



FACTORS INFLUENCING STUDENTS BUYING BEHAVIOR ON PSM INTERNATIONAL COLLEGE IN YANGON, MYANMAR

A Thesis Presented
by
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**FACTORS INFLUENCING CONSUMER BUYING DECISIONS
FOR AWEI METTA HOTEL IN THE POST-COVID ERA
IN YANGON, MYANMAR**

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ABSTRACT

This study aims to explore the factors influencing student satisfaction at PSM International College and analyze the relationship between student satisfaction and student buying behavior on PSM International College. Primary data were collected from all of the existing students at the PSM International College at the time of study. The results of this study indicate that instructor, training delivery, available of support service and library access are crucial factors for student satisfaction. There is a highly significant relationship between student satisfaction and student buying behavior. Regarding the instructor, good communication and teaching skill, sufficient knowledge in the subjects, punctuality, accessibility and availability have impact on student satisfaction. Assessment method, quality of training material and serviced provided within the time promised are found crucial role to get high satisfaction level of the students. Safety, welfare service and competent staffs providing by training center is highest satisfaction level of the student. The study found that there is highly significant relationship between student satisfaction and student loyalty. Counseling service, orientation programme and effective career guidance should promote to achieve higher student satisfaction level. Regarding library, the training centre should upgrade online library system and appoint competent librarian.

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ABBREVIATION

AVF	Anisotropic Volume Fraction
CSO	Central of Statistical Organization
CV	Coefficient of Variation
QA	Quality Assurance
TQM	Total Quality Management

CHAPTER I

INTRODUCTION

1.1 Background information of the study

The atmosphere of higher education has increasingly become competitive, and institutions have to compete with each other to attract students in the recruitment markets (Jafari & Aliesmaili, 2013). Higher education institutions are expected to focus on competition policy. This is more important for private universities/ colleges than for public institutions of higher education in Myanmar because some private institutions have encountered problems in attracting students for current situation. There are many research studies about factors influencing student's university choice in the world. Today, student attraction is important problems for universities. Colleges have to try to attracting more student to meet their financial needs. This study has to investigate factors influencing buying behavior on PSM international college.

Today, human beings need a set of skills to success in the competitive world. The skills set can be education. Education is critical for a country to develop. Education acts the part of vital role in each area. Any society possess the right to expect positive and effective contributions from its citizens. When given the opportunity, Private colleges play an important role in realizing this expectation.

In recent decades, there are many educational services which can meet the needs and wants of the customers because of the open market economies so some foreigners make an investment in most of the cities in Myanmar. Not only foreign investors but also local investor is investing in educational businesses. Therefore, a number of private colleges have been growing in Myanmar education market. In addition, the trend of Education Services in Myanmar is dramatically popular among parents and students.

The importance of studying the behavior of consumers in various market areas of services or education. Therefore, the importance of this study makes it possible for marketing professionals to use strategies to improve customer satisfaction with a product or service. According to (Kotler & Armstrong, Princípios de marketing (12a ed.), 2007) , consumer behavior is cultural, social Influenced by various personal or psychological factors. As a result, these factors influence consumers in the purchase decision-making process of a product or service.

Training institutions are responsible to provide the highest service quality to students. Therefore, quality of service is crucial for training institutions to compete in the current local and global arena. The drivers of service quality improvement include resources, buildings, Instructors These include increased competition for students and ever-increasing demands from stakeholders for quality and accountability (Shelnutt & Buch, 1996).

Quality dimension of cost per student, library quality, the number of instructors and so on and so forth. Similarly, a management focused only on standards, accreditation, and analyzing performance indicators are inadequate. Performances of educational and training institutions are often evaluated in terms of activities compared to service quality provided to students (Hattie, 1990). This approach fails to improve the quality of education. Educational institutions should pay attention to the perception of their students' learning experience. There is attention and research that focuses on student feedback as the major customer.

Based on the definition of quality, the quality must be evaluated by the users or consumers of the service. Quality assessment including students' perceptions of educational quality. Students' perception and feedback are important determinants or critical factors of performance indicators of educational institutions. Students' perception of quality is very important factor to be studied and it is associated with any definition of quality.

Therefore, it is important for determining critical factors of quality from the customer's point of view. The perception of quality is relevant for the quality of educational results outcome. Receiving responses from the students is a must to manage service quality. Feedback is useful for evaluation and improvement. Recently, measuring student satisfaction in the education sector has become compulsory. Measuring students' perception of the study experiences and other activities are deemed important. Performance of quality in the service sector is hard to manage because of intangible traits (Thakkar, Deshmukh, & Shastree, 2006). These traits are also valid in the training and education sectors. Educational service has all the attributes of the service industry that are intangible, inseparable, variable, and perishable (Shank, E.A.,1995). The education sector is unique in terms of departmental autonomy and the struggles involved when focusing on multiple categories of clients and stakeholders.

The training organizations should understand the customer's requirements and expectations for service quality offered to Sahney, Banwet, & Karunes, (2004). Factors

that can impact student expectations have to be recognized. As mentioned out by several scholars, quality of services provided by training organizations becomes vital for determining their existence. These subjects are one of the main interests of this research which examines how training institutes can achieve student satisfaction and attract more continuous enrolment.

The service quality determines as an emerging area of interest that emphasizes customer satisfaction. The progress of every business or project is greatly dependent on the performance quality of the services being provided. Businesses which offer the degree of service that consumers desire would have an advantage over rivals. Additionally, in a quality-focused approach, the client determines if the service quality is good or bad. Therefore, in order to attain client pleasure, the company must offer services or products of the highest quality (Raab et al., 2016). Educational services actively recognize the desires and students' perceptions of educational services to fulfill their needs and maintain comfort. Like other business educational business sectors often need to adapt measuring techniques to identify their service quality. Margot and Kettler (2019) defined the education quality by determining the students' experience. Over past decades, the researchers said that the association between the educational service qualities and the students' perception and value to organization was a central issue for the educational fields.

In a competitive business world, understanding the customers' needs and wants are the important factors to create successful business. The organizations approach the customer-centric position to achieve competitive edge. The customers' retention is the output of the customers' satisfaction. According to Fauzi and Suryani (2018), the business success is measured by increasing the customers' service quality and satisfaction. Park (2020) suggested that the business achieves the huge amount of market share and profitability by providing qualified services. Customer satisfaction measures how well a service or product meets the requirements and expectations of customers (Galvao et al., 2018). The customers' satisfaction factors depend on the social and economic circumstances of the customers (Hill, Brierley & MacDougall, 2017). Comparing the intended quality of service and the perceived quality of service is a service-oriented approach to quality. Providing the services that customers desire is a crucial strategy for achieving customer happiness.

Perceived service quality can be described as a consumer's satisfaction with how well a service meets their expectations. When service delivery expectations are

not met, institutions can run into potential problems. A possible scenario might be that the institution is not providing a service that matches the customers' expectations. In higher education, this could translate into a potential gap between the student's expectations vs. perceptions and the service delivered vs. those promised by the university, leading to customer dissatisfaction in relation to service quality levels. Thus, dissatisfaction occurs because of a disconfirmation of expectations. As the foundations of service quality and satisfaction are based on the disconfirmation theory, many marketers have used the terms interchangeably despite research highlighting the distinctiveness of the constructs.

The customer satisfaction literature confirms that the most direct determinants of satisfaction is quality of service, price, perceived value or performance and compliant handling. Gronroos (2004) stated that perceived service quality is an important determinant of customer satisfaction that has both cognitive and affective dimensions of the offerings of service providers. According to Kotler (2003), satisfaction is a person's feeling of pleasure that is result from comparing a product's perceived performance (or outcome) in relation to his or her expectations. More specifically, as explained by Huthcheson and Moutinho, 1998 the narrower the gap is between the consumers' expectations and the actual performance of the product or service, the higher is the consumer's satisfaction.

Measuring customer satisfaction is a key performance indicator within business and is often part of the balanced scorecard. The main aim of measuring customer satisfaction is to make a prompt decision for the continuous improvement of the business transactions. Attracting a new customer as a source to build on existing relationship, customer satisfaction measurement is essential to be measured. Similarly, to retain the current customer base, measuring customer satisfaction is equally important.

The importance of distinguishing satisfaction and quality was illustrated by Cronin and Taylor (1992), when they pointed out service providers need to find out what their priorities should be when choosing their approach to delivery of quality. However, the academic service provider's priority can be to deliver satisfied student customers who will then have a favorable view of education service quality, or they can prioritize the provision of a high-quality education service as an avenue to student satisfaction. That service quality perceptions lead to satisfaction, in contrast with the argument that student satisfaction is an antecedent to quality. The model tested in the

current study takes the former view that good service quality leads to positive levels of student satisfaction.

