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**A Study of Relationship between Service Quality and Business Major Myanmar Students'
Satisfaction at three selected private universities in Bangkok, Thailand**

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**A Study of Relationship between Service Quality and Business Major Myanmar Students'
Satisfaction at three selected private universities in Bangkok, Thailand**

Abstract

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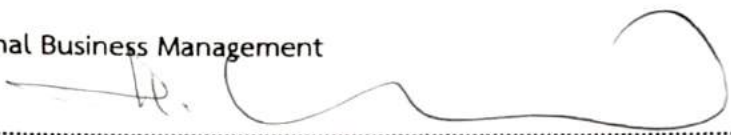
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The study aimed to investigate student satisfaction at three selected private universities in Bangkok, Thailand and to identify the relationship between the "Service Quality" and "Business Major Myanmar Students' Satisfaction" toward those private universities in Bangkok, Thailand. To achieve these objectives, Parasuraman's SERVQUAL Model was used in this research to measure the students' expected service and their perceived service by universities in the relation to five quality measures (Tangible, Responsiveness, Reliable, Empathy and Assurance). This paper was conducted using a set of questionnaires to 150 respondents to test the relations. In this study, the quality gap is resulted in each dimension 'Tangible', 'Assurance', 'Reliability', 'Responsiveness' and 'Empathy' of SERVQUAL Model and also overall students' satisfaction has significant relationship with each dimension of measure.

Keywords: Service Quality, SERVQUAL Model, Student Satisfaction, Private Universities, Gap Analysis.


Approved

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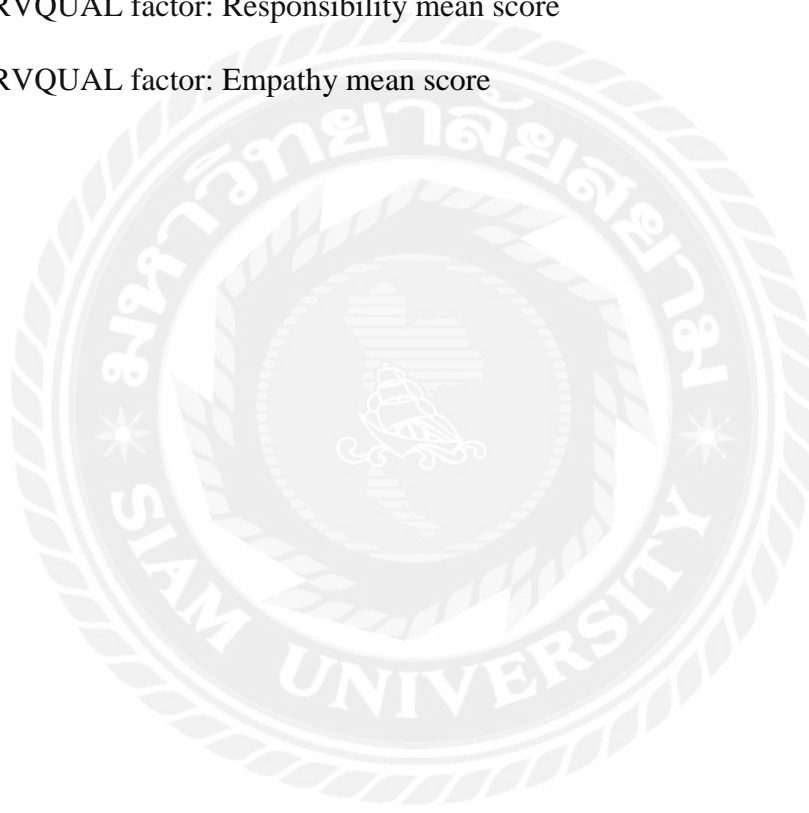
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Chapter 1

Introduction

1.1 Research Background

Nowadays, every country has been accepted globalization on education that different inputs are associated with social and cultural aspects into vigorous output. For the nation development, the improvement of education system has been considered as an important driving force for better human resource. Besides, with globalization, students from higher education sectors are being encouraged and are interested in exploring peculiar experiences across the globe. Accordingly, the traditionally organized universities, institutions and colleges worldwide are alarmingly being appalled because the numerous options and better opportunities are being provided to students in this competitive academic environment. Therefore, service quality and student's satisfaction has become the key factors of the universities' vivid focus in the present competitive higher education marketplace. In 2017, the international student population has reached nearly 5.1 million worldwide. It rises almost 20% over the past five year. There was a significant increase of 6.2%, from 4,787,696 to 5,085,893, over 280 countries, in mobility of international students in the academic year of 2015-2016.

In Thailand, there were 20,309 international students in 2012 and it was significantly increased to 31,571 international students in 2016 ([1](#)), which was over 55% in 4-year time. As of 2018, there are altogether 310 universities, colleges and institutes as in higher education learning. The research paper aims to study of relationship between Service Quality and Business Major Myanmar Students' Satisfaction at three selected private universities in Bangkok, Thailand. The concept of service quality and level of satisfaction has been considered as connected factors. According to

Malik, et al, (2010) [\(3\)](#) the quality service in service educational institutions is an important factor that is considered for attracting and retaining the students in particular and other stakeholder/customer in general. Understanding the factors influencing on business major Myanmar students' satisfaction studying at three selected universities will be mainly introduced in this chapter. First all, the whole study will be introduced by researcher, focused on business major Myanmar students at three selected universities, and followed by the statement of problem and research objectives. At finally, researcher will discuss about the scope and the limitation of this study.

1.2 Statement of the research problem

According to Thai Ministry of Education, higher education sector has been recognized as an increasingly competitive sector and the number of international students has grown considerably over the year. With the same concept, in order to gain more international business major students, the paper intends to observe whether business major Myanmar students are satisfied with the service quality they perceived.

The study focuses on relationship between Service Quality and Business Major Myanmar Students' Satisfaction at three selected private universities in Bangkok, Thailand.

The statements of the research problem arise ‘Is there any quality difference between perceived service quality and expected service quality with the reference to academic staff and the physical facilities provided by these universities and how it relates to the student satisfaction?’

1.3 Objectives of the study

This research is to achieve the following objectives:

1. To identify differences between the perception of students on service provided by the universities and the service quality they expected
2. To identify the relationship between the ‘Service Quality’ and ‘Business major Myanmar Student Satisfaction’

To achieve the objectives, the paper will measure the satisfaction of business major Myanmar students studying at three selected universities in Bangkok, Thailand by in terms of Assurance (AS), Empathy (EM), Responsiveness (RES), Tangibles (TA) and Reliability (RE).

