Research Paper

Enhancing Client Satisfaction: Utilizing Feedback for Ongoing Improvement Strategies

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Abstract

This study evaluated client satisfaction with the services provided by the City College of Calamba (CCC), with a particular focus on the implementation of its Citizens' Charter and compliance with Republic Act No. 11032. Using a descriptive research design with 2,633 respondents, the study measured satisfaction across eight service quality dimensions, revealing an overall "Very Satisfactory" rating of 94.32%. The highest scores were in Reliability (95.46%) and Assurance (95.07%), while Costs (90.53%) and Learning Management System (LMS) support were identified as areas needing improvement. Statistical analysis using Goodman and Kruskal's Gamma Correlation demonstrated significant relationships between respondents' awareness of the Citizens' Charter and their satisfaction levels, highlighting the Charter's importance in enhancing service quality. Based on these findings, the study proposed a Continuous Improvement Plan (CIP) for FY 2026 focusing on digitization, staff training, and stakeholder engagement. However, the research had limitations, including reliance on self-reported data, which may introduce response bias, and its cross-sectional design, which limits causal interpretations. The study's focus on a single institution also affects the generalizability of results. For future research, longitudinal studies could assess the long-term impact of the CIP implementation, while qualitative approaches like interviews could provide deeper insights into satisfaction drivers. Comparative studies with other institutions help identify best practices, particularly in addressing cost-related concerns and improving digital service delivery. These research directions would further strengthen CCC's governance framework and enhance service excellence, aligning with national mandates and stakeholder needs.

Keywords *Client Satisfaction; Service Quality; Citizen's Charter; Feedback Mechanism; Higher Education Services*

INTRODUCTION

In today's dynamic educational environment, higher education institutions must meet the increasingly diverse and rising expectations of stakeholders. For public institutions, this is not just encouraged—it is a responsibility grounded in good governance. Accountability, efficiency, transparency, and responsiveness have become essential features of quality public service. In this context, client satisfaction reflects more than just performance; it signals a commitment to accessible, ethical, and continuously improving services.

A key approach to fulfilling this commitment is the use of structured feedback systems. These mechanisms provide actionable insights, identify service gaps, and enhance public trust by enabling institutions to adjust their operations based on stakeholder input. They are not only best practices but also requirements under national policies.

The City College of Calamba (CCC), as an educational arm of the City Government of Calamba, demonstrates this commitment through strict adherence to Republic Act No. 11032 (Ease of Doing Business and Efficient Government Service Delivery Act of 2018). Building on the Anti-Red Tape Act of 2007, this law mandates that public institutions implement a Citizen's Charter and establish client feedback systems to ensure transparency, accountability, and responsiveness. Specifically, Section 3(b), Rule IV of the Implementing Rules and Regulations (IRR) of R.A. 11032 requires the use of client satisfaction data for improving services.

In line with this, CCC has institutionalized a feedback system for students, faculty, and

stakeholders to assess service quality. The resulting data guide strategic decisions and support evidence-based governance. CCC also complies with ARTA Memorandum Circular No. 2019-002 through its annual Client Satisfaction Surveys (CSS) and Client Satisfaction Measurement (CSM) reports submitted to the Anti-Red Tape Authority—demonstrating its dedication to performance transparency and stakeholder engagement.

The importance of feedback mechanisms is also supported in the literature. De Ramos and Briones (2024), in a study of a private Philippine higher education institution, highlighted how stakeholder feedback led to an improvement in service quality. Despite generally acceptable satisfaction levels, shared concerns emerged in areas such as tangibility, responsiveness, and assurance, leading to a stakeholder-driven improvement plan.

Similarly, Abdullah and Kasmi (2021) emphasise that service quality is essential for stakeholder satisfaction and institutional competitiveness. Based on the SERVQUAL model by Parasuraman, Zeithaml, and Berry, they highlight five key service dimensions—tangibles, reliability, responsiveness, assurance, and empathy—that shape client perceptions. Measuring service quality requires both quantitative and qualitative methods to assess the gap between expectations and actual service experience. Closing this gap is crucial for building trust and resilience in public institutions.

Purpose of the Study

This study aims to assess client satisfaction with CCC's service delivery, focusing on the implementation and impact of the Citizen's Charter. Specifically, it seeks to answer the following questions:

1. What is the Demographic Profile of the respondents in terms of:
   a. Age; and
   b. Gender?
2. What is the respondents' perception regarding the City College of Calamba Citizen's Charter in terms of:
   a. Awareness;
   b. Visibility: and
   c. Helpfulness?
3. What is respondents' level of satisfaction on the following Service Quality Dimensions (SQD):
   a. Responsiveness;
   b. Reliability;
   c. Access and Facilities;
   d. Communication;
   e. Costs;
   f. Integrity;
   g. Assurance; and
   h. Outcome?
4. Is there a significant relationship between the respondents' perception of the Calamba Citizen's Charter and their level of satisfaction in terms of the service quality dimensions?
5. What is the respondents' level of satisfaction on the external services provided by the City College of Calamba reflected on its Citizen's Charter?
6. Is there a significant relationship between the respondents' level of satisfaction in terms of the service quality dimensions and their level of satisfaction on the external services provided by CCC?
7. Based on the findings of the study, what continuous improvement plan can be proposed?

Research Hypotheses

To guide the analysis, the study proposes the following:

- H1: There is a significant relationship between respondents' perceptions of CCC's Citizen's Charter and their satisfaction across the service quality dimensions.
- H2: There is a significant relationship between respondents' satisfaction with the service quality dimensions and their overall satisfaction with CCC's external services.

By exploring these questions and hypotheses, the study aims to evaluate CCC's service performance, highlight strengths, identify gaps, and propose data-informed strategies for sustainable improvement. It supports CCC's commitment to delivering effective, transparent, and client-centered services aligned with national mandates and stakeholder needs.

LITERATURE REVIEW

This section reviews literature on factors affecting client satisfaction and strategies for continuous service improvement. It highlights feedback mechanisms, best practices, and service quality dimensions to enhance service delivery at the City College of Calamba and support ongoing improvement efforts.