PSM International College provides teaching, A skill development training center focused on learning and education, HR, marketing Banking finance It offers world-class business management training programs such as Leadership and Personal Development Training. Business executives. It also provides consulting services to startups and SMEs. Our programs; Services and quality of teaching are aimed at maximizing the potential of students. In addition, Faculty members focus on preparing students with an academic foundation for the demanding professional careers and personal development of today and tomorrow. (PSM, 2023) Selecting the institute by the students is one of the competitive factors for institutes and which depends on respect to meet the student expectation and achieve the overall and ideal satisfaction of the students toward provided services. In this study, choosing the PSM International College is most reputable and biggest population of the student among the others education centers.

1.2 Problem statement of the study

Numerous studies are being conducted by businesses to determine the level of consumer satisfaction using various ideas. The improvement of customers' service brings back the customers' retention, positive feedback, and word-of-mouth marketing which increase the profitability of sector (ALAM & AL-AMRI, 2020). The researchers also said that increasing profits, market shares, and investment returns directly correlated with customer satisfaction. The various education sectors achieve advancements by knowing the students' perception of service quality.

1.3 Objective of the study

The main objective of this study is focus on;

1. To determine the factors influencing students' choice of PSM International College in Yangon, Myanmar.
2. To analyze the priorities and the relative importance of factors influencing students' choice of PSM International College in Yangon Myanmar.

3. To develop a model of attracting students for PSM International College in Yangon, Myanmar.

1.3 Research questions of the study

- a) Which factors influence choice of college/university among students of PSM International College in Myanmar?
- b) What model of attracting students can be developed for higher education system?

1.4 Scope and limitation of the study

This study focuses on the factors influencing students buying behavior at PSM International College. The study concerns service quality dimensions, addition to the following: campus environment; physical facilities; training equipment; instructor; training curriculum; training delivery; support services; library; and management of the institute—a significant predictor of student satisfaction. This study has important implications, as the study's findings may assist skills training institutions to identify which areas require greater attention to increase service quality. In addition, the concepts and practices of service quality are not sufficiently developed in the skills training sector. Contemporary literature in quality management tends to focus on manufacturing and other service sectors, with few experiential studies in the skills training sector. Method of the study, two sources of primary data and secondary data are used. Primary data are collected from the respondents by using structure questionnaire. Total student capacity of the students attending in PSM International College is only 300 persons. One hundred and fifty-two students will be collected from the all of the students by using probability sampling method. Secondary data is obtained from the international research papers, journals, articles reference text books. This study is limited only to PSM International College and it may imply that the result of

this study cannot be applied to other institutes. This survey is conducted during September 2023.

1.5 Relevance of the study

This study is to investigate the details of the student profiles and student buying decisions regarding quality of services offered by PSM International College. This study focuses on the students' response towards the services provided by PSM international college and to identify the student satisfaction.

CHAPTER II

LITERATURE REVIEW

This Chapter mainly presents about theoretical background of this study. In this chapter, the theories and definition of student satisfaction and student buying behavior including influencing factors on student satisfaction and the relationship between student satisfaction and student buying behavior. Prior studies on service quality on student satisfaction and student loyalty become the references to determine the structural model as well as the concepts of tangible and intangible service qualities, student satisfaction, student buying behavior, and their relationships.

2.1. Importance of Service Quality

In any marketing or business development books are described consumer buying behavior and customer satisfaction are very important. It is now common knowledge that customer satisfaction is one of the primary goals of any successful company. But the social marketing, with its branches, is taking the concept to other organizations as well, including universities / colleges. The goal of many student satisfaction papers is to create a model for the student buying behavior. If the model is not using mathematical concepts, it is a conceptual model. These kinds of models are often used in customer behavior research. Regarding student satisfaction conceptual models' different researchers proposed models able to assess student learning outcomes and satisfaction or able to identify variable determinants of students perceived quality.

The mathematical models are also present in the marketing field. In relation with student buying behavior and student satisfaction geo-demographic models or ecological models were developed. The customer behavior can be divided into five stages: need arousal, information search, evaluation (perception and preference), purchase and post-purchase. For each of these stages specific models can be used to understand the student buying behavior. The need arousal stage can be modelled by using stochastic models of purchase incidence or discrete binary choice models. The information search stage can be modelled with individual awareness models, consideration models or information integration models. The perception part of the evaluation stage can use perceptual mapping. The preference part of the same stage can take advantage of

attitude models, non-compensatory or compensatory models. For the purchase stage models like multinomial discrete choice models and markov models were developed. The post-purchase stage can be modelled by using variety seeking models, satisfaction models or communications and network models.

A measurement of the quality of the services offered is the perceived level of service. Customer loyalty and satisfaction are primarily linked with service quality. Satisfied customers are a tremendous asset and help to build the success of the business by boosting sales, profits, brand awareness, and customer loyalty (Balinado et al., 2021). The service provided should fulfill the needs and desires of the clients. The services as the intangible access. Moreover, the service plays as the critical factors of the relationship between consumer and services providers (Meesala & Paul, 2018). In production sectors, the product quality is easy to identify. However, the quality of service is difficult to define compared with quality of goods. The service quality as the significant factor of socio-economic development. The business can survive by improvement of services in competitive business world.

Service is vital factor in economic activities and it is invisible opening tools that bring benefits and make customers satisfied. Service quality is very important, especially for the growth and development of business firms in service sector. Thus, it is vital to know whether the customer's expectation regarding the service really matches the perceived service in all dimensions of service quality.

Zeithanm and Parasuraman (2004) defined service quality as the difference between customer's expectation of service and their perceptions of actual service performance. Service quality includes comparing customer expectation with the actual service performance. Service quality affects customer satisfaction by providing performance. The creation of client satisfaction will offer many advantages, as well as the link between organizations and consumers are harmonious, providing a basic for the purchase and creation of customer loyalty and result a recommendation by word of mouth that can benefit the organization. For success and survival in today's competitive atmosphere, delivering quality service may be a main importance for any economic enterprise. Service quality is considered as an important tool for a firm's struggle to differentiate itself from its competitors. The relevance of service quality to firms is emphasized especially the fact that it offers a competitive advantage to companies that strive to improve it and hence bring customer satisfaction.

Service is complex to understand. Service is a mean of delivering value to customers by facilitating outcomes that customers want to achieve. According to Kuo, Wu and Deng (2009), customer service is the opportunities for telecom service providers that are added to mobile network other than voice service in which contents are either self-created by service provider or provided through strategic compliance with service provider.

By the method of Parasuraman, service is an activity or series of activities of more or less in tangible nature that normally, but necessarily take place in interactions between customers and the service employee and /or physical resources or goods and /or systems of the service provider which are provided as solutions to customer problems. Service is an economic activity that creates value and delivers benefits to customers at the precise times and places. Service is the combination of many characteristics. Kotler and Keller (2007) stated that the typical characteristics of service are intangibility, inseparability, variability, and perishability.

The result of differentiation between expected services and perceived services is the service quality (Moghavvemi, & Lee, 2018). The processes of serving, communication with customers, and the tangible factors are the three major cores of service quality. The education program, administrative pathway, and auxiliary processes are the critical service factors of education sectors. The quality was the main factor in services marketing to measure and conceptualize service. Parasuraman, Zeithaml and Berry (1988) developed the five-factor SERVQUAL model to determine the service quality (Kumar & Hundal, 2018). The cultural and social development and economic development rely on the improvement of education sectors. The determination of service quality is important for education providers (Madani, 2019).

Service is a job or service that one party gives to the other party. Even though it may be closely associated with a physical product in this phase. But this act is essentially intangible and does not usually result in possession of any of the production variables. Enthusiasm to provide high quality services plays an important role in service industries. Because the quality of service is essential to such organizations' sustainability and productivity, it is also a profitable strategy for the company. Today, in most service industries, customer satisfaction and service quality are critical issues.

Service is process involves a set of activities that are more or less intangible, occurring naturally in encounters between customers and employees, physical

resources, products and or service providers structures that will be solutions to customer problems.

Services have four distinctive features that can affect marketing plans. These features include:

- i. Intangible: Services are immaterial and intangible. These features may be reduced customer trust.
- ii. Inseparable: Services come to consumed at the moment of produced, conversely goods, process of production, storage and distribution are not separate.
- iii. Heterogeneous: Services always is unique and never their duplicated are not identical.
- iv. Non-store: Services are destroyed in other words; they are non-stored.