1.4 The Scope of the study

The scope of the research is to study the relationship between Service Quality and Business Major Myanmar Students’ Satisfaction at three selected private universities in Bangkok, Thailand in term of Assurance (AS), Empathy (EM), Responsiveness (RES), Tangibles (TA) and Reliability (RE).

The researcher targets business major Myanmar students who have used study or are studying at three selected universities in Bangkok, Thailand. The Likert Scale measurement is used to evaluate the statement on 5-point scale. The 150-questionnaire survey was distributed via email and social media to business major Myanmar students who have used to study or is studying at three selected

universities in Bangkok, Thailand. The three selected universities in Bangkok, Thailand are Siam University, Assumption University and Bangkok University.

1.5 Significant of the study

The results of the present study can benefit the selected universities. First, administrators and responsible persons can use the outcomes generated from this study as a diagnostic tool to make the needed revisions and improvements related to the learning related resources. Second, selected Universities may gain a deeper and more thorough understanding of the strengths and weaknesses of teaching related methods, thus making decisions to continue or discontinue certain teaching related materials. Third, the outcomes of this study can help a thorough understanding that business major Myanmar students most concerned in term of satisfaction.

1.6 Conceptual Framework

In this study, the term service quality adopted from Parasuraman et al., (1990), LeBlanc & Nguyen (1997) and Hasan, et al., (2009). [\(18\)](#)

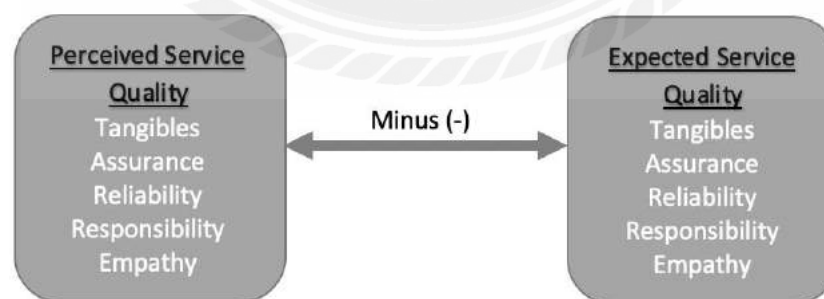


Figure 1.1 Conceptual Framework

Chapter 2

Literature Review

Chapter 2 is literature review and the topic of service quality and student satisfaction will be mainly introduced. The concepts of theories that in chapter 2 will be presented and within the definition of factors, the theories of this chapter will be better to understand. The main purpose of chapter 2 will be insight in this study.

2.1 Service Quality

The concept of quality had been evolved from “excellence” to “value”, to “conformance to specification”, and to “meeting and exceeding customer expectations” (Reeves and Bendnar, 1994 [\(4\)](#)). The first two definitions are quite close to assess and measure the quality of product or services, whereas the third is more appropriate to assess the quality of the product (Pariseau & McDaniel, 1997, [\(5\)](#)). Quality is key determinant for customers before purchasing a product or availing any type of service and it also plays a significant role in measuring the performance of product/service and the organization as well [\(6\)](#). The services literature focuses on perceived quality, which results from the comparison of customer service expectations versus perceptions of actual performance (Zeithaml, [\(7\)](#)). Quality can also be seen as relating to the fitness of a service or product to its intended purpose or use, subject to the expectations of the customer, user or public [\(8\)](#). Quality, therefore, must be in conformity with the customer's requirements or needs. This means that the quality of a service can be a definition of the customer's perception of what is good or bad, acceptable or not acceptable service (Babbar, [\(9\)](#)). Service quality may be conceptualized as customers or consumers overall feeling about the superiority or inferiority of the services they

received from the service provider (Zeithaml et al., 1990(14)). The most commonly referred to definition of service quality is the difference between customer expectations of what a customer will receive from a service provider and the perceptions about the services received by customer from the service provider (13).

The service quality in the field of education and higher learning particularly is not only essential and important, but it is also an important parameter of educational excellence (8). It has been found that positive perceptions of service quality has a significant influence on student satisfaction and thus satisfied student would attract more students through word-of-mouth communications (Alves and Raposo, 2010, (10)). Measuring the quality of services on a university campus and measuring the quality of manufactured goods are different matters. Fitzgerald (11) takes this further and says that "a service ... cannot be objectively measured." Such frustration stems from the difference between services and goods. For example, educational services are intangible and cannot be packaged, displayed or inspected fully by prospective students. Services also have a perishability problem because they cannot be stored for future delivery: when a student cut class, the professor's time is wasted (DiDomenico & Bonnici, (12)).

Quality, performance and satisfaction are considered to be the key factors and these factors are interrelated in a causal relationship or some time these three factors are used as synonymously due to the similarity in meaning (Cronin et al., 2000 (15); Bitner and Hubert, 1994). Still there is no precise definition of service quality from an educational point of view. However, service quality in education is defined as the difference between what a student expects to receive and his/her perceptions of actual delivery in according to O'Neill and Palmer (2004).

2.2 Service Quality Models

The most widely adapted and used model to measure perceived service quality was developed by Parasuraman et al. (1985, 1988) known as SERVQUAL. This instrument was comprised of ten different gaps and due to this reason, this is also known as gap model and later this model was refined by Parasuraman et al. (1991) and SERVQUAL instrument was based on gap 5. SERVQUAL based on gap 5, comprised of 5 service quality dimensions based on 22 items; tangible (4 items), reliability (4 items), responsiveness (4 items), assurance (5 items) and empathy (5 items). According to Buttle (1995), these three researcher and academicians since 1985, further developed, propagated and promoted this instrument through a series of publications by Parasuraman, Berry and Zeithaml. Till now a number of service quality model were presented to measure the service quality in different service environments. A study conducted by Nitin Seth et al., (2005), reported 19 service quality models used till now to measure the service quality. These models are given in the table below [\(6\)](#).

