



**MARKETING 7Ps AND SERVQUAL IN EDUCATION SECTOR: AN
ANALYSIS OF MARKETING PRACTICES AND CLIENT
SATISFACTION**

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ABSTRACT

This study examined the relationship between marketing practices and client satisfaction in the education sector, focusing on St. Anne Business Institute Inc. (SABII) in Aklan. Specifically, it assessed the extent of marketing practices using the 7Ps Marketing Mix framework—product, price, place, promotion, people, process, and physical evidence—and evaluated the level of client satisfaction based on the SERVQUAL dimensions, namely reliability, assurance, tangibles, empathy, and responsiveness. A descriptive-correlational research design was employed, with data gathered from parents or guardians of enrolled students during the School Year 2025–2026 using a validated survey questionnaire. Statistical tools such as frequency, percentage, mean, standard deviation, Mann-Whitney U Test, Kruskal-Wallis Test with Dwass-Steel-Critchlow-Fligner (DSCF) pairwise comparison, and Spearman rho correlation were utilized for data analysis. Findings revealed that the institution’s marketing practices were implemented to a moderate extent interpreted as practiced, while the level of client satisfaction was generally rated as satisfactory. Results further indicated no significant differences in perceptions of marketing practices and client

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satisfaction when respondents were grouped according to demographic variables. However, a significant relationship was found between the extent of marketing practices and the level of client satisfaction, suggesting that improvements in marketing strategies are associated with higher satisfaction levels among clients. Based on the findings, the study proposed a marketing plan aimed at enhancing promotional strategies, service delivery processes, and overall institutional competitiveness. The results provide valuable insights for school administrators in strengthening marketing initiatives and improving service quality to ensure long-term sustainability and client satisfaction.

Keywords: *Marketing Mix (7Ps), product, price, place, promotion, people, process, physical evidence SERVQUAL, reliability, assurance, tangibles, empathy, responsiveness and client satisfaction*

INTRODUCTION

The application of the Marketing Mix (7Ps) in educational institutions has been widely recognized as a strategic approach to enhancing student retention and institutional sustainability. Studies indicate that when schools effectively manage elements such as product (academic programs), price (tuition structures), place (accessibility), promotion (communication strategies), people (faculty and staff), process (service delivery), and physical evidence (facilities), they are more likely to meet student expectations and foster long-term engagement. These factors collectively influence students' decisions to remain in an institution, as they shape both perceived value and overall educational experience. As a result,

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the 7Ps framework is not only essential for attracting students but also for maintaining their loyalty and continued enrollment (Stankovska et al., 2024; Ikram & Kenayathulla, 2023; Ramos & Briones, 2024).

The interplay of the Marketing 7Ps and SERVQUAL dimensions plays a critical role in shaping how educational institutions attract, satisfy, and retain their clientele. The 7Ps framework influences how schools design and deliver their academic offerings, set pricing structures, communicate with stakeholders, manage personnel, and create learning environments that reflect their brand identity. At the same time, the SERVQUAL model provides a lens for evaluating the quality of services delivered, from the reliability of school processes to the responsiveness and empathy shown by staff and administrators. When these two frameworks are effectively integrated, they contribute to stronger client satisfaction, improved school reputation, and sustained enrollment. However, misalignment or gaps in either marketing practices or service quality can negatively impact parent and student perceptions, making the analysis of both frameworks essential for educational institutions seeking long-term competitiveness and trust (Stankovska et al., 2024; Ikram & Kenayathulla, 2023).

In this context, the Toledo-based St. Anne Business Institute Inc. (SABII) in Aklan aims to enhance its competitiveness and market presence by implementing targeted marketing strategies. Marketing practices, once primarily associated with business organizations, have become vital tools for educational institutions to communicate value, strengthen their reputation, and establish long-term trust among stakeholders. For institutions

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located in smaller provinces, such as Toledo, Nabas, and Aklan, this need is even more pronounced, as they must differentiate themselves to remain relevant and sustainable (Nixon, 2025; Khan, 2024).

Foreign and local studies consistently highlight the role of the marketing mix in influencing student perceptions. International research emphasizes the importance of strong branding, digital engagement, and service quality dimensions such as responsiveness, reliability, and empathy in enhancing competitiveness and satisfaction. Meanwhile, local findings indicate that private institutions in the Philippines often implement marketing strategies to only a moderate extent, with gaps in promotional efforts, pricing, and reputation building. These gaps suggest that many schools have yet to maximize marketing as a strategic driver of enrollment and student satisfaction (Stankovska et al., 2024; Ikram & Kenayathulla, 2023; Ramos & Briones, 2024; Raganas, 2019).

Marketing encompasses every aspect of a plan to convert a prospective consumer into a satisfied customer. It includes activities ranging from market research to advertising, all aimed at establishing brand loyalty and increasing overall engagement. The primary objective of marketing is to understand how to provide value to customers and foster strong relationships, thereby maintaining customer loyalty. This involves identifying the target market's needs, delivering services that meet their expectations, and effectively communicating their benefits. In the context of educational institutions, these principles are essential not only for increasing enrollment but also for ensuring long-term sustainability and institutional success (Snyder, 2024).

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While marketing in education has been widely discussed in existing literature, studies that integrate the 7Ps of Marketing with the SERVQUAL model remain limited, particularly within small private educational institutions. Most research focuses on large colleges and universities, resulting in an underrepresentation of smaller schools whose operational conditions, resource constraints, and service delivery contexts significantly differ. These institutions encounter unique challenges in ensuring service quality while implementing effective marketing practices that influence client perceptions and satisfaction. Furthermore, prior studies often examine marketing practices and service quality separately, rather than exploring their combined influence on client satisfaction, especially in the Philippine setting. This study addresses these gaps by examining the institution's marketing practices through the 7Ps framework, evaluating service quality using SERVQUAL, and determining how these dimensions collectively shape client satisfaction in the educational sector.

Specifically, this study sought to:

1. What are the demographic characteristics of the respondents in terms of:

- 1.1 Age,
- 1.2 Highest Educational Attainment,
- 1.3 Grade Level of Child Enrolled,
- 1.4 Family Monthly Income; and
- 1.5 Residency?

