



RESEARCH ARTICLE

THE EFFECTIVENESS OF PROGRAM DELIVERY AND ACADEMIC SUPPORT TO THE PERFORMANCE AND REPUTATION OF A PRIVATE HEI IN THE PHILIPPINES

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Abstract

This study sought to determine the image and reputation of Liceo de Cagayan University as an educational institution through service quality and the satisfaction of the students, parents, and alumni. In this study, a total of 231 respondents were included broken down as follows: 140 students, 46 parents, and 45 alumni selected through convenience sampling. The study disclosed that, among the three stakeholders the alumni have the highest level of assessment along the four dimensions of service quality followed by the parents and the students respectively. As to the level of satisfaction, the alumni have the highest level of satisfaction followed by the parents and then the students. Finally, the indicators of service quality such as: tangibility, assurance, reliability, and responsiveness have a moderate relationship with the stakeholders' satisfaction. In like manner, the parents, alumni, and students' level of satisfaction on the quality of service of the university can be credited most from tangibility and reliability dimensions.

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Introduction:-

Liceo de Cagayan University as a private educational institution must depend on the interaction and mechanism of the market. As a result, competition to attract as many students as possible or so-called potential customer may become more and more intense. To make the matter harder, as a private institution, it does not have the privilege to receive any subsidy or financial assistance from the government. Thus, the university has to ensure stakeholders' satisfaction by providing quality services beyond their expectations for them to become loyal to the institution. According to Alridge and Rowley (1999) as cited in the work of Ramaiyah, Zain, & Ahmad (n.d.) an expectation that cannot be fulfilled on the institutions is the key factors for students' withdrawal.

In like manner Kanji, Abdul Malek and Wallace (1999) as cited by Hasan (2008) most institutions in Malaysia do give a great deal of importance to meeting customers' expectations which is like business organization, but they still lack customer awareness among the staff, and it has become a common drawback for many institutions. This brings to an understanding that students will have more opportunity to support their continued enrolment into higher educational institutions and on how well the educational programs and services met students' expectations for services.

Education is such a prestigious and fruitful investment that it always rewards in multiple ways. The strong and effective educational system results in the greater performance of the students. The educational institutions where the system is affective, and administration is willing to provide the quality services always enjoy more incoming of

brilliant and talented students. In order to make the institution progressive and effective the knowledge of students' expectations, academic preferences and quality perception about the educational environment should be kept by the higher authorities of the institute (Palacio, Meneses and Perez 2002). Particularly the students who are at a higher academic level studying in a higher educational institution seek more quality education and perfection of the system at study place because it satisfies their esteem and develops them with all the essentials and capabilities to be an effective educational personality.

It is on this context that the researchers are motivated to conduct this study to find out the reputation of the university in terms of the quality of services rendered to her stakeholders and how they are satisfied with such services. The results may serve as a base line data for the institution to further improve her services that would redound to the satisfaction and loyalty of the stakeholders. Thus, this study is conceived.

