

Clientele Satisfaction on the Ease of Doing Business and Efficient Delivery in A State University

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Abstract

This study assessed clientele satisfaction with the implementation of Republic Act No. 11032, or the Ease of Doing Business and Efficient Government Service Delivery Act of 2018, in a State University, specifically among 184 fourth-year students of the College of Teacher Education. It examined the profile of the respondents, their level of satisfaction in terms of accessibility of services, clarity of procedures and requirements, efficiency of service delivery, professionalism and responsiveness of personnel, transparency and accountability of processes, overall satisfaction, problems encountered, and significant differences when grouped according to profile, and policy recommendations based on the findings. Using a causal-comparative research design and a reliable survey questionnaire, the study found that respondents were generally highly satisfied with the University's implementation of RA 11032, while problems were rarely encountered. The results also showed no significant differences in satisfaction when grouped by age, gender, academic program, and the office transacted with. Overall, the study concludes that the university has effectively implemented RA 11032, although continuous improvements in waiting time, online services, communication channels, and feedback mechanisms are still recommended.

Keywords: Clientele Satisfaction, Republic Act No. 11032, State University

Introduction

There are numerous examples of states, developed and developing, aiming to improve public services through efforts to make them more responsive, more transparent, and better. In both developed and developing countries, numerous efforts are underway to improve public services by making them more responsive, more transparent, and more effective. Governments are often challenged to deliver improved services, which citizens and stakeholders demand more. In the Philippines, the inefficiency of the bureaucracy, or "red tape," are making it more difficult for the government to work effectively, for the economy to grow and for public opinion to be satisfied. These issues manifest as long processing time, complex procedures, and opacity and lack of accountability of government agencies, making it challenging for businesses and citizens to interact with government agencies.

Philippine government passed Republic Act No. 11032 or the Ease of Doing Business and Efficient Government Service Delivery Act of 2018. This Act amends the Anti-Red Tape Act, 2007 and is signed into law on 28 May 2018. It aims to improve government service delivery, reduce bureaucracy and streamline government. The Act aims to promote integrity, accountability and transparency and to provide effective and efficient delivery of government services.

It is important to implement this law in higher education institutions, including public universities and colleges. The State Universities serve students, instructors, staffs, parents, researchers and external

stakeholders in terms of administration and academic services. These services encompass enrollment, issuance of documents, payment processing and research assistance. The nature and effectiveness of these services are important for client satisfaction and client perceptions of institutional effectiveness.

Client satisfaction is widely recognized as a key indicator of the performance of public institutions. Clients trust an institution more when its services are efficient, transparent, and timely. On the other hand, delays, a lack of information, and complicated tasks can all contribute to dissatisfaction and more complaints. Measuring client satisfaction helps to demonstrate the effectiveness of policies such as RA 11032.

Further, the law emphasizes the need to adopt a Citizens' Charter in all Government departments. This charter will deliver to clients all the necessary information about the service methods, requirements, costs, and processing times. It also enhances accountability of public servants by establishing a benchmark for service delivery (Law and Policy Reform Program). The establishment and impact of a Citizens' Charter in a university context can have a significant effect on customer perception and experience of the services that are provided by the institution.

In general, this research has emphasized the need to meet the needs and expectations of public services' clients. Laws like this one help to make public sector more efficient and citizen-centric as it responds to the changing demands. By analyzing the practices of that legislation in a state institution, this study is part of the efforts to improve governance, increase accountability, and ensure the availability, responsiveness and quality of public services.

Methodology

The following components of the research are described in this chapter: research design, research setting, the population and sample of the study, data-gathering tool, the validity and reliability of the instrument, the data-gathering procedures, the statistical treatment of the data, the formula used in the data analysis, and the ethical considerations.

Research Design

A causal-comparative design or ex post facto was used in the study. This was a suitable design as it investigated the difference in satisfaction of the clients for each group of respondents as service recipients without changing their characteristics and services received. The respondents' academic program, office transacted with and age and gender were pre-existing characteristics that were not experimentally controlled.

