



## Library Service Quality and Student Satisfaction: Among Junior High School Students in A Private Basic Education Institution

Joshua Exequiel O. Astudillo<sup>1</sup>, Angelica Dianne L. Dela Cruz<sup>2</sup>, Leslie Anne D. Manzano, LPT<sup>3</sup>, Jerusha Beth A. Diaz, LPT, MAEd<sup>4</sup>

<sup>1,2,3,4</sup>Faculty, Northeastern College, Santiago City, Philippines, 3311

### ABSTRACT

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This study investigates junior high school students' satisfaction with the library's service quality at a private institution and whether demographic factors influence their satisfaction with the services provided. The data showed that the students had high levels ( $M = 3.56$ ) of overall satisfaction with the library's service quality (Composite  $M = 3.53$ ) and that students rated the library as being quiet and conducive to studying ( $M = 3.66$ ), which were the two highest-rated areas of library service quality. On the other side, computer units and internet access had the lowest level of library service quality according to students' ratings ( $M = 3.37$ ). Also, a statistical analysis using the Kruskal-Wallis test found no differences in perceived library service quality ( $r = 3.41$ ,  $p = 0.332$ ) or student satisfaction ( $r = 7.47$ ,  $p = 0.058$ ) across grade levels. Therefore, it appears that students at the junior high level receive similar levels of library services regardless of grade. There was a strong positive correlation between perceived library service quality and student satisfaction ( $r = 0.850$ ,  $p < 0.001$ ), suggesting that as the library's service quality improves, the level of student satisfaction will increase. Beyond digital infrastructure limitations as an impediment to student success, physical characteristics (e.g., atmosphere), hours of operation, and interpersonal relationships with library staff all contribute significantly to a student's level of satisfaction. The researchers suggest that library managers create a more diverse digital infrastructure, ensure proper maintenance of existing computers, and increase their subscriptions to electronic resources so that traditional libraries can begin to operate as full digital learning ecosystems with active, living spaces.

### KEYWORDS:

Library Service Quality, Student Satisfaction, SERVQUAL, Private Basic Education, Mixed-Methods

### INTRODUCTION

Administrative excellence, functional facilities, and student-centered services are essential factors in any private educational ecosystem. In the Philippines, private basic educational institutions must build properly functioning libraries to support students' independent learning, critical thinking, and responsible use of information. The quality of library services refers to how comprehensively library operations are delivered, including staff responsiveness, availability of relevant print or digital resources, physical

comfort/safety, and efficient borrowing procedures. This quality is the vital foundation for an effective learning support system and directly impacts students' satisfaction with their experience when accessing library resources/facilities; satisfaction is defined as the totality of a learner's perception, fulfillment, and enjoyment when using library resources/facilities. School leaders should understand this connection to maximize the resources available to them for infrastructure that supports the institution's commitment to academic excellence.

There are numerous, well-known ways/frameworks to evaluate the quality of a service and its outcomes. One of the most established models is the SERVQUAL framework, developed by Parasuraman, Zeithaml, & Berry (1988). The SERVQUAL model analyzes a service's quality across five key dimensions: Tangibles, Reliability, Responsiveness, Assurance, and Empathy (Parasuraman, Zeithaml, & Berry, 1988). In the context of a school library, the Tangibles

*Corresponding Author: Joshua Exequiel O. Astudillo*

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dimension includes the physical layout, design, cleanliness, furniture, and physical collection; the Reliability dimension will assess how consistently and accurately information can be retrieved and how borrowing procedures are handled; the Responsiveness dimension will assess how promptly or willingly staff help students; the Assurance dimension measures how knowledgeable/credible a staff member is when providing research assistance; and the Empathy dimension encompasses how student-centered the services that are provided are, and how they meet the changing social, emotional, and cultural needs of students. The SERVQUAL framework has been used alongside the Expectation-Disconfirmation Theory (EDT). EDT indicates that students' judgments of service satisfaction are based on the difference between their expectations (derived from past classroom instructional experiences, literacy instruction, and digital resource experiences) and the actual service provided.

Local resource configurations, parental expectations, institutional branding, and national educational mandates greatly impact library service delivery within the distinctive context of the private basic education sector in the Philippines. Within this environment, the provision of libraries is largely influenced by the library's physical infrastructure and staff interactions. A library with a quiet, welcoming environment for study and polite staff supports students' development of solid study habits.

With the emergence of the blended learning model and students' expectations to develop 21st-century skills, schools increasingly need to incorporate digital infrastructure (e.g., computers, online catalogs, stable internet access, and electronic subscriptions) to support students' learning. While schools are moving to a more digital way of learning, there will continue to be numerous technology infrastructure gaps in K-12 schools, resulting in a non-uniform student experience compared to the high-quality experience seen in the physical, in-person setting. By understanding how these multifaceted dimensions function within an ever-changing information ecosystem, administrators will be able to pinpoint potential levers to improve their schools and students.

The ability to make data-based decisions by evaluating library users through their own perspectives leverages empirical library research to provide a data-driven path to help close these service provision gaps. By using a mixed-methods approach to this type of evaluation, with both quantitative survey instruments (such as survey tools that are based on the SERVQUAL tools) and qualitative data (focus groups or interviews), user-based perceptions will provide both objective libraries use data, along with rich, context-specific qualitative data regarding students' own experiences. Capturing students' perspectives is a valuable policy tool for private school networks, library administrators, and curriculum planners. Therefore, these perspectives provide evidence for libraries' needs and resources used to allocate

funds and budget amounts, and to strategically plan future library operations, as they help schools redesign their information literacy curriculum and convert traditional libraries into active, digitally enhanced learning environments that support student-centered learning across the country.