2. What is the extent of marketing practices of SABII as perceived by the respondents in terms of:

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- 2.1 Product,
 - 2.2 Price,
 - 2.3 Place,
 - 2.4 Promotion,
 - 2.5 People,
 - 2.6 Process; and
 - 2.7 Physical Evidence?
3. What is the level of client satisfaction in terms of:
- 3.1 Reliability,
 - 3.2 Assurance,
 - 3.3 Tangible,
 - 3.4 Empathy; and
 - 3.5 Responsiveness?
4. Is there a significant difference in the extent of marketing practices of SABII as perceived by the respondents when they are grouped according to their demographic characteristics?
5. Is there a significant difference in the level of client satisfaction when respondents are grouped according to their demographic characteristics?
6. Is there a significant relationship between the extent of marketing practices of SABII as perceived by the respondents and the level of client satisfaction?
7. Based on the result of the study, what marketing plan can be proposed?

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MATERIALS AND METHODS

Research Design

This study employed a descriptive-correlational research design. The descriptive component was used to assess the institution’s marketing practices based on the 7Ps framework and the level of service quality using the SERVQUAL model, as perceived by the clients. The correlational component determined whether a significant relationship existed between the identified marketing practices, service quality dimensions, and client satisfaction. This research design is appropriate because it allows the researcher to describe existing conditions and examine relationships among variables without manipulating them.

Locale of the Study

This study was conducted at St. Anne Business Institute Inc. (SABII), a private educational institution located in Toledo, Nabas, Aklan, Philippines. Established on July 27, 2007, SABII offers a wide range of academic programs, including pre-elementary, elementary, junior high school, senior high school, and TESDA-certified technical-vocational courses such as Bookkeeping NC III and Food and Beverage Service NC II.

SABII was selected as the locale of the study because it is the primary setting where the school’s marketing practices are planned, implemented, and observed. As a private institution, SABII actively employs various marketing practices to promote its programs, increase enrollment, and enhance client satisfaction, making it an appropriate site for examining the extent of its marketing practices based on the 7Ps framework and their relationship with client satisfaction through the SERVQUAL model. The proximity and

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accessibility of the institution also facilitated efficient data collection from parents and guardians, who served as the main respondents of the study.

Population and Sampling Technique

Based on the records of the school, there are 281 students currently enrolled for the S.Y 2025-2026: Pre - Elementary (12), Elementary (66), Junior High-school (165) and Senior High-school (38). To determine the appropriate sample size of 165 respondents, Slovin's formula was used.

The study employed a stratified random sampling technique to ensure fair representation of student's parents from different grade levels. Each department (Pre - Elementary, Elementary, Junior High-school and Senior High-school) was considered as a stratum, and a proportional number of respondents were randomly selected from each group. This method minimized sampling bias and allowed an accurate representation of the student population.

Proportional allocation of respondents per group:

Department	Population (N)	Sample (n)	Percent (%)
Pre - Elementary	12	7	4.24
Elementary	66	39	23.64
Junior High-school	165	97	58.79
Senior High-school	38	22	13.33
Total	281	165	100

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Data Gathering Instrument

The primary data-gathering tool used in this study was a researcher-made survey questionnaire designed to collect information on the marketing practices of St. Anne Business Institute Inc. (SABII) and their relationship to client satisfaction. The instrument was divided into three major parts to ensure comprehensive coverage of the variables.

The first part contained items on the demographic profile of the respondents, including age, highest educational attainment, grade level of child enrolled, family monthly income, and residency. This section aimed to describe the background characteristics of the participating parents or guardians.

The second part measured the extent of marketing practices of SABII using the 7Ps of the Marketing Mix—Product, Price, Place, Promotion, People, Process, and Physical Evidence. Each subdimension consisted of five statements, evaluated using a four-point Likert scale ranging from 1 (Strongly Disagree) to 4 (Strongly Agree). This part intended to determine respondents' perceptions of the school's marketing strategies.

The third part assessed the level of client satisfaction using the SERVQUAL framework, which includes Reliability, Assurance, Tangibles, Empathy, and Responsiveness. Similar to the second part, each dimension contained five statements, rated on a four-point satisfaction scale from 1 (Very Dissatisfied) to 4 (Very Satisfied). This section aimed to measure the degree to which parents or guardians were satisfied with the school's services and overall service quality.

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Data Gathering Procedure

To ensure accessibility and convenience for respondents, the survey was administered to parents and guardians of Pre-Elementary to Grade 12 students during the scheduled release of students' report cards. The researcher, together with the assistance of class advisers, personally distributed the questionnaires and explained the purpose of the study, emphasizing voluntary participation and strict confidentiality of responses. Completed questionnaires were collected on the same day, checked for completeness, and systematically encoded for statistical analysis in accordance with the study's objectives.

Statistical Treatment

The following statistical tools were utilized:

- Frequency and Percentage
- Mean and Standard Deviation
- Mann-Whitney U Test
- Kruskal-Wallis H Test
- Dwass-Steel-Critchlow-Fligner Pairwise Comparison
- Spearman Rho Correlation

All tests were conducted at a 0.05 level of significance.

Scale Range	Verbal Interpretation	Scale Range	Verbal Interpretation
3.50 – 4.00	Highly Practiced	3.50 – 4.00	Very Satisfied
2.50 – 3.49	Practiced	2.50 – 3.49	Satisfied
1.50 – 2.49	Less Practiced	1.50 – 2.49	Dissatisfied
1.00 – 1.49	Not Practiced	1.00 – 1.49	Very Dissatisfied

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Spearman's Rank	Category
0.00 - 0.199	Very Weak
0.20 - 0.399	Weak
0.40 - 0.599	Moderate
0.60 - 0.799	Strong
0.80 - 1.00	Very Strong

RESULTS AND DISCUSSIONS

I. Demographic Profile of the Respondents

Table 1 summarizes the demographic profile of the 165 study respondents. A small proportion of the respondents were aged 40–49 (37.00%), followed by those aged 30–39 (32.70%). Respondents aged 50–59 made up 21.80%, while only 5.50% were 20–29 and 3.00% are 60 or older.

The study involved 165 respondents, the majority of whom were aged 40–49 years, followed by those aged 30–39 years. Most respondents were high school graduates and belonged to households with a monthly income of ₱10,000 and below. In terms of the grade level of their enrolled children, the largest proportion had children studying in Junior High School. Most respondents also resided in Area 3, indicating that the institution primarily serves families from this locality. These findings suggest that the school's clientele is largely composed of middle-aged parents from lower-income households with secondary educational backgrounds.