Framework

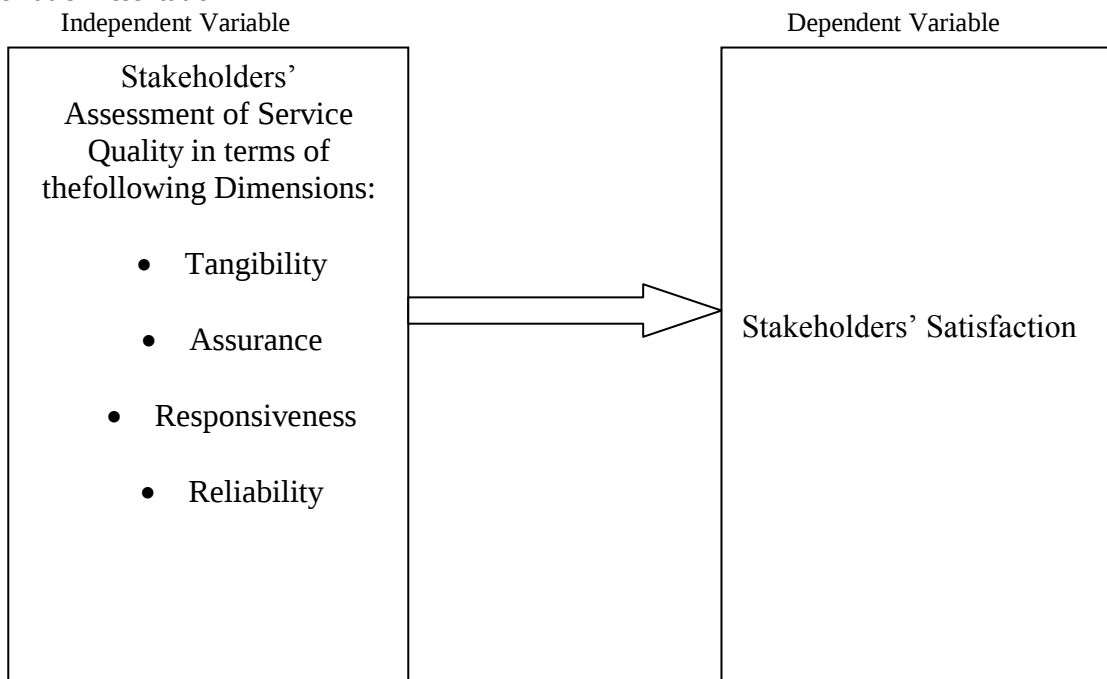
This study was anchored on the model developed by (Parasuraman et. al, 1985) as cited in the work of Badri, et. al (2005) stating that based on successful experiences a customer forms an opinion about the service quality by using same criteria to assess quality regardless of the type of service. The model comprises four service quality dimensions namely: tangibility, reliability, responsiveness, and assurance.

Tangibility dimension refers to the appearance of physical facilities, equipment, personnel, and communication materials. Reliability as a service dimension includes the ability to perform the promised service dependably and accurately. Responsiveness is the willingness to help customers and to provide prompt service to the stakeholders on the other hand, assurance as a service dimension refers to the knowledge and courtesy of employees and their ability to convey trust and confidence.

Service quality is commonly noted as a critical prerequisite for establishing and sustaining satisfying relationship with valued customers. In this way, the association between service quality and customer satisfaction has emerged as a topic of significant and strategic concern (Hasan, 2008). Bigne, Moliner and Sanchez (2003) found out that the overall service quality has a significant relationship with satisfaction. Ham and Hayduk (2003) had confirmed that in higher educational settings, there is a positive correlation between perception of service quality and student satisfaction.

In this study the variables are categorized into independent and dependent variables. The independent variables include the service quality dimensions in terms of reliability, tangibility, responsiveness, and assurance. On the other hand, the dependent variable is the level of satisfaction of the stakeholders. The researchers hypothesized that service quality dimensions of tangibility, assurance, reliability, and responsiveness predict the satisfaction of the students, parents, and alumni.

Schematic Presentation



Objectives Of The Study:-

This study aimed to ascertain the reputation of the university through the quality of services rendered to her stakeholders. Specifically, it aimed to attain the following objectives:

1. to determine the stakeholders' assessment on the service quality of the university along the following dimensions: tangibility, assurance, reliability, and responsiveness;
2. to find out the level of satisfaction among the stakeholders;
3. to correlate between the assessment of service quality dimensions and stakeholders' satisfaction;
4. to identify service quality dimension that best predicts satisfaction,
5. to describe the stakeholders' comments and suggestions to further improve the service quality of the university.

Methodology:-

This study made use of the correlational and causal designs. The respondents of the study were the university stakeholders namely: students, parents, and alumni. The main tool in gathering the necessary data was a modified questionnaire using a four (4) point scale. Items were taken from the work of Badri, et. al (2005). Since the instrument was modified it was tried out to 20 individuals who were not included as respondents in the study, Cronbach's alpha was then computed, and it was valid and reliable; hence, the computed value is 0.979. After the test of validity and reliability of the instrument the researchers wrote a letter address to the deans of the different departments in the university asking permission to administer the questionnaires to the target respondents using the convenience sampling technique. To encourage the respondents to provide an honest response, they were assured that the information given will be kept in strictest confidence. Mean and standard were used to determine the service quality and satisfaction of the stakeholders. Pearson Coefficient of Correlation was employed to determine the significant relationship between the service quality dimensions and satisfaction. Linear Regression was used to find out which of the service quality dimension predicts most to satisfaction.

