

Service Quality Management Practices of Junior High Schools in the Province of Rizal

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ABSTRACT

This study assessed the service quality management practices of public junior high schools in the Province of Rizal, determined stakeholder satisfaction, examined differences across school profile and performance indicators, tested the relationship between service quality and satisfaction, and developed a service quality management framework. A descriptive-correlational design supported by documentary analysis and focus-group consultation was employed. The study covered 70 public junior high schools and 2,533 respondents, comprising 70 administrators, 769 teachers, 156 non-teaching personnel, 769 students, and 769 parents selected through cluster random sampling. Two researcher-developed questionnaire-checklists measured the five SERVQUAL dimensions and stakeholder

satisfaction. The instruments were reviewed by 10 experts and yielded Cronbach alpha coefficients of .890 and .799 during pilot testing. Frequency, percentage, mean, one-way analysis of variance, and Pearson product-moment correlation were used. Service quality management practices were assessed as very highly practiced overall ($M = 4.31$); empathy obtained the highest dimension mean ($M = 4.37$), while responsiveness obtained the lowest ($M = 4.26$). Stakeholders were much satisfied overall ($M = 4.17$), although parents reported the lowest group mean ($M = 3.50$). Teaching-staff size significantly differentiated tangibles and empathy, non-teaching-staff size differentiated tangibles, and School-Based Management level consistently differentiated selected relational and physical dimensions. Tangibles, assurance, empathy, and overall service quality had statistically significant but very weak positive relationships with satisfaction, whereas reliability and responsiveness were not significantly related. The resulting framework integrates SERVQUAL, stakeholder consultation, and the Plan-Do-Check-Act cycle to guide continuous improvement and preparation for quality-management standards.

Keywords: *service quality management, SERVQUAL, stakeholder satisfaction, junior high schools, school-based management, educational management framework*

INTRODUCTION

Service quality management is a strategic approach for ensuring that organizational services consistently meet stakeholder expectations through defined standards, systematic monitoring, feedback, and continuous improvement. In educational institutions, quality is reflected not only in classroom instruction but also in administrative processes, physical facilities, communication, records management, learner support, and the responsiveness of school personnel. Effective service operations therefore require schools to coordinate their academic and support functions around the needs of learners, parents, employees, and community partners (Johnston & Clark, 2017; Sallis, 2002).

The Philippine basic education system places school-level service delivery within a clear legal and governance context. Republic Act No. 10533 requires an adequate and integrated basic education system

responsive to national and societal needs, while Republic Act No. 9155 assigns field offices and schools the responsibility of translating education policies into locally appropriate programs, projects, and services. Executive Order No. 605, s. 2007 further promoted quality-management systems across government agencies. These mandates position school heads and personnel as stewards of service standards, accountability, and continuous institutional improvement.

Public junior high schools face particular service demands because they serve several grade levels, large and diverse student populations, and multiple stakeholder groups. Schools are expected to balance academic performance, learner well-being, operational efficiency, access to facilities, timely information, complaint resolution, and fair administrative procedures. Differences in geographic location, enrolment, staffing, and school-management maturity may influence the resources and organizational capacity available for these services (Antoniou, 2024; Hafeez, 2020).

In the Province of Rizal, concerns reported in the source manuscript included inadequate or poorly maintained facilities, overcrowded classrooms, limited learning materials, delays in administrative processes, inconsistent communication, and stakeholder complaints regarding the handling of school services. Although higher offices employ systematic quality-management processes, school-level implementation remains uneven. This gap highlights the need for an evidence-based assessment that considers both the practices of schools and the satisfaction of the stakeholders who directly experience their services.

Accordingly, this study assessed the service quality management practices of public junior high schools in the Province of Rizal using the SERVQUAL dimensions of tangibles, reliability, responsiveness, assurance, and empathy. It also described school profile and performance indicators, determined stakeholder satisfaction, examined significant differences across school characteristics and performance, tested the relationship between service quality and satisfaction, and developed a service quality management framework for continuous improvement and possible preparation for ISO-oriented quality systems.

Literature Review

Service Quality Management in Educational Institutions

Service quality management brings together organizational standards, stakeholder expectations, and evidence-based improvement. In educational settings, the approach extends beyond the quality of teaching to include the reliability of administrative services, availability of learning resources, competence of personnel, physical conditions, and the school's capacity to respond to concerns. Total quality management literature emphasizes that educational institutions improve when quality becomes a shared organizational culture supported by leadership, employee participation, and continuous review (AbdulAzeez, 2016; In'airat & Al-Kassem, 2014; Sallis, 2002).