Enhancing Client Satisfaction

Customer satisfaction is a vital organizational asset that must be strategically optimized—rather than maximized—by balancing stakeholder expectations, service quality, and resource constraints (Tomas et al., 2023). The American Customer Satisfaction Index (ACSI) underscores that long-term satisfaction stems from consistently meeting expectations rather than constantly exceeding them, a principle reflected in the City College of Calamba's (CCC) commitment to enhancing service efficiency through structured feedback mechanisms. By systematically assessing key service dimensions, CCC can identify areas of excellence and opportunities for improvement, ensuring that service delivery remains responsive, reliable, and stakeholder-focused.

This approach is echoed in Perzynska (2025) emphasis on a customer-centric model, where tools such as surveys, sentiment analysis, and journey mapping enable institutions to detect service gaps and refine offerings. These feedback systems drive continuous improvement by informing targeted enhancements—whether in onboarding, communication, or process optimization. Quality, particularly in education, is the primary driver of satisfaction, often outweighing cost or perceived value. Dimensions such as responsiveness, integrity, and personalization significantly shape the stakeholder experience, with Garcia (2024) advocating for data-driven decision-making, Customer Relation Management systems, automation, and proactive engagement to further elevate service standards.

Customer loyalty, a crucial indicator of institutional success, is closely tied to consistently high-quality service. Rane et al. (2023) highlight how loyalty is cultivated through personalized experiences, empowered personnel, effective complaint resolution, and strategic technology use—all of which reinforce long-term engagement. In this context, Singh and Singh's (2024) study on AI-powered customer service adds further depth, revealing that AI significantly enhances customer satisfaction (path coefficient = 0.91) and perceived efficiency (path coefficient = 0.95), both of which strongly predict loyalty (path coefficient = 1.05). The key lies in designing AI solutions that are efficient yet deeply aligned with client expectations, thus minimizing service friction and maximizing satisfaction.

By integrating traditional service quality strategies with technology-driven innovations and loyalty-focused initiatives, institutions like CCC can cultivate stakeholder trust, drive retention, and secure a sustained competitive advantage through high-quality, adaptive service delivery.

Service Quality Dimensions

Service quality is a fundamental driver of client satisfaction across all industries, including education, where dimensions such as reliability, responsiveness, assurance, empathy, and tangibles play a decisive role in shaping the overall customer experience (Indeed Editorial Team, 2025). While these dimensions have been extensively studied in commercial sectors like e-commerce and banking, they are equally critical in higher education, where they influence not only student satisfaction but also institutional reputation and competitiveness (Supardiasa et al., 2018; Mulyadi, 2020). At City College of Calamba (CCC), a feedback-oriented approach to service enhancement underscores a strategic commitment to continuous improvement. Through systematic evaluations of academic and administrative services, and by proactively addressing service gaps, CCC reinforces its dedication to quality assurance and meaningful stakeholder engagement.

Empirical evidence from a study by Montano et al. (2024), involving 1,126 CCC students, reveals a strong correlation between staff professionalism and overall client satisfaction. Using descriptive correlational methods and Goodman and Kruskal's Gamma analysis, the research linked key professional traits—competence, courtesy, honesty, and integrity—to the core service quality dimensions of assurance, responsiveness, reliability, and empathy. While communication and accountability emerged as institutional strengths, problem-solving was identified as an area in need of strategic development. These findings highlight the indispensable role of professionalism in delivering reliable, high-quality services and enhancing the student experience.

Further emphasizing this point, service quality has been shown to directly influence complaint volumes and customer loyalty. Wibowo (2022) observed that lapses in service—particularly inefficiencies and inattentiveness—often result in increased client complaints, whereas high service quality is associated with fewer complaints and greater customer retention. Supporting studies by Sheu and Chang (2022) and Setiono and Hidayat (2022) demonstrate that improvements in service delivery not only elevate satisfaction levels but also foster long-term loyalty. For institutions like CCC, these insights underline the importance of leveraging real-time feedback and data-driven strategies to refine services, optimize personnel practices, and uphold principles of transparency, accessibility, and operational excellence.

Central to sustained institutional improvement is the effort to close the gap between expected and actual service delivery. Fahim (2019) advocates for embedding client feedback within service frameworks, noting that while the SERVQUAL model remains a robust evaluative tool, it must be adapted to the specific context of each organization. This adaptability is further reinforced by lessons from other industries: for example, EgyptAir's persistent issues with service perception despite reforms illustrate how reliability and organizational culture are deeply intertwined with customer experience.

The SERVQUAL model—developed by Parasuraman, Zeithaml, and Berry—remains one of the most widely adopted frameworks for measuring service quality and customer satisfaction. Through its focus on five dimensions—reliability, responsiveness, assurance, empathy, and tangibles—SERVQUAL provides a holistic, customer-centric lens for assessing service performance. Its diagnostic capability lies in identifying gaps between customer expectations and perceptions, enabling organizations to prioritize improvements based on actionable data (Luckett, 2023).

Expanding on SERVQUAL's foundation, the ARTQUAL model developed by Maghsoodi et al. (2019) presents a nuanced, multidimensional framework tailored for evaluating service quality in cultural institutions. Grounded in SERVQUAL, SERVPERF, and FESTPERF, ARTQUAL was applied to a 2017 study involving 465 art enthusiasts at seven art galleries in Tehran. It organizes 31 indicators across three core domains: management and personalization (e.g., brand management, personal interaction), core service and spirituality (e.g., performance, visual staging), and physical characteristics (e.g., ergonomics, aesthetic appeal). With strong internal consistency (Cronbach's

alpha > 0.70) and robust construct validity verified through factor analysis, ARTQUAL proves both reliable and adaptable for service evaluation in niche sectors.

Complementing ARTQUAL's evaluative strength is a proposed Decision Support System (DSS) designed to ensure continuous performance assessment and strategic improvement. Integrating multiple Multi-Attribute Decision-Making (MADM) techniques—such as target-based F-MULTIMOORA, Fuzzy Axiomatic Design (FAD), and the Best-Worst Method (BWM)—the DSS facilitates the ranking of service providers and identification of key improvement priorities. Successfully applied to the same Tehran-based galleries, this system demonstrates practical relevance and offers a replicable framework for other service-driven institutions seeking to enhance delivery quality and stakeholder satisfaction.

