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## Capiz State University Stakeholders' Satisfaction Index: Insights for Quality Service Delivery Enhancement

Maria Lourdes M. Bernales\*

Capiz State University, Main Campus, Roxas City, Capiz, Philippines.

\*Correspondence: [capsuthesisfiles@gmail.com](mailto:capsuthesisfiles@gmail.com) (Maria Lourdes M. Bernales, Administrative Staff, Capiz State University Accounting Office, Roxas City, Capiz, Philippines).

### ABSTRACT

The research determined the stakeholder's level of satisfaction with the dimensions of quality service delivery enhancement. It covered the stakeholder's satisfaction with reliability, assurance, tangibles, empathy, and responsiveness. The results highlighted that the stakeholders' satisfaction on the dimensions of quality service was higher than service quality standard, especially in assurance and empathy, while above minimum standard for reliability and responsiveness, and less comparable for tangibility. The research claimed high manifestations of quality of service as to assurance by personnel's friendliness, familiarity with tasks, updated documents and information, availability of resources, courteous, promptly fulfilled promised services and made stakeholders at ease and secure. The results scored a high stakeholders' satisfaction on reliability quality of service dimensions, records and data were accurate, safely kept, available anytime and personnel gave clear information and alternative solutions to problems. Findings on stakeholders' satisfaction with responsiveness were above average except on clients' insecurity where the clients' needs are heard, prompt service, courteous enough and arranged time for clients to get the documents. The results on tangibility service quality were high, while average for empathy. Moreover, there was a significant variation between the levels of respondents' satisfaction and reliability, responsiveness, assurance, and empathy but when it comes to tangibles, insignificant difference was evident. When stakeholders were categorized by campus, there was a substantial variation in the level of satisfaction and service quality parameters, significant differences existed on reliability, responsiveness, tangibles and empathy, while in terms of assurance, students' satisfaction was similar.

**Keywords:** Stakeholders, Satisfaction index, Insights, Quality, Service, Enhancement, and Delivery.

### INTRODUCTION:

Universities are key players in education and responsible for the integral formation of professionally competent, service-oriented, principled, and productive citizens. Quality service in Philippines gets much attention and has aroused difficulties and apprehensions in almost all sectors and agencies in the government as shown by the frequent visits and the evaluation made by the regulatory bodies such as the International

Organization for Standardization (ISO) and Commission on Higher Education. For decades, government agencies are less concerned about quality service, and it has been so long that the services the stakeholders need, notwithstanding the length of time of waiting, the efforts, expenses and time involved of coming back and forth, were enough for them. Precisely, the purpose of evaluation is to provide check and balance, to

alleviate and attain a superior status more than compliant to what the students and community needs.

With the premises above, Capiz State University is required to offer courses and training in education, science and technology, the arts humanities, fisheries and forestry, along with other disciplines. It provides services at different levels of students' learning. Moreover, the study used the SERVQUAL model that described customer satisfaction and dissatisfaction (Parasuraman *et al.*, 1988), which highlights five gaps in sending service and influences customer judgment on service received. It also presents the satisfaction index of the Capiz State University stakeholders, which will aid the university in gauging how satisfied stakeholders are with improvements to the quality of service they receive. The evaluation of quality service that the University delivered identifies the weaknesses and strengths besides by what means it could be improved, which forms the study's utmost concern. Further, the research correlated to the present thrusts of Higher Education Institutions (HEIs) for concrete view points on stakeholders' satisfaction index. The study ascertained the satisfaction level of stakeholders on the dimensions of quality service delivery of Capiz State University when it comes to reliability, assurance, tangibles, empathy, and responsiveness; satisfaction level of stakeholders when grouped to profile; significant difference in the satisfaction level of stakeholders when grouped to profile; and the insights to the stakeholders' satisfaction index towards quality service delivery (Mezgebe, 2020; Aktar, 2021).

This study is anchored on three theories: SERVQUAL or the Service Quality (Zeithaml *et al.*, 1990); Theory of Constraints (TOC) (Goldratt, 1984), and Two Factor Theory of Customer Satisfaction (Neumann & Jackson, 2015). Zeithaml *et al.* (1988) Service Quality Model (SERVQUAL) captures and measures the quality service experienced by customers and the factors that shape customer perceptions, which the current study considered.

