Service Quality Analysis of Technical Education and Skills Development Authority (TESDA) Training Centers in Nueva Ecija Province

Joepet G. Portana

Faculty & Alumni Director, Wesleyan University Philippines

Abstract— Using the SERVQUAL model, this study analyzed the service quality provided by TESDA Training Centers in Nueva Ecija, Philippines. The research aimed to define service quality through five dimensions: tangibles, reliability, responsiveness, assurance, and empathy. The study revealed that there is a strong positive perception among respondents regarding various service dimensions of the SERVQUAL model. Participants expressed high satisfaction with the tangible services, reliability, responsiveness, professionalism, and empathy demonstrated by the staff of the training centers. Overall, the findings indicate that the TESDA training centers in Nueva Ecija effectively meet the needs of their clients, fostering a supportive and competent learning environment.

Keywords— Empathy, Professionalism, Reliability, Service Quality, Tangibles

I. INTRODUCTION

Technical Education and Skills Development Authority (TESDA) seeks to enhance workforce skills development through partnerships among businesses, labor, local government agencies, and technical-vocational institutions (TESDA, 2024). TESDA is chiefly responsible for developing manpower and skills strategies, establishing skills standards and evaluations, overseeing manpower policies and programs, and offering policy guidance and resource allocation frameworks for TVET institutions in both commercial and governmental sectors (Subia, et al., 2019).

Over the years, TESDA has grown into a business that offers many services to its customers quickly, effectively, and efficiently. To reach its objectives, the TESDA Board has created plans and activities that are meant to have the biggest effect on developing people in a wide range of institutions and industries.

Many important issues come up in vocational education, especially in TESDA Accredited Training Centers. These issues show how complicated service quality and customer happiness can be. Some of these are the quality of the infrastructure, how well management practices match the needs of trainees and teachers, and how quickly services can adapt to changing market needs. It is also important to think about how marketing tactics can be used to attract and keep trainees, as well as how the SERVQUAL Model can be used to measure the quality of service (Salleh, et al, 2019).

Rolo, et al. (2023) stated that SERVQUAL is a multidimensional research tool developed to assess service quality by evaluating expectations and perceptions of respondents across five domains of service quality. The primary aim of the SERVQUAL methodology is to create measurement scales that assess service quality by analyzing the disparity between customer expectations and perceptions. The service anticipated by the consumer serves as the norm or "benchmark" for comparing experiences; when execution surpasses expectations, service quality improves, and conversely.

The assessment of service quality is complicated, abstract, multivariate, and intangible, described as the extent to which the service characteristics align with the criteria valued by the consumer (Santi & Guntarayana, 2020). The characteristics of this service are challenging to articulate due to its inherent nature, which includes intangibility (lacking physical existence, rendering precise specifications

unattainable), perishability (simultaneous production and consumption), inseparability (customer involvement in the production process, allowing for both passive participation and co-production), and variability (performance differing among individuals, consumers, and across different days) (Ulusoy, 2015).

The objective of the author in listening to the experiences of consumers was to identify areas for improvement to retain existing customers and attract new ones. The involvement of the customers presents an exceptional opportunity to engage with him indicating that all significant service quality research concur that service quality is inherently subjective and can only be assessed based on consumer preferences or definitions of quality. This is what this study aimed to analyze. Specifically, it explored the service quality of TESDA training centers in Nueva Ecija using the SERVQUAL model. The SERVQUAL methodology is extensively employed for assessing service quality across diverse industries. The framework has five aspects, including tangibles, reliability, responsiveness, assurance, and empathy.

