

Stakeholders' View on a Customer Friendly Environment Program: Input to Quality Service

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Abstract - Every organization is aspiring to attain high level of performance in terms of positive customer feedback and results of satisfaction survey as these can serve as basis for continual improvement of educational services. This study aimed to address the feedback from students, parents, and alumni in terms of the image that the University would like to project as customer friendly environment (CFE). Descriptive type of research was utilized in the study. Results showed that students have rated customer friendly environment of LPU-Batangas as significantly lower compared to employees and alumni; while year level was not considered a factor of CFE. Parents from the colleges of Business Administration, Nursing, and Criminology have very high satisfaction to the services of the university. Meanwhile, the College of Allied Medical Professions and College of Engineering obtained significantly the least when compared to the College of Nursing. Although, parents of high school students have the most number of comments and suggestions in the parents' feedback, they were found to be satisfied with the services of the University in moderate level. Implication of the study towards the implementation of customer relationship management was also discussed. Implications of the findings to the quality service were discussed to sustain the assurance mechanisms of the institution.

Keywords: *customer friendly environment; quality service; customer relationship management*

INTRODUCTION

Having a customer friendly environment is considered a leading indicator towards greater satisfaction performance rating. The organization maintains a corporate culture that has a great impact on service-oriented climate as it can create a larger market share among its competitors. In addition, the organization maintains a good image and reputation that tends to have bigger market share. The world is a huge market place and the performance of every business is being assessed on how the management operates it through giving quality products and services.

Educational institutions being into service business category have a greater impact on the outcomes of its graduates and on the financial perspective of the organization. Bawa [1] noted in the context of services, that quality is normally evaluated by the perception of the customers on the degree of service delivery. Customer is considered a king and it is the responsibility of the organization to listen to views of the customers and respond to it in a right way [2]. A customer's confidence in the core service is the foundation for competing in any market [3].

Lyceum of the Philippines University – Batangas, an institution founded in 1966 launched the Customer Friendly Environment (CFE) Pledge on the 11th day of June, 2014. The launching started with a flag raising ceremony with the University officials. The LPU Customer Friendly Environment Pledge was inspired by the belief of LPU Batangas' founder, Sen. Sotero H. Laurel, that education is the totality of experience that the University provides; thus, a customer friendly environment is necessary [4]. The LPU officials together with some of the LPU personnel signed their commitment to ensure that LPU will maintain a customer friendly environment and will ensure customer delight at all times.

After two semesters of taking the pledge, the management needs to assess its implementation based on the observation of the students from their day-to-day transaction with various work units as part of the Quality Management System of placing importance to continuous improvement.

This study explores on obtaining the performance rating of the university compared with last year's overall performance of 88.64 percent. According to Baran, Zerres, and Zerres [5], Customer Relationship

Management (CRM) is growing in importance due to the challenging business environment faced by organizations throughout the world today. They added that CRM is a means of addressing increasing competition, changing economic conditions, and promotional dependence through the use of intimate customer knowledge gained through relationship development and past marketing programs; of increasing in prominence because it focuses on current users who are the source of the majority of business revenue and the best option for improving business in uncertain times.

Knowing the students' feedback on how they see the University employees based on CFE pledge would serve as another measure of identifying quality service. The development of trust is contingent on customers obtaining consistent and effective responses when they interact with the firm [6]. Students' feedback would also gain the trust and confidence on the part of the administration that the academic community is really adhering to its obligation of serving the students with passion and commitment.

OBJECTIVES OF THE STUDY

This study aimed to assess the services of the employees of LPU-Batangas in terms of their adherence in the customer friendly environment (CFE) pledge based on the observation or views of the students, alumni, and employees themselves; as well as based on the parents' feedback. This study determined if there was a difference on parents feedback when grouped according to College/Department; and if there was significant difference in CFE when grouped according to category of respondents (students, alumni, and employees); and when students are grouped according to college year level (junior and senior). The implication of the findings was deemed necessary to the quality service practices of HEI towards the implementation of customer relationship management.

METHODS

Research Design

The survey utilized descriptive type of research to assess how the academic community complies and implements the Customer Friendly Environment (CFE) Pledge.

