

Identifying the Gaps in the Service Quality of the University of Baguio Through the Lens of the Cardinals

Rowena B Chorachor

Training Police Non-Commissioned Officer, National Headquarters-National Support Units Training Center, National Police Training Institute

Abstract

In response to the necessity to identify the service gaps that exist in the quality of service that the University of Baguio Athletic Office provides to its main clients, the student-athletes, this study delves into the experiences of the University of Baguio's student-athletes from different sports from their recruitment until they finished their studies at the said University. This qualitative descriptive study aims to unravel the motivations, challenges, conflicts, gaps, and perspectives of the student-athletes on the services provided to them and have experienced in terms of the different support and facilities and craft a student development program to guide the varsity players in their journey as they perform their duties and responsibilities as students and athletes. This research employed recorded interviews as the goal is to capture the first-hand experiences of the participants as well as their perspectives and the way they feel about the services provided to them. Their responses were carefully analyzed and studied and various experiences from their recruitment to graduation were shared, four gaps were identified using the Gaps Model of Parasuraman et al. (1985). Through this, some recommendations were formulated to address such gaps.

Keywords: Student-athletes, Service Quality Assessment, Service Quality Gaps, Athletic Office, Support and Facilities.

Introduction

This study focuses on identifying the service quality gaps in the University of Baguio's Athletic Support Services through the first-hand experiences of former UB student-athletes or varsity players referred to as the UB Cardinals.

Literature Review

Across the globe, institutional branding has become one of the most significant concerns. An institution's brand, image, and reputation are much more than its logo, symbols, slogans, etc. Universities often have multiple identities that make up their brand, but there are two in particular that are the strongest, the academic identity and the athletic identity (Gozenbach & Watkins, 2013) as cited in (Grubb & Nandan, 2020). The results of the study show that intercollegiate athletics have a significant impact on the brand of a university in the opinion of students, faculty, and corporate sponsors on the dimensions of increased visibility, perceived academic quality, and the development of a distinct university identity (Grubb &

Nandan, 2020). Scholarships being offered to deserving athletes is one of the factors that increases the enrollment rate of a university which is just one of the wide array of benefits that Athletics offers to higher educational institutions. Forty percent of all undergraduates in the U.S. attended community colleges, and student-athletes are 11% more likely to graduate than the general student population (Colby Community College Kansas [CCCK], 2020), as cited in (Parker, 2022). In this sense, being a part of the Institution's Official Varsity boosts one's sense of camaraderie and belonging on the campus they are in and in the community as a whole. Varsities increase student diversity. Athletes coming from different walks and backgrounds of life can compose a varsity as long as they are qualified and bound by a commonality which is their sports. Diverse students allow the total population of a university to cross paths with each other and share various information, cultures, experiences, and many other things that can expand their view and perception of the community around them.

Moreover, it was mentioned that Athletic facilities draw widespread attention to college campuses while capturing the attention of prospective students and athletes. Local and national stakeholders work together to improve the surrounding community and school system. On the other hand, the athletes or participants of an athletic program develop physical, mental, and emotional fitness, drive, teamwork, competitiveness, and a sense of responsibility to name a few.

These student-athletes will soon leave the institution with these traits and values within them which will serve as their institution's identity that they carry within them as they advance to the next level of their lives. Sandoval (2018), cited in his study that respondents from selected Higher Educational Institutions in Metro Manila, Philippines have endorsed very strongly the use of sports as a form of advertisement in promoting their Institutions. Nevertheless, the success, fame, and reputation that a university has because of Sports rely heavily on the athletic performance of its varsities.

However, the student-athletes have quite different experiences compared to the remaining population of the student body. The moment these student-athletes step into the university as official varsity players, their roles and responsibilities as both students and athletes will commence representing thousands of institute stakeholders while being tied to the legacy of those student-athletes who graduated before them. Worldwide, the term 'dual career' has been introduced to help aid the specific challenges elite youth athletes face in balancing sport and education (Commission EU.U, 2012) as mentioned in (Thompson et al., 2022. Thompson (2022), mentioned that there are also challenges associated with dual career pursuits such as increased demands, high stress levels, and the need for additional support. Given these unique experiences, a sports-friendly school is deemed a primary concern for individual schools and is often pursued as a part of a strategy to create a distinct identity.

In addition, According to Rubin & Moses (2017), due to their dual roles as students and athletes, they have a different college experience than the general student population. Given this situation, student-athletes require more support from their institution and community to be able to bear and overcome these challenges brought by their unique and/or different situation. Nevertheless, support comes in many ways and aspects.

Further, the student-athletes' pursuit of becoming top players requires extraordinary commitment, intensively planned training programs, and extensive preparation time. All these demands are to be balanced by the student-athletes together with the additional requirements of an academic programme which brings unique stress and challenges (Bradley et al., 2018). Bissett and Tamminen (2022) suggested in their studies that coaches have the potential to positively influence student-athletes' disclosures of psychological distress and facilitate the process of athletes seeking help; however, clearer boundaries need

to be established to govern the appropriate role of coaches in supporting psychologically distressed student-athletes. Therefore, coaches have the responsibility to prioritize the development of a coach-athlete relationship based on mutual trust and bidirectional communication to facilitate their willingness and abilities to disclose distress and access early support. The highlights of their study emphasize the essence of empowering and educating not only the athlete but also the coaches on the overall impact of overtraining and the need for open coach-athlete communication, in-depth planning, and the need for adequate recovery (Bradley et al., 2018).

Moreover, the student-athletes face more demands on their time than ever before. According to the study by Cutler and Dwyer (2020), many feel they have more than a full-time job when one considers the academic and athletic expectations. In addition to these two facets, one must also consider external aspects including family and social life, and for some athletes, employment. Given these factors, student-athletes' mental health is a real concern. Some of these demands also include athletic (e.g. higher standards of training, start/adjust to compete at senior level, performance, and injury setbacks), psychological (e.g. developing identity, maintaining motivation, taking personal responsibility, looking after oneself), psychosocial (e.g. relocate for sport with less parental support, develop a new social network, manage relationships), academic (e.g. increased educational requirements, more independency), and financial concerns (Lukas et.al, 2019).

In Yogyakarta, Indonesia, athletes at the Education and Sports Training Center were surveyed wherein Hendrawati, et al. (2021) found that service quality has a significant effect on athlete satisfaction and motivation to train, and incentives and satisfaction have a significant effect on athletes' motivation to train, but incentives have no effect on athlete satisfaction.

More and more intercollegiate athletics programs are allocating strategic resources toward building attractive athletics facilities, lavish training and academic complexes, and high-quality support services. Strategic investments in these areas continue to be a high priority for major college athletics programs, all with the hopes of enhancing the overall college experience for student-athletes (Otto et al., 2019). The Athletic Support Service of an Institution provides the varsity with the necessary program, facilities, equipment, human resources, interactions, and opportunities that can help in maximizing their potential, skills, and talents.

Further, in an educational institute's growth and success, the perception of the students towards the service quality of the athletic support services being offered to them is quite essential. This is through maintaining the sustainability of the programs or services as well as its improvement towards the materialization of its mandate. To Support that, athletes' performance and sports facilities and equipment quality are directly correlated (Acoba et al., 2022).

To support student-athletes' success, a variety of services and interventions, both individual and environmental, needed to be in place and coordinated in a more seamless fashion for student-athletes to access and utilize (Hodes et al., 2015). Service quality is a measure of how an organization delivers its services compared to the expectations of its customers (Indeed Editorial Team, 2022). In higher education literature, the students' perceived service quality is an antecedent to student satisfaction. In addition, the positive perceptions of service quality can provide student satisfaction, and satisfied students may then attract new students by engaging in positive word-of-mouth communication with acquaintances and friends (Ada et.al, 2017).

In Higher Education Institutions, such as universities, one of the services mainly provided for student-athletes is Athletic Support Services. The provision of quality service to the stakeholders and customer

satisfaction sets a university on a competitive edge (Weersinghe & Fernando, 2017), as cited in (Aspa et al., 2022).

Indeed, the service quality of an institution must essentially align with the increased demand for high-quality athletic support services that can cater to their distinctive needs due to the special necessities brought by their unique experiences as student-athletes.

Serra et al. (2016) mentioned in the results of their study that Perception of Service Quality plays a significant role in one's assessment of a program. Useful pointers were also identified to redesign and improve program service quality so that a higher level of satisfaction is experienced by athletes. These positive outcomes may assist in enhancing the competitive edge of the university's sports department.

Caday and Sarsale (2020) Explored the quality of Student Service at a Philippine State University Satellite. The findings revealed that the student support services generally failed to meet the expectations of the students. In the Lyceum of the Philippine University, Batangas, Service Quality and student satisfaction among students were studied, Bautista (2021) found that Assurance and Empathy have resulted in negative gap scores but still, the students are satisfied and indicated that the higher the expectations on assurance is, the more satisfied the students are in general.

Marticio et al.(2017) revealed in their studies that there were gaps between the perception of the students and the expected performance of the student support services of Colegio De San Juan De Letran, in Manila, Philippines. This provided essential information on wherein the said school can base its decisions and policies to enhance its programs and the delivery of quality service to its students.

University of Baguio conducted various studies on service quality. Viduya et al. (2019), conducted a service quality assessment to determine the satisfaction level of the University of Baguio Laboratory Elementary School stakeholders on the physical facilities and services of the school such as the academic space, laboratory, library, medical, sports, and classroom facilities. On the other hand, Esguerra et al.(2021) also conducted a study using the student satisfaction questionnaire focusing on Gronroos' five dimensions of service quality satisfaction, namely: Reliability, Assurance, Tangibles, Empathy, and Responsiveness to the Dentistry students of the University of Baguio. Chinayo (2019) used an enhanced SERQUAL instrument which was contextualized to the services offered by the Graduate School. Estacio et al. (2022) discovered in their study that the services and programs provided by the different student support offices of the university fostered student performance. In another study conducted by Aspa et al.(2022), the University of Baguio Student Support Offices and support offices employees were able to provide service that met or went beyond the expectations of the stakeholders.

