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SERVICE QUALITY FOR FOREIGN STUDENTS OF SELECTED PRIVATE HIGHER EDUCATION INSTITUTIONS IN NATIONAL CAPITAL REGION CORRELATE TO ACCESS AND QUALITY: INPUTS TO A PROPOSED POLICY ARTICULATION

Lee Butch N. Nufable, PH. D. BM

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ABSTRACT

This study focuses on the assessment of the three groups of respondents on the service quality of selected Higher Education Institutions in the National Capital Region. The three groups of respondents are the foreign students coming from STI College, Emilio Aguinaldo College, and Trinity University of Asia. The said groups of respondents will assess the service quality dimensions as follows: Tangibles; Reliability; Responsiveness; Assurance; and Empathy. Demographic profile of respondents will also be identified as follows: nationality, year level, and degree/course.

KEYWORDS: *Tangibles, Reliability, Responsiveness, Assurance, Empathy*

INTRODUCTION

International education has grown very rapidly over the past three decades. The OECD indicates that the number of international students worldwide has grown from 0.8 million in 1975 to at least 4.1 million in 2010 (OECD, 2012), and there has been an increase of 99 percent since 2000 (OECD, 2012). This growing number of international students has been forecast to increase from 2.1 million in 2003 to approximately 5.8 million by 2020 (British Council, 2004). English-speaking countries such as the United States (US), the United Kingdom (UK), Australia and Canada have long dominated the market in exporting international education to students (UIS, 2012a). The US is the world leader in hosting international students and accounts for 18 per cent of international students from the global market (Chau, 2011). [1]

Service “with a smile” is used to satisfy most customers. Today, however, some service firms differentiate themselves in the marketplace by offering a “service guarantee.” Unlike a product warranty, which promises to repair or replace the faulty item, service guarantees typically offer the dissatisfied customer a refund, discount, or free service. (Parasuraman, V.A. Zeithaml, L. L. Berry 2008)

Today, consumers have more choices for their financial needs than ever before. Technology, globalization, increased competition and increased consumer mobility have dramatically changed the way people think (Harwood, 2002).

As a consequence, brand reputation is important as a potential competitive advantage. Alvarez (2001) proposed that logic is no longer enough to sell the benefits of an intangible product or service, especially with commodity products and skeptical consumers. This situation calls for emotion or image to change the perception of the audience in any real or profound way (Alvarez, 2001). Furthermore, he proposed image as an alternative to product differentiation.

LITERATURE REVIEW

In the development of the original SERVQUAL instrument, the author took into consideration the research outcome of Gronroos (1984) and Lehtinen and Lehtinen (1982). In the original design of SERVQUAL instrument, Parasuraman et al. (1985) collected data from respondents in five service categories (appliance repair and maintenance, retail banking, long distance telephone, securities brokerage, and credit cards). In 1988, Parasuraman, et al. tested the service quality model developed in 1985. The result was the development of the SERVQUAL. In addition, the authors based the model on perceived quality and the definition given byZeithaml (1988) that 'service quality is an overall evaluation

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similar to the attitude; related but not equivalent to satisfaction ... and results from a comparison of expectations with perceptions of performance' (p.15).The final instrument was a result of several studies conducted over a period of years. The initial process began with focus group interviews, conducted by Parasuraman et aI. (1985). The original SERVQUAL instrument reflected the criteria used by customers in assessing the service quality fit of 10 dimensions: tangibles, reliability, responsiveness, communication, credibility, security, competence, courtesy, understanding and knowing the customer, and access. These criteria were established from their exploratory research, serving as the foundation for the SERVQUAL instrument (Parasuraman et aI., 1988). The development of the final instrument resulted from numerous revisions and extensive use of factor analysis to determine the five distinct dimensions of quality service as offered by Parasuraman et aI. (1985, 1988, 1990, 1991b). The five dimensions are as follows:

OBJECTIVE OF THE STUDY

This study assessed the service quality for foreign students of selected private higher education institution in the National Capital Region which can be an inputs to a proposed policy articulation. specifically, it will answer the following:

1. What is the profile of foreign students in the three (3) selected higher education institutions in terms of:
   1.1 Nationality;
   1.2 Programs enrolled;
   1.3 Number of enrollees; and
   1.4 Number of graduates
2. What is the assessment of the three (3) groups of respondents on the service quality for foreign students of selected higher education institutions in terms of:
   1.4 Reliability;
   1.5 Assurance;
   1.6 Tangibles
   1.7 Empathy; and
   1.8 Responsiveness
3. Is there a significant difference in the assessment of the three (3) groups of respondents on the service quality for foreign students of selected higher education institutions in terms of:
   3.1 Reliability;
   3.2 Assurance;
   3.3 Tangibles
   3.4 Empathy; and
   3.5 Responsiveness?
4. Is there a significant difference in the assessment of the three (3) groups of respondents on the service quality for foreign students of selected private higher education institutions when their profile are taken as test factor?
   4.1 Reliability;
   4.2 Assurance;
   4.3 Tangibility;
   4.4 Empathy; and
   4.5 Responsiveness?
5. What is the assessment of the three (3) groups of respondents on the access and quality for the foreign students of selected higher education institutions in terms of:
   5.1 access to schooling; and
   5.2 School performance?
6. Is there a significant difference in the assessment of the three (3) groups of respondents on the access and quality for the foreign students of selected higher education institutions in terms of:
   6.1 Access to schooling; and
   6.2 School performance?
7. Is there a significant difference in the assessment of the three (3) groups of respondents on the access and quality for the foreign students of selected higher education institutions when their profile is taken as test factor in terms of:
   7.1 Access to schooling; and
   7.2 School performance?
8. Is there a significant correlation in the assessment of the three (3) groups of respondents on the service quality and access and quality for foreign students of selected private education institutions?

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METHODOLOGY

This study used a descriptive research design to assess the perceptions of foreign students regarding product and service quality in selected higher educational institutions. Descriptive research was chosen because it allows the researcher to gather detailed information and better understand students' experiences, satisfaction, institutional reputation, employability, and marketing strategies in education.

The target population of the study consisted of foreign students enrolled in STI College Global City, Emilio Aguinaldo College, and Trinity University of Asia. These students were selected because they are considered the most suitable respondents for evaluating service quality in higher educational institutions.

The study applied purposive sampling, a non-probability sampling technique, to select respondents who met the required characteristics for the research. Data gathered from the respondents were used to examine the relationship between product and service quality, institutional reputation, level of education, and student satisfaction.

SCOPE AND DELIMITATION

This study focuses on the assessment of the three groups of respondents on the service quality of selected HEIs in the National Capital Region. The three groups of respondents are the foreign students coming from STI College, Emilio Aguinaldo College, and Trinity University of Asia.

The said groups of respondents will assess the service quality dimensions as follows: Tangibles; Reliability; Responsiveness; Assurance; and Empathy. Demographic profile of respondents will also be identified as follows: nationality, year level, and degree/course.

Data Gathering Tool

The researcher will write a letter to the Vice President for Academic Affairs of STI requesting that he be allowed to distribute survey questionnaires to proposed respondents. As the VPAA approved the researcher's request, the following day, he will distribute the survey questionnaires via online. After the distribution to each respondent, the researcher made an explanation on how to accomplish the said survey questionnaires.

The respondents will be given enough time to answer and fill-up the survey questionnaires. After each and every respondent accomplished the instrument, the researcher retrieved the survey questionnaire and consolidated the same for encoding of the data gathered.

Thereafter, the raw data will be encoded and statistically treated for analysis and interpretation. Specifically, the ratings of the respondents will be measured using the weighted mean while the hypotheses of no significant difference in their assessment will be tested using the t-test and the Mann-Whitney U-test.

Data Gathering Procedures

To answer the specific questions identified in Chapter 1 and to test the hypotheses as well as to facilitate the analyses of the data gathered through the survey questionnaire, applicable statistical tools will be utilized.