Quality-management systems also depend on documented processes and measurable standards. Hoyle (2015) explained that ISO-oriented systems require organizations to define responsibilities, maintain records, monitor performance, address nonconformities, and improve processes over time. In public service, structured evaluation tools can reveal gaps between expected and experienced service and can guide resource allocation and corrective action. Ocampo et al. (2019) demonstrated the value of combining SERVQUAL with systematic decision tools when evaluating Philippine government services.

Within schools, service quality is strengthened when leaders use data to identify problems and evaluate improvement initiatives. Bernhardt (2018) emphasized that continuous improvement requires the integration of demographic, process, perception, and outcome data. This perspective supports the present study's use of school profile, performance, stakeholder assessment, and satisfaction data as complementary evidence for developing a localized management framework.

SERVQUAL Dimensions in School Service Delivery

The SERVQUAL model organizes service quality into tangibles, reliability, responsiveness, assurance, and empathy (Parasuraman et al., 1985). Tangibles refer to facilities, equipment, learning materials, personnel appearance, and communication resources. Reliability concerns accurate, consistent, and dependable service.

Responsiveness reflects willingness and promptness in assisting stakeholders, while assurance involves competence, courtesy, trust, and confidence. Empathy emphasizes individualized attention and an understanding of stakeholder needs.

These dimensions are applicable to educational services because schools combine visible resources with interpersonal and procedural encounters. Tangible conditions influence the accessibility and perceived adequacy of the learning environment, while reliability and responsiveness affect the timely completion of transactions and the resolution of concerns. Assurance and empathy shape stakeholder trust, particularly when school personnel explain procedures, protect records, communicate respectfully, and respond to the circumstances of learners and families. Studies in different service contexts consistently associate the SERVQUAL dimensions with perceived service quality and customer satisfaction (Al-Azzaam, 2015; Hussain et al., 2015; Ramya et al., 2019).

The relative influence of the five dimensions may vary by context. A school may be perceived as caring and trustworthy while still experiencing gaps in equipment, response time, or information systems. For this reason, an overall positive rating should not prevent school leaders from identifying lower-scoring dimensions and stakeholder groups. Dimension-level analysis enables schools to distinguish relational strengths from operational weaknesses and to direct improvement efforts toward the area's most closely associated with stakeholder experience.

School Profile, Performance, and School-Based Management

School characteristics influence the conditions under which quality services are delivered. Enrolment and staffing affect class size, workload, resource requirements, and the availability of specialized support. Antoniou (2024) noted that school and class size shape preparedness and organizational demands, while Hafeez (2020) emphasized that enrolment size influences resource allocation, teacher workload, and student engagement. Non-teaching personnel also contribute to school climate and operational quality through administrative support, maintenance, security, and learner services (Abir, 2023).

School-Based Management (SBM) provides schools with greater responsibility for local planning, resource management, stakeholder participation, and accountability. Effective SBM can strengthen responsiveness to local needs and promote shared ownership of school improvement. Cabardo (2016) connected stakeholder participation with SBM implementation, while Verbo et al. (2023) emphasized leadership and decentralized management in public secondary schools. These perspectives support examining whether differing SBM levels are associated with variations in service quality practices.

Stakeholder Satisfaction and Continuous Improvement

Stakeholder satisfaction reflects the degree to which experienced services meet or exceed expectations. In schools, satisfaction develops through repeated interactions involving instruction, records, communication, facilities, administrative transactions, safety, and support. Service-quality research indicates that satisfaction is not determined by a single encounter; rather, it emerges from the combined effects of physical evidence, dependable procedures, timely assistance, professional assurance, and respectful treatment (Al-Azzaam, 2015; Hussain et al., 2015).

Continuous improvement requires schools to convert satisfaction data into action. The Plan-Do-Check-Act cycle provides a practical structure for planning changes, implementing them, evaluating results, and institutionalizing effective practices (Deming, 1982; Jagtap & Teli, 2015). Studies of school quality-management systems further suggest that reliable procedures, stakeholder feedback, and leadership commitment are essential to maintaining service standards (Canlas, 2022; Simangan, 2023).

