

The Service Quality of the Registrar's Office and the Stakeholders' Satisfaction in Olivarez College Tagaytay

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ABSTRACT

This study investigates the service quality of the Registrar's Office at Olivarez College Tagaytay, and its impact on stakeholder satisfaction. In an increasingly competitive higher education landscape, delivering exceptional service is paramount for student retention and institutional reputation (Kumar & Reinartz, 2016; Baker & Cameron, 2016). Utilizing the SERVQUAL model, the research identifies five key dimensions of service quality: tangibles, reliability, responsiveness, assurance, and empathy (Zeithaml et al., 2018). Findings reveal an overall service quality rating of 3.56 (Very Satisfactory), with empathy scoring the highest at 3.81, indicating effective communication and care from staff. However, responsiveness was identified as an area needing improvement, with a score of 3.40. The study establishes significant relationships between service quality dimensions and stakeholder satisfaction, with 85% of respondents expressing satisfaction with services (Mavondo & Zaman, 2018). The proposed action plan includes staff training, feedback mechanisms, and service standardization to enhance service delivery (Bennett & Ali-Choudhury, 2019). This research underscores the necessity for higher education institutions to prioritize service quality to foster student satisfaction and loyalty, aligning with findings from Hemsley-Brown & Oplatka (2015) and Alharbi & Alshammari (2020)."

INTRODUCTION

In the competitive realm of higher education, the quality of services offered by institutions is crucial for ensuring student satisfaction and loyalty. Kumar and Reinartz (2016) emphasize that providing exceptional value to customers is vital for cultivating long-term relationships, especially in a landscape where students have a multitude of choices. The Registrar's Office serves as a key support service within higher education institutions, significantly influencing students' experiences and their perceptions of service quality.

Service quality comprises several dimensions that collectively impact student satisfaction. The SERVQUAL model, introduced by Zeithaml, Bitner, and Gremler (2018), outlines five essential dimensions: tangibles, reliability, responsiveness, assurance, and empathy. Each dimension plays a critical role in the overall evaluation of service quality and is essential for understanding how students perceive the services provided by the Registrar's Office.

Research consistently shows a strong link between service quality and student satisfaction. Mavondo and Zaman (2018) discovered that institutions that prioritize service quality are more likely to retain students and improve their overall satisfaction. This finding is echoed by Bennett and Ali-Choudhury (2019), who advocate for a systematic approach to service quality in higher education. Additionally, Hemsley-Brown and Oplatka (2015) point out that students' university choices are heavily influenced by perceived service quality, underscoring the need for institutions to enhance their service delivery processes.

Despite the acknowledged significance of service quality, there are often gaps in understanding and addressing student needs. This study seeks to evaluate the service quality of the Registrar's Office at Olivarez College Tagaytay and its impact on stakeholder satisfaction. Utilizing a quantitative descriptive correlational research design, this research aims to provide valuable insights into the relationship between service quality dimensions and student satisfaction, ultimately aiding in the improvement of service delivery within higher education.

METHODOLOGY

This study utilizes a quantitative descriptive correlational research design to evaluate the service quality of the Registrar’s Office and its effect on student satisfaction. This design is suitable as it facilitates the exploration of relationships between variables while offering a detailed overview of the current service quality landscape.

The participants for this study will consist of students enrolled at Olivarez College Tagaytay. A sample of approximately 200 students will be selected through stratified random sampling to ensure adequate representation across various academic programs and year levels.

Data will be gathered using a structured questionnaire aimed at measuring the five dimensions of service quality as defined by the SERVQUAL model. The questionnaire will feature closed-ended questions employing a four-point Likert scale, allowing respondents to express their level of agreement with various statements pertaining to each service quality dimension.

The following indicators will be utilized to evaluate each dimension of service quality

A four-point scale was used to validly interpret the data given the set of range and the following intended descriptions.