Though numerous studies were conducted assessing the service quality of student support services in different Institutions it can be noted that there are very few studies focusing on the Athletic Support Services offered by Philippine Higher Education Institutions catering to their student-athletes' needs and expectations.

The University of Baguio (2021) states that the Athletic Office provides opportunities and facilities for all members of the University community to enjoy various sports and recreation. The office organizes extensive programs and a specialist staff provides different aspects of health-related fitness and training. The University's sports and recreation program plays an important role in developing a well-balanced student. As such, members of the varsity teams who enjoy tuition waivers, are known for their exemplary performances in local, national, and international competitions (p.120). Moreover, the UB Athletics Office commits itself to facilitating the development of all student-athletes and potential student-athletes by providing assistance that contributes to their holistic formation. In support of the University's Vision-

Mission and Objectives, the athletic office aims to achieve five objectives. First is to assist the student-athletes in obtaining their degrees and to prepare them for lifelong success. Second, is to prepare and train student-athletes in developing their optimum performance in their respective sports discipline. Third, to develop well-rounded student-athletes who will become role models in nation-building. Fourth, is to prepare the student-athletes for various sporting events either in local, regional, national, and international sports competitions. Lastly, to discover new potential student-athletes who can contribute to the continuous sports dominance and university's sports legacy.

Currently, the varsity players of the University of Baguio are given classified scholarships with corresponding rate of discount and inclusions such as monthly training allowance based on the overall performance of the varsity team for a certain season. These varsity players balance their time in attending their classes alongside the different training and competition schedules they participate in.

Evidently, there is a dearth of published studies identifying the gaps in the service quality of the Athletics office through the experiences of their primary customer, the student-athletes in the Cordilleras, particularly in the Higher Education Institutions of Baguio City, including the University of Baguio, very little is known as to the gaps and their experiences and perspectives regarding the quality of services that they received being varsity players of the university.

Lived experience research offers a wealth of rich information that can shape and enhance the quality and relevance of scientific reviews. Integrating these two seemingly separate research methodologies offers many benefits, not only for individuals with lived experience but also for the academic community (Beames et al., 2021). Thus, the first-hand experiences of the varsity players are deemed important in identifying the service gaps in the Athletic Support Service that the Athletic Office provides them to further identify the aspects that need attention and improvement and to analyze whether the objectives of the Office are being realized. In addition, identifying these gaps might help in further enhancing the program for the benefit of its stakeholders.

Theoretical and Conceptual Framework/ Paradigm of the Study

The following theories and concepts are presented to serve as guides for the study which were constructive for processing and interpreting the results of the study. Maslow (1943), as mentioned by Hopper (2020), states that in order to understand better what motivates human beings, Maslow proposed that human needs can be organized into a hierarchy. In this study, this theory is used to guide the researcher in exploring the possible reasons and motivations that led the student-athletes to join the UB varsity team, as well as their needs as student-athletes. This hierarchy ranges from the most concrete needs to the most abstract ones. Maslow's hierarchy of needs starts from Physiological needs, followed by Safety needs, Love and Belonging needs, Self-esteem needs, and Self-actualization needs.

Moreover, the Customer Satisfaction Theory also guided the researcher to determine whether the varsity players were satisfied with their experiences based on the comparison of their expectations while they were applying and their perceived performance of the UB Athletic Support Service. The Customer Satisfaction Theory was first Introduced in 2003 in a book entitled "The Ultimate Question" Driving Good Profits and True Growth". It is a book written by Fred Reichheld based on the studies from 1998-2003 of over 25,000 customers (Rana, 2022). He also added that Customer Satisfaction is a general principle of customer service wherein a customer's perception of the quality and utility of a product or service is measured. Rajeev (2018) defined customer satisfaction as the function of perceived performance and expectations wherein the perceived performance is how the customer experienced the service or product.

The expectation on the other hand is influenced by factors such as the performance of the service for the past years, word of mouth, reviews, and how it endorses itself to the customer.

In connection with the Customer Satisfaction Theory, another theory that was used to guide the researcher in identifying the service gaps is the Service Quality Theory. As mentioned by Ghotbabadi et al.(2015), the theory of service quality is based on product quality and customer satisfaction literature (Brady & Cronin, 2001). He also added that Service quality is multidimensional (Brady & Cronin, 2001a; Parasuraman et al., 1988). However, assessing service quality allows managers to identify problems and gaps in the service they provide to their clientele and allows them to enhance them for better service. The SERVQUAL Model is composed of five dimensions namely, Reliability, Responsiveness, Tangibles, Assurance, and Empathy. The SERVQUAL theory was utilized in this study through which the gaps between the promised services and the actual experiences of the varsity players were identified with the analysis and classification of their experiences based on the dimensions.

Some models specifically target to measure athletic satisfaction such as the Athletic Satisfaction Questionnaire which was developed by Reimer and Challadurai (1988). There are 15 facets that are categorized into five themes including performance, the team, the organization, leadership, and the individual correlates of sports involvement namely the individual performance, team performance, ability utilization, strategy, personal treatment, training and instruction, team task distribution, tea, social distribution, ethics, team integration, personal dedication, budget, medical personnel, academic support, and external agents. The ASQ guided the researcher to explore the participants' challenges using dimensions that are more appropriate and specific for student-athletes considering their unique needs from ordinary college students. The ASQ gave ideas on the possible themes that would be presented since the ASQ is uniquely designed for student-athletes.

Cuiccio and Slater (2018) describes needs assessment as the systematic examination of the gap that exists between the current state and desired state of an organization and the factors that can be attributed to this gap. Needs assessment is considered the initial step in enhancing the services of an educational institution that can lead to better outcomes. Since it was mentioned that the student-athletes have dual-career, it can be said that they have more distinctive needs especially when it comes to the support system. Thus the needs assessment was applied in this study to identify and analyze such.

In addition, the consistency of UB to deliver excellent customer experience to the student-athletes was also studied, thus the services excellence theory was applied to better understand the same.

Thomassen and de Haan (2016) mentioned in their study that service excellence refers to the capabilities of an organization to consistently deliver outstanding customer experiences which reflects the nine elements of the service excellence model and the interaction and relationship among them. The dimensions of the service excellence model are the strategic dimension, cultural dimension, innovation dimension, and operational dimension. Specifically in this study, it was observed in the participants' responses whether the athletic office was able to deliver outstanding customer experience based on its dimensions. The presence of failure in the delivery of excellent student support services to the varsity players suggests that there are gaps that were not mended due to factors that were not satisfied. To identify these gaps and challenges that need to be addressed the gaps model was applied.

In the executive interview conducted by Parasuraman et al (1985), a remarkably consistent pattern was identified from the four sets of executive interviews and further recognized the most important insights obtained from analyzing the executive responses. It is that a set of discrepancies exists between the executives' perceptions of service quality and the tasks associated with service delivery to customers.

These gaps are described as the major challenges to delivering services that consumers perceive as high quality.

In connection with the service quality model, the following are the five main gaps that Parasuraman et al (1985) identified:

1. Gap between expectation of client and perception of management.

For the service providers to be able to exceed the customers’ expectations and ensure their satisfaction, they have to have a clear and accurate perception of the customers’ expectations.

2. Gap between the perception of management and service quality specification.

This refers to the gap that may exist when the planning quality of the service according to customer expectations is poor.

3. Gap between specification of quality and the delivery of service.

This gap exists when there is a failure in delivering specified service efficiently because of some reasons such as incompetence of the workforce and inefficient working conditions.

4. Gap between the delivery of service and external communications.

This gap may occur due to external factors even if the company or service providers have the relevant skills and willingness to offer efficiently specified quality service.

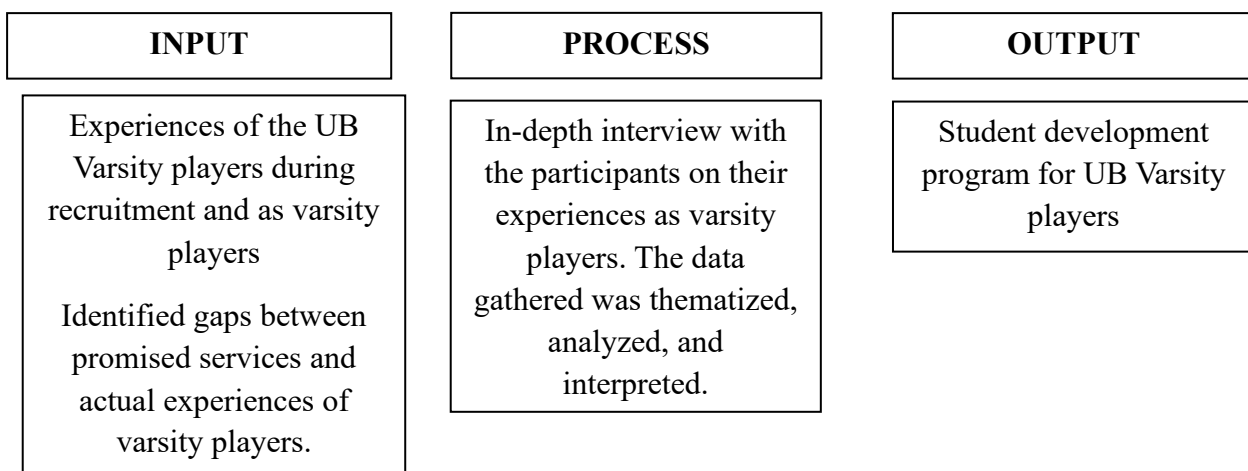
5. Gap between perceived and expected service.

When the customer’s expectations are different from what they think they have received, this gap exists. The gaps model was used in the analysis of the participants’ experiences to explore the gaps that were formed from various factors such as their expectations, perceptions, challenges, and other things that they experienced being student-athletes.

