



SERVICE QUALITY LEVEL OF SATISFACTION AND LEVEL OF LOYALTY OF BACHELOR OF SCIENCE IN RADIOLOGIC TECHNOLOGY IN COLLEGE OF RADIOLOGIC TECHNOLOGY

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ABSTRACT

The Higher Educational institution must need to render a good quality of service among the students once they are in the institution. This study is quantitative research that uses a descriptive-inferential research design and the required information was gathered by means of standardized questionnaires that were distributed to a total of 140 respondents; Level II and III students to evaluate the service quality, level of satisfaction and loyalty of the students with the philosophy and objectives, faculty, instruction, laboratory, library, research, community, student's services and auxiliary services, namely 27.9% males and 72.1% females. The findings revealed that the majority of respondents were in the age range of 21 years old above, female, level III students. In service quality the highlighted factors were philosophy and objectives, faculty, instruction, library, research, community, student's services. On the other hand, the highlighted factors in the level of satisfaction were philosophy and objectives, faculty, instruction and laboratory. And regarding to level of loyalty, most of the respondents were passive wherein the students' loyalty were neutral. This study can help the College of Radiologic technology to improve the service quality, level of satisfaction and level of loyalty among the RT students to attract more students to study in this institution as the key to figure out their interest and prepare them to their professional aspirations.

Keywords: *Bachelor of Science in Radiologic Technology, College of Radiologic Technology, service quality, satisfaction, loyalty, philosophy and objectives, faculty, instructions, laboratory, library, research, community, student services and auxiliary services.*

INTRODUCTION



The global discourse on the service quality, level of satisfaction and level of loyalty remains a prominent and actively researched area today, representing a significant topic of interest in higher institution. Due to the current competitive academic environment where students have myriad of choices, it is crucial to thoroughly investigate the factors that empower educational institutions to attract and retain students. These factors encompass philosophy and objectives, faculty, instruction, laboratory, library, research, community, students' services and auxiliary services.

The higher educations are compelled to deliver optimal service quality to students. Chen (2016) highlights the critical impact of service quality on student enrollment in universities and colleges. The number of students choosing an institution each year is significantly influenced by the perceived quality of services provided. This underscores that importance of systematically measuring and evaluating service quality within educational institutions to enhance their attractiveness and competitiveness. Institutions that prioritize and excel in delivering high quality services are likely to attract and retain a greater number of students, contributing to their overall success and reputation.

The student's satisfaction major source of gaining a competitive edge, influencing student attraction, retention and overall public perception in higher education (Arambewela & Hall, 2009). Abdulla (2006) suggest that educational institutions should integrate student satisfaction into their management strategy alongside teaching and research. This perspective considers students as customers or consumers of education rather than mere participants in the process. Notably, research including studies by Ashish & Faizaan (2016), supports the idea that service quality is a precursor to customer satisfaction. Sadin (2011) concluded that service quality significantly influences student's satisfaction.

Another significant are that is important to the educational system is student's loyalty. Student's loyalty in the educational system extends beyond their time at an institution and involves their willingness to speak positively about the institution and recommended it to others (Althiyaman, 1997; Helgesen & Nessel, 2007; Thomas 2011). This loyalty is shaped by the student's experiences and reseascg as the by Rodie & Kleine (2000), affirms that service quality has a positive impact on student's loyalty. Recognizing and fostering student loyalty is crucial for building a positive reputation and attracting new students through word-of-mouth recommendation.

In reference to the above assertions, there is a belief that student's satisfaction and loyalty are outcomes influenced by the quality educational services. With this understanding, there is a motivation to delve into and exploration of educational services quality, as well as student's and loyalty within the context of Radiologic Technology students of Medical Colleges of Northern Philippines. This investigation could shed light on the specific factors and dynamics influencing the educational experience and post educational commitment of these students.



METHODOLOGY

This chapter presents the Research Design, Respondents of the Study, Data Gathering Tool, Data Gathering Procedure and Statistical Treatment of Data.

Research Design

This study is quantitative research that mainly uses descriptive-correlational research design to evaluate and determine the Service Quality; Level of Satisfaction and Level of Loyalty of BSRT Students in College of Radiologic Technology. This research design would help the researchers summarize the data gathered about the respondents. It helps reveal correlates, probabilities, and outcomes from the respondents.

Respondents of the Study

The target respondents would be the 2nd and 3rd year levels of BS Radiologic Technology students at the Medical Colleges of Northern Philippines. This research study used stratified random sampling to select the total of 140 respondents in the population.

Data Gathering Tool

In order to get the necessary and relevant data, a survey questionnaire would be used for this study. A questionnaire of two parts will be given in the gathering of data. The first part of the questionnaire will be about the profile of the respondents as to their age, sex, and year level. The second part will consist of statement regarding to the service quality of CORT. The third part will consist of statement regarding to the level of satisfaction of the student of College of Radiologic Technology. And the last part is the level of loyalty of the student of College of Radiologic Technology. Each statement must be rated on how much he or she agrees with using a four-point scale: (1) strongly disagree, (2) disagree, (3) agree, (4) strongly agree and (1) highly satisfied, (2) not satisfied, (3) satisfied, (4) highly not satisfied. It should take most respondents 5-10 minutes to complete answering the questionnaire.

All information that will be gathered will be treated with appropriate statistical tools to answer the statement of the problem.