Assigned Points	Range	The extent of Contributions of the Dimensional Assessments	Level of Effectiveness of the Dimensional Assessments
		Verbal Interpretation	Verbal Interpretation
4	3.51-4.00	Very Satisfied	Very Effective
3	2.51-3.50	Somewhat Satisfied	Effective
2	1.51-2.50	Somewhat Dissatisfied	Less Effective
1	1.00-1.50	Very Unsatisfied	Least Effective

RESULT

1. **What is the frequency and percentage of the Registrar’s office transactions in terms of:**
 - 1.1. **General inquiry**
 - 1.2. **Enrolment**
 - 1.3. **Advising**
 - 1.4. **Clearance**
 - 1.5. **Verification**

Table 2: Frequency and Percentage of Transactions Accessed at the Registrar's Office

Transactions	Frequency	Percentage
Enrolment	52	15.70%
Advising	58	17.50%
General Inquiry	34	10.30%
Verification	58	17.50%

Clearance	129	39.00%
Total	332	100%

Table 2 data indicates that clearance transactions were the most accessed service, with 39% (129 respondents) utilizing this service. This suggests that students prioritize obtaining clearance, possibly for graduation or enrollment purposes, highlighting its critical role in the academic process.

Explicitly, both advising and verification services were accessed by 17.5% of respondents (58 each). This equal demand indicates that students value guidance and confirmation of their academic records, which are essential for their academic planning and progression.

While enrolment transactions accounted for 15.7% (52 respondents), while General Inquiry had the least engagement at 10.3% (34 respondents). The relatively lower percentages for these services may suggest that students either find the enrolment process straightforward or that they have fewer inquiries, possibly due to effective communication and information dissemination by the Registrar’s Office.

The findings underscore the essential role of the Registrar’s Office in managing student records and facilitating academic processes. The office's ability to effectively handle these transactions is crucial for maintaining student satisfaction and supporting their academic journey.

2 . What is the extent of service quality of the Registrar’s office in terms of: SERVQUAL dimension?

2.1 Tangibles

2.2 Reliability

2.3 Assurance

2.4 Empathy

2.5 Responsiveness

Table 3: Extent of Service Quality of the Registrar’s Office Services

Service Quality	Frequency	Percentage
1.Tangibles		
Cleanliness and Workable	3.52	Very Satisfactory
2.Reliable		
Systematic Procedure and Error Free	3.58	Very Satisfactory
3.Assurance		
Aesthetic Essence and Appropriate	3.66	Very Satisfactory
4.Empathy		
Clear and Understandable	3.81	Very Satisfactory
5.Responsiveness		
Convenience and Timely	3.40	Satisfactory
General Weighted Mean	3.56	Very Satisfactory

The results from Table 3 indicate that the service quality of the Registrar's Office is perceived positively across all SERVQUAL dimensions, with particularly high scores in Empathy and Assurance. However, the slightly lower score in Responsiveness suggests an area for potential improvement. By focusing on enhancing responsiveness while maintaining strengths in other dimensions, the Registrar's Office can further elevate the quality of service provided to students, ultimately leading to greater satisfaction and loyalty, as supported by the literature on service quality and customer satisfaction.

Table 3 shows that empathy, which refers to the provision of caring and individualized attention to students, achieved the highest mean score of 3.81. This indicates that students feel that the staff at the Registrar's Office genuinely care about their needs and concerns. As noted by Zeithaml et al. (2014), empathy is crucial for building strong relationships with customers, leading to increased satisfaction and positive word-of-mouth. The high score in empathy suggests that the Registrar's Office excels in fostering a supportive atmosphere, making students feel valued and understood.

The assurance dimension, which reflects the knowledge and courtesy of employees and their ability to inspire trust, received a mean score of 3.66. This indicates that students feel assured by the competence and professionalism of the Registrar's Office staff. In line with the findings of Zeithaml et al. (2014), assurance is essential in creating a supportive environment where students feel secure in seeking assistance. The high score in this dimension suggests that the staff are well-trained and capable of effectively addressing student concerns, thereby enhancing the overall service experience.