## **METHODOLOGY:**

### **Design/Participants**

A descriptive-correlational research utilizing quantitative method in gathering the essential data was employed. The said design is deemed applicable in inves-

tigating the quality service of Capiz State University and stakeholders' satisfaction on service delivery. The study utilized the 858 respondents composed of 339 parents and guardians and the 369 students and 150 faculty and personnel of the three campuses of Capiz State University: Pontevedra, Burias, and Roxas City. A researcher-made research instrument composed of the respondents' profile and the dimensions of quality service was validated through a reliability test administered to 30 respondents, who were not part of the total sample size. The data collected were coded, tabulated, summarized, and processed using Statistical Package for Social Sciences (SPSS) version 20 that facilitated the analysis and interpretation.

### **Sample Size**

The sample size was computed using the Krejcie and Morgan formula, (1970). The total population was gathered at the Capiz State University database 2020-2021 for students and from the Academic Affairs Office, while the faculty/personnel data were taken from the Human Resources Department Office, Central Administration Office. And for the parents, it was from the University's frontline office logbook. From the total population of students, three hundred sixty-nine (369) were the sample size respondents out of 9, 221 students. The overall number of parents/guardians was supposedly the same with the students; however, only three hundred thirty-nine (339) of the parents/guardians accomplished the instrument. The total population of faculty / personnel was 392 and the total sample size was one hundred ninety-four (194) but one hundred fifty (150) faculty and personnel filled out the instrument. The number of respondents from parents/guardians and faculty and personnel categories falling short of the computed sample size was attributed to COVID-19 situation, quarantine measures and "Work from Home" implementation. The three hundred sixty-nine (369) sample size for students was proportionally allocated to the three (3) campuses: Roxas City, Pontevedra, and Burias. The Krejcie and Morgan 1970 formula used Z value (1.96 for 95% confidence level), population proportion (assumed to be 0.5 or 50%) and degree of accuracy expressed as a proportion was 50% (0.05), hence, the three hundred sixty-nine (369) sample size for students. Per campus, the sample size formula was applied, whereby, two hundred seventeen

(217) respondents out of five thousand four hundred twenty (5,420) students were from Roxas City, thirty-five (35) respondents from Burias out of eight hundred seventy-nine (879) students, and one hundred seventeen (117) respondents of the two thousand nine hundred twenty-two (2,922) students from Pontevedra. The Krejcie and Morgan 1970 formula was also used in the calculation for the parent / guardian respondents. It also used proportional allocation with set values of 50% for population proportion, Z value (1.96) and 5% confidence level for proportional representation of the degree of accuracy. The distribution of parent/guardian respondents was from the three hundred thirty-nine (339) sample size respondents per campus presented with two hundred (200) parents/guardians from Roxas City, thirty-two (32) were from Burias, and one hundred seven (107) parents and guardians were from Pontevedra. The distribution of sample size per campuses as to faculty/personnel was based on (Krejcie & Morgan, 1970) formula with population proportion set at 50%, Z value (1.96) and degree of accuracy expressed as a proportion were both set at 5% confidence level (0.05).

**Table 1:** Population, sample size of students, parents and guardians, faculty and personnel.

Campus	Population(N)	Sample Size	Percentage
Students			
Roxas	5,420	217	58%
Burias	879	35	10%
Pontevedra	2,922	117	32%
Total	9,221	369	100%
Parents/ Guardians			
Roxas	5,420	200	59%
Burias	879	32	9%
Pontevedra	2,922	107	32%
Total	9,221	339	100%
Faculty and Personnel			
Roxas	167	68	45%
Burias	95	36	24%
Pontevedra	130	46	31%
Total	392	150	100%

Measured values provided one hundred fifty (150) required sample size from three hundred ninety-two (392) faculty/personnel distributed per campus; sixty-eight (68) respondents out of one hundred sixty-seven (167) from Roxas City, thirty-six (36) from Burias out UniversePG | [www.universepg.com](http://www.universepg.com)

of ninety-five (95) personnel, and forty-six (46) respondents of the one hundred thirty (130) personnel from Pontevedra. **Table 1** shows the population, sample size of students, parents and guardians, faculty and personnel.

**Research Instrument**

The primary research tool used to acquire the required data was a two-part questionnaire created by the researcher. Part I was about the respondents’ profile in gathering the information on the stakeholders’ related factors consisting the socio-demographic characteristics such as age, sex, campus, and highest educational attainment. Part II dealt with the satisfaction on service delivered. Tests of the instrument’s reliability and validity were performed. After the approval, the questionnaires were distributed to the target respondents. The researcher administered the distribution personally. After the respondents answered the instrument, they were gathered and encoded for the Statistical Package or SPSS for data processing and analysis.