Service is a work and practical offered by one party to the opposite party. Services has four distinctive feature included intangible, tangible, inseparable, heterogeneous, and non-store. A service has quality can satisfy customers' needs and wants. Common factors of service quality included process quality, product quality, physical quality, interactive quality, and organization quality. Service quality is more important due to increasing customer expectations, competitor activity, environmental factors, services nature and organizational internal factors.

2.2. Quality Dimensions of Education Service

(Owlia & Aspinwall, 1996) highlighted the role of students in higher education. According to them, service quality consists of tangibles, competence, attitude, content, delivery and reliability. Study conducted by (Gruber, Fuß, Voss, & Gläser-Zikuda, 2010) at German's universities showed that student satisfaction was associated with the person-environment relationship at the student's university or college. (Duque & Weeks, 2010) shows that supported resources, educational quality and learning outcomes shows an upward trend in student satisfaction. The student's satisfaction in education also depends on how much the student is involve with the activity. Therefore, it is obvious to engage with student if the aim of the educational organization is to help increase student satisfaction (Duque & Weeks, 2010). Positive feedback on student

learning environment is associated with better learning outcomes and higher level of satisfaction.

Quality dimension of education service are measured by teaching student well, availability of staffs for student, consultation, library services, computing facilities, recreational facilities, class size, content and student workload (Athiyaman, 1997).

Understanding the underlying dimensions of student satisfaction and the factors that contribute to student satisfaction has several potential benefits and applications for institutions, students, environment and society. Several studies have examined the dimensionality of university student satisfaction. Overall, some fairly consistent factors tend to emerge:

- i. Education quality - course content and staff teaching
- ii. Social aspects and/or opportunities
- iii. Facilities and resources of the campus

Okun et al. (1981) and Okun, Kardash, Stock, Sandler and Baumann (1986) simply extracted two university student satisfaction factors:

- i. Academic aspects
- ii. Amenities and services

The Universities Student Satisfaction Questionnaire (USSQ) classified six dimensions of university satisfaction:

- i. Policies and procedures
- ii. Working conditions
- iii. Compensation
- iv. Quality of education
- v. Social life 6. Recognition (Betz, Klingensmith, & Menne, 1970; Betz, Menne, Star, & Klingensmith, 1971).

DeVore and Handal (1981) proposed a five-factor model of university student satisfaction:

- i. Working Conditions (relating to University Environment)
- ii. Compensation (cost vs. benefit)
- iii. Quality of Education (e.g. relating to teacher capability)
- iv. Social Life (involvement in social activity)
- v. Recognition (social belonging).

Clemes (2007) proposed a three-factor theory with multiple sub factors that further explain Student Satisfaction:

- i. Interaction Quality
- ii. Outcome Quality
- iii. Physical Environment

Lo (2010) identified three university student satisfaction factors:

- i. Instructor's directions and support
- ii. Own commitment to learning
- iii. Course policies

In this study, quality dimensions of PSM International College is categorized by seven independent variables as campus environment, teaching aids and facilities, instructor, curriculum, training delivery, support service and library.

2.3. Customer Satisfaction

To retain customer, the company's overall customer satisfaction is the most important indication to lookout for (Lee, 2004). Customer satisfaction is defined as customers' needs and goals when a service is providing a pleasurable level of fulfillment and emotional response (Oliver, 1997 as cited in Kotler & Keller, 2009). Customer satisfaction is an important factor to understand the customer satisfaction about what they need and want. Pleasurable means that fulfillment increases pleasure displease or anxiety. Fulfillment is determined by the customers' expectations. Expectation results from past experience, friends and associate's advice and marketers' or competitors' information and promises.

Customer satisfaction has a positive effect on an organization's profitability. The more customers are satisfied with products or services offered, the more chances for any successful business as customer satisfaction leads to repeat purchase, brand loyalty, positive word of mouth marketing. According to Zairi, 2000, customer satisfaction leads to repeat purchase, loyalty and customer retention. Satisfied customers are more likely to repeat buying products or services.

Cronin et al. (2000) through their examination clarified that consumer satisfaction can give a potential direct effect on customer loyalty. Positive customer satisfaction will trust which can give positive judgments to the school. Chahal and Mehta (2013)

and Naidu (2009), Shabbir et al. (2016) described education service quality and customer loyalty are significantly interconnected in the literature. They observed that readiness to return to the hospital and prescribing it to others is called as behavioral intentions. Client loyalty (e. g. educational to repurchase, readiness to give a positive word) is characterized as a function of consumer satisfaction.

Education, in particular the higher education market, is a key driver of economic growth. University student satisfaction has become an important component of quality assurance with the higher education sector becoming an increasingly competitive industry. Thomas and Galambos (2004) argue that the satisfaction of university students is critical for institutional performance in that successful universities have satisfied 'customers' as this satisfaction encourages additional students or 'customers' enrollment.

Maintaining and improving student satisfaction is considered an important goal of education and universities (Orpen, 1990); Student satisfaction indicates organizational effectiveness (Barton, 1978). A key factor in student satisfaction is the quality of teaching staff. As a result, the use of student rating scales as an assessment component of student learning has increased. Most, if not all, of them. Teaching staff in most universities are required to administer some form of teaching assessment to their students at some point in each course (Seldin, 1993). Assessing student satisfaction provides a way that universities can focus directly on issues of quality development in order to ensure that educational standards are high (Wiers-Jenssen, Stensaker, & Groggaard, 2002). Measures of student satisfaction can also assist in identifying and implementing areas for development.

Universities initially instituted satisfaction surveys to serve two purposes: to help administrators monitor the quality of teaching and to help teaching staff improve their teaching. University student satisfaction surveys are used today in more ways than ever before (Kulik, 2001). for example, to assess the quality and availability of library resources; To assess whether IT help and support is adequate for students and to consider students' opinions on the social aspects of university life.

Many faculty agree with the increased use of satisfaction surveys in universities. Teaching staff view these surveys as reliable and valid measures that bring methodological precision to teaching assessment. However, not all teachers share this view. Some teachers view student satisfaction surveys as quantitatively meaningless. Teaching staff often fear that students will get back at teaching staff or abuse this

anonymous power, warning that satisfaction surveys can turn the assessment of effective teaching into a personality contest. (Kulik, 2001).

Oliver R. L. Customer satisfaction leads to customer engagement and word-of-mouth advertising. Customer satisfaction affects purchase patterns and positive customer experiences that increase the number of loyal customers. According to (Qalati, Yuan, Iqbal, Hussain, & Zhenjiang, 2019) customer purchase decisions, repeat purchases, word-of-mouth advertising and the same product All other people's encouragement to buy is significantly influenced by their level of satisfaction.

Researchers and companies have noticed a significant connection between brand loyalty and customer satisfaction. Consumer satisfaction is associated with brand loyalty; sales force; profit Improves a business by increasing market share and competitiveness. Commercial sectors cater to consumer preferences and create new products and services that meet their needs. Researchers have agreed that customer satisfaction and service quality are closely related. (Klimecka-Tatar & Ingaldi, 2021) described service quality as customers' impression of the services provided. The so-called good service quality is providing good quality compared to others in the market (Ferrell & Hartline, 2012). Researchers have reported that understanding customer expectations helps to deliver competent services. In addition, The perception of service quality is calculated in terms of the difference between customers' expectations and perceptions of the actual delivered service. The quality of education services includes input chains, A service that satisfies customers by satisfying their specific needs and specific needs through processes and intuitive arrangements (Pokrovskaja, Ababkova, & Fedorov, 2019). In educational institutions, University employees are important stakeholders who have duties and responsibilities to provide services that provide customer satisfaction and bring organizational success (Naidoo & Mutinta, 2014). Student retention is the result of providing competent services that exceed their expectations (Kotler & Armstrong, *Princípios de marketing* (12a ed.), 2007). According to Kotler and Armstrong; Customers' positive feedback to the organization and their service experiences are directly linked. profit Organizational benefits such as competitiveness and survival are the primary outcomes of competent services. According to (Yunus,, Moingeon, & Lehmann-Ortega, 2010), the learners are the major stakeholders of education sectors, and the universities and institutes have the main responsibilities to fulfill their needs such as qualified education services, teaching pathways and well-trained staffs. Furthermore, the organization can get the learners'

satisfaction by offering programs like personal improvement, soft skilled trainings, and good learning environment.

Education sectors succeed in a competitive business environment when services exceed student expectations. (Bauman & Lucy, 2021). The success of the organization largely depends on the satisfaction of the learners and their positive feedback on the organization. In educational sectors worldwide, student feedback and suggestions are key determinants of organizational success (Huang & Lee, 2012). (Arokiasamy & Abdullah, 2012) stated that service quality has become one of the most significant success factors for companies to create and maintain appropriate competitiveness. In addition, academic aspects focus on evaluating students' perceptions of service quality. Companies and organizations can attract new customers and retain existing ones by providing quality service that satisfies customers. The most important task of education companies is to manage predictors to improve student satisfaction.

