engagement	Academic Experience
Accessibility	<i>r</i>	0.66***	0.7***	0.65***	0.57***
	<i>p</i>	0.001	0.001	0.001	0.001
Efficiency	<i>r</i>	0.67***	0.7***	0.68***	0.59***
	<i>p</i>	0.001	0.001	0.001	0.001
Student Support	<i>r</i>	0.65***	0.7***	0.66***	0.64***
	<i>p</i>	0.001	0.001	0.001	0.001
Administrative Services	<i>r</i>	0.66***	0.7***	0.66***	0.61***
	<i>p</i>	0.001	0.001	0.001	0.001

*Note:***p<0.01 (Very Highly Significant); **p<0.01 (Highly Significant); *p<0.05 (Significant)*

Mediating Role of Institutions' Perceived Service Quality in the Relationship Between Service Delivery and Student Satisfaction

Table 7 presents the mediation and path analysis examining the relationship between student satisfaction, service quality, and service delivery. The results show that all paths in the model are statistically significant, with p-values less than .001. Specifically, the indirect effect of student satisfaction on service delivery through service quality is significant (Estimate = 0.395, SE = 0.0298, 95% CI [0.336, 0.453], Z = 13.3, p < .001), indicating that service quality mediates the relationship between student satisfaction and service delivery. This suggests that student satisfaction positively influences perceptions of service quality, which in turn enhances the quality of service delivery.

In addition, the direct effect of student satisfaction on service delivery remains statistically significant (Estimate = 0.442, SE = 0.0332, 95% CI [0.377, 0.507], $Z = 13.3$, $p < .001$), suggesting a partial mediation. The total effect of student satisfaction on service delivery, combining both direct and indirect effects, is also significant (Estimate = 0.837, SE = 0.0234, 95% CI [0.791, 0.883], $Z = 35.7$, $p < .001$), confirming the substantial overall impact of student satisfaction on service delivery outcomes.

The path estimates further reinforce these findings. Student satisfaction significantly predicts service quality (Estimate = 0.791, SE = 0.0259, 95% CI [0.74, 0.842], $Z = 30.6$, $p < .001$), and service quality significantly predicts service delivery (Estimate = 0.499, SE = 0.0339, 95% CI [0.433, 0.566], $Z = 14.7$, $p < .001$). These results highlight the importance of service quality as a crucial link between how satisfied students feel and how effectively services are delivered.

The findings from the mediation analysis align with previous research emphasizing the critical role of service quality in the relationship between student satisfaction and service delivery. For instance, Borishade et al. (2021) highlighted that student satisfaction mediates the relationship between service quality and student loyalty, underlining the importance of delivering high-quality educational services. Similarly, Hasan et al. (2008) supported the SERVQUAL model (Parasuraman et al., 1988), which identifies tangibility, responsiveness, assurance, reliability, and empathy as key dimensions of service quality impacting satisfaction. Furthermore, Ecat and Bironia (2023) emphasized that while students generally express high satisfaction, their perceptions are often shaped by how institutions consistently uphold these service quality dimensions, which ultimately influence the quality-of-service delivery.

Theoretical underpinnings also strengthen the relevance of the mediation model used. Parasuraman et al.'s (1988) SERVQUAL theory supports the premise that perceived service quality significantly influences customer satisfaction, a principle echoed in higher education by Onditi and Wechuli (2017), who found that institutions must actively gather student feedback to refine service quality. Complementarily, Herzberg's motivation-hygiene theory, as explained by Alshmemri et al. (2017), distinguishes between hygiene factors (e.g., basic services) and motivation factors (e.g., academic support), suggesting that both sets are needed to sustain high student satisfaction. Additionally, the Expectation–Confirmation Theory (Oliver, 1980) explains that satisfaction arises when perceived experiences meet or exceed expectations, supporting the significance of maintaining service quality to fulfill students' evolving demands. These findings and theoretical insights call on school administrators and quality assurance personnel to conduct regular service quality assessments and initiate responsive measures such as faculty workshops, student feedback forums, and quality audits to ensure the continuous enhancement of student experiences.

Given these findings, school administrators and quality assurance personnel are encouraged to prioritize initiatives that enhance student satisfaction as a strategic approach to improving both service quality and delivery. Activities such as regular student feedback sessions, service quality audits, and staff training programs focused on responsiveness and communication may be valuable. By strengthening service quality as a mediating factor, educational institutions can better ensure the consistent and effective delivery of services that meet or exceed student expectations.