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Table 1

Distribution of Respondents by Demographic Characteristics

Demographic Characteristics	<i>f</i>	%
Age		
20 – 29 years old	9	5.50
30 – 39 years old	54	32.70
40 – 49 years old	61	37.00
50 – 59 years old	36	21.80
60 years old and above	5	3.00
Highest Educational Attainment		
Elementary Graduate	17	10.30
High School Graduate	89	53.90
Senior High School Graduate	12	7.30
College Level	12	7.30
College Graduate	35	21.20
Grade Level of Child Enrolled		
Pre - Elementary	8	4.80
Elementary	37	22.40
Junior High School	96	58.20
Senior High School	24	14.50
Family Monthly Income		
P10,000 and below	96	58.20
P10,001 - P 20,000	42	25.50
P20,001 - P 30,000	18	10.90
P30,001 and above	9	5.50
Residency		
Area 1 (Poblacion, Buenafortuna & Buenavista)	5	3.00
Area 2 (Alimbo - Baybay, Buenasuerte, Magallanes, Matabana, Nagustan, Pinatwad & Solido)	16	9.70
Area 3 (Gibon, Habana, Laserna & Toledo)	118	71.50
Area 4 (Libertad, Rizal, Tagororoc, Unidos, Union & Pawa)	26	15.80
Total	165	100

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II. Extent of Marketing Practices (7Ps)

Table 2 shows the extent of marketing practices. The overall assessment of the institution's marketing practices yielded a grand mean of 3.12, interpreted as "Practiced." Among the seven elements of the marketing mix, Place and People obtained the highest ratings, indicating that accessibility, safety, and personnel competence are the institution's strongest marketing attributes. Product, Promotion, and Process also received favorable evaluations, suggesting that academic offerings, communication efforts, and administrative procedures are generally effective. However, Price and Physical Evidence obtained the lowest ratings, highlighting opportunities for improvement in affordability perceptions, school facilities, and learning resources. Overall, the findings indicate that the institution has established a balanced marketing strategy that effectively addresses stakeholder needs while still requiring enhancement in selected areas.

Table 2

Extent of Marketing Practices

Elements of Marketing Mix	Mean	Rank	Verbal Interpretation
Grand Mean	3.12		Practiced
Product	3.14	4	Practiced
Price	3.06	6.5	Practiced
Place	3.16	1.5	Practiced
Promotion	3.13	5	Practiced
People	3.16	1.5	Practiced
Process	3.15	3	Practiced
Physical Evidence	3.06	6.5	Practiced

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(3.50-4.00) Highly Practiced, (2.50-3.49) Practiced, (1.50-2.49) Less Practiced, (1.00-1.49)

Not Practiced

A. Extent of Marketing Practices in terms of Product

Table 3 shows the respondents' perceptions on the extent of marketing practices in term of product. Results showed that the statement on academic activities enhancing student learning experiences got the highest mean interpreted as Practiced. This suggests that respondents strongly value the effectiveness of these activities in the learning process. Conversely, the statement "the curriculum is aligned with current educational standards" obtained the lowest mean. Although still interpreted as Practiced, this lower relative score indicates that curriculum alignment is less emphasized than other factors and represents a key area for development. With a grand mean of 3.14, the results showed that respondents generally approve of the institution's educational offerings. While parents and students appeared satisfied and felt that needs are being met, the overall score falls short of the "Highly Practiced" threshold. This gap presents a strategic opportunity for the institution to elevate its status. By prioritizing curriculum updates and implementing innovative teaching methods, the institution can transition from a satisfactory level to a position of distinction among its stakeholders. This finding supports the Marketing Mix Theory, which emphasized that the core service offering specifically, the academic curriculum and educational programs plays a central role in shaping consumer perception and satisfaction. McCarthy's marketing framework identifies the product as the foundation for client value creation. The result also aligned with

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Ivy (2008), who emphasized that the quality and relevance of academic programs significantly influence client satisfaction and institutional reputation.

Table 3

Extent of Marketing Practices in terms of Product

STATEMENTS	Mean	Rank	Verbal Interpretation
Grand Mean	3.14		Practiced
1. The school offers relevant academic programs that meet student needs.	3.10	3.5	Practiced
2. Learning materials and resources are adequate and updated.	3.10	3.5	Practiced
3. The curriculum is aligned with current educational standards.	3.09	5	Practiced
4. Student support services are consistently available.	3.15	2	Practiced
5. Academic activities enhance student learning experiences.	3.27	1	Practiced

(3.50-4.00)Highly Practiced, (2.50-3.49)Practiced, (1.50-2.49)Less Practiced, (1.00-1.49)

Not Practiced

B. Extent of Marketing Practices in terms of Price

Table 4 shows the respondents' perceptions on the extent of marketing practices in term of price. The highest mean was awarded to the school's flexible payment options, interpreted as Practiced, highlighting the institution's success in easing financial constraints for students. Conversely, the statement regarding the reasonableness of tuition fees received the lowest mean. While still interpreted as Practiced, this suggests that some respondents

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may not fully perceive the value provided, indicating an area for improvement. With a grand mean of 3.06, respondents from lower-income households viewed the pricing strategies as manageable and aligned with their financial situations. However, since the score remains below the "Highly Practiced" threshold, the institution could further enhance accessibility. Expanding scholarships or refining payment plans would better support families on tight budgets and strengthen the overall perceived value of the education provided. This result supported Raganas (2019), who found that pricing structures play a big role in parents' choices of schools. In the Marketing Mix Theory, price is the amount charged for educational services and directly affects how affordable and accessible they seem. The positive feedback suggests SABII has positioned itself well as an affordable school in its community.

Table 4

Extent of Marketing Practices in terms of Price

STATEMENTS	Mean	Rank	Verbal Interpretation
Grand Mean	3.06		Practiced
1. Tuition fees are reasonable for the education provided.	2.97	5	Practiced
2. Payment schemes are flexible and parent-friendly.	2.98	4	Practiced
3. Additional fees are clearly explained before payment.	3.07	3	Practiced
4. The overall cost of studying at SABII is acceptable to families.	3.09	2	Practiced
5. The school offers payment options that reduce financial burden.	3.17	1	Practiced

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C. Extent of Marketing Practices in terms of Place

Table 5 shows the respondents' perceptions on the extent of marketing practices in term of place. The results showed a generally positive school environment, with safety and security receiving the highest mean. This indicates that students feel well-protected and comfortable on campus. In contrast, the statement regarding classroom organization and suitability for learning received the lowest mean. While still considered acceptable, this suggests that improvements in classroom arrangement, cleanliness, or adequacy are necessary to better support the learning process. With a grand mean of 3.16, described as practiced, respondents generally perceive the institution's "place" strategy as effectively implemented. The school's strategic location and accessibility are significant advantages, particularly for parents in rural or provincial communities who prioritize convenience and safety. To move beyond this satisfactory level, the institution should consider enhancing facilities and classroom environments. Strengthening these physical aspects would help the school transition from a convenient local option to a distinguished educational destination. This finding aligned with Maringe's (2006) assertion that accessibility and institutional location significantly influence parents' perceptions of educational institutions and their enrollment decisions.