Thereafter the raw data will be encoded and statistically treated for analyses and interpretation so as to find answers to the research problems and test the hypotheses. The assessments of the respondents will be quantified using the weighted mean. On the other hand, the tests of difference were done through the use of Mann-Whitney U-test.

RESULT AND DISCUSSION

Reliability	STI		EAC		TUA		Three Groups	
	Mean	VI	Mean	VI	Mean	VI	Mean	VI
Well-trained and knowledgeable staff	4.62	SA	3.96	A	3.39	MA	3.99	A
Handled complaints and problems graciously	4.58	SA	4.04	A	3.43	MA	4.02	A
Courses are taught by highly knowledgeable professors.	4.5	SA	4.14	A	3.32	MA	3.99	A
The teaching staff respects lectures and exams schedules.	4.68	SA	3.86	A	3.28	MA	3.94	A
School keeps its records accurately	4.58	SA	3.98	A	3.47	A	4.01	A

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Academic provide fair and consistent assessment to students work	4.64	SA	4.12	A	3.49	A	4.08	A
Faculty members are able to inspire the students to study	4.54	SA	4.22	A	3.52	A	4.09	A
Participation of students in seminars and conferences	4.6	SA	4.20	A	3.43	A	4.08	A
Guest lecture are arranged regularly	4.7	SA	4.18	A	3.37	MA	4.08	A
The institution provides opportunities to participate in international activities.	4.54	**SA**	4.10	**A**	3.38	MA	4.01	**A**
Overall mean	**4.59**	**SA**	**4.00**	**A**	**3.38**	**MA**	**3.99**	**A**

Legend: 4.21-5.00 Strongly agree (SA)/Very Good (VG)
3.41-4.20 Agree (A)/Good (G)
2.61-3.40 Moderately agree (MA)/Moderately good (MG)
1.81-2.60 Disagree (D)/Bad (B)
1.00-1.80 Strongly disagree (SDA)/Very Bad (VB)

Shown in above is the assessment of the three (3) groups of respondents on the **Service quality** for foreign students of selected higher education institutions in terms of ***reliability,*** as follows:

The three (3) groups of respondents assessed the **Service quality** for foreign students of selected higher education institutions in terms of ***reliability*** as ***good,*** overall mean of **3.99,** with verbal interpretation of ***agree (A)*** which means ***good (G)****[STI, WM=4.59 (SA/VG); EAC, WM=4.00 (A/G); and TUA, WM=3.38 (MA/MG)].* The statement "*Faculty members are able to inspire the students to study*" was rated as the highest by the three (3) groups of respondents, overall mean of **4.09**withverbal interpretation of ***agree (A)*** which means ***good (G)****[STI, WM=4.54 (SA/VG); EAC, WM=4.22 (SA/VG); and TUA, WM=3.52 (A/G)].* Two statements were rated as the lowest, vis: "*The teaching staff respects lectures and exams schedules"*, overall mean of **3.94** with verbal interpretation of ***agree (A)*** which means ***good (G)****[STI, WM=4.68 (SA/VG); EAC, WM=3.86 (SA/VG); and TUA, WM=3.28 (A/G)];* and "*Courses are taught by highly knowledgeable professors"* , overall mean of **3.94** with verbal interpretation of ***agree (A)*** which means ***good (G)****[STI, WM=4.68 (SA/VG); EAC, WM=3.86 (A/G); and TUA, WM=3.28 (MA/MG)].*

Table 1
Summary of Mean Values and Verbal Interpretations of the Assessment of theThree (3) Groups of Respondents on the Service Quality for Foreign Students of Selected Higher Education Institutions in terms of Assurance