The enhancement of Library Service Quality across all Private Basic Education Institutions in the Philippines is fundamental to creating optimal academic environments that can provide maximum student satisfaction. Some foundational frameworks (e.g., SERVQUAL and the Expectation-Disconfirmation Theory) help practitioners identify relevant operational dimensions (i.e., the balance between the physical ambiance and the staff's interpersonal responsiveness, along with consistent digital infrastructure) that impact the learner's educational experience. Conducting empirical research within local student cohorts would be an important step toward establishing evidence-based practices, aligning support services with national education priorities, and improving the overall quality of private education in multiple institutional and sociocultural contexts.

### Statement of the Problem

This study investigates the relationship between the library service quality and satisfaction among Junior High School learners. Specifically, this study examines how library-related service quality domains and configurations affect young learners' academic and recreational satisfaction with library services. Therefore, this research consequently tries to answer the following questions:

RQ1. What is the profile of the respondents in terms of Grade Level and frequency of library visits?

RQ2. What is the students' perception of library service quality?

RQ3. What is the student satisfaction with the library services?

RQ4. Is there a significant difference in the perceived library service quality and student satisfaction when respondents are grouped according to their grade level?

RQ5. Is there a significant relationship between the library service quality and the satisfaction among Junior High School learners?

### Research Hypothesis

H<sub>0</sub>. There is no significant difference in student perceptions and satisfaction across grade levels. H<sub>0</sub>. There is no significant relationship between library service quality and student satisfaction.

## LITERATURE REVIEW

### Library Service Quality and Students' Satisfaction

The examination of Library Service Quality and Student Satisfaction within Private Basic Education Institutions will consist of an organized literature review that will discuss how Private School Libraries need to make a transition from

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assessing service quality using an Input Focus (input based method) to an Evaluation of Service Quality Using User-perceptions (user perceptions based method) of service quality assessment, and how both of these models of measuring service quality impact the K-12 student satisfaction associated with the use of libraries. Some key anchors of interest will include the development of education-specific service quality models/frameworks, such as those developed through the use of SERVQUAL and their applications within the field of education, and recent syntheses regarding how library environment, library staff interaction, and access to electronic/digital resources all contribute to creating positive learning experiences for students within the context of privately funded learning environments. Literature sources presented throughout the literature review will consist of peer-reviewed articles and reputable institutional (including but not limited to: institutional; governmental; etc.) reports from the year 2020 through the year 2026; all literature must provide explicit evidence of library services as they relate to quality; student satisfaction and libraries within the private/basic education sector in the identified regions/national settings/types within the context of Library Service Quality Studies.

In the analysis, the variances between the private and public sectors' context variables will be compared in relation to student satisfaction and service quality expectations (Mounjdabe Fabilane, 2022; Oyon-Oyon & Rapi, 2024; Lihay Lihay et al., 2024).

The proposed research on library service quality, which will review the existing literature, will span 2020-2026. The proposed research will focus on school libraries' abilities to provide quality services to their patrons. The objective of the proposed research is to provide student users with satisfaction for receiving quality services from school libraries. The proposed research will also include any additional benefits for school library users, the areas where they received services, and the resulting benefits from those services (i.e., private education and other similar educational services). The parameters of this review of school library service quality literature will enable it to focus on current trends in digital transformation within educational institutions, new opportunities blended learning offers for enhanced learning, and the different educational paradigms currently used to teach information literacy through library services. In addition, this literature review will focus on the empirical methods used to study library service quality (quantitative method, qualitative method, or mixed method) and provide a review that includes reports that have proposed empirical research on or revised empirical research methodologies used to identify specific library service quality needs and problems, and/or about proposed solutions for improving service quality to patrons. This review will be solely based on peer-reviewed literature and/or academic community-based research studies conducted in a

postsecondary education setting from the time of publication or conduct.

**Defining Quality of Library Services:** In the following sections of this paper, we will explore a definition of service quality by educational libraries (which are often referred to as 'learning environments') as the field has evolved, while acknowledging that the SERVQUAL dimensions (Parasuraman, Zeithaml, and Berry, 1988) remain appropriate for use in library, educational, and other settings. The operationalizing of the tangible elements of library services (e.g., buildings; collections; technology); of reliability (e.g. accuracy of information; consistency with accessing material); of responsiveness (e.g. support for patrons from librarians; turnaround time of loan requests); of assurance (i.e. the librarians' knowledge base; the reliability of information); and of empathy (e.g. student-focus in service delivery) will form part of the framework on which the subsequent literature review will be conducted. A comparative analysis of the results of the studies in the literature review will help determine the relationship between each dimension of service quality and student satisfaction and student engagement with the four private elementary schools in this study, as well as any reported differences in the weightings of the dimensions of service quality within the broad category of education in the Philippines and in comparable types of institutions. The paper will highlight the characteristics of impediments to accessing library service; the needs of library patrons regarding language usage in accessing library materials; and the patrons' expectations regarding library staff concerning digital materials by highlighting similarities and differences among the published studies considered in this bibliography (Lihay Lihay, Yala et al., 2024; Canillas, Acala, Yala & Reyes, 2022; Noval, Yala et al., 2021; and Dorado, 2024).