Table 5

Extent of Marketing Practices in terms of Place

STATEMENTS	Mean	Rank	Verbal Interpretation
Grand Mean	3.16		Practiced

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1. The school location is easy for students to access.	3.20	2	Practiced
2. The school environment feels safe and secure.	3.24	1	Practiced
3. Classrooms are organized and suitable for learning.	3.06	5	Practiced
4. Facilities are positioned conveniently within the campus.	3.09	4	Practiced
5. The overall school environment supports learning effectively.	3.18	3	Practiced

D. Extent of Marketing Practices in terms of Promotion

Table 6 shows the respondents' perceptions of marketing practices in terms of Promotion. The results indicated that the school excels in parental engagement, as shown by the highest mean interpreted as "practiced" for "Communication with parents is consistent and understandable." This reflects effective interaction between the school and parents. In contrast, the lowest means for "The school provides clear information about programs and services" and "Announcements and updates are delivered in a timely manner" suggest gaps in information sharing. While current communication is understandable, the school should improve the clarity and timeliness of formal updates. With a grand mean of 3.13, respondents generally agree with the school's promotional efforts. This suggests that word-of-mouth and community engagement are currently effective. However, there is a clear opportunity to enhance outreach through modernization. Increased use of digital platforms, social media, and strategic community partnerships could elevate the institution's visibility and competitiveness within the educational sector. These results supported McBrown (2025), who emphasized that effective marketing communication strategies are essential for educational institutions to attract prospective students and maintain strong relationships with stakeholders. However, since promotional practices did not achieve the highest evaluation,

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the findings indicate that the institution could further strengthen its marketing communication strategies, particularly by expanding digital engagement and community outreach.

Table 6

Extent of Marketing Practices in terms of Promotion

STATEMENTS	Mean	Rank	Verbal Interpretation
Grand Mean	3.13		Practiced
1. The school provides clear information about programs and services.	3.10	4.5	Practiced
2. The school uses social media effectively for communication.	3.17	2	Practiced
3. Announcements and updates are delivered in a timely manner.	3.10	4.5	Practiced
4. Promotional materials accurately represent the school.	3.12	3	Practiced
5. Communication with parents is consistent and understandable.	3.18	1	Practiced

E. Extent of Marketing Practices in terms of People

Table 7 shows the respondents' perceptions of marketing practices in terms of people. The results showed that school staff are highly regarded for their professionalism, as evidenced by the highest means interpreted as "practiced" for "Staff are approachable and courteous" and "Staff demonstrate knowledge and competence in their tasks." This indicates that students and parents perceive the staff as friendly, respectful, and capable. Conversely, the lowest mean for "Personnel respond promptly to student or parent concerns" suggests that despite their competence, there are delays in addressing inquiries. This points to a need

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for improved response times to ensure that stakeholders feel supported and heard. With a grand mean of 3.16, respondents generally agree with the quality of the institution's personnel, viewing teachers and staff as professional and effective representatives. The strength of these interpersonal relationships underscored the vital human element in educational services. To progress from satisfactory to exceptional performance, the institution should prioritize continuous professional development. Ongoing training will ensure staff remain skilled, service-oriented, and capable of providing an enhanced level of care to both students and parents. This finding provides strong support for the extended marketing mix theory proposed by Booms and Bitner, which identified employees as a critical component of service marketing. The result also aligned with Goi (2009), who emphasized that staff interactions significantly influence the overall service experience in educational institutions.

Table 7

Extent of Marketing Practices in terms of People

STATEMENTS	Mean	Rank	Verbal Interpretation
Grand Mean	3.16		Practiced
1. Teachers exhibit professionalism in handling students.	3.16	4	Practiced
2. Staff are approachable and courteous.	3.18	1.5	Practiced
3. Personnel respond promptly to student or parent concerns.	3.10	5	Practiced
4. Teachers show genuine interest in student development.	3.17	3	Practiced
5. Staff demonstrate knowledge and competence in their tasks.	3.18	1.5	Practiced

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F. Extent of Marketing Practices in terms of Process

Table 8 shows the respondents' perceptions on the extent of marketing practices in term of process. Table 8 indicates that respondents generally perceive the institution's process component, with a grand mean of 3.15, interpreted as practiced. This result suggests that current systems, including enrollment and daily administrative operations, are perceived as well-organized and effective in maintaining operational continuity. Although the institution provides a convenient experience for students and parents, opportunities remain to further refine these workflows. Enhancing transparency and streamlining communication channels may enable the institution to progress from a functional to a frictionless and client-centered environment. The process dimension demonstrates that respondents perceive school procedures, such as enrollment and administrative transactions, as organized and efficient. This finding was consistent with Lovelock and Wirtz (2016), who asserted that efficient service processes enhance customer satisfaction by ensuring smooth and reliable service delivery. However, the moderate rating indicates that additional improvements in administrative efficiency and transparency could further strengthen client satisfaction.

Table 8

Extent of Marketing Practices in terms of Process

STATEMENTS	Mean	Rank	Verbal Interpretation
Grand Mean	3.15		Practiced
1. Enrollment procedures are efficient and easy to follow.	3.14	4	Practiced
2. School processes are organized and systematic.	3.12	5	Practiced
3. Policies are clearly communicated to parents and students.	3.19	1	Practiced

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Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



4. Office transactions are addressed promptly.	3.16	3	Practiced
5. School procedures ensure smooth service delivery.	3.17	2	Practiced

G. Extent of Marketing Practices in terms of Physical Evidence

Table 9 presents respondents' perceptions of Physical Evidence. The findings indicate that the school effectively communicates its policies, as evidenced by the highest mean for "Policies are clearly communicated to parents and students." This suggests that stakeholders clearly understand the school's rules and expectations. Conversely, the lowest mean interpreted as "Practiced" for "School processes are organized and systematic" points to potential inefficiencies in implementation. This implies a need to reorganize administrative and academic structures to ensure smoother, more systematic operations. With a grand mean of 3.06, respondents generally agree with the institution's physical evidence is practiced, viewing classrooms and laboratories as adequate. However, as this score did not reach the "Highly Practiced" level, there is a clear need for further infrastructure investment. Upgrading resources and modernizing facilities could transform functional spaces into high-impact environments. Notably, while respondents expressed general agreement regarding the adequacy of facilities, the "Physical Evidence" dimension received the lowest mean among all seven components. This outcome supported the argument of Zeithaml, Bitner, and Gremler (2018) that physical facilities are tangible indicators of service quality in educational institutions. The lower rating underscores the necessity for ongoing investment in infrastructure, facilities, and learning resources to improve the institution's perceived service quality.

