SERVICE QUALITY OF COLEGIO DE SAN JUAN DE LETRAN, MANILA: ITS IMPLICATIONS FOR POLICY-MAKING

[1]Dr. Ramon M. Marticio, MBA, CEEP-A

[2]Prof. Aldrin T. Sacristan, DBA

Prof. Ramon Benedicto N. Marcelino, PhD+

College of Business Administration & Accountancy-Operations Management Program

Colegio de San Juan de Letran-Manila

[1]*ramon.articio@letran.edu.ph*

[2]*aldrin.sacristan@letran.edu.ph*

ABSTRACT

The objective of the study is to measure the relationship between and among the features of the educational services being provided by Letran-Manila vis. a vis. its tangible, reliability, responsiveness, assurance and empathy features using a seven-point likert scale measuring both respondents' expectations and perceptions. The respondents were 345 senior students across all programs of the College of Business Administration and Accountancy. They were randomly selected to answer the SERVQUAL questionnaire consisted of two parts. Data gathered from the first part seeks to measure the respondents' expectations and perceptions of service quality provided by Letran were statistically treated by correlation analysis while data from part two utilized the statistical mean. Results of the study were; there was a weak relationship in the customer expectations and perceptions as far as tangibles are concerned. When the perceived tangibles were correlated with empathy resulted to a weak correlation. There was a weak relationship in the customer expectations and perceptions as far as reliability and tangibles are concerned. When the perceived reliability was correlated with the expected responsiveness and empathy, both got a 0.25 correlation, the lowest among the correlated results. The perceived responsiveness features of service quality were correlated with the expected responsiveness and assurance resulted to a moderate relationship. The expected responsiveness features when correlated with reliability, tangibility and empathy features, all implied a weak relationship. The correlation of perceived assurance with expected responsiveness, assurance and empathy resulted to a moderate relationship while the perceived assurance featured have weak correlated results for tangibles and reliability. Lastly, the empathy features of service quality got moderate correlation when responsiveness, assurance and empathy features.

Keywords: *SERVQUAL, quality, assurance, empathy, intangibles. tangibles, service, responsiveness, reliability, satisfaction*

As competition becomes more intense and environmental factors become more hostile because of globalization and internationalization of business organizations, the concern for quality service becomes critical to their survival. Specifically, however, as client sensitivity increases, competition expands and intensified the issue of service quality evaluation has emerged as a topic in need of research (Brown & Swarts, 2009). Thus, in the presence of fierce competition, service organizations in particular strive to stay in the forefront by offering service quality (Chow & Luk 2005). If service quality is to become a foundation of every organization, its management must have the means to measure it. Schembri and Sandberg (2002) noted that in evaluating quality, the consumer's perspective is considered to define quality. However, they noted that service quality is a multidimensional attitude held by consumers, with each dimension comprising a number of attributes or service aspects.

One of the most commonly used measures of service quality is the SERVQUAL, an instrument developed by Parasuraman et.al. (1985; 1988). Not only has research on this instrument been widely cited in the marketing literature, but also its use in other service industries has been quite widespread (Asubontreng, McCleary & Swan, 1996 as cited by Brown et al) including the education and public sectors. It is important for management to understand what service quality consist of, its definition, and how it can be measured. Despite some criticisms, SERVQUAL has been one of the most widely used scales of service quality through numerous modifications and revisions (Donthu & Yoo, 1998).

If management is to take action to improve quality, a clear conception of quality is of great value. A vague exhortation to front line employees to "improve quality" may have each employee acting on his/her notion of what quality is. However, it is likely to be more effective to tell an employee what specific

If management is to take action to improve quality, a clear conception of quality is of great value. A vague exhortation to front line employees to "improve quality" may have each employee acting on his/her notion of what quality is. However, it is likely to be more effective to tell an employee what specific attributes service quality includes, such as responsiveness. As such, management can say, "If we improve our responsiveness, service quality will increase" (Asubonteng et al, 1996.)

In this light that this research was conducted, to measure the quality of services (Lings and Brooks, 1998; Brooks et al, 1999; Sahney, 2004) that the Colegio de San Juan de Letran, Manila provides through the use of SERVQUAL instrument (Parasuraman et al, 1985; 1988). Specifically, the objective of this study was to measure the relationship between and among the following features of the educational services being provided by the Colegio vis. a vis. its tangible, reliability, responsiveness, assurance, and empathy features using a seven-point likert scale measuring both respondents' expectations and perceptions.