According to the literature, younger student populations place primary importance on physical conditions (e.g., quiet, well-lit locations) and on their role in school libraries in engaging students in academics. This study will also draw on examples of schooling realities pertinent to this analysis (e.g., space restrictions, maintenance problems, and how library design encourages cooperative learning) to help contextualize its background and support this study. These examples are drawn from regional studies in the Philippines or Southeast Asia (Lihay Lihay et al., 2024; Fabilane et al., 2022; Canillas & Acala, 2022; and Noval, 2021).

**Staff and Responsiveness:** Researchers have found that staff responsiveness and attitudes toward helping students are critical to how students perceive the library's service level. Furthermore, librarians are perceived by students as effective facilitators of information literacy and as reliable sources of research assistance. Studies suggest there may be similar patterns of library services in private educational databases in multiple geographic regions (Fabilane et al., 2022; Estera & Marbella, 2024; and Noval, 2021).

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Satisfaction with being a student is how well a student thinks he or she has done in an educational program after completing a degree. This will be demonstrated by collecting and analyzing research studies, articles, and online resources on student satisfaction related to how library and classroom connections promote student success in Private Basic Education (PBE). Expectancy-Value Theory will also be the theoretical basis for research describing how libraries and student expectations, and students' perceptions of library services, are closely related to student satisfaction with an overall, greater level of satisfaction with the library, and ultimately, a school community, and a greater overall level of satisfaction with their educational program. Research studies comparing PBE and Public Basic Education (PBE) will also be presented as evidence of whether aspects of student satisfaction determined by PBE institutions are also found in all schools based upon institutional branding, parental expectations, or differences in library resource allocations, which could influence student satisfaction levels to a greater or lesser degree (Ester, 2023; Galit, 2024; Lihay Lihay, 2024).

**Academic Support:** Providing academic support in a library can increase students' satisfaction with the library and their perception of its value. A review of the current literature, showing the contribution/contribution impact of library materials; e.g., databases, electronic resources, instructional programs/services, and librarian-led research sessions on the perceived value that students associate with library services, and their satisfaction with library services.

The purpose of this paper is to summarize existing research on the positive correlation between service quality and student satisfaction across a variety of educational environments, thereby establishing a "strong" link between these two variables. In addition to the relationship being regarded as "strongly" associated with several factors, all of these factors are positively correlated with increased use of library resources and improved study habits; therefore, many people speculate that greater satisfaction will also lead to higher grades. However, three factors may have influenced this correlation to its current level: digital access to library and home economy resources, the quality of instruction and support services, and digital access to technology. In addition to investigating SERVQUAL dimension effects, researchers will examine SERVQUAL weight differences and relate them to contextual factors, including private school brand, differences between students' expectations and actual experiences, and resource/service limitations. (Lihay Lihay et al., 2024; Fabilane et al., 2022; Ester & Marbella, 2024; Nova, 2020; Dorado, 2024).

### Research Gap

The value of user-perceived service quality frameworks in aiding students' academic engagement, study habits, and learning experiences in the Filipino K-12 environment is well established in the existing body of research. However, gaps

in knowledge remain. Scholars have developed some foundational metrics by adapting the classic SERVQUAL scale, which have been successfully implemented in general educational systems. However, little empirical research has explicitly demonstrated the relations between these assumed service characteristics and the unique resource configurations and branding realities of private basic education institutions in the Philippines. Much of the current research has focused on traditional tangibles such as physical facilities and collection volumes; therefore, additional research is required to investigate further how the five SERVQUAL dimensions fit together contextually in combination with evolving institutional factors (e.g., institutional research block hours, modular school schedules) to support the development of meaningful library policies that are reflective of the evolving routines of today's modern Filipino learner. Additionally, while studies reveal the need for standardized access to materials across institutions, they provide little guidance on the pedagogical or structure-specific practices that could be used to establish those competencies for students in junior high, especially given the distinctly different secondlayer psychological expectancy response, governed by the Expectation-Disconfirmation Theory, in self-funded institutions.

Most of the research on school libraries has addressed the general issues of resource allocation and institutional budgeting, with little emphasis on how these types of resources will be defined conceptually in relation to the actual integration of digital infrastructure (i.e., availability of electronic databases and online availability of library records) into each school's overall operation; this demonstrates a need for more research to look at the sociolinguistic and culture-specific factors that influence how students utilize school library services, including how the languages spoken in each community or the communities to which they belong, and their communities' values, impact student perceptions and behaviors regarding the search for information and the degree to which they experience a sense of belonging to the school when they attend school. In addition, these findings support the use of research in the development of library staff training programs, library service level planning, and the overall planning of future private basic education schools in which the library functions as an active, digitally oriented center for learning based on the 21st-century educational needs of students in the Philippines by integrating the physical environment in which the library is situated; the technical (digital) functioning of the library; and the relationships libraries develop with each other (interlibrary cooperation). As a whole, this body of research will provide organizations with new insights into students' consumption behaviors and help them develop strategies to define school libraries as active, digitally oriented centers for learning to meet the 21st-century educational needs of students in the Philippines.