Table 2.2: Service Quality Models

SERVICE QUALITY MODEL	AUTHOR
1) Technical and functional quality model	Grönroos, 1984
2) GAP model	(Parasuraman et al., 1985)
3) Attribute service quality model	(Haywood-Farmer, 1988)
4) Synthesized model of service quality	(Brogowicz et al., 1990)
5) Performance only model (SERVPERF)	(Cronin and Taylor, 1992)

6) Ideal value model of service quality	(Mattsson, 1992)
7) Evaluated performance and normed quality model	(Teas, 1993)
8) IT alignment model	(Berkley and Gupta, 1994)
9) Attribute and overall affect model	(Dabholkar, 1996)
10) Model of perceived service quality and satisfaction	(Spreng and Mackoy, 1996)
11) PCP attribute model	(Philip and Hazlett, 1997)
12) Retail service quality and perceived value model	(Sweeney et al., 1997)
13) Service quality, customer value and customer satisfaction model	(Oh, 1999)
14) Antecedents and mediator model	(Dabholkar et al., 2000)
15) Internal service quality model	(Frost and Kumar, 2000)
16) Internal service quality DEA model	(Soteriou and Stavrinides, 2000)
17) Internet banking model	(Broderick and Vachirapornpuk, 2002)
18) IT-based model	(Zhu et al., 2002)
19) Model of e-service quality (Santos, 2003)	(Santos, 2003)

Source: Nitin Seth et al. (2005) [\(16\)](#)

However, “SERVQUAL” model developed by Parasuraman, Zeithaml and Berry (1985, 1988) were the most commonly used model and had been widely used in almost all the service organizations (Riadh Lidhari, 2009; Smith et al., 2007; Lee & Tai, 2008; Brochado, 2009) and

hundreds of unpublished articles using SERVQUAL, conference proceedings and in online journals [\(6\)](#).

2.3 Service Quality in Higher Education and Parasuraman's SERVQUAL Model

Most of the literature in the last few decades has focused on the dimensional approach. Therefore, a number of measures have evolved, including Gro'nroos model (Gro'nroos, 1982, 1984), SERVQUAL (Parasuraman et al., 1985, 1988), service performance (SERVPERF) (Cronin and Taylor, 1992, 1994), and industrial service (INDSERV) (Gounaris, 2005). All of these models have attempted to find a better scale to measure service quality from service specific perspective. Therefore, these models are based on services that the firm or industry offers to the market. Among these scales, the SERVQUAL has been widely used and mostly criticized. The SERVQUAL is based on Oliver's expectancy-disconfirmation paradigm or EDP (Oliver, 1980). [\(17\)](#)

Service quality research in higher education sector is new, at least, compared to that of the commercial sector. Most of the quality models that are commonly practiced in the business world have been adapted and used in the education sector (Chua, 2004). Service quality research in higher education develops relevant measures conceptualizing either SERVQUAL or SERVPERF. Recently, one study reports that SERVQUAL scale is reliable and valid when it is applied to a particular classroom environment (Stodnick and Rogers, 2008). This study further determines predictive ability of the SERVQUAL scale in a classroom environment using multiple regression analysis, where student satisfaction with the instructor is considered as a dependent variable and the five dimensions (assurance, empathy, responsiveness, tangibles, and reliability) are considered as independent variables [\(17\)](#) These five dimensions are defined as follow:

- Reliability: The ability to perform the promised service dependably and accurately
- Responsiveness: Willingness to help customers and to provide prompt services
- Tangibles: Physical facilities, equipment, and appearance personnel
- Assurance: Knowledge and courtesy of employees and their ability to convey trust and confidence
- Empathy: Caring, individualized attention the firm provides its customer.

In this study, the term service quality adopted from Parasuraman et al., (1990), LeBlanc & Nguyen (1997) and Hasan, et al., (2009). [\(18\)](#)

2.4 Student Satisfaction

Educational sector is an important sector which plays a significant role in the development of human capital and ultimately in the economic development of the country.

Kotler and Clarke (1987) define satisfaction as a state felt by a person who has experience performance or an outcome that fulfill his or her expectation. According to Zeithaml (1988) satisfaction is the resultant outcome of an institution's administrative as well as educational system's coherent performance. Because the students will be more satisfied and motivated for completing their studies if the institution provides an environment which facilitates learning i.e. the institution contains proper infrastructure for educational utility accumulated with essential parameters of professional and academic development.

It has increased competition among the educational institutions and quality is the key parameter in order to improve performance and gain student satisfaction. Student satisfaction can be gained by delivering superior customer values and it had become essential in creating a sustainable advantage

in this competitive international education market (Kotler & Fox, 1995). Student satisfaction has become a major challenge for the universities and it has been recognized that student satisfaction is the major source of competitive advantage and this satisfaction also leads towards student retention, attraction for new students and positive word of mouth communication, as well (Arambewela & Hall 2009).

It has been recognized and reported in earlier studies that long term survival and success of the universities depending upon the quality of services and the effort made by them to achieve that distinguishes one university from other universities (Aly & Akpovi, 2001; Kanji et al., 1999). In some earlier studies it had been reported that universities were also implementing quality management principles and used these principles as a strategic tool to gain competitive edge (Montano and Utter, 1999; Swift, 1996) and improved performance (Kanji & Tambi, 1998).

In addition, Bailey, Bauman and Lata study shows that student satisfaction can be viewed in a way of associating various multiple factors such as campus community, advertising services, and faculty in the educational environment accounted for the variance in students' satisfaction.

Gold reported that students are the key customers of academic institutions. Illias, Hasan, Rahman, and Yasoja proposed that student satisfaction has been built continuously with experiences on campus during the college years. Word-of-mouth communication from satisfied students to their friends, acquaintances, and relatives can help many academic institutions to attract new students. These satisfied students could go back to their previous academic institutions to study further or take other courses (Helgesen and Nasset ; Gruber, Fub, Voss, and Glaser-Zikuda). Every academic institution must make every effort toward meeting and exceeding student's expectation in order to ensure their sustainable operation and development (Anderson et al.,). Student satisfaction plays

an important role in determining accuracy and authenticity of the system being used. The expectation of the students may go as far as before they even enter and engage in the higher education (Palacio, Meneses, and Perez). [\(8\)](#)



Chapter (3)

Research Methodology

This quantitatively designed research is using survey questionnaire as convenient sampling to collect primary data from Myanmar students from three selected private universities in Bangkok, Thailand.

3.1 Scope of the study

The descriptive study focused on Business Major Myanmar students from three selected private universities in Bangkok, Thailand. The survey questionnaires were distributed by email, social media and by friends studying in three selected private universities. The survey data is to measure the student satisfaction by the quantitative techniques. In this study, the researcher used questionnaire as a tool to collect data from 150 samples.

3.2 Population and Sample Size

Population for this research are Business Major Myanmar Students from three selected private Universities in Bangkok, Thailand: Siam University, Assumption University and Bangkok University, which is around 170 Myanmar students from three selected private Universities during August 2018 to April 2019. The sample size was set by using the table The Research Advisor (2006). The significant level is accepted at 95 percent.