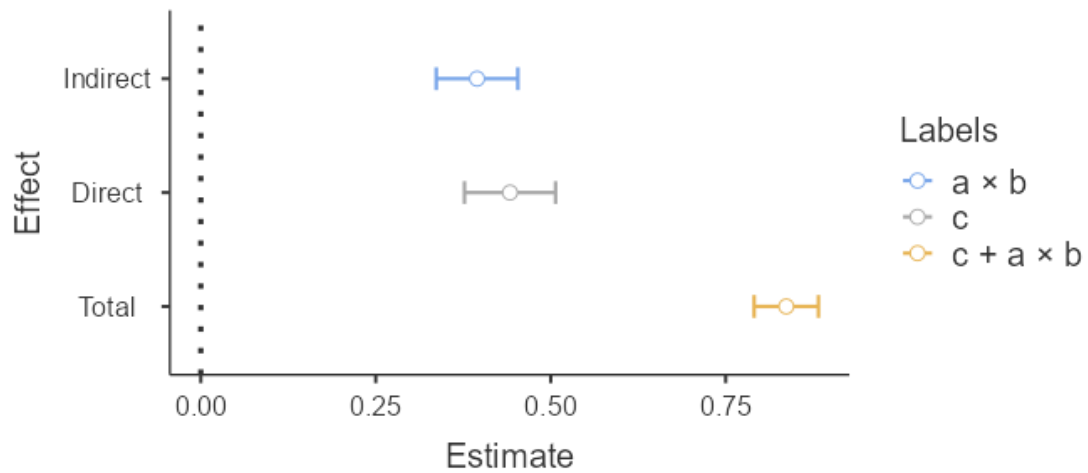
Table 7

Mediating Role of Institutions' Perceived Service Quality in the Relationship Between Service Delivery and Student Satisfaction

($n=500$)

Effect	Label	Estimate	SE	95% Confidence Interval		Z	p	% Mediation
				Lower	Upper			
Indirect	a x b	0.3958	0.0298	0.336	0.453	13.3	<.001	47.2
Direct	c	0.4422	0.0332	0.377	0.507	13.3	<.001	52.8
Total	c+a x b	0.8374	0.0234	0.791	0.883	35.7	<.001	100.0
Path Estimates								
Student Satisfaction	→ Service Quality	a	0.7919	0.0259	0.74	0.842	30.6	<.001
Service Quality	→ Deliver y	b	0.4999	0.0339	0.433	0.566	14.7	<.001
Student Satisfaction	→ Deliver y	c	0.4422	0.0332	0.377	0.507	13.3	<.001

Estimate Plot



Chapter 4

SUMMARY, FINDINGS, CONCLUSION, AND RECOMMENDATION

Summary

This study investigates how perceived service quality mediates the relationship between service delivery and student satisfaction in a higher education institution in Ozamiz City during the academic year 2024-2025. The research answered the following questions: (1) What is the level of institutional service quality based on the constructs of tangibles, reliability, responsiveness, assurance, and empathy? (2) How effective is the service delivery in terms of accessibility, efficiency, student support, and administrative services? (3) What is the level of student satisfaction in terms of academic experience, faculty engagement, institutional services, learning environment, and personal development opportunities? (4) Is there a significant relationship between institutional service quality, service delivery, and student satisfaction? (5) What is the mediating role of perceived service quality in these relationships?

The study used a quantitative research design, specifically descriptive-correlational, to analyze the data gathered from 500 students. The research instruments used include a service quality questionnaire, a service delivery questionnaire, and a student satisfaction questionnaire. Data analysis techniques such as mean, standard deviation, Pearson product-moment correlation coefficient, and multiple regression analysis were employed.

Findings

The following are the salient findings of this study:

1. The overall level of institutional service quality was rated as "Very Highly Satisfied," with high ratings for the dimensions of tangibles, reliability, assurance, and empathy. Tangibles and assurance received the highest ratings, indicating that students are delighted with the physical aspects of the institution and the professionalism of the staff.
2. The effectiveness of institutional service delivery was also rated as "Very Highly Satisfied," with Student Support and Accessibility receiving the highest satisfaction levels. Students expressed satisfaction with the support services, such as academic advising and career counseling, as well as the accessibility of various resources.
3. The level of student satisfaction was "Very Highly Satisfied," with the Learning Environment receiving the highest satisfaction rating, followed by Institutional Services and Academic Experience. This reflects students' satisfaction with both the academic and non-academic aspects of their experience at the institution.
4. There was a statistically significant relationship between institutional service quality and service delivery. All aspects of service quality, such as tangibles, reliability, responsiveness, assurance, and empathy, were strongly related to accessibility, efficiency, student support, and administrative services.
5. There was a statistically significant relationship between institutional service quality and student satisfaction. The study found that service quality dimensions, including reliability, responsiveness, and empathy, strongly impacted student satisfaction.

