

# Predictors of Net System Benefits of ABC School's Website: A Basis for Enhancing Quality, Usage and Satisfaction

Filipina C. Lorena

filipina.lorena@dls.edu.ph

*De La Salle Lipa, Mataas na Lupa Lipa City, Batangas, 4217, Philippines*

## Abstract

Websites play a vital role in digital marketing and student recruitment in higher education, serving as a primary touchpoint for prospective students. This study evaluated the effectiveness of ABC School's website in Lipa City using the DeLone & McLean IS Success Model, focusing on information quality, system quality, service quality, user satisfaction, and net system benefits. Despite ongoing improvements, results revealed a low recruitment impact, with only 4.76% (SY 2023–2024) and 3.28% (SY 2024–2025) of applicants citing the website as their source. Using a quantitative survey of 119 first-year students, findings showed that information quality and system quality significantly influenced user satisfaction and usage intentions, while user satisfaction strongly predicted net system benefits. The study highlights the need to enhance content, system performance, and mobile responsiveness, and to integrate user-centered features. These improvements aim to strengthen the institution's digital presence and support Sustainable Development Goal 4 on quality education.

**Keywords:** Net system benefits; Information quality; System quality; Service quality; User satisfaction

## 1. Introduction

Websites play a crucial role in digital marketing and student recruitment for higher education institutions. They serve as the primary touchpoint for students and parents, significantly influencing their perceptions and enrollment decisions. Studies indicate that 93% of students use institutional websites during their college search, with 87% considering them valuable in their selection process (Ascione, 2023).

Research emphasized the vital role of institutional websites in student recruitment and engagement (Levitz, 2023). It highlights the growing dependence on digital platforms, with 58% of students using search engines to find college websites and 36% searching based on location. However, usability issues remain a challenge, with 13% of respondents citing difficulty reading website content, 12% finding mobile incompatibility frustrating, and many expressing dissatisfactions with the lack of personalized content.

Despite ongoing enhancements to the institutional website of ABC School in Lipa City, recent survey data indicate a persistent gap in its effectiveness as a student recruitment tool. Among 2,271 applicants for School Year (SY) 2023–2024, only 108 (4.76%) reported discovering the institution through its website. This figure declined further in SY 2024–2025, with only 151 out of 4,605 respondents (3.28%) indicating the same. These consistently low percentages underscore the website's limited effect in attracting prospective students, suggesting that current digital strategies may not be fully optimized.

Recent studies emphasize the critical role of institutional websites in shaping prospective students' perceptions and decisions. Labausa et al. (2023) found that mobile-friendly websites and educational apps significantly influence student enrollment decisions in tertiary education, highlighting the importance of accessible and user-centric web design. Similarly, Gee et al. (2022) identified that improvements in content organization, navigation, and the inclusion of live help desk features can enhance the usability of university websites, thereby increasing user engagement.

Therefore, the current study identified a crucial gap: the underperformance of the institution's website in engaging and converting prospective students, as evidenced by the declining percentage of applicants citing it as their primary source of information. This finding is further supported by the results of the Community Needs Assessment, which revealed that stakeholders perceive the website as needing improvements in usability, relevance, and accessibility. These insights highlight the significant need to revisit and strategically enhance the website, ensuring it is more user-friendly, informative, and aligned with best practices in higher education digital marketing to improve student recruitment outcomes.

This study aimed to assess the effectiveness of ABC School's website in Lipa City in attracting and engaging students. To do so, it employed a quantitative research design using a structured survey instrument distributed to 1st year new

students. Using the updated DeLone & McLean IS Success Model, it evaluated website quality, usage intentions, and user satisfaction to identify key factors influencing student engagement and enrollment decisions. The findings served as a basis for optimizing the institution's digital presence.

Enhancing website effectiveness is vital for schools to improve student recruitment and institutional visibility. This study provides data-driven insights to meet students' needs. Additionally, it contributes to the field of digital marketing in higher education by addressing gaps in website usability. The research aligns with Sustainable Development Goal 4: Quality Education, ensuring equitable access to reliable information for informed educational choices.

Definitions and related studies for each variable—Information Quality, System Quality, Service Quality, User Satisfaction and Net System Benefits—are discussed further to highlight their relevance and interconnections within the context of this research:

The role of websites in modern education has become indispensable, offering a cost-effective means for educational institutions to disseminate crucial information and engage with their community. A well-designed website facilitates communication with students, parents, and other stakeholders, providing easy access to key details such as news, events, and announcements (The Local Man, 2024). As noted by Liang and Yan (2019), the effectiveness of a website depends on its seamless integration of usability, functionality, design, and content relevance. These elements, when aligned, create a user-centric experience that helps institutions meet their engagement and recruitment goals. Smith and Johnson (2021) further emphasized the importance of responsive design, quick loading times, and intuitive navigation in improving a website's effectiveness, with these features ensuring adaptability, retaining user engagement, and supporting efficient information retrieval.

Monitoring and evaluation are critical for sustaining website relevance. Dennis et al. (2022) underscored the need for continuous assessment through user engagement data, traffic trends, and conversion rates, which guide decisions for website optimization. This aligns with the findings of Brown and Davis (2022), who advocate for a data-driven content strategy. Personalization features, as highlighted by Zare et al. (2021) and Taylor and Martin (2023), play a significant role in fostering engagement by tailoring the website experience to the needs and preferences of users, which is crucial for enhancing recruitment efforts.