Thus, analyzing service quality being provided by the Colegio at present can have better understanding how various dimensions affect overall service quality would enable organizations like Colegio de San Juan de Letran-Manila to efficiently design the service quality process (Priyadarsini & Vinoth, 2009). This is by revising and realigning the existing policies on service delivery processes and infrastructures.

Related Studies Review

Service quality has been the subject of considerable interest by both practitioners and researchers in recent years, spurred by the original work of Parasuraman et al in 1984, noted by Caruana (2002). Accordingly, an important reason for the interest in service quality by practitioners and researchers result from the belief that this has a beneficial effect on bottom-line performance for the firm or any organization for that matter. In particular, definitions for service quality hold that this is the result of the comparison that customers make between their expectations about a service and their perception of the way the service has been performed. Lehtinen & Lehtinen (1982), as cited in the work of Caruana (2002), gave three-dimensional view of service quality namely, 'interaction', 'physical' and 'corporate' quality.

On the perspective of consumers, however, quality is seen as two-dimensional consisting of 'output' and 'process quality'. Parasuraman, Zeithaml

and Berry (1994) therefore acknowledged the important role played by expectations in customers' evaluations of services since they are used as reference points in customers' assessment of service performance. Previous researches and company experiences (such as that of Thomson, DeSousa and Gale 1985; Rudie & Winsley 1985) observed that delivering high service quality produces measurable benefits in profit, cost savings and market share (Zeitaml, Berry & Parasuraman 1988). Thus, an understanding of the nature of service quality and how it is achieved in organizations has become a priority for research.

Service industries are playing an increasingly important role in the economy of many nations. In today's world of global competition, rendering quality service is a key for success, and many experts concur that the most powerful competitive trend currently shaping marketing and business strategy is service quality, Abdullah (2006) explained. Nevertheless, service quality has since emerged as a pervasive strategic force and a key strategic issue on management's agenda. It is no surprise that practitioners and academics alike are keen on accurately measuring service quality in order to better to understand its essential antecedents and consequences and ultimately establish methods for improving quality to achieve competitive advantage and build customer loyalty.

Nowadays, higher education is being driven towards commercial competition due to economic forces resulting from the development of global education markets and the reduction of government funds that forces tertiary institutions to seek other financial sources. Tertiary institutions have to be concerned with not only what the society values in skills and abilities of their graduates, but also how students felt about their educational experience (Abdullah 2006 citing Ginsberg 1991 & Bemowski 1991). These new perspectives call attention to the management processes within the institutions as an alternative to the traditional areas of academic standards, accreditation and performance indicators of teaching and research (Abdullah 2006).

Reviewed articles published in international research journals showed that several studies have been conducted by earlier researchers to determine the service quality of higher educational institutions in their respective countries. Arokiasamy's (May 2012) work particularly focused on reviewing literatures related to service quality in higher educational institutions. The main purpose was to put together the importance of maintaining service quality in the higher education industry. His paper specifically explored and explained the development of the

concept of service quality. Moreover, the reviewed studies and articles provided him clear insights on the development of 'Service Quality Measurement Models'. However, he noted that the struggle to rightfully unfold the concept is still in progress.

The study of Zafiropoulos, Frangidis, Kehris, Dimitriadis and Paschaloudis (2013) looked into the students' perception of education service quality as experience at a higher educational institute in Greece. Employing the original SERVQUAL questionnaire, in which only language adjustments were made in order to fit in the academic environment. The results provided evidence that SERVQUAL can be used to record and attribute students' satisfaction for major educational issues.

Hanaysha, Abdullah and Warokka (2011) similarly evaluated students' satisfaction on services provided by selected higher educational institutions in Malaysia in terms of tangibility, reliability, responsiveness, assurance and empathy. The study found significant relationship between the five dimensions of service quality and students' satisfaction. The findings generally indicated that majority of the students were satisfied with the facilities provided by the selected universities.