Aligned with Poniman and Utomo's (2020) call for continuous improvement, institutions are encouraged to act decisively on customer insights to resolve service delays, strengthen communication, and bolster both technical and human resource capabilities. Strategic investments in training and process optimization, informed by real-time feedback, enable organizations to synchronize service delivery with evolving expectations. Ultimately, cultivating a culture of responsiveness, data-informed decision-making, and quality assurance allows institutions like CCC to advance client satisfaction, reinforce stakeholder trust, and maintain a resilient, competitive edge in an increasingly dynamic educational landscape.

Utilizing Feedback Mechanism

The quality of feedback is a critical determinant of performance enhancement in both organizational and educational settings, especially in the absence of financial incentives. Drouvelis and Paiardini (2021) found that high-quality feedback—characterized by clear, specific, and transparent performance rankings—significantly boosted productivity compared to low-quality or no feedback, demonstrating that feedback must be precise and actionable to be effective. This principle extends to educational and workplace learning environments, where structured feedback supports continuous improvement by bridging the gap between actual and desired performance (Congcong & Caingcoy, 2020; Santhosh, 2024).

In schools and clinical settings, individualized, relational feedback strategies have been shown to enhance professional growth (Fuentes-Cimma et al., 2024), reinforcing research that highlights feedback's role in shaping knowledge, skills, and behaviors. Theoretical models like Social Cognitive Theory and Feedback Intervention Theory further validate the importance of timely and well-calibrated feedback in driving motivation and skill development (Kutasi, 2023). Across various modalities—written, verbal, online, or peer-based—feedback must be thoughtfully designed and strategically delivered to be effective.

Technological advances have expanded opportunities for personalized feedback, but poorly structured input can hinder progress and reduce engagement. In the digital sphere, platforms widely use feedback to manage user behavior, though often without a strong theoretical basis. Steur and Seiter's (2020) study of 102 top German digital platforms revealed consistent design choices, such as standardized query methods and rating scales, but also noted gaps in control standards like precision. Interviews with platform experts indicated that simplicity and imitation often guide design more than theoretical rigor. These findings suggest that, regardless of context, effective feedback systems must strike a balance between usability and strategic intent to foster motivation, enhance performance, and sustain a culture of growth and innovation.

Improvement Strategies

One of the most effective ways to boost customer satisfaction is by exceeding expectations. Businesses must first understand what customers truly need and align their services accordingly,

rather than relying on assumptions. Gathering and analyzing customer feedback is essential in shaping service improvements that foster positive experiences. Providing omnichannel support—including seamless communication through emails, chat, and social media—enhances accessibility and convenience. Fast response times, 24/7 support, and transparent communication cultivate trust and reliability, key factors in maintaining high satisfaction levels (David, 2024). Beyond service enhancements, fostering a customer-centric culture also plays a crucial role. Motivated employees deliver better service, making training, incentives, and clear expectations vital. Monitoring online reviews and addressing concerns promptly prevent small issues from escalating, while personalized interactions and reward programs strengthen relationships. By continuously refining strategies based on feedback, businesses can enhance satisfaction, build loyalty, and achieve long-term success.

In the education sector, customer service has a direct impact on the student experience and institutional reputation. Schools and universities must prioritize personalized, accessible, and efficient support to enhance student satisfaction and retention (Sultania, 2023). Investing in staff training, implementing AI-driven support tools, and leveraging technology-based solutions significantly improve service delivery. Training in communication, conflict resolution, and problem-solving equips staff with the skills to handle inquiries effectively. AI-powered help desks, ticketing systems, and automated messaging ensure timely responses, minimizing frustration. Educational institutions, such as California State University, Northridge, and Boston University, have successfully integrated mobile apps, newsletters, and self-service portals to enhance student engagement. Ultimately, prioritizing customer-centric service strengthens school-community relationships, fosters student success, and builds an environment of trust and collaboration (Okello, 2024).

RESEARCH METHOD
Research Method Used

This study employed a descriptive research design, as it intends to systematically assess client satisfaction and service effectiveness at the City College of Calamba. This approach enabled the researchers to collect and analyze data on respondent demographics, perceptions of the Citizen's Charter, satisfaction levels, and areas for improvement. Surveys served as the primary data collection tool, providing valuable insights into the experiences and expectations of stakeholders. By utilizing this method, the study effectively identified strengths and opportunities for enhancing service delivery, ensuring a data-driven approach to continuous improvement (Kelkar, 2023).

Data Gathering Instrument

The college utilized the Client Satisfaction Measurement (CSM) Questionnaire prescribed by the Anti-Red Tape Authority (ARTA), as mandated for all government agencies. This standardized instrument includes a core set of questions aimed at assessing client satisfaction and service quality across eight key dimensions: responsiveness, reliability, access and facilities, communication, costs, integrity, assurance, and outcomes. These dimensions capture both the tangible and intangible aspects of service delivery, ensuring a comprehensive evaluation of client experience. The instrument's design also includes items on overall satisfaction and compliance with the Citizen's Charter. As per ARTA guidelines, the CSM questions are fixed and may not be modified, thereby ensuring consistency, validity, and comparability across institutions. Moreover, while agencies may add service-specific questions for contextual relevance, only the core items contribute to the official satisfaction ratings. The inclusion of multiple language versions—such as English, Filipino, and local dialects—further enhances accessibility and ensures respondent comprehension. This structured,

validated approach strengthens the reliability of the data collected and supports robust analysis of service quality outcomes (Anti-Red Tape Authority, 2022).

Data Treatment

A 5-point Likert scale was used to assess client satisfaction in the service quality measurement process. This scale allowed respondents to express their level of agreement or disagreement with various statements related to their college experience.