Social media integration and interactive features, such as live chat and virtual tours, are essential for extending the website's reach and improving user experience. Cho et al. (2023) highlighted how these elements foster real-time engagement, which amplifies outreach and creates stronger connections with prospective students. Accurate, relevant, and regularly updated content, as pointed out by Jones and Lee (2021), builds trust and credibility, which positively influences students' enrollment decisions. This is supported by Brown and Smith (2023), who argue that leveraging data analytics allows institutions to fine-tune their content strategies to effectively meet the evolving needs of users.

User-centric design and usability are foundational to system quality and functionality. Taylor and Johnson (2022) emphasized the importance of intuitive navigation and delivering relevant information, ensuring meaningful engagement. Huang and Chen (2019) noted that system quality—including speed, responsiveness, and reliability—directly influences user satisfaction. Li et al. (2023) reinforced this by finding that high system quality is associated with greater trust in institutional websites, thereby fostering confidence in the institution. Additionally, service quality, including features like live chat, plays a vital role in user satisfaction and recruitment, as highlighted by Gupta and Sharma (2021) and Wu and Chang (2019).

Finally, students' perceptions of net system benefits, such as the convenience and accessibility of valuable information, significantly affect their engagement with educational websites. Kaur and Kalia (2020) identified perceived usefulness and ease of use as key drivers of these benefits. Gupta and Patil (2022) and Wang and Wu (2021) reinforced that time-saving features and the ability to make informed decisions foster satisfaction and loyalty among prospective students.

In summary, the literature demonstrates that website effectiveness is crucial for educational institutions to achieve their recruitment and engagement objectives. Factors such as information quality, system quality, service quality, and user satisfaction are essential for a well-functioning website. Insights into user-centric design, responsive features, and data-driven strategies offer a framework for enhancing usability and functionality. Furthermore, integrating interactive features, social media, and personalized content enriches the user experience, making the website more engaging and relevant. These findings provide a solid foundation to evaluate and improve the ABC School's website, ensuring it meets both user needs and institutional goals.

## 1.2 Theoretical Framework

The theoretical foundation of this study was rooted in the DeLone and McLean Information Systems Success Model (2024), which had been widely recognized as a robust framework for evaluating the effectiveness of information systems. The model, first introduced by DeLone and McLean in 1992 and later updated in 2003, consisted of six interrelated

components that collectively determined the success of an information system: information quality, system quality, service quality, use, user satisfaction, and net system benefits.

### 1.3 Conceptual Framework

The study of Saputra (2024), titled “Analysis of the Success Level of Website University Information Systems with the DeLone and McLean Models,” applied this model to assess the effectiveness of university websites in Indonesia. The model comprised six essential components that interacted to determine the overall success of the system.

Information quality evaluated the accuracy, completeness, relevance, and timeliness of the content produced by the system. System quality measured the technical performance of the information system, including usability, reliability, flexibility, and response time. Service quality assessed the support services provided, particularly IT support services, and how responsive and competent these services were. Usage intentions measured the extent to which the system was utilized, including the frequency and depth of usage. User satisfaction gauged users' overall satisfaction, influenced by system, information, and service quality. Lastly, net system benefits measured the system's contribution to facilitating organizational goals such as improving recruitment processes and disseminating information.

The primary goal of Saputra's study was to evaluate the success of university website information systems using the DeLone and McLean model and to identify the factors that most significantly contributed to the system's success. The research was conducted in April 2024 and involved students from Universitas, with a total population of 993, from which 91 students were selected for the study. This was illustrated in Figure 1.

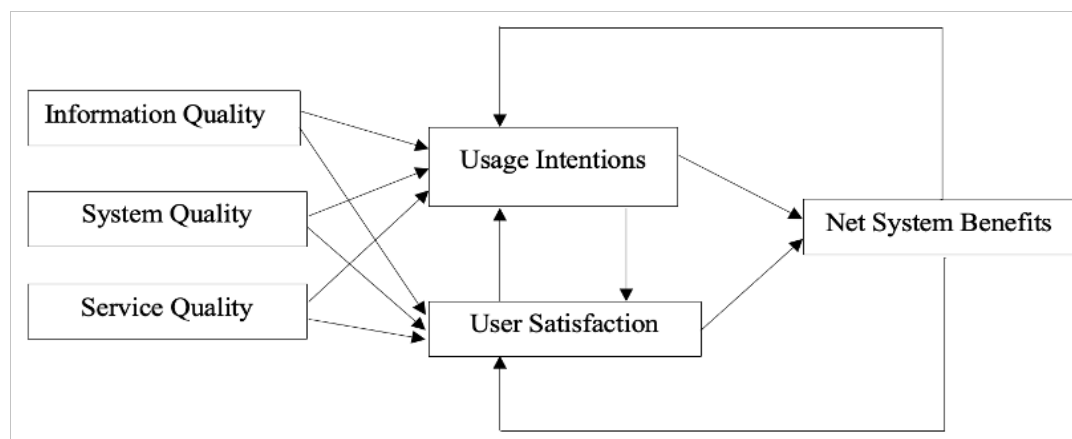


Figure 1. Conceptual Framework

Source: Analysis of the Success Level of Website University Information Systems with the DeLone and McLean Models (Saputra,2024)

The findings of Saputra's research indicated that service quality, system quality, and information quality all had significant positive relationships with user satisfaction. System quality had the strongest influence, followed by information quality, while service quality had the weakest effect. These findings highlighted the critical role of these factors in determining the success of university information systems and provided valuable insights for enhancing these systems in the future.