The design allowed the researcher to describe the satisfaction of the respondents to the implementation of Republic Act No. 11032 and to compare the satisfaction ratings of the respondents in the groups by profile. It also enabled the researcher to explore the respondents' actual experiences on accessibility of services, clarity of the procedure and requirements, efficiency of service delivery, professionalism of staff and responsiveness, transparency and accountability of the processes, and overall satisfaction of the clients.

Participants and Sampling Technique

The population of this study were 340 fourth year students of the College of Teacher Education, Aklan State University, Banga Campus. The students were deemed appropriate subjects for the study as they had had transactions with one or more of the frontline offices of the University namely, the Registrar's Office, the Cashier's Office, the School Clinic, the School Library and the Student Affairs and Services Office.

The actual number of respondents was 184 students obtained through stratified proportionate random sampling. The students were divided based on academic program which represented the proportion of students in each program in the overall population. There are 42 students from the Bachelor of Elementary Education program, 21 from the Bachelor of Secondary Education major in English, 21 from Social Studies, 64 from Science and 36 from Mathematics programs in the sample.

The participants were selected based on the following criteria: They should be 4th year College of Teacher Education (CTE) students officially enrolled in the school during the data collection period and they should have had a transaction with at least one of the identified University (U) Offices. Students who were not enrolled in the fourth year, did not attend another college, had not had a transaction with the identified offices, or did not give informed consent were excluded.

Research Instrument

A structured questionnaire was designed and adapted to the objectives and service-delivery principles of Republic Act No. 11032, which was used in the study. Service-quality ideas of reliability, responsiveness, assurance, empathy and the tangible and process elements of service were also used to guide the instrument.

The questionnaire comprised of three sections. Part I collected the profile of the respondents in terms of age, gender, academic program, and office transacted with. Part II contained 40 statements that measured clientele satisfaction in terms of accessibility of services, clarity of procedures and requirements, efficiency of service delivery, professionalism and responsiveness of personnel, transparency and accountability of processes, and overall clientele satisfaction. Information regarding challenges faced with university offices was included in Part III.

The satisfaction statements were measured on a 5-point Likert scale. The following interpretation was used for the responses: 4.21-5.00, Very Highly Satisfied; 3.41-4.20, Highly Satisfied; 2.61-3.40, Moderately Satisfied; 1.81-2.60, Slightly Satisfied; and 1.00-1.80, Not Satisfied. The frequency of occurrence of the problems identified was assessed on a separate 5 point scale.

The questionnaire was expertly reviewed for its clarity, relevance, organization and content of the items being presented with the aim of the study. Comments and recommendations were taken into account when making revisions. It was then subjected to a pilot test with 30 students of Aklan State University, Makato Campus, but not part of the sample.

Cronbach's alpha was used to determine the internal consistency of the questionnaire. The coefficient values for the various dimensions were from 0.929 to 0.983. The alpha values for the services' accessibility, clarity of procedures and requirements, efficiency of service delivery, professionalism and responsiveness of personnel, transparency and accountability of processes, overall clientele satisfaction and problems encountered were 0.941, 0.968, 0.954, 0.980, 0.937, 0.929 and 0.983 respectively. These values showed very good internal consistency and reinforced the use of the instrument in the study.

Data Gathering Procedure

The researcher obtained permission from the relevant university authorities, and he gave advance notice to the College of Teacher Education about the implementation of the study. Upon the consent, the respondents eligible were identified based on their academic programs and the proportion required in each academic program.

Google Forms were used to distribute the questionnaire online. The online form included an opening message that provided information on the purpose of the study, the characteristics of the respondents, the voluntary nature of the participation and the confidentiality of the responses. Informed consent was obtained from the participants prior to their filling in the question.

The survey link was sent out to the respondents selected via the proper online communication platforms. They had enough time to fill out the form and follow-up reminders were sent to get a higher response rate. The answers submitted were then checked for their completeness after the data-gathering period. Responses that were incomplete, duplicated, or ineligible were removed prior to encoding, organizing and preparing data for statistical analysis.

No intervention, treatment, pre-test, post-test or control group was employed as the study sought to examine the current experiences of the respondents and their views on service delivery in the university.