6. There was a statistically significant relationship between service delivery and student satisfaction. Service delivery, particularly in accessibility and efficiency, significantly influenced students' overall satisfaction levels.

7. Perceived service quality was found to significantly mediate the relationship between service delivery and student satisfaction. The constructs of reliability, responsiveness, and empathy were key mediators in the relationship between service delivery and student satisfaction.

Conclusion

The following are the salient findings of this study:

1. Institutional service quality is perceived positively by students, particularly in tangibles, reliability, assurance, and empathy. These aspects contribute significantly to student satisfaction, reflecting the institution's commitment to providing a professional and well-maintained environment.

2. Service delivery was also highly rated, with Student Support and Accessibility being the top-rated aspects. This highlights the institution's effectiveness in providing timely and accessible support services that meet students' needs.

3. Student satisfaction is closely linked to the institution's service quality and delivery, with high satisfaction observed in the Learning Environment and Institutional Services. This reflects that both academic and non-academic services are integral to a positive student experience.

4. There is a significant relationship between institutional service quality and service delivery, indicating that students' perceptions of the quality of services are closely tied to how efficiently and effectively these services are delivered.

5. Service quality dimensions like reliability, responsiveness, and empathy have a significant impact on student satisfaction, emphasizing the importance of these factors in creating a positive learning environment.

6. Service delivery, especially in accessibility and efficiency, directly influences student satisfaction, suggesting that institutions should focus on improving these aspects to enhance overall student experiences.

7. Perceived service quality mediates the relationship between service delivery and student satisfaction, with the dimensions of reliability, responsiveness, and empathy acting as key mediators. This indicates that improving these factors will have a direct impact on overall student satisfaction.

Recommendations

Based on the findings and conclusions, it is recommended that:

1. For University Administrators – Regularly evaluate and improve the physical environment, staff professionalism, and responsiveness of services to keep students highly satisfied. This can be done by conducting regular campus checks, organizing staff development programs, and gathering feedback from students.

2. For Student Support Offices – Focus on making support services and resources easier to access and more efficient for students. This may include offering online services, extending office hours, and simplifying application or request processes.

3. For Faculty and Student Affairs Units – Create a more engaging academic and campus environment while strengthening both educational and support services. This can be done through interactive teaching, meaningful campus activities, and mentoring opportunities.

4. Ensure that services are always delivered efficiently and consistently so that students experience smoother processes. This can be achieved by using digital systems, following clear procedures, and providing regular training for staff.

5. For Quality Assurance Units – Improve service reliability, responsiveness, and personalized care since these strongly affect student satisfaction. This can be done by regularly monitoring services, setting standards, and acting quickly on areas that need improvement.

6. For Policy Makers within the Institution – Streamline service delivery to make it both accessible and efficient, boosting student satisfaction. This may include updating outdated policies, cutting unnecessary steps, and adopting modern information systems.

For Faculty and Administrative Personnel – Focus on key factors that shape students' perceptions, such as timely responses and personalized attention, to close the gap between service delivery and student satisfaction. This can be done by improving communication channels, responding quickly, and promoting a student-centered culture.

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Appendix A

SERVICE QUALITY QUESTIONNAIRE

Directions: The following statements relate to the quality of services provided by your institution. Please indicate the extent to which each statement reflects your experience by selecting the appropriate response. 5- Strongly Agree; 4-Agree; 3- Neutral; 2-Disagree; 1; Strongly Disagree

Constructs/Indicators	5	4	3	2	1
A. Tangibles					
8. The classrooms, libraries, and laboratories are well-maintained and provide a good learning environment.					
9. The school has modern equipment and technology that support student learning.					
10. The campus is clean, organized, and comfortable for students.					
11. The faculty and staff present themselves professionally.					
12. The school provides enough learning materials, such as books and computers, to support our studies.					
B. Reliability					
13. The school provides reliable and accurate academic services.					
14. The teachers come to class prepared and deliver lessons effectively.					
15. The school follows its academic schedules and policies without unnecessary delays.					
16. The student concerns are addressed in a timely and reliable manner.					
17. The important academic information (such as grades, schedules, and policies) is clear and easily accessible.					
C. Responsiveness					
18. The faculty and staff are approachable and respond to student concerns quickly.					
19. The school provides quick and effective solutions to academic and administrative issues.					
20. There are clear ways for students to express their concerns and seek help when needed.					
21. The school regularly asks for student feedback to improve its services.					
22. The students' concerns or complaints are taken seriously and addressed properly.					
D. Assurance					
23. The teachers are knowledgeable and skilled in their respective subjects.					
24. The school ensures a safe and secure environment for students.					