### 1.4 Operational Framework

While Saputra's (2024) study was conducted in an Indonesian university, this research focused on ABC School in Lipa City, Philippines. Despite similarities in evaluating website effectiveness, this study considered the unique digital landscape, student behavior, and institutional characteristics specific to the local context.

As illustrated in Figure 2, the framework represented the researcher's operational model, which sought to analyze the effect of key variables examined in the study. By fully adapting Saputra's conceptual framework, this research aimed to provide a structured assessment of website effectiveness, ensuring a comprehensive understanding of its influence on

students' engagement and decision-making. This adaptation ensured that the framework was aligned with the specific needs and challenges faced by ABC School's in Lipa City while maintaining the theoretical foundation established in previous research.

The operational framework of the study demonstrated how the identified independent variables affected usage intentions, user satisfaction, and net system benefits. This framework aligned with the specific objectives of the study: to evaluate ABC School's website effectiveness in facilitating recruitment processes and enhancing stakeholder engagement. By tailoring Saputra's model, this research aimed to provide actionable insights for optimizing the institution's website and improving its digital infrastructure.

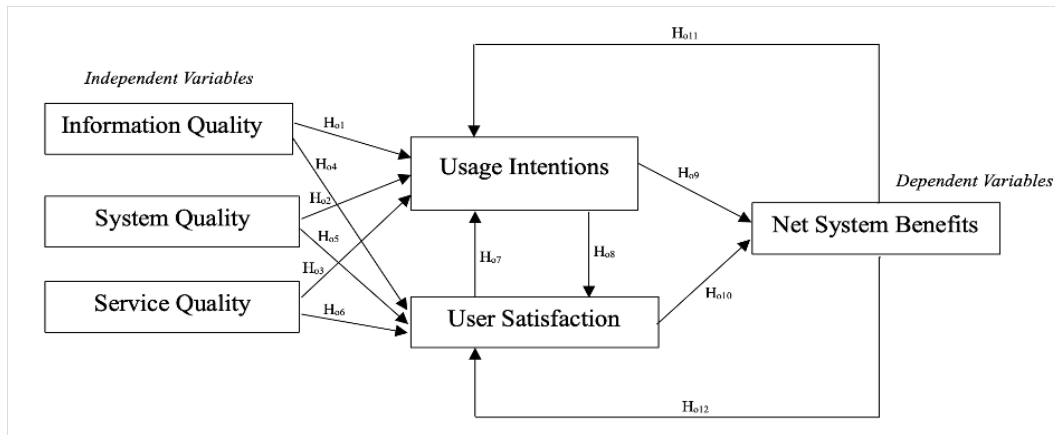


Figure 2. Operational Framework of the Study

### 1.5 Objectives of the Study

In general, this study was conducted to evaluate the effectiveness of ABC School's website as a tool for information dissemination in recruitment processes. Specifically, it intended to

1. determine the respondent's evaluation regarding the information quality, system quality, and service quality of the institution's website;
2. identify the respondents' experience on the usage intention of the institution's website, user satisfaction and their net system benefits;
3. investigate the effect of information quality, system quality, and service quality on usage intentions of ABC School's website;
4. examine the effect of information quality, system quality, and service quality on user satisfaction with ABC School's website;
5. analyze the effect of user satisfaction on usage intentions;
6. review the effect of usage intentions on user satisfaction;
7. explore the effect of usage intentions on the net system benefits of ABC School's website in facilitating the recruitment process;
8. evaluate the effect of user satisfaction on the net system benefits of ABC School's website in facilitating the recruitment process;
9. analyze the effect of net system benefits on usage intentions;
10. assess the effect of net system benefits on user satisfaction;
11. develop and propose actionable recommendations for enhancing ABC School's website to improve its effectiveness as a recruitment tool, based on the findings of this study.

### 1.6 Null Hypotheses

The null hypotheses were formulated to explore the effects among the constructs of the updated DeLone and McLean IS Success Model as applied to ABC School's website. These constructs—information quality, system quality, service quality, usage intentions, user satisfaction, and net system benefits—served as variables that addressed the research objectives. The study tested the following hypotheses:

- H01: Information quality has no significant effect on usage intentions
- H02: System quality has no significant effect on usage intentions
- H03: Service quality has no significant effect on usage intentions
- H04: Information quality has no significant effect on user satisfaction
- H05: System quality has no significant effect on user satisfaction
- H06: Service quality has no significant effect on user satisfaction
- H07: User satisfaction has no significant effect on usage intentions
- H08: Usage intentions of website have no significant effect on user satisfaction
- H09: Usage intentions have no significant effect on net system benefits
- H010: User satisfaction has no significant effect on net system benefits
- H011: Net system benefits have no significant effect on usage intentions
- H012: Net system benefits have no significant effect on user satisfaction

## 2. Methodology

### 2.1 Research Design

This study adopted a descriptive causal research design utilizing quantitative data to evaluate the effectiveness of ABC School's website as a recruitment tool. This research approach facilitated the collection and analysis of measurable data to identify effects among variables, including Information Quality, System Quality, and Service Quality, in relation to user satisfaction and perceived net system benefits. This design was particularly appropriate for assessing the website's performance and determining its alignment with the institution's recruitment objectives.

