



(RESEARCH ARTICLE)



Client Satisfaction of the Services of Apayao State College Towards ISO 9001:2015 Sustainability

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Abstract

In higher education, evaluating client satisfaction is essential for ensuring service quality, sustaining ISO 9001:2015 standards, and guiding continuous institutional improvement. This study assessed the level of client satisfaction with the services provided by Apayao State College – Conner Campus towards ISO 9001:2015 sustainability. Employing a descriptive research design, the study involved 234 respondents selected through stratified random sampling, comprising students, faculty and staff, alumni, and external stakeholders. An adapted client satisfaction survey was used as the primary data gathering instrument. Data were analyzed using frequency, percentage, weighted mean, t-test, and one-way ANOVA. Results revealed that the respondents were predominantly young female students aged 18–25. In terms of service dimensions, respondents were satisfied with the timeliness of services ($M = 4.14$) and accessibility of records ($M = 4.16$), while they were strongly satisfied with staff responsiveness ($M = 4.32$) and overall service quality ($M = 4.30$). These findings indicate that the institution generally meets and, in several areas, exceeds the service expectations of its clientele. Significant differences in satisfaction levels were found across age groups and customer types in most service dimensions, while sex did not yield any significant difference across all dimensions. Notably, students consistently reported lower satisfaction compared to other customer types, suggesting that student-specific concerns warrant targeted institutional attention. Qualitative feedback further identified concerns regarding staff attitudes, limited awareness of roles and responsibilities, and restricted access to online services. The study concludes that Apayao State College–Conner Campus demonstrates a commendable level of service quality aligned with ISO 9001:2015 standards, while recommending continuous improvement initiatives particularly directed at frontline staff development and digital service accessibility.

Keywords: Client Satisfaction; Service Quality; ISO 9001:2015; Timeliness; Staff Responsiveness

1. Introduction

The quality management system has become a priority for organizations worldwide, as they are critical for maintaining and enhancing performance in global competition. Several researchers have confirmed a positive correlation between management system maturity and organizational performance, with a broad consensus that a greater orientation toward quality approaches and the implementation of quality management practices lead to improved overall performance.

The International Organization for Standardization (ISO) is an independent standards-setting body that has developed ISO 9001 as a widely recognized framework for implementing QMS. This standard is designed to help organizations achieve quality objectives, address globalization challenges, and enhance operational and performance outcomes [1].

ISO 9001:2015 provides an extensive framework for designing, managing, operating, and improving Quality Management System (QMS), with a focus on customer satisfaction and a process-oriented approach [2, 3]. It is built on

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four core principles: focusing on customer requirements, streamlining processes, adopting risk-based thinking, and promoting continuous improvement [4]. These principles align with sustainability goals, supporting environmental responsibility, social equity, and long-term organizational success [5].

In today's global higher landscape, intensified competition and diverse stakeholders need to highlight the importance of strategic quality assurance and continuous improvement [6]. Educational institutions increasingly recognize that client satisfaction is key to organizational success, student retention, and enhanced institutional reputation [7, 8]. This perspective positions students as vital service consumers whose experiences significantly influence an institution's standing and attractiveness [7, 9]. As a result, universities around the world are adopting robust frameworks to meet and exceed evolving expectations, driving sustainable growth and academic excellence [6, 10]. Implementing ISO standards, such as ISO 9001, universities improve organizational performance by streamlining processes, ensuring consistent quality, and fostering a culture of continuous improvement [11]. Such standards enhance efficiency, reduce redundancies, support risk management, protect sensitive information, and encourage sustainable practices, ultimately leading to higher student satisfaction, improved academic outcomes, and greater stakeholder trust [12].