Constructs/Indicators	5	4	3	2	1
25. The students feel confident in the quality of education and services provided by the school.					
26. The school follows fair and transparent academic policies.					
27. The faculty and staff maintain professionalism and ethical behavior.					
E. Empathy					
28. The faculty and staff genuinely care about students' academic and personal well-being.					
29. The institution considers the unique needs of students when providing services.					
30. The academic advisors and guidance counselors are available and approachable.					
31. The school promotes an inclusive and welcoming learning environment.					
32. The students feel valued and respected in this institution.					

Appendix B

SERVICE DELIVERY QUESTIONNAIRE

Directions: The following statements relate to the service delivery of your institution. Please indicate the extent to which each statement reflects your experience by selecting the appropriate response. 5- Strongly Agree; 4-Agree; 3- Neutral; 2-Disagree; 1; Strongly Disagree

Constructs/Indicators	5	4	3	2	1
A. Accessibility					
1. The school provides easy access to academic services like enrollment and registration.					
2. The online platforms for school transactions (like grades and enrollment) are user-friendly.					
3. The office hours and services are convenient for students.					
4. The students with special needs receive proper accommodations and support.					
5. The school facilities are designed to be accessible for all students.					
B. Efficiency					
6. The school processes student requests (like records and documents) quickly.					
7. The online and offline services function smoothly without delays.					
8. The institution efficiently manages class schedules and course offerings.					
9. The administrative concerns are addressed in a reasonable and timely manner.					
10. The school continuously improves its services by adopting new technology.					
C. Student Support					
11. The school provides helpful academic support programs (like tutoring and mentoring).					
12. The career guidance and counseling services are available and useful.					
13. The school offers programs to support students' mental health and well-being.					
14. The student organizations and extracurricular activities are well-supported by the school.					
15. The institution provides internship and job placement assistance.					

Constructs/Indicators	5	4	3	2	1
D. Administrative Services					
16. The staff in administrative offices are friendly and helpful.					
17. The school provides clear guidelines on tuition, scholarships, and financial aid.					
18. The library and research services are easily accessible and useful.					
19. The school provides adequate medical and emergency services for students.					
20. The administrative transactions are smooth and hassle-free.					

Appendix C

STUDENT SATISFACTION QUESTIONNAIRE

Directions: The following statements relate to your satisfaction with various aspects of your experience at the institution. Please indicate the extent to which each statement reflects your experience by selecting the appropriate response. 5- Strongly Agree; 4-Agree; 3-Neutral; 2-Disagree; 1; Strongly Disagree

Constructs/Indicators	5	4	3	2	1
A. Academic Experience					
1. I am satisfied with the overall quality of my education.					
2. I find the course content meets my academic expectations.					
3. I find the teaching methods used by the faculty engaging and effective.					
4. I feel challenged and motivated in my courses.					
5. I have learned valuable skills that will help me in my future career.					
B. Faculty Engagement					
6. I find faculty members approachable and willing to help me.					
7. I feel encouraged to participate in class by faculty members.					
8. I am satisfied with the feedback I received from my professors.					
9. I experienced a positive and respectful learning environment created by faculty members.					
10. I feel that faculty members are invested in my academic success.					
C. Institutional Services					
11. I am satisfied with the quality of administrative services (e.g., registration, student records).					
12. I find the campus facilities (e.g., library, study areas) meet my needs.					
13. I have access to a variety of extracurricular activities and services offered by the institution.					
14. I am satisfied with the institution's communication regarding events and activities.					
15. I feel that the institution supports student involvement in community activities.					
D. Learning Environment					
16. I find the learning environment (e.g., classrooms, online platforms) supports my academic success.					
17. I feel that the institution provides a safe and respectful space for learning.					
18. I find the learning resources (e.g., textbooks, online materials) sufficient and accessible.					

Constructs/Indicators	5	4	3	2	1
19. I experience encouragement for collaboration and interaction among students from the institution.					
20. I have access to the tools and technology I need to succeed in my studies.					

