Students Satisfaction with the Laboratory Services and Facilities in the College of Business Laboratory Areas

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ABSTRACT

Bachelor of Science in Hospitality Management major in Cruise Ship Services is one of the programs offered by John B. Lacson Colleges Foundation-Bacolod. This program provides higher education for students to advance their knowledge and a complete set of facilities for students to use. Several studies addressed the issue of delivering service quality in higher education due to the increasing number of enrollees. As the school undergoes accreditation with the Philippine Association of Colleges and Universities Commission on Accreditation, it seeks to assess if the program meets the stringent requirements continually; hence, it is crucial to carry out this research. The study's main

objective was to determine student satisfaction with the services and facilities in the College of Business' laboratory areas. This study was participated by 159 BSHM students. A research-made survey questionnaire was utilized through the use of Google Forms. Frequency count, rank, mean, standard deviation, one-way ANOVA, and Pearson Product Moment Correlation were utilized in the data analyses. The findings showed that the expected service quality attributes, when taken as a whole and when students are grouped according to year level and section, are very much visible. The study revealed a very highly satisfying quality of services in the laboratory area.

INTRODUCTION

Educational institutions work to address the gap in knowledge and skills by seeing that what they deliver to students should match the actual needs of the industry. Dopson and Nelson (2003) affirmed that it is crucial to close the gap between what is taught to students and what the industry expects of the students being hired. They added that hospitality educators of today face the biggest challenges in determining clear goals and objectives for the curriculum that can meet the constantly changing needs of the industry. The education system needs to focus on systematic reforms to strengthen and make graduates more competitive by providing quality service and adequate physical teaching and learning facilities. Hotel and hospitality, a practical-oriented program, require students to specialize in hands-on activities and hold demonstrations in a well-equipped laboratory with state-of-the-art equipment. It is essential in preparation for a career in the hospitality industry. Otherwise, a lack of up-to-date laboratory and workshop equipment could hamper the effective teaching, learning, and implementation of the hospitality management curriculum (Lyons, 2010).

Barrie (2006) affirmed that students are not often prepared for the workplace. This is one of the challenges not addressed, producing half-baked graduate students who lack important practical knowledge and employability skills, even if employers have called on colleges and universities to produce more employable graduates.

Higher education institutions have been trying to determine what the outcome of higher education is supposed to be since the beginning of the 20th century (Uriciuoli, 2005). Hospitality educators agree that to meet the constantly changing needs of the industry, schools are expected to prepare graduates for a

successful career by providing the following: service quality, adequate physical teaching and learning facilities, and clear curriculum goals and objectives (Gursoy & Swanger, 2004).

Nowadays, students' opinions about all aspects of academic life are sought by educational institutions worldwide (Lee & Hsu, 2013). Colleges become a place to provide services to fulfill the student's needs. Students' demand is at a better level, not only about the standard of teaching but also about the condition of facilities. Thus, a strategy for continuous improvement concerning service quality is very important (Akram et al., 2017).

In this study, the College of Business of John B. Lacson Colleges Foundation is selected to measure the quality of facilities and students' satisfaction. The College of Business is a department offering a Bachelor of Science in Hotel Management major in Cruise ship Services. It has a program that provides higher education for students to advance their knowledge and provides a complete set of facilities for students to use. The quality of the education system and facilities in the College of Business is very important because it directly relates to the student's satisfaction. The importance of both service quality (SQ) and customer satisfaction (CS) has received considerable attention in recent years (Solana-Ibáñez et al., 2016).

From the aforementioned notion, colleges must provide the best service for their students. However, a few studies have addressed the issue of service quality in the higher education sector following an increase in the number of colleges in the City of Bacolod. Based on the statement above, it is very important to carry out research to address this issue. Hence, this study aims to investigate the relationship between service quality attributes and students' satisfaction with the services and facilities in the College of Business laboratory areas.

FRAMEWORK

A positive perception of the service quality occurs when it exceeds customers' satisfaction. Undeniably, consumers are concerned not only with how a service is being delivered but, most significantly, with the output standard they receive. Gallifa and Batallé (2010) argued that service quality is one of the foremost important research topics discussed for the past decades.

Customer satisfaction is crucial for service organizations, especially since it is

highly associated with service quality. Service quality precedes rivalries that direct toward the event of today's business environment (Lee & Hsu, 2013).

In line with that, Parasuraman et al. (1988) revised and defined service quality in five dimensions: tangible, reliability, responsiveness, assurance, and empathy. These dimensions have been put in place to improve services and this study seeks to investigate the satisfaction level with the College of Business's service quality and facilities and tests the relationship between service quality and students' satisfaction in three areas of the laboratory, namely the housekeeping, kitchen, food, and beverage areas.