Assurance	**STI**		**EAC**		**TUA**		**Three Groups**	
	Mean	**VI**	**Mean**	**VI**	**Mean**	**VI**	**Mean**	**VI**
Occupational knowledge of employees	4.72	SA	4.04	A	3.35	A	4.04	A
Provides a safe and secure place for students	4.52	SA	4.12	A	3.38	A	4.01	A
The behavior of faculty staff instills confidence in students	4.50	SA	4.06	A	3.29	A	3.95	A
Students are able to trust the faculty staff.	4.60	SA	4.06	A	3.25	A	3.97	A
Lecturers research efficiency/productivity	4.58	SA	4.02	A	3.24	A	3.95	A
Communication skills: courses are well taught by the lecturers in this school	4.63	SA	4.09	A	3.25	A	3.99	A
There is complete trust in the college degree	4.59	SA	4.00	A	3.37	A	3.99	A
Provide placement and career assistance service i.e. clerkship, internship, OJT	4.60	SA	4.16	A	3.44	A	4.07	A

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Students are given the professional skills they require for good academic performance and for future employment	4.58	SA	4.06	A	3.3	A	3.98	A
Foreign and local students are treated similarly in educational and non-educational activities	4.58	SA	4.02	A	3.23	A	3.94	A
Overall mean	**4.58**	**SA**	**4.06**	**A**	**3.30**	**A**	**3.98**	**A**

Legend: 4.21-5.00 Strongly agree (SA)/Very Good (VG)
3.41-4.20 Agree (A)/Good (G)
2.61-3.40 Moderately agree (MA)/Moderately good (MG)
1.81-2.60 Disagree (D)/Bad (B)
1.00-1.80 Strongly disagree (SDA)/Very Bad (VB)

Shown in Table 1 above is the assessment of the three (3) groups of respondents on the **Service quality** for foreign students of selected higher education institutions in terms of ***assurance,*** as follows:

The three (3) groups of respondents assessed the **Service quality** for foreign students of selected higher education institutions in terms of ***assurance*** as ***good,*** overall mean of **3.98,** with verbal interpretation of ***agree (A)*** which means ***good (G)****[STI, WM=4.58 (SA/VG); EAC, WM=4.06 (A/G); and TUA, WM=3.30 (MA/MG)].* The statement "*Provide placement and career assistance service i.e. clerkship, internship, OJT*" was rated as the highest by the three (3) groups of respondents, overall mean of **4.07** with verbal interpretation of ***agree (A)*** which means ***good (G)****[STI, WM=4.60 (SA/VG); EAC, WM=4.16 (A/G); and TUA, WM=3.44 (A/G)].* Two statements were rated as the lowest, vis: "*Foreign and local students are treated similarly in educational and non-educational activities"*, overall mean of **3.94** with verbal interpretation1 of ***agree (A)*** which means ***good (G)****[STI, WM=4.58 (SA/VG); EAC, WM=4.02 (SA/VG); and TUA, WM=3.23 (A/G)];* and "*Lecturers research efficiency/productivity"* , overall mean of **3.95** with verbal interpretation of ***agree (A)*** which means ***good (G)****[STI, WM=4.58 (SA/VG); EAC, WM=4.02 (A/G); and TUA, WM=3.25 (MA/MG)].*

Table 2
Summary of Mean Values and Verbal Interpretations of the Assessment of the Three (3) Groups of Respondents on the Service Quality for Foreign Students of Selected Higher Education Institutions in terms of Tangibility

Tangibility	**STI**		**EAC**		TUA		**Three Groups**	
	Mean	**VI**	**Mean**	**VI**	Mean	VI	**Mean**	**VI**
School provides facilities that can be used to develop student's interest and talents(sports facility, students activities club, etc.)	4.60	SA	4.10	A	3.32	MA	4.01	A
The faculty has modern and latest equipment for teaching.	4.82	SA	4.12	A	3.34	MA	4.09	A
The appearance of the physical facilities of the faculty is attractive.	4.80	SA	4.18	A	3.22	MA	4.07	A
Library has the latest literature in your area of interest.	4.68	SA	3.86	A	3.28	MA	3.94	A
Degree to which classrooms and study rooms are comfortable	4.58	SA	3.98	A	3.47	MA	4.01	A
Computers adequacy provided in the lab for students	4.64	SA	4.12	A	3.49	MA	4.08	A
Availability of sufficient playgrounds and sports materials	4.54	SA	4.22	A	3.52	A	4.08	A
Facilities for fresh drinking water and washrooms	4.62	SA	3.96	A	3.39	MA	3.99	A
The canteen/catering services function well.	4.58	SA	4.04	A	3.43	MA	4.02	A
The menu in the canteen is suitable for me.	4.5	SA	4.14	A	3.32	MA	3.99	A
Overall mean	**4.63**	**SA**	**4.09**	**A**	**3.25**	**MA**	**3.99**	**A**