Data Gathering Procedures

In accordance with the fulfillment of the data required for the study, various procedures will be carried out. The researchers will first ask the research instructor for permission to perform the study.

Once the permission has been secured, the researchers will choose respondents using this stratified random sampling. The researchers will inform the respondents about the data collection process,



confidentiality, and voluntary involvement before requesting their consent. The process will be carried out respectfully and without force. After the request has been approved, the interview will be conducted. It will be done through face-to-face in gathering data.

Moreover, the gathered data will be collected, tabulated, interpreted and analyze.

Data Analysis

After the retrieval of all the questionnaires, the following statistical tools will be utilized to generate the result of the study.

The frequency count and percentage distribution will also be used to analyze the profile of the respondents.

Weighted mean will be used to know the statements on service quality, level of satisfaction and level of loyalty in College of Radiologic Technology.

The one-way anova will also be used to determine if there are any statistically significant differences between the service quality, level of satisfaction and level of loyalty according to their profile.

One-Factor Analysis of Variance will be used to determine the significant difference among the motivational factors of students. Regression analysis is used to understand how service quality and level of satisfaction influence the level of loyalty.

Creating an action plan to improve the service quality, level of satisfaction, and level of loyalty of Bachelor of Science in Radiologic Technology (BSRT) students in a College of Radiologic Technology involves several steps; assessment and analysis, define objectives, identify key areas for improvement, develop actionable strategies, implement changes, enhance facilities and resources, communication and engagement, monitor and evaluate, measure satisfaction and loyalty, celebrate success and address challenges, and seek ongoing feedback. Because the success of the action plan depends on the commitment of all stakeholders, effective communication, and a willingness to adapt strategies based on feedback and evolving needs.

RESULT AND DISCUSSION

This chapter presents the data gathered as analyzed and interpreted in response to the problem presented.

TABLE 1. THE PROFILE OF THE RESPONDENTS

*SERVICE QUALITY LEVEL OF SATISFACTION AND LEVEL OF LOYALTY OF BACHELOR OF SCIENCE IN RADIOLOGIC TECHNOLOGY IN
COLLEGE OF RADIOLOGIC TECHNOLOGY*



SEX	FREQUENCY	PERCENTAGE
FEMALE	101	72.1
MALE	39	27.9
TOTAL	140	100.00
AGE	FREQUENCY	PERCENTAGE
19 – 20	68	48.6
21 ABOVE	72	51.4
TOTAL	140	100.00
YEAR LEVEL	FREQUENCY	PERCENTAGE
2 ND YEAR	64	45.7
3 RD YEAR	76	54.3
TOTAL	140	100.00

Table 1.1 shows that the majority of the respondents are female, with a percentage of 72.1 percent of the entire population. While male respondents got the lowest frequency rate with 27.9 percent, this implies that the majority are dominated by female respondents. Table 1.2 shows that the majority of the respondents are at the range of 21 years old and above with 51.4 percent. At the age range of 19-20 years old got the lowest frequency rate with 48.6 percent of the entire respondents. This implies that majority of the respondents at the 3rd year levels were young adult. Table 1.3 shows that majority of the respondents are third-year students, with a 54.3 percent of the entire respondents. While second-year students got the lowest frequency rate with 45.7 percent, this implies that the majority of the respondents are third-year students who are taking a BSRT course with the highest number of enrollees in the whole department.

TABLE 2 ASSESSMENT OF THE RESPONDENTS IN THE SERVICE QUALITY OF CORT IN TERMS OF PHILOSOPHY AND OBJECTIVES

STATEMENTS	MEAN	DESCRIPTION
1. The institution achieved topnotchers for board examinations.	3.66	STRONGLY AGREE
2. They maintain high passing rate in licensure examinations.	3.75	STRONGLY AGREE
CATEGORICAL MEAN	3.71	STRONGLY AGREE

Table 2.1 shows the categorical mean of 3.71 and interpreted as strongly agree, while on the statement 2, "They maintain high passing rate in licensure examinations" had the highest mean of 3.75 and for the statement 1, "The institution achieved top notchers for board examinations" had the lowest mean of 3.66. This implies that there is strong endorsement of this aspect of CORT's performance, reinforcing



the overall positive perception of the institution's service quality. As supported by the study of Bongalosa et al. (2021), high-quality education is a major concern for the Philippine government. The school's performance is reflected by the graduates' performance in the board test. If the graduates' performance is good, it can enhance the institution's reputation and instill a sense of pride. Consequently, the school's performance in licensure examinations serves as an indicator of its service quality.

TABLE 2.2. ASSESSMENT OF THE RESPONDENTS IN THE SERVICE QUALITY OF CORT IN TERMS OF FACULTY

STATEMENTS	MEAN	DESCRIPTION
1. The staff are easy to approach and respond quickly to concerns.	3.19	AGREE
2. I received timely and constructive feedback on your academic performance from faculty.	3.29	STRONGLY AGREE
3. Our faculty members foster a positive learning environment and engage students effectively.	3.52	STRONGLY AGREE
CATEGORICAL MEAN	3.33	STRONGLY AGREE

Table 2.2 shows the categorical mean of 3.33 and interpreted as strongly agree, while on the statement 3, "Our faculty members foster a positive learning environment and engage students effectively" had the highest mean of 3.52 and for the statement 1, "The staff are easy to approach and respond quickly to concerns" had the lowest mean of 3.19. This implies that the faculty contribute significantly to the quality of education at CORT by creating a conducive learning atmosphere and effectively engaging students. The finding is supported and conducted by Maryam et al (2021), it was discovered that there exists a significant and strong positive correlation between the learning environment and the service quality experienced by students. The findings demonstrate that the institution delivers high-quality service to the students of Radiologic Technology.