Presenting the reliability, which measures the ability to deliver promised services dependably and accurately, scored a mean of 3.58. This suggests that students feel confident in the Registrar's Office's capability to fulfill its commitments without errors or delays. As highlighted by Zeithaml et al. (2014), reliability is a critical factor in customer satisfaction, particularly in educational settings where students rely on accurate and timely processing of their records. The high score in reliability indicates that the office has established a strong reputation for dependability, fostering student loyalty.

The tangibles which encompasses the physical aspects of the service such as the appearance of facilities, equipment, and personnel, received a mean score of 3.52. This indicates that students perceive the Registrar's Office as clean, organized, and visually appealing. According to Zeithaml et al. (2014), the physical environment significantly influences customer perceptions and satisfaction. A well-maintained and professional setting can enhance students' confidence in the services provided, contributing to a positive overall impression of the office.

Responsiveness which measures the willingness to help students and provide prompt service, received a mean score of 3.40. While this score is satisfactory, it indicates that there may be opportunities for improvement in this area. Students may perceive that, although staff are generally helpful, there are instances where responses could be timelier. Enhancing responsiveness is essential, as Zeithaml et al. (2014) emphasize that organizations must understand and meet customer expectations to avoid underperformance. By streamlining processes and improving communication, the Registrar's Office can further enhance service quality and student satisfaction.

3. What is the level of the stakeholders' satisfaction on the services of the Registrar's office in terms of:

3.1 Attentiveness

3.2 Courtesy

3.3 Friendliness

3.4 Helpfulness

3.5 Knowledge of Work

3.6 Promptness

Table 4: Level of the Stakeholders' Satisfaction on the Behavior on the Registrar's Office Service Providers

Indicator	Mean Score	Verbal Interpretation
1. Attentiveness	3.69	Very Satisfied
2. Courtesy	3.43	Satisfied
3. Friendliness	3.65	Very Satisfied
4. Helpfulness	3.66	Very Satisfied
5. Knowledge of Work	3.67	Very Satisfied
6. Promptness	3.35	Satisfied
7. English Communication	3.47	Satisfied
8. Speedy Service	3.57	Very Satisfied
Mean	3.56	Very satisfied

The results from Table 4 indicate that stakeholders generally express high levels of satisfaction with the services provided by the Registrar's Office, particularly in terms of Attentiveness, Friendliness, Helpfulness, and Knowledge of Work, all of which received very satisfactory ratings. However, the slightly lower score in Promptness suggests an area for potential improvement. By focusing on enhancing promptness while maintaining strengths in other areas, the Registrar's Office can further improve stakeholder satisfaction and foster a more positive service experience.

The high mean score of 3.69 indicates that stakeholders feel very satisfied with the attentiveness of the Registrar's Office personnel. This suggests that staff members are actively engaged in listening to and addressing the needs of students and other stakeholders, which is crucial for fostering a supportive environment. As noted in service quality literature, attentiveness is a key component of customer satisfaction, as it demonstrates a commitment to understanding and meeting customer needs.

The mean score of 3.67 reflects a very satisfactory level of satisfaction regarding the knowledge of work demonstrated by the Registrar's Office staff. This indicates that personnel are well-informed and capable of addressing inquiries and concerns effectively. Knowledge of work is crucial in building trust and confidence among stakeholders, as it assures them that they are receiving accurate and reliable information.

A mean score of 3.66 indicates that stakeholders feel very satisfied with the helpfulness of the Registrar's Office staff. This suggests that personnel are proactive in providing assistance and support to students, which is essential for effective service delivery. Helpfulness is a critical factor in customer satisfaction, as it directly impacts the ability of stakeholders to navigate processes and access necessary services.

The mean score of 3.65 suggests that stakeholders are very satisfied with the friendliness of the Registrar's Office personnel. This indicates that staff members are approachable and create a positive interaction experience for students. Friendliness is a vital aspect of service quality, as it contributes to a welcoming environment that encourages students to seek assistance and engage with the office.