Table 1. Five – Point Likert Scale

Scale	Rating
5	Strongly Agree
4	Agree
3	Neither Agree nor Disagree
2	Disagree
1	Strongly Disagree

The overall score for service quality dimensions was determined using the Proportion of Agreement or Positive Response Rate formula:

$$\text{Overall Score} = \frac{\text{Number of "strongly agree" answers} + \text{number of "agree" answers}}{\text{Total number of Respondents} - \text{Number of "N/A" answers}}$$

After computing the overall score, a percentage-based analysis was applied to categorize the results as follows:

Table 2. Percentage Rating and Verbal Interpretation

Percentage Rate	Verbal Interpretation
Below 60.0%	Poor
60.0% - 79.9%	Fair
80.0% - 89.9%	Satisfactory
90.0% - 94.9%	Very Satisfactory
95.0% - 100%	Outstanding

To determine the strength and direction of association between ranked variables, Goodman and Kruskal's Gamma Correlation was employed in this study. Specifically, it was used to assess two key relationships: (1) the relationship between the respondents' perception of the City College of Calamba (CCC) Citizen's Charter and their satisfaction across the service quality dimensions—responsiveness, reliability, assurance, empathy, and tangibility; and (2) the relationship between the respondents' satisfaction with these service quality dimensions and their overall satisfaction with the external services provided by CCC.

The resulting Gamma coefficients were interpreted using the scale proposed by Hinkle, Wiersma, and Jurs (2003), as shown in Table 3:

Table 3. Interpretation of Kruskal-Goodman Gamma Coefficient

Gamma Value	Correlation
0 < 0.3	Negligible
0.3 < 0.5	Low
0.5 < 0.7	Moderate
0.7 < 0.9	High
0.9 < 1	Very High

Description of the Respondents

The respondents of this study comprised 2,633 individuals, selected through a convenience sampling technique. This method was adopted due to its practical advantages, particularly in facilitating the collection of data from individuals who were readily available and actively engaged

with the institution's external services. As a non-probability sampling technique, convenience sampling enables researchers to gather information quickly and efficiently from accessible participants, making it suitable for exploratory and service-oriented studies. However, it is important to acknowledge its limitations, particularly its potential to introduce sampling bias and limit the generalizability of findings to the broader student population (Nikolopoulou, 2022).

Despite these limitations, the sample size achieved in this study meets established standards for survey research. According to Lavrakas (2008), a sample size of at least 200 is generally considered adequate for meaningful analysis in survey-based studies. With 2,633 respondents—representing approximately 48.89% of the total clientele who availed of external services during the survey period—the study reflects a substantial and reasonably representative portion of the target population, thereby enhancing the credibility of its findings.

Table 4 presents a comprehensive breakdown of the external services accessed, the corresponding number of respondents per service, and the total number of transactions recorded. The most frequently availed services include enrollment for regular and incoming freshmen students (697 respondents, 2,416 transactions), pre-registration for entering freshmen and transferees (496 respondents, 1,198 transactions), and authentication of documents (568 respondents, 614 transactions). These high-volume services underscore the primary touchpoints between students and the institution's administrative operations.

In total, the study documented 2,633 respondents and 5,388 transactions, offering a robust dataset for analyzing student service utilization patterns. The frequency and distribution of these interactions not only reflect student needs but also provide actionable insights for enhancing administrative efficiency, resource allocation, and overall service delivery. These findings can serve as an evidence-based foundation for developing responsive, data-driven improvements to institutional processes.

Table 4. Respondents per External Services

	External Services	Responses	Transactions
1.	Enrollment for Regular and Freshmen Students	697	2416
2.	Enrollment for Irregular and Transferee Students	105	374
3.	Pre - Registration for Entering Freshmen and Transferee	496	1198
4.	Request for Copy of Grades	15	20
5.	Request for Transcript of Records	85	90
6.	Issuance of Certificates (Enrollment, GWA, Medium of Language, Graduation & Completion)	23	25
7.	Dropping of Subjects	6	6
8.	Filing of Student Leave of Absence (LOA)	2	2
9.	Exit Clearance or Returning Clearance	1	1
10.	Petition for Opening of Subject	1	1
11.	Authentication of Documents	568	614
12.	Request for Second Copy (Registration form, Comp Card & Diploma)	3	3
13.	Request for Completion Form	12	12
14.	Application for Late Enrollment, Re - admission and shifting	3	3
15.	Application for Graduation Clearance	212	212
16.	Request for Change of Grade	1	1
17.	Issuance of Certificate of Good Moral	37	40
18.	Learning Management System (LMS) Queries and Concerns	23	25
19.	Hardware/ Software/ Network Maintenance & Troubleshooting	8	10
20.	Request for Retrieval of Documents	50	50

External Services	Responses	Transactions
21. Application for Temporary ID	285	285
External Service Total	2633	5388

FINDINGS AND DISCUSSION

The following paragraphs present the findings of this research:

1. Demographic Profile of the Respondents

The demographic analysis of table 5 highlights the age distribution of the City College of Calamba's clientele, providing valuable insights into their varying life stages and experiences. The majority, 69.27%, fall within the 20-34 age group, reflecting a youthful population primarily engaged in higher education or early career stages. Meanwhile, 18.61% are 19 years or younger, indicating a strong presence of incoming students. Smaller percentages are observed among older age groups: 0.91% for 35-49, 0.38% for 50-64, and 0.08% for 65 or older. Notably, 10.75% did not specify their age, presenting an opportunity to improve data collection for a more complete analysis.

Understanding the sex distribution reveals that 59.10% of the clientele are female, 30.46% are male, and 10.44% did not specify their sex. This breakdown provides a clear perspective on gender representation within the college's population, encompassing citizen, business, and government sectors. These insights enable the college to tailor its programs and initiatives to address the needs of its diverse demographic, fostering inclusivity and equity.

Table 5. Respondents Demographic Profile

D1. Age and D2. Sex	Actual	External	Percentage Rate
1. 19 or lower	490	18.61%	18.61%
2. 20 - 34	1824	69.27%	69.27%
3. 35 - 49	24	0.91%	0.91%
4. 50 - 64	10	0.38%	0.38%
5. 65 or higher	2	0.08%	0.08%
6. Did not specify	283	10.75%	10.75%
1. Male	802	30.46%	30.46%
2. Female	1556	59.10%	59.10%
3. Did not specify	275	10.44%	10.44%

2. Respondents' Perception Regarding the City College of Calamba Citizen's Charter

Table 6 provides valuable insights into respondents' awareness, visibility, and perceived effectiveness of the Citizens' Charter (CC). A notable portion of respondents, 43.03%, reported being familiar with the concept of a Citizens' Charter and having seen the office's specific document. In contrast, 7.22% were aware of the concept but had not encountered the office's version. Additionally, 8.05% of respondents learned about the Citizens' Charter only when they encountered the office's Customer Orientation (CO), highlighting varying levels of prior knowledge among them. However, 19.75% admitted to being completely unaware of the Citizens' Charter and did not see it during their visit.