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Table 9

Extent of Marketing Practices in terms of Physical Evidence

STATEMENTS	Mean	Rank	Verbal Interpretation
Grand Mean	3.06		Practiced
1. Classrooms are clean and well-maintained.	2.97	5	Practiced
2. School buildings and facilities are in good condition.	3.02	4	Practiced
3. Educational equipment and tools are available for use.	3.05	3	Practiced
4. The physical layout of the school is visually appealing.	3.09	2	Practiced
5. Learning spaces support productive student performance.	3.15	1	Practiced

III. Level of Client Satisfaction

Table 10 presents the level of client satisfaction across the five SERVQUAL dimensions. The overall grand mean of 3.17, which fell within the 2.50–3.49 range, indicates that respondents are generally satisfied with the services provided by the institution. This suggests that the school is able to meet client expectations across key service quality dimensions, although there remains room for further enhancement toward achieving a “Very Satisfied” rating.

Among the dimensions, Empathy ranked first with a mean of 3.20, implying that the institution excels in providing individualized attention and demonstrating genuine concern for students’ needs. This is followed by Responsiveness (3.19) and Assurance (3.18), indicating strong performance in terms of prompt service delivery, willingness to assist, and the ability to build trust and confidence among clients. These results reflected a service-oriented culture where stakeholders feel supported and valued. On the other hand, Reliability (3.14) and

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Tangibles (3.12) ranked fourth and fifth, respectively, although both are still interpreted as "Satisfied." The lower ranking of Reliability suggests minor inconsistencies in service delivery and administrative processes, while Tangibles points to opportunities for improving physical facilities and the overall service environment.

Overall, the findings imply that while the institution demonstrates consistent and satisfactory service quality across all dimensions, strategic improvements particularly in physical resources and service consistency can further elevate client satisfaction to a higher level.

Table 10

Level of Client Satisfaction

Elements of Marketing Mix	Mean	Rank	Verbal Interpretation
Grand Mean	3.17		Satisfied
Reliability	3.14	4	Satisfied
Assurance	3.18	3	Satisfied
Tangibles	3.12	5	Satisfied
Empathy	3.20	1	Satisfied
Responsiveness	3.19	2	Satisfied

(3.50-4.00)Very Satisfied, (2.50-3.49)Satisfied,(1.50-2.49)Dissatisfied, (1.00-1.49)Very Dissatisfied

A. Level of Client Satisfaction in terms of Reliability

Table 11 shows the level of client satisfaction in terms of Reliability. The results show that the school is most consistent in academic delivery, as evidenced by the highest mean for "Classes and activities proceed as announced." This indicates reliability in the execution of

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planned programs. However, the lowest means for “The school provides services as scheduled,” “Requests and documents are processed accurately,” and “The school consistently maintains service quality” suggest challenges in administrative efficiency and service consistency. Improving support services and document handling is necessary to ensure a more seamless experience. With a grand mean of 3.14, the school is seen as dependable in fulfilling core commitments, such as holding regular classes and implementing policies. However, as the score has not reached the “Very Satisfied” level, further improvements in consistency are required. Refining communication and ensuring administrative precision could elevate the institution’s reputation to that of a truly trusted partner. Ultimately, respondents’ satisfaction demonstrates that the institution consistently fulfills its promises and delivers educational services as expected. This finding aligned with Twum and Pehrah (2020), who emphasized that consistent and dependable service delivery significantly influences customer satisfaction in educational institutions.

Table 11

Level of Client Satisfaction in terms of Reliability

STATEMENTS	Mean	Rank	Verbal Interpretation
Grand Mean	3.14		Satisfied
1. The school provides services as scheduled.	3.12	4	Satisfied
2. Requests and documents are processed accurately.	3.12	4	Satisfied
3. Information provided by the school is dependable.	3.13	2	Satisfied
4. Classes and activities proceed as announced.	3.14	1	Satisfied
5. The school consistently maintains service quality.	3.12	4	Satisfied

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(3.50-4.00)Highly Practiced, (2.50-3.49)Practiced, (1.50-2.49)Less Practiced, (1.00-1.49)

Not Practiced

B. Level of Client Satisfaction in terms of Assurance

Table 12 shows the level of client satisfaction in terms of assurance. The results indicate that the school's strongest aspect is safety, as evidenced by the highest mean for "The school maintains a safe and secure environment." This suggests that students and parents feel protected and comfortable on campus. Conversely, the lowest means for "Teachers demonstrate competence in their subjects" and "Staff make parents feel confident about school services" point to concerns regarding instructional quality and parent confidence. This highlights a need to strengthen teacher expertise and improve staff engagement to enhance trust in the school's offerings. With a grand mean of 3.18, there is a high level of trust in the expertise and professionalism of the faculty. Although this score reflects a strong foundation of confidence, it does not reach the "Very Satisfied" threshold. To address this gap, the institution should prioritize continuous professional development and capacity-building workshops to maintain staff proficiency and reinforce visible confidence among parents and stakeholders. Notably, Assurance received one of the highest ratings overall, underscoring strong parental trust in the competence of teachers and staff. This finding aligned with Stankovska et al. (2024), who identified assurance as one of the most influential SERVQUAL dimensions affecting student satisfaction.

