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# Demographic insights in service quality and citizen's charter implementation

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## Abstract

This study evaluates the service quality and implementation of the Citizen's Charter at two Isabela State University campuses: Ilagan and San Mariano, using the SERVQUAL model as the primary framework. The model assessed service quality across five dimensions tangibles, reliability, responsiveness, assurance, and empathy by identifying gaps between stakeholder expectations and perceptions. A structured survey was administered to faculty, non-teaching staff, and members of the Student Body Organization (SBO), gathering data on satisfaction levels and demographic characteristics. Statistical analyses, including descriptive and inferential methods, revealed that San Mariano consistently outperformed Ilagan in all SERVQUAL dimensions. Higher scores in tangibles, reliability, and responsiveness at San Mariano suggest stronger infrastructure, timely service delivery, and attentiveness. Assurance and empathy scores indicate that respondents at San Mariano perceived staff as more knowledgeable and compassionate. Demographic analyses highlighted a strong correlation between type of respondent and educational attainment, reflecting the influence of qualifications on roles. The findings emphasize the importance of infrastructure, staff responsiveness, and personalized attention in shaping service quality perceptions, particularly for campuses like Ilagan, where targeted improvements in tangibles and empathy are needed to enhance stakeholder satisfaction.

**Keywords:** SERVQUAL; Correlation; Demographics; Satisfaction; Quality Assurance

## 1. Introduction

The interplay between demographic factors and the implementation of service quality standards is a critical area of study in public administration. In the context of state universities, the Citizen's Charter emerges as a vital framework for promoting transparency, accountability, and service excellence. Isabela State University (ISU), a leading academic institution in the Philippines, serves as a case study for exploring these dynamics. Established under Presidential Decree 1434 in 1978, ISU has garnered recognition for its commitment to quality education and public service, achieving accolades such as the Philippine Quality Award and international rankings in the ASEAN region. Central to its mission is the effective implementation of the Citizen's Charter, aimed at optimizing frontline services across its campuses. In 2019, ISU formalized its Citizen's Charter, aligning with its mission to provide accessible, efficient, and client-centered services. Despite these efforts, achieving uniform implementation across its various campuses remains a challenge, particularly in addressing the nuanced needs of its diverse stakeholders, which include students, faculty, staff, and external clients. This study delves into the intersection of demographics and service quality at ISU, focusing on the role of frontline service providers in the implementation of the Citizen's Charter. Utilizing the **SERVQUAL** model, which evaluates service quality across dimensions such as tangibles, reliability, responsiveness, assurance, and empathy, the research identifies gaps and areas for improvement in ISU's service delivery framework [1]. By analyzing demographic factors, this research provides actionable insights into how tailored strategies can enhance stakeholder satisfaction and align services with the diverse needs of ISU's population. Public administration literature emphasizes the importance of demographic segmentation in optimizing service delivery frameworks. For instance, clear communication and accessible service procedures often resonate differently across demographic groups, requiring adaptive strategies to ensure inclusivity and efficiency [2]. Studies have shown that demographic-specific challenges such as language