Data Analysis Procedure

The data collected were screened, coded, tabulated and analyzed with the appropriate descriptive and inferential statistical procedures. Frequency counts and percentages were used to describe the respondents according to age, gender, academic program, and office transacted with.

The degree of satisfaction of the respondents was analyzed with the weighted Mean and the standard deviation on the basis of six dimensions of service delivery. The extent of problems respondents experienced in their transactions with university offices was also determined by using weighted mean. The results were ranked, as appropriate, to determine the best service areas and most common concerns.

To check if there were significant differences between the satisfaction of the clientele according to the profile variables, which had more than two categories, one-way analysis of variance was used, with the premise that the assumptions for parametric analysis were met. When the necessary assumptions were not satisfied the nonparametric alternative to the Kruskal–Wallis test was used. The test of null hypothesis was conducted at 0.05 level of significance.

A questionnaire was used and checked by experts as well as pilot testing to confirm the validity of the results. Cronbach's alpha coefficients were obtained to establish the reliability of the obtained results which all showed excellent internal consistency.

Ethical Considerations

The researcher adhered to the principles of voluntary participation, informed consent, confidentiality, privacy and fair treatment in the study. The respondents were briefed on the purpose, procedures, expected participation and intended use of the information which were to be gathered in this study before they were asked to fill the questionnaire. They were told that their participation was voluntary and they could opt out or opt out at any time, without penalty.

The questionnaire did not ask the respondents for unnecessary personally identifying information. Answers were confidential, summarized and only used for academic research. The collected data could only be used by the researcher and research staff members. Electronic records were kept in secure manner and prevented from being accessed by unauthorized persons.

The study was approved with the necessary permissions from the authority of Aklan State University prior to the survey. No participants was subjected to coercion, discrimination, deception or foreseeable harm. In order to ensure the integrity and credibility of the study, the researcher adopted honesty in the collection, analysis, interpretation and reporting of the data.

Results and Discussion

This section summarizes the research findings, conclusions, and recommendations. The implementation challenges of the Ease of Doing Business and Efficient Government Service Delivery Act of 2018 (Republic Act No. 11032) at a State University are discussed, as well as the main findings about client satisfaction and respondent demographics (Medes et al., 2022).

Demographic Profile of the Respondents

Table 1 below shows the demographic profile of the respondents by age, gender, academic program, and the office they transacted with. These variables were included to gain a clearer understanding of the respondents' background characteristics in relation to the study on the implementation of the Ease of Doing Business and Efficient Government Service Delivery Act of 2018 in a State University. The respondents' profile provides relevant information about the clientele who evaluated the university's services. A total of 184 respondents participated in the study.

Table 1: Demographic Profile of Respondents

Profile	Frequency (f) 184	Percentage (%) 100
1.1 Age		
20 years old and below	20	10.87%
21- 30 years old	163	88.59%
31 years old and above	1	0.54%
1.2 Gender		
Male	19	10.33%
Female	163	88.59%
Prefer Not to Say	2	1.09%
1.3 Academic Program		
Bachelor of Science in Elementary Education (BEEd)	42	22.83%
Bachelor of Science in Secondary Education (BSEd)-Social studies	21	11.41%
Bachelor of Science in Secondary Education (BSEd)-English	21	11.41%
Bachelor of Science in Secondary Education (BSEd)-Mathematics	36	19.57%
Bachelor of Science in Secondary Education (BSEd)-Science	64	34.78%
1.4 Office Transacted With		
Cashier's Office	12	6.52%
Registrar's Office	111	60.33%
School's Clinic	12	6.52%
School Library	29	15.76%
Student Affairs and Services Office	20	10.87%
Total	184	100%

Summary Level of Respondent's Clientele Satisfaction

In Table 2 the summary results on the degree of clientele satisfaction with the implementation of the law present clients' overall assessment of the services provided, including accessibility of services, clarity of procedures and requirements, efficiency of service delivery, professionalism and responsiveness of personnel, and transparency and accountability of processes. These tests have provided results which help to clarify whether the services are satisfying the needs and expectations of both the clients and the University can gain precious feedback for developing its services.