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Table 12

Level of Client Satisfaction in terms of Assurance

STATEMENTS	Mean	Rank	Verbal Interpretation
Grand Mean	3.18		Satisfied
1. Teachers demonstrate competence in their subjects.	3.12	4.5	Satisfied
2. Staff make parents feel confident about school services.	3.12	4.5	Satisfied
3. School personnel handle concerns professionally.	3.22	2	Satisfied
4. The school maintains a safe and secure environment.	3.23	1	Satisfied
5. Policies reinforce trust between the school and parents.	3.20	3	Satisfied

C. Level of Client Satisfaction in terms of Tangibles

Table 13 shows the level of client satisfaction in terms of tangibles. The findings showed that the school excels in clear communication and maintaining quality facilities, as reflected by the highest means for "Printed and digital communications are clear" and "Facilities reflect a high standard of quality." This indicates that information is effectively conveyed and the campus is generally well-maintained. However, the lowest mean for "Classrooms are visually appealing and conducive" suggests that, despite high-quality overall facilities, the classroom environment may lack elements that promote engagement and comfort. This points to a need for improving aesthetics and arrangements to create a more stimulating and supportive learning space. With a grand mean of 3.12, respondents have a positive perception of the school's physical environment, including buildings and instructional materials, which are considered adequate. However, since the score does not reach the "Very Satisfied" threshold, there remains an opportunity to modernize. Upgrading infrastructure,

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enhancing campus appearance, and investing in advanced learning resources could significantly strengthen the institution’s competitive advantage and elevate the student experience. Clients satisfaction with the physical environment, including classrooms and facilities, is consistent with the findings of Labausa et al. (2023), who concluded that well-maintained facilities enhance institutional credibility and improve stakeholders’ perceptions of service quality.

Table 13

Level of Client Satisfaction in terms of Tangibles

STATEMENTS	Mean	Rank	Verbal Interpretation
Grand Mean	3.12		Satisfied
1. Classrooms are visually appealing and conducive.	3.01	5	Satisfied
2. Equipment and materials are in good condition.	3.10	4	Satisfied
3. School grounds are neat and orderly.	3.14	3	Satisfied
4. Printed and digital communications are clear.	3.18	1.5	Satisfied
5. Facilities reflect a high standard of quality.	3.18	1.5	Satisfied

D. Level of Client Satisfaction in terms of Empathy

Table 14 shows the level of client satisfaction in terms of empathy. The results indicated that the school’s teaching staff were highly attentive and caring, as evidenced by the highest means for “Teachers consider the individual needs of students” and “Teachers show concern for student well-being.” This suggests that teachers are responsive to learning needs and committed to student welfare. In contrast, the lowest mean for “School personnel are patient in dealing with concerns” pointed to a potential area for improvement in the

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Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



demeanor of staff when addressing issues. While teachers are supportive, other personnel may need to demonstrate greater patience to ensure stakeholders feel fully heard. With a grand mean of 3.17, teachers and staff are perceived as caring and attentive, making a genuine effort to provide individualized support. Although this establishes a strong foundation, the score does not reach the "Very Satisfied" threshold, indicating potential for further growth. Strengthening parent-teacher communication, expanding counseling services, and increasing personalized attention may enable the school to progress from a satisfactory level to exceptional care. Ultimately, the empathy dimension demonstrates that parents perceive the staff as genuinely responsive to students' individual needs. This outcome aligns with the SERVQUAL framework, which identifies personalized attention as a critical factor in achieving service satisfaction.

Table 14

Level of Client Satisfaction in terms of Empathy

STATEMENTS	Mean	Rank	Verbal Interpretation
Grand Mean	3.20		Satisfied
1. Teachers consider the individual needs of students.	3.24	1.5	Satisfied
2. Staff provide personalized assistance when necessary.	3.21	3	Satisfied
3. The school listens to parent feedback.	3.17	4	Satisfied
4. Teachers show concern for student well-being.	3.24	1.5	Satisfied
5. School personnel are patient in dealing with concerns.	3.14	5	Satisfied

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Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



E. Level of Client Satisfaction in terms of Responsiveness

Table 15 shows the level of client satisfaction in terms of responsiveness. The findings showed that the school performs well in keeping parents and students informed, as evidenced by the highest means for "Updates on important matters are delivered promptly" and "Staff willingly assist when parents or students need help." This reflects staff approachability and a strong readiness to support the school community. However, the lowest mean for "The school responds quickly to inquiries" suggests a gap in timely follow-up. While staff are helpful, improving the speed of responses to specific questions and concerns is necessary to enhance overall service satisfaction. With a grand mean of 3.11, parents and students perceive the staff as willing and prepared to assist, demonstrating a reasonable level of promptness. Although this provides a solid foundation, the score indicates a remaining "speed gap" before reaching the "Very Satisfied" category. To enhance performance, the institution should strengthen its feedback mechanisms and ensure more proactive communication. Transitioning to a high-speed service model will allow the school to move beyond a "steady" response time. Ultimately, respondents reported clear satisfaction with the personnel's willingness to assist and address concerns. This finding is consistent with the study by Stankovska et al. (2024), which identified responsiveness as a key determinant of student satisfaction in educational institutions

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Table 15

Level of Client Satisfaction in terms of Responsiveness

STATEMENTS	Mean	Rank	Verbal Interpretation
Grand Mean	3.19		Satisfied
1. The school responds quickly to inquiries.	3.15	5	Satisfied
2. Concerns are addressed without unnecessary delay.	3.18	3.5	Satisfied
3. Communication channels are accessible to parents.	3.18	3.5	Satisfied
4. Updates on important matters are delivered promptly.	3.21	1.5	Satisfied
5. Staff willingly assist when parents or students need help.	3.21	1.5	Satisfied

IV. Difference in the Extent of Marketing Practices as Perceived by the Respondents when they are grouped according to their Demographic Characteristics

Table 16 shows the difference in the extent of marketing practices as perceived by the respondents when they are grouped according to their demographic characteristics. The results showed that perception on marketing practices do not differ when respondents are classified as to age. When grouped according to highest educational attainment their perceptions on product ($p = 0.03$), people ($p = 0.00$), and process ($p = 0.03$) vary. While the Chi-square test indicated a significant difference in the perception of Process based on Highest Educational Attainment ($p = 0.03$), subsequent pairwise comparisons did not reveal specific significant differences between individual groups. This suggests that while an overall trend of variation exists across education levels, the differences between specific pairs were not large enough to reach statistical significance after adjusting for multiple comparisons.