Ahmed and Nawaz (2013) likewise looked into the impact of quality of service on the satisfaction level of students of selected higher educational institutions in Pakistan and their willingness to put more efforts by similarly examining the five dimensions of SERVQUAL. Their findings showed that there was a significant relationship between the five dimensions of SERVQUAL and satisfaction, although the tangible dimension was found to have an insignificant relationship with student satisfaction. It was observed that the higher level of students' satisfaction was their willingness to put great efforts towards their studies.

Zeithaml et al., (1990) as cited by Johnston (1995) noted that regardless of the service being studied, reliability was the most important dimension followed by responsiveness, assurance and empathy respectively. The intangibles were of least concern to service customers.

Ong and Nankervis (2012) analyzed the discrepancy or gap between selected Australian and Malaysian university students' expectations and perceptions of service quality provided by university student advisors at customer service centers. Their objective was to improve student advisory services

with the purpose in view of building a long-term relationship between the university and its customers and improve its reputation over time. The study however used a modified SERVQUAL instrument to assess service quality. Results showed that there was a significant difference between the first and third year students' expectations of service quality in Malaysia. However, there was no significant difference in students' perception and discrepancy/gap of service quality between first and third year students' in Australia and Malaysia.

Rasli, Shekarchizadeh and Iqbal (2012) also did a gap analysis by measuring the perception and expectation of service quality in Malaysian higher educational institutions from the perspective of Iranian postgraduate students. The dimensions of service quality studied included tangibles, reliability, responsiveness, assurance and empathy. Findings indicated that all of the items and constructs measuring the gaps were significantly negative with empathy representing the construct with the highest gap (-0.681) followed by reliability (-0.673), responsiveness (-0.670), assurance (-0.612), and tangible (-0.601). The gap results indicated that Malaysian universities had weak service quality as perceived by the Iranian postgraduate students.

Examining the different dimensions used and applied in the process of evaluating the service quality under the higher education sector such as reliability, responsiveness, competence, access, courtesy, communication, credibility, security, understanding the customer and tangibles, Ramaiyah, Zain and Ahman (2013) discovered that each set of dimensions developed was relevant according to different expectations of customers.

Beaumont (2012) investigated the perception of service quality at the University of Manchester by collecting the viewpoints of undergraduate students from different academic year groups relative to the knowledge and experience of academic staff in terms of quality of lectures, relevance of course materials, internal student feedback systems, the reputation of the university, social opportunities, quality of seminars and ability to understand student needs. The findings in general indicated that both importance and performance ratings for the different characteristics of service quality vary amongst students. The findings likewise indicated that variances existed between students/ perception of the same characteristic. The study also found out that there was a 'core' set of characteristics that were important to each student's university experience.

To understand the prevailing atmosphere on campus and identify key issues, Canic and McCarthy (2013), examined the service quality of Indiana University Southeast. Service quality dimensions studied included planning, culture, management of workforce, customer orientation, performance measurement and feedback, and outcomes. The major finding of the study was that process mapping helped student financial assistance and accounting services streamline and clarify a promissory note process.

Kelso (2008) on the other hand, examined undergraduate students' satisfaction with college services and environment at large southeastern doctoral/research extensive university in Florida, USA with the long-term intent of minimizing detractors by providing exceptional service quality, positively influencing customer satisfaction and building loyalty intentions among students. Students were found to be satisfied with the library service but dissatisfied with parking and course availability at the target university.

Moreover, students were less satisfied with one-fifth of all support services and all the environmental categories, but significantly more satisfied with their library service than those in the ACT national norm. However, a relatively small number of significant differences existed in student satisfaction with the college services and environment based on a student's age, gender or ethnicity.

Abdullah (2006) tested and compared the relative efficacy of three measuring instruments of service quality within a higher education setting. The objective was to determine which instrument had the superior measuring capability in terms of unidimensionality, reliability, validity and explained variance. A modified five-factor structure of HEdPERF was put forward as the most appropriate scale for the higher education sector.

Annamdevula and Bellamkonda (2012) identified the determinants to evaluate the service quality in the higher education sector. The researchers developed a new instrument called HiEdQUAL covering various service dimensions in the perspective of students as the primary customer. The new instrument particularly examined the teaching and course content, administrative services, academic facilities, campus infrastructures and support services. The authors likewise described the methodology how the new measuring instrument for service quality was developed through qualitative and quantitative studies that explored the five dimensions. The proposed

model empirically tested the validity, reliability and model fit indices using exploratory factor analysis and confirmatory factor analysis.