In the Philippines, adoption of ISO standards is steadily increasing across government and private sectors, with particular focus on ISO 9001 (Quality Management), ISO 14001 (Environmental Management), and ISO 45001 (Occupational Health and Safety). For instance, the Department of Public Works and Highways (DPWH) require civil works contractors to obtain ISO 9001:2015 certification to ensure adherence to quality and international standards [13]. The Quality Management System aligned with ISO 9001:2015 helps organizations manage operations more systematically and orderly, enabling them to meet customer expectations through continuous improvement [14]. Despite this progress, only a limited number of businesses in the Philippines hold ISO certification, highlighting the need for wider adoption to boost global competitiveness and operational efficiency.

Apayao State College (ASC), a prominent higher education institution in the Philippines, earned ISO 9001:2015 accreditation for its quality management system on April 14, 2023 [15]. This achievement reflects the college's commitment to delivering high-quality programs and services that meet global management standards and enhance client satisfaction [15]. The certification also signifies ASC's dedication to streamlining operations, simplifying service delivery, and fostering continuous improvement across all its departments and units, including instruction, research, extension, and student services [15]. While attaining ISO 9001:2015 certification demonstrates a commitment to quality management, the sustainability and effectiveness of this initiative depend on understanding and continuously improving client satisfaction with the services provided.

The study aimed to assess client satisfaction with the services of Apayao State College–Conner Campus in relation to ISO 9001:2015 sustainability by examining the clients' profile (age, sex, and customer type), their satisfaction levels across service dimensions (timeliness, accessibility of records, staff responsiveness, and overall service quality), and determining whether significant differences existed in satisfaction when groups were compared according to their profile. The findings of this study would contribute to the college's continuous quality improvement efforts, ensuring that its services are aligned with the expectations and needs of its clients.

2. Methodology

2.1. Research Design

This study employed a descriptive research design to comprehensively assess client satisfaction with the services provided by ASC-Conner Campus towards ISO 9001:2015 sustainability.

2.2. Locale of the Study

This study was conducted at Apayao State College - Conner Campus, specifically targeting clients who utilized the services of Apayao State College-Conner Campus.

2.3. Respondents of the Study

The respondents of the study were the students, employees from the Apayao State College-Conner Campus, as well as alumni and other stakeholders of the college. A stratified random sampling technique was used to ensure proportional representation from each group [22].

2.4. Research Instrumentation

The researcher employed a client satisfaction survey form adapted from Gamit et al. [23] as a tool to gather data. The questionnaire was divided into two (2) sections. Part I gathered information on the profile of the clients, and Part II dealt with the level of client satisfaction with the current services provided by the Apayao State College-Conner Campus.

2.5. Statistical Analysis

Frequency and Percentage were used to measure the profile of the respondents. Weighted Mean was used to measure the level of client satisfaction with the current services provided by Apayao State College-Conner Campus towards ISO 9001:2015 sustainability.

Table 1 5-point Likert scale

Scale	Mean Range	Descriptive Equivalent
5	4.21-5.00	Strongly Satisfied
4	3.41-4.20	Satisfied
3	2.61-3.40	Neutral
2	1.81-2.60	Dissatisfied
1	1.00-1.80	Strongly Dissatisfied

T-Test and ANOVA were used to test the significant difference between the level of client satisfaction when grouped according to profile.

3. Results and discussion

Table 2 Respondent's Profile

	Frequency	Percentage
Age		
18-25	200	85.5
26-35	28	12.0
36-45	4	1.7
46-55	1	0.4
56 and above	1	0.4
Sex		
Female	143	61.1
Male	91	38.9
Customer type		
Student	201	85.9
Faculty/Staff	28	12.0
Alumni	2	0.9
External Stakeholder/Community Member	3	1.3

Table 2 revealed that respondents were predominantly young adults aged 18–25 (85.5%), with smaller proportions in the 26–35 (12.0%) and older age brackets. In terms of sex, the majority were female (61.1%) compared to male (38.9%). Regarding customer type, students made up the overwhelming majority (85.9%), followed by faculty and staff (12.0%), with alumni (0.9%) and external stakeholders or community members (1.3%) comprising only a small fraction of the

total 234 respondents. Overall, the profile suggests that the study's respondents were mostly young female students, which is consistent with a campus-based or academic institutional context.