Participants

The subjects of the study were the 980 or 10 percent of the approximately 9,800 total student populations of the University in the College Level across all programs and year levels but only 642 or

65.5 percent responded in the survey. Samples were randomly selected from the total number of respondents during the SY 2015-2016. Parents' Feedback Survey was given to parents who attended the Dedication Ceremonies of graduating students with 718 parent-respondents. College of Dentistry and Lyceum International Maritime Academy were not able to submit the completed survey therefore only 8 colleges were included in the study. Two hundred ninety-three (293) LPU employees as respondents were also asked to answer the CFE instrument if they really practiced what is written in the pledge with 293 respondents. Other stakeholders like suppliers, industry partners and investors were not considered as part of the study.

Instrument

Survey Questionnaire was the instrument used to gather the data from the respondents crafted from the Customer-Friendly Environment Pledge which was also content-validated by the Director of Strategic Communications and Alumni Affairs, Director of Human Resource Management and Development and one faculty member from the language department. The parent feedback survey as the Instrument was used to get the perception of the parents to the services of LPU-Batangas. These instruments were the questionnaires being utilized by the University to gather feedback from the students, alumni, and parents.

Procedure

The questionnaires were administered through online survey using social networking media from January to May 2016. Respondents were informed regarding the purpose of the study. Other alumni were asked to respond in the survey while processing their clearance and those who are claiming their year book in the Strategic Communications and Alumni Affairs Office. The online survey was also sent to the Facebook accounts of the employees and students.

CFE for students was already started two years ago and its comparative analysis served as a good point of discussion for the present study. However, CFE for Alumni and employees as well as parent feedback survey were just started last Academic Year 2015-2016. Therefore, no comparison of data can be done as part of the investigation.

Data Analysis

Weighted Mean and Rank were the descriptive statistical tools employed to analyze and interpret the result of CFE while Analysis of Variance (ANOVA)

was used to test the difference in the responses of CFE among the three categories of respondents (students, employees, and alumni) and on parent feedback among colleges. Independent sample t-test was used to test the difference on the result of CFE between junior (1st to 2nd year) and senior (3rd to 5th year) college students.

A four-point Likert scale was used to interpret the result of the survey: 3.50 – 4.00: Strongly Agree(SA)/Very Satisfied (VS)/ Very Good(VG); 2.50 – 3.49: Agree(A)/Satisfied (S)/ Good (G); 1.50–2.49: Disagree(D)/Less Satisfied (LS)/Fair (F); 1.00 – 1.49: Strongly Disagree (SD)/Not Satisfied (NS)/Poor (P).

Table 1 presents the result of Customer Friendly Environment (CFE) survey based on the observation of students, alumni and employees themselves. The respondents have seen the respect of the Employees of LPU-Batangas to the customers at all times which is considered an item in the Customer Friendly Environment (CFE) Pledge with the highest mean followed by their belief that the University really constitutes the CFE. The employees also treat the customers well and provide understanding and answer

to customers' concerns. They ensure customer convenience without compromising the policies of the University. Employees help customers in dealing with concerns and they do not give the clients with additional problems. These are the top five (6) statements from the CFE pledge that the students and alumni signified its manifestation to the LPU employee while the employees themselves also believe that they really practice the mentioned statements as the top 6 being observed by the clients with good to very good performance rating.

On the other hand, giving time to listen to the needs and concerns of customers and attending promptly to customer concerns and avoid gestures, mannerisms, facial expressions and other actions that offend customers were also obtained good performance rating from the students and very good from alumni and employees. Pitman [7] noted that when discussing quality service, language becomes very important on how the consumer of the service is defined partly determines the view the university takes of the consumer and thus the service they provide to them.