II.   METHODOLOGY

This study utilized a descriptive research design. According to Kumar (2014) as cited by Mina, Subia & Ermita (2020), "descriptive survey can systematically describe a situation, problem, phenomenon, service or programs, or provide information or describe the attitude towards an issue". The

study was done at authorized training centers in Nueva Ecija that are known to the Technical Education and Skills Development Authority (TESDA). 230 TESDA trainees from accredited training centers in the province were chosen purposively based on the following inclusion criteria (Subia, 2018):

1. At the time of the study, there were ongoing training programs.

2. A minimum of three years of operational experience.

3. The institution was a TVET school that did not provide any college degree programs.

The researcher obtained permits and ethical approvals from authorities to ensure participants' safety and compliance with ethical standards. A modified survey questionnaire from the study of Sankar (2018) was developed, and subjected to expert validation and pilot testing. Participants, particularly TESDA trainees, enrolled in accredited training centers in Cabanatuan City. The questionnaires were distributed using Google Forms and face-to-face interaction, with multiple reminders and explicit instructions for completion and return. A comprehensive analysis was conducted using appropriate statistical tools.

III.   RESULTS AND DISCUSSION

SERVICE QUALITY OF TESDA TRAINING CENTERS IN NUEVA ECIJA USING THE SERVQUAL MODEL

Table 1. Tangibles

Tangibles	WM	Verbal Description
1. The TESDA Training Center has modern equipment.	4.47	Strongly Agree
2. Physical facilities (shelves, customer service counters, computers, lights) are visually appealing.	4.32	Strongly Agree
3. Employees are well dressed and appear neat.	4.57	Strongly Agree
Overall Weighted Mean	**4.45**	**Strongly Agree**

Table 1 presents the service quality of TESDA training centers as to tangibles. Overall, the respondents strongly agreed that the tangible services provided by the TESDA training centers in Nueva Ecija are very high, with a weighted mean of 4.45.

The data shows that the modern equipment and employees' uniforms got high-weighted means of 4.47 and 4.57, respectively, which means that most people agreed that the center has the latest technology. This number is so high because it shows how important modern equipment is for good training. On the other hand, item number 2, the physical facilities got the lowest weighted mean of all the

tangibles, at 4.32. This slightly lower score means that while the facilities were usually nice to look at, some things could be done to make them look even better.

This implies a strong consensus among users regarding the center's commitment to utilizing the latest technology, highlighting its significance in enhancing training quality (Faoziansyah, Rohayati & Iqbal, 2024). Conversely, physical facilities suggest that while they are generally well-regarded, there is room for improvement to elevate their overall appeal and effectiveness.

This study contradicts previous research, which suggests that consistently high performance in all aspects of

tangibles, including the visual appeal of physical settings, is required to promote complete customer satisfaction. Rojek, Mikołajewski & Dostatni (2021) mentioned that all tangible parts must be well-maintained and visually appealing to

fully meet customer expectations. The somewhat lower TESDA score shows a gap, which, if filled, might further align the center with the high standards indicated in this research.

Table 2. Reliability

Reliability	WM	Verbal Description
1. When they promise to do something by a certain time, they do.	4.43	Strongly Agree
2. When a customer has a problem, they show a sincere interest in solving it.	4.51	Strongly Agree
3. Provider performs the service right the first time.	4.43	Strongly Agree
4. The TESDA Training Center provided the service at the time they promised to do so.	4.50	Strongly Agree
5. Employees keep their records accurately.	4.53	Strongly Agree
Overall Weighted Mean	**4.48**	**Strongly Agree**

Table 2 exhibits the service quality of TESDA training centers as to reliability. This table shows that participants rated the reliability of the TESDA Training Centers very positively, with an overall weighted mean of 4.48 showing that a lot of people strongly agreed that the center always does what it is supposed to do.

Item number 5 with the highest weighted mean, which states "employees keep their records accurately," obtained a rating of 4.53, indicating remarkable consistency in the service delivery schedule.

Item numbers 1 and 2, "When they promise to do something by a certain time, they do," and "Provider performs the service right the first time," had somewhat lower ratings of 4.43, indicating minor areas for possible improvement.