Similarly, the Model for Assessment of Services in Intercollegiate Athletics (MASIA) was also applied most specially in the interpretation of their reactions or comments towards the experienced services.

The Model for Assessment of Services in Intercollegiate Athletics (MASIA) was developed based on the Hierarchical Model of Service Quality for the Recreational Sport Industry (Ko & Pastore, 2005). Ko et al.(2008) stated in their study that MASIA has four primary dimensions of Ko and Pastore’s model (i.e., program quality, interaction quality, outcome quality and physical environment quality).

Figure 1. Schematic Illustration



Significance of the Study

Through the comprehensive exploration of this study on identifying the Service Quality gaps of the Athletic Support Services for the University of Baguio Varsities, the perspectives of the UB varsity players regarding the service quality of the Athletic Office in relation to the expected and actual services were unraveled. Recommendations were also made to address the gaps identified in the study. Moreover, this study's findings are expected to benefit the academe, Higher Education Institutions, the UB Athletic Office, coaches and training staff, student-athletes, and future researchers.

Objectives of the Study

This study specifically focuses in the following objectives:

1. To explore the experiences of the former student-athletes during their application or recruitment phase and when they were officially UB varsity players;
2. To compare the former student-athletes' expectations and perceived performance; and
3. To Identify the Service Gaps of the UB Athletic Office based on Parasuraman's Service Quality model.

Methodology

Study Design

This study used qualitative descriptive-narrative research design and utilized thematic analysis. The role of the researcher conducting the qualitative descriptive study is to retrieve information from stakeholders about their own experiences with the institutions to reconstruct the actual governmental designs of public policies or organizational management systems (Seixas et al., 2018).

Since this study aims to unravel the perspectives of the student-athletes regarding the service quality provided by the UB Athletic Services, a qualitative descriptive study was used. The said design is used to gather data regarding the specific expectations, actual services, service gaps, and recommendations from the chosen respondents through analyzing their experiences and insights towards the services they provided when they were in the University.

Population of Study

The participants were determined through the purposive sampling method identifying specifically the University of Baguio's Varsity players who became a part of the University of Baguio Varsity during the academic years 2014-2019 and were granted scholarships since they experienced the full service provided by the UB Athletic Office before COVID-19 pandemic when the recruitment and applications were interrupted to abide with the health protocols enforced by the Philippine Government.

A pre-survey was done to identify possible participants. The participants identified were asked to further name other possible participants. The researcher made sure that different fields of specialization were represented as much as possible, however, despite the efforts exerted, other events such as Arnis, Volleyball, Chess, Swimming, Badminton, and Karate were not represented due to the unavailability of athletes due to conflicts in schedule and some declined the invitation to join for some personal reasons. The researcher gathered data in the first week of May 2023 right after the tool was validated.

Data Gathering Tools

The researcher used interviews to gather data which was done through online platforms such as Zoom and Facebook Messenger applications. This method was chosen to better explore the experiences of the Police

Trainees as they journey through their careers as student-athletes. The semi-structured interview guide used was constructed by the researcher guided by the objectives of the study and the Athletic Satisfaction Questionnaire (Colbert, 2019), the Service Quality Theory (Parasuraman et al, 1985), and the Gaps model (Parasuraman et al, 1985). The list of possible questions was further simplified. The tool validator validated the tool after an extensive review. The interview guide consisted of basic information questions followed by a total of 14 questions.

Data Gathering Procedures

The virtual interview was conducted one by one during the most convenient time for the participants to allow the researcher to directly observe and interpret the participants' feedback. Before the interview started, the researcher briefed the participants and discussed the contents of the information sheet wherein questions and clarifications from the participants were addressed to ensure that everything was clear for them. The participants' consent was asked to allow the whole interview to be audio recorded to ensure that the data would be properly transcribed. The interview questions were constructed using the English Language, however, to make sure that proper responses were gathered from the participants, the Filipino language and Ilocano dialect were used. The data gathering was completed in a month.

Treatment of Data

This study used thematic analysis to analyze the data gathered from the interview. The six-step process by Braun and Clarke (2012) was used in analyzing the data gathered during the interview. First, since the interview was audio-recorded, the verbal data was transcribed and translated. The transcript was read and reread by the researcher to familiarize herself with the information and identify possible themes with regards to their experiences during the recruitment and when they were already UB varsity players as well as their comparison regarding their actual experiences versus the promised services, and the recommendations they shared to further improve the UB athletic support service. Second, initial codes were generated. Each code represents an individual idea or feeling expressed during the interview. The researcher classified and organized the experiences by putting together all similar and recurring ones. To ensure that there was no bias in the interpretation of the participants' responses since the researcher was one among the UB varsity players, bracketing was employed. Peoples (2021) described bracketing as the notion that all personally held beliefs and understandings of the researcher are suspended in the interest of focusing on the lived experiences of the participants as mentioned by Ansell and Tadros (2023). To apply bracketing to the study, the researcher focused on the research questions, while suspending perceptions and experiences while conducting the study. After the coding process, themes were identified based on the codes extracted from the data. This was done by identifying patterns or recurring codes from the participants' responses. Codes that are too vague or irrelevant to the study were discarded during this stage. Major themes were identified out of the set of codes, the remaining codes or experiences were then classified as sub-themes of the major themes they are related to.

Subsequently, the themes were compared with each other to review and check whether the experiences they shared were responsive to the question. The themes were modified according to their usefulness for the study or the research questions. After having the final list of themes, they were named and defined. The themes were interpreted and implied through the theoretical and conceptual framework. Appropriate theories were corroborated, and conclusions were drawn from these implications.

Their answers were encoded verbatim and then translated into English. The transcript was thoroughly read and reviewed by the researcher to familiarize herself with the data and identify possible themes and service gaps experienced by the participants. Second, codes were generated, and initial codes were identified that represented individual ideas or feelings expressed during the interview, these experiences were classified and organized putting together similar and recurring ones. To ensure that there was no bias in the interpretation of the participants' responses since the researcher was one among the UB varsity players, bracketing was employed, focusing on the research questions while suspending perceptions and experiences while conducting the study. Third, themes were identified from the codes. Fourth, the themes were reviewed codes that were too vague or irrelevant to the study were discarded during this stage. Fifth, after having the final list of themes, they were named and defined relative to the study. Appropriate theories were corroborated, and conclusions were drawn from these implications.

Ethical Considerations

The researcher sent a request letter addressed to the participants including an information sheet and consent form to seek the acceptance of the possible participants to voluntarily be interviewed and be a part of the study. During the interview, the confidentiality of the participants was put into focus, they were assured that their names or any identifying information would not be publicized, which was also indicated in their information sheet. Therefore, their names and other personal identifying details were coded using alphabetical and numerical characters.

It was emphasized that the study is solely for academic purposes by including it in the information sheet. The contents of the information sheet were discussed with the participants. It was emphasized that the participation is only voluntary and that options to withdraw or drawback from participating in the study were included as well. The participants were informed as well that after the completion of the study, all the documents gathered would be disposed of properly and that softcopies of the abstract of the study would be given to them followed by a research symposium for the dissemination of the results of the study.

Results and Discussion

During the interview, the participants were asked about their experiences during the recruitment process and when they officially became a part of the UB Cardinals. During the recruitment process, the following themes were derived:

1. Endorsement of UB to the participants

1.1. Scouting

All of those who answered that they were personally approached by their coaches have a common denominator. They were the ones who were directly recruited by a UB Coach. It is further noticeable that all of them were either scouted during training or competitions. It can be said that being scouted either during competitions or training means that an athlete has the qualities that catch the coach or scout's eyes and attention. Two implications can be derived from the cited interviews. First, the athletes need to show their skills and prowess in their respective specialization to prove to the coaches that they deserve to be one of the varsity players. Second, the usual strategy that coaches use is scouting the best players during interschool games such as Palarong Pambansa. The coaches take this chance to "pirate" players from other schools by directly talking to them and offering them scholarships.

1.2. Influenced by Other People

Other people who recommended the participants to join UB varsity could do such since they already had

a perception of the service quality performance of UB athletic support services. According to the customer satisfaction theory, perceived performance is how the customers experience the service, in this study the perceived performance is how “other people” experienced UB athletic support services. On the other hand, the participants were able to set their expectations through word-of-mouth and reviews of the people around them who already had perceived performances as well as the way they endorsed UB athletic support services to the participants. This further suggests that they were influenced through the word-of-mouth of these people according to their respective experiences as former or current players of UB Varsity or personal experiences and perceptions. Therefore, the University should focus on delivering quality services that influence the spread of positive word-of-mouth messages from its current students to prospective students.

2. Motivators

2.1. Physical Environment

These facilities and materials or equipment can further be classified as “tangibles” under the dimensions of the service quality theory which has a great impact as well on the service quality satisfaction of the student-athletes towards UB athletic support services. In this case, the participants mentioned these tangibles as one of their motivators to train as UB varsity players.

2.2. Scholarship Inclusion

With all the answers of those who were directly recruited, financial and educational assistance are all included. It can be deduced that after careful decision-making, and weighing of things they decided to join the UB Varsity because they perceived it to have a better offer than other universities. It can further be suggested that though they are entering as student-athletes, their primary motivation stays to be their access to education and the means of sustaining their stay in it.

2.3. People around them

The coaches and seniors served as models and inspiration to the participants to join UB varsity. These models have already observed and experienced the UB athletic support services, thus, their word of mouth, reviews, and endorsement somehow have effectively affected the decision-making of the participants either the endorsement is directly heard from these people or indirectly relayed through observation of their performance. It therefore implies that family members and people close to them were further instrumental in why they persisted in joining the varsity team. They got inspiration from their family circle and friends, and social need is further known as love and belonging needs.