The Commission on Higher Education, following the pertinent provisions of Memorandum Order # 62, series of 2017, otherwise known as the Policies and Guidelines for Bachelor of Science in Hospitality Management (BSHM) Section 20, stipulates the requirements for Laboratory and Physical Facilities. According to this memorandum, colleges, and universities offering BSHM should provide adequate physical facilities and maintain a campus conducive to learning to promote the quality of their graduates. As specified by-laws under The National Building Code of the Philippines (RA No. 6541) and Code of Sanitation of the Philippines (P.D. 856), Laboratories should conform to existing requirements. Also, HEIs offering BSHM should comply with the minimum requirements for Kitchen Laboratories as specified in Appendix H: Minimum Facilities, Equipment, and Appliances for the BSHM programs.

The availability of facilities, resources, and service quality in higher education institutions is essential and an important parameter of educational excellence. Alves and Raposo (2010) found that positive perceptions of service quality significantly influence student satisfaction. Students who are satisfied with the quality of service influence the dissemination through word-of-mouth communications. Ahmed et al. (2010) mentioned that service quality is a key performance measure in educational excellence. It is the main strategy variable for universities and colleges to create a strong perception in the minds of the consumers.

Students' perception of learning and teaching like libraries, computer and lab facilities, learning environments such as rooms of lectures, laboratories, social space, and buildings, support facilities such as health facilities, student accommodation, student services, and external aspects of a student such as finance and transportation, are factors that could affect the level of student's satisfaction. Ilias et al. (2008) mentioned that the capabilities of an institution to provide and manage these would enable it to meet student expectations and gain a competitive advantage.

Service quality attributes were enumerated and discussed as follows:

Tangible. Zeithaml et al. (2006) defined tangibles as the physical appearance of facilities, personnel, communication materials, equipment, etc. This dimension may help to increase an institution's image. In the context of this study, this includes the physical facilities and equipment needed to provide services, such as the ambiance of the class layout and the laboratory size. The quality of service may influence the students' satisfaction; in fact, there is a relationship between the tangible dimension of service quality and students' satisfaction (Ideris et al., 2016).

Reliability. According to Parasuraman et al. (1988), reliability is the ability of service providers to deliver the desired services dependably, accurately, and consistently. In the context of this study, an example of reliability is the services of the administration and the examination the department prepares to make the results reliable and correct.

Responsiveness. It is defined as the willingness to help students, provide prompt service, and customize the service to students' needs (Zeithaml et al., 2006)). In the context of this study, it explains how efficiently responsive the services are that are provided for the students. An example of this is the response of the lecturer and staff toward students' needs. There is a relationship between the responsive dimension of service quality and students' satisfaction in housekeeping, kitchen, and food and beverage areas.

Assurance. It refers to the ability of the service provider to convey trust and confidence to students toward the services provided by the institution. Zeithaml et al. (2006) argued that service providers must ensure knowledge delivery courteously. In his way, they can inspire more trust and confidence from their customers. In the context of this study, an example can be the safe transaction of students with the hostel staff and the laboratory head.

Empathy. Empathy is defined as the ability of the service provider to show personal care and individualized attention to the students (Zeithaml et al., 2006). In the context of the study, an example of empathy can be the ability of the laboratory staff and officers to understand the needs of students. Officers should be fair and unbiased in their treatment.

Higher education needs to care about students' satisfaction to potentially impact students' motivation, retention, recruitment efforts, and fundraising. It is a compelling interest to colleges and universities to seek continuous improvement

of the learning environment for their students.

As Zeithaml et al. (2006) mentioned, the students' satisfaction is evidence to measure how well and effectively an institution administrates itself and its educational system. Students are satisfied with an institution when the services provided meet their expectations. On the contrary, students are dissatisfied with the services of an institution when the services are less than expected. When the perceived and expected service quality gap is high, it communicates negative effects (Petruzzellis et al., 2006).

Change is an accepted and necessary part of doing business. The hotel industry has to stay ahead of the curve in everything from facilities to enacted legislation. Hospitality operators must be agile enough to remain competitive in today's world. Hospitality programs must provide graduates with the tools necessary to succeed in the ever-changing world (Lyons, 2010).

Furthermore, the academic reputation of the institution, the quality of lecturers, the provision of facilities, and industry orientation are crucial precedents for student satisfaction. Mavondo et al. (2000) pointed out that a satisfied student provides positive word of mouth and recommends prospective students to the institution where they study.

OBJECTIVES OF THE STUDY

The study aimed to determine the level of student satisfaction with the services and facilities in the College of Business' laboratory areas during the first semester of the School Year 2019-2020.

Specifically, it sought to (1) determine the BSHM students' extent of perception of the quality of services in the COB laboratory in terms of the following dimensions: tangible, reliability, responsiveness, assurance, empathy when taken as a whole, and when grouped according to year level and section; (2) identify level of students' satisfaction with the facilities in the following laboratory areas: Housekeeping, Kitchen and Food and Beverage, when taken as a whole, and when grouped according to year level and section; (3) describe the significant difference in the extent of perception of the quality of services in the COB laboratory when grouped according to year level and section; (4) compare the significant difference in the students' level of satisfaction with the facilities of the COB laboratory when grouped according to year level and section; (5) compare the significant relationship between the students' extent of perception of the quality of services in the COB laboratory and their satisfaction in the

COB laboratory; (6) determine the problems encountered by the students in the following laboratory areas: Housekeeping Area, Kitchen Area, Food and Beverage Area (Function Hall); and (7) determine measures the researcher can propose to address the problem/s in the laboratory areas.