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Legend: 4.21-5.00 ***Strongly agree (SA)/Very Good (VG)***
3.41-4.20 ***Agree (A)/Good (G)***
2.61-3.40 ***Moderately agree (MA)/Moderately good (MG)***
1.81-2.60 ***Disagree (D)/Bad (B)***
1.00-1.80 ***Strongly disagree (SDA)/Very Bad (VB)***

Shown in Table 2 above is the assessment of the three (3) groups of respondents on the **Service quality** for foreign students of selected higher education institutions in terms of ***tangibility,*** as follows:

The three (3) groups of respondents assessed the **Service quality** for foreign students of selected higher education institutions in terms of ***tangibility*** as ***good,*** overall mean of **3.99,** withverbal interpretation of ***agree (A)*** which means ***good (G)****[STI, WM=4.63 (SA/VG); EAC, WM=4.09 (A/G); and TUA, WM=3.25 (MA/MG)].* The sta1tement "*The faculty has modern and latest equipment for teaching*" was rated as the highest by the three (3) groups of respondents, overall mean of **4.09** with verbal interpretation of ***agree (A)*** which means ***good (G)****[STI, WM=4.82 (SA/VG); EAC, WM=4.12 (A/G); and TUA, WM=3.34 (A/G)].* Two statements were rated as the lowest, vis: "*Library has the latest literature in your area of interest"*, overall mean of **3.94** with verbal interpretation of ***agree (A)*** which means ***good (G)****[STI, WM=4.68 (SA/VG); EAC, WM=3.86 (SA/VG); and TUA, WM=3.28 (A/G)];* and "*Facilities for fresh drinking water and washrooms"* , overall mean of **3.99** with verbal interpretation of ***agree (A)*** which means ***good (G)****[STI, WM=4.62 (SA/VG); EAC, WM=3.96 (A/G); and TUA, WM=3.39 (MA/MG)].*

Table 3
Summary of Mean Values and Verbal Interpretations of the Assessment of the Three (3) Groups of Respondents on the Service Quality for Foreign Students of Selected Higher Education Institutions in terms of Empathy

Empathy	**STI**		**EAC**		**TUA**		**Three Groups**	
	Mean	**VI**	**Mean**	**VI**	**Mean**	**VI**	**Mean**	**VI**
Professors have convenient office-hours to advice students	4.40	A	3.93	A	3.23	MA	3.86	A
Faculty understands the specific needs of students.	4.54	SA	4.12	A	3.14	MA	3.93	A
Access to computer facilities is accommodate with students' convenient	4.60	SA	4.10	A	3.32	MA	4.01	A
Access to study rooms is accommodate with students' convenient	4.82	SA	4.12	A	3.33	MA	4.09	A
Staffs are willing to give students individual attention	4.80	SA	4.18	A	3.22	MA	4.07	A
The extent to which lecturers are sympathetic and supportive to the needs of students	4.40	A	3.94	A	3.23	MA	3.86	A
School is fair and unbiased in their treatment of individuals' students	4.54	SA	4.12	A	3.13	MA	3.93	A
Study rooms are available for students	4.60	SA	4.10	A	3.32	MA	4.01	A
Staffs at college understand the range of specific challenges facing foreign students	4.83	SA	4.12	A	3.34	MA	4.09	A
College gives tailored advice to foreign students upon arrival on matter inside and outside university	4.80	SA	4.18	A	3.22	MA	4.07	A
Overall mean	**4.63**	**SA**	**4.09**	**A**	**3.25**	**MA**	**3.99**	**A**