Scoring Procedure

Range Score	Service Quality	Stakeholders' Satisfaction
3.26- 4.00	Very Efficient	Very Satisfied
2.51-3.25	Moderately Efficient	Moderately Satisfied
1.76-2.50	Efficient	Satisfied
1.0-1.75	Less Efficient	Not Satisfied

Results And Discussion:-

The findings of the study are presented based on the objectives of the study.

Objective 1.

To determine the stakeholders' assessment on the service quality of the university along the following dimensions: tangibility, assurance, reliability, and responsiveness.

Table 1:- Stakeholders Assessment on the Quality of Services in Terms of Tangibility Dimension.

Indicators	Mean	Standard Deviation	Descriptive Rating
1. appearance of building and grounds	2.86	0.72	Moderately Efficient
2. overall cleanliness	2.79	0.72	Moderately Efficient
3. appearance of personnel	3.05	0.66	Moderately Efficient
4. access to the school automate	3.01	0.78	Moderately Efficient
5. the organizational culture, belief, and value in the university	3.09	0.73	Moderately Efficient
Overall Mean	2.96	0.53	Moderately Efficient

Table 1 presents the stakeholders' assessment on the service quality of the school in terms of tangibility dimension. The data reveals that the highest mean rating (3.09) verbally described as efficient is obtained by indicator "the organizational culture, belief and value in this university." This is closely followed by indicator "appearance of personnel" with a mean rating of (3.05) verbally described as moderately efficient. On the other hand, the lowest mean rating (2.79) verbally described as moderately efficient is obtained by indicator "overall cleanliness." This is

followed by indicator “appearance of building and grounds” with a mean rating of (2.86) verbally described as efficient.

The data suggest that the organizational culture, beliefs, and values of the university are properly disseminated to the students, parents, and alumni; hence, they rated it efficient. Moreover, during the university’s general orientation as well as of the department, the university mission, vision, and core values are presented and explain to them. In addition, in the Social Orientation 1 classes the VMGO of the university are discussed thoroughly for the students to internalize.

On the other hand, the stakeholders’ assessment of the overall cleanliness of the school is somewhat low among the five indicators of tangibility dimension. This implies that the school must do something to enhance the cleanliness of the school’s environment; hence, this can be directly observed by the stakeholders. A good school ambiance is one of the factors that could attract and satisfy the clients. This is supported by the study conducted by Hadikoemoro (2002) as cited in the work of Ramaiyah, Zain, and Ahmad (n.d.) where they identified tangible: appearance of the university based on complete and modern equipment, physical facilities, and neat employees are factors that can attract and satisfy the stakeholders.

Table 2:- Stakeholders Assessment on the Quality of Services in Terms of Assurance Dimension.

Indicators	Mean	Standard Deviation	Descriptive Rating
1. friendly and courteous university staffs	2.93	0.82	Moderately Efficient
2. friendly and courteous faculty	3.21	0.75	Moderately Efficient
3. university staff’s knowledge on rules and procedures	3.03	0.71	Moderately Efficient
4. the degree to which the university involve with the community	2.98	0.75	Moderately Efficient
5. security measures in the university	2.96	0.77	Moderately Efficient
Overall Mean	3.02	0.61	Moderately Efficient

Table 2 shows the stakeholders’ assessment on the service quality of the university in terms of assurance dimension. The overall mean rating of (3.02) indicates that the stakeholders find the service quality of the university along this dimension as moderately efficient. The highest mean rating (3.21) is obtained by indicator “friendly and courteous faculty” verbally described as moderately efficient. This is followed by indicator “university staffs’ knowledge on rules and procedures” with a mean rating of (3.03) verbally described as moderately efficient. On the other hand, rated lowest among the five indicators are the “friendly and courteous university staff” and “security measures in the university” with mean ratings of (2.93) and (2.96) respectively verbally described as moderately efficient.