Questions Responses **517** Settings

517 responses

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Summary

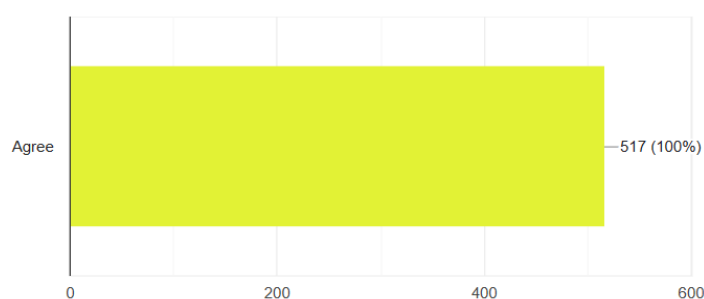
Question

Individual

I have read and understood the information provided and voluntarily agree to participate in this study.

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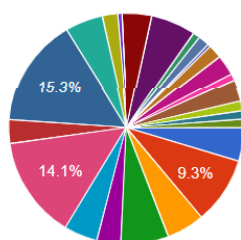
517 responses



Program

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517 responses



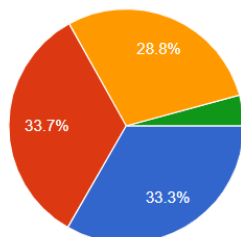
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- Bachelor of Secondary Education
- Bachelor of Science in Marine Transp...
- Bachelor of Science in Marine Engine...
- Doctor in Dental Medicine
- Bachelor of Science in Medical Techn...
- Bachelor of Science in Nursing
- Bachelor of Science in Radiologic Tec...

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Year

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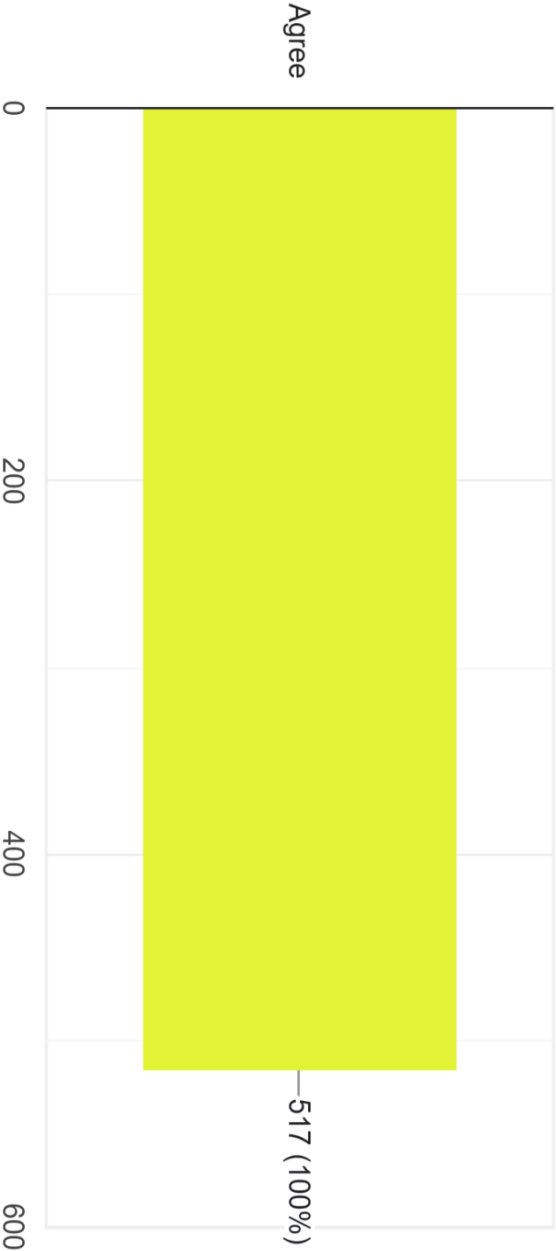
517 responses