METHODOLOGY

Research Design

The descriptive research design was appropriate in this study, considering that the study sought to establish, describe and discover the status quo or the present, the prevailing conditions in the past, and even predict future events based on the data gathered. This design is appropriate for studies that aim to discover what prevails in the present, such as conditions or relationships, held opinions, beliefs, processes, and effects, and developing trends (Ardales, 2008, cited in Rustico, 2013). This design answers the research questions to achieve the study's aim (Achora & Matua, 2016).

Research Site

The study was conducted online using Google forms sent to students of the College of Business of John B. Lacson Foundation- Bacolod, with the areas covered, such as the housekeeping, kitchen, and the function hall for the food and beverage during the School Year 2019-2020.

Participants

The participants of the study were 159 BSHRM fourth-year and BSHM first-year and second-year students in the College of Business of John B. Lacson Colleges Foundation (Bacolod), Inc. during the first semester of 2019-2020. Using the Raosoft online sample size calculator with 5% as the margin of error and 95% confidence level, 159 out of 270 were taken as the sample size. The respondents were picked randomly and sent an online questionnaire according to the number of the group in the population.

Table 1, 2, and 3 show the distribution and profile of the respondents of the study. Data in Table 1 shows the distribution of the respondents. A total of 159 respondents comprised 19 fourth-year BSHRM, 69 second-year BSHM, and 71 first-year BSHM.

Table 1
Distribution of the Respondents

Variables	f	%
Entire Group	159	100
Year Level		
First Year	73	46
Second Year	72	45
Fourth-year	14	9
Section		
Alpha	71	45
Bravo	64	40
Charlie	24	15

Table 2
Distribution of the Respondents

	Year Level	Population Distribution	
		N	n
BSHRM	Fourth-year	32	19
	Second-year	118	69
BSHM	First-year	120	71
	Total	270	159

Moreover, Table 3 shows the profile of the respondents. Most respondents were first-year and second-year (46% and 45%), while a few were fourth-year (9%). It can be noted that there are no third-year students because of the K to the 12-year gap during the school year 2019-2020.

As for the section, the majority of the students were from section Alpha (45%), followed by section Bravo (40%) and Charlie (15%).

Table 3
Profile of the Respondents

Variables	f	%
Entire Group	159	100
Year Level		
First Year	73	46

Second Year	72	45
Fourth-year	14	9
Section		
Alpha	71	45
Bravo	64	40
Charlie	24	15

Instrumentation

A researcher-made survey questionnaire was used to obtain the needed data for this study. This questionnaire was divided into two parts. Part 1 was used to determine the perceived extent of the service quality attributes in the COB laboratory services in five dimensions, namely: tangible dimension, reliability, responsiveness, assurance, and empathy. Every dimension was composed of five statements rated using a five-point Likert scale with 5 as Very High Extent, 4-High Extent, 3- Moderate Extent, 2- Low Extent, and 1- Very Low Extent.

Part II of the instrument was used to determine the level of student satisfaction in three laboratory areas, including the housekeeping, kitchen, and food and beverage/Function Hall areas. The instrument was composed of three sets, one for the housekeeping area, another for the kitchen area, and the last for the food and beverage or Function Hall area. Using a five-point Likert scale on the level of satisfaction, the respondents were asked to rate their level of satisfaction with 5 for Very Highly Satisfied, 4 for Highly Satisfied, 3 for Moderately Satisfied, 2 for Dissatisfied, and 1 for Strongly Dissatisfied. An open-ended question was asked to identify the problems encountered by the students in the three laboratory areas.

Validity and Reliability

Before its use, the data-gathering instrument was subjected to the following tests: a test of validity to ascertain whether the instrument can gather the data necessary to answer the specific problems in this study; and a test of reliability to determine the stability of the instrument in soliciting responses for the test items when repeatedly administered to various respondents under various physical conditions.

For validity purposes, the instrument used in this study was tested using face and content validation. For face validation, the instrument was submitted to three experts, all Master's degree holders and faculty of the College of Business, using the scale developed by Good and Scates. For content validation, each

item in the instrument was examined as to whether or not they could gather the answers to the specific problems of this study. The validity index was 4.77, which implies that the instrument could yield valid results.

For the reliability test, copies of the data-gathering instrument were administered online using Google Forms to the 30 BSHRM graduates for the school year 2018-2019 who were not included in the study. The responses of these individuals were subjected to a reliability test using Cronbach's Alpha.

Cronbach's alpha is a measure used to assess the reliability, or internal consistency, of a set of scale or test items. In other words, the reliability of any given measurement refers to the extent to which it is a consistent measure of a concept. Cronbach's alpha is one way of measuring the strength of that consistency (Goforth, 2015).

The reliability index of the instrument was interpreted and indicated that the research instrument yielded reliable results as follows: Quality Service Attributes (α=0.910) and Level of Students' Satisfaction with the Lab (α=0.970).

