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Students' Perspective of Influencers on The Intention-To-Adopt Enterprise Resource Planning (ERP): Toward Service Quality Among Private Higher Education Institutions in Bicol Region

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ABSTRACT

This study uses student respondents to conduct an empirical examination into the factors that affect respondents' intentions to implement enterprise resource planning (ERP) in higher education institutions, notably in the private education sector. It tried to pinpoint the relationship that existed between factors influencing enterprise resource planning (ERP) adoption intention and service quality in private higher education institutions at the user level. The intention to adopt Enterprise Resource Planning (ERP) by private higher education institutions in the Bicol region was studied quantitatively using exact assessments of the elements influencing that intention. Information and communication technology (ICT) adoption is explained by Venkatesh's Unified Theory of Adoption and Use of Technology (UTAUT), which was used by the researcher. The survey method was utilized to gather information from students as respondents of this study. According to the study's findings, training, learning orientation, resistance to change, and ease of use have substantial correlations with service quality in the administrative, physical environment, core educational, support facility, and transformative areas. This study may help private higher education institutions in their decision to implement ERP in the Bicol Region.

Keywords: enterprise resource planning (ERP), higher education institutions, Information and communication technology (ICT), service quality

INTRODUCTION

The time when the education sector relied on the conventional strategy of papers is long gone. Universities and colleges today are inundated with data, which necessitates the use of a cutting-edge information and communication technology (ICT) system to oversee all academic operations. The said system will be increasingly necessary as HEIs' many departments work together more frequently and more effectively every day.

Private colleges and universities are not exempt from the necessity of using an information system brought about by the technological revolution. Additionally, the atmosphere of higher education has altered as a result of numerous factors, including globalization, adjustments to administrative procedures, the commercialization of knowledge, and advancements in communication and information technology. Furthermore, stakeholders in private HEIs continue to have higher expectations for service quality. It is no longer a certainty to have students from a specific place enrolled, especially now that online classes are the "new normal" of teaching and learning techniques.

Private HEIs are currently faced with the problem of completely adapting to technology as the primary component of developing significant advances. Every academic subject nowadays, it has been noticed, contains a significant amount of material that teachers cannot adequately explain using simple blackboards. The most important stakeholders in all HEIs, the new student generations, have undergone significant change. In order to handle the competitiveness among student enrollment, this condition forces the adoption and usage of technology in the

education sector. As a result, this industry, which created the foundation for future talent, must modify and modernize its current buildings, infrastructure, and programs, notably in the field of information and communication technology. Because of this, the higher education industry, especially private universities, and colleges, must progressively transition to enterprise resource planning in the belief that the system will make it easier to manage the problems of the shifting business environment.

With constant innovation, the information technology industry is advancing. One of the methods for institutionalizing the sharing of organizational data resources in the setting of higher education institutions is the use of ERP systems. Additionally, the use of ERP can address the issue of information fragmentation on educational campuses and promises a significant improvement in information exchanges.

One of the information systems utilized in many organizations, particularly in industry and more lately in education, is enterprise resource planning, or simply ERP. ERP, a new development in ICT, has demonstrated the ability to improve efficiency and service quality by integrating several information systems to carry out diverse tasks at various organizational levels. Private HEIs can virtually completely rebuild their business operations with ERP to enhance services to students, teachers, staff, and other stakeholders.

ERP systems were widely used by businesses in technologically mature nations, but in emerging nations like the Philippines, such utilization is still in its infancy. Despite the rapid advancement of technology, most HEIs in the nation are still slow to adapt the new styles, especially when it comes to the employment of an integrated ICT system. Popular HEIs in the private sector are using ERP in the Philippines, notably, System Applications and Products in Data Processing, or SAP as it is more commonly known. To maximize the potential of the nation's private higher education industry, SAP has partnered with several academic institutions.

Like the majority of the institutions in the nation, the private HEIS is situated in the First Congressional District of Albay, which includes the northern Albay city of Tabaco and the neighboring towns of Bacacay, Malilipot, Malinao, Santo Domingo, and Tiwi. This study examined the factors influencing the region's private HEIs' intentions to implement ERP. All the systems currently in use by the universities and colleges in this district might be integrated in this way, improving service quality to remain competitive. Therefore, the proponent was the one who started this investigation.