2.4. Growth Needs

The participants manifested their interest in fulfilling their potential when they mentioned their perceptions of the quality of the coaches and the training program that they had. Factors that were mentioned are the qualifications of the coaches, the quality of the training program.

3. The Recruitment and Application Process

In the service excellence model, the cultural dimension emphasizes processes in the organization. It can be said that UB has no standard recruitment process in both direct recruits and applicants that they experienced varying procedure or steps during the recruitment phase. It is stated in the service excellence model that processes must be structured to ensure that only the best are recruited for the organization.

4. Written agreement

Considering the arguments between the coaches and the players, agreements was either written or verbal. This implies that there was no uniformity which means that players are not given the same treatment, and there was no clear policy. Written agreements or contracts create clear binding terms to minimize the risk of conflict. They are much easier to enforce than oral agreements, especially if they clearly outline the parties' rights and responsibilities (Anding and Cooper, 2022).

Meanwhile, the following are the themes derived from the participants' experiences during UB varsity playing years:

5. Support Received

5.1. Training and Specialization

In comparison, both recruits and applicants mentioned and recognized the roles of their coaches in supporting their athletic development. Furthermore, each coach has his own unique way of training and assisting his athletes; nevertheless, they are all towards a common goal and that is for the improvement of their Athletes. Both the recruits and applicants mentioned the training program positively; however, there is only one among the eleven participants who reacted negatively to it. Last, the participants mentioned the facilities and tangibles they considered as support.

5.2. Studies or Academics

In the case of the participants interviewed, all of them were able to cite the academic assistance they were able to receive aside from the scholarship and allowance. One of the most significant supports they had was the time that AO gave them to study, especially during exams. Another academic support that the participant considered helpful is the creation of GX section for PE and NSTP.

The next academic support they receive is whenever they have important events such as competitions and important practices; the Athletic Office through the coaches communicates with the teachers or instructors of the Athletes to excuse them for the time being. In relation to that, they further cited the aid they received from AO when they had conflicts in their Academics.

5.3. Morale and Welfare

These are the support provided by the AO to secure and maintain the health and safety of the athletes physically, mentally, and emotionally. The participants expressed how they were encouraged and motivated by the support UB provided during competitions and training such as incentives, allowance, or even the mere presence of the coach and staff of the AO. Another morale and welfare support is the assistance that the athletes receive whenever they get injured. However, there is one conflict that was presented under this theme, which is the failure to reimburse the hospital bill of an athlete who got injured while representing UB.

6. Challenges

6.1. Conflicts in Tangibles

Under this theme, the participants mentioned the problems they encountered because of the absence of a training venue and the distance of the assigned training venue from the campus. Most of the participants who did not have permanent training venues were those who performed martial arts. Moreover, those who had training venues outside the campus mentioned the difficulties in transportation going back and forth from the campus to their training venue and vice versa.

6.2. Conflicts in Balancing Academic and Sports

As mentioned earlier, being a student-athlete is also termed “dual-career” which brings them responsibilities to take, and one of the most challenging tasks for them is to balance their academics and sports. Along the way, they experienced conflicts most especially in their time management which involves their schedules.

Based on the experiences shared by the participants regarding the challenge they faced in time management it can be said that the participants struggled mostly in balancing their time for study and sports most especially whenever some of their subjects had the same schedule with their training, although some of them were allowed to transfer to other sections for their training schedule not to be compromised. Similarly, when exams and competitions have the same schedule the athletes with the help of AO asked for consideration from their respective teachers, luckily some of them were considered and were given special exam dates, however, some were not.

6.3. Information Dissemination

It can be noted from these experiences that since these participants were not properly informed about the specific requirements that they had to accomplish; they failed these GX subjects (NSTP & PE) which is pretty ironic that they failed PE since they are athletes who had trained every day. That is just because they were not properly informed; it can affect their class standing, records, and morale as well.

In the service excellence theory, the cultural dimension includes the communication and implementation of the service excellence culture. Thus, communication plays a key role in disseminating what the school requires from the student-athletes. In the participants’ experiences, it can be implied that they were not properly informed of these requirements, nor oriented about the standard requirements that a varsity player must accomplish.

7. Enjoyed Benefits

7.1. Representing the University

The athletes represent the University by joining competitions, be it within the city, regionally, nationally, and internationally. Although not totally, the UB athletic office was able to provide the physical needs of their athletes such as food and transportation allowances and clothes or their uniforms during some games. At the same time, their self-esteem needs are satisfied whenever they join competitions to represent UB and accomplish success during these competitions.

7.2. Fellowship

The participants found the company when they joined the UB varsity team, these athletes made friends and teammates who turned into family. In Maslow’s hierarchy of needs, love and belonging needs are the third one, in connection with their experiences, it is implied that they have satisfied their love and belonging needs. Those who mentioned that they have found friendship with their team have overcome the feeling of loneliness and alienation. They have given love and appreciation to their teammates and received the same. They further felt that they belonged in the student-athlete's community and fellowship, and this gave them the confidence to communicate and socialize with their co-athletes.

8. Differences in treatment

Their experiences implied that the athletes have experienced both fair and unfair treatment in different aspects of their student-athlete experience. Some of them said they experienced fair treatment in everything, while some of them mentioned unfairness in treatment specifically in terms of the benefits,

training routine, and entry requirements. Based on their shared experiences, four out of the eleven participants said they experienced fair treatment, one among them pointed out specifically during training. On the other hand, four of the participants strongly emphasized the unfair treatment they received in terms of benefits, training, and requirements.

Identified Gaps Between the Promised Services and Actual Experiences of the Varsity Players

As reflected in the responses of the participants, they were able to describe their experiences with the service they received while they were varsity players. Based on the service quality model of Parasuraman et al., the following gaps were identified.

1. Gap between expectation of client and prescription of management

The physical needs of the athletes representing the school were not accurately provided, thus not considered reliable since it fell short of what was expected. Another thing is the failure of the UB Athletic Office to properly disseminate information these gaps are described as the major challenges to delivering sources that consumers perceive to be high quality. The gap between the expectation of the client and the perception of management, says that for source providers to be able to exceed the customers' expectations and ensure their satisfaction, they must have a clear and accurate perception of the customers' perception. In the interaction quality of MASIA, it is emphasized that the coaches and athletes must have good interactions with each other in terms of communicating the expected performance services.

2. Gap between specification of quality and delivery of services

According to the SERVQUAL model, one of the dimensions of tangibles transfers to the images of the facilities, equipment, machine, attitude of staff, materials, and information system thus, the identified gap implied that the UB Athletic Office fell short concerning providing such equipment and material. Some might have been delivered but they are not accurate and punctual as mentioned as well in the reliability dimension of SERVQUAL. It was also implied that the assurance dimension of the Service Quality Theory was also disregarded for some statements of the coaches were proven not credible since it was not materialized in any way. In addition, UB was not consistent and timely in providing the needs of the athletes as they expected. This reflects that the UB athletic office was not reliable in this case. For them, to have better performance during the games, the basic needs must be met especially the biological needs.

3. Gap between the delivery of service and external communication

Established from the interviews, the responses and the participants explain why there are gaps between the delivery and services and external communication. This gap occurs due to external factors even if UB has the relevant skills and willingness to offer efficiently the specified quality service such as the failure in the reimbursement of hospital bills, inconsistent and late disbursement of allowances, and failure in recognition of athletes.

4. Gap between perceived and expected services

It can be deduced from the revealed experience of participants that there are gaps between the perceived and expected services because the customers' satisfaction is different from what they think they have received. Among the 11 participants who were interviewed, two had encountered wholesome experiences without any negative experiences mentioned. Therefore, there was no gap between the perceived and experienced services that were not delivered or met. On the contrary, those who expected more or did not receive any of those being promised were the ones who experienced gaps of different levels.

In summary, there are four gaps identified using the Gaps Model or Parasuraman et al (1985). The first one is the gap between the expectations of the client and the perception of management, some of the factors

that contributed to this gap is the failure to effectively communicate and discuss with the participants what they would be expecting as student-athletes and to identify the participants' expectations. Second, is the gap between the perception of the management and the service quality specification. Identified here is the failure in the reliable and responsive delivery of the tangibles such as inconsistent and late disbursement of allowances, insufficient materials and equipment being distributed, and failure to reimburse hospital bills. The third gap is the gap between the delivery of services and external communications, the factors that contributed to this are the late disbursement of allowances and the failure to give due recognition to some athletes during their graduation. Last is the gap between perceived and expected services which is again caused by inconsistency in disbursement of allowances. Further, some participants mentioned that they did not experience any gap since everything that was discussed with them during recruitment was fulfilled by the UB Athletic Office.

All the experiences and expectations vis-à-vis the promised and delivered services were used to examine the identified gaps in the service quality of the University of Baguio's athletic support service through the lens of the Cardinals.

Conclusion

From the outcome of the study, it can be concluded that the student-athletes join the UB varsity team through different methods such as scouting and being influenced by other people. Nevertheless, they are being motivated by several factors such as the physical environment or tangibles they utilized in UB such as the gymnasium, physical therapy clinic, training equipment, and materials provided. In addition, scholarship inclusions such as educational and financial assistance, and other external motivations such as rewards, incentives, and recognition.

It was also found that the student-athletes are motivated by the people around them and their need for growth in both academic and athletic areas.

Additionally, there is no standard procedure for the recruitment and application to be a part of the UB Varsity, it follows as well that there is no contract or agreement between the varsity and the Athletic Office. During their years as varsity players, the student-athletes received training programs that helped them to develop their skills in terms of their specialization. Moreover, academic support was also received such as assistance during subject conflicts. Lastly, support to boost the morale and welfare of the student-athletes was also experienced.

As to the challenges, it can be concluded that the student-athletes encountered a number of such. For instance, the conflict tangible or the physical environment, balancing their academics and sports, and information dissemination. However, of course, these participants were able to overcome these challenges by learning time management and being resourceful.