RESULTS AND DISCUSSION

Table 1. Result of Customer Friendly Environment (CFE) Survey based on the Observation of Students, Alumni and Employees themselves

Employees of this institution...	Students	R	Employees	R	Alumni	R
1. always smile when they interact with customers.	3.27 (G)	7	3.53(VG)	12	3.38 (G)	12
2. happily offer kindness and service when they interact with customers.	3.24(G)	9	3.60(VG)	9	3.54(VG)	7
3. treat their customers well.	3.38(G)	4	3.75(VG)	3	3.58(VG)	4
4. offer extra Mile Service (beyond their normal functions) to meet customer requirements.	3.17(G)	11	3.64(VG)	8	3.49(G)	10
5. respect customers at all times	3.55(VG)	1	3.80(VG)	1	3.61(VG)	2
6. provide answer to customers' concerns. They ensure customer convenience without compromising LPU Batangas Policies.	3.45(G)	2	3.70(VG)	5	3.59(VG)	3
7. help customers with their concerns. They do not give additional problems to customers	3.29(G)	5	3.72(VG)	4	3.56(VG)	5
8. give time to listen to the needs and concerns of customers.	3.22(G)	10	3.69(VG)	6	3.55(VG)	6
9. attend promptly to customer concerns and avoid gestures, mannerisms, facial expressions and other actions that offend customers.	3.28(G)	6	3.56(VG)	10	3.53(VG)	9
10. understand the concerns of the customers.	3.27(G)	7	3.69(VG)	6	3.54(VG)	7
11. are fair with all customers. All customers are treated like VIPs.	2.98(G)	12	3.56(VG)	10	3.40(G)	11
12. constitute the customer friendly environment	3.44(G)	3	3.77(VG)	2	3.63(VG)	1
Composite Mean	3.30(G)		3.67(VG)		3.53(VG)	

Kendall's Coefficient of Concordance = 0.843564 (High Relationship)

The respondents also that see the employees happily offer kindness and service when they interact with customers and offer extra Mile Service (beyond their normal functions) to meet customer requirements. However, always smiling when employees interact with customers and being fair with and treating all customers like VIPs obtained the least weighted mean scores. Petruzzellis et al. [8] stressed that universities have to concentrate their efforts on the improvement of quality of teaching and non-teaching services, in order to promptly respond to the target, and foster a stronger relationship with surrounding economic and productive systems.

The composite mean score of students with 3.30 in the CFE is considered significantly lower than the ratings of employees (3.67) and alumni (3.53) as further explained in Table 6. The computed value of Kendall's Coefficient of Concordance which is 0.844 signifies high relationship among the responses of the three groups on the 12 items of CFE. This signifies that those top 6 items rated high by the students are almost the same statements of alumni and employees while similar result is found in the bottom six items.

It only gives further confirmation that the LPU-B employees are aware on how they really exhibit the attributes of having a customer-friendly environment. Although they significantly rated themselves higher than the students and alumni, they still have an idea on what areas they still need to improve where they rated themselves in some items lower where the students and alumni rated and looked at them the same way. du Plessis and Boon [9] emphasized that to enable organisations to become more efficient and effective in delivering products and/or services to customers, thus creating customer delight, knowledge on customers will have to be managed to ensure that the services of the organisations are those that will address customer needs. Pitman [7] noted that staff

felt very strongly that they were in some way associated with the teaching experience for the student, and did not exist merely to support students administratively.

Table 2 presents the CFE of students as respondents for the last two years. Maintaining certain level of performance is one way of learning how to be keen observant on carrying out the duties and responsibilities of the employees. Keeping informed of the behaviour and being sensitive on the feelings of customers would yield some of the core characteristics of concerned individuals who served the people with passion and show a true friendly atmosphere.

Since CFE survey was only given to students in the previous Academic Year 2014-2015, the data that the present study can compare are basically related and relevant to this result. Although there is a highest decrease in (A8) giving time to listen to the needs and concerns of customers (-4.2); there is a highest increase in (A2) happily offering kindness and service when employees interact with customers (+4.3). Even there are six items that have decreased while six items that have increased, on the positive note, the overall mean score from 88.64 percent of those who agree to strongly agree in the CFE survey from the previous academic year, it is now 88.9 percent this year with 0.26 percent increase. Though, it yields little step up, the mere fact, it still gives encouragement to people to further enhance their customer service skills as a life-blood of the business operations. DeShields Jr, Kara and Kaynak [10] noted that it is the quality of the experience and relationship that benefits both a higher education institution and its society. Thus, there is a symbiotic relation between the student, college or university, and society as a whole. The relationship has a value to the customer too, so that retained customers tend to become less price-sensitive [11].