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The study further examined whether respondents' assessment of marketing practices significantly differs when classified as to grade level on the enrolled child. As shown in the omnibus test (Table 16), significant differences were initially detected in the domains of Promotion, People, and Process (all $p = 0.02$). However, the pairwise comparison in Table 4.2 reveals that these differences are largely aggregate in nature. In the Promotion and People domains, no specific pairs reached statistical significance ($p \leq 0.05$). This suggests that while there is a general variance in how parents of different grade levels perceive these factors, the distinctions between any two specific levels are not sufficiently pronounced. The only localized significant difference was found within the Process domain, specifically between Pre-Elementary and Elementary levels ($p = 0.034$). This indicates that the operational procedures or "Process" of the institution are perceived significantly differently by parents of the youngest learners compared to those in the elementary bracket. For all other grade level comparisons, perceptions remained statistically consistent, suggesting a shared viewpoint among parents of older students.

Data analysis revealed that Family Monthly Income (FMI) is a major determinant in the respondents' perception of marketing practices, showing high significance in the omnibus test across several domains. However, the pairwise comparison reveals that these differences are not uniform across all income levels. Specifically, the "Below P10,000" income group serves as a significant point of divergence. In the Price domain, a highly significant difference ($p = 0.00$) exists between the highest income bracket (P30,001 and above) and the lowest (Below P10,000). Similar patterns were observed in the Place and Process domains, where

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the lowest income earners consistently differed from higher-earning cohorts. For domains such as Product, Promotion, and People, while the initial tests suggested overall significance, the pairwise results did not pinpoint specific group differences. This indicates that while income generally influences these perceptions, the variation is a gradual trend across the income spectrum rather than a sharp contrast between specific brackets.

The study investigated whether the residency of the respondents influenced their assessment of the marketing practices, specifically regarding Physical Evidence. The omnibus test (Table 16) indicated a significant difference in this domain ($p = 0.03$) based on the geographical location of the respondents. Post-hoc analysis using pairwise comparisons revealed that this significance is primarily attributed to the difference between Area 4 and Area 2 ($p = 0.025$). No other significant pairings were observed, as comparisons involving Area 1 and Area 3 yielded p-values well above the 0.05 threshold. This suggests that the perception of the institution's physical facilities and tangible environment is relatively consistent across residential areas, with the exception of the distinct contrast between Area 4 and Area 2. Such a finding may imply that geographical distance or specific local experiences in these two areas play a role in how the physical aspects of the school's marketing are evaluated.

These findings confirm that age is not a significant determinant of marketing perceptions, while educational attainment, child's grade level, family income, and residency are associated with significant differences across selected dimensions. The pronounced impact of family income underscores the role of economic capacity in shaping parental evaluations of

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tuition costs, accessibility, and service value. This result is consistent with Ramos and Briones (2024), who found that socioeconomic factors influence stakeholders' perceptions of institutional marketing strategies.

Table 16

Difference on the Extent of Marketing Practices as Perceived by the Respondents when they are grouped according to their Demographic Characteristics

V.	Product		Price		Place		Promotion		People		Process		Physical Evidence	
	χ^2	<i>p</i>	χ^2	<i>p</i>	χ^2	<i>p</i>	χ^2	<i>p</i>	χ^2	<i>p</i>	χ^2	<i>p</i>	χ^2	<i>p</i>
Age	3.0	0.5	4.2	0.3	7.7	0.1	3.88	0.4	1.2	0.8	5.7	0.2	7.82	0.0
	4	5	5	7	0	0		2	1	7	5	1		9
HEA	10.	0.0	7.4	0.1	5.7	0.2	8.16	0.0	17.	0.0	10.	0.0	2.44	0.6
	68	3*	5	1	2	2		8	16	0*	22	3*		5
GLCE	3.0	0.3	3.9	0.2	4.0	0.2	9.79	0.0	9.2	0.0	9.0	0.0	6.00	0.1
	6	8	1	7	6	5		2*	7	2*	4	2*		1
FMI	8.0	0.0	13.	0.0	12.	0.0	9.16	0.0	9.0	0.0	13.	0.0	2.88	0.4
	0	4*	62	0*	20	0*		2*	8	2*	08	0*		11
Resi-	5.8	0.1	2.2	0.5	3.2	0.3	0.82	0.8	4.5	0.2	5.1	0.1	8.71	0.0
dency	6	1	0	3	3	5		4	1	1	2	6		3*

Significant at p ≤ 0.05

HEA: Highest Educational Attainment GLCE: Grade Level of Child Enrolled
 FMI: Family Monthly Income

Difference in the Level of Client Satisfaction when they are grouped according to their Demographic Characteristics

Table 17 shows the difference in the level of client satisfaction as perceived by the respondents when they are grouped according to their demographic characteristics. The results indicated

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that the level of client satisfaction does not significantly differ when respondents are classified according to age and residency. Furthermore, the pairwise comparison of client satisfaction in terms of reliability across different educational attainment levels shows that, although the initial test revealed a significant overall difference, the post-hoc analysis found that no specific pair of educational groups reached the standard level of statistical significance ($p < 0.05$). The most notable variation was observed between Senior High School Graduates and High School Graduates ($p = 0.054$), which approached significance. However, for all other combinations such as College Graduates compared to College Level students ($p = 0.990$) the levels of satisfaction regarding reliability were statistically indistinguishable. This suggests that while educational attainment may influence satisfaction broadly, the distinctions between specific individual categories are subtle rather than pronounced.

The findings revealed that client satisfaction significantly varies according to the child's grade level across the different service quality dimensions. For reliability ($p = 0.00$) and assurance ($p = 0.00$), significant differences were observed only between Junior High School and Senior High School, with the latter reporting higher satisfaction. In terms of tangibles, significant differences were found between Pre-Elementary and Elementary ($p = 0.04$), Pre-Elementary and Senior High School ($p = 0.01$), and Junior High School and Senior High School ($p = 0.00$), indicating that Senior High School parents rate facilities more favorably, while Pre-Elementary parents tend to rate them lower. For empathy, differences were observed between Pre-Elementary and Senior High School ($p = 0.05$) and Junior High School and Senior High School ($p = 0.00$), suggesting that Senior High School parents perceive higher levels of care

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and attention. Similarly, responsiveness showed significant differences between Pre-Elementary and Elementary ($p = 0.01$), Pre-Elementary and Senior High School ($p = 0.00$), and Junior High School and Senior High School ($p = 0.00$), with Senior High School parents reporting greater satisfaction in promptness and service. Overall, the most consistent differences occur between Junior High School and Senior High School, with Senior High School parents reporting higher satisfaction across all dimensions, while Pre-Elementary parents generally express lower satisfaction, particularly in tangibles and responsiveness.