Despite the challenges they met, they still enjoyed the benefits of being a varsity player such as representing the university and the fellowship they have with the people around them. Depending on how the athletes entered the UB Varsity, either directly recruited or applied, there was a difference in their coach's treatment of them. Most of the participants said that they observed and experienced unfair treatment and that those who were directly recruited received better treatment.

The experiences shared by the participants implied gaps such as gaps between the expectation of clients and the prescription of the management, gaps between the specification of quality and delivery of service, gaps between the delivery of services and external communication, and gaps between perceived and expected services which are based on Parasuraman's Gap Model.

Recommendations

Based on the conclusions driven, the following are humbly recommended by the researcher. The management is highly recommended to craft a student development program specially designed to assist the student-athletes during their journey at UB. A standard guideline for the recruitment of athletes may also be crafted as well as the laying down of a contract/agreement between the athletes and the Athletic Office. Appropriate training venues may also be provided or assistance in transportation for the student-athletes. Moreover, a better scheduling system may also be designed. Provide the requested necessary training equipment and materials. A student manual may also be designed specifically for student-athletes. The student-athlete's achievements and accomplishments may also be duly recognized. The consistency, timeliness, and accuracy of the disbursement allowances and benefits may also be improved and maintained.

Appendices

Appendix A

Letter to Conduct the Interviews



GRADUATE SCHOOL

General Luna Road, Baguio City, 2600 Philippines

Telefax No.: (074) 442-3071

Website: www.ubaguio.edu

E-mail Address: ub@ubaguio.edu

May 2, 2023

Henry Batocong

Athletic Director

University of Baguio

Dear Mr. Batocong:

Greetings! The undersigned is presently preparing her thesis entitled "Service Quality Assessment of the Athletic Support Services for the University of Baguio Varsities" in partial fulfillment of the requirements in Master of Arts in Education.

In view of this, the undersigned requests your approval to allow the researcher to conduct the said study. The participants will be the UB varsity players during the academic years 2014-2019 who have voluntarily confirmed to be a part of the study.

Further, all the information and data that will be provided will be treated with utmost confidentiality adhered to the ethical guidelines of research. The researcher ensures that these will be used for research purposes only.

The researcher is looking forward to working with you on matters of service improvements for the stakeholders.

Respectfully yours,

A handwritten signature in black ink, appearing to be the name of the researcher.

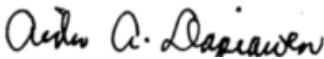
Rowena Bagalay Chorachor
Graduate School Student/Researcher

Noted:



DR. BERNARDITA C. AYUNON
Adviser

Endorsed:



DR. AIDA A. DAPIAWEN
Dean, Graduate School



General Luna Road, Baguio City, 2600 Philippines

Telefax No.: (074) 442-3071

Website: www.ubaguio.edu

E-mail Address: ub@ubaguio.edu

May 2, 2023

Dear Maám/Sir:

Greetings! The undersigned is presently preparing her thesis entitled “Service Quality Assessment of the Athletic Support Services for the University of Baguio Varsities” in partial fulfillment of the requirements in Master of Arts in Education. The target population for this study are the UB varsity players during the academic years 2014-2019.

In this regard, invite you to be one of the participants. The researcher believes that your insights and experiences will be valuable to the study and will be of help for the improvement of support services being provided to the varsity players of UB. An information sheet is attached where the essential information about the study is stated. Likewise, a consent form shall be filled in and signed. Shall there be any question, the researcher is easily reachable through the email given below the information sheet.

Further, the researcher ensures that all the information and data that will be provided will be treated with utmost confidentiality adhered to the ethical guidelines of research and will be used for research purposes only.

The researcher is looking forward to working with you on matters of service improvements for the stakeholders.

Respectfully yours,



Rowena Bagalay Chorachor

Graduate School Student/Researcher

Noted:



DR. BERNARDITA C. AYUNON

Adviser

Endorsed:



DR. AIDA A. DAPIAWEN

Dean, Graduate School

Appendix B Participant Information Sheet



Participant Information Sheet

Service Quality Assessment of the Athletic Support Services for the University of Baguio's Varsities.

The researcher invites you to take part in her research study. Before deciding whether to join or not, the researcher hopes to share the significance of the study and what it will involve. Please take your time to read the following information carefully. Should you have any query or information you don't understand please feel free to ask the researcher.

What is the purpose of the study?

This study aims to assess the service quality of the Athletic Support Services of the University of Baguio being provided to its varsities through the comprehensive exploration of the perspectives of the UB varsity players regarding their experiences. Since there have been no published studies focusing on the perspectives of the primary beneficiaries of the Athletic Support Service of UB, the varsity players, this study aims as well to benchmark for the improvement of the services being provided to the varsity players of UB.

Why have I been chosen to take part?

You have been asked to take part because you were a student-athlete of the University of Baguio during the Academic years 2014-2019, which means you have enough experience being a part of the UB varsity before the pandemic. Your experiences and perspectives regarding the athletic services will be highly appreciated to further guide this topic area and for the development of possible Student Development Program for varsity players.

Do I have to take part?

It is completely up to you whether or not you agree to take part in the study. If you do decide to take part, you will be asked to sign a consent form. If you decide to take part but then change your mind, you are free to do so at any time without giving a reason.

What will happen if I take part?

You will be asked to take part in an interview with the researcher, Rowena B. Chorachor, about your experience and perspectives on the Athletic Services provided by UB thru a Zoom Meeting. The interview will last approximately 10 to 15 minutes or as long as you would like to talk about your experience. With your permission, the interview will be video-recorded. You can stop the interview at any time, and you do not have to answer a particular question if you don't want to.

Where and when will the interview take place?

The interview will take place through the zoom platform at your most convenient time within the 1st week of May 2023.

Are there any benefits in taking part?

You will be helping develop our understanding of the service quality of the Athletic Support Service of UB which leads to its further improvement. Your insights and experiences will also be valuable in the crafting of Student Development Program for varsity players.

Will my participation be kept confidential?

All the information you give us will be kept strictly confidential. This means that only the researchers will see what you have said. The video-recording of your interview will be identified by a code number only which will be transcribed, and identifying details such as place names and people's names will be removed from the transcripts. The researcher will use quotes from the interviews in the write-up of the study but will ensure that no one can be identified from these quotes. At the end of the study, the research data, including consent forms, anonymised interview transcripts, field notes and your contact details, will be kept in locked filing cabinets and/or password-protected databases.

What will happen to the results of the study?

After the study is done, the results will be written up as part of the MAED research thesis of Rowena B. Chorachor and submitted for examination. The results will also be submitted for publication in an academic journal and presented at conferences. If you would like to receive a copy of the findings, please let the researcher know by using the contact information provided and will happily provide you with one.

What will happen if I want to stop taking part?

If you decide at any point that you no longer wish to be part of the study, then you can withdraw without giving a reason. You can also ask for your data to be removed from the study and destroyed.

Who is doing this research?

The research and interviews will be conducted by Rowena B Chorachor, a student of Masters of Arts in Education Management in the University of Baguio.

How can I find out more?

You can get in touch with Rowena B. Chorachor, who will be happy to answer any questions you might have:

Philippine National Police
National Police Training Institute
Administrative Division
Camp BGen Vicente P Lim, Canlubang, Calamba City, Laguna
Phone #: 09198935310
Email address: 20150234@s.ubaguio.edu
wengchorachor7@gmail.com
Facebook messenger account: Bella Tor

Appendix C INTERVIEW GUIDE

Date:

Start time:

End time:

Basic Information

Scholarship Class (Class A, B, or C):

Specialization (sports/event):

For Applicants:

1. What are the experiences of the varsity players during recruitment and as varsity players in UB?

A. During recruitment

1. How did you enter the UB Varsity team?
2. Can you describe the recruitment process that you underwent?
3. What motivated you to join UB Varsity?
4. What services were offered that motivated you to join the UB Varsity?
5. Was there a written agreement between you and the Athletic Office during the recruitment process?

B. As a varsity player

1. How did the Athletic Office through your coach extend to help/support in your:
 - a. Training
 - b. Studies
 - c. Other Considerations
2. What were the things you have enjoyed being a varsity player?
3. What were the challenges that you met?
4. How did you overcome these challenges?
5. How are the services provided differ from those who were directly recruited and those who applied as a varsity player?
6. What can you say about your experiences as a UB varsity in general?

2. What are the identified gaps between the promised services and actual experiences of the varsity?

1. Based on your experiences as a UB varsity player, were the promised services during your recruitment fulfilled?
2. What promised services were fulfilled? What promised services were not fulfilled?
3. How did you address those promised services that were not fulfilled?

INTERVIEW GUIDE

Date:

Start time:

End time:

Basic Information

Scholarship Class (Class A, B, or C):

Specialization (sports/event):

For Direct Recruits

1. What are the experiences of the varsity players during recruitment and as varsity players in UB?

- A. During recruitment
 1. How did you enter the UB Varsity team?
 2. Can you describe the recruitment process that you underwent?
 3. What motivated you to join the UB Varsity?
 4. What services were offered that motivated you to join the UB Varsity?
 5. Was there a written agreement between you and the Athletic Office during the recruitment process?
- B. As a varsity player
 1. What help or support did the Athletic Office thru the coach extend to help you in your:
 - a. Training
 - b. Studies
 - c. Other Considerations
 2. What were the things you have enjoyed being a varsity player?
 3. What were the challenges that you met?
 4. How did you overcome these challenges?
 5. Did you have any advantage over those who directly applied?
 6. What can you say about your experiences as a varsity player in general?

2. What are the identified gaps between the promised services and actual experiences of the varsity?

1. Based on your experiences as varsity player, were the promised services during the recruitment fulfilled?
2. What promised services were fulfilled? What promised services were not fulfilled?
3. How did you address those promised services that were not fulfilled?