Synthesis and Conceptual Framework

The literature indicates that school service quality is shaped by the interaction of physical resources, institutional processes, personnel competence, stakeholder relationships, and continuous improvement. SERVQUAL provides the principal assessment structure, while quality-management and SBM perspectives explain how leadership, school characteristics, participation, and process monitoring can influence

implementation. Stakeholder satisfaction serves as a central outcome because it reflects how school services are experienced by administrators, teachers, non-teaching personnel, parents, and students.

The conceptual framework therefore linked validated stakeholder assessments, the five SERVQUAL dimensions, school profile and performance indicators, and a sequence of instrument development, pilot testing, data collection, analysis, and stakeholder consultation. The intended output was a service quality management practices framework for public junior high schools in the Province of Rizal. The original conceptual framework from the dissertation is retained in Figure 1.

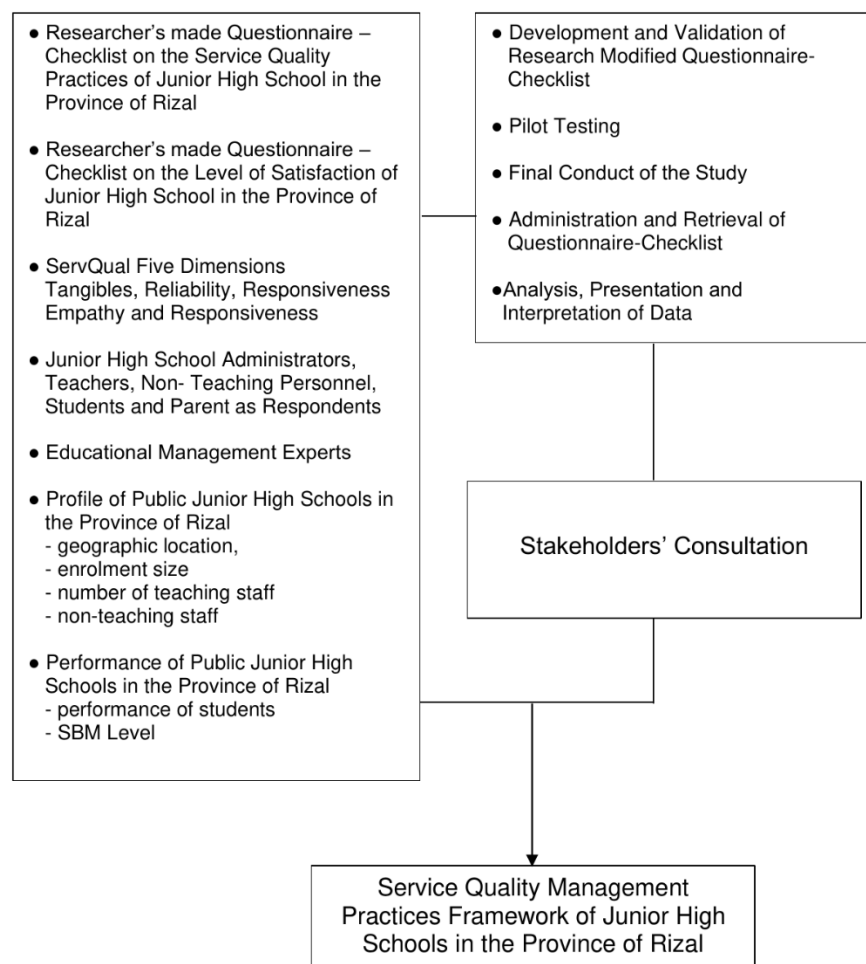


Figure 1. *Conceptual Framework on the Service Quality Management Practices of Junior High Schools in the Province of Rizal*

METHODS

Research Design

The study used descriptive, correlational, and documentary-analysis designs. The descriptive component determined school profile, performance indicators, service quality practices, and stakeholder satisfaction. The correlational component examined the relationship between service quality and satisfaction, while documentary analysis was used to summarize student contest winnings, student officership or membership in school

organizations, and SBM levels across three school years. Focus-group discussions were also conducted to obtain contextual explanations for the survey results.

Research Locale

The study was conducted in public junior high schools under the Schools Division Office of Rizal and the City Schools Division of Antipolo. At the time described in the source manuscript, the two divisions included 90 and 22 junior high schools, respectively. The setting encompassed urban and rural schools that differed in enrolment, staffing, resources, and SBM maturity.