Table 3 Timeliness of services

Items	Mean	S.D.	D.E./D.I.
1. Services are provided within a reasonable timeframe.	4.13	0.636	Satisfied
2. Processing requests/transactions is completed promptly.	4.19	0.607	Satisfied
3. Waiting time for services is acceptable.	4.12	0.664	Satisfied
4. Staff members adhere to scheduled appointments and deadlines.	4.10	0.624	Satisfied
5. The college responds to inquiries and concerns in a timely manner.	4.18	0.611	Satisfied
Overall	4.14		Satisfied

Table 3 showed that the respondents expressed their overall satisfaction with the timeliness of services offered by the college, yielding a composite mean of 4.14. Across all five items, satisfaction ratings were consistently high, with the prompt processing of requests and transactions garnering the highest mean (4.19), followed closely by timely responses to inquiries (4.18), reasonable service timeframes (4.13), acceptable waiting times (4.12), and adherence to scheduled appointments and deadlines (4.10). The relatively low standard deviation values across all items indicated that respondents were largely in agreement in their assessments.

These findings aligned with the study by Kaligis et al. [24], which found that timely delivery significantly enhanced customer satisfaction, as promptness directly influences perceptions of service quality and reliability. Their research emphasized that when services are delivered on time, customers felt valued and were more likely to express satisfaction, reinforcing the importance of timeliness as a critical dimension of service quality.

Table 4 Accessibility of records

Items	Mean	S.D.	D.E./D.I.
1. Records and documents are easy to access when needed.	4.18	0.703	Satisfied
2. The process for requesting records is clear and straightforward.	4.24	0.672	Strongly Satisfied
3. Records are provided in a timely manner upon request.	4.18	0.663	Satisfied
4. The filing and retrieval system is well-organized.	4.13	0.675	Satisfied
5. Online access to records (if available) is user-friendly and functional.	4.09	0.729	Satisfied
Overall	4.16		Satisfied

Table 4 showed that respondents were generally satisfied with the accessibility of records, with an overall mean of 4.16, indicating that processes for requesting, retrieving, and accessing documents were clear, timely, and well-organized. The data highlighted that records and documents were easy to access when needed (mean = 4.18), and the process for requesting them was clear and straightforward, earning the highest rating (mean = 4.24, "Strongly Satisfied"). Respondents also expressed satisfaction with the timeliness of record provision (mean = 4.18) and the organization of filing and retrieval systems (mean = 4.13). Online access, while still rated positively (mean = 4.09), received the lowest score, suggesting room for improvement in digital platforms. Overall, the findings indicated that the institution had established effective systems for record accessibility, which contributed to user satisfaction and operational efficiency.

This aligned with the study by Saduiste [25], which examined accessibility, usability, and satisfaction of library users in academic libraries in Albay, Philippines. The study found that high accessibility of resources significantly improved user satisfaction, emphasizing that clear processes and organized systems were critical for effective service delivery in academic institutions.

Table 5 Staff responsiveness

Items	Mean	S.D.	D.E./D.I.
1. Staff members are courteous and respectful.	4.47	0.712	Strongly Satisfied
2. Staff members are knowledgeable and competent in their duties.	4.38	0.745	Strongly Satisfied
3. Staff members listen attentively to client concerns and needs.	4.25	0.712	Strongly Satisfied
4. Staff members provide clear and accurate information.	4.26	0.676	Strongly Satisfied
5. Staff members show willingness to help and accommodate requests.	4.26	0.715	Strongly Satisfied
Overall	4.32		Strongly Satisfied

Table 5 showed that respondents were *strongly satisfied* with staff responsiveness, with an overall mean of 4.32, reflecting consistently high ratings across courtesy, competence, attentiveness, clarity, and willingness to help. The results showed that staff members were perceived as courteous and respectful (mean = 4.47), the highest-rated item, followed closely by their knowledge and competence (mean = 4.38). Respondents also strongly agreed that staff listened attentively to concerns (mean = 4.25), provided clear and accurate information (mean = 4.26), and demonstrated willingness to help and accommodate requests (mean = 4.26). These consistently high scores suggested that staff responsiveness was a major strength of the institution, contributing significantly to overall satisfaction and reinforcing trust in service delivery.