Although there are numerous reports perceived service quality in different sectors, only limited papers in the education industry in Myanmar. Determining students' satisfaction and perceived factors need to research in private education sectors. The current paper determines the perceived service quality factors, students' satisfaction level, and analyze the impact of perceived factors on students' happiness. The significant requirement of organizational success is an improvement of service quality. To survive in highly competitive business environment, the innovative service is a vital item. The organization and company promote the service to meet the customers' requirements and achieve profitability (Keller, 2013). Therefore, the governance of academic university and institutions try to improve the innovative customers service quality to fulfill the students' needs and gain high level of students' satisfaction.

Customer Satisfaction is an important indicator of a company's past, current, and future performance in order to determine retention of the customers (Lee, 2004). Customer satisfaction is defined as customer's needs and goals when a service is providing a pleasurable level of fulfillment and emotional response (Kotler & Keller, 2009). Customer satisfaction is a core factor to satisfy customers' needs and wants. Pleasurable moment means that fulfillment increases pleasure or reduces anxiety. Fulfillment can be called by the customer's expectations. Expectation comes from past buying experience, friends and college's advice.

Customer satisfaction with a purchase depends on the product's performance relative to a buyer's expectation (Kotler & Keller, 2009). Whether the customer is

delighted after buying depends on the business's performance in relating to the customer's expectation and whether the customer interprets all differences between the two. Customer satisfaction is a person feeling of pleasure or dissatisfaction that come out from comparing a product's actual performance and their expectation. If the performance reaches the expectation, the customer is satisfied. If the performance goes beyond expectations, the customer is delighted.

Customer satisfaction has a positive impact on the profitability of a business. The more satisfied customers are with the products or services provided. Customer satisfaction leads to repeat purchases; Loyalty As it leads to positive word of mouth marketing, the greater the chances of business success. Customer satisfaction is repeat purchase; It leads to loyalty and customer retention. They tend to say good things and recommend the product or service to others (Zairi, 2000). Dissatisfied customers may try to reduce variance by seeking information that confirms its high value (Kotler & Keller, 2009).

(Anderson, Fornell, & Lehmann, 2004) refers to customer satisfaction as an overall evaluation of a service provider's performance based on all of their past experiences with an organization. It provides a measure of satisfaction with an organization's products or services as measured by the number of repeat customers (Leon & Leslie, 2006). In many industries, High quality of service is regarded as a cornerstone for any successful organization to increase customer satisfaction.

(Oliver R. L., 1999) argued that customer satisfaction is the extent to which a product or service fulfills buyers' expectations and may reflect the consistency between the expected and actual performance of the product or service. According to Schmitt, Higher customer value leads to higher customer satisfaction (Schmitt, 1999). Wei offers a simple way to increase customer satisfaction. It is to identify the needs of buyers and satisfy them. In other words, a company to understand the expectations of the product or its employees; It is to manage to meet expectations earlier than competitors, and to improve weaknesses by continuously evaluating weaknesses to build customer trust and lifelong loyalty from the customer's perspective (Wei, 2002).

Understanding how to fulfill customers' needs is critical to alteration of available information into effective marketing strategies and future success of the organization. Higher customer satisfaction can cause in a higher organizational revenue. To sum up, despite the sort of definitions of customer satisfaction, academic generally agreed that customer satisfaction is related to the difference between expected and actual

performances, and customer satisfaction is crucial to corporate profits (Assaf, Barros, & Sellers-Rubio, 2011).

2.4. Customer Buying Behavior

Consumers and future buyers are at the heart of the model. Consumers may affect the company via their activities (or engagement), which indicates an interactive design.

Consumer Buying Behavior was studied by (Engel, Kollat, & Blackwell, 1986). When it comes acquiring a product or service, they said, the consumer buying behavior is a sum total of the buyer's views and choices. Pre- and post-buying choices are affected by several variables.

Individual consumer behavior is broken down into four sections by this model. These are Decision process stage, Information input stage, Information processing stage and Variable influencing the decision process.

Problem identification, search, alternative assessment, buy and consequences were all included in this model's depiction of the decision-making process. The model's Information processing portion, which has its first impact at the issue identification of the decision-making process, receives information from marketing and non-marketing sources. The consumer's reaction, attention, cognition, perception, yielding/acceptance, and retention of incoming marketer or dominated and non-marketing information are all components of the consumer's information processing. Individual traits such as values and life style and personality, as well as societal elements such as culture, reference groups and family and situational influences such as consumers' financial circumstances are all aspects that impact the decision-making process.

A consumer engages in purchasing activities several times per day. The purchase itself is the only visible evidence of a more complex process that a consumer goes through for every decision he or she makes. However, every purchase decision is different and requires different amount of time and effort.

A consumer's decision-making process includes five stages that the consumer goes through before the actual purchase. During these stages, the consumer recognizes a need; collect information; Evaluates alternatives and makes a purchase decision. Post-purchase behavior emerges in which the customer evaluates the level of satisfaction received after the actual purchase. (Kotler & Armstrong, 2009). Kotler and Armstrong suggest that the consumer can skip a few stages during a routine purchase. However,

when a consumer is faced with a new and complex purchase situation; All five of these steps need to be used to complete the purchase process.

The decision-making process begins with the recognition of needs. There are a few types of need recognition. A category is where the customer recognizes a need or problem that may arise from internal or external stimuli. Internal motivations are the basic needs of a human being; for example, The stomach causes hunger and motivates the consumer to buy a hamburger. For example, extrinsic stimuli may be an ad that makes you think about buying a new computer. (Kotler & Armstrong, 2009) At this stage, the consumer often sees a significant difference between the current state and the desired state. The process of necessary recognition can occur naturally, but often marketers can set it into action. Marketers are trying to create demand that compels consumers to use a product regardless of the brand they choose. Marketers will try to persuade consumers to choose their brand instead of others. (Solomon, 2004) The classification of need recognition includes the following.

1. Functional Need: A need relates to a business problem. Consumers buy washing machines to avoid washing clothes by hand.
2. Social need: Needs arise when a consumer wants social recognition or belonging. Consumers may purchase luxury items to look good in front of others.
3. Need for change: The consumer feels the need for change. This can lead to buying new clothes or furniture to change the current look. (Perreau, 2014)

In the second stage of the decision-making process, the consumer engages in information search. Sometimes consumers can choose products without information, and other times they need to search carefully to find out all the information. (Solomon, 2004) Consumers talk to friends or family. You can get information from many sources by reading magazines or searching the internet or handling the product. Search volume usually depends on the information obtained from the search and satisfaction. Today, consumers receive a great deal of information from commercial sources controlled by marketers. Still, the most effective resources are often personal, such as family or friends. Consumers can access information and increase awareness towards available brands. This information helps consumers narrow down certain brands when making their final brand choice. (Kotler & Armstrong, 2009) After collecting the data, the consumer will be able to evaluate different alternatives. Evaluation of alternatives will vary between users and purchases. In some cases, customers make their purchase decision based on impulse and intuition with little or no evaluation. In cases where there

is little or no evaluation of alternatives, the normal decision-making process may be initiated. On the other hand, Consumers engaged in a lengthy problem-solving process may carefully evaluate between multiple brands. Alternatives that are actively considered during the choice process are known as consumer preferences. This attractive set includes products or brands that are already in the consumer's memory and important in the retail environment. Although a consumer may consider many alternatives. An inspired set usually includes very few alternatives. These alternatives share a few features in common with each other. (Solomon, 2004)

In the fourth step, the consumer is ready to evaluate the alternatives and move on to the actual purchase. Typically, the consumer's purchase decision is to buy the most preferred brand. There are factors that can affect a consumer's purchase decision, such as the attitudes of others or beliefs about the brand created by marketers. (Kotler & Armstrong, 2009) Sometimes, to simplify purchasing decisions, consumers take mental shortcuts that lead to hasty decisions. The last type of decision-making is variety seeking buying behavior. As the name already reveals, consumers are interested to change the brand for the sake of variety rather than dissatisfaction. Consumers can make buying decisions without evaluation and evaluate the brand during consumption. However, next time the consumer might pick up a different brand simply to try another brand. (Kotler & Armstrong, 2009) These kinds of decisions are usually made with the products that are bought everyday like cookies or coffee.