Participants and Sampling Technique

Seventy public junior high schools participated in the study. The 2,533 respondents comprised 70 school administrators, 769 teachers, 156 non-teaching personnel, 769 students, and 769 parents. Of these, 54 administrators, 387 teachers, 108 non-teaching personnel, 387 students, and 387 parents came from the Schools Division of Rizal, while the remaining respondents came from Antipolo. Cluster sampling with random selection was used because the target population covered two large divisions. The sample determination was anchored on Krejcie and Morgan's sampling approach as reported in the dissertation.

Two additional schools, one from each division, participated in pilot testing and were excluded from the final sample. The pilot group comprised 30 respondents: two school heads, eight teachers, four non-teaching personnel, eight students, and eight parents. Focus-group participants were randomly selected and represented administrators, teachers, non-teaching personnel, parents, and students.

Research Instrument

Two researcher-developed questionnaire-checklists were used. The first measured service quality management practices and included school profile and performance information, 50 statements distributed equally across tangibles, reliability, responsiveness, assurance, and empathy, and an open feedback section. The second measured stakeholder satisfaction through 10 statements and included a comments and suggestions section. Both instruments used five-point response scales.

The instruments were reviewed by 10 experts, comprising five internal experts from the University of Rizal System–Morong and five education practitioners from the Department of Education, including public school district supervisors and school heads. Revisions were incorporated before pilot testing. Cronbach alpha coefficients of .890 for the service-quality instrument and .799 for the satisfaction instrument indicated acceptable to high internal consistency.

Data Gathering Procedure

Permission was obtained from the University of Rizal System–Morong, the Schools Division Superintendents of Rizal and Antipolo, and the principals of the participating junior high schools. After expert validation and pilot testing, the finalized questionnaires were distributed through school heads using a combination of printed copies and Google Forms. Responses were retrieved, recorded, tallied, and submitted to the University of Rizal System Statistics Center for statistical processing. Documentary records and focus-group discussions supplemented the survey data, and the findings were used in formulating the proposed framework.

Data Analysis

Frequency and percentage were used to describe geographic location, enrolment, teaching and non-teaching staff, student contest winnings, student organization participation, and SBM levels. Means were computed for the SERVQUAL dimensions and stakeholder satisfaction. One-way analysis of variance tested differences in service quality according to school profile and performance indicators. Pearson product-moment correlation tested the relationship between service quality practices and stakeholder satisfaction at the .05 level of significance. Qualitative description was used to explain focus-group observations and develop the framework.

Ethical Consideration

The study followed the institutional permission procedures reported in the dissertation by obtaining authorization from the University, the two Schools Division Offices, and participating school principals before data collection. Survey results were consolidated for research analysis and reported by respondent group and school category. The source manuscript did not specify a separate ethics-review approval number or provide a detailed informed-consent protocol; these details should be supplied to the journal if required during submission.

RESULTS AND DISCUSSION

Profile and Performance of Public Junior High Schools

The participating schools were predominantly urban and generally large in enrolment and teaching complement, while non-teaching support remained limited. As summarized in Table 1, 43 schools (61.40%) were urban, the most common enrolment category was 2,001–3,500 learners, the most common teaching-staff category was 26–100 teachers, and the modal non-teaching complement was three personnel. These conditions indicate that many schools operated at considerable scale but with comparatively lean administrative and support staffing.

Table 1. *Predominant Profile Characteristics of the Participating Public Junior High Schools*

Profile Indicator	Predominant Category	f	%
Geographic location	Urban	43	61.40
Enrolment size	2,001–3,500	22	31.40
Number of teaching staff	26–100	29	41.40
Number of non-teaching staff	3 personnel	23	32.90

Note. N = 70 schools.

The performance indicators showed different patterns across the three school years. Contest winnings improved from a modal category of 6–10 wins in SY 2021–2022 to 11 or more wins in SY 2022–2023, but all schools were recorded in the 5-or-fewer category in SY 2023–2024. Student officership or membership remained centered on 6–10 positions across the three years, with the proportion of schools reporting 11 or more positions increasing from 12.90% to 27.10%. SBM demonstrated a clear upward shift: maturing was the most common level in the first two years, while advanced became the largest category in SY 2023–2024.