Research Ethics Protocol

This study aimed to determine the level of student satisfaction with the services and facilities in the College of Business' laboratory areas during the first semester of the School Year 2019-2020.

The participants' rights were provided, in which they were made to understand that their responses were strictly kept confidential and were made available only to the researchers. No one could identify the participants when the results were reported, and the participants' names did not appear anywhere in the written report. The participants were made to understand that the consent form was kept separate from the data records to ensure confidentiality.

Data Collection

The data for this study was collected through Google Forms. It was collated amid the ECQ (Emergency Community Quarantine), where the School Year 2019-2020 was abruptly canceled due to the pandemic of COVID 19. The participants were asked to participate in an online survey and answer structured questions as part of the study. This survey study took approximately 5 to 10 minutes.

Statistical Techniques

For problem number 1, which sought to determine the students' extent

of perception of the quality of services in the COB laboratory in terms of the following dimensions: tangible, reliability, responsiveness, assurance, and empathy when taken as a whole and when grouped according to year level and section, *mean* was used. To interpret the mean score, the following scale was used:

Range	Verbal Description	Mean Description	Interpretation
4.21-5.00	Strongly Agree	Very High	The prevailing attributes that contribute to excellent service in the laboratory area are very much visible and very highly satisfying.
3.41- 4.20	Agree	High	The prevailing attributes that contribute to excellent service in the laboratory area are visible and satisfying.
2.61-3.40	Undecided (Neither Agree nor Disagree)	Moderate	The prevailing attributes that contribute to excellent service in the laboratory area are neither visible nor satisfying.
1.81-2.60	Disagree	Low	The prevailing attributes that contribute to excellent service in the laboratory area are less visible and less satisfying.
1.00-1.80	Strongly Disagree	Very Low	The prevailing attributes that contribute to excellent service quality in the laboratory area are not visible or satisfying.

To determine the level of student satisfaction with the facilities in the following laboratory areas: housekeeping, kitchen, and food and beverage, when taken as a whole and when grouped according to the aforementioned variables, *mean* was used. To interpret the mean score, the following scale was used:

Range of Score	Mean Description	Interpretation
4.21-5.00	Very Highly Satisfied	All the facilities in the laboratory area are up to the standards set by the Commission on Higher Education as stated in the CMO #62, series of 2017 and are **very highly satisfying**.
3.41- 4.20	Highly Satisfied	Most of the facilities in the laboratory area are up to the standards set by the Commission on Higher Education as stated in the CMO #62, series of 2017 and are **highly satisfying**.

Range of Score	Mean Description	Interpretation
2.61-3.40	Moderately Satisfied	Half of the facilities in the laboratory area are up to the standards set by the Commission on Higher Education as stated in the CMO #62, series of 2017 and are **moderately satisfying**.
1.81-2.60	Dissatisfied	Most of the facilities in the laboratory area fall short of the standards set by the Commission on Higher Education as stated in the CMO #62, series of 2017 and are **dissatisfying**.
1.00-1.80	Very Highly Dissatisfied	All of the facilities in the laboratory area fall short of the standards set by the Commission on Higher Education as stated in the CMO #62, series of 2017 and are **very dissatisfying**.

For Problem number 3, which aimed to determine if a significant difference exists in the students' extent of perception of the quality of services in the COB laboratory of the College of Business when grouped according to year level and section, *One way ANOVA* was used.

For Problem number 4, which aimed to determine if a significant difference exists in the level of student satisfaction with the facilities of the laboratory areas of the College of Business when grouped according to year level and section, *One-way Analysis of Variance (ANOVA)* was used.

For Problem number 5, which aimed to determine if a significant relationship exists between the students' perception of the quality of services in the COB laboratory and their satisfaction with the laboratory services and facilities, *Pearson Product Moment Correlation* was utilized.

Problem number 6 sought to identify the problems encountered by the students in the laboratory areas, *frequency* and *rank* were used.

RESULTS AND DISCUSSION

The Extent of Service Quality Attributes in the Laboratory of BSHM Students in Terms of the Five Dimensions When Taken as a Whole

Table 4 presents the students' extent of perception of the quality of services in the COB laboratory in terms of tangible, reliability, responsiveness, assurance,

and empathy dimensions when taken as a whole. Data revealed that BSHM students perceived a **very high** extent of perception of the quality of services in the COB laboratory when taken as a whole (M = 4.39, SD = 0.58). Moreover, BSHM students have "Very High" extent of perception of the quality of services in the COB laboratory in all five dimensions such as *tangible dimension* (M = 4.27, SD = 0.77), *reliability* (M = 4.32, SD = 0.52), *responsiveness* (M = 4.38, SD = 0.63), *assurance* (M = 4.42, SD = 0.56), and *empathy* (M = 4.54, SD = 0.63).

The findings implied that the prevailing attributes that contribute to excellent service in the laboratory area are very much visible and very highly satisfying. In general, BSHM students strongly agreed that dimensions of tangibility, reliability, responsiveness, assurance, and empathy attributed to the quality of service were provided by the COB department laboratory to convey the trust and confidence of the BSHM students.