TABLE 2.3. ASSESSMENT OF THE RESPONDENTS IN THE SERVICE QUALITY OF CORT IN TERMS OF INSTRUCTION



STATEMENTS	MEAN	DESCRIPTION
1. The learning objectives and outcomes of the instruction clearly defined and communicated	3.26	STRONGLY AGREE
2. The instructor's ability to engage and motivate students in the learning process is excellent.	3.33	STRONGLY AGREE
CATEGORICAL MEAN	3.30	STRONGLY AGREE

Table 2.3 shows the categorical mean of 3.30 and interpreted as strongly agree, while on the statement 2, "The instructor's ability to engage and motivate students in the learning process is excellent" had the highest mean of 3.33 and for the statement 1, "The learning objectives and outcomes of the instruction clearly defined and communicated" had the lowest mean of 3.26. This implies the effectiveness of instructors in fostering student engagement and motivation during the learning process at CORT. This finding is supported by Yarborough & Fedesco (2020), instructors must prioritize the cultivation of student motivation, as it is a complex yet essential component of education, encompassing a spectrum that ranges from active and eager participation to apathy and resistance.

TABLE 2.4 ASSESSMENT OF THE RESPONDENTS IN THE SERVICE QUALITY OF CORT IN TERMS OF LABORATORY

STATEMENTS	MEAN	DESCRIPTION
1. The laboratory facilities well-maintained and in good working condition during your use.	3.22	AGREE
2. The laboratory equipment and materials are readily available and in sufficient quantity for experiments and studies.	3.13	AGREE
CATEGORICAL MEAN	3.18	AGREE

Table 2.4 shows categorical mean is 3.18 and interpreted as agree, while on the statement 1, "The laboratory facilities well-maintained and in good working condition during your use" had the highest mean of 3.22 and for the statement 2, "The laboratory equipment and materials are readily available and in sufficient quantity for experiments and studies" had the lowest mean of 3.13. This implies that the laboratory facilities at CORT are adequately maintained and functional, contributing to their overall satisfaction with the service quality in this aspect. According to Lebond (2019) asserts that laboratories are essential, but maintaining their safety and upkeep is crucial for enhancing students' learning experience in school.

TABLE 2.5. ASSESSMENT OF THE RESPONDENTS IN THE SERVICE QUALITY OF CORT IN TERMS OF LIBRARY



STATEMENTS	MEAN	DESCRIPTION
1. The library resources, including books, digital materials, and periodicals, relevant to our academic needs.	3.15	AGREE
2. The availability and helpfulness of library staff in assisting with research and finding resources is excellent.	3.25	STRONGLY AGREE
3. The library facilities, such as seating, computer access, and study areas, adequate and comfortable.	3.56	STRONGLY AGREE
CATEGORICAL MEAN	3.3	STRONGLY AGREE

Table 2.5 shows the categorical mean is 3.32 and interpreted as strongly agree, while on the statement 3, “The library facilities, such as seating, computer access, and study areas, adequate and comfortable” had the highest mean of 3.56 and for the statement 1, “The library resources, including books, digital materials, and periodicals, relevant to our academic needs” had the lowest mean of 3.15. This implies that the library facilities at College of Radiologic Technology meet their needs and provide a comfortable environment for study and research. As supported by the study of Bello (2023), serving customers in primary, secondary, and post-secondary education, libraries are essential to learning. It offers conveniences, cozy reading areas, and the essential references. Employees at libraries uphold service protocols, and the quality of library services is improved by e-library services linked to other organizations.

TABLE 2.6. ASSESSMENT OF THE RESPONDENTS IN THE SERVICE QUALITY OF CORT IN TERMS OF RESEARCH

STATEMENTS	MEAN	DESCRIPTION
1. The research support services and resources are always available at our school.	3.29	STRONGLY AGREE
2. The research databases, journals, and other resources provided by the school’s library to be comprehensive and relevant to our research needs.	3.29	STRONGLY AGREE
3. The research advisors, mentors, or faculty members are knowledgeable and supportive in guiding research projects.	3.51	STRONGLY AGREE
CATEGORICAL MEAN	3.36	STRONGLY AGREE

Table 2.6 shows the categorical mean is 3.36 and interpreted as strongly agree, while on the statement 3, “The research advisors, mentors, or faculty members are knowledgeable and supportive in guiding research projects” had the highest mean of 3.51 and for the statement, “The research databases,



journals, and other resources provided by the school's library to be comprehensive and relevant to our research needs" and "The research support services and resources are always available at our school" had the lowest mean of 3.29. This implies that the research support personnel at College of Radiologic Technology are both knowledgeable and supportive, providing effective guidance to students in their research endeavors. This findings supported by Dugenio-Nadela (2023), the identity, image, and reputation of an organization are greatly influenced by research services. Reputation and image are important sources of competitive advantage, particularly for higher education institutions.