To establish and test the dimensions for measuring service quality in higher education, Pereda, Airey and Bennet (2007) focused their study on full-free-paying postgraduate students and non-EU countries and one institution in the UK. The variables studied included recognition, quality of instruction, interaction with faculty, sufficiency of resources and aspects of physical quality. Results highlighted four factors of service quality: recognition, quality of instruction and interaction with faculty, sufficiency of resources and aspects of physical quality. The significant finding was the importance that these students attach to their institution's reputation (Airey and Bennet (2007).

Quinn, Lemay, Larsen and Johnson (2009) identified and evaluated techniques used to take on the challenges of quality improvement in higher education. They examined two primary difficulties: definition of the customers and measuring customer quality perception/ They found out that while higher education areas differed from the typical business environment, positive research findings on the application of quality techniques for these areas were discovered by the researchers.

Yusof, Hassan, Rahman and Ghouri (2012) proposed a framework for service quality in higher education from the perspective of the students and identified the importance of the sub-dimensions and to determine whether there were differences between research universities and non-research universities. Reliability, assurance, empathy, responsiveness, tangibles, communication, knowledge/expertise, systems/secondary services, social responsibility and self-development were the variables evaluated in the study. Findings showed that among the dimensions of service quality, self-development and tangibles were the most important dimensions among students whereas empathy and assurance were the least important.

Conceptual Framework

Based on the related literature review, a research framework was developed for this study as shown in Fig.1. as well as hypotheses were formulated:
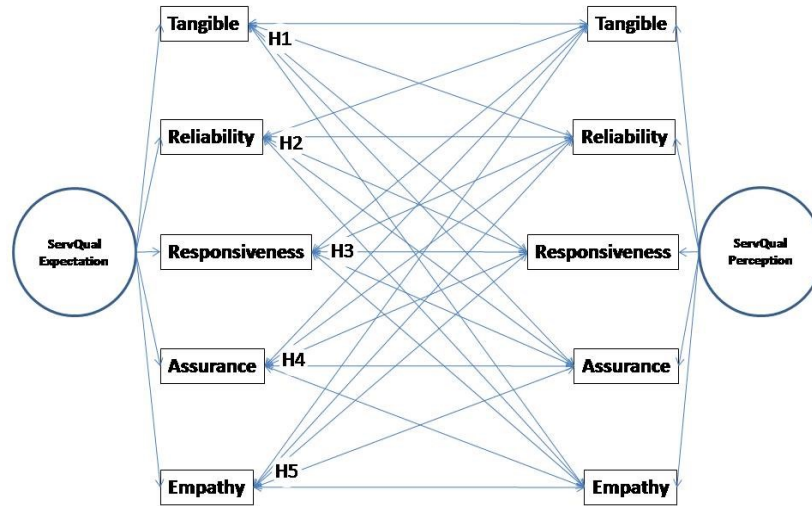

Fig. 1. Conceptual Framework and hypotheses

Research Hypotheses

H1: The **expectation** of the students on the quality of educational services based on its **tangible** feature is positively related to their **perceptions** on its tangible, reliability, responsiveness, assurance, and empathy features.

H2: The **expectation** of the students on the quality of educational services based on its **reliability** feature is positively related to their **perceptions** on its tangible, reliability, responsiveness, assurance, and empathy features.

H3: The **expectation** of the students on the quality of educational services based on its **responsiveness** feature is positively related to their **perceptions** on its tangible, reliability, responsiveness, assurance, and empathy features.

H4: The **expectation** of the students on the quality of educational services based on its **assurance** feature is positively related to their **perceptions** on its tangible, reliability, responsiveness, assurance, and empathy features.

H5: The **expectation** of the students on the quality of educational services based on its **empathy** feature is positively related to their **perceptions** on its tangible, reliability, responsiveness, assurance, and empathy features.

