

An Assessment of the Educational Service Quality Rendered: A Stakeholder's Perception

Keen Jolliheart Calvez¹, Matias Mercado, Jr., MBA¹, Neilgene Jovero¹, Cristy Lespasana¹,
Riza Jean Ligan¹, Jhezélane Grace Perez¹

¹*Holy Cross of Mintal, Inc. Mintal, Davao City*

Publication history: Received: February 10, 2026; Revised: March 22, 2026; Accepted: March 25, 2026

Email of Corresponding Author: matiasmercado@hcmintal.edu.ph

Abstract

This study evaluates the educational service quality of Holy Cross of Mintal, Inc. (HCMI) by examining stakeholder perceptions and institutional performance. Anchored on the SERVQUAL model (Parasuraman, Zeithaml, & Berry, 1988) and the SERVPERF model (Cronin & Taylor, 1994), the study adopts a descriptive-quantitative design with a predictive-discriminant approach. Data were collected from 200 stakeholders, including students, parents, alumni, and employees, using a 44-item questionnaire adapted from Baniya (2016) and measured through a five-point Likert scale. Descriptive statistics and discriminant analysis were employed to determine service quality levels and identify variables that distinguish the highest perception group. Findings reveal an overall “High” level of service quality ($M = 3.86$), with Assurance emerging as the strongest dimension, while Tangibles recorded the lowest score. The distribution of responses indicates that 75.5% of stakeholders fall within high and very high satisfaction levels. Discriminant analysis identified Reliability, Responsiveness, and Empathy as the key predictors of the “Very High” perception group, with Reliability as the most significant determinant. These results indicate that consistent service delivery and human-centered engagement are critical in achieving higher stakeholder satisfaction. The study concludes that while HCMI demonstrates strong institutional performance driven by human capital, improvements in infrastructure and technological resources are necessary. It recommends strengthening operational reliability, enhancing responsiveness and empathy, and investing in ICT and facilities to elevate stakeholder satisfaction. The findings align with Sustainable Development Goals such as SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), and SDG 9 (Industry, Innovation and Infrastructure). The study contributes to educational, institutional, and technological sustainability by promoting data-driven service improvement, strengthening stakeholder trust, and supporting continuous quality enhancement in educational institutions.

Keywords: Educational service quality; Empathy; Reliability; Responsiveness; SERVPERF model; SERVQUAL model; Stakeholder perception; Tangibles

1. Introduction

This study examines educational service quality at Holy Cross of Mintal, Inc. (HCMI) by analyzing stakeholder perceptions and institutional performance. It emphasizes that service quality is central to institutional sustainability, stakeholder trust, and academic excellence. Drawing from global, national, and local perspectives, the study integrates established service quality models to identify gaps between expectations and actual service delivery. The research aims to provide a structured, data-driven basis for improving institutional practices and fostering a culture of quality.

1.1 Educational Service Quality and Stakeholder Perception at HCMI

Educational institutions are expected to deliver quality services that promote academic success and human development. Failure to meet stakeholder expectations can lead to declining enrollment, reputational damage, and limited future opportunities for students. Thus, service quality is a critical determinant of institutional survival and relevance. Globally, measuring service quality remains complex due to discrepancies between institutional promises and actual student experiences. Galeeva (2016) identified persistent “service gaps,” highlighting the challenge of balancing structured evaluation with subjective student feedback. This reinforces the idea that service quality is dynamic and shaped by stakeholder perception. In the Philippine context, service quality is closely tied to infrastructure and equity. The Philippine Institute for Development Studies (2023) reported ongoing infrastructure gaps, including limited access to electricity and ICT resources, which hinder effective teaching and digital transformation. These deficiencies directly affect educational outcomes. Locally, Necosia (2022) revealed stakeholder dissatisfaction due to administrative inefficiencies and outdated resources, emphasizing that service quality includes communication, accessibility, and institutional support. At HCMI, service quality extends beyond instruction to administrative responsiveness and facility reliability. Stakeholder perceptions—students, parents, faculty, and administrators—serve as key indicators of institutional performance.