To strengthen the rigor of the descriptive-causal research design, the study applied the updated DeLone and McLean Information Systems (IS) Success Model as its theoretical framework. This model enabled a structured analysis of the relationships between system-related constructs—Information Quality, System Quality, and Service Quality—and their influence on User Satisfaction, Usage Intentions, and ultimately, Net System Benefits. By employing this model, the study not only assessed user perceptions but also examined how these perceptions contributed to the website's effectiveness as a recruitment tool. Quantitative data were collected through a structured online survey administered to first-year new college students at School Year 2024-2025, capturing both user experience and behavioral intention metrics. The data were then analyzed using statistical methods such as correlation and regression to test the proposed causal relationships among the variables.

### 2.2 Locale of the Study

The study was conducted at ABC School focusing on first-year new college students for School Year 2024–2025. These students had interacted with the school's website for information gathering and had undergone the application process. Their firsthand experiences provided valuable insights into the website's effectiveness in facilitating admissions and delivering relevant content.

### 2.3 Respondents of the Study

The study targeted first-year new college students at ABC School for School Year 2024- 2025. As users who had navigated the website during their application, their feedback offered critical perspectives on website quality, usage intention, and overall satisfaction. Their experiences served as the basis for evaluating the website's role in supporting college recruitment efforts and identifying areas for improvement.

### 2.4 Sampling Design

The study utilized a purposive sampling method, selecting participants based on their status as new first-year college students who were enrolled across all five colleges. These students had interacted with the institution's website during their application process, making them ideal respondents for assessing its effectiveness in providing information, facilitating admissions, and influencing enrollment decisions. A total of 119 respondents were selected, based on G\*Power analysis, to ensure an adequate sample size for statistical validity.

This approach allowed the researcher to focus on individuals who could provide in-depth insights into the effectiveness of the institution's website, particularly students who had interacted with it during their application process. By targeting participants with direct experience, the study aimed to gather meaningful data that accurately reflected user satisfaction, website usability, and its influence on enrollment decisions.

### 2.5 Research Tools and Instruments

Data was collected through a structured survey questionnaire. The instrument was adapted and designed to evaluate user satisfaction, usage intentions, and net system benefits. It included 5- point Likert-scale questions ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) and covered key dimensions such as Information Quality, System Quality, Service Quality, User Satisfaction, Usage Intention, and Net System Benefits. The survey was self-administered online through Google Forms to ensure convenience and accessibility for respondents.

The survey instrument was adapted from the DeLone and McLean Information Systems Success Model, a widely used framework for evaluating the effectiveness of information systems. With minor modifications, supported by other studies using the same framework to align with the objectives of this study, the instrument assessed key variables, including Information Quality, System Quality, Service Quality, User Satisfaction, Usage Intention, and Net System Benefits. To achieve measurable and structured responses, the survey utilized a 5-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), allowing for a quantitative assessment of respondents' perceptions and experiences with the institution's website.

Table 1. Questionnaire Specification

| Variable            | Corresponding Items |
|---------------------|---------------------|
| Information Quality | 1-3                 |
| System Quality      | 4-7                 |
| Service Quality     | 8-12                |
| Usage Intentions    | 13-15               |
| User Satisfaction   | 16-18               |
| Net System Benefits | 19-23               |

To ensure the reliability and accuracy of the instrument, reliability testing was conducted on first-year college students from a private school in Batangas City. The survey instrument yielded Cronbach's Alpha scores ranging from 0.753 to 0.814, indicating a high level of internal consistency.

Table 2. Cronbach Alpha per Variable based on the Pilot Study

| Variable            | N of Items | Cronbach Alpha |
|---------------------|------------|----------------|
| Information Quality | 3          | 0.803          |
| System Quality      | 4          | 0.806          |
| Service Quality     | 5          | 0.782          |
| Usage Intentions    | 3          | 0.753          |
| User Satisfaction   | 3          | 0.797          |
| Net System Benefits | 5          | 0.814          |

The reliability testing results indicated that the survey instrument used in this study exhibited strong internal consistency. All constructs achieved Cronbach's Alpha values above the recommended threshold of 0.70, confirming their reliability (Chin & Dibbern, 2020). Notably, Net System Benefits recorded the highest reliability score of 0.814, demonstrating excellent alignment among its items. Similarly, System Quality (0.806) and Information Quality (0.803) exhibited high reliability, ensuring consistency in measuring their respective constructs. While Service Quality (0.782) and User Satisfaction (0.797) also demonstrated solid internal consistency, Usage Intentions (0.753) remained within acceptable reliability standards, supporting the robustness of the instrument.

## 2.6 Data Analysis and Interpretation

The collected data was analyzed using statistical methods to identify trends, effects, and patterns. Descriptive statistics, such as the mean and standard deviation, were employed to summarize the responses. Inferential statistics, including simple and multiple regression analyses, were used to evaluate the effects between variables and assess their relationship with user satisfaction and net system benefits. The results were interpreted to provide actionable insights into the website's strengths and areas for improvement.

To determine the respondents' evaluation regarding the information quality, system quality, and service quality of the institution's website, as well as their experience and net system benefits using the website, descriptive statistics, including measures of central tendency (e.g., mean) and measures of dispersion (e.g., standard deviation), were used.

Table 3. Mean Result Interpretation

| Mean Range  | Verbal Interpretation |
|-------------|-----------------------|
| 1.00 - 1.49 | Poor                  |
| 1.50 - 2.49 | Fair                  |
| 2.50 - 3.49 | Good                  |
| 3.50 - 4.49 | Very good             |
| 4.50 - 5.00 | Excellent             |

To investigate the effect of information quality, system quality, and service quality on the level of usage intention and user satisfaction with ABC School's website among students, as well as the effect of website usage intentions and user satisfaction on net system benefits in the recruitment process, multiple linear regression analysis was conducted. This method examined the relationship between multiple independent variables (predictors) and a dependent variable (outcome). The p-value was used to determine statistical significance, with a threshold of 0.05 indicating that the relationship between variables was unlikely to have occurred by chance. Additionally, the standardized beta coefficient was utilized to assess the relative importance of each predictor in the regression model, identifying which independent variable contributed most significantly to the dependent variable. A higher standardized beta coefficient indicated a stronger influence of the predictor on the outcome variable, such as user satisfaction or website usage.