Table 2. *Predominant School Performance Categories Across Three School Years*

Indicator	School Year	Predominant Category	f	%
Contest winnings	2021–2022	6–10	31	44.29
Contest winnings	2022–2023	11 and above	29	41.43
Contest winnings	2023–2024	5 and below	70	100.00
Organization officership/membership	2021–2022	6–10	33	47.10
Organization officership/membership	2022–2023	6–10	30	42.90
Organization officership/membership	2023–2024	6–10	32	45.70
SBM level	2021–2022	Maturing	39	55.71
SBM level	2022–2023	Maturing	37	52.86
SBM level	2023–2024	Advanced	34	48.57

Note. The table presents the category with the highest frequency for each indicator and school year.

The profile results underscore the operational complexity of delivering consistent services across schools of different sizes and locations. Larger enrolment and staffing structures can provide broader programs and resources, but they also create demands for coordination, communication, and facility maintenance. Conversely, limited non-teaching personnel can increase the workload of support staff and may constrain administrative

responsiveness. These conditions are consistent with evidence that school size and support staffing shape organizational preparedness and school climate (Abir, 2023; Antoniou, 2024; Hafeez, 2020).

Level of Service Quality Management Practices

All five SERVQUAL dimensions were rated very highly practiced when the assessments of the five stakeholder groups were combined. The overall grand mean was 4.31. Empathy ranked highest ($M = 4.37$), followed by assurance ($M = 4.35$), reliability ($M = 4.28$), tangibles ($M = 4.27$), and responsiveness ($M = 4.26$). Administrators consistently gave the highest ratings, with a grand mean of 4.43, while students provided the lowest grand mean of 4.20.

Table 3. Composite Assessment of Service Quality Management Practices

Dimension	Administrator	Teacher	NTP	Parent	Student	Overall
Tangibles	4.46	4.28	4.19	4.22	4.17	4.27
Reliability	4.35	4.33	4.22	4.29	4.20	4.28
Responsiveness	4.27	4.29	4.29	4.26	4.16	4.26
Assurance	4.50	4.38	4.30	4.32	4.25	4.35
Empathy	4.58	4.37	4.36	4.29	4.22	4.37
Grand mean	4.43	4.33	4.27	4.28	4.20	4.31

Note. NTP = non-teaching personnel. Means from 4.20 to 5.00 were interpreted in the dissertation as very highly practiced; 3.40 to 4.19 as highly practiced.

The strong empathy and assurance results indicate that stakeholders generally experienced school personnel as courteous, trustworthy, supportive, and attentive to individual needs. These relational dimensions are particularly important in schools because many service encounters involve concerns about learners, records, procedures, safety, or access to support. The lower, although still positive, responsiveness mean suggests that timeliness, complaint resolution, and immediate assistance remain practical areas for improvement. The tangibles result similarly point to continuing needs for modern equipment, adequate facilities, and accessible learning spaces.

The variation among respondent groups is also important. Administrators may have broader knowledge of policies, investments, and internal systems, whereas students and parents evaluate services primarily through direct encounters and visible outcomes. Service quality improvement should therefore consider the perspectives of external and frontline users, not only internal assessments. This supports the SERVQUAL principle that organizational quality should be examined through stakeholder experience and expectation (Ocampo et al., 2019; Parasuraman et al., 1985).

Stakeholder Satisfaction

The combined satisfaction mean was 4.17, interpreted as much satisfied. Administrators reported the highest satisfaction ($M = 4.46$), followed by teachers ($M = 4.31$), non-teaching personnel ($M = 4.27$), students ($M = 4.20$), and parents ($M = 3.50$). The lower parent assessment was concentrated in the accuracy of information, adherence to transaction procedures, prompt service, ease of accessing information, flexibility, and staff attentiveness, which were each rated 3.00 in the source table.

Table 4. Satisfaction Level of Stakeholder Groups

Stakeholder Group	Grand Mean	Interpretation
Administrators	4.46	Very much satisfied
Teachers	4.31	Very much satisfied
Non-teaching personnel	4.27	Very much satisfied
Parents	3.50	Much satisfied
Students	4.20	Very much satisfied
Overall	4.17	Much satisfied

Note. The interpretations follow the five-point scale reported in the dissertation.

The satisfaction pattern suggests that schools were generally successful in providing valued services but that information systems and parent-facing transactions required strengthening. Parents may have less frequent access to internal school processes and may therefore be more sensitive to unclear instructions, inconsistent responses, and delays. Improving transaction guides, online information, feedback channels, and response timelines could reduce the gap between internal and external perceptions. This is consistent with service-quality research emphasizing that accurate communication and dependable procedures shape overall satisfaction (Al-Azzaam, 2015; Hussain et al., 2015).