The formula (Krejcie, Morgan, 1970) used for this calculation was

$$n = \frac{X^2 * N * P * (1-P)}{(ME^2 * (N-1)) + (X^2 * P * (1-P))}$$

Where :

n = sample size

X^2 = Chi – square for the specified confidence level at 1 degree of freedom

N = Population Size

P = population proportion (.50 in this table)

ME = desired Margin of Error (expressed as a proportion)

$$X^2 = 3.841^2$$

$$N = 165$$

$$P = 0.5$$

$$(1-P) = 0.5$$

$$ME = 0.05$$

$$n = 149 \approx 150 \text{ Samples}$$

Required Sample Size[†]
from: **The Research Advisors**

Population Size	Confidence = 95.0%				Confidence = 99.0%			
	Degree of Accuracy/Margin of Error				Degree of Accuracy/Margin of Error			
	0.05	0.035	0.025	0.01	0.05	0.035	0.025	0.01
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
900	269	419	568	823	382	541	672	854
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	12455
75,000	382	776	1506	8514	658	1330	2563	13583
100,000	383	778	1513	8762	659	1336	2585	14227
250,000	384	782	1527	9248	662	1347	2626	15555
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
264,000,000	384	784	1537	9603	663	1354	2654	16586

† Copyright, The Research Advisors (2006). All rights reserved.

Figure 3.2 Population and Sample Size

Source: <https://www.research-advisors.com/tools/SampleSize.htm>

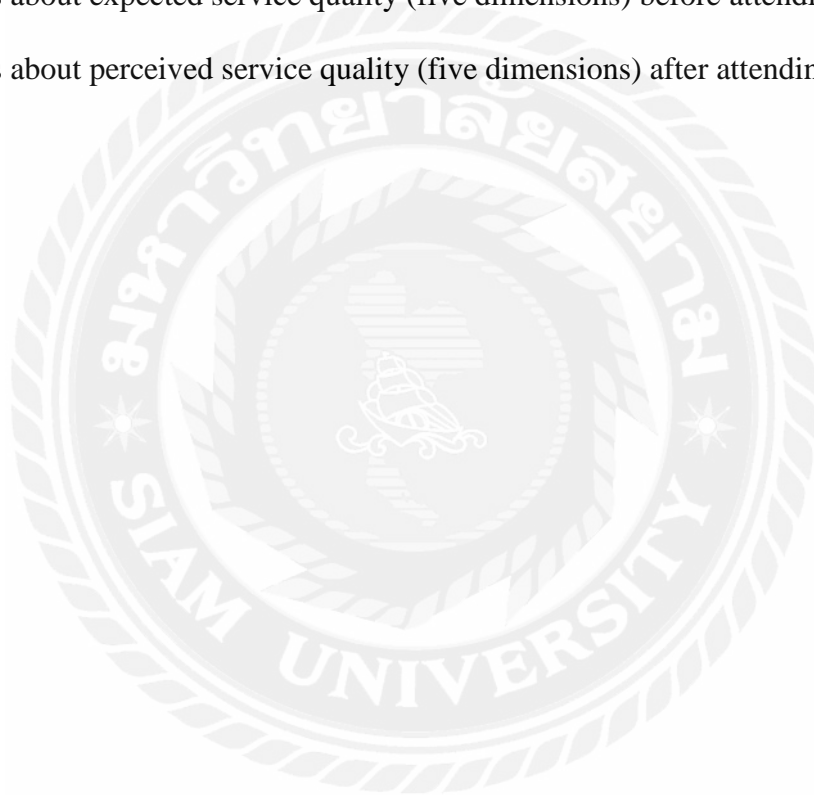
3.3 Data Collection procedures

Secondary source data were collected from text books, past researches, journals and world-wide-web pages. Primary source data were collected from questionnaire survey. The questionnaire for this study was based on concepts, theories and past research papers. The questionnaire consists of 3 parts including,

Part 1: questions about general information

Part 2: questions about expected service quality (five dimensions) before attending the university

Part 3: questions about perceived service quality (five dimensions) after attending the university



Chapter 4

Research Finding

This part presented the survey outcomes of the research by using the quantitative techniques to analyze the data regarding the service quality five dimension toward student satisfaction. In this study, the researcher used questionnaire as a tool to collect the data from 150 samples. The content of the research was related to SERVQUAL 5 factors (Tangible, Assurance, Reliability, Responsiveness and Empathy).

4.1 Demographic Factors

Demographic factors were divided into 5 categories which are gender, age, education, university and money spent on studying in Bangkok, Thailand.

Table 4.1.1 Gender

Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Female	85	56.7	56.7	56.7
Male	65	43.3	43.3	100.0
Total	150	100.0	100.0	

The majority of the respondents in this group are female accounted for 56.7 percent of the total respondents. The rest 65 respondents accounted for 43.3 percent of the total respondents are male.

Table 4.1.2 Age

Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 18-21 years old	19	12.7	12.7	12.7
22-25 years old	60	40.0	40.0	52.7
26-29 years old	50	33.3	33.3	86.0
30-33 years old	16	10.7	10.7	96.7
34 and More than 34 years old	5	3.3	3.3	100.0
Total	150	100.0	100.0	

Age was divided into 5 ranges which are 18-21 years old, 22-25 years old, 26-29 years old, 30-33 years old and 34 and More than 34 years old. The outcomes of Table reveal that the majority of the respondent is age between 22-25 years (40 percent) follow by 26-29 years old (33.3 percent), 18-21 years old (12.7 percent), 30-33 years old (10.7 percent) and 34 and More than 34 years old (3.3 percent) respectively.

Table 4.1.3 Educational level

Educational level

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Bachelor's Degree	87	58.0	58.0	58.0
Master's Degree	63	42.0	42.0	100.0
Total	150	100.0	100.0	

Education level was divided into 2 ranges which are bachelor's degree and master's degree. The results of Table reveal that the majority of the respondent is bachelor's degree students (58 percent) followed by master's degree students (42 percent).

Table 4.1.4 University

University

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Siam University	69	46.0	46.0	46.0
Assumption University	44	29.3	29.3	75.3
Bangkok University	37	24.7	24.7	100.0
Total	150	100.0	100.0	

This table shows the university where the respondents are from. 46 percent of total respondents is from Siam University followed by 29.3 percent (Assumption University) and 24.7 percent (Bangkok University) respectively.

Table 4.1.5 Money spent on Studying in Bangkok, Thailand

Money spent on studying

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Less than 200,000 THB	42	28.0	28.0	28.0
Between 200,000 - 999,999 THB	98	65.3	65.3	93.3
Between 1 million - less than 2 million THB	1	.7	.7	94.0
more than 2 million THB	9	6.0	6.0	100.0
Total	150	100.0	100.0	

This table shows money spent on studying in Bangkok, Thailand. It was ranged into 4 ranges which are Less than 200,000 THB, between 200,000 - 999,999 THB, between 1 million - less than 2 million THB and more than 2 million TH. 65.3 percent of the total respondents revealed that between 200,000 - 999,999 THB is spent on studying in Bangkok, Thailand followed by 28 percent (Less than 200,000 THB), 0.7 percent (between 1 million – less than 2 million THB) and 6 percent (more than 2 million THB) respectively.

