

Measuring the Gap on Service Quality Management Support Service in Lyceum of the Philippines-Laguna: Basis of Rater Dimension

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ABSTRACT

This study was conducted to acquire and understand information about the level and significance of student's expectation and satisfaction at the services provided by the four particular offices. Student's expectation and satisfaction refer to overall student viewpoint towards the service regarding the fulfillment of their needs. The purpose of this study is to determine LPU-Laguna service quality in its management support service – Registrar Office, Treasury Office, JPL Multimedia Resource Center, and Palaestra Consortio Office. In this study, a quantitative method was used and the data were obtained from 315 random graduating students in five departments – 50 CAM, 30 CAS, 52 CBA, 75 CITHM, and 108 COECS – of LPU-Laguna through a Four-Likert scale RATER questionnaire – Reliability, Assurance, Tangibility, Empathy, and Responsiveness. The results demonstrated that there is a significant relationship between the student's expectation and satisfaction when grouped according to department. The students are satisfied with how reliable of one's department and dissatisfied with how slow the response of the other department. This study can help both employees and LPU-Laguna to know which management support service must improve. This also helps students and other researchers to have a basis for the future research in LPU-Laguna management support service.

Key words: *Student's Expectation, Student's Satisfaction, RATER Dimension, Management Support Management*

INTRODUCTION

Service quality or SERVQUAL spreads from business to education. Many higher education institutions have been stimulated and influenced by service quality both for teaching and administrative support functions. The American marketing gurus Valerie Zeithaml, A. Parasuraman, and Leonard Berry developed SERVQUAL in 1988. Lewis and Booms (2015) stated that service quality is a measure of how the service level delivered match customers' expectations.

The researchers conducted a research in LPU-Laguna, an industry-driven environment for instruction, research, and social responsibility. It is one of the most dynamic and unique campuses of the growing Lyceum of the Philippines University System. With over ten courses of study, LPU-Laguna offers a fantastic opportunity to learn within a vibrant and dynamic school setting nestled in the foothills of Mt. Makiling and with strong academic industry partnership to multi-national companies and medium scale industries that are located within the area.

Through conducting surveys, the researchers can identify the gap between expectation and satisfaction on the services that LPU-Laguna provided. This study is significant as it is going to measure the gap of service quality of the management support services of LPU- Laguna and the level of satisfaction and expectation of the college graduating students towards Treasury Office, Palaestra Consortio Office, JPL Multimedia Resource Center or JLP Library, and Registrar Office. The result from the study can be used of LPU-Laguna to have a basis if their management support services meet or exceed the student's expectations.

In addition to that, this study is going to give a conclusion, and some recommendations to help LPU-Laguna to improve their quality service in their management support service.

Review of literature

SERVQUAL Model

Dr. Shahin A. (2013) wrote that measuring service quality has focused primarily on how to meet or exceed the external customer's expectations, and has viewed service quality as a measure of how the delivered service level matches consumer's expectations. Parasuraman et al. (1988) recognized five major dimensions: reliability, assurance, tangibility, empathy and responsiveness. These are the basic dimensions of the well-known SERVQUAL model and used to measure the service quality and customer satisfaction.

This study was confirmed by Min S. (2013) that states that SERVQUAL measures service quality by comparing the expectation and satisfaction of service quality as measured in the service dimensions. To use the SERVQUAL model in higher education, the five basic dimensions of SERVQUAL measured with right characteristics of the education services, for instance, university or higher education institution.

Gap

Gap means difference between satisfaction and expectation. Identification of gap provides an opportunity to bridge it and thus to enhance the service. Ahmad S. (2017). Higher education is getting popularity as a service industry day by day. The providers directly affect the service of Education. Saleem M. (2017) says that, the higher education institutions to meet the requirements and expectations of the students have laying greater emphasis.

Universities try to become student oriented as the student perceptions regarding educational facilities and services have become very important. Saleem, M., & Ch, H. (2017).

Shahin (2016) stated that, the first four gaps (Gap 1, Gap 2, Gap 3, and Gap 4) are identified as functions of the way in which service is delivered, whereas Gap 5 pertains to the customer and as such is considered to be the true measure of service quality. Here are the five gaps of service quality:

Gap 1: Is the significant difference between what the customer expected and what management feel about the expectations of the customer.