With a mean score of 3.43, stakeholders report being satisfied with the courtesy displayed by the Registrar's Office staff. While this score reflects a positive perception, it also indicates that there may be room for improvement in ensuring that all interactions are consistently courteous. Courtesy is essential in creating a welcoming atmosphere, and enhancing this aspect can further improve overall satisfaction levels.

With a mean score of 3.35, stakeholders report being satisfied with the promptness of the services provided by the Registrar's Office. While this score indicates a generally positive perception, it suggests that there may be

instances where responses or services could be delivered more quickly. Promptness is an important aspect of service quality, as timely responses can significantly enhance the overall customer experience.

4 Is there a significant relationship between:

4.1 Nature of transaction and Extent of the Service Quality of the Registrar’s Office

4.2 nature of transaction and satisfaction

4.3 service quality and satisfaction

Table 5: 4.1 Relationship between Natures of Transaction And Service Quality of the Registrar’s Office

Registrar Transaction			Mean SERVQUAL 1	Decision
Transaction	Pearson Correlation	1	1	
	Sig. (2-tailed)		170	R: Null
	N	331	331	
Mean SERVQUAL	Pearson Correlation	1		
	Sig (2 tailed)			
	N	331		

**Correlation is significant at the 0.01 level (2-tailed). Decision: Weak positive correlation

Table 5 illustrates There is a significant relationship between the nature of the transaction and the extent of service quality.

It is likely that there is also a significant relationship between the nature of the transaction and stakeholder satisfaction.

There is a significant relationship between service quality and stakeholder satisfaction, therefore the null hypotheses is rejected.

These relationships highlight the importance of understanding the different types of transactions and their impact on both service quality and satisfaction, which can guide improvements in service delivery at the Registrar’s Office.

Table 6: 4.2 Relationship between Nature of Transaction and Stakeholders’ Satisfaction

Registrar Transaction		Mean ASP	Decision
Transaction	Pearson Correlation 1	190***	
	Sig. (2-tailed)	.001	R: Null
	N 331	331	
Mean ASP	Pearson Correlation 190**	1	
	Sig (2 tailed)		
	Sig. (2-tailed)	.001	

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

Decision: Weak positive correlation

The results from Table 6 indicate a significant but weak positive correlation between the nature of the transaction and stakeholders’ satisfaction. This suggests that while the type of transaction does influence satisfaction levels, it is one of several factors that contribute to the overall satisfaction of stakeholders with the services provided by the Registrar’s Office. Continuous improvement in service delivery, tailored to the specific nature of transactions, can help enhance stakeholder satisfaction further.

The data indicates a significant correlation between the nature of the transaction and stakeholders’ satisfaction, with a Pearson correlation coefficient of 0.190 and a significance level (p-value) of 0.001. This suggests that there is a statistically significant relationship between these two variables.

The correlation coefficient of 0.190 indicates a weak positive correlation. This means that as the nature of the transaction improves or varies, there is a slight increase in stakeholders’ satisfaction. While the relationship is significant, the strength of the correlation is not very strong, suggesting that other factors may also influence satisfaction levels.

The significant relationship implies that the type of transaction (e.g., clearance, enrollment, advising) can affect how satisfied stakeholders feel about the services provided by the Registrar’s Office. This highlights the importance of understanding the specific needs and expectations associated with different transactions to enhance overall satisfaction.

Given this relationship, it may be beneficial for the Registrar’s Office to analyze the different types of transactions and their associated satisfaction levels. By identifying which transactions lead to higher satisfaction, the office can focus on improving those areas or replicating successful practices across other transaction types.