TABLE 2.7. ASSESSMENT OF THE RESPONDENTS IN THE SERVICE QUALITY OF CORT IN TERMS OF COMMUNITY

STATEMENTS	MEAN	DESCRIPTION
1. Students are encouraging to engage with the school community.	3.53	STRONGLY AGREE
2. The school community are supportive, welcoming, and inclusive.	3.42	STRONGLY AGREE
CATEGORICAL MEAN	3.48	STRONGLY AGREE

Table 2.7 shows the categorical mean is 3.48 and interpreted as strongly agree, while the statement 1, "Students are encouraging to engage with the school community" had the highest mean of 3.53 and for the statement 2, "The school community are supportive, welcoming, and inclusive" had the lowest mean of 3.42. This implies that students are actively encouraged to participate in various community activities, fostering a sense of belonging and collaboration within the school environment. As supported by Aravindan (2023), establishing strong relationships between schools and the community enhances the success of educational institutions. The school community plays a crucial role in formulating student-centered policies that are beneficial to students.

TABLE 2.8. ASSESSMENT OF THE RESPONDENTS IN THE SERVICE QUALITY OF CORT IN TERMS OF STUDENT SERVICES

STATEMENTS	MEAN	DESCRIPTION
1. The student leaders promote productivity and collaboration.	3.36	STRONGLY AGREE
2. Provide a meaningful activity for physical activities and mental health programs.	3.32	STRONGLY AGREE
CATEGORICAL MEAN	3.34	STRONGLY AGREE

Table 2.8 shows the categorical mean is 3.34 and interpreted as strongly agree, while the statement 1, "The student leaders promote productivity and collaboration" had the highest mean of 3.36 and for the



statement 2, “Provide a meaningful activity for physical activities and mental health programs” had the lowest mean of 3.32. This implies that the student leadership plays a significant role in enhancing the overall quality of the College of Radiologic Technology community experience. This finding is supported by Sydle (2023), effective student service results in contented customers, increased customer retention rates, and a devoted client base. It requires meticulousness, vigilance, and strategic thinking, encompassing all aspects of interaction with the educational institution. The complexity of this task is increasing annually, necessitating meticulous attention and strategic planning.

TABLE 2.9. ASSESSMENT OF THE RESPONDENTS IN THE SERVICE QUALITY OF CORT IN TERMS OF AUXILIARY SERVICES

STATEMENTS	MEAN	DESCRIPTION
1. The auxiliary services (e.g., transportation, dining, maintenance) provided by our school meets the needs of the students and staffs.	3.16	AGREE
2. The quality and variety of food services provided by the school is excellent.	3.14	AGREE
CATEGORICAL MEAN	3.15	AGREE

Table 2.9 shows the categorical mean is 3.15 and interpreted as agree, while the statement 1, “The auxiliary services (e.g., transportation, dining, maintenance) provided by our school meets the needs of the students and staffs” had the highest mean of 3.16 and for the statement 2, “The quality and variety of food services provided by the school is excellent” had the lowest mean of 3.14. This implies that while respondents generally agree that College of Radiologic Technology auxiliary services meet their needs, there may be some room for improvement or variation in satisfaction levels among respondents regarding specific aspects of these services. As supported by Galabo (2019), Schools are advised to incorporate extensive health and well-being programs, which encompass food and nutrition teaching. The development and administration of a school cafeteria is crucial for fostering a fondness and enthusiasm for purchasing nutritious and wholesome food among students, faculty, and school staff. This enables them to conveniently access and relish nutritious and healthy meals at reasonable costs during the school day. This reveals that the institution offers a diverse range of cuisines and dishes that promote the students' skills and knowledge.

TABLE 3.1. RESPONDENTS' LEVEL OF SATISFACTION IN TERMS OF PHILOSOPHY AND OBJECTIVES

STATEMENTS	MEAN	DESCRIPTION
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1. Provider of high-quality Radiologic technology in the country and the world.	3.61	STRONGLY AGREE
2. The organization's philosophy and objectives align with my personal values and expectations.	3.49	STRONGLY AGREE
3. Make continuing medical education a habit for self-improvement in the delivery of upgraded health care.	3.59	STRONGLY AGREE
CATEGORICAL MEAN	3.56	STRONGLY AGREE

Table 3.1 shows the categorical mean is 3.56 and interpreted as strongly agree, while the statement 1, "Provider of high-quality Radiologic technology in the country and the world." had the highest mean of 3.61 and for the statement 2, "The quality and variety of food services provided by the school is excellent" had the lowest mean of 3.14. This implies alignment between respondents' perceptions and College of Radiologic Technology objectives, wherein it aims to be a leading provider of high-quality Radiologic technology, both nationally and globally. This finding is supported by Ryan (2023), shared values might result in increased empowerment and autonomy in the institution. When fundamental principles are in harmony with those of the organization, it is more likely to gain trust and be entrusted with decision-making responsibilities.

TABLE 3.2. RESPONDENTS' LEVEL OF SATISFACTION IN TERMS OF FACULTY

STATEMENTS	MEAN	DESCRIPTION
1. The faculty members engage and motivate us in the learning process	3.28	STRONGLY AGREE
2. I am satisfied with the knowledge and expertise of our faculty members in their respective fields.	3.34	STRONGLY AGREE
CATEGORICAL MEAN	3.31	STRONGLY AGREE

Table 3.2 shows the categorical mean is 3.31 and interpreted as strongly agree, while the statement 2, "I am satisfied with the knowledge and expertise of our faculty members in their respective fields" had the highest mean of 3.34 and for the statement 1, "The faculty members engage and motivate us in the learning process" had the lowest mean of 3.28. This implies a positive perception of the faculty's capabilities and contributions to the educational experience at College of Radiologic Technology. As supported by Gupta and Bhoj (2021), faculty members have a vital role in guaranteeing the excellence of students' curricular, co-curricular, and extra-curricular activities, as well as overseeing the quality of education. An expertly designed role fulfills multiple functions at both the institutional and individual



levels. The results show that the faculty members meet the expectations of the students which improves the overall efficacy and efficiency of the institution.