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barriers, varying levels of digital literacy, and cultural differences can significantly impact perceptions of service quality and satisfaction [1]. Understanding these nuances enables institutions like ISU to develop client-centered approaches that uphold the principles of the Citizen's Charter while addressing the unique needs of their stakeholders. However, evaluations of frontline services in State Universities and Colleges (SUCs) in the Philippines have identified persistent challenges, including attitudinal issues among personnel, inadequate records management, and suboptimal facilities [3], [4]. Addressing these challenges through training programs, strategic interventions, and efficient planning is crucial for improving service outcomes [5], [6]. The evolution of service quality as a concept has been extensively studied since the 1980s. Parasuraman, Zeithaml, and Berry pioneered the development of the SERVQUAL model, a framework for assessing service quality through dimensions such as tangibles, reliability, responsiveness, assurance, and empathy [7], [8]. This model has been widely applied across various sectors, demonstrating its effectiveness in identifying gaps between client expectations and perceptions. For instance, studies in banking, tourism, and transportation industries highlight the model's utility in enhancing customer satisfaction and loyalty [9]–[11]. Similarly, in higher education, the SERVQUAL model has been utilized to evaluate service quality in administrative and academic contexts, revealing critical insights into areas requiring improvement [12], [13]. In academic institutions, the Citizen's Charter serves as a vital tool for promoting quality and efficiency in frontline services. By incorporating measurable standards, streamlined procedures, and feedback mechanisms, the Charter aligns institutional services with stakeholder expectations [14], [15]. Research on SUCs in the Philippines underscores the Charter's role in improving service delivery, yet challenges such as inconsistent implementation and low stakeholder awareness persist [16], [17]. Leveraging demographic insights—such as age, gender, and client type—can help tailor service improvements to the diverse needs of institutional stakeholders. Studies have shown that demographic factors significantly influence perceptions of service quality, highlighting the need for client-centered approaches in service delivery [18], [19].

This study aims to explore the intersection of demographic insights and service quality in the context of ISU's Citizen's Charter implementation. Utilizing the SERVQUAL model, the research evaluates frontline services across ISU campuses, identifying gaps and recommending strategies for enhancement. The findings will contribute to the broader discourse on public service delivery in higher education, emphasizing the importance of aligning institutional processes with the diverse needs of stakeholders.

## 2. Results and discussion

The methods employed in this study centers on evaluating service quality and the implementation of the Citizen's Charter at two state university campuses: Isabela State University Ilagan and San Mateo campuses. These campuses were strategically selected to capture a diverse range of stakeholder experiences, ensuring a comprehensive assessment of service quality and frontline services. The study follows a quantitative research approach, utilizing the SERVQUAL model as the primary framework. This model evaluates service quality across five dimensions tangibles, reliability, responsiveness, assurance, and empathy by identifying gaps between stakeholder expectations and their actual perceptions of the services received. The SERVQUAL framework provided a structured methodology for analyzing the effectiveness of campus services in meeting stakeholder needs.

A structured survey served as the primary tool for data collection. The survey was designed to measure satisfaction across the SERVQUAL dimensions and the visibility and implementation of the Citizen's Charter. The questions focused on evaluating tangible aspects of the service environment, tangible etc., which included adherence to stated timelines and the accuracy of transactions. Responsiveness was assessed by asking participants to evaluate the promptness of employees in addressing requests and resolving complaints. Assurance was measured through questions about the professionalism and confidence displayed by frontline employees, while empathy focused on whether individualized attention was given to clients and whether special needs were addressed. Visibility and implementation of the Citizen's Charter were examined through questions about its display, adherence to outlined steps, and its role in promoting transparency and accountability.

The survey also gathered demographic information to facilitate a nuanced analysis of the data. Respondents were categorized based on gender, civil status, respondent type (faculty, non-teaching staff, or student body organization), and educational attainment. This allowed the study to analyze how these demographic factors influenced satisfaction levels and perceptions of service quality.

Data collection was conducted across both campuses, targeting faculty members, non-teaching staff, and members of the student body organizations. Responses were systematically recorded and analyzed using descriptive and inferential statistical methods. Descriptive statistics summarized the demographic characteristics and satisfaction levels of respondents, while inferential techniques explored relationships between demographic variables and satisfaction metrics across the SERVQUAL dimensions. Visualizations, including bar charts and boxplots, were created to provide a

clear representation of the findings, highlighting variations in service quality perceptions among demographic groups and respondent types.