Regarding visibility, 38.51% found the Citizens' Charter easy to see, while 14.81% found it somewhat easy. However, a significant 2.39% reported that it was difficult to see, and 1.41% stated it was not visible at all. This suggests potential challenges related to accessibility or placement. Despite this, a majority of respondents (42.80%) indicated that the Citizens' Charter provided them with significant assistance during their transaction, while 12.57% said it offered some help, and 7.60% reported no significant assistance.

The study of San Jose (2023) underscores a crucial issue regarding the implementation of the

Citizen's Charter under RA 11032, revealing a gap between compliance requirements and actual public awareness. While frontline service providers and officials strongly agree that the Citizen's Charter is implemented in terms of visibility, clarity, and usefulness, the findings suggest otherwise—service recipients remain largely unaware of it.

These findings align with the conclusion that routine interactions with service providers allow transactions to proceed without service recipients actively engaging with the Citizen's Charter. This highlights the need for stronger awareness initiatives, improved visibility, and systematic monitoring to ensure that the Citizens' Charter fulfils its purpose of enhancing service delivery. The recommendations for capacity building, updating the charter, and academic involvement in continuous assessment are vital steps toward bridging the gap between policy implementation and public engagement.

Table 6. Citizen's Charter Perceptions

Citizens Charter Answers	Responses	Percentage Rate
CC1 Which of the following best describes your awareness of a CC?		
1. I know what a CC is and I saw this office's CC.	1133	43.03%
2. I know what a CC is but I did NOT see this office's CC.	190	7.22%
3. I learned of the CC only when I saw this office's CO.	212	8.05%
4. I do not know What a CC is and I did not see one in this office.	520	19.75%
5.N/A	578	21.95%
CC2 If aware of CC would you say that the CC of this office was…?		
1. Easy to see	1014	38.51%
2. Somewhat easy to see	390	14.81%
3. Difficult to see	63	2.39%
4. Not visible at all	37	1.41%
5.N/A	1129	42.88%
CC3 If aware of CC, how much did the CC help you in your transaction?		
1. Helped me very much	1127	42.80%
2. Somewhat helped me	331	12.57%
3. Did not help	200	7.60%
4.N/A	975	37.03%

3. Level of satisfaction on the Service Quality Dimensions (SQD)

Table 7 shows that the overall satisfaction rating across all Service Quality Dimensions (SQD) is 94.32%, categorized as "Very Satisfactory." This indicates that respondents generally have a high level of satisfaction with the services provided. Among the different dimensions, Reliability (95.46%) and Assurance (95.07%) received the highest ratings, both classified as "Outstanding." This suggests that the institution's services are highly dependable and professionally delivered. Other dimensions, such as Responsiveness (94.44%), Access and Facilities (94.34%), Communication (94.70%), Integrity (94.22%), and Outcome (94.96%), were rated as "Very Satisfactory," indicating that services are efficient, accessible, and uphold ethical standards. However, Costs (90.53%) received the lowest rating among the dimensions, though still categorized as "Very Satisfactory." This suggests that while respondents generally find service costs reasonable, there may be a need for more transparency or affordability.

The high ratings in Reliability and Assurance indicate that the institution has successfully established a reputation for consistently delivering professional services. Maintaining this level of excellence requires continuous efforts, such as ensuring staff competency and adherence to best

practices. While Access and Facilities, Communication, and Responsiveness received very satisfactory ratings, further improvements—such as enhancing customer support, streamlining processes, and leveraging technology for better accessibility—could elevate these scores to the "Outstanding" category. The lower rating in Costs suggests the need for greater transparency in service fees, the introduction of more affordable options, or clearer communication regarding the value of services provided.

The Integrity dimension (94.22%) reflects a strong commitment to ethical service delivery, reinforcing the institution's credibility. Upholding transparency, accountability, and fairness in transactions will help maintain public trust. Given the overall rating of 94.32% ("Very Satisfactory"), the institution is performing well, but there is still room for minor refinements rather than major overhauls. Regular feedback collection, staff training, and technological enhancements can help push service quality toward an "Outstanding" level across all dimensions.

This aligns with Lascuña and Junsay's (2023) study, which highlights high customer satisfaction driven by key service quality dimensions such as reliability, assurance, responsiveness, and accessibility. Strong correlations between service quality and satisfaction emphasize the importance of consistent and professional service. However, areas for improvement remain, particularly in-service costs, transparency, and accessibility. Enhancing communication, streamlining processes, and leveraging technology can further elevate satisfaction, ensuring all dimensions reach the "Outstanding" category while sustaining high service standards.

Table 7. Level of satisfaction on the Service Quality Dimensions (SQD)

Service Quality Dimension	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	N/A	Total Responses	Positive Response Rate	Verbal Interpretation
Responsiveness	1637	572	119	11	0	294	2633	94.44%	Very Satisfactory
Reliability	1745	482	104	2	0	300	2633	95.46%	Outstanding
Access and Facilities	1646	505	125	4	0	353	2633	94.34%	Very Satisfactory
Communication	1656	541	117	6	0	313	2633	94.70%	Very Satisfactory
Costs	1198	456	150	23	0	806	2633	90.53%	Very Satisfactory
Integrity	1738	461	128	7	0	299	2633	94.22%	Very Satisfactory
Assurance	1794	441	112	4	0	282	2633	95.07%	Outstanding
Outcome	1765	460	118	0	0	290	2633	94.96%	Very Satisfactory
Overall	13179	3918	973	57	0	2937	21064	94.32%	Very Satisfactory

4. Correlation between the CCC Citizen's Charter's Level and the SQDs

The results clearly support the acceptance of hypothesis H1, showing a significant relationship between respondents' perception of the Calamba Citizen's Charter and their satisfaction across service quality dimensions. All correlations were statistically significant ($p = 0.000$), with moderate to high gamma values indicating positive associations between Charter awareness, visibility, and helpfulness and satisfaction in responsiveness, reliability, assurance, and other dimensions. This demonstrates that better perception of the Charter leads to higher satisfaction with CCC's services, confirming its important role in enhancing service quality.