4.2 Data Analysis: Reliability

For testing the internal consistency of the SERVQUAL instrument the Cronbach's coefficient alpha was used. The results of Cronbach's alpha test are shown in the table 4.2. All the alpha values are well above 0.8 for a reliable scale, which suggests that the internal reliability of each factor is satisfactory.

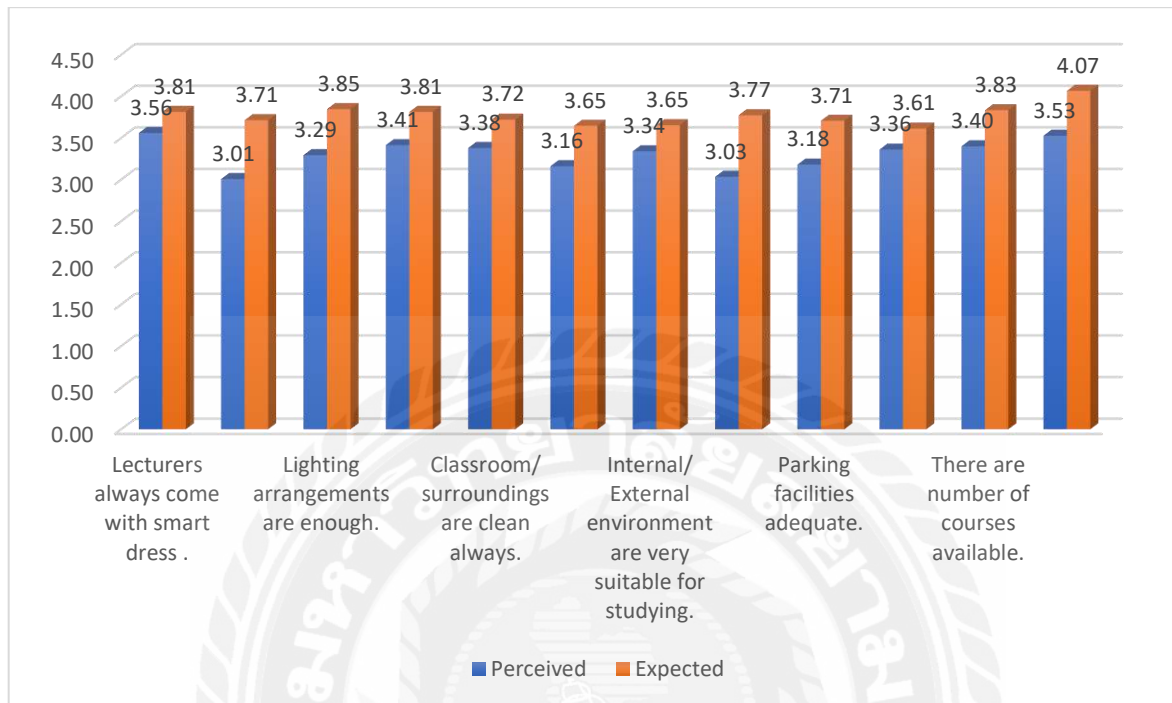
Table 4.2.1 Reliability test- Cronbach's Alpha.

Factor	No. of Items	Cronbach's Alpha
Tangible	12	.938
Assurance	7	.866
Reliability	7	.862
Responsiveness	6	.893
Empathy	6	.865

Data Analysis: SERVQUAL factor

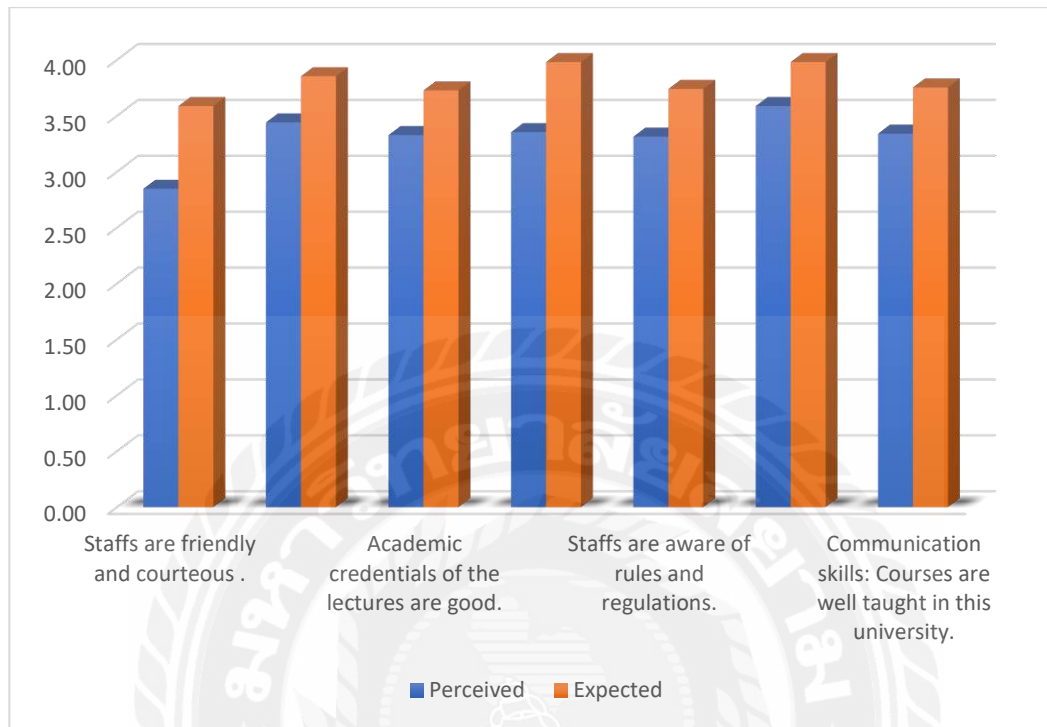
This bar chart reveals the perceived service quality and expected service quality with respect of Tangible dimension.