**Table 1** Satisfaction By Respondent Type in San Mateo Campus

| Respondent type | Tangible | Reliability | Responsiveness | Assurance | Empathy |
|---|---|---|---|---|---|
| 1 | 3.77 | 3.88 | 3.83 | 3.83 | 3.77 |
| 2 | 3.88 | 3.88 | 3.88 | 3.88 | 3.88 |
| 3 | 3.71 | 3.85 | 3.85 | 3.85 | 3.71 |

In the table 1. The respondent type 1 means faculty, 2 is non-teaching, and 3 is the SBO. The analysis of satisfaction by respondent types revealed varying perceptions across the different groups faculty, non-teaching staff, and members of the Student Body Organization (SBO). Faculty respondents generally reported moderate satisfaction levels across all dimensions of service quality, with tangibles and assurance scoring slightly higher compared to other metrics. This indicates that faculty members perceive the physical environment and employee knowledge as adequate, but there is room for improvement in other areas such as responsiveness and empathy. Non-teaching staff demonstrated slightly higher satisfaction levels overall compared to faculty, particularly in terms of reliability and responsiveness. This suggests that this group views the timeliness and dependability of services more favorably. Empathy also scored consistently among non-teaching staff, indicating that their specific needs are being addressed to a reasonable degree. SBO members reported the highest satisfaction levels in tangibles and empathy, reflecting their positive experiences with the physical environment and the individualized attention provided by frontline employees. However, there were slight declines in reliability and assurance, which may suggest some inconsistencies in service delivery or communication processes.

**Table 2** Satisfaction Mean by Respondent Type in Ilagan Campus

| Respondent type | Tangible | Reliability | Responsiveness | Assurance | Empathy |
|---|---|---|---|---|---|
| 1 | 3.33 | 3.55 | 3.55 | 3.222 | 3.44 |
| 2 | 3.5 | 3.35 | 3.41 | 3.5 | 3.55 |
| 3 | 3.2 | 3.32 | 3.6 | 3.2 | 3.4 |

Faculty members (Respondent Type 1.0) reported moderate satisfaction levels across all dimensions, with the highest scores in Assurance (3.67) and Reliability (3.56). This suggests that faculty members view the knowledge and reliability of the frontline staff as adequate but perceive areas such as Tangibles (3.33) and Responsiveness (3.22) as requiring improvement, indicating possible gaps in the physical environment and promptness of service. Non-teaching staff (Respondent Type 2.0) generally expressed slightly higher satisfaction levels compared to faculty, particularly in Empathy (3.56) and Reliability (3.41). This indicates that non-teaching staff feel their needs are being addressed with attention and care, while the consistency of service timelines is viewed as relatively strong. Tangibles also scored well at 3.50, reflecting positive perceptions of the physical environment and facilities. Members of the Student Body Organization (Respondent Type 3.0) displayed more mixed satisfaction levels. They rated Reliability (3.60) the highest, showing confidence in the adherence to timelines and service accuracy. However, they reported relatively lower scores for Tangibles (3.20), Responsiveness (3.20), and Empathy (3.40), suggesting that the physical environment, promptness, and individualized attention might not fully meet their expectations.
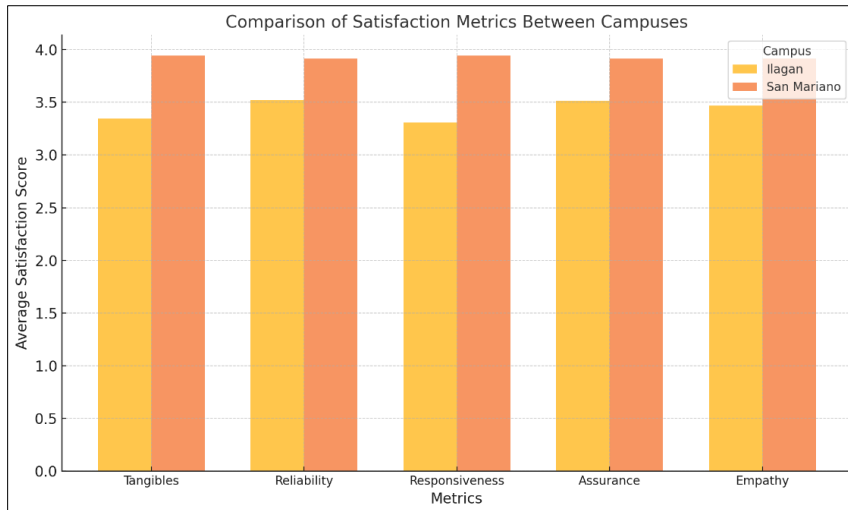
**Figure 1** Comparison of Satisfaction Metrics Between two Campuses
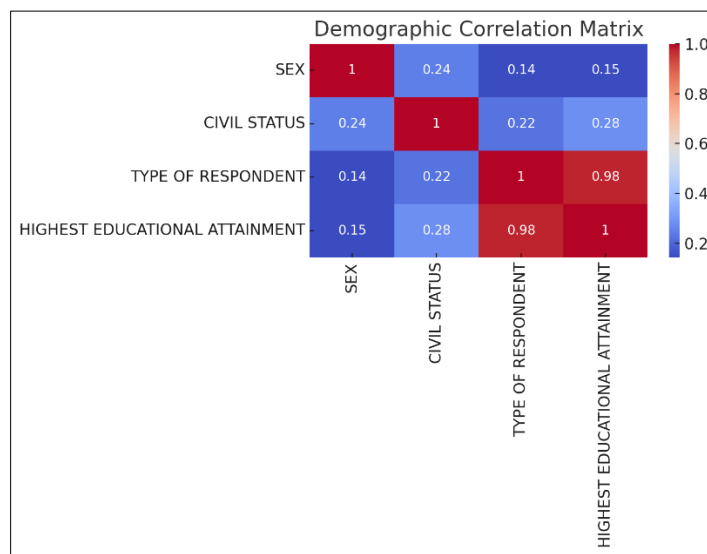


