

SERVICE QUALITY AND SATISFACTION OF GRADUATE STUDENTS

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ABSTRACT

This study aimed to measure the level of service quality and students' satisfaction among the three groups of master's programs of J.H. Cerilles State College for the School Year 2020-2021, the differences, and the relationships of variables. In this study, service quality was measured in reliability, assurance, tangibles, empathy, and responsiveness. While students' satisfaction involved learning outcomes, physical facilities, academic responsiveness, and personality development. The variables were measured using two sets of adopted survey research questionnaires, and 104 graduate students participated. The findings revealed that the graduate students have high service quality relevant to reliability, assurance, tangibles, empathy, and responsiveness. Moreover, the research participants are mostly satisfied with their services in terms of learning outcomes, physical facilities, academic responsiveness, and personal development. Results also revealed that there were significant differences in the service quality. Concerning graduate program, age level, and marital status. Similar differences were also reflected concerning their satisfaction with the graduate school services. However, there were no significant differences in the perceived service quality and satisfaction regarding gender. The satisfaction and perceived service quality towards the graduate school were found to have a significant, positive, and strong relationship. Simple linear regression analysis further revealed that service quality significantly affects graduate students' satisfaction. Results can serve as a lens for policy-makers and stakeholders to improve service quality as it increases graduate students' satisfaction. Other implications, conclusions, and recommendations were incorporated in the paper.

Keywords: perceived service quality, satisfaction, graduate students, differences, relationships, linear regression