Marketers can encourage consumers to variety seeking by offering low prices, free samples, or special deals. It is defined as the extent to which the purchasing organization seeks to shape or control its environment and maintain discretion over decision making related to the purchasing function. A critical task the purchasing organization is faced with is reducing the other organization's discretion while maintaining alignment with its own goals and interests (Pfeffer, Jeffrey, & Gerald R. Salancik, 1978). A purchasing organization that emphasizes a cost emphasis and has a high need for decision making autonomy has a greater need for control over decisions that directly impact the goal of cost reduction. As such, the purchasing organization is likely to put more efforts into a transaction-by-transaction approach in order to process decision making through a focus on value-maximization and cost reduction.

In organizations, buying center members make buying decision collaboratively. Thus, their decisions are based on their selected collaborative type. There are two types of collaboration type; one is transactional Collaboration which includes process,

maximization and Quality and the second is the strategic Collaboration which has a group focus on building strategic partnerships and group maximization through aggregate spend. the transactional collaboration type is focused primarily on a transaction-by-transaction search on each new purchase in order to value maximize the return on each transaction. A purchasing organization utilizing a transactional collaboration approach is processing purchases on a transaction-by-transaction basis. This allows the buying center the ability to identify the best course of action, such as the best product or supplier, for each individual purchase that the organization faces. As this takes place, the buying center has the ability to be flexible in order to select those products or suppliers that specifically meet organizational goals related to purchasing, such as quality and item specifications. In addition, by having the ability to be flexible the buying center is more able to utilize multi-sourcing which can help reduce stock-outs and other issues that may impact its ability to meet its goals. The transaction by transaction, value-maximization nature of transactional collaboration also provides the buying center with the ability to achieve cost savings in line with objectives. Therefore, transactional collaboration is likely to enhance purchasing effectiveness.

The strategic collaboration type has a different focus than the transactional collaboration type. The strategic collaboration purchasing approach is highly involved in the collaborative process through activities. Strategic collaboration is characterized by compliance to contracts, monitoring vendors, and higher commitment and dependence.

2.5. Student Satisfaction and Student Loyalty on Education Service

Several theories have been proposed in an attempt to better understand the psychosocial dynamics of student satisfaction. for example, Happy and productive student theory (Cotton, Dollard, & de Jonge, 2002) addresses student satisfaction; It has been suggested that it is mediated by psychosocial factors such as stress and well-being. This demonstrates that higher levels of psychological stress at university are associated with lower satisfaction.

The investment model is student satisfaction; Explains the relationship between utilization and academic performance. Satisfaction increases when the rewards (levels) of study increase. When costs, such as financial and time constraints, are low and

alternatives are understudied. higher satisfaction (Hatcher, Kryter, Prus, & Fitzgerald, 1992). Using the investment model, students at risk for "dropping out" can be identified, and counseling and other student support services can be offered as a preventative measure. To improve retention rates and the quality of graduates, universities are using non-traditional, non-traditional, such as Indigenous and regional Australians; Consideration needs to be given to meeting the needs of currently under-represented students such as Indigenous and regional Australians (Bradley, 2009).

A third theoretical approach, based on consumer satisfaction theory, defines students' expectations about the university as the extent to which expectations are met with positive affirmations, leading to high levels of satisfaction (Churchill & Suprenant, 1982). The study by Wiers-Jenssen et al. (2002) found that teaching quality (academic and pedagogic) was a key determinant of student satisfaction (Wiers-Jenssen et al.). social climate; aesthetic aspects of physical infrastructure and quality of services from administrative staff; quality of supervision and feedback from academic staff; formation, relevance to the content of the curriculum; quality and access to recreational activities; Factors of student satisfaction should not be overlooked when considering them (Wiers-Jenssen et al., 2002).

Chestnut (1978) explored the psychological meaning of loyalty in an attempt to distinguish it from behavioral definitions. Their study concluded that consistent purchasing as an indicator of infidelity is invalidated by incidental purchasing or preference for convenience, and that consistent purchasing can mask loyalty if many consumers are loyal.

Oliver's (1997) framework follows this cognitive-affective-relationship patent, but argues differently that consumers may be loyal to each of the attitudinal stages corresponding to different components of the attitude development construct. Specifically, consumers are theorized to be cognitively loyal first. Then later, in a sense of affection. Later, in cognitive form. Finally, it is theorized in a behavioral model described as "action inertia".

2.6. Conceptual Model of the Study

Based on literature and finding from different researchers, conceptual frame work is newly developed with own concept. The model shows that there are eight independent variables of quality dimension of the PSM International College which

impact on student buying behavior. In final stage student buying behavior is a dependent variable and above-mentioned satisfactions become independent variables as shown in figure.

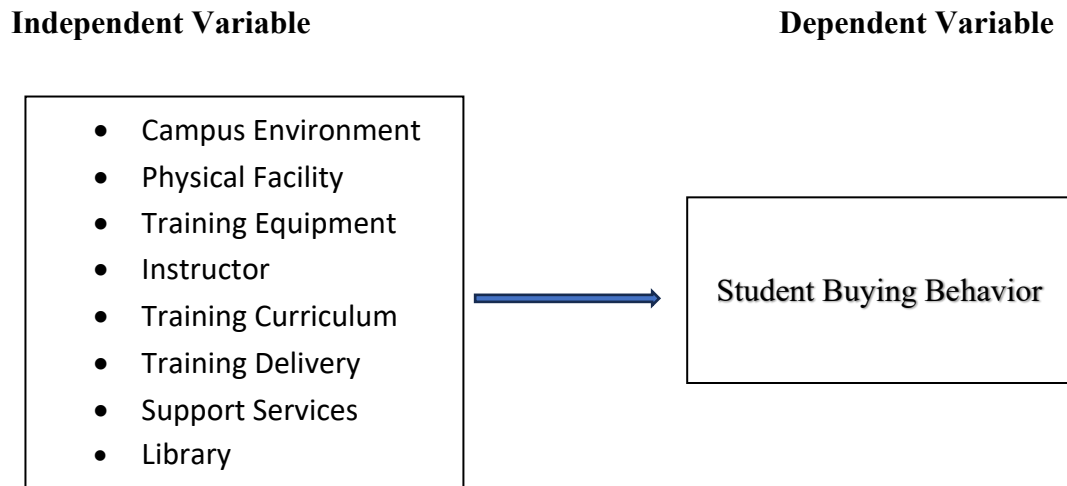


Figure 2.1. Conceptual frame work for factor influencing on student buying behavior

CHAPTER III

RESEARCH METHODOLOGY

This research is descriptive analytical research of the actual relationships that may exist between independent and dependent variables. The descriptive part is needed to describe and identify the research factors, which constitute the factors influencing students' satisfaction on PSM International College. In the analytical part, the research model is being tested through examining the relationship between the student's buying behavior and students' satisfaction.

3.1 Research Design and Sampling

The study was undertaken to examine the level of students' satisfaction and the student's buying behavior that influence on the customer satisfaction by the customers of PSM International College in Myanmar. Convenience sampling will be used in this research to collect the data from students. Convenience sampling was chosen because customers for the study could easily get the researcher to participate as respondents (Farrokhi & Hamidabad, 2012). The researcher will use random sampling method. The data for this study will be collect from PSM International College, Yangon, Myanmar. Total sample respondents will be 152 students.

3.2 Data Collection and Analyses Method

The present study depends on primary data, which is collected through survey method by using a questionnaire. A survey method of data collection through questionnaire was used to collect data for this study because this method cheaper, allowing anonymity and allowing for more honest responses. The respondents were asked to rate each statement using Likert scales of 1 to 5.

In addition, the Internet document Secondary data available in journals and international publications will be used in the literature review.

The collected data through survey were analyzed by using descriptive and inferential statistics. Statistical analyses were conducted using Statistical SPSS version 23 and Microsoft excel (2016).

3.3 Reliability Test

Reliability testing is a very important part prior to analysis, as it is performed to ensure consistent measurements across the various sections of the questionnaire. Conduct a qualitative pilot study to identify and eliminate potential questionnaire issues. According to Sekaran (2003), measures of reliability were considered to indicate the stability and consistency of the mechanism. This method demonstrates credibility by socially examining the internal consistency of survey questionnaires presented on the Likert scale.

Table (3.1) Reliability Test

Variable	Cronbach's Alpha	Numbers of Items
Campus Environment	0.773	5
Teaching Aids and Facilities	0.706	5
Instructors	0.730	5
Curriculum	0.802	5
Training Delivery	0.700	5
Support Service	0.782	5
Library	0.865	5
Buying Behavior	0.919	12

Source: Survey Data (2023)

Cronbach's alpha is very important and the range of Cronbach's alpha should be between 0.00 and 1.00. However, for the research purpose, some researcher suggested that the minimum standard for reliability should be 0.70 or higher. Table (3.1) shows the analysis result of Cronbach's alpha for each variable and all the *Alpha values* are more than 0.70 which mean questionnaires have accomplished with consistency and stability.