The high-reliability ratings show that TESDA Training Center was regarded as dependable and consistent in its service delivery. The highest score indicates employees

keep records accurately. Also, this highlights the center's dedication to addressing difficulties and providing services appropriately on the first try. While lower ratings indicate that while the center performs well in terms of reliability, there may be certain areas, such as punctuality and record-keeping, where minor improvements could be made to improve overall service reliability.

The TESDA Training Centers in Nueva Ecija's high-reliability ratings' demonstrate that they efficiently achieve these requirements. However, significantly lower scores for individual issues highlight places for future work. Addressing these issues, such as improving adherence to promised timetables and record-keeping accuracy, would allow the center to align even more closely with the high dependability standards emphasized in the research, resulting in increased overall participant satisfaction and trust (Leninkumar, 2017).

Table 3. Responsiveness

Responsiveness	WM	Verbal Description
1. Employees make information easily obtainable by trainees.	4.53	Strongly Agree
2. Employees give prompt service to trainees.	4.54	Strongly Agree
3. Employees are always willing to help trainees.	4.68	Strongly Agree
4. Employees are never too busy to respond to trainees' requests.	4.50	Strongly Agree
Overall Weighted Mean	**4.57**	**Strongly Agree**

Table 3 displays the service quality of TESDA training centers in Nueva Ecija as to their responsiveness. The overall weighted mean of 4.57 indicates a robust culture of support and responsiveness.

These findings correspond with the study by Fida, et al., (2020), which underscored the essential importance of responsiveness in customer (or trainee) satisfaction. In contrast, insufficient reactivity results in discontent,

underscoring the significance of this factor in effective training settings (Chernozub, 2020).

The table shows that staff demonstrates a significant level of responsiveness to trainees, particularly in item number 3 with a weighted mean of 4.68, "Employees are always willing to help trainees". The lowest in terms of the weighted mean is the item "Employees are never too busy to respond to trainees' requests" with a weighted mean of 4.50.

The findings imply that staff responsiveness indicates that trainees feel well-supported and valued, fostering a positive learning environment. However, staff availability suggests that there may still be occasional challenges in meeting all trainee requests promptly, highlighting an area for potential improvement (Khalafi & Matin, 2021).

Table 4 Assurance

Assurance	WM	Verbal Description
1. The behavior of the employees instills confidence in trainees.	4.51	Strongly Agree
2. Customers feel safe in their transactions with employees in the customer service counters.	4.53	Strongly Agree
3. Employees are polite with trainees.	4.56	Strongly Agree
4. Employees of TTC have the knowledge to answer trainees' questions.	4.57	Strongly Agree
Overall Weighted Mean	**4.54**	**Strongly Agree**

Table 4 demonstrates the service quality of TESDA training centers in Nueva Ecija as their assurance. The overall weighted mean of 4.54 indicates an underscore of a persistent perception of professionalism and competence among employees.

Additionally, the table shows that "Employees of TTC have the knowledge to answer trainees' questions" with the highest weighted mean of 4.57, while item number 1 "The behavior of the employees instills confidence in trainees" has the lowest weighted mean of 4.51.

The findings imply that staff responsiveness indicates that trainees feel well-supported and valued, fostering a positive learning environment. However, staff availability suggests that there may still be occasional challenges in meeting all trainee requests promptly, highlighting an area for potential improvement (Khalafi & Matin, 2021).

These findings align with the research of Ginting, Chandra, Miran & Yusriadi, (2023) which indicated that the conduct of service employees—especially in exhibiting competence and courtesy—directly influences consumer trust and satisfaction. Consistent with this study, the present evidence indicates that trainees exhibit greater confidence and assurance when personnel are competent and courteous, hence enhancing their entire training experience.