The data imply that the university’s teaching force exhibits good rapport with the stakeholders for this reason the respondents rated it high among the five indicators. Mehdipour and Zerehkafi (2013) research findings collaborate with the outcome of this study disclosing that when there is a provision of good rapport between faculty and students, availability of faculty when needed, and warm staff students are satisfied with the University services. In contrast there is a need for the university to enhance the interpersonal relationship of the staff in dealing with the clients and the security of the entire university for them to be more satisfied with the service quality of the institution. According to Sudha ((2013) if quality system is in place, the internal process would be systematic making every department complementing each other’s service domain and helping in developing customer satisfaction leading to high morale and motivation.

Table 3:- Stakeholders Assessment on the Quality of Services in Terms of Reliability Dimension.

Indicators	Mean	Standard Deviation	Descriptive Rating
1. transaction is timely and error free	2.55	0.83	Moderately Efficient
2. the university keeps its records accurately	2.87	0.82	Moderately Efficient
3. staffs have sincere interest in solving stakeholder’s concerns and problems	2.70	0.85	Moderately Efficient
4. the university provides its services at a time it	2.62	0.84	Moderately Efficient

promises to do so			
5. staffs' capability to render services	2.78	0.79	Moderately Efficient
Overall Mean	2.71	0.70	Moderately Efficient

Table 3 displays the stakeholders' assessment on the quality of services in terms of reliability dimension. It can be noted from the table, that the overall mean of the five indicators on reliability dimension is (2.71) verbally described as moderately efficient. The highest mean rating (2.87) verbally described as efficient is acquired by indicator "the university keeps its record accurately. This followed by indicator "staff's capability to render services" with a mean rating of (2.78) verbally described as moderately efficient. In contrast, the lowest mean rating (2.55) verbally illustrated as moderately efficient is obtained by indicator "transaction is timely and error free", closely followed by indicator "the university provides its services at a time it promises to do so" with a mean rating of (2.62) still described as moderately efficient.

The data entail that the university has the capability of keeping students' records in utmost confidentiality; hence, the stakeholders rated this high among the five indicators. On the other hand, there is a need for the university to provide prompt and accurate transaction to the clients to increase their satisfaction. Kumar and Yang (2014) emphasized that satisfaction of the services rendered by an institution is a major driver for student loyalty; thus, the students would be able to finish their degree in the school where they enrolled. Furthermore, Shah (2013) pointed out that customer service and quality are driving forces in the business community; thus, any educational institution should also do the same in order to compete with other schools in attracting students.

Table 4:- Stakeholders Assessment on the Quality of Services in Terms of Responsiveness Dimension.

Indicators	Mean	Standard Deviation	Descriptive Rating
1. availability of personnel to assist you	2.78	0.78	Moderately Efficient
2. capacity of the staff to solve problems when they arise	2.79	0.75	Moderately Efficient
3.channels for expressing complaints are readily available	2.69	0.83	Moderately Efficient
4. queries are dealt with efficiently and promptly	2.76	0.79	Moderately Efficient
5. the university is fair and unbiased in their treatment of every client	2.71	0.88	Moderately Efficient
Overall Mean	2.74	0.69	Moderately Efficient

Table 4 reveals the stakeholders' assessment on the quality of services in terms of responsiveness dimension. It can be gleaned from the table that the stakeholders rated this dimension as efficient as evident on the overall mean of (2.74). The highest mean rating (2.79) verbally described as moderately efficient is obtained by indicator "capacity of the staff to solve problems when they arise" this is closely followed by indicator "availability of personnel to assist you" with a mean rating of (2.78) verbally described as moderately efficient. In contrast, the lowest mean rating (2.69) verbally described as efficient is attained by indicator "channels for expressing complaints are readily available" this is followed by indicator "the university is fair and unbiased in their treatment of every client" with a mean rating of (2.71) still verbally described as moderately efficient.