Methods

The study used the quantitative method with descriptive-correlation as the research design. Descriptive-correlation research deals with the relationships between variables and the testing of hypothesis. It also involves events that have already taken place and may be related to a present condition (Best & Kahn, 2014). In this study, measured the relationship between and among the following features of the educational services being provided by the Colegio using the SERVQUAL dimensions of tangibility, reliability, responsiveness, assurance and empathy.

Respondents

The respondents of the study were 345 senior students across all programs of the College of Business Administration and Accountancy (CBAA) of Colegio de San Juan de Letran-Manila which constitute eighty-one percent of the total senior students

officially enrolled (427) during the second semester of academic year 2013-2014. The list of student-respondents was provided by the Integrated Networks for Computer Applications Services (INCAS) department which has the database of all student-enrolees in Letran-Manila They were selected to answer the SERVQUAL questionnaire since their stay in the Colegio for four years gave them enough experience how Letran-Manila provides the educational services.

Table 1. Profile of Respondents According to the CBAA Degree Programs

Degree Program	Number of Respondents	Percentage
BS Accountancy	18	5.28
BSBA Financial Management	84	24.34
BSBA Hospitality Management	109	31.59
BSBA Marketing Management	85	24.63
BSBA Operations Management	30	8.70
BSBA Business Economics	4	1.16
BS Entrepreneur-ship	15	4.34
Total	**345**	**100.00**

Table 2. Demographic Profile of the Variables of Respondents

Demographic Variable	Frequency	Percentage
I. *Gender*		
Female	183	53.04
Male	162	46.96
Total	345	100.00
II. *Age*		
18 – 20 years old	257	74.49
21 – 24 years old	79	22.89
25 – and above	9	2.61
Total	345	100.00
III. *Status*		
Regular	242	78.84
Irregular	73	21.56
Total	345	100.00
IV. *Classification*		
Non-Transferee	303	87.83
Transferee	42	12.17
Total	345	100.00
V. *Residency*		
Within Metro Manila	227	65.80
Outside Metro Manila	118	34.20
Total	345	100.00
VI. *High School Came From*		
Private	299	86.67
Public	35	10.14
Science	11	3.19
Total	345	100.00

Instrument

The dimensions of the SERVQUAL questionnaire used for measuring service quality are efficiently utilized when carrying out surveys, since it deals with expectations and perceptions of individuals about services offered (Parasuraman et.al., 1988). The SERVQUAL instrument has been the predominant method used to measure customers' perceptions of service quality (Shahin, 2010).

The study used the five (5) dimensions of the SERVQUAL namely, tangibles, reliability, responsiveness, assurance and empathy subdivided into twenty-two (22) statements. The first part of the questionnaire seeks to measure students' expectations and their perceptions of quality service as provided by Colegio de San Juan de Letran-Manila.

The SERVQUAL model is used to assess customers' expectation and perceptions regarding service quality. Both expectations and perceptions are measured using a 7-point scale to rate their level of agreement and disagreement in which, higher

numbers indicate higher level of expectations or perceptions (Daniel & Berinyuy, 2010).

Part two of the questionnaire pertains to the importance of the five features of higher educational institutions and the services they offer in the perception of the students. They will rate each feature numerically which if totalled must be equivalent to 100 points. Part three of the instrument dealt on the demographic profile of the student-respondents.

The SERVQUAL questionnaires for this study were administered to 345 fourth year students of the College of Business Administration and Accountancy (CBAA) of Colegio de San Juan de Letran-Manila in their classes from 11:30am to 8:30pm as the schedules were provided by the INCAS during the second semester of academic year 2013-2014. Permissions were sought from professors in these classes in the conduct of answering the questionnaires by the students. The questionnaires were retrieved from the professors concerned after class sessions.

Results and Discussion

Any service institution must not be contended with the kind and quality of services it provides to its customers because the competition in the industry sector is becoming difficult and complicated. SERVQUAL up to this day, as claimed by many researchers, is still the most commonly used instrument to measure quality service for decision making and improvement of the programs.

Statistical Treatment

Data gathered from the first part of the questionnaire which seeks to measure the respondents' expectations and perceptions of service quality provided by Colegio de San Juan de Letran-Manila was statistically treated by correlation analysis.

Data from part two of the questionnaire which the respondents rated each five quality service features of higher educational institutions utilized the statistical mean to determine which among the five features is the most important or vital while data from the third part of the instrument which was about the student-respondents' profile used the percentage to determine their demographic profile.