Differences According to School Profile and Performance

Geographic location and enrolment size did not significantly differentiate any SERVQUAL dimension. In contrast, teaching-staff size significantly differentiated tangibles ($p = .032$) and empathy ($p = .017$), while the number of non-teaching personnel significantly differentiated tangibles ($p = .032$). These findings indicate that staffing capacity was more closely associated with physical service conditions and individualized attention than location or enrolment alone.

Table 5. *Summary of Significant Differences in Service Quality Management Practices*

Grouping Variable	Significant Findings	Interpretation
Geographic location	None; all $p > .05$	No significant differences
Enrolment size	None; all $p > .05$	No significant differences
Number of teaching staff	Tangibles, $p = .032$; Empathy, $p = .017$	Significant
Number of non-teaching staff	Tangibles, $p = .032$	Significant
Contest winnings	SY 2021–2022: Tangibles, $p = .009$; SY 2022–2023: Tangibles, $p = .003$ and Empathy, $p = .015$; SY 2023–2024: no test computed because only one category was represented	Partially significant
Organization officership/membership	SY 2021–2022: Tangibles, $p = .009$; SY 2022–2023: Tangibles, $p = .003$ and Empathy, $p = .015$; SY 2023–2024: none	Partially significant
SBM level	Tangibles: $p < .001$, $.023$, $< .001$; Assurance: $p = .008$, $.288$, $.009$; Empathy: $p = .004$, $.036$, $.017$ across SY 2021–2022 to SY 2023–2024	Tangibles and empathy significant in all years; assurance significant in two years

Note. Only statistically significant results and the principal non-significant patterns are summarized. The significance level was .05.

Performance-related differences were concentrated in tangibles and empathy. Contest winnings and organization participation were associated with tangibles in SY 2021–2022 and with both tangibles and empathy in SY 2022–2023. The relationships were not sustained in SY 2023–2024. These patterns suggest that physical resources and supportive relationships may help create opportunities for competition and student leadership, but the associations varied by year and should not be interpreted as causal.

SBM level produced the most consistent differences. Tangibles and empathy differed significantly across developing, maturing, and advanced schools in all three years, while assurance differed in SY 2021–2022 and SY 2023–2024. Advanced SBM schools generally obtained higher means. The finding supports the view that mature decentralized management can strengthen resource use, stakeholder trust, and responsive local support, although reliability and responsiveness remained statistically similar across SBM levels (Cabardo, 2016; Verbo et al., 2023).

Relationship Between Service Quality and Stakeholder Satisfaction

Pearson correlation results showed very weak positive relationships between each service-quality dimension and stakeholder satisfaction. Tangibles ($r = .058$, $p = .003$), assurance ($r = .043$, $p = .031$), empathy ($r = .049$, $p = .014$), and the overall service-quality mean ($r = .044$, $p = .028$) were statistically significant. Reliability ($r = .026$, $p = .190$) and responsiveness ($r = .027$, $p = .182$) were not significant.

Table 6. *Relationship Between Service Quality Management Practices and Stakeholder Satisfaction*

Dimension	r	p	Decision	Interpretation
Tangibles	.058	.003	Reject H_0	Significant
Reliability	.026	.190	Fail to reject H_0	Not significant
Responsiveness	.027	.182	Fail to reject H_0	Not significant
Assurance	.043	.031	Reject H_0	Significant
Empathy	.049	.014	Reject H_0	Significant
Overall service quality	.044	.028	Reject H_0	Significant

Note. H_0 = null hypothesis. Statistical significance was evaluated at $\alpha = .05$.

Although the coefficients were small, the significant findings indicate that visible resources, professional assurance, and empathetic engagement were positively associated with satisfaction in the large respondent sample. The non-significant results for reliability and responsiveness suggest that these dimensions may have been comparatively uniform or may not have accounted for meaningful variation in satisfaction. Schools should therefore maintain dependable and timely processes while giving particular attention to physical conditions, trust-building, and individualized support.

Proposed Service Quality Management Framework

The study developed a framework that placed stakeholder satisfaction, particularly the perspectives of parents and students, at the center of school service improvement. The five SERVQUAL dimensions surround this core and operate through a reciprocal feedback relationship: improved practices can raise satisfaction, while stakeholder feedback identifies priorities for revision. The framework integrates the Plan-Do-Check-Act cycle to ensure that service standards are planned, implemented, evaluated, and improved systematically.