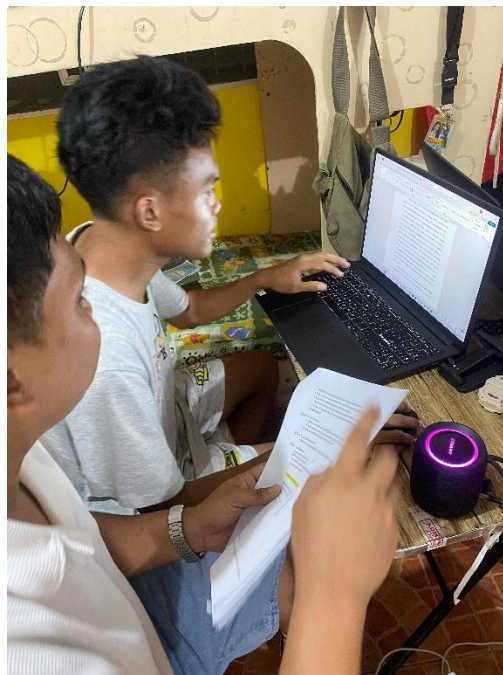
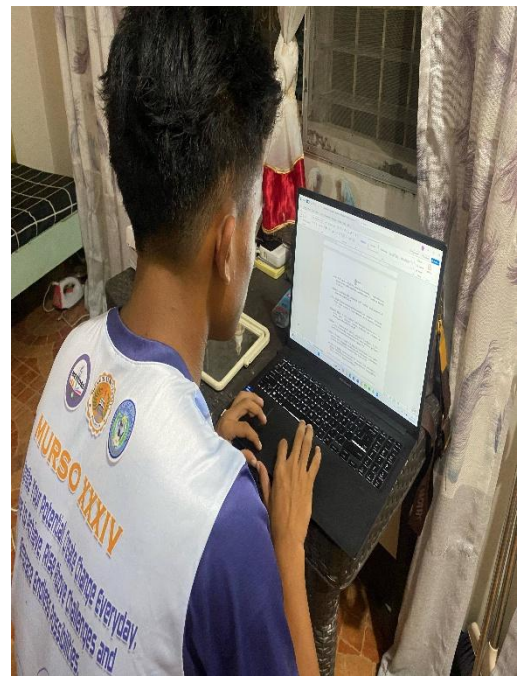
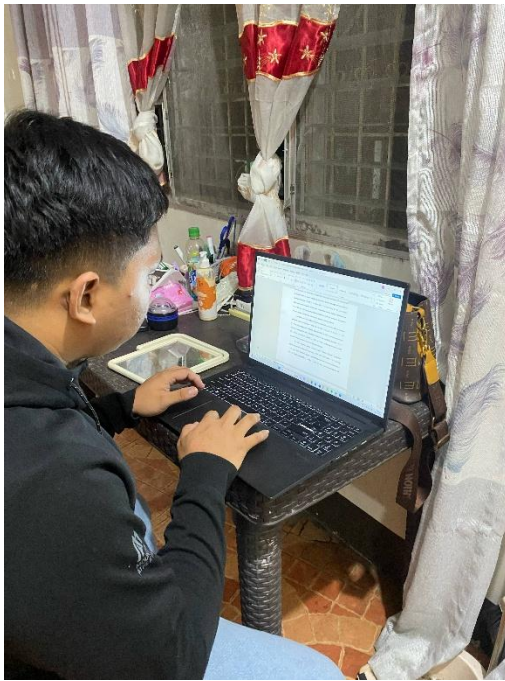


- 1
- 2
- 3
- 4

I have read and understood the information provided and voluntarily agree to participate in this study.

517 responses





**THE MEDIATING ROLE OF
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QUALITY ON THE RELATIONSHIP
BETWEEN SERVICE DELIVERY AND
STUDENT SATISFACTION**