3.7 Ethical Consideration

All researchers must be aware of research ethics. Ethics relates to the researcher who is conducting the study and should aware of basic responsibilities and obligations and the respondent who has an obligation to cooperate and be truthful to a survey or interview. The study therefore was conducted with fairness and justice by eliminating

all potential risks. Confidentiality and anonymity of respondents were highly considered as well as informed consent. After a full explanation of the nature of the students, participants were asked to give either verbal consent of their willingness to participate in the study.

CHAPTER IV

ANALYSIS ON THE EFFECT OF CUSTOMER BUYING BEHAVIOR

This chapter presents the results of the analysis on student satisfaction and buying behavior at PSM International College. The questions for influencing factors are divided into three categories: demographic factors of students (customer), factors associate with student satisfaction and student loyalty. Student satisfaction and loyalty survey questions comprised of five Linkert scale questions. As 21 methods of analysis, multiple regression analysis was conducted using the statistical packages for social science (SPSS) software.

4.1. Profile of Respondents

Profile of respondents has very significant role to play in expressing and interpretation of the research findings. All of the respondents are students studying at PSM International College at the time of questionnaire survey. General information about them is analyzed and presented in Table (4.1). Female students are more than male students. And also, single students are more than married students. Five different ages of groups are surveyed for this research. The largest distribution of the respondents is the group of respondents who are between 20 to 30 years old. The second largest group is age between 30 to 40 years old. Third place occupied by the group of respondents who are age between 40 to 50 years old. The smallest portion of distribution is age of above 60 years old. Therefore, it can be summarized that most students are attending the classes of PSM International College are between age of 20 to 40 years old. For the monthly income, the monthly salary is divided into six groups. The majority of respondents' salary is under 300,000 MMK. The second largest group is the respondents with monthly salary under 500,000 MMK. The third largest group is respondents with monthly salary under 800,000 MMK. The fourth largest group is respondents with salary under 1,200,000 MMK. The fifth largest group is respondents with salary above 1,200,000 MMK.

Table 4.1. Profile of Respondents

Profile of respondents	Description	No. of Respondents	No. of Respondents
Gender	Male	40	26%
	Female	112	74%
Marital Status	Single	97	64%
	Married	51	34%
	Divorced	4	2%
Age	<20	4	2%
	20 – 30	77	51%
	30 – 40	57	38%
	40 – 50	12	8%
	>60	2	1%
Monthly Income	<300,000	41	27%
	<500,000	38	25%
	<800,000	28	19%
	<1,200,000	22	15%
	>1,200,000	14	9%
	Other	8	5%

SOURCE: SURVEY DATA 2023

4.2. Student Perception on Service Dimension of PSM International College

Student perception on service dimension is categorized into seven independent variables as campus environment, teaching aids and facilities, Instructors, Curriculum, training delivery, support service and library. The dependent variable is as student satisfaction. Under each and every heading five survey questions comprised of five Linkert scale questions. The data were subsequently coded as follows (1) Strongly Disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly Agree. The mean values and standard deviation of student perception on service dimension are shown in under mentioned tables as follows.

The Table (4.2) shows service dimension of campus environment. It comprised five questions as interior decoration, the environment of the training center campus, car

parking facility, convenience of transportation situation and good social environment to be analyzed. The mean value and standard deviation of each and overall mean are shown as follows.

Table 4.2. Service Dimension of Campus Environment

	Mean	Std. Deviation	N
I like the interior decoration of the PSM	3.76	.725	152
I like the environment of PSM campus	3.92	.802	152
Car Parking facility is convenience for me during attending PSM	3.64	.686	152
Transportation situation to PSM is convenience for me	3.74	.770	152
There is good social environment in my class	3.98	.656	152
Overall Mean	3.80		

SOURCE: SURVEY DATA 2023

As shown in Table (4.2), most of the respondents agree with the five service dimensions of the statements and their mean value is more than 3.80. The mean value of social environment in the classes achieved the highest mean score as 3.98. The mean values of interior decoration, environment of the training center campus and convenience of transportation situation are 3.76, 3.92 and 3.74 respectively. The lowest mean score is achieved by car parking facility dimension at 3.64.

The Table (4.3) shows service dimension of teaching aids and facilities. It comprised five questions regarding class room size, room temperature and cleanliness, teaching equipment, effective update information, modernized facilities in education sector and cafeteria. The mean value and standard deviation of each and overall mean are shown as follow.

Table 4.3. Service Dimension of Teaching Aids and Facilities

	Mean	Std. Deviation	N
Class room size, room temperature and cleanliness are comfortable for me	4.03	.630	152
Teaching equipment are suitable to current technology	4.16	.581	152
The PSM always give effective update information to me	4.17	.698	152
The PSM provides modernized facilities in education sector	3.90	.717	152
I satisfy Cafeteria in the PSM campus	3.88	.754	152
Overall Mean	4.02		

SOURCE: SURVEY DATA 2023

As shown in Table (4.3), most of the respondents had high level of agreement (satisfaction) with the five service dimensions of the statements and their mean value is 4.02. The mean value of The PSM always give effective update information to me and Teaching equipment are suitable to current technology are highest mean score as 4.17 and 4.16. The mean values of Class room size, room temperature and cleanliness are comfortable for me, The PSM provides modernized facilities in education sector and I satisfy Cafeteria in the PSM campus are 4.03, 3.9 and 3.88, respectively.

The Table (4.4) shows service dimension specific to the instructor. It comprised five questions as all instructors have sufficient knowledge in the subjects, all instructors have effective teaching skill in the subjects, the instructors are always accessible and available, all instructors are good at communication with students and punctuality of instructors are meet with intended course. The mean value and standard deviation of each dimension and overall mean are shown as follows.

Table 4.4. Service Dimension of Instructor

	Mean	Std. Deviation	N
All instructors have sufficient knowledge in the subjects	4.20	.691	152
All instructors have effective teaching skill in the subjects	4.21	.706	152
The instructors are always accessible and availability	4.00	.719	152
All instructors are good at communication with us	4.34	2.444	152
Punctuality of Instructors are meet with intended course	3.95	.740	152
Overall Mean	4.14		

SOURCE: SURVEY DATA 2023

As shown in Table (4.4), Most of the respondents agree with the five service dimensions of the statements and their mean value is more than 4.14. The average value of all instructors has the highest average score of 4.34 and is good in communicating with us. The second highest mean score was 4.21 mean score with respect to all teachers with effective teaching skills in the subjects. The values of trainers are always accessible and attainable meanings; The instructor's timing course is consistent with the intended course, and the instructor's effective teaching ability is 4.20; 4.00 and 3.95 respectively.

The Table (4.5) shows service dimension of the curriculum. It comprised five questions as attractive content and ability to stimulate students' interest, relation of teaching to practical work is effective for students, teaching content to meet on job requirements for students, teaching contents and schedules are available early for students and teaching contents are meet with exam requirements for students. The mean value and standard deviation of each and overall mean are shown as follows.

Table 4.5. Service Dimension of Curriculum

	Mean	Std. Deviation	N
Attractive content and ability to stimulate students' interest	3.91	.703	152
Relation of teaching to practical work is effective for me	4.11	.696	152
Teaching content to meet on job requirements for me	4.10	.688	152
Teaching contents and schedule are early available for me	3.94	.702	152
Teaching contents are meet with exam/ assignment requirements for me	3.88	.745	152
Overall Mean	3.98		

SOURCE: SURVEY DATA 2023

As shown in Table (4.5), most of the respondents agree with the five service dimensions of the statements and their mean value is more than 3.98. The mean values of relation of teaching to practical work is effective for me and teaching contents are meet with exam requirements achieved the highest mean score as 4.11 and 4.10. The third and fourth highest mean scores are teaching contents and schedule are early available for me and attractive content and ability to stimulate students' interest are as 3.94 and 3.91 respectively. Teaching contents are meet with exam/ assignment requirements for me has the lowest mean score of 3.88.

Table (4.6) shows service dimension of the training delivery. It comprised of five questions as training schedule is suitable and not burdensome, effective training delivery, service provided within time promised, quality of training materials and notes and relevant assessment method. The mean value and standard deviation of each and overall mean are shown as follows.