This finding aligned with the study by Vijayakumar [26], which examined responsiveness factors and customer satisfaction in organized retail in Bengaluru City. The study concluded that responsiveness, defined as attentiveness, promptness, and willingness to assist, has a direct and positive impact on customer satisfaction, as it enhanced perceptions of service quality and built stronger client relationships.

Table 6 Overall service quality

Items	Mean	S.D.	D.E./D.I.
The services meet my expectations and needs.	4.20	0.673	Satisfied
The quality of services is consistent and reliable.	4.18	0.676	Satisfied
The college facilities are well-maintained and conducive to service delivery.	4.25	0.648	Strongly Satisfied
The college demonstrates commitment to continuous improvement.	4.39	0.68	Strongly Satisfied
Overall, I am satisfied with the services provided by Apayao State College-Conner Campus.	4.48	0.643	Strongly Satisfied
Overall	4.30		Strongly Satisfied

Table 6 demonstrated that respondents were strongly satisfied with the overall service quality at Apayao State College-Conner Campus, with an overall mean of 4.30, reflecting consistently high ratings across multiple dimensions of service delivery. The results showed that services generally met expectations and needs (mean = 4.20) and were delivered with consistency and reliability (mean = 4.18). Facilities were rated positively as well-maintained and conducive to service delivery (mean = 4.25), while the college's commitment to continuous improvement received one of the highest ratings (mean = 4.39). Most notably, overall satisfaction with services reached a mean of 4.48, the strongest indicator of stakeholder approval. These findings suggested that the institution not only met but often exceeded expectations, with strengths in both infrastructure and its dedication to enhancing service quality.

This aligned with the study by Parasuraman et. al, [27], who developed the SERVQUAL model, emphasizing that service quality dimensions such as reliability, responsiveness, assurance, empathy, and tangibles directly influenced customer satisfaction. Their research underscored that when institutions consistently delivered reliable services and demonstrated commitment to improvement, overall satisfaction was significantly enhanced.

Table 7 Client satisfaction on the “timeliness of services” when compared according to profiles

Profile	Mean	t-computed	p-value
Age			
18-25 ^a	4.08	3.47	0.03*
26-35 ^a	4.55		
36-45 ^a	4.60		
46-55 ^a	4.40		
56 and above ^b	4.80		
Sex			
Female	4.17	1.82	0.107 ^{ns}
Male	4.11		
Customer type			
Student ^a	4.07	31.12	0.000**
Faculty/Staff ^b	4.53		
External Stakeholder ^c	4.802		
Alumni ^{cd}	4.9		

**p<0.001, *p<0.05, ns-not significant, post-hoc: group with the same letter are not significantly different

Table 7 presented the differences in client satisfaction on the timeliness of services when compared according to age, sex, and customer type. Regarding age, the one-way ANOVA yielded a statistically significant result ($F = 3.47$, $p = 0.03$), indicating that satisfaction with timeliness varied across age groups. Clients aged 56 and above reported the highest mean satisfaction ($M = 4.80$), while those aged 18–25 reported the lowest ($M = 4.08$). Post-hoc comparisons confirmed that the 56-and-above group differed significantly from all other age brackets, suggesting that older clients tended to evaluate timeliness more favorably than younger ones. Regarding sex, the independent samples t-test produced a non-significant result ($t = 1.82$, $p = 0.107$). Female ($M = 4.17$) and male ($M = 4.11$) clients reported comparable satisfaction levels, and the small difference between groups may be attributed to chance. Regarding customer type, the ANOVA was highly significant ($F = 31.12$, $p < 0.001$). Alumni reported the highest mean satisfaction ($M = 4.90$), followed by external stakeholders ($M = 4.80$) and faculty/staff ($M = 4.53$), while students rated timeliness lowest ($M = 4.07$). Post-hoc comparisons confirmed that students differed significantly from all other customer groups, while alumni, external stakeholders, and faculty/staff did not differ significantly from one another.