CCC Citizen's Charter's Awareness Level and the SQDs

Table 8 presents the Kruskal-Goodman Gamma correlation results examining the relationship between respondents' awareness of the Calamba Citizen's Charter and their

satisfaction with various Service Quality Dimensions (SQDs) at the City College of Calamba (CCC). All correlations were statistically significant (p = 0.000), indicating meaningful associations between Charter awareness and service satisfaction. The analysis revealed moderate positive correlations between awareness and satisfaction in responsiveness (γ = 0.659), reliability (γ = 0.637), access and facilities (γ = 0.672), communication (γ = 0.693), integrity (γ = 0.651), assurance (γ = 0.600), and outcome (γ = 0.714). The correlation for the outcome falls within the "high" category, suggesting that increased awareness has a strong influence on positive perceptions of service results. In contrast, the cost dimension showed a lower correlation (γ = 0.471), indicating that satisfaction with costs may be shaped more by external factors—such as tuition and financial policies—beyond the scope of the Charter.

These findings align with the study by Diocos (2024) at Iloilo State University of Fisheries Science and Technology, which identified limited Charter awareness as a key challenge in its implementation. Both studies emphasize that higher awareness leads to better understanding, clearer expectations, and improved satisfaction with service delivery. Thus, the current study underscores the critical role of the Citizen's Charter in promoting transparency, accountability, and service quality, and highlights the importance of sustained efforts in stakeholder orientation, visibility, and engagement to maximize its impact.

Table 8. Correlation between CCC Citizen's Charter's Awareness Level and the SQDs

Awareness vs SQD	Gamma Value	P-value	Interpretation
Responsiveness	0.659	0.000	Moderate
Reliability	0.637	0.000	Moderate
Access and Facilities	0.672	0.000	Moderate
Communication	0.693	0.000	Moderate
Costs	0.471	0.000	Low
Integrity	0.651	0.000	Moderate
Assurance	0.600	0.000	Moderate
Outcome	0.714	0.000	High

CCC Charter's Visibility Level and the SQDs

Table 9 presents the Kruskal-Goodman Gamma correlation results, highlighting the significant relationship between the visibility of the Calamba Citizen's Charter and stakeholder satisfaction across various Service Quality Dimensions (SQDs) at the City College of Calamba (CCC). All correlations were statistically significant (p = 0.000), indicating robust associations between the perceived visibility of the Charter and satisfaction levels. Notably, high positive correlations were observed in reliability (γ = 0.701), communication (γ = 0.714), and outcome (γ = 0.723), suggesting that when the Charter is more visible, stakeholders perceive services to be more dependable, clearly communicated, and effectively delivered. Moderate correlations in responsiveness (γ = 0.655), access and facilities (γ = 0.695), costs (γ = 0.559), integrity (γ = 0.700), and assurance (γ = 0.689) further affirm the influence of Charter visibility on the broader spectrum of service quality. These findings underscore the critical role of actively promoting the Citizen's Charter through physical displays, online platforms, and service counters to reinforce service standards and manage stakeholder expectations.

This aligns with the findings of Rahman (2022) in his study of Mymensingh City Corporation, where low satisfaction was attributed to gaps in service delivery—particularly in time, cost, and visit frequency—despite the existence of a Citizen's Charter. The disconnect observed in Mymensingh suggests that a Charter's mere existence is insufficient; its impact depends on how well it is integrated, communicated, and upheld in practice. Taken together, both studies highlight that the visibility, accessibility, and operationalization of the Citizen's Charter are fundamental in fostering transparency, building trust, and ultimately enhancing public satisfaction with service delivery.

Table 9. Correlation between CCC Charter's Visibility Level and the SQDs

Visibility vs SQD	Gamma Value	P-value	Interpretation
Responsiveness	0.655	0.000	Moderate
Reliability	0.701	0.000	High
Access and Facilities	0.695	0.000	Moderate
Communication	0.714	0.000	High
Costs	0.559	0.000	Moderate
Integrity	0.700	0.000	Moderate
Assurance	0.689	0.000	Moderate
Outcome	0.723	0.000	High

Correlation between CCC Charter's Helpfulness Level and the SQDs

Table 10 presents the Kruskal-Goodman Gamma correlation results between respondents' perceptions of the helpfulness of the Calamba Citizen's Charter and their satisfaction across various Service Quality Dimensions (SQDs) at the City College of Calamba (CCC). All correlations were statistically significant (p = 0.000), indicating strong associations. High positive correlations were found in reliability (γ = 0.723), communication (γ = 0.785), integrity (γ = 0.760), and outcome (γ = 0.777), suggesting that perceiving the Charter as helpful aligns with views of dependable, ethical, and effective service. Moderate correlations emerged in responsiveness (γ = 0.678), access and facilities (γ = 0.737), costs (γ = 0.546), and assurance (γ = 0.697), further emphasizing the Charter's influence on perceptions of timeliness, accessibility, affordability, and trust.

These results affirm the Charter's role as more than a static document—it functions as a dynamic guide that enhances service interactions when clearly communicated and effectively implemented. CCC's experience aligns with global findings, notably Ahsan et al. (2024), which highlighted divergent outcomes in Bangladesh due to context-specific challenges like limited awareness and weak local implementation.

In contrast, CCC demonstrates that successful Citizen's Charters depend on thoughtful design, stakeholder engagement, and institutional alignment. When embedded in a responsive and participatory governance system, the Charter becomes a powerful tool for improving transparency, accountability, and service satisfaction—a model worth replicating in similar settings.

Table 10. Correlation between CCC Charter's Helpfulness Level and the SQDs

Helpfulness vs SQD	Gamma Value	P-value	Interpretation
Responsiveness	0.678	0.000	Moderate
Reliability	0.723	0.000	High
Access and Facilities	0.737	0.000	Moderate
Communication	0.785	0.000	High
Costs	0.546	0.000	Moderate
Integrity	0.760	0.000	High
Assurance	0.697	0.000	Moderate
Outcome	0.777	0.000	High

5. Level of Satisfaction on the External Services

Table 11 presents the satisfaction ratings for external services at the City College of Calamba (CCC), with an overall rating of 94.32%, classified as "Very Satisfactory." This reflects a high level of satisfaction with CCC's service delivery.