Table 2. CFE of Students as Respondents for the Last Two Years

CFE Indicators	2014-2015		2015-2016		Difference
	D – SD (%)	A-SA (%)	D – SD (%)	A-SA (%)	A-SA (%)
A1	13.3	86.7	15.2	84.8	-1.9
A2	14.6	85.4	10.3	89.7	4.3
A3	8.6	91.4	8.3	91.7	0.3
A4	17.3	82.7	18.6	81.4	-1.3
A5	6.1	93.9	4.7	95.3	1.4
A6	9.3	90.7	10.1	89.9	-0.8
A7	13.9	86.1	10.7	89.3	3.2
A8	7.1	92.9	11.3	88.7	-4.2
A9	12.2	87.8	10.1	89.9	2.1
A10	7.8	92.2	8.9	91.1	-1.1
A11	20.1	79.9	16.7	83.3	3.4
A12	6	94.0	8.3	91.7	-2.3
Mean	11.36	88.64	11.1	88.9	0.26

Table 3. Overall Parents' Feedback Survey Result for AY 2015-2016

	WM	VI	Rank
1. The curriculum of my child's academic program prepares him to proceed with his chosen career.	3.54	VS	6
2. My child has an organized class schedule.	3.45	S	13
3. Teachers have facilitated my child with adequate learning outcomes needed to proceed the chosen career.	3.47	S	12
4. Teachers in LPU are competent, committed, caring and credible.	3.52	VS	8
5. My child is equipped of the following:			
Knowledge	3.54	VS	5
Skills	3.56	VS	2
Values	3.52	VS	7
6. LPU has state of the art facilities, laboratories and classrooms.	3.59	VS	1
7. LPU has clean environment	3.54	VS	4
8. LPU has a safe and secured environment.	3.55	VS	3
9. LPU has open line of communication with parents.	3.49	S	9.5
10. LPU attends promptly on our concerns.	3.38	S	20
11. I am satisfied with the services which I received from the:			
• Counselling and Testing Center	3.45	S	15
• College/Department	3.48	S	11
• Registrar	3.42	S	18.5
• SHL Resource Center (Library)	3.42	S	18.5
• Accounting	3.43	S	17
• Cashier	3.45	S	14
• Medical and Dental Clinic	3.36	S	21
• Internship Office for OJT of Students	3.44	S	16
• Canteen	3.18	S	22
12. I will recommend LPU to my relatives and friends.	3.49	S	9.5
Composite Mean	3.47	S	

VS-Very Satisfied; S- Satisfied;

It is evident that LPU-Batangas has state of the art facilities, laboratories and classrooms as indicated by the parents' feedback with the highest mean score of 3.59 during the 2015-2016 survey of parents' satisfaction in the services of the University. It gives certain level of assurance that the development in infrastructure in terms of physical plant, facilities including laboratories are being observed by the parents as well as having clean (3.54), safe and secured environment (3.55). DeShields Jr, Kara and Kaynak [10] noted that focusing on enhancing customer satisfaction at colleges and universities is crucial in developing customer value.

Parents are even very satisfied the way that the university hones and equips their children primarily with skills (3.56), knowledge (3.54) and values (3.52). The core of all academic activities of the institution is geared towards the holistic development of the students as supported with meaningful curricular activities that will enhance various competencies to prepare them for future work assignments (3.54) and higher responsibilities in the organization. Meeting the expectations of parents is an essential element of

satisfaction. Berry et al. [3] noted that customers rated reliability as the most important dimension in meeting their expectations in every case.

They are also very satisfied on how teachers carried out the leadership brand of the university in terms of being competent, committed, caring and credible agents of social transformation(3.52). Demand is at a higher level not only in relation to the quality of teaching but also to social expectations [8]. Some of the teachers may not be directly observed by parents on how they managed classroom activities but through telling stories on how students are inspired, motivated, and changed by their coaches and mentors in the university seem to reveal the good qualities and attributes of LPU-B faculty members.

Results of Wilson's et al. [17] study showed that commitment is often needed across numerous functions which deal with the customer: without such strong, genuine commitment, non-optimal 'silo' applications can result, in which the potential benefits of a single view of the customer in terms of understanding customer value, prioritising resources on profitable customers, and understanding how to

satisfy particular customer segments, cannot be fully realised. Berry et al. [3] emphasized that exceeding customers' service expectations requires exceeding their basic expectations.