Table 8 Client satisfaction on the “accessibility of records” when compared according to profiles

Profile	Mean	f-computed	p-value
Age			
18-25	4.12	1.33	0.29 ^{ns}
26-35	4.42		
36-45	4.55		
46-55	4.40		
56 and Above	4.20		
Sex			
Female	4.16	0.60	0.564 ^{ns}
Male	4.18		
Customer type			

Student ^a	4.12	15.75	0.000**
Faculty/Staff ^b	4.43		
External Stakeholder ^c	4.80		
Alumni ^{cbd}	4.60		

**p<0.001, *p<0.05, ns-not significant

Table 8 presented the differences in client satisfaction on the accessibility of records when compared according to age, sex, and customer type. Regarding age, the ANOVA was not statistically significant ($F = 1.33$, $p = 0.29$). Although mean scores ranged from 4.12 (18–25 age group) to 4.55 (36–45 age group), these differences were not large enough to be reliable, and age does not appear to meaningfully predict satisfaction with record accessibility. Regarding sex, the t-test was likewise non-significant ($t = 0.60$, $p = 0.564$). Female ($M = 4.16$) and male ($M = 4.18$) clients rated accessibility of records almost identically, indicating that sex does not differentiate satisfaction on this dimension. Regarding customer type, the ANOVA was highly significant ($F = 15.75$, $p < 0.001$). External stakeholders reported the highest mean satisfaction ($M = 4.80$), followed by alumni ($M = 4.60$) and faculty/staff ($M = 4.43$), while students rated accessibility lowest ($M = 4.12$). Post-hoc comparisons placed students in a group significantly lower than all other customer types, while alumni, external stakeholders, and faculty/staff did not differ significantly from one another.

Table 9 Client satisfaction on the “staff responsiveness” when compared according to profiles

Profile	Mean	f-computed	p-value
Age			
18-25 ^a	4.25	12.58	0.000**
26-35 ^b	4.77		
36-45 ^{bc}	4.85		
46-55 ^{bd}	5.00		
56 and Above ^a	4.20		
Sex			
Female	4.13	0.75	0.488ns
Male	4.30		
Customer type			
Student ^a	4.24	13.29	0.000**
Faculty/Staff ^b	4.8		
External Stakeholder ^{bc}	4.87		
Alumni ^{bcd}	4.80		

**p<0.001, *p<0.05, ns-not significant, post-hoc: group with the same letter are not significantly different

Table 9 presented the differences in client satisfaction on staff responsiveness when compared according to age, sex, and customer type. Regarding age, the ANOVA was highly significant ($F = 12.58$, $p < 0.001$). Clients aged 46–55 gave the highest rating ($M = 5.00$), while those aged 18–25 ($M = 4.25$) and 56 and above ($M = 4.20$) reported the lowest scores. Post-hoc comparisons assigned both the youngest and oldest groups to the same category (group a), indicating that they did not differ significantly from each other but were both significantly lower than the 26–35 (group b), 36–45 (group bc), and 46–55 (group bd) brackets. This pattern suggested that middle-aged clients tend to rate staff responsiveness more favorably than those at either end of the age range. Regarding sex, the t-test was not significant ($t = 0.75$, $p = 0.488$). Male ($M = 4.30$) and female ($M = 4.13$) clients reported similar satisfaction with staff responsiveness. Regarding customer type, the ANOVA was highly significant ($F = 13.29$, $p < 0.001$). External stakeholders reported the highest mean ($M = 4.87$), followed by faculty/staff ($M = 4.80$) and alumni ($M = 4.80$), while students again rated responsiveness lowest ($M = 4.24$). Post-hoc results confirmed that students differed significantly from all other groups, while faculty/staff, external stakeholders, and alumni did not differ significantly from one another.