Finally, to determine the effect of website usage intentions on user satisfaction, simple linear regression analysis was conducted. This method explored the effect between a single independent variable and a dependent variable. The p-value was used to assess statistical significance, with results considered significant if the p-value was less than 0.05. This indicated that the observed effect was unlikely to have occurred by chance.

### 3. Results and Discussion

The survey revealed that the respondents gave favorable ratings to all variables under study, as shown in Table 4. The overall mean scores ranged from 4.08 to 4.28, with relatively low standard deviations, indicating consistent responses among the participants.

Table 4. Descriptive Statistics

| Variable                  | Composite Mean | Std. Deviation | Verbal Interpretation |
|---------------------------|----------------|----------------|-----------------------|
| Information Quality (IQ)  | 4.28           | 0.5338         | Excellent             |
| System Quality (SysQ)     | 4.19           | 0.6961         | Very Good             |
| Service Quality (SerQ)    | 4.08           | 0.7065         | Very Good             |
| User Satisfaction (Sat)   | 4.20           | 0.6383         | Very Good             |
| Usage Intentions (UI)     | 4.13           | 0.7066         | Very Good             |
| Net System Benefits (NSB) | 4.23           | 0.6918         | Excellent             |

Results showed that Information Quality and Net System Benefits received the highest ratings, with means of 4.28 and 4.23, respectively, hence they were interpreted as "Excellent" indicating that users found the content accurate, relevant, and helpful, and that the website provided substantial benefits to their decision-making. Meanwhile, the other variables—System Quality, Service Quality, User Satisfaction, and Usage Intentions were all rated as "Very Good," suggesting that respondents viewed the website as reliable, satisfying to use, and worth returning to. These findings suggest that the respondents perceive the institution's website as highly informative, functional, and valuable in supporting their decision-making and application processes.

The positive evaluations align with previous studies highlighting the importance of information and system quality in enhancing user satisfaction and engagement in higher education websites (Sing, 2019; Al-Saedi et al., 2021). Research also shows that user-friendly interfaces and relevant content shape students' perceptions of institutional credibility and engagement (Rahman & Sultana, 2022). Moreover, factors such as responsiveness, clarity, and ease of navigation significantly influence students' enrollment decisions (Torres et al., 2023). These findings support that well-structured and accessible websites contribute to user satisfaction and perceived institutional benefits.

#### Respondents' Evaluation of the Website's Information Quality, System Quality, and Service Quality

The respondents evaluated the website's Information Quality as Excellent ( $M = 4.28$ ,  $SD = 0.5338$ ), indicating that the content provided was clear, reliable, and relevant to their needs. Meanwhile, System Quality ( $M = 4.19$ ,  $SD = 0.6961$ ) and Service Quality ( $M = 4.08$ ,  $SD = 0.7065$ ) were both rated as Very Good, suggesting the website was user-friendly, accessible, and provided efficient service. These results affirmed the findings of Al-Saedi et al. (2021), who emphasized that high-quality information systems positively affect users' perceptions in educational settings. Additionally, Kang & Lee (2021) highlighted that the perceived quality of a university's website, particularly in terms of information and system quality, directly influences students' trust and their future engagement with the site, particularly in the context of online applications.

Table 5. Evaluation of Information Quality, System Quality, and Service Quality

| Variable            | Composite Mean | Std.<br>Deviation | Verbal Interpretation |
|---------------------|----------------|-------------------|-----------------------|
| Information Quality | 4.28           | 0.5338            | Excellent             |
| System Quality      | 4.19           | 0.6961            | Very Good             |
| Service Quality     | 4.08           | 0.7065            | Very Good             |

#### Respondents' Experiences on Usage Intentions, User Satisfaction, and Net System Benefits

In terms of Usage Intentions, the website was rated Very Good ( $M = 4.13$ ,  $SD = 0.71$ ), reflecting that users were actively and confidently navigating and utilizing its features. User Satisfaction received a Very Good rating ( $M = 4.20$ ,  $SD = 0.64$ ), meaning users were pleased with their overall experience. Notably, Net System Benefits was rated as Excellent ( $M = 4.23$ ,  $SD = 0.69$ ), indicating that the website significantly contributed to users' productivity, decision-making, and task efficiency. These findings support previous studies (e.g., Sing, 2019) that underscore the importance of effective digital platforms in enhancing user engagement and outcomes in higher education. Moreover, Bohlin et al. (2020) found that when students perceive a website as useful and easy to navigate, it directly influences their satisfaction and increases their intention to use the website for future educational decisions.

Table 6. Respondents' Experiences on Usage Intentions, User Satisfaction, and Net System Benefits

| Variable            | Composite<br>Mean | Std. Deviation | Verbal<br>Interpretation |
|---------------------|-------------------|----------------|--------------------------|
| Usage Intentions    | 4.13              | 0.7066         | Very Good                |
| User Satisfaction   | 4.20              | 0.6383         | Very Good                |
| Net System Benefits | 4.23              | 0.6918         | Excellent                |

These results also align with the findings of Wang & Zhang (2023), who demonstrated that higher education websites with responsive design and integrated support systems (e.g., FAQs, chatbots) tend to increase users' satisfaction and the likelihood of repeated visits. They argue that seamless access to relevant, high-quality information not only drives user engagement but also plays a critical role in facilitating positive decision-making processes during student recruitment.

