

Performance Excellence and Service Quality of an Educational Institution Located in Calamba, Laguna

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ABSTRACT

The purpose of this study is to see if there is a relationship between performance excellence and service quality at an educational institution in Calamba, Laguna. The study was guided by six objectives: determining the demographic profile of the respondents in terms of age, gender, marital status, educational attainment, job position, employment status, and employment status; determining the educational institution's performance excellence in terms of leadership, strategy, customers, measurement, analysis, and knowledge management; workforce, operations, and results; determining the educational institution's level of perceptions of service quality in terms of assurance, empathy, reliability, responsiveness, and tangibility; determining the significant difference in perceptions of service quality when grouped by demographic profile; determining the significant relationship between performance excellence and service quality; and providing a recommended action plan to improve service quality. The 71 employees of educational institutions in Calamba, Laguna, were chosen using stratified random sampling. The data was collected onsite using a survey questionnaire link via Google Forms. The data was collected and analyzed using quantitative research. A descriptive-correlational analysis is used to describe the relationships between variables. The findings of this study will indicate which factors need to be reconsidered as well as activities that will further improve employee performance in order to achieve performance excellence.

Keywords: *performance excellence, service quality, Malcolm-Baldrige excellence framework, Servqual method*

INTRODUCTION

A growing number of service organizations have prioritized service quality. Experts have developed a range of models and metrics to evaluate the quality of services. The SERVQUAL model determines if the service quality meets client expectations. When a client's expectations of the service are higher than the service supplied, there is a so-called quality gap. The Philippine Quality Award (PQA) is the country's version of the Malcom-Baldrige excellence framework.

Baldrige's performance excellence provides a framework for improving an organization's overall performance. The seven award criteria are leadership, strategy, customers, measurement, analysis, knowledge management, workforce, operations, and results. A performance excellence standard was implemented in the Philippines in February 2001. This law aims to motivate businesses to boost quality and production.

It is the highest honor conferred upon a firm or organization, and it is awarded by none other than the President of the Philippines. LPU-Laguna continued to elevate the bar and strongly asserted its commitment to excellence last September 25–26, 2014.

The Philippine government was obliged to implement a lockdown midway through March 2020 due to the rising number of COVID-19 cases. From this perspective, the educational institution's employees cannot gauge their responses and feedback on the agency's overall performance. This creates an opportunity for this research to be conducted. The Lyceum of the Philippines University-Laguna must maintain its reliability and reputation, so giving its employees the means to express their opinions is imperative.

This research aims to study the relationship between performance excellence and service quality at the Lyceum of the Philippines University—Laguna. In particular, how assurance, empathy, reliability, responsiveness, and tangibility, the five dimensions of service quality, are influenced by the criteria of performance excellence. This will also help the institution develop an action plan on how processes and services will be improved.

Review of Literature

Performance Excellence

Performance excellence is an interconnected strategy that culminates in the distribution of constant value addition to clients and shareholders, contributing to organizational sustainability, and the development of the organization's overall effectiveness and capability. Performance excellence can be achieved in a number of ways, and one of the best-known methods is the Baldrige Program. Organizations can keep pursuing excellence by administering the Malcolm Baldrige National Quality Accolade (MBNQA), a prestigious award.

The Republic Act No. 9013 went into effect in February 2001, and the Philippine Quality Act was the name of this regulation. The PQA is the highest national award given in the nation for outstanding organizational performance in both private and public sector organizations. This act aims to promote organizational performance standards that are comparable to those of top businesses abroad.

The performance excellence framework of Baldrige offers a structure for enhancing the overall performance of the organization. The criteria are leadership, strategy, customers, measurement, analysis, knowledge management, workforce, operations, and results. In terms of outcomes, the satisfaction of customers, economics, market, human capital management, provider, operational performance, governance, and ethical duties are all areas where improvements are scrutinized.

Service Quality

Service quality has become an influential tool that enables universities to increase the effectiveness of educational provision while also achieving excellent service (Hasbullah and Yusoff, 2018). Service excellence, according to Sandhu and Bala (2011), is crucial for every institution of higher learning to compete in the cutthroat higher education market.

