

Development of a Multi-Perspective Assessment Tool in Evaluating the Service Quality of Philippine Public HEIs

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Abstract. An assessment tool is developed that incorporated perspectives of key stakeholders in the service quality evaluation of Philippine public higher education institutions. It utilizes both the customer and product approach/orientation in its assessment. It is multi-perspective, which includes the inputs and understanding of four key stakeholders: administrators, parents, and the main internal (faculty) and external (students) customers. This service quality framework is referred to as the Multi-Perspective Assessment Tool (MPAT). The MPAT underwent three phases of development through: 1) literature and expert panel review, consultation, and survey to determine important service quality dimensions needed for the development of the conceptual model; 2) a second survey wherein results were used in the empirical model formulation using confirmatory factor analysis through structural equation modeling; and 3) statistical analysis that assessed the goodness of fit, reliability, and validity of the model. Analysis of data from 872 respondents from three state universities indicates that the proposed model passed the tests for sample adequacy, reliability, and discriminant /convergent validity. Moreover, MPAT showed strong absolute and incremental fit indices. MPAT is a hierarchical model composed of 71 items representing 6 quality dimensions (Teaching Achievement, Research Capability, Delivery, Student Competence, Continuous Improvement, and Content) and 19 sub-dimensions.

Keywords: Service Quality evaluation of HEIs, Philippine public higher education institutions, Multi-Perspective Assessment Tool, Stakeholders of HEIs, SEM