With the findings of the study, Lee and Hsu (2013) affirmed that nowadays, students' opinions about all aspects of academic life are sought by educational institutions worldwide. Also, Akram et al. (2017) concluded that colleges had become a place to provide services to fulfill students' needs. Student demand is at a higher level, concerning the quality of teaching and the condition of facilities and laboratory services. Another study by Patalinghug et al. (2021) that supports the findings on the students' satisfaction with school services in a state college in the Philippines came to the same conclusion. Students were satisfied with the services provided by those offices specifically addressing their academic and emotional needs. Additionally, students who frequently use school services are given more credit and are more likely to have a positive experience.

Table 4

Students' Extent of Perception of the Quality of Services in the COB Laboratory In Terms of the Five Dimensions When Taken As a Whole

Variables	M	Interpretation	SD
Tangible Dimension	4.27	Very High	0.77

Reliability Dimensions	4.32	Very High	0.52
Responsiveness Dimension	4.38	Very High	0.63
Assurance Dimension	4.42	Very high	0.56
Empathy Dimension	4.54	Very High	0.63
Quality Service Attributes	4.39	Very High	0.58

Students' Extent of Perception of the Quality of Services in the COB Laboratory in Terms of the Five Dimensions When Grouped according to Year Level and Section

Table 5 presents the students' extent of perception of the quality of services in the COB laboratory in terms of the five dimensions---tangible, reliability, responsiveness, assurance, and empathy--- when grouped according to year level and section.

At the year level, first-year respondents (M = 4.90, SD = 0.216) have perceived a "Very High" extent of the quality of services in the COB laboratory, second-year (M = 4.04, SD = 0.693) have perceived a "High," and fourth-year respondents (M = 3.40, SD = 0.327) have perceived a "Moderate" extent of quality of services in the COB laboratory.

Moreover, respondents who belong to section Alpha (M = 4.91, SD = 0.219) and those who belong to section Bravo (M = 4.23, SD = 0.599) have perceived a "Very High" extent of the quality of services in the COB laboratory. Those from section Charlie (M = 3.22, SD = 0.332) have perceived a "Moderate" extent of the quality of services in the COB laboratory.

Generally, the findings of the study implied that when grouped according to year level and section, the BSHM students perceived the extent of quality of services in the COB laboratory as very high and that they strongly agree that these prevailing dimensions, such as tangible, reliability, responsiveness, assurance and empathy contribute to excellent service in the laboratory area are very much visible and very highly satisfying.

The results are in contrast to the Analysis of Student Satisfaction with the Quality of Service Facility (Napitupulu et al., 2016), which found that there was little evidence of student satisfaction with the condition of the quality of the campus service facilities. This is demonstrated by the discrepancy between users' perceptions and expectations, where each item has a negative. In other words,

campus service facilities continue to fall significantly short of user expectations in terms of quality.

Table 5

The Perceived extent of quality of services in the COB Laboratory when grouped according to Year Level and Section

Service Quality Attributes	Year Level									Total		
	First-year			Second-year			Fourth-year					
	M	SD	Des	M	SD	Des	M	SD	Des	M	SD	Des
Tangible	5.00	.000	VH	3.86	1.07	H	2.57	1.09	L	4.27	1.09	VH
Reliability	4.55	1.08	VH	4.06	1.21	H	4.49	.646	VH	4.32	1.13	VH
Responsiveness	5.00	.000	VH	3.69	1.22	H	4.71	.723	VH	4.38	1.06	VH
Assurance	5.00	.000	VH	4.27	1.09	VH	2.07	.267	L	4.41	1.09	VH
Empathy	5.00	.216	VH	4.29	.955	VH	3.42	1.16	H	4.54	.870	VH
Total	4.90	.216	VH	4.04	.693	H	3.40	.327	M	4.39	.714	VH

Service Quality Attributes	Section									Total		
	Alpha			Bravo			Charlie					
	M	SD	Des	M	SD	Des	M	SD	Des	M	SD	Des
Tangible	5.00	.000	VH	4.09	1.00	H	2.58	.880	L	4.27	1.09	VH
Reliability	4.53	1.09	VH	4.09	1.29	H	4.29	.550	VH	4.32	1.13	VH
Responsiveness	5.00	0.00	VH	3.81	1.28	H	4.08	1.01	H	4.38	1.06	VH
Assurance	5.00	0.00	VH	4.65	0.62	VH	2.04	0.20	L	4.42	1.09	VH
Empathy	5.00	0.00	VH	4.50	0.87	VH	3.29	0.91	M	4.54	0.87	VH
Total	4.91	0.22	VH	4.23	0.60	VH	3.22	0.33	M	4.39	0.71	VH

Gallifa and Batalle (2010) argued that service quality is one of the most important research topics discussed for the past decades and that a positive perception of the quality of service delivery occurs when it exceeds customers' satisfaction. Undeniably, consumers are concerned with how a service is delivered and, most importantly, with the quality of output they receive.