Figure 4.2.1 SERVQUAL factor: Tangible mean score



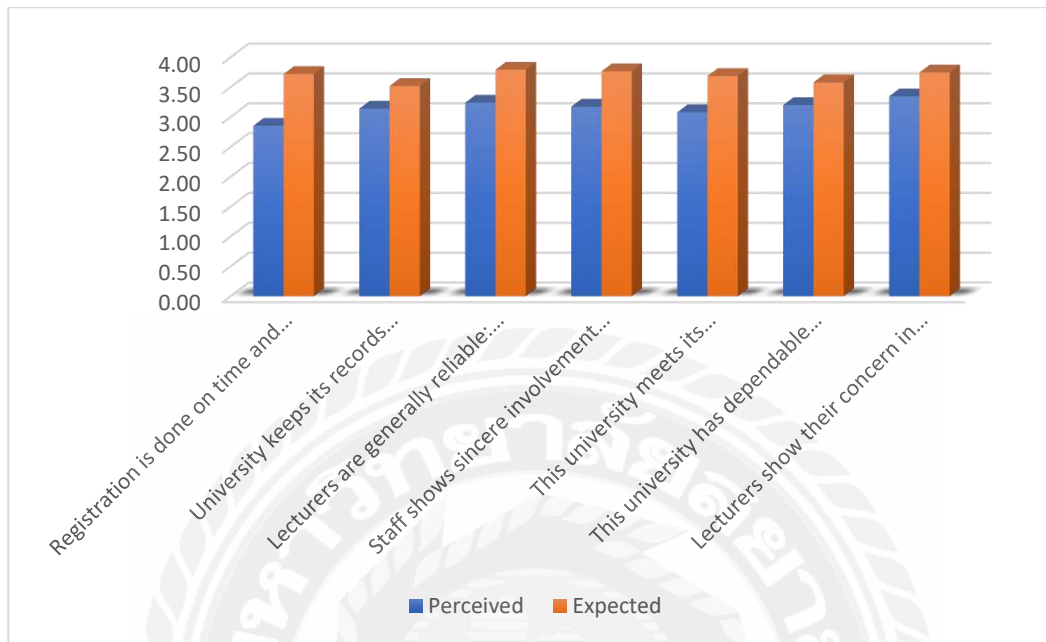
The figure 4.2.1 shows the mean score difference of Tangible dimension between perceived service quality and expected service quality of the three selected universities. It shows that the highest difference is on being good at arrangements in the classroom and helpful officials. It means students have high expectation to experience good arrangements in the classroom and helpful officials which are not met with their expectations.

Figure 4.2.2 SERVQUAL factor: Assurance mean score



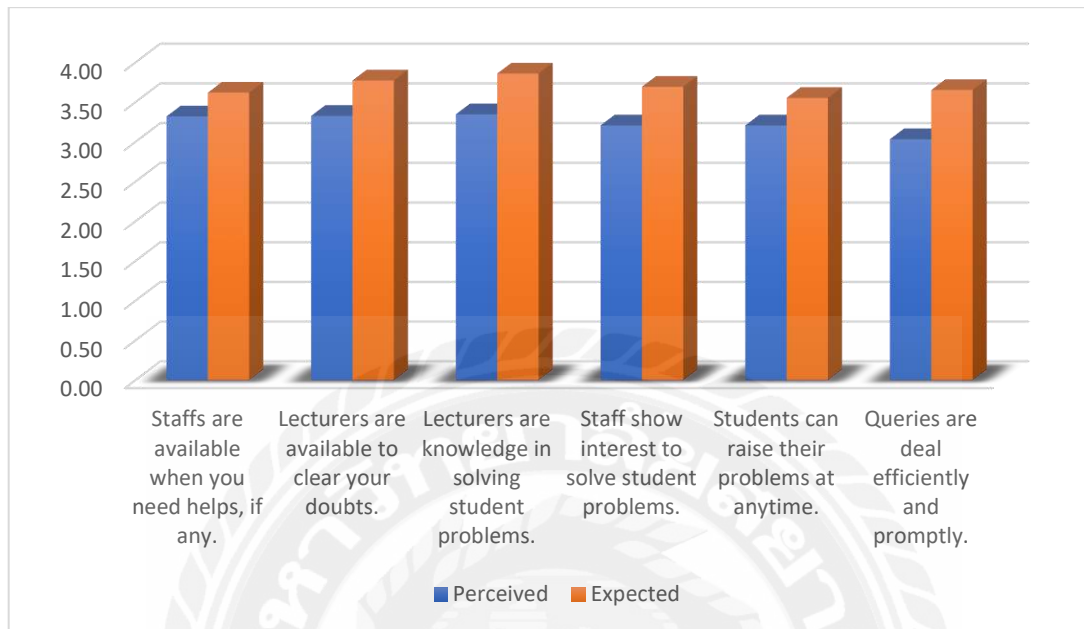
The figure 4.2.2 shows the mean score difference of Assurance dimension between perceived service quality and expected service quality of the three selected universities. It shows that the highest difference is on the fact that staffs are friendly and courteous. It means students have high expectation that staffs from the three selected universities are friendly and courteous, but it fails.

Figure 4.2.3 SERVQUAL factor: Reliability mean score



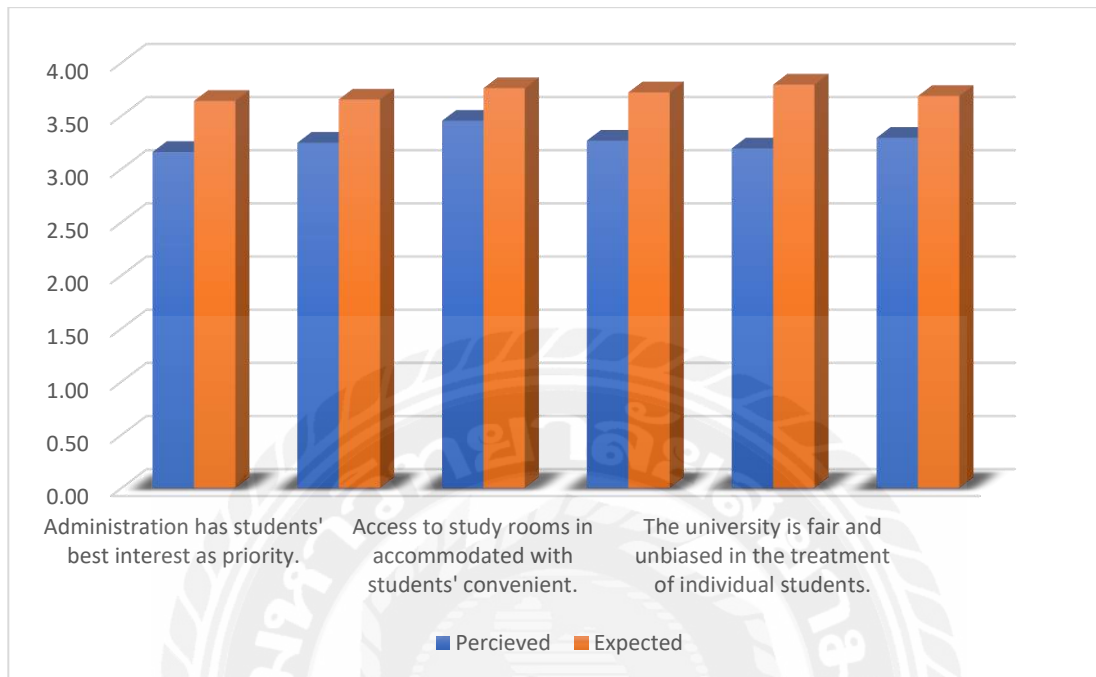
The figure 4.2.3 shows the mean score difference of Reliability dimension between perceived service quality and expected service quality of the three selected universities. It shows that the highest difference is on the fact that registration is done on time and error-free. It means students have experienced that the registration at the university is not easy-going and imprecise.