This study used the perspective of students to conduct an empirical examination into the factors that affect higher education institutions' intentions to implement enterprise resource planning (ERP), notably in the private education sector. The study specifically sought to address the following subproblems:

1. What is the profile of the respondents in terms of:
   1.1 gender;
   1.2 age; and
   1.3 the number of year/s of experience in using information and communication technology?
2. What is the level of influence on the intention-to-adopt enterprise resource planning (ERP) in private higher education institutions from respondents in terms of:
   2.1 training;
   2.2 learning orientation;
   2.3 resistance to change; and
   2.4 ease of use?
3. What will be the level of contribution of the intention-to-adopt enterprise resource planning (ERP) adoption in private higher education institutions to service quality from students' perspective?
4. Is there a significant correlation that exists among influencers on the intention to adopt enterprise resource planning (ERP) and service quality in private higher education institutions at the student level in terms of:
   4.1 administrative;
   4.2 physical environment;
   4.3 core educational;
   4.4 support facility; and
   4.5 transformative?

The following groups of people could gain from the findings of this research study on the suggested framework in the intention to adopt enterprise resource planning (ERP) in the First Congressional District of Albay:

1. The study may assist decision-makers in identifying key elements that support the adoption of Enterprise Resource Planning (ERP) by private HEIs in CHED-Bicol.
2. With the deployment of Enterprise Resource Planning (ERP), the School Board of the concerned universities and colleges can make better judgments based on reliable data and reporting and gain confidence that the school's finances are in order.
3. ERP, which is used to manage educational institutions, can help students become more capable, equip teachers with engaging classroom presentations, report on fees collected for quick decision-making, track the progress of individual students, and manage classes more effectively using SMS to notify parents of absent students, among other things.
4. Faculty members will be able to increase their total productivity with the deployment of ERP as an integrated platform by doing their routine tasks quickly and accurately.
5. Large data files and other transactions can be recorded and saved quickly and anywhere by staff members.
6. Students have instant access to information about class schedules, exam dates, the school calendar, attendance, and performance evaluations. Even unpaid tuition balances can be automatically forwarded to either students or their parents.

The author of this study made an effort to pinpoint the variables that might affect private HEIs in Albay's First Congressional District's intention to use an ERP system. The goal of the current study was to identify the contributing factors and how they affect service quality. The Unified Theory of Acceptance and Use of Technology (UTAUT) theory was used by the proponent to achieve this goal (Ventakesh, et al., 2003).

REVIEW OF RELATED LITERATURE AND STUDIES

According to Bjarne et al. (2010), cited in Ahmer et al. (2016), the growing popularity of ERP is due to its capacity to combine data from all functional units into a single real-time database for easy information exchange and dissemination across the whole business. Additionally, ERP enables the elimination of data fragmentation, enabling a seamless and uniform exchange of information across all departments and activities of the entire organization (Eric et al., 2007; quoted in Abugabah et al., 2015). These days, organizations can connect their internal operations with the external processes of their customers and suppliers thanks to the expansion of ERP software beyond the boundaries of an organization (Abdellatif, 2014).

Numerous scholars have recently examined and investigated ERP, focusing in particular on the implications and repercussions of this system on organizations. According to (Bhadauria & Dasgupta, 2020), the ERP application facilitates communication between the various departments and even with external stakeholders. This study asserts that the implementation of ERP in MSMEs leads to efficiency, which is reached because related and linking data are integrated to make decisions about planning, carrying out, and managing tasks across multiple functional areas of management. Therefore, ERP provides seamless business process integration for any size organization (Al-Hadi & Al-Shaibany, 2017), but its implementation is rather difficult (Bhadauria & Dasgupta, 2020).

When implementing new technology, such as ERP systems, private higher education is facing significant obstacles. One of those difficulties is addressing stakeholder expectations in higher education, which is related to the distinctive structural design of institutions. The

study conducted among HEIs in Egypt indicates the difficulties in adopting an ERP-appropriate approach to education. HEIs have distinctive decision-making processes and organizational structures, different managerial language and techniques, and stakeholder resistance to change (Bologna, 2007; Albarghouthi, et al., 2020). These factors include loss of academic control due to an increase in academic transaction transparency, job security for administrative staff due to the elimination of redundant activities, and the dynamism and complexity of the HEI environment.