TABLE 3.3. RESPONDENTS' LEVEL OF SATISFACTION IN TERMS OF INSTRUCTION

STATEMENTS	MEAN	DESCRIPTION
1. The instructors knowledgeable and effective in delivering course content and facilitating learning.	3.58	STRONGLY AGREE
2. The learning materials (e.g., textbooks, online resources) provided for courses adequate and helpful.	3.09	AGREE
3. I find the assessments (e.g., exams, assignments) aligned with the course objectives and your learning experience.	3.29	STRONGLY AGREE
CATEGORICAL MEAN	3.32	STRONGLY AGREE

Table 3.3 shows the categorical mean is 3.32 and interpreted as strongly agree, while the statement 1, "The instructors knowledgeable and effective in delivering course content and facilitating learning" had the highest mean of 3.58 and for the statement 2, "The learning materials (e.g., textbooks, online resources) provided for courses adequate and helpful" had the lowest mean of 3.09. This implies a positive perception of the faculty's abilities to effectively impart knowledge and support the learning process at College of Radiologic Technology. This finding is cited by Dennen and Jones (2022), teachers utilize a diverse range of abilities, tasks, and principles to cater to the requirements of students who are geographically or temporally distant, but connected to them via digital technologies. The results indicate that teachers who acquire proficiency in all four of these dimensions are well-equipped to assist online students, who also need to navigate these dimensions.

TABLE 3.4. RESPONDENTS' LEVEL OF SATISFACTION IN TERMS OF LABORATORY

STATEMENTS	MEAN	DESCRIPTION
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1. I am satisfied with the overall quality of school's laboratory facilities.	3.20	AGREE
2. The laboratory equipment and materials readily available and in good working condition.	3.11	AGREE
3. I find the laboratory instructors or supervisors knowledgeable and supportive in assisting with our practical and studies.	3.44	STRONGLY AGREE
CATEGORICAL MEAN	3.25	STRONGLY AGREE

Table 3.4 shows the categorical mean is 3.32 and interpreted as strongly agree, while the statement 3, "I find the laboratory instructors or supervisors knowledgeable and supportive in assisting with our practical and studies" had the highest mean of 3.44 and for the statement 2, "The laboratory equipment and materials readily available and in good working condition" had the lowest mean of 3.11 with a description of strongly agree. This implies a positive perception of the laboratory staff's capabilities and their contributions to the learning experience in laboratory settings at College of Radiologic Technology. As supported by the study of Neri et al (2023), the presence of facilities, resources, and high-quality services in higher education institutions is crucial and a significant measure of educational superiority. Students might be motivated or inspired by both their academic achievements and the administrative efficiency of their institution. The results indicate that the school strives to bridge the gap in knowledge and skills by ensuring that the education provided to students aligns with the industry's current demands.

TABLE 3.5. RESPONDENTS' LEVEL OF SATISFACTION IN TERMS OF LIBRARY

STATEMENTS	MEAN	DESCRIPTION
1. The library resources, including books, digital materials, and periodicals, relevant to our academic needs.	3.19	AGREE
2. I find the library environment conducive to study and research.	3.21	AGREE
CATEGORICAL MEAN	3.20	AGREE

Table 3.5 shows the categorical mean is 3.20 and interpreted as agree, while the statement 2, "I find the library environment conducive to study and research" had the highest mean of 3.21 and for the statement 1, "The library resources, including books, digital materials, and periodicals, relevant to our academic needs" had the lowest mean of 3.19. This implies a positive perception of the library's atmosphere and amenities, supporting the academic endeavors of students and researchers at College of Radiologic Technology. This finding is supported by Sarmah and Singh (2021), college libraries should offer educators access to primary research and study materials to keep them informed about advancements in their field of interest. Additionally, these libraries should provide facilities and services to support the success of formal teaching programs, as well as promote the exploration of literature through self-reading for enjoyment and personal growth. The results indicate that the effectiveness of



the school library in meeting the demands of its users relies not only on a wide range of materials and library services, but also on the implementation of a highly regarded and up-to-date information system.

TABLE 3.6. RESPONDENTS' LEVEL OF SATISFACTION IN TERMS OF RESEARCH

STATEMENTS	MEAN	DESCRIPTION
1. I am satisfied with the research services and opportunities provided by our institution.	3.29	STRONGLY AGREE
2. The research resources and facilities available conducive to your research needs.	3.16	AGREE
3. The research-related workshops or training programs offered in enhancing your skills.	3.13	AGREE
CATEGORIAL MEAN	3.19	AGREE

Table 3.6 shows the categorical mean is 3.19 and interpreted as agree, while the statement 1, "I am satisfied with the research services and opportunities provided by our institution" had the highest mean of 3.29 and for the statement 3, "The research-related workshops or training programs offered in enhancing your research skills" had the lowest mean of 3.13. This implies a positive perception of the research support and opportunities available at College of Radiologic Technology, supporting the academic and scholarly pursuits of respondents within the institution. As supported by the study of Abdulah (2021), universities, as service providers, constantly confront the task and criticism of ensuring that their services meet the appropriate quality standards expected by their students. Higher education institutions (HEIs) strive to provide their utmost efforts in order to enhance perceived service quality and meet the satisfaction of students in all areas. The study's findings indicate that the students express contentment with the institution's service quality in relation to research.