**Figure 2** Demographic Correlation Matrix of respondents in Ilagan Campus

For Tangibles, San Mariano recorded higher satisfaction scores (mean: 3.83–4.00) compared to Ilagan (mean: 3.20–3.50), indicating that respondents at San Mariano find the physical facilities and office environment more appealing and better equipped. This suggests a strength in infrastructure at the San Mariano campus. In Reliability, Ilagan showed mixed results (mean: 3.41–3.60), with non-teaching staff reporting slightly lower scores than faculty. In contrast, San Mariano had consistently higher scores (mean: 3.66–4.00). This indicates that respondents at San Mariano perceive the campus as more dependable in adhering to service timelines and delivering consistent service quality. Responsiveness, which measures the promptness and readiness of service providers, showed a similar trend. San Mariano scored higher (mean: 3.83–4.00), while Ilagan recorded slightly lower scores (mean: 3.20–3.50). This suggests that clients at San Mariano find service personnel more attentive and responsive to their needs. For Assurance, which reflects the knowledge and courtesy of employees, San Mariano again outperformed Ilagan. While Ilagan's scores ranged from 3.40 to 3.67, San Mariano achieved scores of 3.66 to 4.00. This implies that San Mariano's staff may be more confident and effective in instilling trust among clients. Empathy, measuring individualized attention, followed a similar pattern, with San Mariano (mean: 3.66–4.00) scoring higher than Ilagan (mean: 3.40–3.56). This suggests that respondents at San Mariano feel their specific needs are better addressed, especially for personalized interactions. San Mariano consistently outperformed Ilagan on all SERVQUAL metrics. This suggests that San Mariano respondents value higher service quality, dependability, and responsiveness, as well as more compassionate and knowledgeable employees. The lower Ilagan scores indicate potential for focused changes, notably in tangibles, responsiveness, and empathy, to improve service delivery and effectively address stakeholder demands.