Several services received a 100% satisfaction rating and were rated "Outstanding," including the issuance of certificates, subject dropping, LOA filing, exit clearance, subject petitions, grade change requests, hardware/software maintenance, and document retrieval—indicating exceptional efficiency and responsiveness. Services such as enrollment (93.79%), pre-registration (90.15%), graduation clearance (91.92%), and temporary ID application (94.21%) were rated

"Very Satisfactory," suggesting generally smooth processes with minor areas for improvement.

Meanwhile, services like copy of grades (86.67%), transcript requests (89.29%), certificate of good moral (88.89%), and LMS concerns (85.00%) received "Satisfactory" ratings, indicating that while expectations are met, enhancements in speed, clarity, or accessibility may be needed. The lowest rating was for late enrollment, re-admission, and shifting (66.67%), marked as "Fair." This points to procedural issues that may require clearer guidelines, faster processing, or improved student support.

Overall, the data underscore CCC's strong service performance, especially in frequently availed transactions. However, consistent improvement—especially in lower-rated areas—can be achieved through better communication, process streamlining, and digital innovations. This mirrors findings by K and P (2021), who stress that service quality directly influences satisfaction, trust, and loyalty, all of which can be strengthened through continuous system enhancements.

Table11. Level of Satisfaction on the External Services

	External Services	Percentage Rate	Verbal Interpretation
1.	Enrollment for Regular and Freshmen Students	93.79%	Very Satisfactory
2.	Enrollment for Irregular and Transferee Students	99.05%	Outstanding
3.	Pre - Registration for Entering Freshmen and Transferee	90.15%	Very Satisfactory
4.	Request for Copy of Grades	86.67%	Satisfactory
5.	Request for Transcript of Records	89.29%	Satisfactory
6.	Issuance of Certificates (Enrollment, GWA, Medium of Language, Graduation & Completion)	100.00%	Outstanding
7.	Dropping of Subjects	100.00%	Outstanding
8.	Filing of Student Leave of Absence (LOA)	100.00%	Outstanding
9.	Exit Clearance or Returning Clearance	100.00%	Outstanding
10.	Petition for Opening of Subject	100.00%	Outstanding
11.	Authentication of Documents	97.13%	Outstanding
12.	Request for Second Copy (Registration form, Comp Card & Diploma)	100.00%	Outstanding
13.	Request for Completion Form	100.00%	Outstanding
14.	Application for Late Enrollment, Re - admission and shifting	66.67%	Fair
15.	Application for Graduation Clearance	91.92%	Very Satisfactory
16.	Request for Change of Grade	100.00%	Outstanding
17.	Issuance of Certificate of Good Moral	88.89%	Satisfactory
18.	Learning Management System (LMS) Queries and Concerns	85.00%	Satisfactory
19.	Hardware/ Software/ Network Maintenance & Troubleshooting	100.00%	Outstanding
20.	Request for Retrieval of Documents	97.92%	Outstanding
21.	Application for Temporary ID	94.21%	Very Satisfactory
	External Service Total	94.32%	Very Satisfactory

6. Correlation between level of satisfaction on the external services provided by CCC and the SQDs

Table 12 presents the Kruskal-Goodman Gamma correlation results examining the relationship between respondents' satisfaction with various service quality dimensions (SQDs) and their overall satisfaction with the external services provided by the City College of Calamba (CCC). The results reveal consistently very high positive correlations, with Gamma values ranging from 0.952 to 0.993, all statistically significant at p = 0.000. This robust significance underscores a strong

and meaningful connection between satisfaction in specific service dimensions and overall service satisfaction.

The strongest correlation was observed for Access and Facilities ($\gamma = 0.993$), indicating that stakeholders' positive perceptions of physical access and facility quality are paramount in maximizing their overall satisfaction with CCC's external services. Likewise, high correlations in Assurance ($\gamma = 0.991$), Outcome ($\gamma = 0.990$), and Communication ($\gamma = 0.988$) emphasize the critical roles of trust in service providers, fulfillment of expected results, and effective communication in shaping holistic satisfaction. Other dimensions—Reliability ($\gamma = 0.987$), Integrity ($\gamma = 0.986$), Responsiveness ($\gamma = 0.985$), and Costs ($\gamma = 0.952$)—also show very strong relationships, highlighting that dependability, ethical conduct, prompt responsiveness, and affordability significantly influence stakeholders' evaluations.

Given the strength and statistical significance of these correlations, we reject the null hypothesis and accept hypothesis H_2, which states that there is a significant relationship between respondents' satisfaction with service quality dimensions and their overall satisfaction with CCC's external services. This acceptance confirms that improvements in any service quality dimension will likely lead to increased overall satisfaction. It also highlights the importance of a holistic and integrated approach to managing service quality, where enhancing one dimension can reinforce others, thereby sustaining stakeholder trust and satisfaction.

Paralleling these findings, the study by Pakurár et al. (2019) on Jordanian banks used a modified SERVQUAL model to identify key service quality dimensions—including assurance, reliability, access, employee competencies, responsiveness, empathy, financial aspects, and tangibility—that influence customer satisfaction. Their model consolidated these into four subscales, emphasizing access, financial factors, and employee competencies as critical for satisfaction improvement.

Both studies confirm that overall satisfaction is driven by an integrated set of interrelated service quality dimensions, with access, assurance, and responsiveness consistently playing crucial roles. The findings affirm that service providers—whether in financial or educational sectors—must adopt a comprehensive strategy that enhances multiple service quality dimensions simultaneously to achieve and maintain high levels of overall satisfaction and stakeholder trust.

Table 12. Correlation between level of satisfaction on the external services provided by CCC and the SQDs

Satisfaction vs SQD	Gamma Value	P-value	Interpretation
Responsiveness	0.985	0.000	Very High
Reliability	0.987	0.000	Very High
Access and Facilities	0.993	0.000	Very High
Communication	0.988	0.000	Very High
Costs	0.952	0.000	Very High
Integrity	0.986	0.000	Very High
Assurance	0.991	0.000	Very High
Outcome	0.990	0.000	Very High

7. Proposed Continuous Improvement Plan

The FY 2026 Continuous Improvement Plan (CIP) at City College of Calamba aims to enhance external services by addressing gaps and sustaining strengths. Key strategies focus on streamlining processes, improving accessibility, and boosting customer satisfaction.