Student satisfaction is crucial in influencing the level of service in universities, claim Dileep et al. (2012). The results of their study show that certainty, empathy, reliability, responsiveness, and tangibles are key characteristics of service quality. Students' perceptions of the quality of the services they receive have a significant impact on how satisfied they are.

A significant number of employees can also be attributed to high service quality (Promkaew & Tembo, 2017). Service quality is defined as the gap between expected and actual service performance. Ye and Liang (2010) assert that raising workplace employee satisfaction can enhance both productivity and service quality.

Parasuraman et al. (1988) stated that in the original version of SERVQUAL, there were ninety-seven (97) questions grouped into ten (10) dimensions. However, it was refined and came up with twenty-two (22) questions grouped into five (5) quality dimensions. One of these is reliability, which refers to providing the promised service with consistency and accuracy.

Conceptual Framework

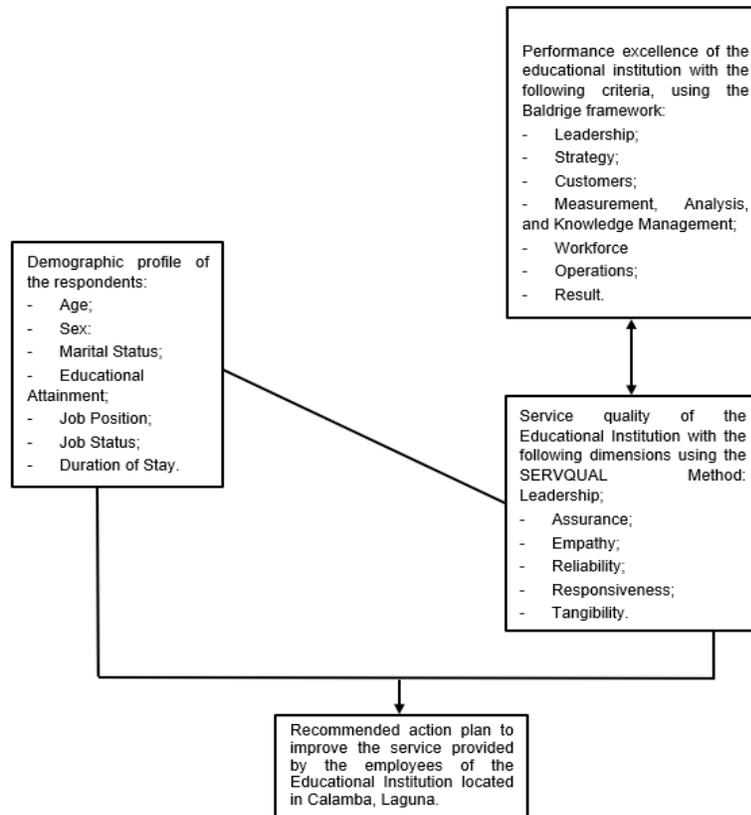


Figure 1. Conceptual framework of the study

Figure 1 shows that concept is built on a context-input-process-output paradigm that has been widely utilized in systems thinking (Scheerens, 2000). This method takes into consideration the multi-layered nature of relationships, as well as intermediate causal effects and reciprocal relationships, by integrating systems thinking into the model, in which indicators associated with the inputs into the system, the procedures through the framework, and the output are central (Scheerens, 1992). The questionnaire is divided into three (3) parts designed to capture the seven (7) factors of performance excellence and the five (5) service quality dimensions.

This framework is output-based, wherein the researchers will be providing a recommended action plan to improve the service provided by the employees of the educational institution located in Calamba, Laguna. The input will be the demographics, and the processes will be compared and correlated to find whether there is a positive or negative relationship between the independent and dependent variables, which are performance excellence and service quality, respectively.