The findings indicate that the university give assurance to the clients that whenever they transact business in any of the offices in the university somebody is willing to help and provide and outright service to them in so doing they feel satisfaction on how their concerns and issues are acted upon. Moreover, the study of Sudha (2013) stressed that with globalization, the educational environment will be seized by increased competition. He further stressed that to survive in such situation, the educational institutions need to worry about the quality of services they extend to their clients.

On the other hand, the university should think of some measures in addressing concerns and issues of the stakeholders; hence, among the five indicators this is rated lowest by them. In the study conducted by Shah (2013) it was disclosed that responsiveness had a significant relation with customer satisfaction. Thus, an increase in the responsiveness of services increase customer satisfaction.

Table 5:- Comparison of Stakeholders' Assessment on the Quality of Services.

Service Quality Dimensions	Students (140)		Parents (46)		Alumni (45)	
	Mean	SD	Mean	SD	Mean	SD
Tangibility	2.82	0.47	3.08	0.58	3.26	0.54
Assurance	2.88	0.56	3.09	0.68	3.35	0.54
Reliability	2.50	0.65	3.01	0.70	3.03	0.62
Responsiveness	2.52	0.63	3.01	0.70	3.14	0.60
Overall Mean	2.68	0.58	3.05	0.67	3.19	0.57

Table 5 reveals the comparison of the overall assessment of the stakeholders on the four dimensions of service quality of the university. It can be noted in the table that the highest mean rating (3.19) is obtained by the alumni this is followed by the parents with a mean rating of (3.05). On the other hand, the students' assessment on the service quality of the university has the lowest mean (2.68).

The highest assessment rating given by the alumni along the four dimensions of service quality could have been due to the fact that they were able to finish their degree program in the university and most likely felt satisfied during their stay in the school. The data further suggest that the sense of loyalty among the alumni is strong, and the university can tap them in boasting the image and reputation of the university. According to Shaildlin (2017) alumni form the largest group of stakeholders in the school and they form the only permanent community at an institution. Further he said that alumni are both insiders and outsiders as insiders they have a personal interest in the university's success. And as outsiders to the daily life of the institution, they bring external perspective of semi-detached observers. Considered together, these points will form the foundation for engaging alumni to enhance the image and reputation of the institution.

On the other hand, the parents and students had lower assessment on the four dimensions of service quality of the university compared with the alumni. This could have been because students have day to day transactions and interaction with faculty, staff, and personnel in the university, and most likely they have some unpleasant experiences in the institution. Hence, this is a wakeup call to the university to further enhance the services extended to her clients for them to feel satisfied with the services offered by the institution. It is only for this reason that the university can compete with other universities in the region in enticing the stakeholders to enroll in the school. Ming (2010) emphasized that competitive pressure has forced higher educational institutions to look for more competitive marketing strategies to compete for students in their respective markets.

Objective 2. To find out the level of satisfaction among the stakeholders.

Table 6:- Level of Satisfaction among the Stakeholders.

Indicators	Mean	Standard Deviation	Descriptive Rating
1. I am satisfied with my decision to choose this University.	2.98	0.82	Moderately Satisfied
2. If I have a choice to do it all over again, I still choose this University.	2.74	0.94	Moderately Satisfied
3. My decision to choose this University is a wise decision.	2.88	0.86	Moderately Satisfied
4. I am happy on my decision to choose this University.	2.90	0.88	Moderately Satisfied
5. I did the right decision when I decided to choose this University	2.86	0.89	Moderately Satisfied
6. I am happy to choose this University.	2.90	0.90	Moderately Satisfied
Overall Mean	2.87	0.82	Moderately Satisfied

Table 6 exhibits the level of satisfaction among the stakeholders. It can be observed in the table that the overall mean of the five indicators of satisfaction is (2.87) verbally described as moderately satisfied. The highest mean rating among the six indicators of satisfaction is "I am satisfied with my decision to choose this university" with a

mean rating of (2.98) verbally described as moderately satisfied. This is followed by indicators “I am happy on my decision to choose this university” and “I am happy to choose this university” with a mean rating of (2.90) verbally described as moderately satisfied. On the other hand, the lowest mean rating (2.74) described as satisfied is on indicator “If I have a choice to do it all over again, I still choose this university”.