They will also recommend LPU to their relatives and friends (3.49) and they believed that LPU has open line of communication with parents (3.49). Word of mouth is one of the best marketing tools to promote or advertise something based on someone's own experience. Customers today have an increased range of channel options. At the heart of successful Customer Relationship Management is needed to more effectively manage customer relationships within a multichannel environment. It is within this channel environment that much of the customer experiences occur [12]. Having school administrators and employees who are always ready to communicate with stakeholders especially the parents would keep the clients more informed on how to sustain longer term relationships. Knowing them personally would give more information on how to serve the clients satisfactorily.

Attending promptly on their concerns (3.38), satisfaction with the services in Medical and Dental Clinic (3.36) and Canteen (3.18) obtained the least

scores. Parents do not usually use the services of the Medical and Dental Clinic that is the reason why they rated the work unit the least while canteen as many students usually criticized its prices and variety of selection could somehow affect the evaluation of the parents on behalf of their children.

Table 4 presents the parents' feedback survey result when grouped according to colleges. The parents rated the College of Engineering and High School Department as Good in terms of delivering the curriculum to prepare their child's academic program to proceed with the chosen career which is considered significantly lower than the other colleges except for CAMP and CRIM as indicated by the computed p-value of 0.000 in Table 5. This signifies that the way parents perceived the delivery of curriculum in the Engineering and High School is different from other colleges.

In terms of the organization of class schedule, although Engineering and CAMP obtained lower means on this area, it does not significantly differ from the practices of other colleges except on the way parents from CBA looked at the schedule of their children which is significantly higher than these two colleges.

Table 4. Parents' Feedback Survey Result when Grouped According to Colleges

	CAMP	CBA	CCS	CEAS	CITHM	CRIM	ENGG	HS	NRSG
PF 1	3.55	3.78	3.58	3.82	3.68	3.71	3.35	3.34	3.81
PF 2	3.27	3.56	3.43	3.47	3.44	3.71	3.27	3.43	3.65
PF 3	3.59	3.69	3.51	3.69	3.40	3.71	3.35	3.36	3.76
PF4	3.68	3.69	3.59	3.50	3.44	3.86	3.31	3.43	3.81
PF5.1	3.59	3.70	3.57	3.65	3.53	3.71	3.35	3.45	3.81
PF5.2	3.38	3.74	3.57	3.59	3.56	3.83	3.43	3.47	3.85
PF5.3	3.52	3.76	3.58	3.59	3.50	3.83	3.42	3.38	3.90
PF6	3.68	3.69	3.68	3.41	3.57	3.86	3.65	3.50	3.80
PF7	3.32	3.68	3.48	3.50	3.51	3.71	3.52	3.53	3.79
PF8	3.29	3.73	3.55	3.44	3.55	3.57	3.50	3.50	3.74
PF9	3.45	3.66	3.48	3.31	3.40	3.71	3.38	3.46	3.79
PF10	3.45	3.51	3.39	3.20	3.39	3.57	3.25	3.30	3.68
PF11.1	3.27	3.67	3.50	3.27	3.36	3.43	3.40	3.40	3.72
PF11.2	3.29	3.65	3.51	3.53	3.41	3.86	3.42	3.42	3.68
PF11.3	3.18	3.51	3.48	3.27	3.38	3.57	3.39	3.39	3.72
PF11.4	3.14	3.60	3.44	3.47	3.38	3.57	3.35	3.37	3.75
PF11.5	3.18	3.57	3.45	3.47	3.40	3.57	3.35	3.40	3.56
PF11.6	3.14	3.57	3.47	3.33	3.44	3.57	3.35	3.42	3.75
PF11.7	3.05	3.49	3.29	3.33	3.29	3.29	3.27	3.41	3.63
PF11.8	3.00	3.66	3.42	3.33	3.41	4.00	3.18	3.42	3.85
PF11.9	3.05	3.44	3.21	2.71	3.28	3.50	3.13	3.05	3.44
PF12	3.23	3.64	3.53	3.73	3.46	3.83	3.46	3.43	3.75
Composite Mean	3.33	3.66	3.49	3.48	3.44	3.65	3.35	3.40	3.76

Engineering appears to be significantly lower in the way parents perceived the teachers having facilitated their children with adequate learning outcomes needed to proceed the chosen career to CBA and Nursing departments only while HS obtained significantly lower rating performance than CBA, CEAS, CCS and Nursing as denoted by the p-value of 0.000 in Table 5.