1.2 Themes and Insights from Related Literature on Educational Service Quality Dimensions

Literature consistently identifies service quality as a multidimensional construct shaped by stakeholder expectations and institutional performance. Galeeva (2016) emphasized the presence of service gaps in higher education, reflecting mismatches between expected and delivered services. Studies also highlight infrastructure and resource availability as critical components of quality education. The Philippine Institute for Development Studies (2023) noted that inadequate facilities and ICT access limit effective learning environments. Similarly, Necosia (2022) demonstrated that administrative processes, communication, and technological readiness significantly influence stakeholder satisfaction. Overall, the literature underscores that educational service quality encompasses both tangible elements (facilities, equipment) and intangible aspects (responsiveness, empathy, trust), reinforcing the need for comprehensive evaluation frameworks.

1.3 Local, National, and Global Context of Educational Service Quality

Globally, institutions face challenges in aligning service delivery with stakeholder expectations, as highlighted by Galeeva (2016). This reflects a broader need for reliable assessment systems that account for subjective perceptions. Nationally, the Philippines continues to address disparities in educational infrastructure. The Philippine Institute for Development Studies (2023) reported persistent gaps that affect the quality of education, particularly in access to ICT and basic utilities. At the local level, Necosia (2022) documented practical challenges such as administrative inefficiencies and outdated resources, which directly impact stakeholder experiences. Within this context, HCMI represents a microcosm where global challenges intersect with national constraints and local realities, making it a relevant site for evaluating service quality.

1.4 Theoretical Basis: SERVQUAL and SERVPERF in Evaluating Educational Service Quality at HCMI

This study is grounded in the SERVQUAL Model developed by Parasuraman, Zeithaml, and Berry (1988), which conceptualizes service quality as the gap between expectations and actual experiences. It evaluates five dimensions: assurance, empathy, reliability, responsiveness, and tangibility. These dimensions provide a framework for assessing stakeholder satisfaction and institutional accountability (Pena et al., 2013; Daniel & Berinyun, 2010). Complementing this is the SERVPERF Model by Cronin and Taylor (1994), which focuses on actual service performance rather than expectation gaps. It emphasizes that satisfaction is best measured through perceived performance, offering a more objective assessment (CEOpedia, 2023). The integration of these models enables a comprehensive analysis of both perceived expectations and actual institutional performance, allowing for a deeper understanding of service quality at HCMI.

1.5 Research Gaps and Rationale for Evaluating Service Quality at HCMI

Existing studies highlight the presence of service gaps, infrastructure limitations, and stakeholder dissatisfaction, yet there remains a need for institution-specific, data-driven analyses that integrate both perception and performance. While previous research identifies general issues, it often lacks actionable frameworks tailored to individual institutions. This study addresses this gap by combining SERVQUAL and SERVPERF models to identify discriminant variables that distinguish high levels of stakeholder satisfaction. By focusing on HCMI, the research provides a contextualized evaluation that can inform targeted institutional improvements and contribute to broader educational quality enhancement efforts.

1.6 Alignment with Relevant Sustainable Development Goals (SDGs)

This study aligns with several Sustainable Development Goals. It supports SDG 4 (Quality Education) by promoting improved educational service delivery and equitable learning environments. It also contributes to SDG 9 (Industry, Innovation and Infrastructure) by addressing the role of facilities and ICT in enhancing educational quality. Additionally, it relates to SDG 8 (Decent Work and Economic Growth) by improving educational outcomes that prepare students for the workforce. By evaluating service quality and identifying institutional gaps, the study contributes to strengthening educational systems and promoting inclusive, effective learning environments.

1.7 Importance of the Study to Multidisciplinary Sustainability

This study contributes to educational sustainability by enhancing institutional practices that ensure consistent, high-quality learning experiences. It supports socio-economic sustainability by improving educational outcomes that influence employability and long-term development. It also promotes technological sustainability through its focus on ICT integration and infrastructure improvement, and institutional sustainability by fostering a culture of quality and continuous improvement within HCMI. Furthermore, the study strengthens community sustainability by reinforcing trust and collaboration among stakeholders. Through its comprehensive evaluation of service quality, the research provides a framework that can be replicated by other institutions, contributing to sustainable educational development across multiple domains.

2. Materials and methods

2.1 Research Design

The study utilized a descriptive-quantitative research design with a predictive-discriminant approach. The descriptive component provided a systematic assessment of the current service quality conditions at HCMI by capturing stakeholder perceptions without manipulating variables. This approach enabled the identification of patterns, trends, and levels of satisfaction. Additionally, discriminant analysis was incorporated to determine which service quality dimensions significantly differentiate levels of stakeholder perception. This method allowed the study to move beyond descriptive statistics by identifying key predictors that distinguish higher satisfaction groups from others, thereby offering both diagnostic and prescriptive insights for institutional improvement.