To improve enrollment and pre-registration, the college will digitize processes, expand help desk support, and collect feedback, targeting a 97% satisfaction rate. Academic document requests (e.g., transcripts, grades) will be automated and tracked in real time, with a 95% satisfaction goal. Issuance of good moral certificates will be optimized through workflow

streamlining and staff training.

Support for LMS concerns will be enhanced via a dedicated team, extended service hours, and more training materials, aiming to raise satisfaction from 85% to 90%. The most critical area—late enrollment, re-admission, and shifting—will be addressed through simplified policies, online processing, and clearer guidelines, with a goal of reaching 85% satisfaction from the current 66.67%.

Technical support services, already at 100% satisfaction, will be sustained through regular training and preventive maintenance. Broader improvements include real-time service monitoring, staff training, and awareness campaigns, with a target of 96% overall satisfaction.

Bi-annual surveys and performance metrics will guide updates to the plan, ensuring responsive and high-quality service delivery. Through digital transformation, staff development, and better communication, CCC reinforces its commitment to meeting stakeholder needs.

Table 13. Proposed CCC Continuous Improvement Plan for FY 2026

Activity	Objectives	Strategies	Evaluative Measures	Time Frame	Key Person/ Office
Enhancement of Enrollment and Pre-Registration Processes	Improve efficiency and accessibility of enrollment services for regular, freshmen, and transferee students.	- Streamline and digitize processes. - Increase help desk availability during peak periods. - Conduct staff workshops. - Introduce post-enrollment feedback mechanisms.	- Reduced enrollment processing time. - Increased satisfaction rating to 97%. - Positive feedback from students.	FY 2026	Registrar's Office, MISD, Student Affairs Office
Automation of Academic Document Requests	Reduce processing time and enhance transparency for transcript and grade requests.	- Implement an automated request system. - Provide real-time tracking of requests. - Update guidelines on website and social media.	- Decreased document processing time. - Improved satisfaction rating to 95%.	FY 2026	Registrar's Office, MISD, DCI
Improvement of Certificate of Good Moral Issuance	Streamline approval workflow and enhance customer service interactions.	- Establish clear processing timelines. - Train staff on customer service skills. - Improve communication on requirements and processes.	- Increased efficiency and satisfaction rating to 95%. - Fewer client complaints.	FY 2026	Registrar's Office, Student Affairs Office
Expansion of LMS Support Services	Improve accessibility and efficiency of Learning Management System (LMS) support.	- Establish a dedicated LMS support team. - Extend service hours. - Provide tutorial videos and FAQs. - Conduct quarterly satisfaction surveys.	- Increased satisfaction rating to 90%. - Reduced number of unresolved queries.	FY 2026	IT Office, Faculty Development Office
Optimization of Late Enrollment, Re-admission, and Shifting Procedures	Enhance flexibility and accessibility of the application process.	- Simplify policies and deadlines. - Develop an online processing platform.	- Increased satisfaction rating to 85%. - More timely processing of	FY 2026	Registrar's Office, Student Affairs Office

Activity	Objectives	Strategies	Evaluative Measures	Time Frame	Key Person/ Office
		- Improve communication through advisories and orientations.	applications.		
Sustaining Technical Support and Maintenance Services	Maintain 100% satisfaction rating in technical support.	- Conduct regular training for technical staff. - Invest in updated tools and technology. - Implement preventive maintenance schedules.	- Sustained 100% satisfaction rating. - Minimal service disruptions.	Ongoing	IT Office, Technical Support Team
General Service Quality Enhancements	Improve overall client experience across all services.	- Implement real-time service quality monitoring. - Conduct customer service training for front-line staff. - Launch awareness campaigns on services and procedures. - Establish feedback and complaints mechanisms.	- Overall satisfaction rating of 96% or higher. - Increased awareness and accessibility of services.	FY 2026	All Service Units, Quality Assurance, Planning, and Development Office
Monitoring and Evaluation	Track progress and ensure continuous improvement.	- Conduct bi-annual satisfaction surveys. - Analyze feedback and operational data. - Update the CAIP regularly.	- Data-driven improvements. - Increased service efficiency and satisfaction.	Ongoing	Quality Assurance, Planning, and Development Office

CONCLUSIONS

This study examined the relationship between the Citizens'Citizen's Charter, Service Quality Dimensions (SQDs), and stakeholder satisfaction at the City College of Calamba (CCC). The findings indicate strong performance in service delivery, with high satisfaction ratings in reliability, assurance, and outcome, reflecting CCC's commitment to quality service. However, gaps remain in awareness of the Citizen's Charter, cost-related concerns, and specific services such as late enrollment and LMS support, highlighting areas for improvement. Theoretically, this research contributes to public administration and service quality literature by validating the Citizen's Charter as a governance tool that enhances transparency and accountability. It reinforces service quality models, such as SERVQUAL, demonstrating that reliability, responsiveness, and assurance have a significant influence on satisfaction. The study also aligns with stakeholder theory, showing how effective communication and accessibility build trust.

Practically, the proposed Continuous Improvement Plan (CIP) for FY 2026 provides actionable strategies—such as digitizing processes, enhancing communication, and staff training—to address service gaps and sustain high satisfaction. These measures ensure compliance with the Ease of Doing Business Act (RA 11032) while fostering a culture of continuous improvement. The study underscores the importance of institutional policies, stakeholder engagement, and service quality management in public education. Future research could explore the long-term impact of the

CIP or conduct comparative studies with other institutions to refine best practices. By prioritizing transparency, efficiency, and stakeholder responsiveness, CCC can further solidify its reputation as a leading institution dedicated to service excellence.

LIMITATION & FURTHER RESEARCH

This study is limited by its reliance on self-reported satisfaction ratings, which subjective perceptions may influence. It also captures data from a specific period, limiting insights into long-term trends. Additionally, the study lacks qualitative feedback, which could provide a deeper context for the identified service gaps.

Future research should include longitudinal studies to track satisfaction trends over time, qualitative methods such as interviews for deeper insights, and comparative analyses with other institutions to identify best practices. These efforts will enhance service improvements and policy development in higher education.

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