High School department obtained lower rating in terms of demonstrating competence, commitment, caring, and credibility as perceived by the parents compared to CBA, CCS and Nursing; thus, the rating for Engineering appears to be significantly lower rating as compared to CBA, CCS, Nursing and CRIM.

In terms of satisfaction of parents in terms of equipping their children with knowledge, Engineering department obtained significantly lower rating compared to the performance of CBA and Nursing while those High School also obtained significantly lower rating compared to CBA, Nursing and CCS. CAMP, Engineering and HS obtained significantly lower rating compared to CBA and Nursing in terms of equipping children with skills, while in terms of honing the students with values, High School

department obtained significantly lower rating.

Table 5 reveals the test of difference on the parents' feedback survey result when grouped according to colleges. Those mentioned indicators for parents' feedback are almost college specifics wherein services are specially rendered by the personnel in the college for a particular program. Therefore, issues and challenges may be directly addressed by the Deans, department chairs, and teachers in the department level.

Meanwhile, having state of the art facilities, laboratories and classrooms, CEAS obtained significantly lower than Nursing. In terms of having clean environment, CAMP is significantly lower than CBA and Nursing while having safe and secured environment, CAMP obtained significantly lower compared to CBA, CCS and Nursing.

Furthermore, CEAS obtained significantly lower ratings in terms of having open line of communication with parents and attending promptly on the concerns of the parents. However, CAMP is found to be consistently lower in nine (9) general services of the university as well as in terms of recommending LPU-B to their relatives.

Table 5. Test of Difference on the Parents' Feedback Survey Result when Grouped According to Colleges

	F	Sig.
Curriculum	10.212	.000*
Organized class schedule.	1.395	.195
Adequate learning outcomes	4.563	.000**
Competence, commitment, caring and credibility of teachers	3.669	.000**
<i>Equipped with Knowledge</i>	3.194	.001**
<i>Equipped with Skills</i>	3.501	.001**
<i>Equipped with Values</i>	5.950	.000**
State of the art facilities	2.442	.013*
Clean environment	1.923	.054
Safe and secured environment.	2.268	.021*
Open line of communication w/ parents.	2.506	.011*
Attend promptly on concerns.	1.989	.045*
Counselling and Testing Center	3.454	.001**
College/Department	2.785	.005**
Registrar	2.015	.042*
SHL Resource Center (Library)	2.846	.004**
Accounting	1.689	.098
Cashier	2.038	.040*
Medical and Dental Clinic	1.988	.046*
Internship Office for OJT of Students	5.325	.000**
Canteen	4.113	.000**
Recommendation of LPU to relatives	2.720	.006**
Composite Mean	5.905	.000**

Overall, both CBA and Nursing are found to have significantly higher ratings than parents as compared to majority of the colleges as indicated by the computed p-values in Table 5. Colleges have diverse characteristics of parents from different educational backgrounds and life's orientation. It would always be hard for the University to specialize the services to a certain group with more than 10,000 parents and guardians to be served. Colleges have higher potential of identifying the kind of parents that their students have so that they would know how to deal with them with utmost concern.

There are parents from other colleges rated the general services of the university as significantly higher compared to other colleges. It is in this context that anywhere in the University is a marketplace wherein services should be rendered consistently to manifest the true meaning of quality and standard in the organization. DeShields Jr, Kara and Kaynak [10] noted that marketplace dynamics are forcing business schools around the world to re-examine their structures and business strategies, and the processes employed to deliver value adding quality education.