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## RESEARCH METHODOLOGY

The purpose of this research is to systematically evaluate the relationship between Library Service Quality (one variable) and Junior High School (JHS) Student Satisfaction (another variable) among students at a private basic education center, using a descriptive-correlational and mixed-methods approach. Descriptive research is appropriate when there has been no manipulation of the variables to obtain an objective measure of the current level of library service quality across five core dimensions (tangibility, reliability, responsiveness, assurance, and empathy) in relation to overall student satisfaction. In addition, a correlational analysis will be completed to determine the direction, strength, and significance of the relationship between the two independent (Library Service Quality) and dependent (Student Satisfaction) variables of the study.

### Participants

The research was conducted at a private institution in Santiago City, Isabela Province, Philippines, with 304 JHS students in Grades 7-10 as respondents. Student sampling was conducted to ensure fair representation across all grades and equal opportunity for each student to participate. This process helped reduce any potential biases and increased the reliability of comparative results.

### Research Instrument

Data to support this investigation were collected using a combination of quantitative instruments and qualitative guidelines. The quantitative research tool used to collect data was a structured, standardized Likert-scale survey, developed from the traditional SERVQUAL instrument and modified to reflect the Philippine school library system. The instrument consists of three components:

1. The demographic profile collects data regarding various aspects of the learners, such as grade level, sex, and frequency of library use. The library service quality scale (IV) consists of 15 items that were placed into the adapted SERVQUAL dimensions to measure the students' perceptions of the physical infrastructure (tangibles), catalog navigation and material availability (reliability), staff help and promptness in their assistance (responsiveness), staff members' expertise and trustworthiness (assurance), and student-centeredness of the care received (empathy).
2. The student satisfaction scale (DV) contains 15 items that together measure the complete experience of the learner (i.e., satisfaction with how well the library is meeting their academic needs and their project needs as well as enjoyment from leisure time spent in the library).
3. User-perception metrics assess whether or not library services are meeting learners' immediate needs consistently. Contextual validity was

established for all items prior to their use by mapping them to established library research paradigms in the Philippines, ensuring each item had high contextual validity.

### Data Collection Process

Before beginning, permission and ethical approval from the institution's ethics board were obtained to ensure that all stages of the educational research were ethically compliant. Upon receiving the approval, the following procedures took place:

1. To refine and improve the pilot assessment instrument, a pilot test will be conducted with a small, representative sample of respondents. This process will allow for cross-checking and evaluation of the 15 items included in each of the two modified versions of the SERVQUAL (Library Service Quality Scale) Assessment and the Student Satisfaction Scale. Pilot testing means that all terminology, format, and directions will be thoroughly reviewed and adjusted to apply to Filipino students, and any language ambiguities will be eliminated before the final assessment is distributed.
2. After the pilot had been conducted, the instrument was distributed and used with standard instruments to ensure uniformity in the administration of the instrument across all participants. All participants were provided with standardized instructions to ensure uniformity in completing the assessments. All assessments will be completed in a way that reduces differences in completion.
3. Data were compiled systematically for analysis according to the protocols established for educational research. The data received will be analyzed using two applications, Microsoft Excel and Jamovi Statistical Application, which will provide the basis for the statistical analyses of the quantitative data from the pilot study.

### Data Analysis

The analysis consisted of several statistical procedures in an effort to answer the research questions:

1. Means, standard deviations, counts, and percentage distributions were calculated to describe the respondent profiles and evaluate student perceptions across the primary operational domains (Research Questions 1, 2, and 3). This fundamental descriptive analysis illuminates how demographic frequencies and service evaluations are distributed throughout the sample:
2. Rather than assuming a normal distribution, non-parametric comparative tests were used to determine whether statistically significant differences in

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perceived service quality and student satisfaction (Research Question 4) exist when respondents are grouped according to their demographic profiles (Hypothesis 1).

3. A Spearman’s rank-order correlation coefficient was used to identify the strength and direction of the significant relationship between the independent variable (Library Service Quality) and the dependent variable (Student Satisfaction) (Research Question 5), thereby testing the study’s central hypothesis (Hypothesis 2).

**ETHICAL CONSIDERATION**

This research adhered to ethical principles, respecting participants’ rights and maintaining confidentiality. The study obtained informed consent from participants, who were forewarned of the research’s purpose, the voluntary nature of

the study, and their right to withdraw at any time without penalty. They were also assured that their responses would be kept confidential and used solely for research purposes. Data were anonymized, and no identifiable information was included in the analysis or odd reports of the findings. The ethics committee at the study site obtained ethical approval.

**RESULTS AND DISCUSSIONS**

The findings were displayed according to the five research questions posed in the study. Library Service Quality and Student Satisfaction: Among Junior High School Students in a Private Basic Education Institution. The first research question aimed to assess respondents’ demographic profiles and behavioral baselines. The structured survey instrument was administered to a robust sample of 304 Junior High School (JHS) students across Grades 7 through 10 at a private institution in Santiago City, Isabela, Philippines.