This is an overview of the respondents' satisfaction ratings for the five services. The overall weighted mean was 4.15 (Highly Satisfied) and the respondents were generally satisfied with the application of the legislation by the university. With a weighted mean of 4.18, the area with the highest ranking was staff responsiveness and professionalism. This highlights the most crucial aspects of service delivery, which are the "attitudes" of university personnel in respect of their actions, support, equity and responsiveness. On a scale with a weighted mean of 4.16, the openness of procedures and the clarity of rules occupy the second position - this result shows that many participants know the protocols and value how the university shares information. By contrast the efficiency of service delivery is in fourth place with a weighted mean of 4.13. And the accessibility of services is in fifth place with a weighted mean of 4.12. When those scores are taken into account, both categories indicate that users are satisfied, although other aspects of the system, such as online tools, ways to communicate, waiting areas, and access support, require more effort from staff.

The statistics demonstrate that respondents believe the institution complies with RA 11032 in a way that satisfies their expectations. Based on these findings, it is obvious that the university meets the needs of its clients successfully and consistently, but staff must still adjust how they deliver services so that the steps in each procedure are completed more rapidly. To ensure that the directions are easy to understand, the staff should write them in a clear, direct manner. For the changes to happen, the university must ensure that services are accessible to a larger number of individuals. And the university must organize its processes to prioritize each person's specific requirements.

Table 2: Summary of Respondents' Level of Satisfaction

Indicator	Weighted Mean	Verbal Interpretation	Rank
Professionalism and Responsiveness of Personnel	4.18	Highly Satisfied	1
Clarity of Procedures and Requirements	4.16	Highly Satisfied	2.5
Transparency and Accountability of Processes	4.16	Highly Satisfied	2.5
Efficiency of Service Delivery	4.13	Highly Satisfied	4
Accessibility of Services	4.12	Highly Satisfied	5
Overall Weighted Mean	4.15	Highly Satisfied	

Legend: 1.00-1.80: Not Satisfied 1.81-2.60: Slightly Satisfied 2.61-3.40: Moderately Satisfied 3.41-4.20: Highly Satisfied 4.21-5.00: Very Highly Satisfied

Problems Encountered by Respondents in the Implementation of Republic Act 11032

Broadly speaking, the data indicate that respondents assess the university's implementation of RA 11032 as effective. It is clear from those results that the university provides what its clients require according to specified standards, but the staff must adjust how they deliver services so that procedures are completed more quickly, and people can follow instructions without difficulty. For improvements to happen, it is necessary that services be accessible to a larger number of people and that they prioritize each person's specific requirements.

The respondents rarely encountered problems in implementing RA 11032, as reflected in the overall weighted mean of 2.27 (see Table 3 below). (An Assessment of the Implementation of Republic Act No. 9344 or the Juvenile Justice and Welfare Act in Luzon, 2019) This indicates that the common issues related to government service delivery were not frequently experienced by the respondents. Most factors were classified as Rarely Encountered, indicating that the university has successfully reduced challenges with procedures, requirements, communication, and response.

However, the most commonly reported issue was excessive wait periods and delays in the processing and release of requested documents, with a weighted mean of 2.90, read as Sometimes Encountered. This implies that waiting times and delays are still the most obvious problems among respondents. Although the problem is not common, it deserves attention because delays can have a negative impact on client satisfaction.

Other concerns, such as trouble finding the right office, complex procedures, high requirements, inconsistent information, delayed responses, and online system problems, were evaluated as uncommon. This suggests that these problems exist only to a certain extent. Still, the university may continue strengthening its information dissemination, online systems, signage, help desks, and communication channels to further minimize client difficulties.

Overall, the results show that the university is successfully implementing this law, with few issues reported by respondents. Prioritizing processing speed, document release, and service efficiency is still crucial to raising customer happiness and improving the quality of service delivery.