Table 6 reveals the test of difference on CFE when grouped according to category of respondents (Students, Alumni & Employees) and year level (Junior & Senior). In relation to Table 1, it shows that students have significantly lower satisfaction rating on the way LPU-B employees rated themselves. The one who provides services thinks his performance as good enough without considering if what he rendered could be appreciated by the customers. Some students might still be expecting for added value on the way employees treat them. Knowing the customers better through spending quite some time talking to them could somehow create better understanding of the individual personality and behavior of the students. Employees create and sustain an environment where students can easily adapt in some situations or practices. Pitman [7] noted that the way in which service providers perceive both their role and relationship to the consumer will affect their behavior. The use of language is closely linked with the perception that this can create customer satisfaction; thus they will feel equality, mutual respect and understanding.

Table 6. Test of Difference on CFE when grouped according to Category of Respondents (Students, Alumni & Employees) and College Year Level (Junior & Senior)

	Category		Year Level	
	F-value	p-value	t-value	p-value
1. always smile when they interact with customers.	18.795	.000**	.881	.380
2. happily offer kindness and service when they interact with customers.	16.306	.000**	1.204	.230
3. treat their customers well.	16.167	.000**	.511	.610
4. offer extra Mile Service (beyond their normal functions) to meet customer requirements.	30.159	.000**	.657	.512
5. respect customers at all times	11.575	.000**	1.003	.317
6. provide answer to customers' concerns. They ensure customer convenience without compromising LPU Batangas Policies.	16.403	.000**	1.361	.175
7. help customers with their concerns. They do not give additional problems to customers	19.421	.000**	.174	.862
8. give time to listen to the needs and concerns of customers.	19.302	.000**	1.558	.121
9. attend promptly to customer concerns and avoid gestures, mannerisms, facial expressions and other actions that offend customers.	14.962	.000**	1.288	.200
10. understand the concerns of the customers.	17.853	.000**	1.196	.233
11. are fair with all customers. All customers are treated like VIPs.	22.136	.000**	1.237	.218
12. constitute the customer friendly environment	10.790	.000**	.817	.415
Overall	25.545	.000**		

The perception of the alumni stays in the middle as they see the balance between work of the employees as tangible output and services as intangible outcome of behavior. The level of their maturity might also contribute to that balance of things in the environment. They see the world in a different perspective after they have reached their ultimate dream as graduates. They see these services as part of the past that contributed to their success.

Unlike the way students think at the moment where they are experiencing some uneasiness would somehow affect their feeling towards other services of the university. Managing the customer relationship is a challenging task for everyone who is sensitive to the concerns and feelings of the clients. Every moment that the teachers or staff would have with the students is considered a service. Therefore, putting one's best foot forward is everyone's contribution to the attainment of vision of the university in serving the students with quality is like preparing the country to have responsible citizens.

When it comes to year level, there is no significant difference between the responses of junior and senior level students as denoted by the computed p-values which are greater than the 0.05 level of significance. This signifies that the result of CFE is not being identified by year level. Students across all year levels have diverse experiences in the services rendered by the university personnel.

Implications of the Study to Quality Service

It is harder to acquire new customer than to make them stay and get satisfied as Bejou [18] emphasized that it is more cost-efficient for a merchant to keep a current customer than to attract a new one. Once they wanted to try the services being offered or experience the environment, do not miss the chance of giving them a remarkable favor for not having second thought to look for a better value and return from what they are paying for. From the moment they were convinced to try the kind of service an institution can offer to them is a sign of their interest to be connected and be part of the business. Losing their interest would mean dissatisfaction from the services. Therefore, it is always important to measure from time to time the degree of customer satisfaction because it changes over time as very subjective attitude dependent on how they feel about the way it was conveyed and interpreted during the moment of transaction or encounter between the employee and the customer. Knowing them personally is one of the

steps in providing quality service towards the implementation of customer relationship management.

For this reason, customers are considered asset of any business organization. In the case of HEIs, students, parents and alumni are considered the primary customers followed by other stakeholders like industry-partners, suppliers, linkages and among others. Students, parents and alumni are giving emphasis to have long lasting relationship as they would keep availing directly the services of the University as they continue to develop and enhance their knowledge and skills through advanced studies in the graduate school. Winer [15] recommends the need to understand customer behavior and the interest of many managers to focus on those customers who can deliver long-term profits have changed how marketers view the world. As German universities want their students not only to study for a bachelor but also for a master, they have to be more service oriented and treat their students more as customers and keep them satisfied as they otherwise may want to switch to another university. Gruber et al., [16] noted that new service orientation of German universities is already a consequence of the new two-cycle system (bachelor and master) as before that, students had more difficulties with switching to another university.