The data suggest that in general the stakeholders are satisfied with the service quality of the university, however; much more must be done on the part of the institution to improve the reputation and image of the school. Liceo de Cagayan University as an education hub in the Region there is a need for the school administrators to develop management strategies that will lead the institution to succeed in this very competitive environment. To maintain a competitive edge, higher education institutions must handle reputation seriously in order to gain support from the stakeholders (Woo, et al., 2016).

Table 7:- Comparison of Stakeholders' Level of Satisfaction.

Stakeholders	Number	Mean	Descriptive Rating	Standard Deviation
Student	140	2.62	Moderately Satisfied	0.76
Parent	46	3.14	Moderately Satisfied	0.78
Alumni	45	3.38	Very Satisfied	0.74
Total	231	2.87	Moderately Satisfied	0.82

The data in table 7 reflects the comparison of students, parents, and alumni level of satisfaction. The data reveal that among the three stakeholders the alumni have the highest level of satisfaction with a mean rating of (3.38) verbally described as very satisfied. This is followed by the parents with a mean rating of (3.14) verbally described as moderately satisfied. On the contrary, the students have the lowest level of satisfaction with a mean rating of (2.62) still verbally described as moderately satisfied.

The high level of satisfaction among the alumni find support to the previous finding of this study where their assessment on the service quality of the university is higher compared to the parents and students. This can be attributed to the fact the alumni obtained their diploma from the institution, for this reason their loyalty is already with the university. On the other hand, the university should take some measures to enhance the service quality extended to the students since their satisfaction level is lower than compared to the other stakeholders. Ming (2010) stated that educational facilities such as classroom, laboratories and libraries are important in a student's selection of a college or university. Hence, the university should ensure that the expectations of the students in choosing the university will be met otherwise this will lead to students' withdrawal from the school.

Objective 3.

To correlate between the assessment of service quality dimensions and stakeholders' satisfaction.

Table 8:- Correlation Analysis between Service Quality Assessment and Satisfaction.

Independent Variables	Correlation Coefficient (r)	Probability	Descriptive Rating
Tangibility	0.652	.000**	High Relationship
Assurance	0.618	.000**	High Relationship
Reliability	0.659	.000**	High Relationship
Responsiveness	0.622	.000**	High Relationship

** Correlation is significant at 0.01 level (2-tailed)

Table 8 displays the test of relationship between the service quality assessment and level of satisfaction among the stakeholders. The data in the table reveals that the four dimensions of service quality namely: tangibility, assurance, reliability, and responsiveness had a significant relationship on the level of satisfaction among the students, parents, and alumni. The table further shows that among the four dimensions of service quality, reliability has the highest positive relationship on the stakeholders' satisfaction as evident on the R-value of (0.659) described as having a high

relationship this is closely followed by tangibility with an R-value of (0.652) depicted as high relationship. Responsiveness as service quality dimension has still a high positive relationship with satisfaction as indicated in the R-value of (0.622). On the other hand, assurance dimension has the lowest positive relationship among the five dimensions of service quality denoted by its R-value of (0.618). Thus, the null hypothesis is rejected. Therefore, tangibility, assurance, reliability, and responsiveness have significant relationship on the stakeholders' satisfaction.

The data imply that the ability to perform the promised service dependably and accurately to clients is a powerful element to clients' satisfaction. In like manner, factors that are readily noticeable by the stakeholders have a strong bearing on their level of satisfaction compared to service quality dimensions which are intangible or cannot be perceived immediately by the senses. Research findings of Arambewela and Hall (2006), Keok and Thong (2007), and Khan, et. al. (2011) stressed that responsiveness and tangibility have a significant positive relation with satisfaction. In contrast, the finding of Dimas, et al. (2011) found out that tangibles had low relationship on satisfaction. This could have been because their study included other dimensions such as study program, academic staff, and administrative services which are more vital to an educational institution compared to tangibility. More so, the respondents of the study were only students compared to the present investigation where parents and alumni were included as respondents.

Problem 4. To identify service quality dimension that best predicts satisfaction.

Table 9:- Multiple Regression Analysis between Independent Variables and Stakeholders' Satisfaction.