Level of BSHM Students' Satisfaction with the Facilities in the Housekeeping Area, Kitchen, and Food and Beverage When Taken as a Whole and When Grouped according to Year level and Section

The second objective of the study was to determine the level of student

satisfaction with the facilities in the housekeeping area, kitchen, and Food and Beverage area when taken as a whole and when grouped according to students' year level and section, as shown in Table 6 and Table 7.

Table 6 presents that the BSHM students are "Highly Satisfied" in the laboratory facilities when taken as a whole (M = 3.86, SD = 0.61). In terms of the three laboratory areas, the respondents described their level of satisfaction in the Housekeeping area (M = 3.80, SD = 0.67) as "Very High." For the Kitchen area (M = 3.98, SD = 0.70) and Function Hall (M = 3.80, SD = 0.78), the respondents described their level of satisfaction in three areas of the HM laboratory as "Highly Satisfied."

TThe findings implied that BSHM students are highly satisfied with the facilities, particularly in the housekeeping, kitchen, and food and beverage (Function Hall) areas. This would mean that most of the facilities in the laboratory areas are up to the standards set by the Commission on Higher Education as stated in the CMO #62 series of 2017.

Alves and Raposo (2010) found that positive perceptions of service quality significantly influence student satisfaction. The availability of facilities, resources, and service quality in higher education institutions is essential and an important parameter of educational excellence. Students can be motivated or inspired by both academic performances as well as the administrative efficiency of their institution.

Table 6

Level of Students' Satisfaction with the Facilities in the Housekeeping Area, Kitchen, and Food and Beverage Area when Taken as a Whole

Laboratory Areas	M	SD	Interpretation
Housekeeping Area	3.80	0.67	Highly Satisfied
Kitchen	3.98	0.70	Highly Satisfied
Food and Beverage (Function Hall)	3.79	0.78	Highly Satisfied
Students' Laboratory Satisfaction	3.86	0.61	Highly Satisfied

The level of students' satisfaction with the Facilities in the Housekeeping Area, Kitchen, and Food and Beverage, when grouped according to Year level and Section, is shown in Table 6.

Table 7 presented the level of student satisfaction with the facilities in the

housekeeping area, kitchen, and food and beverage when the BSHM students were grouped according to year level and section. While on the respondents' year level, BSHM students who were first-year (M = 4.33) expressed a Very High Satisfaction with the facilities in housekeeping, kitchen, and F & B, those who were in the second year (M = 3.34), and fourth-year students (M = 4.76) have perceived a "Very High" level of satisfaction with the HM Laboratory facilities, particularly the housekeeping, kitchen, and F & B.

Furthermore, when grouped as to section, the mean of the respondents in Alpha (M = 4.33), Bravo section (M = 4.48), and section Charlie (M=4.34) have perceived "Very High Satisfaction" with the laboratory facilities in three areas of housekeeping, kitchen, and the food and beverage (Function Hall) area.

The findings implied that when BSHM students were grouped according to their year level and section, first-year, second-year, and fourth-year BSHM students from sections Alpha, Bravo, and Charlie described their level of satisfaction with the laboratory facilities as very highly satisfied. This means that most of the facilities in the laboratory area are up to the standards set by the Commission on Higher Education as stated in the CMO #62, series of 2017.

As mentioned by Ahmed et al. (2010), students who are satisfied with the laboratory facilities and the quality of service influence the dissemination through word-of-mouth communications, service quality is a key performance measure in educational excellence, and it is the main strategy variable for universities and colleges to create a strong perception in the minds of the students.

Table 7
Level of Students' Satisfaction with the Facilities in the Housekeeping Area, Kitchen and Food and Beverage Area when Grouped according to Year Level and Section

| Laboratory Areas | Year Level | | | |
	1st Year	2nd Year	4th year	Total
Housekeeping	4.28	4.50	4.75	4.51
Kitchen	4.30	4.30	4.75	4.45
F &B	4.40	4.23	4.78	4.47
Total	4.33	4.34	4.76	4.48
	Section			
Laboratory Areas	Alpha	Bravo	Charlie	Total
Housekeeping	4.38	4.60	4.25	4.41
Kitchen	4.35	4.50	4.30	4.38

F &B	4.25	4.35	4.48	4.36
Total	4.33	4.48	4.34	4.38

The difference in the Perceived Extent of Service Quality Attributes of BSHM Students in the Laboratory when Grouped according to Variables

The third objective of the study is to determine the significant difference in the perceived extent of service quality attributes of BSHM students in the laboratory when grouped according to year level and section, as shown in Table 8.

Table 8 illustrates that there was no significant difference in the perceived extent of quality service attributes of BSHM students in the laboratory when grouped according to year level (F (2.112) = 3.451, p = (0.35) at 0.05 level of significance.

The same table presents the analysis of the significant difference in the perceived extent of quality service attributes of BSHM students in the laboratory when grouped according to section. Findings show that fourth-year students indicate no significantly higher extent of (MD=-0.42824, p=0.433).

The findings implied that the perceived extent of quality service attributes of BSHM students in the laboratory is not significantly influenced by the student's year level and sections. BSHM students' had the same extent of perception of quality service attributes in the laboratory regardless of students' year level and sections.