Table 3: Respondents' Perceived Problems Encountered in the Implementation of RA 11032

Indicator	Weighted Mean	Verbal Interpretation
I have difficulty identifying the right office, understanding procedures, obtaining clear information about requirements, processing time and fees for my transaction.	2.59	Rarely Encountered
I experience long waiting times and delays in the processing and release of requested documents.	2.90	Sometimes Encountered
The procedures involved in my transaction are complicated and require too many steps to complete.	2.46	Rarely Encountered
I am asked to submit excessive or repetitive documentary requirements during transactions.	2.17	Rarely Encountered
I receive inconsistent or conflicting information from different staff members regarding procedures and requirements.	2.10	Rarely Encountered

Table 3: Respondents' Perceived Problems Encountered in the Implementation of RA 11032

The office is not responsive to my inquiries, follow up concerns or requests for assistance.	1.94	Rarely Encountered
The online service systems are difficult to access, unavailable at times, or do not function properly.	2.16	Rarely Encountered
There are limited visible info-graphics, signage or posted guides to help clients understand the transaction process.	2.21	Rarely Encountered
There are no readily available contact numbers, hotlines or communication channels for inquiries and assistance.	2.07	Rarely Encountered
There are limited interventions or support mechanisms available for clients with language differences during transactions.	2.07	Rarely Encountered
Overall Weighted Mean	2.27	Rarely Encountered
Legend: 1.00-1.80: Not Encountered 1.81-2.60: Rarely Encountered 2.61-3.40: Sometimes Encountered 3.41-4.20: Frequently Encountered 4.21-5.00: Constantly Encountered		

Significant Differences in the Clientele Satisfaction on Ease of Doing Business and Efficient Government Service Delivery when Grouped According to the Profile of Respondents

The table below shows the test of significant difference in the respondents' level of clientele satisfaction when grouped according to their profile variables, namely age, gender, academic program, and office transacted with. Table 4 shows that all computed p-values were greater than 0.05. Specifically, age had a p-value of 0.164, gender had a p-value of 0.300, academic program had a p-value of 0.096, and office transacted had a p-value of 0.129. Since all these values are higher than 0.05, the null hypothesis was accepted for all profile variables.

This means that there was no significant difference in the level of client satisfaction among the respondents when they were grouped by age, gender, academic program, and the office they transacted with. In simpler terms, the respondents generally had similar levels of satisfaction with the implementation of RA 11032 regardless of their personal profile or the office where they transacted. The satisfaction ratings of respondents in different age groups, genders, academic programs, or workplace transactions did not differ statistically significantly.

The data indicate that the services received by respondents were perceived reasonably consistently across groups. This indicates that the implementation of the Ease of Doing Business and Efficient Government Service Delivery Act at the university was similarly experienced by the clientele. Therefore, any improvements or policy recommendations may be applied more broadly while still supporting accessibility, procedural clarity, efficiency, personnel responsiveness, and transparency, thereby further strengthening client satisfaction.

Table 4: Test of Significant Difference in the Respondents' Level of Clientele Satisfaction When Grouped According to Profile Variables

Profile Variable	Statistical Tool	Computed F-value	Computed p-value	Level of Significance	Decision	Interpretation
Age	One-Way ANOVA	1.82	0.164	0.05	Accept Ho	No Significant Difference
Gender	Kruskal-Wallis	2.41	0.300	0.05	Accept Ho	No Significant Difference
Academic Program	One-Way ANOVA	2.01	0.096	0.05	Accept Ho	No Significant Difference
Office Transacted With	One-Way ANOVA	1.74	0.129	0.05	Accept Ho	No Significant Difference

Legend: Level of Significance (α) = 0.05; Decision Rule: If $p\text{-value} \leq 0.05$, reject the null hypothesis (H_0)

Conclusion

Respondents expressed satisfaction with the services' accessibility, clarity, efficiency, professionalism, responsiveness, transparency, and accountability. Long wait times and sporadic delays, however, suggest that there is still room for improvement. As a result, while the university's implementation of RA 11032 may be considered adequate, additional improvements are required to ensure faster, more convenient, and client-centered service delivery.

According to these statistics, respondents were generally pleased with the execution of RA 11032 at the university. The lower-ranked industries, however, show that efficiency and accessibility still need to be enhanced.

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