Table 5. Empathy

Empathy	WM	Verbal Description
1. Employees give trainees individual attention.	4.50	Strongly Agree
2. Their operating hours are convenient to all their trainees.	4.55	Strongly Agree
3. Employees give trainees personal service.	4.28	Strongly Agree
4. The employees understand the specific needs of their trainees.	4.50	Strongly Agree
Overall Weighted Mean	**4.46**	**Strongly Agree**

Table 5 presents the service quality of TESDA training centers in Nueva Ecija in terms of their empathy. The overall weighted mean of 4.46 signifies that respondents "Strongly Agree" that staff exhibit empathy throughout service delivery.

The item with the highest rating is item number 2, "Their operating hours are convenient to all their trainees" exhibiting a mean score of 4.55, indicative of substantial satisfaction about operational flexibility. The item with the lowest rating is item 3, "Employees give trainees personal service" which has a robust mean score of 4.28, reflecting a marginally diminished, yet still highly favorable, perception of the personal service dimension.

The results correspond with the study by Joung et al. (2015), which underscores that internal marketing techniques, particularly regarding employee interactions with

consumers (in this instance, trainees), profoundly influence service quality and customer satisfaction. This indicates that trainees perceive they are receiving individualized attention and that personnel at TESDA Accredited Training Centers are attentive to their particular requirements. The facets of empathy are essential in cultivating healthy interactions between trainees and staff, thereby improving overall satisfaction.

The satisfactory scores correspond with Parasuraman et al.'s (1988) SERVQUAL model, which designates empathy as one of the five essential service quality characteristics. This indicates that TESDA training centers are successfully catering to the emotional and personalized dimensions of service, which profoundly influences trainees' views of service quality. Nonetheless, despite the elevated scores, these sectors remain susceptible to enhancements to guarantee continuous service delivery. Improving personalized attention and comprehension of trainee requirements may result in increased satisfaction and loyalty among trainees.

IV. CONCLUSIONS

The findings regarding the service quality of TESDA training centers in Nueva Ecija lead to the following conclusions:

1. The tangible services offered by TESDA training centers are perceived as exceptionally high-quality, reflecting strong satisfaction among respondents.

2. Reliability is a significant strength for TESDA training centers, with participants consistently acknowledging that the centers fulfill their commitments effectively.

3. There is a notable emphasis on responsiveness within TESDA training centers, indicating a strong culture of support that meets the needs of participants.

4. The assurance provided by employees at TESDA training centers is highly regarded, showcasing a widespread perception of professionalism and competence.

5. Staff members at TESDA training centers demonstrate considerable empathy, contributing positively to the overall service experience for respondents.

REFERENCES

[1] Chernozub, O. L. (2020). Implicit factors and voting behavior inconsistency: From theoretical concept to empirical phenomenon. Monitoring Obshchestvennogo Mneniya: Ekonomicheskie i Sotsial'nye Peremeny, (4), 17–40. https://doi.org/10.14515/monitoring.2020.4.1584

[2] Faoziansyah, G., Rohayati, Y., & Iqbal, M. (2024). Uncovering True Participant Needs in SMEs Training to Enhance Training Service Quality. International Journal of Innovation in Enterprise System, 8(01), 12–21. https://doi.org/10.25124/ijies.v8i01.265

[3] Fida, B. A., Ahmed, U., Al-Balushi, Y., & Singh, D. (2020). Impact of Service Quality on Customer Loyalty and Customer Satisfaction in Islamic Banks in the Sultanate of Oman. SAGE Open, 10(2). https://doi.org/10.1177/2158244020919517

[4] Joung, H.-W., Goh, B., Huffman, L., Yuan, J., & Surles, J. (2015). Investigating relationships between internal marketing practices and employee organizational commitment in the food service industry. International Journal of Contemporary Hospitality Management, 27(11), 1618-1640. https://doi.org/10.1108/IJCHM-05-2014-0269

[5] Ginting, Y. M., Chandra, T., Miran, I., & Yusriadi, Y. (2023). Repurchase intention of e-commerce customers in Indonesia: An overview of the effect of e-service quality, e-word of mouth, customer trust, and customer satisfaction mediation. International Journal of Data and Network Science, 7(1), 329–340. https://doi.org/10.5267/j.ijdns.2022.10.001

[6] Khalafi, F., & Matin, R. K. (2021). Potential improvements in a non-radial inefficiency measurement. Economic Computation and Economic Cybernetics Studies and Research, 55(3), 155–170. https://doi.org/10.24818/18423264/55.3.21.10

[7] Kumar, R. (2014). "Research methodology: A step-by-step guide for beginners (4th ed.)", SAGE, CA, Thousand Oaks.