Gap 2: Is the significant difference between the satisfaction of the organization of customer expectations, and the translations of the satisfaction into service quality specifications and design.

Gap 3: Is the significant difference between the service delivered by the organization and the service quality specification of customers.

Gap 4: Is the significant difference between what the organizations told the customers by the service delivered to the customers.

Gap 5: is the significant difference between the satisfaction and expectation of the customers.

Objectives of the study

This study aimed to determine the level of gap between expectation and satisfaction among the graduating students of Lyceum of the Philippines–Laguna in the service quality of the Four-Management Support Services. Specifically, it intends 1) to determine the demographic profile of the respondents according to: age, department, sex, and student's status; 2) to determine the level of student expectation and satisfaction using RATER dimensions in Management Support Services: Registrar's Office, Treasury's Office, JPL Multimedia Resource Center, and Palaestra Consortio Office; 3) to determine if there is a significant difference on student's expectation and satisfaction using RATER Dimensions when grouped according to the profile variables; and 4) to determine if there is a significant difference between the student expectation and satisfaction to the Management Support Services through RATER dimensions.

METHODOLOGY

The respondents of the study are LPU-Laguna students with a sample size of 315 which was calculated using Yamane's formula. The researchers also used stratified random sampling to distribute the 315 graduating college students of LPU-Laguna in each department: 30 students from CAS; 52 students from CBA; 75 students from CITHM; 108 students from COECS; and 50 students from CAM.

The researchers used survey questionnaire as a tool for data gathering. The questionnaire was a self-made questionnaire with a Cronbach alpha of 0.989 which means that it is excellent for data gathering. On the first part of the questionnaire, it includes their personal information such as age, sex, department, program and their student status. On the second part of the questionnaire, it includes what are the rate of the management support services of LPU-Laguna based on their expectation and satisfaction on service quality using the RATER Dimensions. The researchers used a four-point Likert scale to allow the respondents to understand the option they should choose for the response.

The data gathered were collected, tabulated, analyzed, summarized, and interpreted in accordance to the manner of research.

RESULTS AND DISCUSSION

Table 1 shows the level of student expectation of support management services. Respondents have high expectation that registrar office is providing professional answers to students' questions. The highest dimension in registrar is the empathy with a weighted mean of 3.46 interpreted as strongly agree. Treasury got 3.53 for the reliability interpreted as strongly agree, JPL Multimedia Resources Center got 3.54 Empathy interpreted in strongly agree and Palaestra Consortio got 3.56 Reliability interpreted as strongly agree

Table 1. Summarized composite mean of expectation to the management support services using RATER Dimensions

	Registrar's Office		Treasury Office	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation
Reliability	3.42	Strongly Agree	3.53	Strongly Agree
Assurance	3.42	Strongly Agree	3.52	Strongly Agree
Tangibility	3.39	Strongly Agree	3.52	Strongly Agree
Empathy	3.46	Strongly Agree	3.50	Strongly Agree
Responsiveness	3.37	Strongly Agree	3.50	Strongly Agree

	JPL Multimedia Resource Center		Palaestra Consortio	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation
Reliability	3.51	Strongly Agree	3.56	Strongly Agree
Assurance	3.52	Strongly Agree	3.54	Strongly Agree
Tangibility	3.50	Strongly Agree	3.55	Strongly Agree

Empathy	3.54	Strongly Agree	3.54	Strongly Agree
Responsiveness	3.52	Strongly Agree	3.55	Strongly Agree

Table 2 shows the level of student satisfaction of support management services. Respondents have high satisfaction that is providing professional answers to students' questions. The highest in registrar got 2.72 for tangibility interpreted as agree. Treasury got 2.97 for tangibility as well interpreted as agree, JPL Multimedia Resources Center got 2.94 both Empathy and Responsiveness interpreted as agree and Palaestra Consortio got 3.12 both Reliability and Empathy interpreted as agree.