On the importance of quality features being provided by the Colegio, the weighted mean was utilized as the respondents ranked the features according to the importance as they perceived each feature.

Results of the current study illustrates that organizations can at least assess five dimensions of service quality to ascertain the level of services provided, and to determine which dimensions of service quality need improvement (Priyadarsini & Vinoth, 2009). Presented below are the results (Fig.2. & Table 3) of the research conducted in the Colegio specifically the College of Business Administration and Accountancy (CBAA).
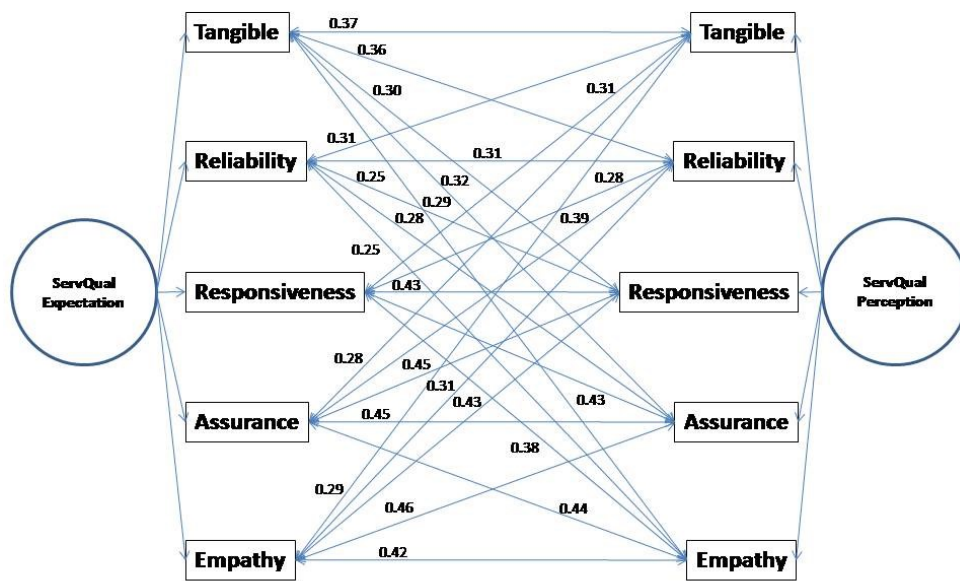

Fig.2. Structural equation and hypothesized results

The tangible features of the service quality such as the appearance of the Colegio's physical facilities, equipment, personnel and communication materials when the actual and experience of the respondents are correlated got a mean of 0.37. It implies that there was a weak relationship in the customer expectations and perceptions as far as tangibles are concern. When the perceived tangibles feature was considered and correlated with the expected empathy, it got a 0.29 mean which is interpreted as weak. It implies that the attention being given to the students by the personnel has nothing to do with the facilities and physical appearance of the institution. The reliability features of the service quality such as the Colegio's ability to perform the promised services dependably and accurately when the expectations and perceptions of the respondents are correlated got a mean of 0.31 similar to the correlated results of reliability and tangible features. It implies that there was a weak relationship in the customer expectations and perceptions as far as reliability and tangibles are concern. Meanwhile, when the perceived reliability feature was considered and correlated with the expected responsiveness and empathy, it both got a 0.25 mean, the lowest among the correlated results of all the service quality features.

Table 3. Emerging Correlations of SERVQUAL Expectations and Perceptions

EXPECTATIONS on SERVQUAL Dimensions	Correlations Coefficient Numerical Values	Correlations Coefficient Descriptive Rating	PERCEPTIONS on SERVQUAL Dimensions
	0.37	Weak	Tangibles
	0.36	Weak	Reliability
TANGIBLES (H1)	0.30	Weak	Responsiveness
	0.32	Weak	Assurance
	0.29	Weak	Empathy
	0.31	Weak	Tangibles
	0.31	Weak	Reliability
RELIABILITY (H2)	0.29	Weak	Responsiveness
	0.28	Weak	Assurance
	0.25	Weak	Empathy
	0.31	Weak	Tangibles
	0.28	Weak	Reliability
RESPONSIVENESS (H3)	0.43	Moderate	Responsiveness
	0.43	Moderate	Assurance
	0.38	Weak	Empathy
	0.28	Weak	Tangibles
	0.39	Weak	Reliability
ASSURANCE (H4)	0.45	Moderate	Responsiveness
	0.45	Moderate	Assurance
	0.44	Moderate	Empathy
	0.29	Weak	Tangibles
	0.31	Weak	Reliability
EMPATHY (H5)	0.43	Moderate	Responsiveness
	0.46	Moderate	Assurance
	0.42	Moderate	Empathy