Using the Chi-square critical value to test for significance, the result indicated a significant difference in the level of client satisfaction in dimensions of Reliability ($p = 0.04$) and Empathy ($p = 0.02$), when respondents were classified as to "Family Monthly Income". This suggests that client satisfaction is not uniform across different income levels. However, the post-hoc pairwise comparisons did not yield any specific pairs with ($p < 0.05$). This phenomenon, where a global test is significant but pairwise tests are not, typically occurs when the overall difference is driven by a cumulative trend across all groups rather than a stark contrast between any two specific categories. It may also suggest that while a relationship exists, the study's power was insufficient to detect specific inter-group differences after adjusting for multiple comparisons.

This outcome supported the SERVQUAL model, which asserts that customer satisfaction is shaped by perceptions of service quality dimensions such as reliability, assurance, tangibles, empathy, and responsiveness. The result was also consistent with

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Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Pereira (2023), who found that customer satisfaction in educational institutions varies according to stakeholder expectations and experiences.

Table 17

Significance of Difference on the Level of Client Satisfaction when they are grouped according to their Profile Variables

	Reliability		Assurance		Tangible		Empathy		Responsiveness	
	χ^2	p	χ^2	p	χ^2	p	χ^2	p	χ^2	p
Age	5.07	0.28	3.34	0.50	4.20	0.38	3.90	0.42	3.92	0.41
HEA	9.92	0.04*	7.24	0.12	4.71	0.31	7.38	0.11	6.73	0.15
GLCE	15.3	0.00*	12.7	0.00*	17.5	0.00*	16.6	0.00*	22.6	0.00*
FMI	8.02	0.04*	5.43	0.14	0.36	0.94	9.81	0.02*	4.05	0.25
Residency	1.20	0.75	2.18	0.53	3.26	0.35	4.85	0.18	6.49	0.09

Significant at $p \leq 0.05$

HEA: Highest Educational Attainment

GLCE: Grade Level of Child Enrolled

FMI: Family Monthly Income

VI. Relationship between the Extent of Perceived Marketing Practices and Level of Client Satisfaction

Table 18 presents the relationship between the extent of marketing practices and the level of client satisfaction across the five service quality dimensions. The results revealed that all seven marketing mix elements have statistically significant positive relationships with

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reliability, assurance, tangibles, empathy, and responsiveness, as indicated by the p-values of 0.00. The correlation coefficients, ranging from 0.48 to 0.71, suggested moderate to strong associations, implying that improvements in marketing practices are generally associated with higher levels of client satisfaction. Among the elements, promotion showed the strongest relationship, particularly in terms of assurance ($\rho = 0.71$) and reliability ($\rho = 0.70$), highlighting the importance of effective communication in building trust and confidence among clients. Similarly, people and process exhibit consistently strong relationships across all dimensions, indicating that competent personnel and efficient service delivery play a vital role in enhancing client satisfaction.

However, the lowest correlations were observed in the dimensions of empathy under product ($\rho = 0.48$) and tangibles under product ($\rho = 0.49$). These results suggest that while the core services are delivered, there may be a need to further enhance how these services address individual client needs and how they are supported by physical and instructional resources. As an area for improvement, the institution may focus on making its programs more responsive to the specific needs and preferences of clients and upgrading its facilities and learning resources. Strengthening these aspects may help improve the weaker dimensions and further increase overall client satisfaction. The findings of the study were supported by existing literature, which confirms that marketing practices significantly influence client satisfaction in educational institutions. Studies such as Seitova et al. (2024) showed that the marketing mix and SERVQUAL dimensions are strong predictors of satisfaction. The strong impact of promotion aligns with Raganas (2019), emphasizing its role in building trust and

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Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



 institutional image, while the importance of people and process supports Lovelock and Wirtz (2016), who highlighted their role in service quality. However, weaker results in empathy and tangibles are also consistent with prior studies, which suggest that lack of personalized service and limited facilities can reduce satisfaction (Twum & Peprah, 2020; Labausa et al., 2023) . Overall, the literature confirms that while marketing practices improve satisfaction, institutions must enhance personalization and physical resources to address weaker areas.

Table 18

Relationship between the Extent of Marketing Practices and the Level of Client Satisfaction

	Reliability		Assurance		Tangibles		Empathy		Responsiveness	
	<i>p</i>	<i>p</i>	<i>p</i>	<i>p</i>	<i>p</i>	<i>p</i>	<i>p</i>	<i>p</i>	<i>p</i>	<i>p</i>
Product	0.53	0.00*	0.56	0.00*	0.49	0.00*	0.48	0.00*	0.51	0.00*
Price	0.55	0.00*	0.59	0.00*	0.52	0.00*	0.63	0.00*	0.56	0.00*
Place	0.59	0.00*	0.64	0.00*	0.57	0.00*	0.60	0.00*	0.55	0.00*
Promotion	0.70	0.00*	0.71	0.00*	0.60	0.00*	0.63	0.00*	0.65	0.00*
People	0.65	0.00*	0.65	0.00*	0.56	0.00*	0.62	0.00*	0.57	0.00*
Process	0.60	0.00*	0.67	0.00*	0.63	0.00*	0.64	0.00*	0.60	0.00*
Physical Evidence	0.55	0.00*	0.62	0.00*	0.64	0.00*	0.52	0.00*	0.57	0.00*

Significant at $p \leq 0.05$

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CONCLUSION

Based on the findings of the study, the following conclusions are drawn:

1. The majority of SABII's clients are middle-aged parents from nearby communities with modest socioeconomic backgrounds, suggesting that affordability, accessibility, and perceived educational value are important factors influencing school choice.
2. SABII's marketing practices are implemented at a practiced level, as parents generally agree that the institution effectively delivers its educational services through the seven elements of the marketing mix.
3. Parents are generally satisfied with the quality of services provided by SABII, particularly in terms of reliability, assurance, empathy, responsiveness, and tangibles.
4. Demographic characteristics result to varied perceptions of marketing practices and client satisfaction, particularly educational attainment, family income, and the grade level of the child enrolled. This indicates that different client groups evaluate school services from varying perspectives and expectations.
5. There is a significant positive relationship between marketing practices and client satisfaction, indicating that improvements in the implementation of the 7Ps marketing strategies can lead to higher levels of satisfaction among parents and stakeholders.
6. Effective promotion, efficient service processes, and competent personnel are among the most important factors influencing client satisfaction in educational institutions.

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INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue IV

May 2026

Available online at <https://www.instabrightgazette.com>



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