Appendix D

Sample Interview Transcript

Date: May 13, 2023

Start time: 1:00 PM

End time: 2:30 PM

Basic Information

Scholarship Class (Class A, B, or C): C

Specialization (sports/event): Taekwondo

For Applicants:

1. What are the experiences of the varsity players during recruitment and as varsity players in UB?

A. During recruitment

1. How did you enter the UB Varsity team?

“ I applied personally and also in connection sa...with my cousin who was a player of sir Arnold before, so nirecruit niya ako kay sir Arnold.. I mean uhm hindi naman nirecruit pero nirecommend if that's the right word to that, nirecommend niya ako kay Sir Arnold and the that's the time that I applied for the varsity team”

“ I Applied personally, and also in connection with my cousin who was a former player of coach arnold before. So she recruited me... i mean not recruited but recommended me to coach arnold is that the right word so she recommended me to Sir Arnold and that was the time that i applied for the varsity team”

2. Can you describe the recruitment process that you underwent?

“ the application process was smooth naman, hindi ko masasabing andaming hindrances along the way kasi uhm approved naman kaagad, naapprovan yung application ko during that time, although there are certain processes talaga na dapat iundergo but it didn't take much time for it to be approved”

“ The application process was smooth i cannot say that i have met a lot of hindrances along the way because my application was immediately approved, my application was approved during that time although there were certain processes that i had to undergo but it didn't took much time for it to be a approved”

“I think I filled out a form, hindi ko na matandaan kung anong kind ng form yun but i think that is of course pagkakakilanlan as a varsity player. And then for regarding sa try out uhm wala naman, walang ganung occasion na nangyari so parang sinabak nalang ako, trinain ako until the time na naapprovan yung papers ko as a varstiy of UB”

“I think I filled out a form, I can't remember what kind of form it was but I think of course that is for one to be classified as a varsity player. Regarding the try out I think I was not able to experience such. what happened was that they just let me join a game and trained me until such time that my application got approved”

So for how long did you train to enter the varsity?

“For 6 months”

So you still didn't have a scholarship during those 6 months?

“Meron na within that 6 months, parang uhm 2 months akong nagtraining hanggang sa napprovan yung paper ko as a varsity player”

“ Windows 6 months already had my scholarship it took me 2 months of training before my papers got approved as a varsity player”

3. What motivated you to join UB Varsity?

“ well actually i'm into Taekwondo talaga during that time, although I haven't had any experience but i really wanted to try to be a part of that event, and one more thing, I have the characteristic of being sporty, you know.. Sporty thing, so i'm into sports talaga”

“Nakita ko rin kasi talaga yung benefit ng ganyang bagay, nakita ko yun sakanya kaya gusto kong itry”

“ Well I'm actually into Taekwondo during the time, Although I haven't had any experience i really wanted to try to be a part of that events and one more one thing is that I have the characteristic of being sporty.. you know, so i'm really into sports”

4. What services were offered that motivated you to join the UB Varsity?

“ I think one thing that motivated me, i mean uhm hearsay from other people na may incentives ang varsity players, which is during that time i really need it because i'm a working student too, and i really want na you know financially speaking, i want uhm i need some help fro my tuition during that time so hindi kinakaya ng work ko, hindi kinakaya ng pagiging working student yung pagbabayad ng tuition so that's why i also tried”

“ One thing that motivated me Are the things that I heard from other people that varsity players of UB Receive incentives. During that time I really needed it because I was a working student too. and i really wanted some financial assistance For my tuition during that time, the pay that i receive from my work is not enough for my tuition fee, so that's why i tried”

5. Was there a written agreement between you and the Athletic Office during the recruitment process?

“ yes there is, i think it's just a type of agreement between.. I'm not quite sure, di ko na maremember kung ano but i think it's something about academics and being involved to the varsity team kasi syempre as a varsity team i'm not allowed to have grades lower than the passing grade, so that's what i remember to that agreement na napirmahan ko or i'm not sure if it was a part of that form”

“ Yes there is, I think it was just a type of agreement. I'm not quite sure though, I can't really remember what that was but I think it was something about academics while being involved in the varsity team. If you are a part of the varsity team of course i'm not allowed to have grades lower than the passing grade so that's what i remember regarding that agreement that i signed i'm not sure if it was a part of the form”

B. As a varsity player

1. How did the Athletic Office through your coach extend to help/support in your:

a. Training

“Aside from the allowances coming from them, one thing also that I really appreciated with their support that they were giving to their athletes was that during games, during competitions, may mga.. Let's say money, certain amount of money for us to spend during the specific competition wherever that is, and i think with all the support... aside from the financial support are the things that the athletes are using sa training, they are really well provided i can say”

“ aside from the allowances coming from them, one thing that i also appreciated was the support that they were giving to their athletes during games and competitions, they give financial assistance like a certain amount of money for us to spend during those events wherever it was being held, in addition are the support such as the things that the athletes use and their training they are well provided”

“ “The quality of training was really good, it really can develop a person physically and mentally and it can actually discipline a lot of players, syempre alam naman natin si sir Arnold hindi lang siya into knowledge of the sport pero dapat magaling ka, dapat wais ka during competitions during fight... so i can say that the training was really good and it's very beneficial and ncouraging in some way”

“ The quality of training was really good, it can the develop a person physically and mentally and can actually discipline a lot of players. of course we both that Coach Arnold is not just into knowledge of the sport, but you must also be smart during competitions, during fights... so i can say that the training was really good, beneficial, and encouraging in some way”

b. Studies

“ I'm not quite sure kasi hindi naman ako masyadong napupupunta sa athletic office kaya hindi ko ba mawari kung ano yung klase ng support na binibigay ng... although siguro sa ibang athletes since they are really close to those people who are working in the office, they might probably have some good experiences from the athletic office, but as for me wala naman akong masabi.. although i believe that they're all doing their part as athletic officers ganun”

“Not quite sure because I didn't always visit the athletic office So i couldn't explain what kind of support the athletic office... although maybe for other athletes who are really close to some personnel

of the athletic office , they might probably have some good experiences from the said office. But as for me I have nothing to say, although i believe that they are all doing their parts as athletic officers”

“They are giving for example during exam days they’re not allowing us to train so that is one way that I can see they are really supporting the academic area of the athlete, so I think that is one thing that I observe during those times. And I believe that they are not allowing the students kasi talaga to have lower grades you know, with which hindi lang training yung finofocus ng mga coaches and the athletic office as well but they are into the academic areas as well so hindi nila pinapabayaan naman na kumabaga maging hindrance yugn training ng student para hindi siya makaimprove..umangat sa academic area”

“ Example during exam days they don't allow us to train, so that is one way of supporting the academic area of the athletes. I think that is one of the things I observed at that time. And I believe that athletes are not allowed to have low grades, with which the coaches didn't only focus on training, but also in the academic area. They don't let training be a hindrance to improve academically”

c. Other Considerations

“ during the time na naijured ako, kung naalala mo pa yun weng sa shoulder, pinapaprocceed ako lagi sa PT which is free, actually i don't have to pay for the PT especially yung mga tapes na ginagamait sa akin yung mga bandages na ginagamit, so i think that's one thing that I really appreciated from athletic office also from the coaches, so dun ako pinaprocceed agad which is talaga namang nakatulong sa pag galing ng injury ko during that time, and also accommodation during the competitions, yes”

“ during that time when I got Injured, if you can remember that Weng, they always remind me to go to the PT (physical therapist) for free therapy. I actually, didn't have to pay for it especially the tapes and bandages that they used. So i think that is one thing that i appreciated from the athletic office, also from the coaches. So they let me proceed to the PT which certainly was a big help for my recovery. And also accommodation during competitions, yes”

2. What were the things you have enjoyed being a varsity player?

“ camaraderie, yun yung masasabi kong naenjoy ko the most, although TKD when it comes to Taekwondo you play individually but you still pay as a team, siguro with all the support, the coachings that you are getting from the other teammates so i think that is one thing that i enjoyed the most and of course the bond that you had with your teammates during that time, something that you will never forget. And i think the training also kasi kahit napagsasabihan ka ng kung ano ano jan sige ka parin , wala kang magagawa, pakinggan mo nalang”

“ Camaraderie, That i can say i have enjoyed the most. Although TKD a a individually played, we still played as a team may be with all the support the coaching that i got from the other team mates. so i think that is one thing that i enjoy the most. enjoyed the most and of course the bond that I had with

my teammates during that time, something that I'll never forget. and i think the training also because even if i always get scolded and thrown a lot of words, i couldn't do anything but just to listen"

3. What were the challenges that you met?

" i think uhm isa sa pinaka challenging na part of becoming a varsity player is time management, oo kasi there are certain times na kailangan mong magtraining i mean required kang magtraining kasi you are preparing for certain competitions pero during those times naman sumasabay yung mga paper works, school works, so i think yun yung pinakachallenging sa lahat kung paano mo imamange yung time mo para mapagsabay mo yung dalawa"

"One of the most challenging part of being a varsity player is time management. there are certain times that i really had to train i mean it is because we are required to train in preparation for a certain competition, however sometimes, there are some paper works and school works that comes along those busy training schedule. So i think that is the most challenging of all, managing your time to juggle both academics and training.

4. How did you overcome these challenges?

" for me nagbawas ako ng units kasi i can say na hindi ko sya kaya kung isasabay ko sa training, anyway hindi lang naman sa training mo kailangan magfocus kailangan mo rin kasi talagang pumasa sa totoo lang sa schooling mo, sa studies mo so ayun nagbawas ako ng units para in some way makatulong, in some way may time parin ako magpahinga kasi during those times nachallenge din ako sa kung paano ko bibigyan yung self ko ng rest"

" For me i reduced my units because i really couldn't manage a lot of subjects with my training, anyway i didn't have to focus only on training but also on passing my subjects in school, that's why i reduced my units, for me to still find time to rest in some way, which is also a challenge, to give myself a break"

5. How are the services provided differ from those who were directly recruited and those who applied as a varsity player?