Table 4.6. Service Dimension of Training Delivery

	Mean	Std. Deviation	N
Training schedule is suitable and not burdensome to me	3.87	.678	152
Training delivery is effective for me	3.91	.731	152
Service provided within the time promised by PSM	3.93	.678	152
I satisfy the quality of training materials and notes	3.90	.726	152
Assessment method is relevant for me	4.11	4.126	152
Overall Mean	3.94		

SOURCE: SURVEY DATA 2023

As shown in Table (4.6), most of the respondents agree with the five service dimensions of the statements and their mean value is more than 3.94. The mean value of relevant assessment method is the highest mean score as 4.11. The second and third highest mean scores are Service provided within the time promised by PSM and Training delivery is effective for me are as 3.93 and 3.91 respectively. I satisfy the quality of training materials and notes and training schedule is suitable and not burdensome are two lowest mean scores as 3.90 and 3.87 respectively.

Table (4.7) shows service dimension of the support service. It comprised five questions as providing good counseling service, providing orientation program for new students, providing safety and welfare of students, providing effective career guidance service and support staffs seem well trained, competent & experienced are to be analyzed. The mean value and standard deviation of each and overall mean are shown as follows.

Table 4.7. Service Dimension of Support Service

	Mean	Std. Deviation	N
Good counseling services is provided by PSM	3.88	.731	152
Orientation program for new students is provided by PSM	3.75	.766	152
Safety and welfare of students are provided by PSM	3.68	.809	152
Effective career guidance services are provided by PSM	3.98	3.270	152
PSM has support staffs who seem well trained, competent and experienced	3.80	.700	152
Overall Mean	3.81		

SOURCE: SURVEY DATA 2023

As shown in Table (4.7), most of the respondents agree with the five service dimensions of the statements and their mean value is more than 3.81. The mean value of effective career guidance services is provided by PSM achieved and good counseling services is provided by PSM the highest mean score at 3.98 and 3.88. The second highest mean scores are PSM has support staffs who seem well trained, competent and experienced and orientation program for new students is provided by PSM as 3.80 and 3.75. Safety and welfare of students are provided by PSM is lowest mean scores as 3.68 respectively.

The Table (4.8) shows service dimension of the library. It comprised five questions as library provides easily availability of textbook and learning materials, library arranges ease of borrowing process, Library is accessible online, operating hours suitable with students' need and library staffs have good knowledge skill are to be analyzed. The mean value and standard deviation of each and overall mean are shown as follows.

Table 4.8. Service Dimension of Library

	Mean	Std. Deviation	N
Library provides easily availability of textbook and learning materials	3.31	.783	152
Library arranges ease of borrowing process	3.08	.759	152
Library is accessible online	3.11	.794	152
Operating hours suitable with students' need	3.54	.780	152
Library staffs have good knowledge skill	3.21	.794	152
Overall Mean	3.25		

SOURCE: SURVEY DATA 2023

As shown in Table (4.8), most of the respondents agree with the five service dimensions of the statements regarding the library and their mean value is more than 3.25. The mean value of operating hours of library suitable with students' need has the highest mean score of 3.54. The second highest mean score are library provides easily availability of textbook and learning materials and Library staffs have good knowledge skill mean score of 3.31 and 3.21 each. The means values for library is accessible online and library arranges ease of borrowing process scored mean of 3.11 and 3.08 each.

Table (4.9) shows student perception on service dimension. It is categorized seven independent variables as campus environment, teaching aids and facilities, Instructors, Curriculum, training delivery, support service and library. The mean value and standard deviation of each and overall mean are shown as follows.

Table 4.9. Service Dimensions of Student Satisfaction

No.	Statement	Mean
1.	Campus Environment	3.80
2.	Teaching Aids and Facilities	5
3.	Instructors	4.14
4.	Curriculum	3.98
5.	Training Delivery	3.94
6.	Support Service	3.81
7.	Library	3.25
	Overall Mean	3.98

SOURCE: SURVEY DATA 2023

As shown in Table (4.9), most of the respondents agree with the seven service dimensions of the statements and their mean value is more than 3.5. The mean value of teaching aids and facilities has the highest mean score as 5. It indicates that perception of the respondents who are attending the classes at PSM International College because of teaching aids and facilities. The mean value of instructors has second mean score as 4.14. The mean value of the third and fourth are very close and nearly the same, these are curriculum and training delivery. It means that that student perception on the curriculum and training delivery are the important role to measure the service dimension of the PSM International College. They are followed by mean value of campus environment as 3.80. The means campus environment is crucial role to measure the student perception on service dimension. The mean values of campus environment, and library are 3.80 and 3.25, respectively. It can be concluded that the students' perception over these three factors is slightly lower than other factors.

4.3. Analysis on Factors Influencing Student Satisfaction

In this section results analyzing the influencing factors of student satisfaction are presented and explore the influencing factors on satisfaction. Linear regression model is carried out to understand the relationships between these factors.

The following table, Table (4.10) shows the mean values and standard deviations of student satisfactions on PSM International College. There are seven questions as service quality, teaching method, meeting the expectation, class size and student teacher ratio, feedback and suggestion system, safe and sound environment and

decision of selecting the training center. The mean value and standard deviation of each and overall mean are shown as follows.

Table 4.10. Student Satisfaction

	Mean	Std. Deviation	N
I satisfy service quality giving by PSM	3.83	.804	152
I satisfy teaching method of PSM	4.12	.670	152
PSM has met our expectation of intended course	4.02	.635	152
I satisfied that class size and student-teacher ratio	3.94	.739	152
I satisfy the feedback and suggestion system of PSM	3.86	.732	152
I satisfy that PSM gives safe and sound environment for me	3.95	.740	152
I satisfy my decision of selecting the PSM	4.14	.701	152
I will recommend to others regarding contents of training given by PSM	4.03	.650	152
I will recommend to others regarding services given by the PSM	3.91	.655	152
I get the meaningful and exciting experienced while study in the PSM	4.03	.661	152
I have an intention to pursue further studies in the PSM	3.89	.615	152
I would like to share benefits of attending course at the PSM to others	4.07	.682	152
Overall Mean	3.98		

SOURCE: SURVEY DATA 2023

As shown in Table (4.10), most of the respondents agree with the student satisfaction of the statements and their mean value is more than 3.98. The mean value of I satisfy my decision of selecting the PSM International College is the highest mean score at 4.14. The second and third highest mean score are I satisfy teaching method of

PSM International College and I would like to share benefits of attending course at the PSM to others as 4.12 and 4.07 respectively. The fourth highest mean score are I will recommend to others regarding contents of training given by PSM and I get the meaningful and exciting experienced while study in the PSM as 4.03 each. The fifth highest mean score is achieved by PSM has met our expectation of intended course as 4.02. The sixth and seventh highest mean are nearly same, I satisfy that PSM gives safe and sound environment for me and I satisfied that class size and student-teacher ratio as 3.95 and 3.94. I will recommend to others regarding services given by the PSM was eighth highest mean as 3.91 and I satisfy the feedback and suggestion system of PSM was ninth highest mean as 3.86. The last mean are I have an intention to pursue further studies in the PSM and I satisfy service quality giving by PSM as 3.89 and 3.83.

4.4 Multiple Regression Analysis of Buying Behavior on PSM International College

Multiple regression analysis was used to assess the relationship between the student buying behaviour, which included the dependent variable of customer satisfaction and the independent variables of campus environment, physical facility, training equipment, instructor, training curriculum, training delivery, support services, and library. Table (4.11) displays the outcomes of the multiple regression analysis.

Table 4.11 Factors Influencing Student Satisfaction

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.528	.293		1.802	.074
	Campus	.113	.075	.105	1.515	.032
	Physical Facility	.293	.086	.268	3.392	.001
	Instructors	.046	.047	.064	.976	.331
	Curriculum	.159	.077	.167	2.047	.043

	Training Delivery	.052	.065	.102	2.791	.430
	Support Service	.240	.079	.400	3.037	.003
	Library	.094	.050	.118	1.893	.060
R ² = 0.555						
Adjusted R ² = 0.533						
F Value = 25.611 (Sig.= 0.000)						
a. Dependent Variable: Student Buying Dec						

SOURCE: SURVEY DATA 2023

Dependent variable is customer satisfaction.

The proposed model is

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \dots + \beta_i X_i + \varepsilon_i$$

Thus, the estimated model is

$$\hat{Y} = b_0 + b_1 X_1 + b_2 X_2 + b_3 X_3 + b_4 X_4 + b_5 X_5 + b_6 X_6 + b_7 X_7 + e$$

Where,

$\hat{Y}$ = Customer Satisfaction

b_0 = Constant (interception)

b_i = Coefficient (the slope of the regression)

X_1 = Campus

X_2 = Physical Facility

X_3 = Instructors

X_4 = Curriculum

X_5 = Training Delivery

X_6 = Support Service

X_7 = Library

e = Error terms

The coefficient of determination, or R-square value, is 0.555 according to Table (4.11).