Despite substantial investments and high hopes, the adoption of ERP in HEIs falls between 60% and 80% short of stakeholders' expectations (Abugabah & Sanzogni, 2010). Inadequate instructional design by vendors that seems irrelevant to students and teachers (Mahanga & Seynoe, 2915), misaligned ERP software and business requirements that led to students receiving false information from the system (Noaman & Ahmed, 2015), and the inability to integrate all departments within universities (Aljohani, et al., 2015) are a few notable causes of failure.

The majority of the research on the adoption and use of ERP in HEIs is conducted in industrialized nations, primarily the United States, Canada, Australia (Abugabah & Sanzogni, 2010), the United Kingdom, and other well-known European nations (Leyh, et al., 2017). In developing nations like Mexico (Abdellatif, 2014), the Sub-Saharan region (Zschieck, et al, 2016), South Africa (Epizitone & Olugbara, 2020), India (Iyengar, et al, 2019), Yemen (Al-Hadi & Al-Shaibany, 2017), Indonesia (Rizkiana, et al, 2021), Libya (Almigheerbi, et , 2020)

In fact, higher education institutions (HEIs) imported the idea of service quality from the corporate sector in the 1980s (El-Khawas, 2013; quoted in Miranda & Reyes-Chua, 2021). According to others, education without quality is useless and could be compared to inequity, reliance, and inadequate human growth. A crucial part of today's globalization is played by high-quality education. In our digitally advanced age, quality education is a prerequisite for new competences and global competition. Additionally, commercial competition brought on by the expansion of the international education markets drives HEIs to consistently provide excellent services (Abdullah, 2006). Due to these tendencies, the majority of private higher education institutions (HEIs) now recognize the importance of service quality in both teaching and learning as well as in the holistic management of such academic institutions. HEIs are now subject to regulation and public scrutiny, much like any other business-oriented institutions, which has led to a new mission and passion for high-quality education to maintain competitiveness (Alani, et. al., 2015). Additionally, when confronted with the challenges of globalized higher education, the HEI's increased requirement for transparency and openness as a result of its internationalization developed a quality culture (Ryan, 2015).

Law (2013) and Agasisti et al. (2019) argue that students' non-academic experiences need to be taken into account as well, despite the fact that studies on the service quality of HEIs omitted those services provided by administrative employees and focused on other areas (Arena, et al 2010). The most significant stakeholders in any HEI are the students, who should receive the best administrative support possible. In truth, administrative services are typically the first point of contact with the various stakeholders who need high-quality administrative services from an HEI (Kitchroen 2004). Academic records, room assignments for in-person classes, the issuance of diplomas and certificates, class schedule, and the expansion of international cooperation agreements are just a few of the many administrative services that are frequently provided (Arslanagi-Kalajdi, et al, 2014).

Some higher education institutions (HEIs) in the Philippines are able to design their own ICT, which may include a student accounting, cashiering, and inventory system, payroll system, graduate tracer or alumni management system, library system, and appraisal and evaluation system. Other HEIs in the nation employ outsourcing for their grading system, enrolment system, payroll system, accounting system, and library system. These are the findings from a profile of the ICT environment in the Philippines, specifically in HEIs (Marcial, 2012).

The conceptual paradigm of this study is depicted in the figure below

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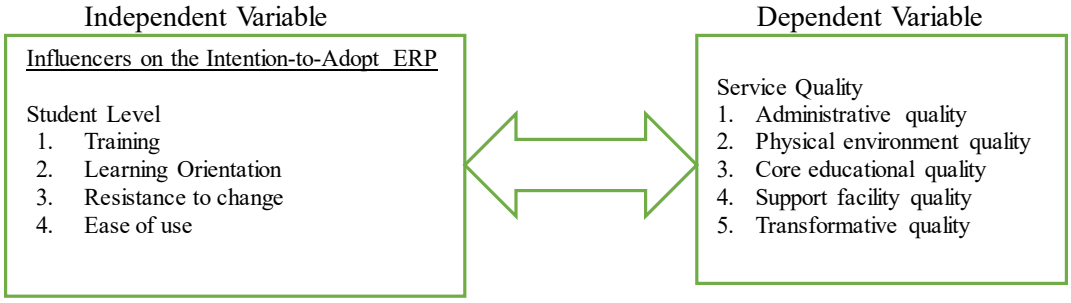
Figure 1Conceptual Paradigm of ERP Adoption Towards Service Quality