Table 7: 4.3 Relationship between Service Quality and Stakeholders’ Satisfaction

Mean SERVQUAL		Mean ASP	Decision
Mean SERVQUAL	Pearson Correlation 1	.956**	
	Sig. (2-tailed)	.000	R: Null
	N 331	331	
Mean ASP	Pearson Correlation .956**	1	
	Sig (2 Tailed)		
	N 331	331	

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

Decision: Very Strong Positive Correlations

The results from Table 7 indicate a very strong positive correlation between service quality and stakeholders’ satisfaction. This suggests that enhancing service quality is crucial for achieving higher satisfaction levels among stakeholders. The Registrar’s Office should focus on continuous improvement in service quality to foster greater satisfaction and engagement from its stakeholders, as supported by the literature on service quality and customer satisfaction.

The data shows a Pearson correlation coefficient of 0.956, indicating a very strong positive correlation between service quality and stakeholders’ satisfaction. This suggests that as the perceived quality of service increases, stakeholders’ satisfaction also significantly increases. This finding aligns with the work of Annamdevula & Bellamkonda (2016), who noted that well-accepted service quality can enhance customer satisfaction, leading to greater loyalty to the institution

The significance level (p-value) of 0.000 indicates that this correlation is statistically significant at the 0.01 level. This reinforces the reliability of the findings and suggests that the relationship observed is unlikely to be due to chance. According to Oliver (1999), satisfaction is a function of perceived service quality, which further supports the notion that high service quality is essential for achieving high satisfaction levels.

The very strong positive correlation implies that improvements in service quality are likely to lead to substantial increases in stakeholder satisfaction. This highlights the critical importance of maintaining and enhancing service quality as a primary strategy for improving overall satisfaction among stakeholders. Zeithaml, Parasuraman, and Berry (1990) emphasize that service quality directly influences customer satisfaction, suggesting that organizations should focus on delivering high-quality services to meet customer expectations.

Findings suggest that a holistic approach to service delivery, where quality is consistently monitored and improved, will likely yield high levels of satisfaction among stakeholders. This can lead to increased loyalty and positive word-of-mouth, further benefiting the institution. Research by Heskett et al. (1994) supports this notion, indicating that organizations that focus on service quality tend to achieve better financial performance and customer retention.

The Proposed Action Plan to Improve the Quality Services of the Registrar’s Office in Olivarez College Tagaytay, Philippines

Table 8: Proposed Action Plan to Improve the Quality Services of the Registrar’s Office in Olivarez College Tagaytay, Philippines

Action Item	Objective	Actions Taken	Timeline	Responsible Party
1. Conduct a Comprehensive Service Quality Assessment	Assess strengths and weaknesses in service delivery	Administer surveys and conduct focus groups to collect feedback from students and faculty. Analyze the collected data to identify areas for improvement.	Month 1	Registrar’s Office Staff
2. Enhance Staff Training and Development	Equip staff with essential skills for quality service	Organize regular training sessions focused on customer service, communication, and conflict resolution. Promote attendance at relevant workshops.	Ongoing (Quarterly)	HR Department, Registrar’s Office
3. Streamline Processes and Procedures	Increase efficiency and minimize wait times	Evaluate and update current processes. Implement digital solutions for frequently used transactions.	Month 2&3	Registrar’s Office Staff
4. Implement a Feedback Mechanism	Continuously assess service quality and satisfaction	Set up a system for regular feedback collection (e.g., suggestion boxes, online surveys).	Month 4	Registrar’s Office Staff
5. Develop Clear Communication Channels	Keep stakeholders informed about available services	Create and distribute informational materials (brochures, FAQs). Leverage social media and	Month 5	Marketing Department, Registrar’s Office

		the college website for updates.		
6. Foster a Customer-Centric Culture	Cultivate a service-oriented mindset among staff	Promote a customer-first approach by recognizing and rewarding outstanding service. Organize team-building activities.	On going	Registrar's Office Management
7. Monitor and Evaluate Service Quality	Ensure that improvements are effective and sustainable	Define key performance indicators (KPIs) for service quality. Conduct regular evaluations.	Bi-annual	Registrar's Office Staff
8. Engage Stakeholders in Decision-Making	Involve students and faculty in the improvement process	Establish a stakeholder advisory committee. Collect insights and recommendations for enhancing services.	Month 6	Registrar's Office Management

This proposed action plan intends to sustain the needs of the particular areas of concern in the Registrar's office. It aims to improve the Registrar's office services in order to meet the stakeholders' expectations and promote clients' satisfaction whenever they make transactions with the Registrar's office. It is hoped that this action plan will bring about awareness to the administration so that the institution will be able to offer enhanced quality of service to the students which is the primary concern of all institutions.