TABLE 3.7. RESPONDENTS' LEVEL OF SATISFACTION IN TERMS OF COMMUNITY

STATEMENTS	MEAN	DESCRIPTION
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1. The school or institution promote diversity and inclusion within its community.	3.25	STRONGLY AGREE
2. There opportunities for involvement in extracurricular activities, clubs, or organizations that align with your interests.	3.10	AGREE
3. The school or institution provide resources for personal development, well-being, and mental health within the community.	3.34	STRONGLY AGREE
CATEGORIAL MEAN	3.23	AGREE

Table 3.7 shows the categorical mean is 3.23 and interpreted as agree, the statement 3, “The school or institution provide resources for personal development, well-being, and mental health within the community” had the highest mean of 3.34 and for the statement 2, “There opportunities for involvement in extracurricular activities, clubs, or organizations that align with your interests” had the lowest mean of 3.10. This implies a positive perception of College of Radiologic Technology efforts to foster a supportive and nurturing community environment that prioritizes the holistic well-being of its members. this finding is supported by Assante (2021), being a member of a community involves sharing physical locations, feelings, and the extent of one's education or skills. The engagement arises from a crucial aspect and encompasses the significance of notions such as context, identity, and criticality in shaping the notion of participation within a community. The results showed that the institution fosters a sense of identity within a group that shapes an individual's ability to exert influence within that community.

TABLE 3.8. RESPONDENTS’ LEVEL OF SATISFACTION IN TERMS OF STUDENT SERVICES

STATEMENTS	MEAN	DESCRIPTION
1. Provide leadership and technical assistance for policy and programs that support student access, equity and success.	3.16	AGREE
2. The institution provides resources for financial aid, scholarships, or part-time job placement to support my academic journey.	3.12	AGREE
CATEGORIAL MEAN	3.14	AGREE

Table 3.8 shows the categorical mean is 3.14 with a description of agree, while the statement 1, “Provide leadership and technical assistance for policy and programs that support student access, equity and success” had the highest mean of 3.34 and for the statement 2, “The institution provides resources for financial aid, scholarships, or part-time job placement to support my academic journey” had the lowest mean of 3.12 with a description of strongly agree. This implies a positive perception of College of Radiologic Technology commitment to fostering an inclusive and supportive environment that promotes student well-being and academic achievement. A study of Sarsale and Caday (2020) posits that institutions utilized service improvement matrices to analyze students' expectations and experiences. This analysis identified areas for development, which will serve as the foundation for



implementing reforms to address these shortcomings. The study findings indicate that the institution possesses competitive advantages, fulfills government standards, and adequately addresses the academic needs of its students.

TABLE 3.9 RESPONDENTS' LEVEL OF SATISFACTION IN TERMS OF AUXILIARY SERVICES

STATEMENTS	MEAN	DESCRIPTION
1. The school's transportation services, if applicable, to be reliable and convenient for student needs.	3.19	AGREE
2. The school canteen has sufficient food services.	3.07	AGREE
CATEGORIAL MEAN	3.13	AGREE

Table 3.9 shows the categorical mean is 3.13 and interpreted as agree, while the statement 1, "The school's transportation services, if applicable, to be reliable and convenient for student needs" had the highest mean of 3.19 and for the statement 2, "The school canteen has sufficient food services" had the lowest mean of 3.07. This implies a positive perception of CORT's efforts to provide essential services that support student mobility and accessibility, contributing to overall satisfaction with student services. This finding is supported by Bonnarens et al (2021), student auxiliary services, including housing, food, and social and psychological support, have a significant influence on the entire student experience and academic achievement, as well as on the strategic posture of a university.

TABLE 4.1. DISTRIBUTION OF THE RESPONDENTS' LEVEL OF LOYALTY TO THE COLLEGE

CATEGORY	FREQUENCY	PERCENTAGE
DETRACTORS	16	11.4
PASSIVES	89	63.6
PROMOTERS	35	25.0
TOTAL	140	100.0

Table 4.1 shows the total of 140 respondents on the level of loyalty to the College of Radiologic Technology. 63.6 percent of the respondents are passives with a frequency count of 89. 25.0 percent of the respondents are promoters with a frequency count of 35. On the other hand, 11.4 percent of respondents are detractors with a frequency count of 16. Overall, these findings indicate a mixed distribution of loyalty among respondents, with a significant portion being passives, followed by promoters and detractors.