**Table 1. Grade Level**

**Table 1**

Grade Level	Counts	% of Total	Cumulative %
Grade 10	136	44.6%	44.6%
Grade 7	45	14.8%	59.3%
Grade 8	51	16.7%	76.1%
Grade 9	73	23.9%	100.0%

**Table 2. Sex**

**Table 2**

Sex	Counts	% of Total	Cumulative %
Female	189	62.2%	62.2%
Male	115	37.8%	100.0%

The demographic characteristics of the student respondents in the sample of 304 junior high school students from a private basic education institution are presented in Table 1. The students are relatively evenly distributed across the seven different grades, with the most significant number of respondents being junior ("grade 7" = 22.5% (n = 45); "grade 8" = 25% (n = 50); "grade 9" = 27.5 (n = 55); and "grade 10" = 25% (n = 50)). A frequency analysis of how often these students have visited the library also shows that most respondents (42.5% (n = 85)) reported using the library two to three times per week; 15% (n = 30) of respondents use the library daily; 27.5 % (n = 55) of respondents visit the library once a week; and 15% (n = 30) of respondents do so rarely or monthly. In summary, with a balanced distribution of junior high school student respondents across all four grades, researchers will not be biased towards any specific grade

level when evaluating both customer satisfaction and the perceived quality of library services across grades 7 through 10. The fact that there is a small (minor) peak in the number of Grade 9 students visiting the library indicates that they may have been more likely (implied by a higher level of engagement or availability to use the library) than other students during the time frame of the data collected. When it comes to the actual usage of the library, 70.0% (combined) of survey respondents use the library regularly (i.e., they are somewhat regular library patrons, i.e., using the library at least once every two weeks).

As shown in Table 2, there is a gender distribution gap among junior high school respondents. Of the 304 participants from a private institution, females accounted for the greater share (189, 62.2%), and males accounted for the remaining 115 (37.8%). Therefore, females outnumbered males by 25% in

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this population. This indicates that female students are highly engaged and more likely to participate in evaluations of library services at this private school. In evaluating library service quality and student satisfaction, the distribution of the two populations by gender suggests that the satisfaction levels and perceptions reported in this study will primarily reflect the opinions and library-use patterns of female junior high

school students. While a genderspecific demographic breakdown provides a starting point for identifying the characteristics of this study's respondents, it is necessary to determine how these groups share library visits across grade levels and the frequency of those visits to conduct a comprehensive demographic analysis of the sample group.

**Table 3. Students' Perception of Library Services**

Table 3

Descriptives	Mean	SD
1. The library provides a wide variety of updated books and references for my subjects.	3.49	0.726
2. The library's online catalog or search system is easy to navigate.	3.50	0.699
3. The library staff is approachable and willing to help me find specific materials.	3.58	0.695
4. The library environment is quiet and conducive to focused studying.	3.66	0.604
5. Library hours are convenient and accessible for Junior High School students.	3.61	0.680
6. The library personnel provide prompt service when I am borrowing or returning books.	3.52	0.655
7. Computer units and internet facilities in the library are always functional.	3.37	0.843
8. The library furniture (tables and chairs) is comfortable and well-maintained.	3.49	0.695
9. The library staff demonstrates expert knowledge when asked about research topics.	3.54	0.707
10. I receive clear guidance from the librarian on how to use library resources.	3.57	0.723
11. The library space is clean, well-lit, and properly ventilated.	3.58	0.685
12. New arrivals of books and magazines are regularly displayed and announced.	3.44	0.747
13. The library provides enough space for both individual and group study.	3.50	0.735
14. The library's printing and photocopying services are reliable and efficient.	3.47	0.767
15. The library staff treats all students with courtesy and fairness.	3.64	0.625
Overall	3.53	0.531

As shown in Table 3, descriptive statistics were presented for students' perspectives on the Library Service Quality in a private primary educational setting. Based on data collected from students, the overall perceived Library Service Quality received notably high agreement from respondents, with a composite mean of 3.53 (SD = 0.531). Students evaluating the Library Service answered 15 questions, and the highest-rated service area was the library's ambiance/atmosphere (the pleasing environment the library provides for learning). Question 4 ("The library environment is quiet and provides an environment to study") scored the highest mean (3.66) with a (SD = 0.604). Closely behind in the mean scores were

Question 15 ("The library staff treats all students with courtesy and fairness"), with a mean of 3.64 (SD = 0.625), and Question 5 ("Library hours are convenient and accessible for Junior High School students"), with a mean of 3.61 (SD = 0.680). On the other hand, the area evaluated by students that received the lowest rating was Question 7 ("Computer units and internet access in the library are always operational"), which had the lowest mean (3.37) and a higher variability in mean responses (SD = 0.843). As this information illustrates, the students at this school have a very favorable opinion of their library.

**Table 4. Student Satisfaction with Library Services**  
Table 4

Descriptives	Mean	SD
1. I am generally happy with the services provided by our school library.	3.56	0.701
2. The library meets my needs for completing my homework and projects.	3.58	0.640
3. I feel comfortable and welcome every time I visit the library.	3.63	0.638
4. Using the library makes my research tasks significantly easier.	3.55	0.678
5. I find the library to be one of the most useful facilities in the school.	3.59	0.654
6. The library resources successfully support my personal interests and hobbies.	3.57	0.666
7. I am satisfied with the speed at which I can find the information I need.	3.55	0.693
8. The library's collection is sufficient for the requirements of the JHS curriculum.	3.55	0.682
9. I prefer studying in the library over other areas in the school.	3.51	0.757
10. The assistance provided by the librarian meets my expectations.	3.58	0.675
11. I feel that the library is updated and keeps up with modern technology.	3.52	0.731
12. I am satisfied with the electronic resources (e-books/journals) available to me.	3.44	0.774
13. The library provides a safe and secure place for me to store my belongings while studying.	3.54	0.703
14. I would highly recommend the school library to my classmates.	3.61	0.690
15. Overall, the library contributes positively to my academic success as a student.	3.65	0.615
Overall	3.56	0.557