Tracking customer behavior [13] is a primary motivation to implement CRM application to gain insights from them. This idea or information may serve as the basis for the management on how to integrate value creation in the strategic or annual operational plans. Including customer needs, wants and requirements in the process of collecting information from them would facilitate better the CRM.

Knowing how the customers can be reached conveniently would also make sense to them. Adding more effort on how the university can reach through various means could let them feel the sincerity of the service provider to keep in touch with them. Richards and Jones [19] noted that individualized marketing messages used as retention tools will also improve customers' attitudes toward the brand and brand equity. Previous studies suggest to identify small clues that are embedded when customers choose services and evaluate their experience on that particular service. Understanding these functional, mechanic and humanic clues would also facilitate better the CRM implementation in HEI. Berry et al. [3] noted that service experience clues and the value customers associate with the experience can lead them to loyalty

and passionate advocacy—or the opposite. Brown and Mazzarol [14] found out that student loyalty is predicted by student satisfaction, which is in turn predicted by the perceived image of the host university. While the perceived quality of “humanware” (e.g., people and process) and “hardware” (e.g., infrastructure and tangible service elements) has an impact on perceived value, this was found to be weak and indeterminate.

CRM also aims to strengthen the attachment of alumni to their alma mater through charity works, extension services and donations. The university could be easily asked the alumni for any contribution to the extension project for the development of certain adapted community, if they have full understanding and awareness of how the project would be carried out. Continuous access to university information could help the institution to increase the interest of the alumni to participate in the projects. Mere dissemination implies distribution which was perceived as likely to appear with information overload as a result of the vast numbers of customer interactions in an organization. Thus, Jayachandran et al. [6] consider the term information access more accurately descriptive of the information process required to sustain customer relationships. In addition, tracing their employment status would also be easier for the colleges to facilitate the survey. It is still important to gain the loyalty of the alumni so that they can still avail the services of the university whenever they decide to pursue graduate studies.

Attending to the concerns of the customers is not only done physically but it can also be done online through answering promptly their email inquiries or through social media. The environment where the customers are present is now getting more diverse and interactive. Winer [15] emphasized that by combining the abilities to respond directly to customer’s requests and to provide the customers with a highly interactive, customized experience as companies can have a greater ability today to establish, nurture, and sustain long-term customer relationships than ever before.

Learning to facilitate their utmost concern in various means would signify the capacity of the institution to provide quality services that the customers deserve to get in return of their trust, confidence, interest, and loyalty to do business with the organization.

CONCLUSION AND RECOMMENDATION

Students have rated customer friendly environment of LPU-Batangas as good while employees and alumni rated it very good. Parents

from CBA, Nursing, and CRIM have very high satisfaction to the services of the university compared with other group of respondents. Students’ rating in the CFE is significantly lower as compared to employees and alumni, while year level is not considered a factor of CFE. Parents’ feedback from CAMP and COE is significantly the least when they compared to Nursing. Although, parents of high school students have the most number of comments and suggestions in the parent feedback survey, they are still satisfied with the services of the University in moderate level. Customer friendly environment of the employees can be supported by the customer relationship management where knowledge about the characteristics, attributes, and requirements of the clients may serve as baseline information on how the organization can provide quality service.

Treating parents with extra special service should be demonstrated by everyone in the organization and managing the customer information is necessary in understanding behavior and potential causes of dissatisfaction among students and parents. Creating an online environment or media platform must be considered with the alumni to be the means of sustaining connectivity in terms of dealing with industry – partners and employees and making an approachable physical environment to everyone that would possibly keep the students stay on track until they finish the program. Recognizing the achievements of the alumni in any manner that the university can demonstrate its appreciation which in turn success is already something remarkable and memorable for them. Informing the parents through text or any other means of communication regarding the school activities can be another way of validating students’ request for collection or fees with right amount from them. Future research studies may investigate the factors that affect the attitude and behavior of the parents and students towards the educational services of the University.

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