TABLE 5.1 DIFFERENCE ON ASSESSMENT OF THE RESPONDENTS IN THE SERVICE QUALITY OF CORT BASED ON THEIR PROFILE VARIABLE



SERVICE QUALITY OF CORT										
VARIABLES		P&O	F	I	LAB	LIB	RE	COM	STU. SER.	AUX SER.
SEX	t- value	.910	.002	1.701	1.817	.357	.272	2.093	1.325	1.060
	p- value	.364	.998	.091	.071	.722	.786	.038	.187	.291
AGE	t- value	4.327	2.084	.433	1.463	1.400	2.929	3.775	.366	.352
	p- value	.000	.039	.665	.146	.164	.004	.000	.715	.725
YEAR LEVEL	t- value	4.694	2.274	.531	1.392	1.772	3.255	4.828	.477	1.289
	p- value	.000	.025	.596	.166	.079	.001	.000	.634	.200

Table 5.1 shows the data on the difference on assessment of the respondents in the service quality of College of Radiologic Technology based on their profile variable using One-way ANOVA and independent Sample T-Test. When grouped according to age, there is a difference between the philosophy and objectives, faculty, research, community. In terms of year level, there is a difference in philosophy and objectives, faculty, research, community. Therefore, hypothesis one (h1) is accepted. This suggests that age and year level may influence how respondents perceive CORT's service quality in various aspects.

TABLE 5.2 DIFFERENCE ON IN THE LEVEL OF SATISFACTION OF THE RESPONDENTS BASED ON THEIR PROFILE VARIABLE

LEVEL OF SATISFACTION



VARIABLES		P&O	F	I	LAB	LIB	RE	COM	STU. SER.	AUX SER.
SEX	t-value	.012	2.424	2.291	.614	.571	607	1.586	.437	1.063
	P-value	.991	.017	0.23	.540	.569	.545	.115	.663	.290
AGE	t-value	5.981	1.964	.077	.395	1.290	3.095	1.964	3.664	1.790
	P-value	.000	.051	.939	.694	.199	.002	.052	.000	.076
YEAR LEVEL	t-value	7.241	1.594	.371	.552	2.202	2.453	2.462	4.210	.684
	P-value	.000	.113	.712	.582	.029	.015	.015	.000	.495

Table 5.2 shows the data on the difference on the level of satisfaction of the respondents based on their profile variable using One-way ANOVA and independent Sample T-Test. When grouped according to sex, there is a difference on faculty and institution. There is also a difference in philosophy and objectives, research, and student services when respondents are grouped into age. There is also a difference on philosophy and objectives, research, community, and student services when grouped into year level. Therefore, hypothesis one (h1) is accepted. This indicates that demographic factors such as sex, age, and year level may influence respondents' satisfaction with various aspects of CORT's services.

TABLE 6.1. REGRESSION ANALYSIS IN THE PROFILE OF THE RESPONDENTS, THE SERVICE QUALITY OF THE COLLEGE, LEVEL OF SATISFACTION AFFECT THEIR LEVEL OF LOYALTY TO THE COLLEGE

VARIABLES		LEVEL OF LOYALTY
SEX	p- value	.681
	r- Value	.035
AGE	r2 - value	.001
	p- value	.320
	r- Value	.128



		r2 - value	.016
	YEAR LEVEL	p- value r- Value r2 - value	.154 .194 .038
	PHILOSOPHY AND OBJECTIVES	p- value r- Value r2 - value	.143 .125 .016
	FACULTY	p- value r- Value r2 - value	.266 .138 .019
	INSTRUCTION	p- value r- Value r2 - value	.436 .141 .020
	LABORATORY	p- value r- Value r2 - value	.537 .151 .023
	LIBRARY	p- value r- Value r2 - value	.119 .250 .063
	RESEARCH	p- value r- Value r2 - value	.055 .296 0.87
	COMMUNITY	p- value r- Value r2 - value	.086 .297 .088
	TABLE 6.1. REGRESSION ANALYSIS IN THE PROFILE OF THE RESPONDENTS, THE SERVICE QUALITY OF THE COLLEGE, LEVEL OF SATISFACTION AFFECT THEIR LEVEL OF LOYALTY TO THE COLLEGE		
	STUDENT SERVICES	p- value r- Value r2 - value	.130 .299 .089
	AUXILIARY SERVICES	p- value r- Value r2 - value	.000 .323 .105
	PHILOSOPHY AND OBJECTIVES	p- value r- Value r2 - value	.445 .065 .004
	FACULTY	p- value r- Value r2 - value	.747 .065 0.004
	INSTRUCTION	p- value r- Value r2 - value	.656 .108 0.012
	LABORATORY	p- value r- Value r2 - value	.074 .246 .061
	LIBRARY	p- value r- Value r2 - value	.114 .252 .064
	RESEARCH	p- value r- Value r2 - value	.134 .265 .070
	COMMUNITY	p- value r- Value r2 - value	.202 .265 .070
	STUDENT SERVICES	p- value r- Value r2 - value	.272 .267 .071
	AUXILIARY SERVICES	p- value r- Value r2 - value	.039 .353 .14

Table 6.1 shows the regression analysis in the profile of the respondents, the service quality of the college, and the level of satisfaction affecting their level of loyalty to the college. The results show that there is negligible to moderate correlation on the variables.