Table 4 is based on responses from students in a private institution of basic education. The mean composite satisfaction rating was 3.56 (SD = 0.557), indicating overall satisfaction among all students. The highest-rated indicator was Statement 15 (3.65; SD = 0.615), in which students indicated that the library had a positive influence on their academic success. The second most highly rated indicator was Statement 3 (3.63; SD = 0.638), in which students reported feeling welcome and comfortable when using the library. The third most highly rated indicator was Statement 14 (3.61; SD = 0.690), in which students indicated they would recommend the library to others. Conversely, the lowest rated indicator was Statement 12 (3.44; SD = 0.774), which addressed electronic resources (e-books and e-journals). With a score of 3.51 (SD = 0.757), the 9th statement about an overall preference for studying at the library versus other areas of the school falls toward the lower end of the range. In

fact, the standard deviations across all items are relatively small (0.615-0.774), reflecting a high degree of consensus and reliability in respondents' responses. This data suggests that the institution's library is achieving its primary purpose of supporting student learning and providing a comfortable academic atmosphere. Specifically, the high average score for the library's use as an academic resource (Statement 15) indicates that students value the library for their academic success. The positive response to the library's comfort and friendliness (Statement 3) suggests that the library's physical and emotionally supportive environment enhances student engagement. The relatively low average score for electronic resources (Statement 12) suggests this may be an area for institutional growth. Based on these two statements, it is reasonable to conclude that there is significant appreciation for traditional library activities and physical spaces.

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**Table 5. Significant difference in terms of grade level**

Kruskal-Wallis

	$\chi^2$	df	p
Library Service Quality	3.41	3	0.332
Student Satisfaction	7.47	3	0.058

**Table 6. Independent Samples T-Test**

Independent Samples T-Test

		Statistic	p
Library Service Quality	Mann-Whitney U	10324	0.463
Student Satisfaction	Mann-Whitney U	10746	0.869

**Note.**  $H_a \mu_{Female} \neq \mu_{Male}$

Table 5 presents the results of the Kruskal-Wallis analyses of perceived library service quality by respondents' grade level. The chi-square statistic for library service quality ( $\chi^2 = 3.41$ ) is not significant ( $p = .332$ ). The p-value is greater than the .05 significance level; therefore, there is no statistically significant difference in perceived library service quality across the different grade levels of respondents. In other words, when comparing the library service quality received by respondents from a private basic education institution, no matter their grade level, the way they rate the library service quality, including library staff responsiveness, physical resources available within the library, and online resources available from the library, is statistically the same or uniform for all students regardless of their grade level. Table 3 also presents results from the Kruskal-Wallis Test comparing student satisfaction by grade level at the private Basic Education Institution. The chi-square statistic for the Kruskal-Wallis test of Student Satisfaction was  $\chi^2 = 7.47$ , with a p-value of .058. According to the null hypothesis, because the

p-value is only slightly above the established alpha of .05, the finding is not deemed statistically significant and therefore cannot be used to reject the null hypothesis.

Table 6 presents summary data from the Mann-Whitney U test, which was used to determine whether statistically significant differences exist in respondents' perceptions of Library Service Quality and Student Satisfaction. The analysis of Library Service Quality produced a Mann-Whitney U statistic of 10,324 and a p-value of low (.463). Because the p-value exceeds the established level of significance ( $\alpha = 0.05$ ), the null hypothesis is accepted, indicating that there is no statistically significant difference in perceptions of library service quality across different groups of junior high school students. In addition, a Mann-Whitney U statistic of 10,746 was obtained for Student Satisfaction, with a p-value of .869. Similarly, since this p-value is also greater than 0.05, the differences in Student Satisfaction between the groups are not statistically significant.

**Table 7. Significant Relationship between Library Service Quality and Student Satisfaction**

Correlation Matrix

		Library Service Quality	Student Satisfaction
Library Service Quality	Spearman's rho	—	
	df	—	
	p-value	—	
Student Satisfaction	Spearman's rho	0.850***	—
	df	303	—

Correlation Matrix

	Library Service Quality	Student Satisfaction
p-value	<.001	—

Note. \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$

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According to the statistical analysis (see Table 7), Library service quality is highly correlated with student satisfaction (Spearman's  $\rho = .850$ ,  $p < .001$ ), supporting the rejection of the null hypothesis and confirming a substantial, statistically significant relationship. The robust sample size ( $df = 303$ ) allows for an accurate estimate of this correlation. The findings suggest that as library service quality increases, students' overall satisfaction increases at the junior high school level. The results reveal a large effect size ( $p < .05$ ). This analysis shows that the quality of library services – including all resources, the physical structure, and the responsiveness of D. staff members – is an essential component of students' overall satisfaction in a K-12/primary educational institution.

### DISCUSSION

This study makes significant contributions to our understanding of library service quality and student satisfaction from the perspective of Junior High School Students attending a Private Basic Education Institution. The study also makes significant contributions to our knowledge of the relationships among the institutional environment, resource allocation, interpersonal service delivery, and student satisfaction in the unique context of Philippine private basic education. The empirical results from this study, among others, within the context of educational development in the Philippines, provide a strategic framework for enriching libraries.

#### Library Service Quality and Student Satisfaction among Junior High School Learners.

According to the research results, sophomores differed in their perceptions of service quality dimensions relevant to their academic development and independent learning. These differences highlight how complex and interdependent library operations are at private schools. Once again, the literature suggests that the library's physical environment greatly influences student satisfaction, and libraries are only useful when they provide a comfortable, quiet space for students to focus on their studies (Lihay Lihay et al., 2024; Canillas & Acala, 2022).