Legend: 4.21-5.00 ***Strongly agree (SA)/Very Good (VG)***
3.41-4.20 ***Agree (A)/Good (G)***
2.61-3.40 ***Moderately agree (MA)/Moderately good (MG)***
1.81-2.60 ***Disagree (D)/Bad (B)***
1.00-1.80 ***Strongly disagree (SDA)/Very Bad (VB)***

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Shown in Table 3 above is the assessment of the three (3) groups of respondents on the **service quality dimensions** for foreign students of selected higher education institutions in terms of ***empathy,*** as follows:

The three (3) groups of respondents assessed the **Service quality** for foreign students of selected higher education institutions in terms of ***empathy*** as ***good,*** overall mean of **3.99,** with verbal interpretation of ***agree (A)*** which means ***good (G)****[STI, WM=4.63 (SA/VG); EAC, WM=4.09 (A/G); and TUA, WM=3.25 (MA/MG)].* The statement "*The faculty has modern and latest equipment for teaching*" was rated as the highest by the three (3) groups of respondents, overall mean of **4.09** with verbal interpretation of ***agree (A)*** which means ***good (G)****[STI, WM=4.82 (SA/VG); EAC, WM=4.12 (A/G); and TUA, WM=3.34 (A/G)].* Two statements were rated as the lowest, vis: "*Library has the latest literature in your area of interest"*, overall mean of **3.94** with verbal interpretation of ***agree (A)*** which means ***good (G)****[STI, WM=4.68 (SA/VG); EAC, WM=3.86 (SA/VG); and TUA, WM=3.28 (A/G)];* and "*Facilities for fresh drinking water and washrooms"* , overall mean of **3.99** with verbal interpretation of ***agree (A)*** which means ***good (G)****[STI, WM=4.62 (SA/VG); EAC, WM=3.96 (A/G); and TUA, WM=3.39 (MA/MG)].*

Table 4
Summary of Mean Values and Verbal Interpretations of the Assessment of the Three (3) Groups of Respondents on the Service Quality Dimensions for Foreign Students of Selected Higher Education Institutions in terms of Empathy

Empathy	STI		EAC		TUA		Three Groups	
	Mean	VI	Mean	VI	Mean	VI	Mean	VI
Professors have convenient office-hours to advice students	4.40	A	3.93	A	3.23	MA	3.86	A
Faculty understands the specific needs of students.	4.54	SA	4.12	A	3.14	MA	3.93	A
Access to computer facilities is accommodate with students' convenient	4.60	SA	4.10	A	3.32	MA	4.01	A
Access to study rooms is accommodate with students' convenient	4.82	SA	4.12	A	3.33	MA	4.09	A
Staffs are willing to give students individual attention	4.80	SA	4.18	A	3.22	MA	4.07	A
The extent to which lecturers are sympathetic and supportive to the needs of students	4.40	A	3.94	A	3.23	MA	3.86	A
School is fair and unbiased in their treatment of individuals' students	4.54	SA	4.12	A	3.13	MA	3.93	A
Study rooms are available for students	4.60	SA	4.10	A	3.32	MA	4.01	A
Staffs at college understand the range of specific challenges facing foreign students	4.83	SA	4.12	A	3.34	MA	4.09	A
College gives tailored advice to foreign students upon arrival on matter inside and outside university	4.80	SA	4.18	A	3.22	MA	4.07	A
Overall mean	**4.63**	**SA**	**4.09**	**A**	**3.25**	**MA**	**3.99**	**A**

Legend: 4.21-5.00 Strongly agree (SA)/Very Good (VG)
3.41-4.20 Agree (A)/Good (G)
2.61-3.40 Moderately agree (MA)/Moderately good (MG)
1.81-2.60 Disagree (D)/Bad (B)
1.00-1.80 Strongly disagree (SDA)/Very Bad (VB)