Gallifa and Batalle (2010) argued that service quality is one of the most important research topics discussed for the past decades and that a positive perception of the quality of services being delivered occurs when it exceeds customers' satisfaction. Undeniably, consumers are concerned not only with how a service is delivered but, most importantly, on the quality of output they receive.

Table 8

Difference in the Perceived Extent of Service Quality Attributes of BSHM Students in the Laboratory when Grouped according to Year Level and Section

Year Level	Mean	SD	df	f	p
1st year	4.33	0.58	2		
2nd year	4.34	0.64	112	3.451	0.35
4th Year	4.76	0.44	114		
Section	Mean	SD	df	f	p
Alpha	4.38	0.80	2		

Bravo	4.35	0.31	112	.42824	.433
Charlie	4.25	0.27	114		

The Difference in the Level of Satisfaction of BSHM Students in the Laboratory Facilities when Grouped according to Year Level and Section

The fourth objective of the study is to determine the significant difference in the level of satisfaction of BSHM students in the laboratory when grouped according to year level and section, is shown in Table 9.

Table 9 illustrates a significant difference in the perceived level of satisfaction of BSHM students in the laboratory when grouped according to year level (F (2.112) = 7.742, p = 0.01) at 0.05 level of significance. When grouped as to section, findings show that fourth-year students indicate a significantly higher extent of (MD=-7.699, p=.001).

The findings of the study implied that the level of satisfaction of the BSHM students varied when they were grouped as first-year, second-year, and fourth-year students. Moreover, the level of satisfaction of BSHM students in the laboratory varies when students are grouped as to their section.

In the study of Limjuco et al. (2017), it was found that the year level of the students was significantly associated with satisfaction with both facilities and dynamics. These findings implied that students' interest in a particular field was not solely dictated by the presence of complete facilities and budget appropriated by the school but also by the skills imparted by the teachers during their laboratory classes that significantly affected the performance of the students.

Table 9

The Difference in the Level of Satisfaction of BSHM Students in the Laboratory Facilities when Grouped according to Year Level and Section

Year Level					
	Mean	SD	df	f	p
First year	4.09	0.80	2		
Second year	3.65	0.31	112	7.742	0.01
Fourth Year	3.75	0.26	114		
Section					
	Mean	SD	df	f	p
Alpha	4.09	0.80	2		

| Bravo | 3.69 | 0.31 | 112 | 7.699 | 0.01 |
| Charlie | 3.63 | 0.26 | 114 | | |

Relationship between the Students' Extent of Service Quality Attributes and Students' Satisfaction in the Laboratory facilities in the College of Business

The fifth objective of the study is to determine the relationship between the students' extent of service quality attributes and students' satisfaction with the laboratory facilities, as presented in Table 10.

Table 10 shows that there was a moderate negative relationship between the BSHM students' extent of service quality attributes and level of satisfaction (r (115) = -.596, p < 0.000) with the laboratory services and facilities.

The findings suggest a significant negative relationship between the students' extent of service quality attributes and their satisfaction with the laboratory facilities in the College of Business. Specifically, the Cronbach Alpha value of -.596 indicates that the extent of service quality attributes and students' satisfaction is inversely related, with a high degree of statistical significance (p-<.000). This finding suggests that as the students' perception of service quality attributes decreases, their satisfaction with the laboratory facilities decreases as well. In other words, if students perceive that the laboratory facilities are not meeting their expectations in terms of quality, their satisfaction with those facilities is likely to be low. It is important to note that the negative relationship between service quality attributes and satisfaction does not necessarily mean that the laboratory facilities are of poor quality. Rather, it indicates that students' perceptions of service quality attributes, such as the responsiveness of staff, the quality of equipment, and the availability of resources, are important factors that influence their satisfaction with the facilities.

Overall, these findings suggest that colleges and universities should focus on improving service quality attributes in their laboratory facilities to increase student satisfaction and improve the overall learning experience for students. By addressing these areas, institutions can create a positive learning environment that meets the needs and expectations of students.

The results of this study reinforce previous research on the positive relationship between service quality and student satisfaction [6] and the influence of service quality on student satisfaction (Sutardji & Sri, 2006).

Table 10
Relationship between Extent of Service Quality Attributes and Students' Satisfaction

with the Laboratory Facilities

Correlate	Mean	*sd*	*r*-ratio	*p*
Service Quality Attributes	4.48	0.58		
Level of Satisfaction	3.86	0.61	-0.596	0.000*

Problems Encountered by the Students in the Laboratory Areas

The sixth objective of the study is to determine the problems encountered by the students in the housekeeping area, kitchen, and food and beverage (Function Hall) areas.

Table 11 presents the problems encountered by the students in the laboratory facilities in the College of Business. In the housekeeping area, it can be noted that on top of the problems is the lack of air condition, followed by not having enough tools in housekeeping. Third is not having enough space for the whole class, and lastly, having expired chemicals. As for the kitchen, ranking first is having no freezer or refrigerator; second, some tools and equipment are not functioning; third, electric mixers are not functioning (f-80); fourth, lack of oven (f=70), and the last rank, the ninth, is the lack of water supply. As for the Function Hall, only the bar should be renovated.