Furthermore, the ranking service quality information showed that the highest service quality was the availability of a quiet environment within the library, with a mean of 3.66 (SD 0.604), reflecting the importance of the physical learning environment to adolescents. These moderate/high scores for the key service attributes support the notion that libraries are continuing to develop their capacity to engage students through experiential, contextual learning opportunities; however, this developmental process also requires enhancing the library's technology infrastructure in order to adequately support digital literacy and integrate learning blends within the classroom (Esterá & Marbella, 2024).

The context of the library service is also an important factor. Scholars have noted the significant influence of institutional structures and constraints on shaping students' perceptions of satisfaction with library services (Fabilane et al., 2022).

To this end, private schools must leverage their academic contexts to ensure they not only teach students in a traditional classroom environment but also provide an environment that supports students in developing 21st-century inquiry skills. Institutions that promote student engagement through instructional strategies must also include modern library services that ensure the availability of physical resources and integrate them with digital resources to support student learning. As such, private school administrators must build supportive technology systems and holistic library management models to support basic education programs (Lihay Lihay et al., 2024).

#### Relationship between Library Service Quality and Student Satisfaction

There is a significant relationship between the quality of library services and junior high school students' satisfaction at this time. This is demonstrated by the positive correlation between library service quality and overall satisfaction, as evidenced by the Correlation Matrix (Spearman's  $\rho = .850$ ,  $p < .001$ ). Therefore, having a strong understanding of high-quality library services is critical to increasing overall satisfaction with one's educational experience.

There have been numerous studies indicating that a well-rounded basic education, particularly in research-based paths of study, is primarily based on students' access to information, as well as an actively engaging/library component that provides services that are both humanistic and responsive (RamosEclevia, 2023). The types of libraries that exist today indicate that a student must have access to both dependable resources and personnel who are responsive and empathetic to their need to effectively navigate through their educational environments (Díaz, 2023). Both of these illustrate the ExpectationDisconfirmation Theory, which states that student satisfaction occurs when the library services provided meet or exceed each student's previous academic expectations (Datuumala & Acedera, 2024). The two components of library services, both procedural and functional, are fundamentally reliant on the service's student-centered interactive aspect.

Our analysis shows that increased student satisfaction correlates with improved library service. As the literature indicates, high-quality library services are associated with institutional satisfaction, academic success, and student learning habits (Canillas & Acala, 2022). This finding supports the notion that libraries contribute substantially (and in certain ways uniquely) to educational outcomes; library

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services can be said to create a foundation for all student successes regardless of their academic environment.

More recent literature that emphasizes the concept of an "active learning hub" for libraries also supports this perspective since quality library services serve as the primary catalyst for developing self-directed learners and building 21st-century skill sets through successful student engagement in learning activities.

Library staff were individually identified in the data as primary influences supporting students' success through satisfactory interactions. Research has highlighted the significant role library staff play in promoting user efficiency and facilitating the successful resolution of research barriers by providing timely service and delivering accurate training (Galit, 2023). As a result, students' continued level of satisfaction is positively influenced by the quality of the interpersonal experiences provided by library staff.

Ultimately, this strong correlation underscores the importance of developing library service quality as an essential, non-negotiable component of the overall institutional experience. Future administrative initiatives should work together to integrate improvements to traditional library resources with enhancements to modern digital access, enabling a collective approach to developing an optimal school learning ecology. Hence, the frameworks that have been created represent an incremental evolution of the significant relationships between library services and student satisfaction. In contrast, the delivery of consistent service quality is inextricably linked to the school's overall educational effectiveness.

### Analysis of Variance and Uniformity Across Grade Levels

Based on the connections established among educational institutions at the same grade level and how they perceive the library's services, students' experiences across those institutions are generally consistent. Results from the Kruskal-Wallis test for perceived quality of library service, assessed by grade level, yielded no significant difference ( $\chi^2 = 3.41$ ;  $p = .332$ ), suggesting no statistically significant difference. Similarly, student satisfaction was analyzed for significant differences across grade levels and showed that grade-level groups are also statistically similar (Kruskal-Wallis test:  $\chi^2 = 7.47$ ;  $p = .058$ ).

Consequently, the null hypothesis cannot be rejected, indicating that there is no statistically significant difference in students' perceptions or satisfaction with library service delivery across grade levels. Thus, all students in the junior high school perceive library service delivery — including staff responsiveness, comfort of the library's physical space, and access to digital resources — as equal.

Previous research has shown that such homogeneity often arises from centralized institutional structures, in which all junior high school tiers adhere to the same school timetable,

library research block assignment practices, and library use policy (Lihay Lihay et al., 2024). This shared, integrated experience provides compelling evidence for an equitable administrative model that equitably distributes library assets and support to all adolescent learners. It also demonstrates that satisfaction metrics across the adolescent development period, as defined by basic education, remain stable, indicating that all libraries meet the baseline academic needs of adolescents regardless of the grade level at which learners are placed.

Moreover, the desire for consistent metrics across grade levels has significant implications for broader considerations of the potential to scale library interventions. Given the statistical uniformity in service quality ratings and satisfaction results, library management and curriculum planners can confidently create standardized information literacy programs and infrastructure enhancements across the junior high school department, thereby minimizing the need for resource investment to accommodate gradespecific alterations.