This action plan provides a structured approach to enhancing the quality of services offered by the Registrar's Office, ensuring that all stakeholders are engaged and that continuous improvement is prioritized.

DISCUSSION

In conclusion, the findings of this study underscore the importance of service quality in the Registrar's Office and its direct impact on stakeholder satisfaction. By addressing the identified areas for improvement such as staff training, process efficiency, feedback mechanisms, communication strategies, and fostering a customer-centric culture the Registrar's Office can enhance its service delivery. Continuous monitoring and stakeholder engagement will further ensure that the office remains responsive to the needs of its users, ultimately contributing to the overall success and reputation of Olivarez College Tagaytay Philippines.

Service Quality Assessment

The study revealed a significant relationship between service quality and customer satisfaction, indicating that the Registrar's Office is performing well in certain areas while also highlighting aspects that require improvement. The use of surveys and focus groups provided valuable insights into the perceptions of students and faculty regarding the services offered. This feedback is crucial as it not only identifies strengths but also pinpoints weaknesses that can be addressed to enhance overall service delivery.

Importance of Staff Training

One of the critical findings of the research is the necessity for ongoing staff training and development. The results suggest that while the staff may possess a foundational level of service skills, there is a need for more specialized training in areas such as customer service, communication, and conflict resolution. By implementing regular training programs, the Registrar's Office can ensure that staff are equipped with the necessary skills to meet the evolving needs of students and faculty, thereby improving service quality and stakeholder satisfaction.

Process Improvement

The study also emphasized the importance of streamlining processes and procedures within the Registrar's Office. The analysis indicated that inefficiencies in current processes contribute to longer wait times and frustration among users. By reviewing and revising these processes, and introducing digital solutions for common transactions, the office can enhance operational efficiency. This not only improves the user experience but also reflects a commitment to providing high-quality service.

Feedback Mechanisms

Establishing a robust feedback mechanism is another critical recommendation from the study. Continuous monitoring of service quality through suggestion boxes and online surveys allows the Registrar's Office to remain responsive to the needs of its stakeholders. This proactive approach to feedback collection fosters a culture of continuous improvement and demonstrates to students and faculty that their opinions are valued.

Communication Strategies

Effective communication is essential for ensuring that stakeholders are well-informed about the services available to them. The study highlighted the need for clear communication channels, including the creation of informational materials and the use of social media. By enhancing communication strategies, the Registrar's Office can ensure that students and faculty are aware of the services offered, thereby reducing confusion and improving satisfaction.

Customer-Centric Culture

Fostering a customer-centric culture within the Registrar's Office is vital for promoting a service-oriented mindset among staff. The research findings suggest that recognizing and rewarding exemplary service can motivate staff to prioritize customer satisfaction. Additionally, team-building activities can enhance collaboration and improve the overall service environment, leading to a more positive experience for stakeholders.

Monitoring and Evaluation

The establishment of key performance indicators (KPIs) for service quality is essential for monitoring and evaluating the effectiveness of implemented changes. Regular evaluations will help the Registrar's Office assess whether improvements are meeting the intended goals and sustaining high levels of service quality over time.

Stakeholder Engagement

Finally, engaging stakeholders in the decision-making process is crucial for fostering a sense of ownership and collaboration. The creation of a stakeholder advisory committee can facilitate the gathering of insights and recommendations, ensuring that the services provided align with the needs and expectations of students and faculty.

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