As shown in the correlated results (Table 3), the ability of the Colegio to perform promised services dependably and accurately has diminutive relationship with its willingness to help customers and provide prompt service, as well as the caring and individual attention to the customers.

relationship with its willingness to help customers and provide prompt service, as well as the caring and individual attention to the customers.

When the perceived responsiveness features of the service quality were correlated with the expected responsiveness and assurance, both features got a correlated mean of 0.43. It entails that expected responsiveness has a moderate relationship with the responsiveness and assurance as experience by the customers. While the expected responsiveness features when correlated with reliability, tangibles, and empathy features got 0.28, 0.31, and 0.38 respectively. All of which imply that there was weak relationship between these features.

Evidently, the perceived assurance features of the service quality provided by the Colegio when correlated with expected responsiveness, assurance, and empathy features, the first two garnered 0.45 and the last got 0.44 mean. It implies that the knowledge and courtesy of the Colegio's employees, both academic and non-academic personnel, and their ability to convey trust and confidence is moderately related to the Colegio's willingness to provide prompt service, knowledge and courtesy, and the caring and individual attention it provides to the customers. While the perceived assurance features have weak correlated results of 0.28 and 0.29 for

both tangibles and reliability features as expected by the customers. It means that the knowledge and courtesy of the employees has diminutive relationship with the institution's physical appearance and its ability to provide services dependably and accurately as promised.

Lastly, the empathy features of service quality got moderate correlated results when responsiveness, assurance, and empathy features were considered and got 0.43, 0.46, and .042 respectively. It means that caring and individual attention provided by the Colegio to its customers are moderately related with the willingness of the Colegio to provide prompt services, knowledge and courtesy, and caring and individual attention given to customers. While the empathy features' correlated results for tangible and reliability features were 0.29 and 0.31 respectively. It implies that there was a weak relationship between the caring provided to customers wherein individual attention are provided and the physical appearance and the ability of the institution to perform services dependably and accurately as promised.

Quality Service Features

Below is the summary of the service quality features provided by the Colegio to its clientele.

Table 4. Features of Service Quality as provided by the Colegio de San Juan de Letran, Manila

Features	Mean	Rank
1. The appearance of the college an universities' physical facilities, equipment, personnel and communication materials.	21.01	1
2. The colleges and universities' ability to perform the promised service dependably and accurately.	19.53	2
3. The colleges and universities' willingness to help customers and provide prompt service.	18.89	4
4. The knowledge and courtesy of the colleges and universities' employees and their ability to convey trust and confidence.	19.51	3
5. The caring, individual attention the colleges and universities provide its public service.	18.27	5

Data from Table 4 presents that appearance of the college or university's physical facilities, equipment, personnel and communication materials matter most to the clientele as it ranked 1st and got a mean of 21.01. It suggests that clientele of academic institutions such as the Colegio expect that actual physical appearance must meet their expectations. Once clientele expectations are greater than the performance, customers will be dissatisfied (Parasuraman et al, 1985; Lewis and Mitchell, 1990) and therefore failure on the part of the institution.

The colleges and universities' ability to perform the promised service dependably and accurately garnered a mean of 19.53 and ranked 2nd. It implies that clientele expect that the institution must deliver the kind of services as promised. Shahin (2010) argued that service quality performance must meet or exceed customer's expectations.

Clientele also expect that employees that includes non-academic personnel and faculty members as well are expected to be knowledgeable about their respective jobs and responsibilities and must be courteous in dealing with them. It suggests that through them, the institution must be able to convey trust and confidence to the students, alumni, and parents.