This means that the independent variables (Campus, Physical Facility, Curriculum,

Training Delivery, Support Service and Library) have, a 55.5% influence on the dependent variable (Student Buying Decision). The calculated F-value from the ANOVA table is **25.611**. As a result, at the 1% level, the multiple regression model is statistically significant. The effect of the selected independent factors on the student buying decision.

The regression model for PSM International School is;

$$\begin{aligned} \text{Customer Satisfaction} = & 0.528 + 0.113 \text{ Campus} + 0.293 \text{ Physical facility} + 0.046 \\ & \text{Instructors} + 0.159 \text{ Curriculum} + 0.052 \text{ Training Delivery} + 0.240 \text{ Support} \\ & \text{Service} + 0.094 \text{ Library} \end{aligned}$$

According to the regression coefficients, the campus coefficient is 0.113 ($P = 0.013$) and has a positive sign. This indicates that the campus is directly related to consumer satisfaction and is significant at the 5% level.

The Physical facility coefficient is 0.293 ($P = 0.001$) and has a positive sign. This means that Physical facility is directly related to consumer satisfaction and is statistically significant at the 1% level. PSM International School will invest in this factor.

The Curriculum coefficient is 0.159 ($P = 0.043$) and has a positive sign. This means that this is directly related to consumer satisfaction and is statistically significant at the 5% level.

The Support Service coefficient is 0.240 ($P = 0.003$) and has a positive sign. This means that promotion has a direct relationship with consumer buying decisions and is significant at the 1% level. The more a company invests.

The library coefficient is 0.094 ($P = 0.060$) and has a positive sign. This means that library has a direct relationship with consumer buying decisions and is significant at the 5% level.

According to the value of Standardized Coefficients, Physical facility is the highest value. Therefore, Physical facility is the most influencing factor on consumer buying decision of PSM International College.

CHAPTER V

CONCLUSION

The chapter is conclusion of the study that is included the finding and discussion of the previous chapters, the suggestion and recommendations of the study and needs for further research of the study. Finding and discussion are based on the influencing factors of student satisfaction and student buying behavior of PSM International College. Suggestions and recommendations are based on the result of the finding and need for further research described on the results of the findings.

5.1. Findings and Discussions

The main objective of this study is to explore the factors influencing student satisfaction and analyze the relationship between the student satisfaction and student loyalty at PSM International College. Student satisfaction and student loyalty are the significant concepts in customer behavior as well as business practice and academic research. Understanding of these important aspects in education sector can help the organizations to create a culture different from their competitors and modify their services in order to retain the customers in competitive market. With regard to student satisfaction and student loyalty are more important for institutes in this era. Loyal students are more likely to consume the services from the same institute rather than from new one. Every institute aim is to maintain the long-term relationship with the students in order to acquire the potential customers, needs and demands should be acknowledged also student loyalty has a great impact on the entire operations of the college.

In this paper, as a result from descriptive findings, the respondents demonstrated high level of satisfaction towards PSM International College. Student satisfaction was measured by the seven factors which are service quality, teaching method, meeting the expectation, class size and student-teacher ratio, feedback and suggestion system, safe and sound environment and decision of selecting the college. As can be seen from the results, teaching method, class size and student-teacher ratio, feedback and suggestion system, safe and sound environment and decision of selecting the training center are crucial factors influencing on student loyalty.

5.2. Suggestions and Recommendations

According to the analysis and finding the instructor, training delivery, support service and library have a high significant impact toward student satisfaction and loyalty of PSM International College. Therefore, the owner and Principal should promote the skill of the instructors by means of upgrading their knowledge in line with modern teaching methods. Regarding training delivery, the students are highly satisfied with relevant assessment method, the quality of training material and notes, service provided within time promised by college. However, satisfaction level on training schedule and effectiveness of training delivery are slightly lower than others. Regarding support service, the students are satisfied in providing of welfare service and quality of support staffs. However, student is slightly decreasing level of satisfaction over providing of counseling service, orientation program and career guidance. Hence, management team of college should focus on these services to achieve higher satisfaction level of the students in the future. Regarding training delivery system of the college, training schedule should be reviewed and revised by the principal.

Regarding library of the training center, operating hours of library achieved the highest satisfaction level of the students. Satisfaction levels of students on the online library accessibility and library staff's knowledge are slightly weaker than other factors. Therefore, management team of college should promote online library system and consider employing qualified librarian. Campus environment was not highly rated in satisfaction due to car parking facility and transportation situation. Therefore, management team of PSM International College should consider future provision of car parking facility to get the higher satisfaction level of the students. Nowadays, car parking facility is one of the important factors for customer satisfaction which lead to customer loyalty. Another factor is the teaching aids and facilities which include class room size, teaching equipment, effective update information, modernized facilities and cafeteria. As per results, student satisfaction level is slightly low in above mentioned facilities. The management team should upgrade those facilities to get higher satisfaction level of the students. Regarding curriculum, attractive content and ability to stimulate students' interest requires further attention as the mean score is relatively low in this aspect. The curriculum review and modernization are therefore recommended.

In training delivery sector, student satisfaction level on training schedule is slightly lower than others. So that training schedule should be reviewed and may be improved if that can be taken into account of student views.

5.3 Needs for Further Research

This research has focused only to identify the factors that influence on student satisfaction and student buying behavior of PSM International College. Further research should attempt to examine other International College and make comparisons between different colleges. Although data were collected from all students who attending at PSM International College, the survey does not cover the whole students who attended at PSM International College because of collecting data from alumni is not involved. Student satisfaction and loyalty are very important role for institute reputation and marketing of institute in competitive market. Therefore, further researchers should study the all of the institutes to cover the research area.

APPENDIX

SURVEY QUESTIONNAIRE

I am MBA Student of Swiss School of Business Research, Switzerland and conducting research for my thesis. I am going to ask a few questions about your opinion on PSM International College. I sincerely hope that you can spend a few minutes on this survey, and I would definitely value your opinions. Your identity and answers are absolutely confidential.

Thank you for your kind cooperation and support.

Gender ☐ Male ☐ Female

Marital Status ☐ Single ☐ Married ☐ Divorced

Age(years) ☐ <20 ☐ 20 – 30 ☐ 30 – 40 ☐ 40 – 50
 ☐ 50 – 60 ☐ >60

Job Title ☐ Executive/Supervisor ☐ Manager ☐ Director ☐ Owner
 ☐ Other

Monthly Income (Ks) ☐ <300,000 ☐ <500,000 ☐ <800,000 ☐ <1,200,000
 ☐ >1,200,000 Other

Studied subject at PSM ☐ Diploma ☐ Master

Educational Background ☐ B.Sc. ☐ B.A. ☐ M.A. ☐ M.Sc.
 ☐ Other

Question	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I like the interior decoration of the PSM					
I like the environment of PSM campus					
Car Parking facility is convenience for me during attending PSM					
Transportation situation to PSM is convenience for me					

There is good social environment in my class					
Class room size, room temperature and cleanliness are comfortable for me					
Teaching equipment are suitable to current technology					
The PSM always give effective update information to me					
The PSM provides modernized facilities in education sector					
I satisfy Cafeteria in the PSM campus					
All instructors have sufficient knowledge in the subjects					
All instructors have effective teaching skill in the subjects					
The instructors are always accessible and availability					
All instructors are good at communication with us					
Punctuality of Instructors are meet with intended course					
Attractive content and ability to stimulate students' interest					
Relation of teaching to practical work is effective for me					
Teaching content to meet on job requirements for me					
Teaching contents and schedule are early available for me					

Teaching contents are meet with exam/ assignment requirements for me					
Training schedule is suitable and not burdensome to me					
Training delivery is effective for me					
Service provided within the time promised by PSM					
I satisfy the quality of training materials and notes					
Assessment method is relevant for me					
Good counseling services is provided by PSM					
Orientation program for new students is provided by PSM					
Safety and welfare of students are provided by PSM					
Effective career guidance services are provided by PSM					
PSM has support staffs who seem well trained, competent and experienced					
Library provides easily availability of textbook and learning materials					
Library arranges ease of borrowing process					
Library is accessible online					
Operating hours suitable with students' need					

Library staffs have good knowledge skill					
I satisfy service quality giving by PSM					
I satisfy teaching method of PSM					
PSM has met our expectation of intended course					
I satisfied that class size and student-teacher ratio					
I satisfy the feedback and suggestion system of PSM					
I satisfy that PSM gives safe and sound environment for me					
I satisfy my decision of selecting the PSM					
I will recommend to others regarding contents of training given by PSM					
I will recommend to others regarding services given by the PSM					
I get the meaningful and exciting experienced while study in the PSM					
I have an intention to pursue further studies in the PSM					
I would like to share benefits of attending course at the PSM to others					

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