The findings imply that some problems were encountered by the BSHM, particularly in the housekeeping, kitchen, and Function Hall. On top of these problems are the lack of aircon for the housekeeping, lack of air-conditioning for the kitchen, and the needed major renovation of the bar area.

Zhao (2013, cited in Liu, 2014) affirmed that there are corresponding laboratories in college that have tourism hospitality management specialty; however, in the practical operation, the inner laboratory has a series of problems such as insufficient investment, poor management, incomplete function, low utilization rate. The establishment of the outer laboratory prepared to do grandiose things to impress people, which leads to high prestige in the name while in reality, only a few operate well.

Table 11

Problems Encountered by the Students in the Laboratory Areas

Problems Encountered	f	Rank
Housekeeping Area		
Some of the chemicals are expired.	15	4
Does not have enough housekeeping tools for the students.	80	2

Problems Encountered	f	Rank
Does not have enough space for the whole section.	70	3
Lacks AirCondition	90	1
Kitchen Area		
The baking tools, such as pans, are not enough for the number of students.	65	5
Some of the tools and equipment are not functioning and are limited to a few persons only.	85	2
Sometimes but not all the time no water supply.	10	8
Lack of oven.	70	4
No refrigerator or freezer. It is not cool enough to preserve the foods we are about to prepare and produce.	90	1
Cold kitchen's air condition is not functioning.	65	
Electric mixers are not functioning.	80	3
The color of the water is sometimes brown.	40	6
Utensils were not properly washed by the previous section that used the kitchen tools and equipment.	25	7
Function Hall (Food and Beverage area)		
Bar Area to be renovated.	25	1

Proposed Measures of the Researcher to Address the Problems in the Laboratory Area As Suggested

The last objective of the study is to offer proposed measures that can be implemented to address the problems in the housekeeping area, kitchen, and food and beverage (Function Hall) areas. Attached are the proposed measures for the improvement of the laboratory facilities.

The researcher proposes several measures to address the problems in the BSHM laboratory areas, specifically housekeeping, kitchen, and food and beverage. Firstly, the college should refurbish the laboratories concerned to stimulate industry standards and ensure the delivery of quality education. This can help improve the overall quality of the learning experience for students and provide them with up-to-date equipment and facilities. Secondly, the researchers suggest redesigning and modifying the bar layout with industry standards furniture and fixtures. This can enhance the functionality and aesthetic appeal of the bar area and create a more professional and appealing environment for students. Thirdly, the researchers recommend replacing the existing bar tools

and equipment with industry standards. Lastly, the researchers note that the existing front office software was not updated. To address this, the researchers recommend updating the software to ensure it meets current industry standards and can effectively manage the front office operations of the BSHM laboratory areas. These proposed measures can help improve the overall quality and standard of the BSHM laboratory areas, ensuring that students receive the best possible education and that customers or stakeholders have a positive experience in the food and beverage facilities.

CONCLUSIONS

The prevailing attributes on tangible, reliability, responsiveness, assurance, and empathy of service quality attributes, when taken as a whole and grouped according to year level and section, contribute to excellent service in the laboratory area and are very visible and very highly satisfying. It indicates that the quality of services provided to students follows the interest or expectations of the students.

The BSHM students' level of satisfaction, when taken as a whole and when grouped according to year level and section, affirmed that most of the facilities in the laboratory area are up to the standards set by Commission on Higher Education as stated on the CMO #62, series of 2017 and are highly satisfying.

There is a link between the extent of service quality attributes and the level of student satisfaction. The major problems encountered by the students in the laboratory areas are air-conditioned, functional, and bar renovation. The proposed measures, if implemented, can address the problem/s in the laboratory areas.

TRANSLATIONAL RESEARCH

The findings of the study on the students' satisfaction with laboratory services and facilities in the College of Business translational research could involve implementing changes or interventions based on the findings to improve the quality of the laboratory experience for students. Here are some possible translational research ideas based on the study: Collaborate with the College of Business administration and laboratory staff to identify areas for improvement based on the survey results, such as refurbishing the bar and front office and providing cooling equipment like air-conditioning and freezer.

Implement a student feedback mechanism to continuously monitor and improve the quality of laboratory services and facilities. Set-up an online survey that students can complete after using the labs. Ask for their feedback on specific aspects of the experience, such as equipment availability, lab staff helpfulness, and overall satisfaction. The feedback can be used as ongoing improvements to the laboratory. Conduct follow-up surveys at regular intervals to assess the impact of any changes or interventions implemented based on the initial survey results. This will allow us to evaluate whether the changes have positively affected students' satisfaction and identify any additional areas of improvement. Using new technologies or innovative approaches enhances the laboratory experience for students by providing students with virtual or augmented reality simulations to provide students with more immersive and engaging experiences.

Through the translational research, findings will make tangible improvements that will enhance the laboratory experience for students and improve their overall satisfaction with the College of Business Education facilities.

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