Variables	Unstandardized Coefficients		Standard Coefficients Beta	T	Sig.
	B	Std. Error			
(Constant)	-342	.221		-1.546	.124
Tangibility	.479	.101	.312	4.758	.000
Assurance	.181	.100	.134	1.814	.071
Reliability	.257	.103	.218	2.508	.013
Responsiveness	.202	.090	.169	2.246	.026
R = .732 R ² = .535 F = 65.370 Sig. = .000					

Multiple regression generally allows this study to model, explain, and examine the relationship between multiple independent or multiple predictor variables and a dependent or criterion variable. As such, predictor variables included in the study were the following: a) tangibility; b) assurance; c) reliability; and d) responsiveness. Multiple regression analysis examines the extent of influence of the predictor variables on the criterion variable of stakeholders' level of satisfaction.

Table 9 presents the influence of the independent variables to the dependent variables. Obviously, the stakeholders' satisfaction was affected by the four dimensions of service quality namely: tangibility, $\beta = .312$, $t = 4.758$, ($p < .01$), assurance, $\beta = .134$, $t = 1.814$, ($p < .01$), reliability, $\beta = .218$, $t = 2.508$, ($p < .01$), responsiveness, $\beta = .169$, $t = 2.246$, ($p < .01$). The findings imply that tangibility, assurance, reliability, and responsiveness significantly influence the stakeholders' level of satisfaction.

More precisely, the predicted scores for values of the independent variables are indicated by the beta weights (β) which means that each additional score/unit accounted by these four measure variables would imply an increase of stakeholders' level of satisfaction. This entails that the higher is the assessment on these dimensions of service quality the higher is the stakeholders' level of satisfaction.

In addition, the figures in the table disclose that for every unit change in the tangibility dimension of service quality, there is a corresponding increase of 0.312 in the stakeholders' satisfaction. This further means that the higher is the service quality, the higher is the satisfaction. As to reliability dimension, there is a corresponding increase of 0.134 in the stakeholders' level of satisfaction. This holds true with the service quality dimensions of responsiveness and assurance with beta weights (β) of 0.218 and 0.169 respectively. This would mean that the higher is the assessment on these dimensions the higher is the stakeholders' satisfaction.

Furthermore, R^2 value explains the amount of influence of the whole set of independent variables taken as one on the stakeholders' level of satisfaction. The measure of the total variation of the dependent variable consisted of 53.5% which reflects the amount of variance explained by the four dimensions of service quality namely: tangibility, assurance, reliability, and responsiveness while 46.5% of the variance can be attributed to other factor variables not included in the study.

From the foregoing analysis, however, the equation useful in predicting the percentage of stakeholders' satisfaction (Y) as indicated by the F-value (65.370) with its corresponding probability value (.000) is significant at ($p < .01$).

This model is illustrated:

$$Y = .479X_1 + .181X_2 + .257X_3 + .202X_4 - .342$$

Where: -.342 = constant

Y = Stakeholders' Level of Satisfaction

X_1 = Tangibility

X_2 = Assurance

X_3 = Reliability

X_4 = Responsiveness

Therefore, the null hypothesis that there is no independent variable, singly or in combination, best predicts stakeholders' level of satisfaction is rejected. In agreement to this result, Vaniarajan and Vijayadurai (2010) in their study found out that service quality was a strong predictor of student satisfaction. In like manner, Arambewela and Hall (2006); Arokiasamy and Abdulla (2012); and Mustafa, et al. (2012) as cited by Srivastava and Beri (n.d.) collaborates with these findings stating that student satisfaction is directly influenced by service quality.

Objective 5. To ascertain the stakeholders' comments and suggestions to further improve the service quality of the university

Table 10:- Comments and Suggestions of the Stakeholders.