Shown in Table 4 above is the assessment of the three (3) groups of respondents on the **Service quality** for foreign students of selected higher education institutions in terms of ***empathy,*** as follows:

The three (3) groups of respondents assessed the **Service quality** for foreign students of selected higher education institutions in terms of ***empathy*** as ***good,*** overall mean of **3.99,** with verbal interpretation of ***agree (A)*** which means

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good (G)*[STI, WM=4.63 (SA/VG); EAC, WM=4.09 (A/G); and TUA, WM=3.25 (MA/MG)].* The statement "*The faculty has modern and latest equipment for teaching*" was rated as the highest by the three (3) groups of respondents, overall mean of **4.09** with verbal interpretation of ***agree (A)*** which means ***good (G)****[STI, WM=4.82 (SA/VG); EAC, WM=4.12 (A/G); and TUA, WM=3.34 (A/G)].* Two statements were rated as the lowest, vis: "*Library has the latest literature in your area of interest"*, overall mean of **3.94** with verbal interpretation of ***agree (A)*** which means ***good (G)****[STI, WM=4.68 (SA/VG); EAC, WM=3.86 (SA/VG); and TUA, WM=3.28 (A/G)];* and "*Facilities for fresh drinking water and washrooms"* , overall mean of **3.99** with verbal interpretation of ***agree (A)*** which means ***good (G)****[STI, WM=4.62 (SA/VG); EAC, WM=3.96 (A/G); and TUA, WM=3.39 (MA/MG)].*

Table 5
Summary of Mean Values and Verbal Interpretations of the Assessment of the Three (3) Groups of Respondents on the Service Quality for Foreign Students of Selected Higher Education Institutions in terms of Responsiveness

Responsiveness	STI		EAC		TUA		Three Groups	
	Mean	VI	Mean	VI	Mean	VI	Mean	VI
All queries are promptly responded by non-teaching faculty	4.64	SA	4.12	A	3.49	A	4.08	A
Availability of employees when needed	4.53	SA	4.22	A	3.52	A	4.09	A
Students are informed of schedules and changes in schedules in advance.	4.60	SA	4.20	A	3.43	A	4.08	A
Service hours of learning facilities accommodate all students	4.70	SA	4.18	A	3.37	MA	4.08	A
Administrative staffs are never too busy respond to student requests promptly	4.54	SA	4.10	A	3.38	MA	4.01	A
Channels for expressing student complaints are readily available	4.63	SA	4.09	A	3.25	MA	3.99	A
Queries are dealt with efficiently and promptly	4.59	SA	4.00	A	3.38	MA	3.99	A
The assessment criteria for the studies were explained to me at the beginning of the school year.	4.60	SA	4.16	A	3.44	A	4.07	A
College provide accurate information re educational services e.g., timetable, meetings, events, assignment, quizzes, exam, results and etc.	4.58	SA	4.06	A	3.30	MA	3.98	A
College always willing to help students to improving their personal and communication skills	4.58	SA	4.02	A	3.24	MA	3.95	A
Overall mean	**4.60**	**SA**	**4.08**	**A**	**3.34**	**MA**	**4.01**	**A**

Legend: 4.21-5.00 Strongly agree (SA)/Very Good (VG)
3.41-4.20 Agree (A)/Good (G)
2.61-3.40 Moderately agree (MA)/Moderately good (MG)
1.81-2.60 Disagree (D)/Bad (B)
1.00-1.80 Strongly disagree (SDA)/Very Bad (VB)

Shown in Table 5 above is the assessment of the three (3) groups of respondents on the **Service quality** for foreign students of selected higher education institutions in terms of***responsiveness,*** as follows:

The three (3) groups of respondents assessed the **Service quality dimensions** for foreign students of selected higher education institutions in terms of ***responsiveness*** as ***good,*** overall mean of **4.01,** with verbal interpretation of ***agree (A)*** which means ***good (G)****[STI, WM=4.60 (SA/VG); EAC, WM=4.08 (A/G); and TUA, WM=3.34 (MA/MG)].* The statement "*Availability of employees when needed*" was rated as the highest by the three (3) groups of respondents, overall mean of **4.09** with verbal interpretation of ***agree (A)*** which means ***good (G)****[STI, WM=4.53 (SA/VG); EAC, WM=4.22 (SA/VG); and TUA, WM=3.52 (A/G)].* Two statements were rated as the lowest, vis: "*College always*

willing to help students to improving their personal and communication skills", overall mean of **3.95** with verbal interpretation of ***agree (A)*** which means ***good (G)****[STI, WM=4.58 (SA/VG); EAC, WM=4.02 (SA/VG); and TUA, WM=3.24 (A/G)];* and "*College provide accurate information re educational services e.g., timetable, meetings, events, assignment, quizzes, exam, results and etc"*, overall mean of **3.98** with verbal interpretation of ***agree (A)*** which means ***good (G)****[STI, WM=4.58 (SA/VG); EAC, WM=4.06 (A/G); and TUA, WM=3.30 (MA/MG)].*

CONCLUSIONS

The study concluded that foreign students from STI College Global City, Emilio Aguinaldo College, and Trinity University of Asia generally assessed the service quality and educational access of their institutions as good. A total of 228 foreign students participated in the study, with most respondents being Chinese students and many enrolled in BSBA and Health Allied programs.

The findings showed that the institutions performed well in the dimensions of reliability, assurance, tangibility, empathy, and responsiveness. Faculty competence, career assistance services, modern teaching equipment, and employee availability were among the highest-rated aspects. However, some areas such as library resources, communication skills support, schedule management, and student treatment still needed improvement.

The study also revealed significant differences in students' assessments when grouped according to nationality, program enrolled, number of enrollees, and number of graduates. In addition, there was a significant relationship between service quality and access to quality education, indicating that better educational services contribute to improved student satisfaction and school performance among foreign students.

RECOMMENDATIONS

Based on the findings of the study and the conclusions drawn therefrom, the following recommendations are proposed by the researcher:

1. To attract foreign students' enrolment, *Private Academic Higher Institutions (HEIs)* must improve the *Service quality* in all of its dimensions, such as: *reliability, assurance, tangibility, empathy and responsiveness.*

1.1. Faculty members must be able to inspire the students to study and the courses must be taught by highly knowledgeable professors.

1.2. Academic community personnel must always give assurance that foreign and local students are treated similarly in educational and non-educational activities.

1.3. Lecturers shall venture on research efficiency to ultimately gain productivity.

1.4. *Private Academic Higher Institutions (HEIs)*must make it sure that their Libraries shall have the latest literatures in the different areas of interest and provide facilities for fresh drinking water and washrooms.

1.5. Professors must have convenient office hours to advise students and that the faculty members must have understanding on the specific needs of students.

1.6. Academic community shall always be willing to help students to improving their personal and communication skills and it shall likewise provide accurate information regarding educational services e.g., timetable, meetings, events, assignment, quizzes, and examination results.

2**.** To enhance the *Access and quality* for the foreign students of selected *Private Higher Education Institutions***,** in all its dimensions, such as: access to schooling and school performance.

2.1. Gross and net enrolment ratio for all foreign students across all programs shall be observed.

2.2. To clearly provide information for dropout rates of foreign students across all programs so that it can be felt by the students.

2.3. To provide mechanism to make sure that hundred percent of foreign students are promoted to the next higher level after a school year of attendance from classes.

2.4. To increase the graduation rates of foreign students in all programs to make the private academic institution extremely satisfactory.

2.5. Clear manifestations of teachers' satisfaction shall be made very apparent and conflicts among foreign students must be immediately referred to Discipline Committee.

3. For the future researchers to conduct researches on similar topics, but with greater magnitude and scope, to further improve the *service quality* and *access and quality* of Private Academic Higher Institutions.

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