Meanwhile, service quality feature such as colleges and universities' willingness to help customers and provide prompt services to its clientele got 18.89 mean and ranked 4th, while the feature of being caring to students and individual attention provided them by the institution got a mean of 18.27 ranked 5th were the lowest in the ranking. It implies that clientele did not experience much of these features from the Colegio. The students perceived that the Colegio is short of providing them with prompt and caring services.

Analysis

The hypothesized framework in Fig.1 was tested using the statistical mean to determine which among the five (5) features of the service quality features contribute more to the overall performance of the Colegio in terms of quality as perceived by the students. Based on the findings, there was a weak relationship in the customer expectations and perceptions as far as tangibles features of service quality are concern.

Students' perception on the caring and attention being given by the school personnel to the individual student has a little importance or has nothing to do with the facilities and physical appearance of the institution. Since school facilities, equipment, personnel and communication materials are tangibles, are not in any way contributory to the capacity of the personnel to care and provide individual attention to students. It shows that in any given situation, school personnel and employees, both non-academic and academic, can provide the same level of caring and attention to their individual students regardless of the facilities, culture and policies of the Colegio. In spite of this, students still look for the quality and better physical facilities, equipment, personnel and communication materials from the Colegio as it was ranked number one by the respondents.

As expected, as shown in the correlated results of this study, the perceived responsiveness, assurance and empathy features such as the willingness of the Colegio to provide prompt services, knowledge and courtesy of employees, and the capacity of the personnel to provide and convey care and attention to students have moderate relationships with each other.

It suggests that intangible features of quality service can be performed regardless of the kind of facilities the Colegio provide for the students. Although possible, students' experiences of these are limited. The Colegio must intensify its effort to provide prompt and caring service to its clientele.

Conclusions

In this research, SERVQUAL methodology was used as an analytical approach for evaluating the relationship between the perception and expectation of the respondents on the service quality provided by the Colegio de San Juan de Letran-Manila.

While this research attempted to measure the relationship of the expected performance of the Colegio vis. a vis the perceptions of respondents, the findings revealed that there were gaps between these two areas of concern (Priyadarsini & Vinoth, 2009; Rahaman & Rahman, 2011) as manifested by weak and moderate correlations, thus this provide essential information that the Colegio can based its decisions and policies for the enhancement of the programs and the delivery of quality services to its clientele, the students deserve.

On the quality of service features, it is interestingly noted that physical facilities and infrastructures is the most important feature of an educational institution according to the respondents. This was followed by the institution's ability to perform the promised service dependably and accurately

being ranked as the second important feature. Next is the courtesy of employees and their ability to convey trust and confidence ranked third while willingness to help and provide prompt service is ranked fourth respectively. Caring and individual attention provided by the school was the least important to them as this was ranked fifth and last.

Let the results or findings of this research endeavor post a challenge on the part of Letran's administration to strengthen the delivery of quality services to bridge the gaps between students' expectations and their perceptions about what is being provided by the institution.

Recommendations

Different departments both academic and support offices must conduct an assessment and evaluation of their current physical and system facilities infrastructures and make recommendations to the top management/administration for acquisition of new facilities to upgrade the present and existing ones currently in use to provide and meet student expectations on quality services. This procedure can be taken as a basis for updating the existing policy in this area.

The Human Resources Department (HRD) must spearhead in conducting periodic trainings, seminar-workshops pertaining to "Customer Service Satisfaction" for non-teaching employees focusing on courtesy, productivity, work performance, listening skills, knowledge, empathy and willingness to provide services. In this regard, appropriate policies can be drawn.

Make the application for an ISO certification to be one of the top priorities of Letran-Manila. The standards set by the ISO can change the entire systems, procedures and infrastructures in the Colegio. Thus, this will change the landscape on the provision of quality services to students and other stakeholders of Letran-Manila. Therefore, enhancement of present policies on quality management is imperative in adherence to the ISO standards criteria set for the Colegio to comply with.

Determining the strengths and weaknesses pertaining to the dimensions of service quality, organizations like Colegio de San Juan de Letran-Manila can better allocate resources (Priyadarsini & Vinoth, 2009) like increasing the budget which the Financial Affairs division must consider providing better services to the Colegio's stakeholders which will have a positive long-term effect such as an increase in enrolment in the future.

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