There is a moderate positive correlation (0.24) between sex and civil status, suggesting some relationship where certain civil statuses might be more associated with one gender. The correlation between sex and type of respondent is weak (0.14), indicating a slight trend where specific roles might align more with one gender. Similarly, the correlation between sex and highest educational attainment is weak (0.15), implying that educational levels are only marginally associated with gender. The correlation between civil status and type of respondent is also weak (0.22), reflecting a minor link where specific respondent roles might align with certain civil statuses. A moderate correlation (0.28) between civil status and highest educational attainment indicates that individuals with higher educational levels might have civil statuses. The strongest relationship is observed between type of respondent and highest educational attainment, with a very high correlation (0.98). This suggests that the type of role is closely associated with educational qualifications, as specific roles likely require certain levels of education.
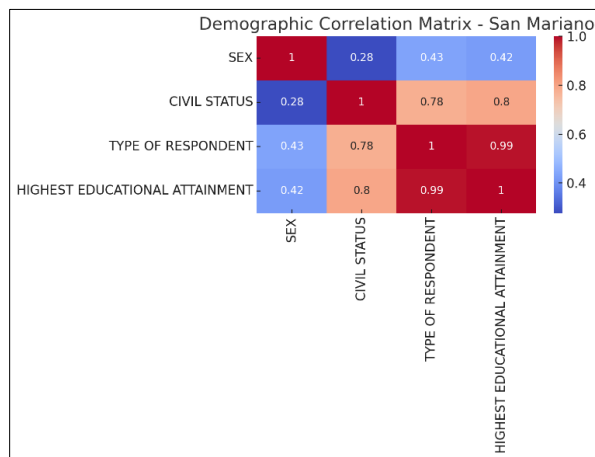


**Figure 3** Demographic Correlation Matrix of respondents in San Mateo Campus

The demographic correlation matrix for the San Mariano dataset highlights several relationships between variables such as gender, civil status, type of respondent, and educational attainment. The correlation between gender and civil status is moderate, suggesting that specific civil statuses may be more common among certain genders. Similarly, gender and type of respondent show a moderate positive correlation, indicating that gender may slightly influence the type of role individuals occupy, such as faculty, non-teaching staff, or SBO members. A similar pattern emerges between gender and highest educational attainment, where educational levels show a modest association with gender. Civil status and type of respondent exhibit a strong positive correlation, suggesting a meaningful relationship where certain roles are more likely associated with specific civil statuses. Additionally, civil status and highest educational attainment also show a strong correlation, indicating that individuals with higher education levels tend to belong to civil status categories. The strongest relationship in the matrix is between type of respondent and highest educational attainment, with a nearly perfect correlation. This suggests that the type of role individuals hold is heavily influenced by their level of education, which is likely due to predefined qualifications required for these positions.

## 3. Conclusion

The study reveals that service quality and the implementation of the Citizen's Charter vary significantly between the Isabela State University Ilagan and San Mariano campuses, with San Mariano consistently outperforming Ilagan across all SERVQUAL dimensions. San Mariano's higher scores in tangibles indicate that respondents find its physical facilities and office environment more appealing and better equipped. Reliability and responsiveness were rated higher at San Mariano, reflecting a perception of better adherence to timelines and more prompt service. San Mariano's staff were also perceived as more knowledgeable and effective in instilling trust, as shown by higher assurance scores. Empathy scores suggest that respondents at San Mariano feel their specific needs are better addressed, especially through personalized interactions. The demographic analysis reveals that type of respondent and educational attainment are highly correlated, indicating that roles are closely tied to educational qualifications. Gender showed a moderate correlation with civil status and a weaker relationship with educational attainment and respondent type, suggesting that demographic factors such as gender and civil status only moderately influence perceptions of service quality. The findings underscore the need for Ilagan campus to focus on improving tangibles, responsiveness, and empathy to better meet stakeholder demands. The disparities between the campuses highlight the importance of tailored interventions to address gaps in service quality, particularly at Ilagan. These results emphasize the critical role of infrastructure, staff responsiveness, and personalized attention in shaping perceptions of service quality and satisfaction.

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