" i can say they are all equal naman sa benefits na nakukuha nila it's just that they also have differences"

" I think siguro sa length of time na na part kayo ng UB ganun"

" I can say there are all equal in benefits that they get it's just that they also have differences"

" I think maybe in the length of time that they were a part of UB"

6. What can you say about your experiences as a UB varsity in general?

“ i think it was good, it was really fulfilling i can say, being a varsity player, being a part of UB Varstiy team, with all the support, with all the discipline coachings that we were getting from out coaches and also from our team mates hindi naman nagkulang, wala naman akong masabing nagkulang ang UB into providing these services specific services to their athletes so i just can say that hopeful they will keep it up to helping many more students in terms of providing good services to the athletes and students of UB”

“ I think it was good, it was really fulfilling i can say, being a varsity player,being a part of UB Varstiy team, with all the support, with all the discipline coachings that we were getting from out coaches and also from our team mates, those were all enough,I can’t say that UB lacked in providing these services to their athletes. So i just can say that hopefully they keep that up, helping many more students in terms of providing good services to the athletes and students of UB”

2. What are the identified gaps between the promised services and actual experiences of the varsity?**1. Based on your experiences as a UB varsity player, were the promised services during your recruitment fulfilled?**

“ yes naman ,although there are certain times lang na syempre when it comes to sa pagkuha ng allowance there are times na nalelate sila although we do not know what came before that kung ano yung reason bakit may delays na ganun, yun lang delays, but nevertheless, okay naman lahat”

“ yes, although sometimes, especially during claim of allowance, there were instances that the allowances were delayed. Although we didn’t know what came before that, or the reason of delays, nevertheless, everything’s fine”

2. What promised services were fulfilled? What promised services were not fulfilled?

“I just waited, actually”

“ I just waited, actually”

Appendix E
CERTIFICATE OF TOOL VALIDATION




Telefax No.: (074) 442-3071

E-mail Address: rdc@ubaguio.edu

CERTIFICATION

This is to certify that I have validated the
questionnaire/checklist/test question/survey/interview guide of
the study with the title: **Service Quality Assessment of the
Athletic Support Services for the University of Baguio's
Varsities**

The proponent/s may proceed to data gathering.

VALIDATOR	Date	Signature
Dahlia D. Soriano	5-29-23	

**Appendix F
Proposal Ethics Review**



RESEARCH AND DEVELOPMENT CENTER
General Luna Road, Baguio City Philippines 2600

Telefax No.: (074) 442-3071 Website: www.ubaguio.edu/rdc E-mail Address: rdc@ubaguio.edu

Chorachor, Rowena B.

May 30, 2023

Title: Service Quality Assessment of the Athletic Support Services for the University of Baguio’s Varsities

RESEARCH PROPOSAL ETHICS REVIEW FORM

To the ethics reviewer:

Evaluate the presence of the important ethical considerations in the application by checking the appropriate column.

COMPONENTS	YES	NO	REMARKS
1. The researcher/lead researcher has adequate trainings on the design and methodology to be used.	√		
2. The researcher/lead researcher possesses the necessary background knowledge to conduct the study.	√		
3. The research can be completed successfully in the indicated time.	√		
4. The research design is appropriate to the study.			
5. The proposed methods for testing the stated hypothesis are appropriate.	√		
6. The data analysis procedures are appropriate.	√		
7. The study is NOT a duplication of a previous study.	√		
8. The data collection procedures respect the privacy of the participants.	√		
9. The data collection procedures guarantee anonymity of the participants (if the informants/participants opt for non-disclosure of identity).	√		
10. The data collection procedures guarantee confidentiality of information (if informants/participants opt for non-disclosure of information).	√		
11. The selection of participants ensures objective and non-discriminatory procedures.	√		
12. A provision is made that participation in the research is voluntary and that participants can withdraw anytime.	√		
13. There is a provision made for the participants to be informed of the results of the study.	√		
14. There are sufficient measures to minimize the risks identified in the study.	√		
15. There is evidence that the participants will not suffer long term physical, emotional and psychological harm as a consequence of participating in the research.	√		
16. The participants will NOT be spending or using their resources for the research.	√		
17. There is a risk management strategy to address the safety of participants in studies involving			N/A

Version 2, 2019



UNIVERSITY OF Baguio
RESEARCH AND DEVELOPMENT CENTER
 General Luna Road, Baguio City Philippines 2600

Telefax No.: (074) 442-3071 Website: www.ubaguio.edu/rdc E-mail Address: rdc@ubaguio.edu

invasive nondiagnostic procedures such as venipuncture and incision			
18. There is evidence of the contribution of the study to improvement of life, systems and processes and most especially to the groups involved.	√		


In general, the study is

Low risk Medium risk High risk

COMMENTS/SUGGESTIONS:

Action Taken
<input checked="" type="checkbox"/> The study is approved to commence
<input type="checkbox"/> The study needs minor revisions prior to commencement
<input type="checkbox"/> The study needs major revisions prior to commencement

Evaluated by:


JENET C. FLORES
 (Signature over printed name)
 Member, ERC

June 9, 2023
 Date

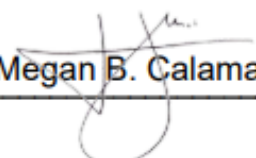
Appendix G
Copy of Signed Consent



Participant's Consent Form


1. I confirm that I have read the contents of the Information Sheet about this study and Understand the content;
2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving a reason;
3. I understand that the Interview will be video recorded and written out word-for-word later. The recording will be securely stored in accordance with the data protection act;
4. I understand that anything I say will be treated confidentially and only used for research purposes only; and
5. I agree to take part in the Interview for the Study: "Service Quality Assessment of the Athletic Support Services for the University of Baguio's Varsities".

Signature over printed name of the participant:


Megan B. Calama

Date: 11-05-2023

Researcher:


Rowena Bagalay Chorachor

Date: May 2, 2023

Acknowledgment

First and foremost, all praises and glory to God almighty for his never-ending showers of blessings that made this research a success.

The researcher extends her deepest and sincerest gratitude to the following people for giving their utmost support and overwhelming encouragement that led to the success of this research.

Her adviser, Dr. Bernardita C. Ayunon whose exceptional wisdom and considerable patience

enabled the researcher to finalize this research. The panel members, Dr. Elmer C. Eligio, Dr. Dahlia D. Soriano, Ms. Junalyn Penrad, and Dr. Aida C. Dapiawen for sharing their advice and guidance, same is true with Dr. Marilou Saong being the Thesis Writing Instructor, and to the whole of the University of Baguio Graduate School for their assistance.

The researcher also wants to extend the same to the UB Cardinals community including all the UB Varsity players, former and current, and the Athletic office for acknowledging her attempt to share her part in enriching the said community as well as her current work family the National Headquarters- National Support Units Training Center for allowing her to freely pursue this Degree and grow professionally and personally.

Moreover, special acknowledgment and appreciation are given to the Philippine National Police Training Institute most especially to PCOL BRENT M MADJACO and PCOL EDWELITO C ROSALES for the unending encouragement, motivation, inspiration, and support, and for showing the researcher the kinds of leaders worth emulating.

Finally, the researcher is extremely grateful and forever indebted to her family and friends for their love, support, care, and encouragement, most especially to her parents, Mr. Rodolfo V. Chorachor and Mrs. Angelita B. Chorachor, for their sacrifices and immeasurable love. The researcher dedicates this hard work to her Dear Mother who has already joined the Almighty Creator in Heaven and hopes to always make her proud.

Biography

The Author is currently a part of the Philippine National Police under the National Police Training Institute. Prior to become a law enforcement officer, the author graduated Bachelor of Elementary Education Major in General Education in the University of Baguio under the Athletic Scholarship Program specifically Taekwonodo, wherein she earned her 1st Dan Blackbelt rank. She has been an athlete for 10 years when she decided to finally retire as an athlete and pursue her career as a law enforcer.

References

Journals

1. Acoba, E.M., Malabarbas, G.T., Salino, M. P. M. (2022). Assessing the Sports Program and Performance of Athletes in Selected Public High Schools . American Journal of Multidisciplinary Research and Innovation, 1(3), 89–97. <https://doi.org/10.54536/ajmri.v1i3.405>
2. Ada, S., Baysal, Z. N., Erkan, S. S. S. (2017). An Evaluation of Service Quality in Higher Education: Marmara and Nigde Omer Halisdemir Universities' Department of Education Students. Universal Journal of Educational Research, 5(11), 2056-2065.
3. Aspa F., Estacio. L, Gabriel, N.C. (2022). Client Satisfacción on the Service of University of Baguio Support Offices. European Online Journal of Natural and Social Sciences. 11, No 4(s) (2022). https://european-science.com/eojnss_proc/article/view/6702
4. Bautista, B.H. (December 2021). Service Quality and Students Satisfaction among Dentistry students in One Institution of Higher Learning. Asia Pacific Journal of Allied Health Sciences. 4. No.1, pp 64-75 December 2021 ISSN 2704-3568. <https://research.lpubatangas.edu.ph/wp-content/uploads/2022/06/9-APJAHS-2021-2.pdf>