Figure 4.2.4 SERVQUAL factor: Responsibility mean score



The figure 4.2.4 shows the mean score difference of Responsibility dimension between perceived service quality and expected service quality of the three selected universities. It shows that the highest difference is on the fact that queries are deal efficiently and promptly. It means when queries were made, the responses were inefficient and delay.

Figure 4.2.5 SERVQUAL factor: Empathy mean score



The figure 4.2.5 shows the mean score difference of Empathy dimension between perceived service quality and expected service quality of the three selected universities. It shows that the highest difference is on the fact that administration has students' best interest as priority and the university is fair and unbiased in the treatment of individual student. It means students have high expectation on the fair treatment between individual student and the administration has students' best interest as priority.

4.3 Service Quality Comparison Analysis

Table 4.3 Summary of Mean Scores and Standard Deviations for the SERVQUAL (P-E) by

Paired-Samples T Test

Dimensions	P	sd	E	sd	P-E
Tangibles					-0.46
Lecturers always come with smart dress .	3.56	0.89	3.81	0.62	-0.25
Arrangements in the classrooms are always good.	3.01	0.97	3.71	0.58	-0.71
Lighting arrangements are enough.	3.29	1.16	3.85	0.77	-0.55
I like the building structure and set ups.	3.41	1.24	3.81	0.76	-0.40
Classroom/ surroundings are clean always.	3.38	1.28	3.72	0.90	-0.34
Classroom/ surroundings are comfortable/ conducive.	3.16	1.10	3.65	0.61	-0.49
Internal/ External environment are very suitable for studying.	3.34	0.88	3.65	0.61	-0.31
The officials are always helpful.	3.03	1.04	3.77	0.57	-0.74
Parking facilities adequate.	3.18	1.11	3.71	0.68	-0.53
The curriculum is up-to-date.	3.36	0.88	3.61	0.63	-0.25
There are number of courses available.	3.40	1.00	3.83	0.57	-0.43
Internet/ Email facilities are available are accessible.	3.53	1.23	4.07	0.72	-0.54
Assurance					-0.49
Staffs are friendly and courteous .	2.85	1.04	3.59	0.56	-0.74
Lecturers are friendly and courteous.	3.44	0.99	3.85	0.63	-0.41
Academic credentials of the lectures are good.	3.33	0.88	3.73	0.54	-0.40
Lecturers are innovative.	3.35	1.05	3.98	0.46	-0.63
Staffs are aware of rules and regulations.	3.31	1.02	3.74	0.70	-0.43
Security system is satisfactory.	3.59	1.04	3.98	0.65	-0.39
Communication skills: Courses are well taught in this university.	3.34	0.98	3.75	0.68	-0.41
Reliability					-0.54
Registration is done on time and error-free.	2.85	1.11	3.72	0.57	-0.87
University keeps its records accurately.	3.14	0.91	3.52	0.54	-0.38
Lecturers are generally reliable: Keep time/ don't cancel class.	3.24	1.22	3.79	0.68	-0.55
Staff shows sincere involvement in solving student problems.	3.17	1.01	3.77	0.56	-0.59
This university meets its promises in service providing.	3.08	0.97	3.69	0.60	-0.61
This university has dependable teaching capability/ proficiency of lecturers.	3.20	0.89	3.58	0.63	-0.38
Lecturers show their concern in solving student problems.	3.35	0.87	3.75	0.52	-0.40
Responsiveness					-0.45
Staffs are available when you need helps, if any.	3.32	0.99	3.62	0.69	-0.30
Lecturers are available to clear your doubts.	3.33	0.96	3.77	0.59	-0.45
Lecturers are knowledge in solving student problems.	3.35	1.11	3.86	0.53	-0.51
Staff show interest to solve student problems.	3.21	1.09	3.69	0.59	-0.49
Students can raise their problems at anytime.	3.21	1.01	3.55	0.64	-0.35
Queries are deal efficiently and promptly.	3.03	0.97	3.65	0.61	-0.62
Empathy					-0.44
Administration has students' best interest as priority.	3.16	1.00	3.64	0.64	-0.48
Access to computer facilities is accommodated with students' convenience.	3.25	0.95	3.65	0.58	-0.41
Access to study rooms in accommodated with students' convenient.	3.45	1.01	3.76	0.69	-0.31
Staffs are willing to give students' individual attention.	3.27	0.97	3.72	0.65	-0.45
The university is fair and unbiased in the treatment of individual students.	3.19	1.15	3.79	0.66	-0.60
Lecturers are sympathetic and supportive to the needs of students.	3.29	0.99	3.69	0.58	-0.39
SERVQUAL TOTAL	123.95		142.04		-18.09
SERVQUAL AVERAGE	3.26		3.74		-0.48