2.2 Locale of the Study

The study was conducted at Holy Cross of Mintal, Inc. (HCMI), an educational institution where service quality is evaluated through stakeholder interactions across academic, administrative, and facility-related services. The institution served as the primary setting for assessing how service delivery is perceived by its stakeholders.

2.3 Respondents of the Study

The respondents consisted of 200 stakeholders of HCMI, representing key groups within the institution. These included current students, parents, alumni, and employees. Participation was limited to individuals with direct affiliation to the institution who provided voluntary informed consent, ensuring that the data reflected authentic stakeholder perspectives. Individuals without formal affiliation or those who declined participation were excluded.

2.4 Sample and Sampling Procedure

A stratified equal allocation sampling design was employed to ensure balanced representation across stakeholder groups. The total sample of 200 respondents was divided equally into four strata, with 50 participants each from students, parents, alumni, and employees. This approach ensured that no single group dominated the results and that each stakeholder category had equal representation in the analysis.

2.5 Research Instrument

Data were collected using a structured 44-item questionnaire adapted from Baniya (2016), designed to measure service quality perception and stakeholder satisfaction. The instrument was aligned with the SERVQUAL dimensions and contextualized for the local setting. To ensure reliability, the instrument underwent pilot testing, and internal consistency was evaluated using Cronbach's Alpha. Responses were measured using a five-point Likert scale ranging from very low to very high, reflecting the extent to which service quality dimensions were practiced and evident in institutional operations.

2.6 Data Gathering Procedure

Data were collected from qualified respondents who met the inclusion criteria and consented to participate. The administration of the questionnaire ensured that participants provided responses based on their direct experiences with the institution's services, allowing for accurate assessment of stakeholder perceptions.

2.7 Data Analysis Techniques

The study employed descriptive and inferential statistical techniques to analyze the data. Frequency and percentage distributions were used to describe the profile of respondents based on their perception levels. Mean scores were computed to determine the level of educational service quality across dimensions. Furthermore, discriminant analysis was applied to identify which service quality variables significantly distinguish the highest perception group from other groups. Additional analyses, including correlation and regression, were used to examine relationships among variables and support the interpretation of findings.

3. Results and Discussion

3.1 Educational Service Quality and Stakeholder Perception

3.1.1 Level of Service Quality Across SERVQUAL Dimensions

The findings indicate an overall "High" level of educational service quality with a mean of 3.86. Among the dimensions, Assurance obtained the highest mean (4.15), followed by Reliability (3.97), Responsiveness (3.83), Empathy (3.77), and Tangibles (3.59), which recorded the lowest score. All dimensions remained above the average threshold, and the relatively low standard deviations suggest consistency in stakeholder experiences across groups. These results suggest that stakeholders strongly trust the competence and integrity of faculty and staff, making Assurance a key driver of satisfaction. This supports the findings of Al-Fraihet et al. (2022), who emphasized the importance of the human factor in fostering institutional loyalty. However, the lower rating of Tangibles highlights a gap in infrastructure and technological resources, consistent with Nurcholis et al. (2023), who noted that modern stakeholders increasingly value digital and physical facilities. The strong performance in Reliability and Responsiveness reflects institutional agility, aligning with Jiang et al. (2024), while emphasizing the need for consistent service delivery to elevate stakeholder satisfaction further (Mwiya et al., 2022).

3.1.2 Distribution of Stakeholder Perception Levels

The distribution of respondents shows that 41.50% rated service quality as “High,” while 34.00% reported “Very High” satisfaction, resulting in 75.5% of stakeholders belonging to the top tiers. Meanwhile, 21.50% fell within the “Average” category, and only 3.00% reported low satisfaction. This indicates a predominantly positive perception of institutional service quality with minimal dissatisfaction. This distribution reflects strong institutional alignment and stakeholder satisfaction, consistent with Vinh & Khanh (2023), who linked such patterns to brand loyalty. The presence of a substantial “Very High” group suggests stakeholder advocacy and strong institutional support, as noted by Orel & Kara (2024). However, the “Average” group represents a critical segment that may be vulnerable to external alternatives, aligning with Tan et al. (2022). The minimal representation of dissatisfaction supports the view that service issues are not systemic, consistent with Al-Adwan et al. (2023), and highlights the importance of targeted strategies to enhance overall stakeholder experience (Zhang & Zhang, 2024).