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ENGAGEMENT,
TEACHING
QUALITY,
TECHNOLOGY
INTEGRATION IN
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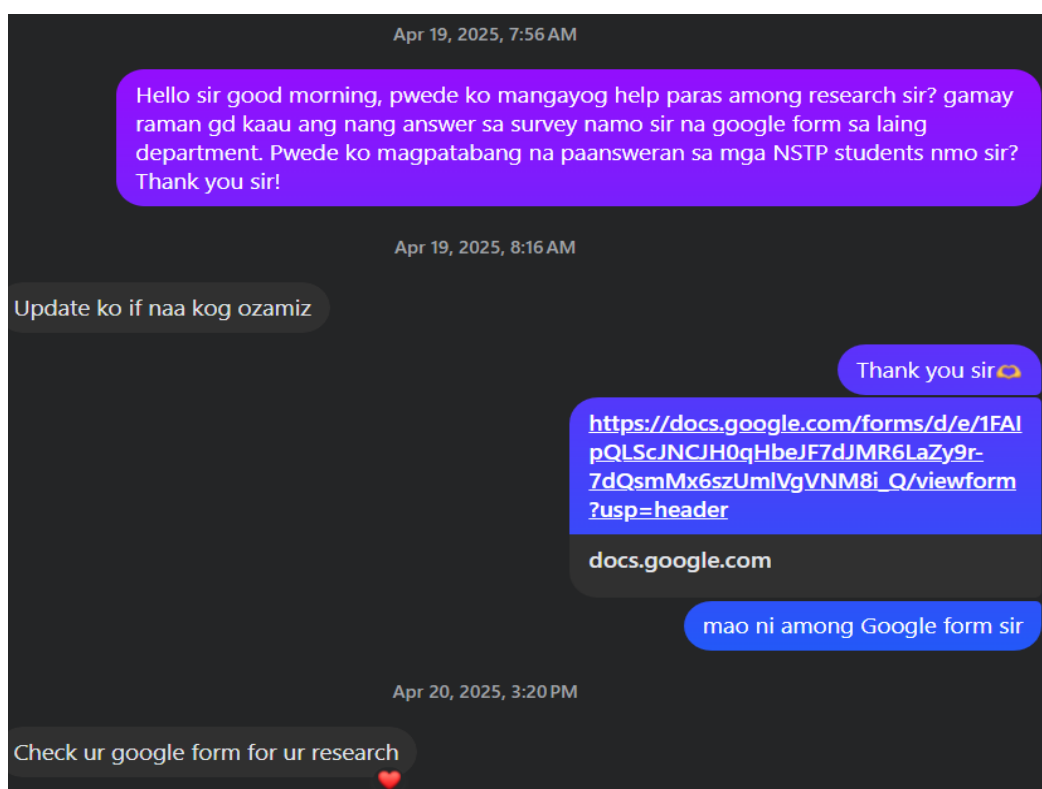
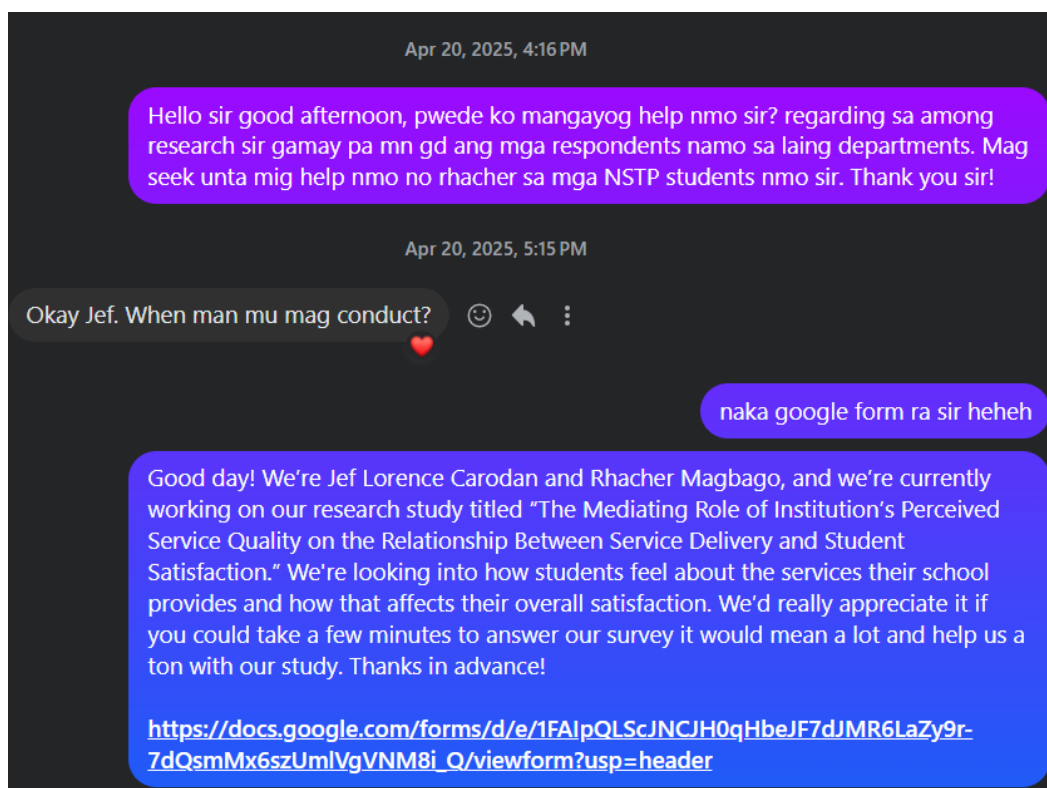
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Variables

Data

Analyses

Edit

Exploration

T-Tests

ANOVA

Regression

Frequencies

Factor

medmod

SEM

jamovi - CARODAN & MAGBAGO DATA: APRIL 21, 2025

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Results

Descriptives

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AverageReliability	4.47	0.477
AverageResponsiveness	4.44	0.521
AverageAssurance	4.50	0.455
AverageEmpathy	4.48	0.488

Descriptives

	Mean	SD
AverageAccessibility	4.52	0.454
AverageEfficiency	4.47	0.489
AverageStudentsSupport	4.53	0.453
AverageAdministrativeServices	4.51	0.496

Descriptives

	Mean	SD
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February 27, 2025

Mrs. Nelpa N. Capio
Director, DSAS
Misamis University
Ozamiz City

Dear Mrs. Capio:

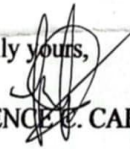
Greetings!