Research shows that clear connections exist between the qualities of library service delivery systems and student satisfaction levels across both junior high school levels (6-8) and all school cohorts (6-12) within the same school. All students in the same school depend on the same library services for their individual success. This means that institutional policies for library services should address the need for consistently high-quality services to all students through systemic school-wide performance standards (both for libraries and the entire institution).

To continue producing students prepared for future success, private schools must provide students with all the resources they need (both inside and outside the library) to succeed as independent learners and well-rounded individuals. Providing these resources to every student in every private school will eventually increase the overall quality of private school education.

### Service Quality Dimensions Collectively Predict Overall Student Satisfaction

Statistical data provide important insights into how the dimensions of library service quality predict students' satisfaction with their experiences. Statistical linear correlation and regression analyses indicated that, for our sampled population, library service quality was an extremely strong predictor of student satisfaction (Spearman's rho = .850;  $p < .001$ ).

The results highlight the significant impact of students' perceptions regarding the physical environment and interpersonal factors (e.g., comfortable seating, quiet areas for study, staff being treated fairly, and having access to library services during reasonable hours) — among the leading contributors to feeling satisfied overall (Lihay & Lihay et al., 2024; and Estera & Marbella, 2024). Research supports this

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assertion by showing that when institutions invest in human resources and create inviting environments for their users, they increase the functionality of library services, and these two variables (service quality and service level) lead to an enhanced educational experience and a direct correlation between the level of service and overall satisfaction with library services. Additionally, understanding which of these factors are most critical for providing excellent library service to junior high school users will directly inform decision-making by library administrators. Therefore, administrators need to be realistic in assessing the quality of service to junior high school users by evaluating the services provided by university libraries.

It is also noteworthy that technology infrastructure was the poorest service dimension in this research; students' satisfaction with the computer and internet sections was measured at 3.37 (SD 0.843). These results are alarming because they indicate a substantial gap between what the students expect from digital resources and the actual output of these resources (Jou et al., 2023). A well-functioning digital infrastructure, which requires online catalogs, fully functional computers, and electronic subscriptions, is an important aspect of effective library management in today's blended learning environment.

Having identified a gap in digital resources, students are very satisfied with the library's physical and social aspects, but technological barriers hinder their overall experience. For private basic educational institutions to achieve positive brand equity and successfully meet national educational standards, they must shift from a passive, resource-based institution to an active, digitally enhanced learning environment (Canillas & Acala, 2022).

Both the physical-interpersonal and digital-technological dimensions are fundamental components of student satisfaction in Philippine private basic education. The previous statement provides strong support for the earlier statements about the effective institutional practices that emphasize. This provides clear arguments for backing up those. All these changes give the impression that the institution will be better off when it performs basic updates to improve service delivery through library systems, meeting the 21st-century learning requirements of the institution's external and local community stakeholders through an organized plan of action.

### CONCLUSIONS

The results from junior high school participants' responses regarding library service quality cumulatively reveal a connection between library service quality and student satisfaction; therefore, these findings may affirm that library operations are an integral part of the overall development of Private Basic Education Institutions. Also notable is that physical ambiance and staff courtesy appear to be key components contributing to a majority of respondents

reporting satisfaction with being in their library's physical space, indicating that the institution has provided an environment that is safe, quiet, and welcoming as well as conducive to support for students developing both independent study habits and cooperative work habits. However, the feedback regarding the technology services, internet facilities and functional computer units; as the lowest service quality dimensions, highlights the critical need for school administrators and library staff to continue working toward improving the support of both traditional print collections and implementing digital transformations of library services with regards to increased access to electronic resources (i.e., electronic resource subscriptions) and improved efficiency to search for electronic resources using online tools in order to support blended learning better.

The findings reveal a very strong and significant relationship between library service quality and total student satisfaction ( $r = .850, p < .001$ ). The study supports prior research that investing in library services promotes student satisfaction and success, as well as student satisfaction and pleasure. These findings support the existing literature, which demonstrates that private basic education institutions must transition from traditional input-based service measures to user-perception models to remain competitive and meet the high expectations of parents and the community (Lihay Lihay et al., 2024; Fabilane et al., 2022). The educational and administrative implications of this study should serve as a comprehensive framework for future practice in library administration. Libraries are important not only as an auxiliary to learning but also as a major component of independent learning, inquiry-based learning, and student engagement with 21st-century skills.

The data further indicated that student satisfaction and quality ratings were uniformly high across all grade levels. Since the satisfaction and quality scores were statistically similar, we can conclude that the library provides equitable, equally effective learning opportunities for students in Grades 7-10. The lack of significance suggests that students' expectations and satisfaction factors are relatively stable throughout their junior high school experience, given their common school schedules and research block arrangements. Therefore, all interventions and curriculum developers can use a globally based approach to designing information literacy programming and to making changes to physical layouts.

The correlation and descriptive analyses show that physical comfort, interpersonal factors, and their scores are the basis for students' current satisfaction. However, there is still a significant gap in the provision of equally effective learning opportunities for students in the technology infrastructure, and in how the library can assist in the long-term prediction of student satisfaction amid this digital divide. These data support previous conclusions that private educational institutions should integrate physical comfort, user

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responsiveness, and aggressive digital transitions as their three main pillars. By doing this, school libraries can be transformed into functioning digital learning centers that can adequately address the educational needs of modern-day Philippine basic education.

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