#### Effect of IQ, SysQ, and SerQ on Usage Intentions

Table 7 presents the regression analysis results examining the effect of Information Quality (IQ), System Quality (SysQ), and Service Quality (SerQ) on Usage Intentions (UI) of the institution's website. The model yielded an  $R^2$  of 0.242, indicating that 24.2% of the variance in Usage Intention can be explained by the combined influence of Information Quality, System Quality, and Service Quality. The overall model is statistically significant ( $F = 12.268$ ,  $p = 0.0$ ), suggesting that these independent variables collectively influence usage intentions among respondents.

Table 7. Regression Analysis of the Effects of Information Quality, System Quality, and Service Quality on Usage Intentions (H01-H03)

| Model                     | Unstandardized Coefficients |                  | Standardized Coefficients |                | Sig.  |
|---------------------------|-----------------------------|------------------|---------------------------|----------------|-------|
|                           | B                           | Std. Error       | Beta                      | t              |       |
| (Constant)                | 1.531                       | .494             |                           | 3.100          | .002  |
| Information Quality       | .771                        | .256             | .583                      | 3.009          | .003* |
| System Quality            | -.450                       | .193             | -.443                     | -2.331         | .022* |
| Service Quality           | .290                        | .202             | .290                      | 1.439          | .153  |
| Dependent Variable: UI/SU |                             |                  |                           |                |       |
| R <sup>2</sup> = .242     |                             | F-value = 12.268 |                           | p-value = .000 |       |

**\*Significant**

The unstandardized and standardized coefficients show varying levels of effect. Information Quality has a positive and significant effect on Usage Intentions ( $\beta = 0.583$ ,  $p = 0.003$ ), indicating that the better the quality of information, the higher the level of use of the website by students. This result aligns with Al-Saedi et al. (2021), who emphasized the value of accessible, timely, and accurate online content in encouraging more engagement with institutional websites. Similarly, Singh & Singh (2022) found that when students perceive information as reliable and relevant, they are more likely to return to the website and use it for further academic inquiries.

System Quality showed a negative but significant effect ( $\beta = -0.443$ ,  $p = 0.022$ ), indicating that improvements in technical features do not always increase usage and may even discourage users due to complexity or performance issues. This supports findings that overly complex interfaces and slow load times reduce user engagement, highlighting the importance of simplicity and speed.

Meanwhile, Service Quality did not significantly influence Usage Intentions ( $\beta = 0.290$ ,  $p = 0.153$ ), suggesting that while support services are valued, they do not strongly drive website usage. Students appear to use the site primarily for accessing content rather than interacting with services.

Overall, these findings suggest that higher education websites should prioritize clear, reliable, and accessible content, while ensuring systems remain simple and efficient, rather than overly complex or service heavy.

**Effect of IQ, SysQ, and SerQ on User Satisfaction**

Table 8 displays the regression analysis results exploring the effects of Information Quality (IQ), System Quality (SysQ), and Service Quality (SerQ) on User Satisfaction (Sat) with the institutional website. The model yielded a coefficient of determination ( $R^2$ ) of 0.646, meaning that 64.6% of the variance in user satisfaction can be attributed to the three independent variables. The regression model is statistically significant ( $F = 69.896$ ,  $p = .000$ ), indicating that, collectively, these variables provide a strong prediction of student satisfaction.

Table 8. Regression Analysis of the Effects of Information Quality, System Quality, and Service Quality on User Satisfaction (H04-H06)

| Model                      | Unstandardized Coefficients |                  | Standardized Coefficients |                | Sig.  |
|----------------------------|-----------------------------|------------------|---------------------------|----------------|-------|
|                            | B                           | Std. Error       | Beta                      | t              |       |
| 1 (Constant)               | .663                        | .305             |                           | 2.174          | .032  |
| Information Quality        | .328                        | .158             | .274                      | 2.072          | .041  |
| System Quality             | .442                        | .119             | .482                      | 3.707          | .000* |
| Service Quality            | .068                        | .125             | .076                      | .549           | .584  |
| a. Dependent Variable: Sat |                             |                  |                           |                |       |
| R <sup>2</sup> = .646      |                             | F-value = 69.896 |                           | p-value = .000 |       |

Among the predictors, System Quality ( $\beta = 0.482$ ,  $p < .001$ ) had the strongest positive effect on user satisfaction, indicating that improvements in functionality, accessibility, and performance significantly enhance user experience. This supports Sullivan & Zhai (2020) and Park & Lee (2021), who emphasized that responsive systems, fast load times, and seamless navigation are crucial to user satisfaction.

Information Quality ( $\beta = 0.274$ ,  $p = .041$ ) also showed a significant positive influence, suggesting that clear, accurate, and updated content increases satisfaction. This aligns with Amin & Othman (2022) and Chen et al. (2023), who highlighted that relevant and well-structured information builds trust and encourages continued use.

In contrast, Service Quality ( $\beta = 0.076$ ,  $p = .584$ ) was not significant, consistent with Wong et al. (2020) and Lin & Li (2021), who noted that support features contribute less to satisfaction compared to core system performance and content quality.

Overall, these findings emphasize that system and information quality are the primary drivers of user satisfaction in educational websites.