It is important to acknowledge the part that students will play in this study. The ease with which students may reduce their workloads if the ERP system were to be adopted (Alharbi & Drew; 2014) could have a favorable influence on any institution's intention to use the system to the fullest. This factor will undoubtedly depend on how many workshops, tutorials, training sessions, or seminars are offered to HEIs on the usage of ERP (Al-Busaidi and Al-Shishi, 2010; Macharia and Nyakwende, 2010; Mtebe & Raisamo, 2014; Mtebe, 2015). Students are the most significant stakeholders in HEIs and would be impacted by the implementation of ERP, hence, they are the focus of this study.

According to several research, the use of an ERP system is linked to higher service quality (Hsu et al., 2015). According to Soliman and Karia (2017), the intention to adopt an ERP system in private HEIs is based on the desire to increase efficiency and performance among schools to improve their service quality at a reasonable cost in order to outperform the competition. This study aims to determine the relationship between the factors that influence the intention to adopt an ERP system and the competitive factors of service quality.

This study concentrated on the factors that affect higher education institutions' intentions to implement enterprise resource planning (ERP), especially in the context of the private education sector in the Bicol Region. The First Congressional District of Albay, which includes Tabaco, a city in northern Albay, and the nearby towns of Bacacay, Malilipot, Malinao, Santo Domingo, and Tiwi, was the sole area in which the proponent's inquiry was done. For the primary data, the data collection was restricted to the distribution of self-administered survey instruments to students. The research design for the study used a quantitative relationship method. Students were sampled using stratified random sampling, with strata created for each discipline. While the proponent used the entire population for all other respondents. The data analysis was conducted by the proponent using MINITAB 18.

METHODOLOGY

In order to determine the factors influencing private higher education institutions in the Bicol region's intention to implement Enterprise Resource Planning (ERP), this study employed a quantitative approach and exact measurements. For the purpose of gathering information from the student delegates, the proponent used a self-administered survey.

The first congressional district of Albay, which includes the northern Albay city of Tabaco and the nearby communities of Bacacay, Malilipot, Malinao, Santo Domingo, and Tiwi, was used for this study. A total of 854 students responded to this study coming from schools in these areas.

The survey tool used in this study was taken from a study by Ahmer et al. al. (2016) that speaks to those elements that influenced the use of ERP favorably. Changes are made to fit the research under consideration. All of the survey

instrument's items are in the future tense because the study's main focus is on respondents' intentions to implement ERP in the future. A five-point Likert scale was used to rate the level of influence of the supplied factors on the intention to use ERP, with the exception of the demographic section. The demographic profile is the first component of the survey instrument. The second, which examines the degree of influence on private higher education institutions' intentions to implement enterprise resource planning (ERP), comes next. The final section measures the extent to which enterprise resource planning (ERP) adoption intentions in private higher education institutions contribute to service quality.

For the validity of the survey, it was tested using Cronbach, and the results are shown here:

Table 1 Cronbach's Alpha and Influences on The Intention-To-Adopt ERP -Students

Influences on ERP Students	Cronbach's Alpha Values	Internal Consistency Interpretation
Training	0.9485	Excellent
Learning Orientation	0.9492	Excellent
Resistance To Change	0.9426	Excellent
Ease Of Use	0.9180	Excellent

All of the contributing elements for ERP at the end-user level are more than the alpha value of 0.70, according to Table 1. This indicates that the test's components were all highly associated with one another and that the questions were measuring the same subject.

A stratified sampling was used for the students. Stratification refers to the use of a certain stratum as it is reflected in the sample. A stratified random sample technique was used for a scientific publication like this one, and the strata used was the discipline to which the students belong. From each stratum, a random sample was taken.

Additionally, the mean was used by the researcher. An average is measured by a mean. While some data points weigh more heavily than others, other data points contribute equally to the final mean. For sub-problems 1, 2, and 3, percentage and mean were used as statistical treatments. While subproblem 4 was subjected to Pearson r in order to create a relationship.