Objectives of the Study

This study will determine if there is a significant relationship between performance excellence and service quality. The researchers provided six objectives to guide the study: to determine the demographic profile of the respondents as to age, sex, marital status, educational attainment, job position, employment status, and length of stay; to determine the performance excellence of the educational institution in terms of leadership, strategy, customers,

measurement, analysis, and knowledge management, workforce, operations, and result; to determine the level of perceptions of the service quality of said educational institution in terms of assurance, empathy, reliability, responsiveness, and tangibility; to determine the significant difference between the perceptions of service quality when grouped according to demographic profile; to determine the significant relationship between performance excellence and service quality; and to provide the recommended action plan to improve the service quality.

METHODOLOGY

The researchers used the quantitative methodology was used to investigate what employees thought about their services and organization. A survey questionnaire was designed with appropriate questions adapted from relevant research as well as original questions devised by the researchers.

RESULTS AND DISCUSSIONS

Table 1 shows that responsiveness is significant in terms of the difference in perception of service quality when grouped according to age. People between the ages of 24 and 28 have already developed their communication skills, so their responsiveness is better. There is a noticeable difference with a sig. value of 0.14 between people with age brackets of 18 to 23 and 30 to 35.

Table 1. Difference between the perception of service quality and age (demographic profile)

Service Quality	f-value	p-value	Interpretation
Assurance	1.081	.373	Not Significant
Empathy	1.800	.139	Not Significant
Reliability	1.780	.143	Not Significant
Responsiveness	3.285	.016	Significant
Tangibility	.687	.603	Not Significant

Note: If the p-value is <.05, Significant. If the p-value is >.05, Not significant.

Table 2 demonstrates that only assurance is significant in terms of the differences in perceptions of service quality. Barro and Lee (2001) concluded that more years of education lead to a more highly educated and productive workforce. There is a significant difference between high school graduates and doctorate degrees with a sig. value of.033. Comparing workers with various levels of education, those with more education are better able to complete a task.

Table 2. Difference between the perception of service quality and educational attainment (demographic profile)

Service Quality	f-value	p-value	Interpretation
Assurance	2.706	.038	Significant
Empathy	1.269	.291	Not Significant
Reliability	.650	.629	Not Significant
Responsiveness	1.021	.403	Not Significant
Tangibility	1.190	.323	Not Significant

Note: If the p-value is <.05, Significant. If the p-value is >.05, Not significant.

As shown in Table 3, only measurement, analysis, and knowledge management among all performance excellence criteria have a substantial association with empathy. This indicates that data-related issues have little bearing on how sensitively personnel react to their duties. To support his claim, Waytz claimed, based on the Harvard Business Review, that using empathy to manage and analyze data can be exhausting and, particularly, impair judgment.

Table 3. Relationship between performance excellence and service quality

	Assurance	Empathy	Reliability	Responsiveness	Tangibility
Leadership	Significant	Significant	Significant	Significant	Significant
Strategy	Significant	Significant	Significant	Significant	Significant
Customer	Significant	Significant	Significant	Significant	Significant
Measurement, Analysis, and Knowledge management	Significant	Not Significant	Significant	Significant	Significant
Workforce	Significant	Significant	Significant	Significant	Significant
Operation	Significant	Significant	Significant	Significant	Significant
Result	Significant	Significant	Significant	Significant	Significant

CONCLUSIONS

A study conducted by researchers at the Lyceum of the Philippines University-Laguna has found that the Results criterion had the greatest composite mean among the others in terms of school performance excellence. The majority of respondents, who were mostly female and single, were found to be between the ages of 24 and 29, and the majority of them were non-teaching, regular full-time employees.

There is a strong correlation between the educational institution's performance excellence and the level of service its employees deliver, according to researchers at the University of British Columbia in Canada. Except for responsiveness and age, assurance of service quality, and educational attainment of the demographic profile, most of the service quality characteristics do not significantly differ from the respondent's demographic profile. The study's results and statistical analysis lead to the most convincing conclusion.

An institution should conduct the same research on performance excellence and service quality every at least three years to keep the data current, according to researchers at the University of British Columbia. The researchers suggest exploring different methods for measuring service quality, such as the SERVPERF method, CES, CSAT, and Net Promoter Score (NPS).

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