### Effect of User Satisfaction on Usage Intentions

To assess the effect of User Satisfaction (Sat) on Usage Intentions (UI), a simple linear regression analysis was performed. As shown in Table 9, the results indicate a significant and positive relationship, suggesting that higher levels of satisfaction lead to increased system usage.

Table 9. Simple Linear Regression Analysis of the Effect of User Satisfaction on Usage Intentions (H07)

|   |                   | Unstandardized Coefficients |            | Standardized Coefficients |       |      |
|---|-------------------|-----------------------------|------------|---------------------------|-------|------|
|   | Model             | B                           | Std. Error | Beta                      | t     | Sig. |
| 1 | (Constant)        | 1.717                       | .372       |                           | 4.620 | .000 |
| – | User Satisfaction | .575                        | .087       | .519                      | 6.567 | .000 |

a. Dependent Variable: UI

The results show that User Satisfaction significantly increases Usage Intentions ( $B = 0.575$ ;  $\beta = 0.519$ ,  $p < .001$ ), indicating that more satisfied users are more likely to continue using the system. This supports the idea that a positive user experience drives continued engagement.

These findings align with Kim et al. (2021), who found that satisfaction enhances continued use through trust and perceived value, and Raza et al. (2020), who identified satisfaction as a key mediator of behavioral intention. Similarly, Zhang & Wang (2023) noted that satisfied users are more likely to sustain engagement in educational platforms.

Overall, the results highlight that fostering user satisfaction is essential for increasing engagement and continued use of institutional websites.

### Effect of Usage Intentions on User Satisfaction

To determine the influence of Usage Intentions (UI) on User Satisfaction (Sat), a simple linear regression analysis was conducted. Results presented in Table 10 show that Usage Intentions has a statistically significant positive effect on User Satisfaction.

Table 10. Simple Linear Regression Analysis of the Effect of User Satisfaction on Usage Intentions (H08)

|                            |                  | Unstandardized Coefficients |            | Standardized Coefficients |       |
|----------------------------|------------------|-----------------------------|------------|---------------------------|-------|
| Model                      |                  | B                           | Std. Error | Beta                      | t     |
| 1                          | (Constant)       | 2.263                       | .299       |                           | 7.570 |
|                            | Usage Intentions | .469                        | .071       | .519                      | 6.567 |
| a. Dependent Variable: Sat |                  | $R^2 = .269$                |            | F-value = 43.124          |       |
|                            |                  |                             |            | p-value = .000            |       |

\*Significant

The unstandardized coefficient ( $B = 0.469$ ) indicates that for every one-unit increase in Usage Intentions, User Satisfaction increases by 0.469 units. The standardized beta coefficient ( $\beta = 0.519$ ,  $p < .001$ ) confirms that it has a moderately strong relationship with Usage Intentions. With a t-value of 6.567 and p-value of .000, the effect is significant.

Furthermore, the model explains 26.9% of the variance in User Satisfaction ( $R^2 = 0.269$ ), and the overall regression is statistically significant ( $F = 43.124$ ,  $p < .001$ ). This suggests that user satisfaction with the institution's website can be significantly attributed to the extent of system usage.

These findings are consistent with Kim et al. (2021), who found that as users become more engaged and accustomed to using an information system, their overall satisfaction tends to increase. The familiarity and perceived usefulness derived from frequent interaction contribute to a more favorable user experience. Similarly, Alshehri et al. (2020) emphasized that repeated and purposeful usage of digital platforms in educational institutions reinforces user confidence and satisfaction, particularly when those systems are integrated seamlessly into students' academic routines. Additionally, Lee & Kwon (2022) found that the more frequently users interact with institutional websites for relevant academic tasks, the more they perceive the system as dependable and beneficial, which significantly boosts their satisfaction levels.

These insights highlight the importance of encouraging sustained use through user friendly design and value-driven content to foster satisfaction among users of educational websites.

#### Effect of Usage Intentions and User Satisfaction on Net System Benefits

Table 11 displays the regression analysis exploring the combined effects of Usage Intentions (UI) and User Satisfaction (Sat) on Net System Benefits (NSB). The model yielded an  $R^2$  of 0.565, which means that 56.5% of the variation in net system benefits can be explained by usage intentions and user satisfaction combined. The F-value of 75.245 and p-value of .000 indicate that the model is statistically significant.

Table 11. Multiple Regression Analysis of the Effects of Usage Intentions and User Satisfaction on Net System Benefits (H09 – H10)

| Model                      | Unstandardized Coefficients |                       | Standardized Coefficients | t     | Sig.           |
|----------------------------|-----------------------------|-----------------------|---------------------------|-------|----------------|
|                            | B                           | Std. Error            | Beta                      |       |                |
| (Constant)                 | .660                        | .307                  |                           | 2.153 | .033           |
| Usage Intentions           | .099                        | .070                  | .101                      | 1.404 | .163           |
| User Satisfaction          | .753                        | .078                  | .694                      | 9.689 | .000*          |
| a. Dependent Variable: NSB |                             |                       |                           |       |                |
|                            |                             | R <sup>2</sup> = .565 | F-value = 75.245          |       | p-value = .000 |

\*Significant

Usage Intentions showed no significant effect on Net System Benefits ( $\beta = .101$ ,  $p = .163$ ), indicating that frequent website use does not necessarily lead to higher perceived benefits. In contrast, User Satisfaction had a strong and significant effect ( $\beta = .694$ ,  $p = .000$ ), highlighting that satisfied users perceive greater value from the system.