Table 10 Client satisfaction on the “overall service quality” when compared according to profiles

Profile	Mean	f-computed	p-value
Age			
18-25 ^a	4.24	2.97	0.04*
26-35 ^b	4.64		
36-45 ^a	4.85		
46-55 ^a	4.40		
56 and Above ^a	4.80		
Sex			
Female	4.28	0.764	0.466 ^{ns}
Male	4.34		
Customer type			
Student ^a	4.23	18.26	0.000**
Faculty/Staff ^b	4.66		
External Stakeholder ^{cd}	5.00		
Alumni ^{cbd}	4.90		

**p<0.001, *p<0.05, ns-not significant, post-hoc: group with the same letter are not significantly different

Table 10 presented the differences in client satisfaction on overall service quality when compared according to age, sex, and customer type. Regarding age, the ANOVA reached statistical significance ($F = 2.97, p = 0.04$). Clients aged 36–45 reported the highest overall satisfaction ($M = 4.85$), while those aged 18–25 reported the lowest ($M = 4.24$). Post-hoc comparisons identified the 26–35 group as significantly higher than the 18–25 group, though most other age brackets overlapped in their groupings. This result suggested that younger clients, particularly those in the 18–25 range, tended to rate overall service quality lower than their older counterparts. Regarding sex, the t-test was not significant ($t = 0.764, p = 0.466$). Male ($M = 4.34$) and female ($M = 4.28$) clients gave nearly identical overall quality ratings, indicating that sex does not influence overall satisfaction. Regarding customer type, the ANOVA was highly significant ($F = 18.26, p < 0.001$). External stakeholders reported the highest mean ($M = 5.00$), followed by alumni ($M = 4.90$) and faculty/staff ($M = 4.66$), while students rated overall quality lowest ($M = 4.23$). Post-hoc comparisons confirmed that students differed significantly from all other customer types. Post-hoc analysis revealed that alumni and external stakeholders, and faculty/staff were not significantly different from each other, while primarily different with students when it comes to satisfaction.

Table 11 Common concerns and challenges have been identified through the client satisfaction survey results.

Some staff are not fully aware of their duties and responsibilities.	1
There should be a clear policy for retraining well-performing employees, especially Contractual staff.	1
Some staff are unapproachable and grumpy (student feedback regarding the Registrar's Office).	3
Certification requests at the Registrar's Office should not be limited to online submission, as some students lack internet access.	2

The respondents’ feedback highlighted several critical issues affecting the quality of services at Apayao State College-Conner Campus. These concerns included a lack of awareness about duties and responsibilities, online requests, and unwelcoming attitudes. Such challenges implied a gap between the college’s delivery service and student expectations, potentially diminishing student satisfaction and trust in institutional support.

4. Conclusion

The positive overall satisfaction ratings indicated that Apayao State College-Conner Campus was performing well in delivering services to its clients. These findings underscored the importance of continuous evaluation and staff development to sustain and enhance the service excellence of the college. The overall service quality showed that clients/respondents were satisfied with the services provided by Apayao State College-Conner Campus offices.

Compliance with ethical standards

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I acknowledge that I have not used ChatGPT or Copilot for refining some of the sections in the document.

Disclosure of conflict of interest

Author have declared that they have no known competing financial interests OR non-financial interests OR personal relationships that could have appeared to influence the work reported in this paper.

Statement of ethical approval

The study was conducted with approval and in accordance with the standards of the college. No ethical approval was required, as the research followed all applicable ethical guidelines, ensuring respect for the respondents' privacy and confidentiality

Statement of informed consent

I affirm that the respondents voluntarily agreed to participate after being fully informed about the purpose, nature, and potential implications of the study. Their responses have been collected with utmost respect for their privacy and confidentiality, in accordance with ethical research guidelines.

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