5. Beames, J. R., Kikas, K., O'Grady-Lee, M., Gale, N., Werner-Seidler, A., Boydell, K. M., & Hudson, J. L. (2021). A new normal: integrating lived experience into scientific data syntheses. *Frontiers in psychiatry*, 12. <https://doi.org/10.3389/fpsyt.2021.642811>.
6. Bissett, J.E., & Tamminen, K.A. (2022). Student-athlete disclosures of psychological distress: Exploring the experiences of university coaches and athletes, *Journal of Applied Sport Psychology*, 34:2, 363-383, [10.1080/10413200.2020.175326](https://doi.org/10.1080/10413200.2020.175326).
7. Bradley, J., Conway, P., & Gomez, J. (2018). The challenges of a high-performance student-athlete. *Irish Educational Studies*. 37. 1-21. [10.1080/03323315.2018.1484299](https://doi.org/10.1080/03323315.2018.1484299).
8. Brady, M. K., & Cronin, J., Jr. (2001). Some new thoughts on conceptualizing perceived service quality: A hierarchical approach. *Journal of Marketing*, 65(3), 34–49. <https://doi.org/10.1509/jmkg.65.3.34.18334>
9. Braun, V., & Clarke, V. (2012). Thematic analysis. In H.Cooper, P. M. Camic, D. L. Long, A. T. Panter, D. Rindskopf, & K. J. Sher (Eds.), *APA handbook of research methods in psychology*, 2. Research designs: Quantitative, qualitative, neuropsychological, and biological (pp. 57–71). American Psychological Association. <https://doi.org/10.1037/13620-004>
10. Chinayo, D.L. (15 January, 2019). The Performance of Service Quality in the graduate school of the University of Baguio. *UB Research Journal*, 42, No. 1 January-June 2018. <https://rdc.ubaguio.edu/the-performance-of-service-quality-in-the-graduate-school-of-the-university-of-baguio/>
11. Cuiccio, C., & Slater, M.H. (May 2018). Needs Assessment Guidebook Supporting the Development of District and School Needs Assessments. American Institutes for Research under U.S. Department of Education. https://oese.ed.gov/files/2020/10/needsassessmentguidebook-508_003.pdf
12. Cutler, B.A., & Dwyer, B. (2020). Student-Athlete Perceptions of Stress, Support, and Seeking Mental Health Services. *Journal of Issues in Intercollegiate Athletics*, 2020, 13, 206-226. http://csri-jiia.org/wp-content/uploads/2020/06/RA_2020_10.pdf
13. Esguerra J.S., Acosta, J.M., & Cantor, M.L.E. (8 February, 2021). Service quality satisfaction as experienced by dentistry students. *University of Baguio Research Journal*. 44, No. 1. <https://rdc.ubaguio.edu/service-quality-satisfaction-as-experienced-by-dentistry-students/>
14. Estacio, L., Abarientos, M., & Banguete, M. (2022). Impact of student services and programs to student performance. *European Online Journal of Natural and Social Sciences* 2022.11, No 4 (s) Special Issue on Hybridity in the New Reality ISSN 1805-3602. https://european-science.com/eojnss_proc/article/view/6711/3030
15. EU guidelines on dual careers of athletes. (2012, November 16). https://ec.europa.eu/assets/eac/sport/library/documents/dual-career-guidelines-final_en.pdf
16. Ghotbabadi, A.R., Feiz, S., & Baharun, R. (2015). Service Quality Measurements: A Review. *International Journal of Academic Research in Business and Social Sciences* February 2015, 5, No. 2 ISSN: 2222-6990. https://www.researchgate.net/publication/277661334_Service_Quality_Measurements_A_Review
17. Gonzenbach, W. & Watkins, B. (2013). Assessing University Brand Personality through Logos: An Analysis of the Use of Academics and Athletics in University Branding. *Journal of Marketing for Higher Education*. 23. [10.1080/08841241.2013.805709](https://doi.org/10.1080/08841241.2013.805709).
18. Hendrawati, A.E., Tomoliyus, & Subaguio, I. (2021). The Effect of Service Quality and Incentives on Satisfaction and Motivation of Student Athletes in the Pandemic Period. *Turkish Journal of Computer*

- and Mathematics Education.12 No.14 (2021), 180-189 .
<https://www.turcomat.org/index.php/turkbilmat/article/download/10243/7733>
19. Hodes, J.S., James, T., Martin G., & Milliner, K. (2015). Go for the Win: A Collaborative Model for Supporting Student-Athletes. Institute of Education Sciences. v20 n1 p47-60 Spr 2015.
<https://eric.ed.gov/?id=EJ1058010>
20. Indeed Editorial Team. (9 August, 2022). Service Quality: Definition, 5 Dimensions and Implementation. Indeed.https://www.indeed.com/career-advice/career-development/service-quality?utm_campaign=earnedsocial%3Acareerguide%3Asharedirectshare%3AUS&utm_content=Service%20Quality%3A%20Definition%2C%205%20Dimensions%20and%20Implementation&utm_medium=social&utm_source=directshare-
21. Lukas L., Stambulova, N.B., Kent Lindahl & Paul Wylleman (2019) Swedish university student-athletes' dual career scenarios and competences, International Journal of Sport and Exercise Psychology, DOI: 10.1080/1612197X.2019.1611898
22. Marticio, R.M., Sacristan, A.T., & Marcelino, R.B.N. (December, 2017). Service Quality of Colegio De San Juan De Letran, Manila: Its Implications for Policy Making. Luz y Saber 11 (2).
<https://researchmanila.letran.edu.ph/read/117>
23. Maslow, A. H. (1943). A theory of human motivation. Psychological Review, 50(4), 370–396.
<https://doi.org/10.1037/h0054346>
24. Otto, M.G., Martinez, J. M. & Barnhill, C.R. (2019) How the Perception of Athletic Academic Services affects the overall College Experience of Freshmen Student-Athletes. Journal of Athlete Development and Experience:1 : Iss. 1 , Article 5.<http://www.ijarp.org/published-research-papers/sep2018/Advertising-Strategies-Of-Selected-Higher-Education-Institutions-In-Metro-Manila-their-Influences-In-The-Business-Cycles-Of-Business-Education-Institutions.pdf>
25. Parasuraman, A Parsu & Zeithaml, Valarie & Berry, Leonard. (1985). A Conceptual Model of Service Quality and its Implication for Future Research (SERVQUAL). The Journal of Marketing. 49. 41-50. 10.2307/1251430.
26. Riemer, H. A., & Chelladurai, P. (1998). Athlete Satisfaction Questionnaire (ASQ) [Database record]. APA PsycTests.<https://doi.org/10.1037/t17708-000>
27. Rubin, L. M., & Moses, R. A. (2017). Athletic Subculture Within Student-Athlete Academic Centers, Sociology of Sport Journal, 34(4), 317-328. <https://doi.org/10.1123/ssj.2016-013>
- Sandoval, D.A. (9, September 2018). Advertising Strategies Of Selected Higher Education Institutions In Metro Manila: Their Influences In The Business Cycles Of Business Education Institutions. International Journal of Advanced Research and Publication.2, Issue 9.
<http://www.ijarp.org/published-research-papers/sep2018/Advertising-Strategies-Of-Selected-Higher-Education-Institutions-In-Metro-Manila-their-Influences-In-The-Business-Cycles-Of-Business-Education-Institutions.pdf>
29. Sarsale, M., & Caday, S.(2020). Exploring Quality of Student Services of a Philippine State University Satellite Campus Using SERVQUAL and Service Improvement Matrix. Malaysian Online Journal of Educational Management 10.22452/mojem8no2.5.<https://mojem.um.edu.my/article/view/23155>
30. Seixas, B. V., Smith, N., & Mitton, C. (2018). The qualitative descriptive approach in international comparative studies: using online qualitative surveys. International Journal of Health Policy and Management, 7(9), 778.

31. Serra, P., Surujlal, J., & Redda, E.H. (2016). Perceptions of Service Quality and Satisfaction of high performance programmes (HPP): A Case Study of a comprehensive university in South Africa. *International Journal of Social Sciences and Humanity Studies* 8 No.1 2016.. ISSN:1309 8063. https://sobiad.org/eJOURNALS/journal_IJSS/archives/IJSS2016_1/Paper68a_SerraSurujlalRedda.pdf
32. Thomassen, J. P., & de Haan, E. (2016). How to create a service excellence organization. White paper about the European service excellence model and the European technical specification CEN/TS 16880-Creating outstanding customer experiences through service excellence. https://www.pvko.nl/1/library/download/urn:uuid:902d9bf0-d30e-4e2f-86d1-8fdf71087c4a/whitepaper_service-excellence.pdf?redirected=1679754304
33. Thompson F., Rongen F., Cowburn I. & Till K. (2022). A case study of the features and holistic athlete impacts of a UK sports-friendly school: Student-athlete, coach and teacher perspectives. *PLOS ONE* 17(11): e0278401. <https://doi.org/10.1371/journal.pone.0278401>
34. Viduya, A.D., Wayang, M.J., & Penrad, J.C. (19, July 2019). Stakeholders' satisfaction with the University of Baguio Laboratory Elementary School (UBLES) School facilities. *University of Baguio Research Journal*. 43, No. 1. <https://rdc.ubaguio.edu/3487-2/>

Electronic Sources

35. Grubb, J. & Nandan, S. (2020). Digital Commons. The Influence of Athletics on University Branding: Through the Lens of Key Stakeholders. https://digitalcommons.kennesaw.edu/cgi/viewcontent.cgi?article=1415&context=ama_proceedings
36. Hopper, E. (2020). Maslow's hierarchy of needs explained. ThoughtCo, ThoughtCo, 24, 1-3.
37. Parker, C. (31, May 2022). Community College Daily. How athletics benefit your college. <https://www.ccdaily.com/2022/05/how-athletics-benefit-your-college/#:~:text=Athletic%20facilities%20draw%20widespread%20attention,surrounding%20community%20and%20school%20system>
38. Rajeev, M. (21 August, 2018). What is Customer Satisfaction? Freshdesk Contact Blog. <https://www.freshworks.com/freshcaller-cloud-pbx/call-center-software/customer-satisfaction-definition-blog/#:~:text=Philip%20Kotler%20defines%20customer%20satisfaction,is%20by%20no%20means%20ambiguous>
39. Rana, J. (31 October, 2022). 7 Most Important Customer Satisfaction Theories. Revechat. <https://www.revechat.com/blog/customer-satisfaction-theory/>
40. University of Baguio (2021). Student's Handbook. https://drive.google.com/file/d/1icMj3NGASXu_AMHauUyaSioldoCyhJ7K/view