[8] Leninkumar, V. (2017). The Relationship between Customer Satisfaction and Customer Trust on Customer Loyalty. International Journal of Academic Research in Business and Social Sciences, 7(4). https://doi.org/10.6007/ijarbss/v7-i4/2821

[9] Mina JC, Subia GS, Ermita PP (2020) Value chain analysis of slipper industry in the footwear capital of the north. Int J Supply Chain Manag 9(5):178–183

[10] Parasuraman, A., Zeithaml, V. A., & Berry, L. L. (1988). SERVQUAL: A multiple-item scale for measuring consumer perceptions of service quality. Journal of Retailing, 64(1), 12-40. https://www.researchgate.net/publication/225083802_SERVQUAL_A_multiple-_Item_Scale_for_measuring_consumer_perceptions_of_service_quality

[11] Rojek, I., Mikołajewski, D., & Dostatni, E. (2021). Digital twins in product lifecycle for sustainability in manufacturing and maintenance. Applied Sciences (Switzerland), 11(1), 1–19. https://doi.org/10.3390/app11010031

[12] Rolo, et al. (2023). The SERVQUAL instrument to measure service quality in higher education – A case study. SHS Web of Conferences 160, 01011.IES2022. https://doi.org/10.1051/shsconf/202316001011

[13] Salleh, M. Z. M., Abdullah, A., Nawi, N. C., & Muhammad, M. Z. (2019). Assessing the service quality and customer satisfaction in Islamic banking by using the SERVQUAL model. Research in World Economy, 10(2 Special Issue), 79–83. https://doi.org/10.5430/rwe.v10n2p79

[14] Sankar, PJ. (2018). RELATIONSHIP BETWEEN SERVICE QUALITY AND CUSTOMER SATISFACTION IN THE FAMILIAR RETAIL OUTLETS OF CHENNAI.

International Journal of Management (IJM).Volume 9, Issue 5, pp. 10–15, Article ID: IJM_09_05_002

[15] Available online at http://iaeme.com/Home/issue/IJM?Volume=9&Issue=5

[16] Santi, I. H., & Guntarayana, I. (2020). Effect Of Supply Chin Product Quality Prima Service Costumer Satisfaction And Loyalty. Jurnal Perilaku Dan Strategi Bisnis, 8(2), 129. https://doi.org/10.26486/jpsb.v8i2.1243

[17] Subia, G. (2018) Comprehensible Technique in Solving Consecutive Number Problems in Algebra. Journal of Applied Mathematics and Physics, 6, 447-457. doi: 10.4236/jamp.2018.63041.

[18] Subia, G. S. L., Trinidad, C., Pascual, R. R., Medrano, H. B., & Manuzon, E. P. (2019). Learning Styles and Preferred Teaching Styles of Master of Arts in Teaching (MAT), Major in Vocational Technological Education (VTE) Generation Y Learners. International Journal of English Literature and Social Sciences (IJELS), 4, 431-436. http://journal-repository.com/index.php/ijels/article/view/609 https://doi.org/10.22161/ijels.4.2.35

[19] TESDA.(2024). Center Based Programs. https://www.tesda.gov.ph/About/TESDA/36

[20] Ulusoy, E. (2015). The Impact of Variability of Front-Line Service Employees on the Customer Perceptions of Service Quality. In Developments in Marketing Science: Proceedings of the Academy of Marketing Science (p. 424). Springer Nature. https://doi.org/10.1007/978-3-319-10873-5_251