Comments/Suggestions	Frequency	Rank
Cleanliness of the surroundings/toilets	12	1 st
Improve school facilities and laboratories	10	2 nd
Additional cashier counter during exams	8	3 rd
Courteous staff (values)	7	4.5 th
Upgrade the canteen	7	4.5 th
Expensive tuition not worth	5	6 th
Security	4	7 th
Aircon fee to be included in the miscellaneous	3	9 th
Maximize the use of books	3	9 th
Internet connection	3	9 th
Transparency on the part of the school/questionable transaction	2	11 th
Proper dissemination of activities	1	12 th

Table 10 presents the comments and suggestions of the students, parents, and alumni to enhance the service quality of the university that will boil down to the satisfaction of her stakeholders. It can be noted in the table that "cleanliness of the surroundings/toilet" ranked first; second "improve school facilities and laboratories"; third "additional cashier counter during exams; 4.5th "courteous staff (values)" and "upgrade the canteen". On the other hand, "proper dissemination" and "transparency on the part of the school/questionable transaction" got the lowest rank of 12th and 11th respectively.

The findings imply that there is a need for the university to enhance the overall physical condition of the school under the tangibility dimensions, hence; an increase in the quality of tangible services increases customer satisfaction. This is in accord with Skallerud (2011) statement that for school managers who want to obtain or maintain a good school reputation should emphasize the importance of ensuring parent satisfaction. Moreover, parents who are satisfied with the school services provide more favorable ratings of school reputation.

In like manner, Li and Hung (2009) a good reputation influences parents' loyalty and increased loyalty is important about retaining existing students and attracting new ones. Favorable reputations of an institution increase the likelihood that a school will be chosen by parents. However, with a poor reputation, the school had to exert effort in increasing stakeholders' satisfaction with the services provided and focusing on service improvement goals, as well as identifying sources of dissatisfaction of the parents.

On the other hand, although only few of the stakeholders suggested "proper dissemination of activities" and "transparency on the part of the school/questionable transaction", however; this is a wakeup call to the university administration to review some of her practices to increase the image and reputation of the university thereby; intensifying the satisfaction of the stakeholders. According to Arison, et al. (2016) enhancing customer satisfaction leads to customer loyalty.

Conclusions:-

The reputation of the university is good as reflected on the stakeholders' assessment of the service quality of the university which is described as efficient, and their level of satisfaction described as moderately satisfied; however, the university can still enhance the delivery of her services for an utmost satisfaction of the students, parents, and alumni. Among the three stakeholders the alumni have the higher level of assessment along the four dimensions of service quality followed by the parents and the students respectively. As to the level of satisfaction, the alumni have the highest level of satisfaction followed by the parents and then the students. Service quality dimensions such as: tangibility, assurance, reliability, and responsiveness have a high relationship with the stakeholders' satisfaction. In like manner, stakeholders' satisfaction can be attributed most from tangibility and reliability dimensions. In addition, the four dimensions of service quality namely: tangibility; assurance; responsiveness; and reliability had a high relationship to stakeholders' satisfaction. More so, all the service quality dimensions are best predictors to stakeholders' satisfaction.

Service quality dimensions have a direct influence on the stakeholders' satisfaction and most likely enhance customers' loyalty and boast the image and reputation of the institution. To achieve a high recruitment rate, attract high quality students, and enhance competitiveness the university needs to play an active role in building their own reputation. To attain this goal the university may ensure high quality of teaching, which enhances student satisfaction and offer quality services to other stakeholders particularly the parents, alumni, and the public that would redound to a unique image of the university and turns satisfied students into loyal students and stakeholders.

Recommendations:-

The researchers recommend the following to improve the quality of service of the university and to enhance the level of satisfaction of her stakeholders:

The university may enhance the service quality to her stakeholders specifically on assurance and responsiveness dimensions, hence, these predictors of satisfaction can be easily observed by the stakeholders. In like manner, cleanliness of the surroundings, toilet and other facility that is visible by the stakeholders should be kept to increase the level of satisfaction of the stakeholders.

The staff may be trained ethically and be given formation course more on sincerity and genuine concern in solving and addressing client's concern. In addition, offices can be properly staffed to provide quality service to the clients in terms of their queries and university concerns. Stakeholders' experiences in doing transactions with offices that are undermanned influence greatly their level of satisfaction. A more comprehensive study can be conducted by taking a larger sample size, other dimensions of satisfaction, and to include other educational institutions to come up with a comprehensive service quality and student satisfaction model.

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