3.1.3 Discriminating Variables of the Highest Perception Group

The discriminant analysis revealed a highly significant model with strong predictive accuracy, identifying Reliability, Responsiveness, and Empathy as the key variables distinguishing the “Very High” perception group. Reliability emerged as the strongest predictor, followed by Responsiveness and Empathy, while Tangibles and Assurance did not significantly differentiate the highest group. These findings indicate that achieving the highest level of stakeholder satisfaction depends primarily on consistent service delivery and human-centered engagement rather than physical infrastructure alone. This aligns with Masoko et al. (2023), who emphasized the importance of consistency in educational services, and Setiono & Hidayat (2022), who linked reliability to trust formation. The roles of Responsiveness and Empathy further highlight the importance of timely and personalized service, supporting Jiang et al. (2024) and the Service-Profit Chain perspective (Hennig-Thurau et al., 2023). The limited role of Tangibles as a differentiator reinforces the argument of Nurcholis et al. (2023) that facilities function as baseline expectations rather than key drivers of satisfaction. These results suggest that HCMI’s competitive advantage lies in its operational reliability and human-centered service delivery (González-Campos et al., 2023).

3.2 Strategic Implications for Service Quality Enhancement

The results indicate that improving Reliability, Responsiveness, and Empathy is essential for elevating stakeholder satisfaction from high to very high levels. The findings also highlight the need to address gaps in Tangibles to align infrastructure with the institution’s strong human-centered service delivery. This suggests that institutions should adopt a balanced approach that integrates operational consistency with technological and infrastructural improvements. Strengthening reliability through standardized processes, enhancing responsiveness through efficient communication systems, and promoting empathy through stakeholder-centered practices can significantly improve satisfaction levels. At the same time, investments in facilities and digital resources remain necessary to sustain competitiveness and meet evolving stakeholder expectations.

4. Conclusion & Recommendations

This study concludes that Holy Cross of Mintal, Inc. (HCMI) demonstrates a consistently high level of educational service quality, with stakeholder satisfaction largely driven by strong human capital, particularly in the dimension of Assurance, which reinforces institutional trust. However, a perceptual gap exists in Tangibles, indicating the need for improvements in physical and technological resources to match stakeholder expectations. The discriminant analysis further confirms that achieving the highest level of stakeholder satisfaction is primarily influenced by operational excellence, with Reliability emerging as the most significant predictor. Thus, elevating stakeholders from high to very high satisfaction requires a focus on consistent and dependable service delivery, supported by responsiveness and empathy to sustain stakeholder loyalty in a competitive educational environment.

Based on the findings, it is recommended that HCMI prioritize improvements in infrastructure and ICT resources to address gaps in Tangibles while maintaining its strong academic reputation. The institution should also strengthen operational reliability by establishing clear service standards for administrative processes. Faculty and staff are encouraged to enhance both digital responsiveness and personalized engagement to improve stakeholder experience. Students should actively participate in feedback mechanisms to support continuous improvement, while parents and alumni should collaborate with the institution to ensure alignment with community expectations and contribute to resource development. Future researchers are encouraged to examine the long-term effects of these strategies and explore comparative contexts to validate the identified key service quality dimensions.

The study is limited to stakeholders of Holy Cross of Mintal, Inc. (HCMI), which may restrict the generalizability of the findings to other institutions or contexts. The use of a cross-sectional design captures perceptions at a single point in time,

limiting the ability to assess changes in service quality over time. Additionally, the reliance on self-reported data may introduce subjective bias, as responses are based on individual perceptions and experiences.

Compliance with ethical standards

This study was conducted in accordance with established ethical principles by ensuring that participation was voluntary and limited to individuals with direct affiliation to Holy Cross of Mintal, Inc. (HCMI). Respondents, including students, parents, alumni, and employees, were selected based on defined inclusion criteria and provided informed consent prior to participation. Individuals without formal affiliation or those who declined participation were excluded to maintain the integrity of the data and ensure ethical compliance in data collection.

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