**RESULTS AND DISCUSSION:**

The satisfaction level of stakeholders on quality service dimensions was high. It was above quality service standard as to assurance and empathy, while reliability and responsiveness were above minimum standard. Findings also showed high stakeholders’ satisfaction as to reliability. Records and data were accurate, safely kept, available anytime for clients’ concerns, promises were fulfilled and personnel were courteous, gave clear information and provided alternative solutions to problems. Moreover, stakeholders’ satisfaction on responsiveness was above average as manifested in excellent service to clients’ needs, courteous and prompt service. However, clients’ insecurity while interacting with the personnel was noted. The satisfaction level of stakeholders as to assurance was high as manifested through personnel’s friendliness, having up-to-date documents and information, make stakeholders feel at ease, resources and other services were available. As to tangible quality service, stakeholders’ satisfaction was also high as demonstrated in communicating to clients, excellent security services, accommodation, organized files, leaflets and course materials were available but Information and Communication Technology (ICT) facilities need replacement. The stakeholders’ satisfaction as to empathy was average as exhibited through sincerity

and friendly approach, listening to complaints and give solutions, attentive to their work and update stakeholders regarding issues and complaints. The results showed that the majority of the faculty and personnel, parent and guardian, and stakeholder respondents were from Roxas City campus, followed by Pontevedra and Burias campuses. The personnel and faculty were from CM, COEAS, COED, BIT and COAF of Roxas City campus with Instructor 1-111 positions, Associate Professors, and Administrative Officers, with 15 years and below length of service, with varied length of service composed of both new and old employees. The faculty were mostly females, married, from the brackets of 21-35 years old and 56-65 years old, holders of Master's degree and were pursuing their doctorate degree. The results highlight that the employees were highly knowledgeable and capable of providing quality service. The parents and guardians were between 46-50 years old, married or had a family in their 30's and 40's and 70% have 1-2 children enrolled in said University, particularly in Roxas City campus in the College of Management (CM), second year taking BSE entrepreneurship between 17-20 years old and mostly were females. Moreover, the research found significant variation on the level of satisfaction of stakeholders when grouped to profile, particularly on category / classification, campus, age, and sex, whereas, an insignificant difference in civil status. Similarly, on the level of satisfaction of stakeholders on the dimensions of quality service, the study found significant variation, particularly in reliability, responsiveness, assurance, and empathy, whereas, an insignificant difference found on tangibles. The findings corroborate with the studies of Hanaysha *et al.* (2011), which five dimensions of quality service have significant impacts on the students' satisfaction; Archambault, (2008) and Kayastha, (2011) which service performance and students' satisfaction aid private, post-secondary institutions to forecast and measure students' satisfaction and their retention. The findings are consistent with those of Khan *et al.* (2011) who discovered that reliability, responsiveness, and empathy are all highly correlated with service quality. According to Agbor, (2011) great service is also significantly correlated with customer satisfaction. Agbor, (2011) also emphasized that people rendering the services to customers have the attribute of knowledge and ability to stir confidence

and Naidoo, (2011) stressed to foster assurance for confidence and trust among students through the information and skills of contact personnel and continuity of service staff. Temizer & Turkyilmaz, (2012) contend that higher education institutions must place a greater emphasis on quality due to heightened rivalry, globalization, and reduced government funding.

#### **CONCLUSION:**

The level of satisfaction of stakeholders on the five quality service dimensions was high though assurance and empathy edged over others in extensiveness of service but tangibility was less comparable to the four quality service dimensions. Their level of satisfaction when grouped to profile was high. Significant variation was revealed on the level of satisfaction of stakeholders when grouped to profile, particularly on category / classification, campus, age, and sex, whereas, an insignificant difference in civil status. On the stakeholders' level of satisfaction on dimensions of quality service, the study found significant variation, particularly in assurance, reliability, responsiveness, and empathy, whereas, an insignificant difference in tangibles. The results have provided a vivid scenario on the University's quality of service. It is useful for policy decision-makers and curriculum reviewers to review the different departments' quality service for quality education and strive to enhance students' satisfaction in the wake of growing competition. The quality service dimensions that the University can capitalize were on personnel abilities to develop operational controls to make sure that their outputs and results of their efforts match the desired outcomes, which highly satisfy and assure the students.

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#### **CONFLICTS OF INTEREST:**

The author declares no conflict of interest.

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