These findings align with Kim et al. (2021) and Wong et al. (2020), who emphasized that satisfaction is a stronger determinant of system success than mere usage. Similarly, Chou et al. (2022) identified satisfaction as a key mediator between usage and perceived value, while Mahmodi & Ghasemi (2023) noted that usage alone does not ensure effectiveness. Liu & Zhao (2020) further stressed that positive user experience is essential in maximizing perceived benefits.

#### Effect of Net System Benefits on Usage Intentions

As shown in Table 12, the regression analysis reveals a statistically significant positive effect of Net System Benefits (NSB) on Usage Intentions (UI). The model explains 21.2% of the variance in usage intentions ( $R^2 = 0.212$ ), and the overall regression is significant ( $F = 31.566$ ,  $p = .000$ ). The standardized Beta coefficient of 0.461 indicates a moderate to strong influence, confirming that students who perceive greater value and benefits from the website are more likely to use it regularly.

Table 12. Simple Linear Regression Analysis of the Effect of Net System Benefits on Usage Intentions (H11)

| Model                     | Unstandardized Coefficients |                       | Standardized Coefficients | t     | Sig.           |
|---------------------------|-----------------------------|-----------------------|---------------------------|-------|----------------|
|                           | B                           | Std. Error            | Beta                      |       |                |
| 1 (Constant)              | 2.139                       | .359                  |                           | 5.960 | .000           |
| Net System Benefits       | .471                        | .084                  | .461                      | 5.618 | .000*          |
| a. Dependent Variable: UI |                             |                       |                           |       |                |
| NSB                       |                             | R <sup>2</sup> = .212 | F-value = 31.566          |       | p-value = .000 |

\*Significant

These findings align with the DeLone and McLean IS Success Model, which posits that net system benefits—such as improved decision-making, convenience, and efficiency—drive usage intentions. Supporting this, Ali et al. (2021) found that perceived benefits significantly influence continuous usage in educational platforms. Similarly, Park & Kim (2020) emphasized that tangible outcomes like time savings and informed decisions strengthen usage intentions, while Choi et al. (2023) highlighted that perceived utility and learning benefits are key predictors of continued use.

#### Effect of Net System Benefits on User Satisfaction

As presented in Table 13, the regression results indicate a statistically significant and strong positive effect of Net System Benefits (NSB) on User Satisfaction (Sat). The model accounts for 55.7% of the variance in user satisfaction ( $R^2 = 0.557$ ), and the overall model is highly significant ( $F = 147.295$ ,  $p = .000$ ). The standardized Beta value of 0.747 suggests that perceived benefits from the system are a strong predictor of user satisfaction.

Table 13. Simple Linear Regression Analysis of the Effect of Net System Benefits on User Satisfaction (H12)

|                            |                     | Unstandardized Coefficients |            | Standardized Coefficients |        |                |
|----------------------------|---------------------|-----------------------------|------------|---------------------------|--------|----------------|
| Model                      |                     | B                           | Std. Error | Beta                      | t      | Sig.           |
| 1                          | (Constant)          | 1.288                       | .243       |                           | 5.298  | .000           |
|                            | Net System Benefits | .689                        | .057       | .747                      | 12.137 | .000*          |
| a. Dependent Variable: Sat |                     | $R^2 = .557$                |            | F-value = 147.295         |        | p-value = .000 |

This finding aligns with the DeLone and McLean IS Success Model, which highlights net system benefits such as improved productivity and decision-making as key drivers of user satisfaction. Supporting this, Prasetyo et al. (2021) found that satisfaction depends on perceived system benefits, while Cheng & Wang (2022) showed that beneficial platforms increase student satisfaction and trust. Similarly, Riyadh et al. (2023) emphasized that improved academic performance and seamless experiences strongly influence overall satisfaction.

#### **4. Conclusion and Recommendation**

This study examined the predictors of Net System Benefits of ABC School's institutional website using the updated DeLone and McLean IS Success Model, focusing on the effects of Information Quality, System Quality, Service Quality, Usage Intentions, and User Satisfaction. The findings revealed that Information Quality significantly influenced both User Satisfaction and Net System Benefits, while System Quality positively affected Usage Intentions and Net System Benefits but showed a negative relationship with User Satisfaction. Additionally, both User Satisfaction and Usage Intentions significantly contributed to Net System Benefits. In contrast, Service Quality did not significantly influence User Satisfaction or Usage Intentions, and its relationship with Net System Benefits was also not statistically significant.

Overall, the results highlight that content quality and system performance are key drivers of user satisfaction and perceived benefits, while service-related features show limited measurable impact. This suggests the need to further enhance user engagement and experience. The study concludes that improving website effectiveness requires a balanced focus on relevant content, strong technical performance, and user-centered design. Enhancing information accuracy, system responsiveness, and usability can increase satisfaction and sustained usage, strengthening the website's role as a recruitment tool.

Based on these findings, the institution is encouraged to improve content management by ensuring accurate, updated, and visible information, particularly on programs, deadlines, and announcements. Technical enhancements should also be prioritized, including faster loading speed, better mobile responsiveness, improved navigation, and a more user-friendly interface. Adopting a user-centered approach through usability testing and interactive features such as chatbots and virtual

tours is also recommended. Although Service Quality showed limited impact, improving responsiveness to inquiries and support systems remains important. Furthermore, implementing a data-driven web governance policy and including respondents by college or department in future studies can provide deeper insights and support more targeted digital strategies.

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