RESULTS

Below are the study's findings as well as the commentary that goes with them.

Table 2 Demographics of Respondents

Demographic variables		Frequency	Percentage
Gender	Male	325	38.38
	Female	529	61.53
Age	Less than 25	690	80.83
	25-36	164	19.17
Number of year/s experience in using ICT	Below 5 years	672	78.80
	6-10	182	21.20

N=854

Most of the students of the selected schools which participated in this study are females, less than 25 years old, and have below five years of ICT experience as shown in Table 2.

Table 3 Level of Influence of Training on the Intention-to-Adopt ERP

Influencing Factors	Percentage (%)	Mean	Mean Interpretation
1. University shall arrange training for the users of ERP once adopted	58.76	4.3837	Extremely influential
2. As one of the users of ERP I will attend training sessions provided by the university/college once adopted	52.88	4.3154	Extremely influential
3. Top management will surely motivate me to attend training sessions once ERP is adopted	56.35	4.3466	Extremely influential
4. I know I will feel comfortable with ERP once adopted because of the training sessions provided by the university/college	55.43	4.3148	Extremely influential
5. I know that management will consider technically sound training staff on the training sessions that the university/college will arrange for end-users	52.92	4.2753	Extremely influential
6. I believe I will be asked about the feedback on the training sessions the hat university/college will arrange for end-users	55.01	4.3117	Extremely influential
7. I anticipate improvement in the training sessions that the university/college will arrange for end-users once ERP is adopted	53.53	4.2922	Extremely influential
8. I am ready to face the challenges of training sessions that the university/college will arrange once ERP is adopted	55.29	4.2876	Extremely influential
9. I feel that the training sessions that the university/college will arrange once ERP is adopted will make me more efficient and effective	59.50	4.3661	Extremely influential

N=854

Table 3 demonstrates how strongly all training-related factors affect private higher education institutions (HEIs') inclination to adopt ERP, particularly those located in the Bicol region. The range of the percentage is 52.88 to 59.50. Similar results are shown by the means in the range of 4.2753 to 4.3837.

Due to the complexity of ERP, user training is a must for successful adoption (Soliman & Karia, 2017). Additionally, training makes it simpler to facilitate the transformation process (Zornada, 2005; referenced in Albarghouthi et al., 2020). which businesses must go through to successfully embrace ERP. Gyampa and Salam's study from 2004 demonstrates how inadequate training, particularly for new users, may alter how beneficial and simple ERP is seen, which may hinder the uptake of the new technology (Albarghouthi et al., 2020). These studies are all comparable to the findings of the current study that the researcher conducted regarding offering ERP training to students in HEIs in order to encourage ERP adoption.

Table 4 Level of Influence of Learning Orientation on the Intention-to-Adopt ERP

Influencing Factors	Percentage (%)	Mean	Mean Interpretation
1. I feel self-motivated to learn new things with ERP adoption	63.02	4.4625	Extremely influential
2. I feel positively oriented towards learning ERP once adopted	56.53	4.3577	Extremely influential
3. I want to improve my abilities through self-learning upon the adoption of ERP	61.10	4.4290	Extremely influential
4. I take interest in learning ERP without pressure from management once adopted	51.85	4.2528	Extremely influential
5. I am self-motivated to achieve efficiency in the completion of my tasks using ERP once adopted	56.30	4.3074	Extremely influential
6. Once adopted I believe that ERP will help increase my performance at university/college	59.04	4.3652	Extremely influential
7. Once adopted I believe that ERP will help me perform effectively	60.89	4.3930	Extremely influential

N=854

Table 4 demonstrates how all the elements of learning orientation significantly affect private higher education institutions' (HEIs') intention to implement ERP, particularly those located in the Bicol region. The range of the percentage is from 73.81 to 85.71. The means come to a similar conclusion in the range of 4.7143 to 4.8333. Because it makes the process of change during the implementation stage simpler, learning orientation is similar to training in that it is a determinant of successful ERP adoption (Zornada, 2005; quoted in Albarghouthi et al., 2020). According to Bradley (2008), referenced in Albarghouthi et al. (2020), learning orientation reduces user resistance, which may be a crucial factor in the success and utilization of ERP systems. The current research findings on learning orientation and ERP adoption are consistent with earlier studies that were reported for HEIs.