We are currently pursuing our research study for our subject RES IE - Research in Education under the program, Bachelor of Elementary Education Major in General at Misamis University, Ozamiz City. Our research entitled **"The Mediating Role of Institution's Perceived Service Quality on the Relationship Between Service Delivery and Student Satisfaction"** was approved by our Research Teacher on February 24, 2025.

This study is designed to mediate the role of an institution's perceived service quality on the relationship between service delivery and student satisfaction. Using interview guide questions as an instrument, we will collect data from selected college students who were enrolled in 2nd semester, S.Y. 2024- 2025. In this regard, we would like to request your approval for the conduct of our study. Please be assured that ethical considerations and health protocols will be duly observed and the data will be utilized for this research purpose only.

Your approval to this request will be deeply appreciated.

Respectfully yours,


JEF LORENCE C. CARODAN
Student


RHACHER P. MAGBAGO
Student

Noted:


GENELYN R. BALUYOS, EdD
RES IE Instructor

Approved:


NELPA N. CAPIO, MAEd, JD
Director, DSAS



Misamis University

Ozamiz City



MISAMIS UNIVERSITY RESEARCH CENTER

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ACCREDITED: Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA)

MU-RC-042/13 November 2024

Thesis/Research Data Gathering Approval Form

Date: March 03, 2025

Name of Authors: Jef Lorraine C. Carodan and Rhacher P. Magbago

College/Department: College of Education

Research Title: The Mediating Role of Institutions' Perceived Service Quality on the Relationship Between Service Delivery and Student Satisfaction

Data Gathering Procedure:

a. Type of Research: (Kindly check)

- | | | |
|---|--|---|
| ☒ Quantitative | ☐ Qualitative | ☐ Experimental |
| ☐ Approved Research Title & Problem/Objectives | ☐ Approved Data Gathering Procedure | ☐ Approved Data Gathering Instrument/Data Sheets |

b. Respondents/Participants/Subject/Samples to be Collected: College Students enrolled in 2nd Semester, S.Y. 2024-2025

c. Procedure:

- | | | | |
|--|------------------------------------|--|---|
| ☒ Survey | ☐ Interview | ☐ Experimentation | ☐ Laboratory Testing |
|--|------------------------------------|--|---|

d. Place of Implementation/Study Area:

If to be conducted outside the school campus, indicate the nature of transportation to be used:

- | | | | |
|--|---|---------------------------------|--|
| ☐ Own private vehicle | ☐ public utility vehicle | ☐ rental | ☐ Others, please indicate |
|--|---|---------------------------------|--|

e. Date/s of Implementation/Sampling: March 19, 2025 - March 28, 2025

Attachments:

- | |
|--|
| ☐ Approved Letter of Consent from the designated authority in the area/place where the study is to be conducted |
| ☐ Signed Parents' Consent |

The thesis proposal mentioned above is hereby recommended for the commencement of data gathering implementation.

Recommended by:

MRS. NEVILLAN CAPID
Thesis/Research Adviser

Dr. GENELYN R. BALUYOS
Thesis/Research Instructor

Approved by:

Dr. GENELYN R. BALUYOS
College Dean

CONTROLLED DOCUMENT

CURRICULUM VITAE

PERSONAL DATA

Name : Rhacher P. Magbago

Address : P-6 Kauswagan, Tangub City, Misamis
Occidental

Date of Birth : May 10, 2002

Place of Birth : Aurora, Zamboang City

Sex : Male

Civil Status : Single

Parents : Mr. & Mrs. Cherryl P. Magbago



EDUCATION

College : Bachelor of Elementary Education Major in General
Misamis University
Ozamiz City, Misamis Occidental

Secondary : Senior High School
St. Michael High School
Tangub City, Misamis Occidental
March 2018-2020

Junior High School
St. Michael High School
Brgy 2, Tangub City, Misamis Occidental
2015-2018

Elementary : St. Michael High School
Brgy 2, Tangub City, Misamis Occidental
2010-2014