During planning, schools identify stakeholder expectations and establish objectives, strategies, indicators, and timelines. The implementation stage focuses on delivering reliable, accessible, and high-quality services supported by appropriate facilities and resources. The checking stage uses monitoring tools, satisfaction surveys, and stakeholder consultation to identify strengths and service gaps. The action stage institutionalizes successful practices, corrects deficiencies, reallocates resources, and begins a new improvement cycle. The proposed framework is presented in Figure 2.

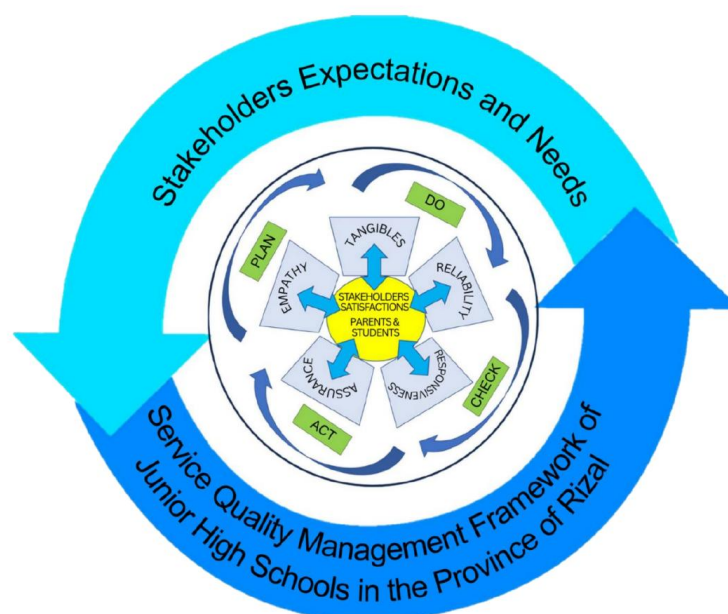


Figure 2. *Proposed Service Quality Management Framework for Junior High Schools in the Province of Rizal*

The framework's practical contribution lies in connecting relational service quality, visible institutional capacity, stakeholder consultation, and a continuous-improvement process. It may be used as a guide for school improvement planning, monitoring and evaluation, staff development, partnership building, and preliminary quality-management-system preparation. Its implementation should remain sensitive to the staffing, resources, and local needs of individual schools.

CONCLUSION

Public junior high schools in the Province of Rizal generally demonstrated very high service quality management practices and high stakeholder satisfaction. Empathy and assurance were the strongest dimensions, indicating that trust, courtesy, and individualized attention were established strengths. Responsiveness and tangibles received comparatively lower ratings, while parents reported the lowest satisfaction among stakeholder groups. These results show that positive interpersonal relationships should be sustained together with improvements in facilities, information access, transaction accuracy, and response time. School staffing and SBM maturity were associated with selected dimensions of service quality, particularly tangibles and empathy. The statistically significant but very weak relationships of tangibles, assurance, empathy, and overall service quality with satisfaction indicate that these areas contribute to stakeholder experience, although satisfaction is also shaped by factors beyond the variables measured. The proposed framework contributes an integrated approach that combines SERVQUAL, stakeholder consultation, and the PDCA cycle to guide evidence-based and continuous school service improvement.

Recommendation

The proposed framework should be presented to the Schools Division Offices of Rizal and Antipolo for technical review, contextual refinement, and possible pilot implementation in selected public junior high schools. Pilot implementation should establish measurable service standards, stakeholder-feedback schedules, responsible offices, and monitoring indicators before broader adoption. The framework may also support schools preparing

for quality-management or ISO-related initiatives, subject to applicable Department of Education policies and certification requirements.

School leaders should prioritize the maintenance and modernization of facilities, adequate learning and office equipment, accessible transaction information, and clear response timelines. Regular capacity-building activities should strengthen service communication, complaint handling, records management, empathy, and professional assurance among administrators, teachers, and non-teaching personnel. Parent and student orientations, transparent feedback mechanisms, and stronger partnerships with local government and community organizations should be integrated into school improvement planning.

Future studies should validate the framework through implementation research, examine changes in satisfaction and service indicators over time, include additional educational outcomes, and investigate the reasons for annual variations in student competition performance. Studies in other provinces and school levels may also determine the framework's transferability and identify contextual modifications required for different institutional settings.

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