Table 5 Level of Influence of Resistance to Change on the Intention-to-Adopt ERP

Influencing Factors	Percentage (%)	Mean	Mean Interpretation
1. I will resist the adoption of ERP	38.06	3.7769	Highly influential
2. I am not yet ready to accept from manual to the automated ERP	33.55	3.641	Highly influential
3. I really would resist leaving the traditional system	35.40	3.6923	Highly influential
4. I may use the traditional system and ERP side by side once adopted	37.53	3.8712	Highly influential
5. I feel it will be difficult for me to use ERP once adopted	36.39	3.7333	Highly influential

N=854

Table 5 demonstrates how all components of resistance to change have a significant impact on the desire of higher education institutions (HEIs) in private schools, particularly those near the Bicol district, to adopt ERP. The range of the percentage is from 33.55 to 38.06. The means show comparable influence from the range of 3.641 to 3.8712. The trade-off

between labor and technology in the transformation process is predicted to produce resistance from employees to the implementation of ERP. Individuals are urged to make changes at the user level to improve processing performance (Nguyen & Le Trong, 2016). Because the majority of universities would prefer to create and implement ICT applications to fit into their structure and demands, resistance to change is fairly high, as was found in the research of Romanian HEIs (Bologa, 2007). The results (Fisher, 2006) revealed signs of resistance that led to inadequate cooperation in the adoption of new technology. Due to the difficulties in adopting changes in business processes, the adoption of the ERP system may encounter resistance throughout an organization. It is essential that the management-level staff have a strong level of commitment to the success of the ERP installation because an ERP system combines and integrates an organization's business processes (Soliman & Karia, 2016). Additionally, it is crucial that the organization's members view the need for change and how it will benefit both the organization and them from a positive standpoint. According to Soliman et al. (2019), being prepared for the shift lowers resistance to change and lowers the failure rate. The findings of the current study on reluctance to change support earlier studies on ERP adoption for HEIs.

Table 6 Level of Influence of Ease of Use on the Intention-to-Adopt ERP

Influencing Factors	Percentage (%)	Mean	Mean Interpretation
1. In my opinion ERP is user-friendly	51.71	4.3448	Extremely influential
2. I feel that ERP is easy to use once adopted	42.87	4.1500	Highly influential
3. I believe ERP provides an interface that is easy to understand and operate	46.20	4.2004	Highly influential
4. I feel that working using ERP to complete my tasks will be much easier compared to working manually	50.56	4.2417	Extremely influential

N=854

Table 6 demonstrates that all of the factors under ease of use have a significant impact on private higher education institutions (HEIs') intention to adopt ERP, particularly those situated in the Bicol region. It ranges from 42.87 to 51.71 percent. The means in the range of 4.1500 to 4.3448 show the same outcome. According to a study by Ramirez et al. (2020) done in two public colleges in Chile and Colombia, users' intentions to use the ERP system may be predicted by perceived ease of use. According to (Regmi, et al., 2019), a person's willingness to utilize a new system increases with how at ease they are with it, increasing the likelihood that the system, in this example, its ERP, will be adopted. The results of the current study on usability support earlier studies done on ERP adoption for HEIs.

Table 7 Level of Contribution of the Intention-to-Adopt ERP to SQ

Service Quality Factors	Percentage (%)	Mean	Mean Interpretation
Administrative	54.81	4.0232	Very high contribution
Physical Environment	68.33	4.5426	High contribution
Core educational	57.00	4.4152	Very high contribution
Support facilities	56.67	4.3500	High contribution
Transformative	56.67	4.3500	Very high contribution

N=854

Table 7 demonstrates how ERP will significantly improve service quality in the administrative, physical environment, core education, support facilities, and transformative areas at the student level once it is implemented in higher education institutions (HEIs) in private schools, primarily in the vicinity of the Bicol district. The range of the percentage is from 54.81 to 68.33. The means show a similar contribution in the range of 4.0232 to 4.5426. It was established that ERP had significantly improved service quality in Taiwanese environments, particularly in the semiconductor industry, by closing quality gaps (Yeh et al., 2007). Due to the participation of numerous factors and stakeholders, ERP is under pressure in many schools to perform as intended (Seng & Leonid, 2003: referenced in Shatat, 2019). According to a study done in Peru, service quality is now being used in the education industry as a way to differentiate schools and gain a competitive edge (Arrieta and Avolio, 2020). The findings of the researcher's study on the level of ERP adoption's contribution to service quality confirm that contribution is high to very high, as shown in past studies on ERP adoption for HEIs.