Table 2. Summarized composite mean of satisfaction to the management support services using RATER Dimensions

	Registrar's Office		Treasury Office	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation
Reliability	2.67	Agree	2.95	Agree
Assurance	2.66	Agree	2.92	Agree
Tangibility	2.72	Agree	2.97	Agree
Empathy	2.68	Agree	2.91	Agree
Responsiveness	2.56	Agree	2.88	Agree

	JPL Multimedia Resource Center		Palaestra Consortio	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation
Reliability	2.90	Agree	3.12	Agree
Assurance	2.88	Agree	3.11	Agree
Tangibility	2.82	Agree	3.12	Agree
Empathy	2.94	Agree	3.07	Agree
Responsiveness	2.94	Agree	3.07	Agree

CONCLUSION AND RECOMMENDATION

In Registrar, CAM has the highest weighted mean in analysis of variance and CAS has the lowest weighted mean for registrar's tangibility in both expectation and satisfaction. Out of five colleges, CAM has the highest satisfaction and CAS has lowest satisfaction compared to expectation which CAS has still the lowest but the CITHM has the most satisfaction when it comes to reliability. CAS got the least weighted mean and CBA is the most satisfied in expectation compared to satisfaction which CITHM got the highest and CAS got the lowest in terms of responsiveness. CAS still shows least expectation but both CBA and CAM got the highest expectation to the Registrar's office in terms of assurance. CAS has the lowest expectation and CAM has the highest when it comes to empathy.

In terms on the mean gap result, responsiveness got the lowest satisfaction of students when it comes to Registrar. First, taking sincere interests in solving student's problems is a problem on their point of view. Majority of the students have complained because they lost the records of other students. Second, timely and error-free. When you are going to transfer to another school and you need to get your Transcript of Records as soon as possible, they will ask you to comeback after 10 working days. When you come back, sometimes they are still not processing your TOR and if they are, they will use scotch tape on your envelope.

In Treasury, CAS shows the least and CBA shows the highest in both expectation and satisfaction when it comes to tangibility, reliability, responsiveness, assurance and empathy. Based on the result of mean gap, responsiveness got the lowest satisfaction from the respondents. Timely and error-free is one of the questions under responsiveness. When it's time to pay your tuition fee, you can see a heavy line of parents, guardians and students from afar.

In JPL Resource Center, CAS shows the least and CBA shows the highest in expectation when it comes to tangibility and reliability. When it comes to the mean gap result, OPAC is properly working but it is not a friendly user. When you use OPAC, you can see numbers that are confusing and you will end up finding books yourself. It is also hard to borrow and return books because of long process.

In Palaestra Consortio, CAS shows the least and CBA shows the highest in expectation while in satisfaction, CAM shows the least and CBA got the highest when it comes to tangibility. CAS shows the least and CBA shows the highest in expectation but compared to satisfaction, CAM got the lowest and CBA got the highest when it comes to reliability. CBA shows the highest and CAS got the lowest expectation in terms of responsiveness. In terms of assurance, CBA still shows the highest and CAS still got the lowest expectation but compared to satisfaction, CAM got the lowest and CBA got the highest.

In terms on the result of mean gap, they cannot provide their services without any delays when numbers of people are in their office asking for help because it has the lowest satisfaction which is 3.04.

The researchers conclude that in four management support service, the Registrar has the lowest result compared to JPL Resource Center, Palaestra Consortio and Treasury. If there will be other researchers who want to study those four-management support service, the researchers recommend that they should focus more to Registrar.

The researcher's proposed action based on the results were as follows. First, in man is staffs always approach the student's in a positive way so, that the student's feel comfortable to talk. The second is method, the action is staff should have software that can save the all data transaction that student's do in registrar. The Action in Materials is Have a organize bookshelves that in one bookshelf have an organizer box so, that it is easy to find the documents. Lastly the machine action, add more lapel speaker so, it will easier to communicate to students.

The researchers' recommendation to keep the record of the students properly because according to the data gathered by the researchers, many student's complaints about their lost records. According to the researcher data that gathered many student complaints about the process of their paper. As an Operation Management student, recommend to improve the process of registrar by doing the scheduling appointment because researcher want to minimize the time of student that spending in registrar.

The Step-in new process is first visit the website <http://students.lpulaguna.edu.ph/> to find the registrar form. When the student's fill up the form type the Name of student, Students number, and the date that student's fill up the form, and Write the needs and reason for that documents. Then after student's will set a schedule for date and time for appointment to the person in charge in your departments because the registrar staff have a quota for a day, for example Ms. Jane the person in charge to the Business students can accommodate forty students per day because one students have thirty to forty minutes to process the paper. If students did not show that day, students can reschedule the appointment but after three days. After students process the paper, need to sign - in in the logbook to know that respondent process a document that day to have a proof evidences because sometimes students think that the registrar lost the documents.

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