Table 7.1 **ACTION PLAN FOR SERVICE QUALITY, LEVEL OF SATISFACTION AND LEVEL OF LOYALTY OF BACHELOR OF SCIENCE IN RADIOLOGIC TECHNOLOGY STUDENTS IN COLLEGE O RADIOLOGIC TECHNOLOGY**



Title of the Program: Service Quality: A Catalyst for Radiologic Technology Students' Loyalty to the College of Radiologic Technology Program

Duration of the Program: 1 day

There are over 2,000 higher educational institutions in the Philippines resulting in the competitive academic environment where students have multitude of choices; hence, it is crucial for higher educational institutions to render a good quality service, academic excellence, and an environment that would attract new enrollees and retain students; such factors include philosophy and objectives, faculty, instruction, laboratory, library, research community, student services, and auxiliary services. All the above mentioned factors are the characteristics that the College of Radiologic Technology (CORT) of the Medical Colleges of Northern Philippines possesses and would further improve for the 2nd and 3rd year students of the Bachelor of Science in Radiologic Technology program. These year levels are the crucial years where students start with their professional/major subjects, hone their skills and knowledge, and put them into practice; hence it is important for them to be provided not just academically but also with services, facilities, and opportunities that they needed to excel in their chosen profession.

By determining the level of satisfaction of these students to the quality of service provided by the institution, we have been able to gain insights on areas that should be continuously maintained and areas that require further improvement. Aside from the high level of satisfaction gained from the students, they also have a strong agreement and remain loyal to the institution. Overall, the results indicate that CORT has effectively fulfilled the become requirements and expectations of its students in several areas, resulting in an increased satisfaction and loyalty among the students. However, the purpose of the study does end there, as an institution providing good quality service and academic excellence is a lifelong duty that the administration should embody.

The purpose of this orientation program is to provide a detailed overview of the services and facilities that the college provides, as well as future plans for the betterment of the college. This program would also allow the students to share their experiences during their stay in the college, as well as their expectations. They can also make suggestions that would benefit the institution.

Title of the Program: Service Quality: A Catalyst for Radiologic Technology Students' Loyalty to the College of Radiologic Technology Program

In conclusion, the implementation of this program is vital in improving the service quality, level of satisfaction, and level of loyalty among Radiologic Technology students, and would also benefit the institution to attract more students.

General Objectives: This activity aims to improve the quality of service, increase the level of satisfaction and enhance the level of loyalty and engagement among BSRT students.

Specific Objectives	Activities	Expected Output	Evidence
To provide detailed information about the services offered by the College of Radiologic Technology (CORT)	Seminar discussing the available services and resources in the College of Radiologic Technology (CORT) that the students can use and avail if necessary.	Services become more accessible for the students, and they will become fully equipped with the knowledge and skills necessary to their profession through the use of services available in the institution.	<ul style="list-style-type: none"> Approved program plan Concept paper Attendance sheet Photo documentation Evaluation form/questionnaire
To evaluate the level of satisfaction of the students with the services provided by the College of Radiologic Technology (CORT)	<p>Seminar to discuss the satisfaction of students with the quality of service of the College of Radiologic Technology (CORT)</p> <p>Data gathering through evaluation forms/survey.</p>	More improved services are offered and made available by the administration leading to an increased satisfaction rate of the students from the College of Radiologic Technology (CORT) and also attracting new enrollees	<ul style="list-style-type: none"> Approved program plan Concept paper Attendance sheet Photo documentation Evaluation form/questionnaire



General Objectives: This activity aims to improve the quality of service, increase the level of satisfaction and enhance the level of loyalty and engagement among BSRT students.			
To evaluate students' loyalty to the College of Radiologic Technology (CORT) despite the huge competition of schools in the region and all over the world	Discussion of the achievements of College of Radiologic Technology (CORT) and what makes them the best Radiologic Technology Institution among others. Data gathering through evaluation forms/survey.	Students become loyal to the institution until they gain their degree and even as an alumni of the institution; they also increasing the number of new enrollees in the course.	<ul style="list-style-type: none"> • Approved program plan • Concept paper • Attendance sheet • Photo documentation • Evaluation form/questionnaire
To provide a platform for the students to make suggestions and insights for the improvement of the institution	An interactive seminar where students can freely talk and discuss their insights and make suggestions; a suggestion box will also be available	Gain students' trust and confidence making them more relevant to the institution. Their suggestions would serve as instruments for further improvement and development of the institution.	<ul style="list-style-type: none"> • Approved program plan • Concept paper • Attendance sheet • Photo documentation • Evaluation form/questionnaire
To map out actionable solutions to address problems and suggestions	Formal meetings for the administration, officers, and faculties to discuss problems and suggestions raised by students.	Solve the present and arising issues and problems in the college	<ul style="list-style-type: none"> • Approved program plan • Concept paper • Attendance sheet • Photo documentation • Evaluation form/questionnaire
General Objectives: This activity aims to improve the quality of service, increase the level of satisfaction and enhance the level of loyalty and engagement among BSRT students.			
To evaluate the success of the program	Float evaluation forms to the attendees of the program	Evaluate the response of students after attending the program.	<ul style="list-style-type: none"> • Approved program plan • Concept paper • Attendance sheet • Photo documentation • Evaluation form/questionnaire

CONCLUSION

In conclusion, the study reveals that the majority of respondents are female students aged 21 and above, primarily in their third year, which significantly influences their perceptions of service quality, satisfaction, and loyalty to the institution. These students are more aware of and discerning about the



institution's services due to their extensive experiences and higher standards. They report greater satisfaction compared to younger students, benefiting from more opportunities to use academic resources, interact with faculty, and engage in campus activities. Additionally, their loyalty is stronger due to the time invested, alignment with the institution's values, positive experiences, and an awareness of the long-term advantages of remaining loyal after graduation. Overall, the study found that age, gender, and year level all influence students' service quality, satisfaction levels, and loyalty.

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