Table 8 Correlation Among Influencers on The Intention To ERP and Service Quality

Service Quality Factors	Influencing Factors	p-value	p-value Interpretation
Administrative	Training	.001	Significant correlation
	Learning orientation	.001	Significant correlation
	Resistance to change	.001	Significant correlation
	Ease of use	.001	Significant correlation
Physical Environment	Training	.001	Significant correlation
	Learning orientation	.001	Significant correlation
	Resistance to change	.001	Significant correlation
	Ease of use	.001	Significant correlation
Core Educational	Training	.001	Significant correlation
	Learning orientation	.001	Significant correlation
	Resistance to change	.001	Significant correlation
	Ease of use	.001	Significant correlation
Support Facilities	Training	.001	Significant correlation
	Learning orientation	.001	Significant correlation
	Resistance to change	.001	Significant correlation
	Ease of use	.001	Significant correlation
Transformative	Training	.001	Significant correlation
	Learning orientation	.001	Significant correlation
	Resistance to change	.001	Significant correlation
	Ease of use	.001	Significant correlation

N=854

The administrative, physical environment, core educational, support facilities, and transformative elements of service quality all have a relationship with ERP influencers. For all service quality criteria, these correlations are all significantly connected because the p-values are all less than.005. The study (Abugabah & Sanzogni, 2010) that found ERP systems in HEIs could enhance the caliber of services offered to students may help to explain this. Along with lowering business risks for HEIs, the deployment of ERP resulted in significant increases in effectiveness, efficiency, and end-user satisfaction. Another study that examined the effects of ERP on business processes and performance in higher education came to the conclusion that by strengthening the services provided to students, ERP may increase business performance in higher education (Judith, P., 2005; cited in Abugabah, A., & Sanzogni, L., 2010). It has been established that worldwide ICT innovation has had a significant impact on how HEIs are operated. The majority of administrative methods in schools using ERP have changed as a result of these ongoing ICT breakthroughs (Nizamani, S., et al., 2014; quoted in Soliman & Karia, 2016). For instance, students today largely rely on IT when conducting research for their academic assignments, such as through using digital libraries and virtual laboratories. The findings of this study demonstrate the relationship between ERP adoption and the growth of the organizational, physical, fundamental educational, and transformative features of those colleges which will use the ERP system for the students. The researcher's analysis of studies supports the same conclusion.

DISCUSSION

From the results of the study shown, the following can be concluded:

1. Students are females, belonging to 25 and less years old, and have only 5 years and below experience with ICT.
2. Students believe that ease of use, ease of training, learning orientation, resistance to change, and intention to implement ERP systems in private colleges among HEIs are very relevant factors.
3. Based on the reactions of students, the aim to implement ERP will significantly contribute to service quality in the administrative, physical environment, core education, support facilities, and transformative sectors.
4. The administrative, physical environment, core educational, support facilities, and transformative elements of service quality all have a strong link with ERP influencers.

Based on the results of the study, the researcher recommends the following:

1. Because these elements could have an impact on the outcomes and manner in which education is delivered in this area, CHED Bicol Region may conduct an evaluation of the potential crucial factors on the real benefits that might be attained by HEIs adopting ERP systems in the region.
2. By integrating technology into their institutions and removing obstacles that may arise throughout the integration process, private HE institutions in the Bicol region need to improve the organizational quality of their institutions.
3. In collaboration with ICT specialists, school administrators could organize various in-house and sponsored ERP workshops, seminars, conferences, symposia, and the like to prepare the human capital of the schools for the successful deployment of the ERP.
4. Basically, training is a requirement for the execution of any ICT program, and ERP adoption is no exception. If they are not adequately and appropriately trained, non-users may find it challenging and ineffective. To completely appreciate the

system, especially by students, one must fully comprehend the benefits of ERP.

5. In addition to technical training, students must undoubtedly receive training to prepare them for the changes they will experience as a result of the changes in ERP implementation.

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