4.4 SERVQUAL dimensions Mean Score Comparison between selected universities

4.4.1 Tangible dimension: Mean score comparison

Siam University					Assumption University					Bangkok University				
Perceived		Expected			Perceived		Expected			Perceived		Expected		
Tangible					Tangible					Tangible				
ta1	3.7	ta_1	3.9	-0.2	ta1	3.4	ta_1	3.8	-0.4	ta1	3.6	ta_1	3.8	-0.2
ta2	3.2	ta_2	3.7	-0.4	ta2	2.8	ta_2	3.7	-1.0	ta2	2.9	ta_2	3.7	-0.8
ta3	3.4	ta_3	3.7	-0.4	ta3	3.3	ta_3	3.9	-0.6	ta3	3.6	ta_3	4.0	-0.4
ta4	3.3	ta_4	3.7	-0.4	ta4	3.4	ta_4	3.8	-0.5	ta4	3.8	ta_4	3.9	-0.2
ta5	3.3	ta_5	3.7	-0.4	ta5	3.4	ta_5	3.7	-0.3	ta5	3.8	ta_5	3.8	-0.1
ta6	3.3	ta_6	3.7	-0.4	ta6	3.1	ta_6	3.6	-0.5	ta6	3.2	ta_6	3.7	-0.4
ta7	3.3	ta_7	3.7	-0.4	ta7	3.3	ta_7	3.6	-0.3	ta7	3.4	ta_7	3.7	-0.3
ta8	3.4	ta_8	3.7	-0.3	ta8	3.0	ta_8	3.9	-0.9	ta8	3.2	ta_8	3.9	-0.7
ta9	3.4	ta_9	3.6	-0.2	ta9	3.1	ta_9	3.8	-0.7	ta9	3.2	ta_9	3.8	-0.6
ta10	3.5	ta_10	3.7	-0.1	ta10	3.4	ta_10	3.6	-0.2	ta10	3.5	ta_10	3.6	-0.1
ta11	3.6	t_11	3.7	-0.2	ta11	3.4	t_11	3.9	-0.5	ta11	4.7	t_11	3.9	0.8
ta12	4.1	ta_12	3.9	0.2	ta12	3.5	ta_12	4.2	-0.6	ta12	3.8	ta_12	4.3	-0.5
41.4		44.6			39.0		45.4			42.8		46.2		
		-3.1					-6.3					-3.4		

Table 4.4.1 Tangible dimension: Mean score comparison

Table 4.4.1 shows mean score comparison of Tangible dimension between the three selected universities. According to the comparison analysis, students from Siam University are experienced least unsatisfactory in term of Tangible dimension than that of the rest universities.

4.4.2 Assurance dimension: Mean score comparison

Siam University					Assumption University					Bangkok University				
Perceived		Expected			Perceived		Expected			Perceived		Expected		
Assurance					Assurance					Assurance				
as1	3.1	as_1	3.7	-0.6	as1	2.6	as_1	3.5	-0.9	as1	3.1	as_1	3.5	-0.4
as2	3.5	as-2	3.9	-0.4	as2	3.3	as-2	3.8	-0.5	as2	3.5	as-2	3.8	-0.3
as3	3.4	as_3	3.8	-0.4	as3	3.2	as_3	3.7	-0.5	as3	3.4	as_3	3.7	-0.3
as4	3.4	as_4	3.9	-0.5	as4	3.3	as_4	4.1	-0.8	as4	3.6	as_4	4.1	-0.4
as5	3.3	as_5	3.8	-0.4	as5	3.3	as_5	3.7	-0.5	as5	3.4	as_5	3.7	-0.3
as6	3.5	as_6	3.9	-0.4	as6	3.6	as_6	4.0	-0.5	as6	3.7	as_6	4.1	-0.4
as7	3.3	as_7	3.8	-0.5	as7	3.3	as_7	3.7	-0.4	as7	3.5	as_7	3.8	-0.3
23.6		26.7		-3.1	22.6		26.5		-3.9	24.2		26.6		-2.5

Table 4.4.2 Assurance dimension: Mean score comparison

Table 4.4.2 shows mean score comparison of Assurance dimension between the three selected universities. According to the comparison analysis, students from Bangkok University are experienced least unsatisfactory in term of Assurance dimension than that of the rest universities.

4.4.3 Reliability dimension: Mean score comparison

Siam University					Assumption University					Bangkok University				
Perceived		Expected			Perceived		Expected			Perceived		Expected		
Reliability					Reliability					Reliability				
re1	2.9	re_1	3.6	-0.7	re1	2.8	re_1	3.8	-1.0	re1	2.8	re_1	3.8	-1.0
re2	3.1	re_2	3.6	-0.5	re2	3.2	re_2	3.5	-0.3	re2	3.2	re_2	3.5	-0.2
re3	3.1	re_3	3.6	-0.6	re3	3.3	re_3	4.0	-0.6	re3	3.5	re_3	3.9	-0.5
re4	3.1	re_4	3.7	-0.6	re4	3.2	re_4	3.8	-0.6	re4	3.3	re_4	3.8	-0.5
re5	3.2	re_5	3.7	-0.5	re5	2.9	re_5	3.6	-0.7	re5	3.0	re_5	3.7	-0.7
re6	3.1	re_6	3.6	-0.5	re6	3.2	re_6	3.5	-0.3	re6	3.3	re_6	3.6	-0.2
re7	3.3	re_7	3.9	-0.6	re7	3.4	re_7	3.6	-0.3	re7	3.4	re_7	3.7	-0.3
21.8		25.8		-3.9	21.9		25.8		-3.9	22.5		25.9		-3.4

Table 4.4.3 Reliability dimension: Mean score comparison

Table 4.4.3 shows mean score comparison of Reliability dimension between the three selected universities. According to the comparison analysis, students from Bangkok University are experienced least unsatisfactory in term of Reliability dimension than that of the rest universities.

4.4.4 Responsibility dimension: Mean score comparison

Siam University					Assumption University					Bangkok University							
Perceived		Expected				Perceived		Expected				Perceived		Expected			
Responsibility						Responsibility						Responsibility					
res1	3.1	res_1	3.6	-0.5	res1	3.5	res_1	3.7	-0.2	res1	3.6	res_1	3.7	-0.1			
res2	3.3	res_2	3.8	-0.5	res2	3.3	res_2	3.7	-0.5	res2	3.4	res_2	3.8	-0.4			
res3	3.4	res_3	3.8	-0.4	res3	3.3	res_3	3.9	-0.6	res3	3.7	res_3	3.9	-0.2			
res4	3.2	res_4	3.7	-0.5	res4	3.2	res_4	3.7	-0.5	res4	3.6	res_4	3.7	-0.1			
res5	3.2	res_5	3.6	-0.4	res5	3.1	res_5	3.5	-0.4	res5	3.5	res_5	3.5	0.0			
res6	3.1	res_6	3.6	-0.5	res6	2.9	res_6	3.6	-0.7	res6	3.0	res_6	3.7	-0.7			
19.3		22.1			-2.9	19.2		22.1			-2.9	20.8		22.3			-1.5

Table 4.4.4 Responsibility dimension: Mean score comparison

Table 4.4.4 shows mean score comparison of Responsibility dimension between the three selected universities. According to the comparison analysis, students from Bangkok University are experienced least unsatisfactory in term of Responsibility dimension than that of the rest universities.

4.4.5 Empathy dimension: Mean score comparison

Siam University					Assumption University					Bangkok University				
Perceived		Expected			Perceived		Expected			Perceived		Expected		
Empathy					Empathy					Empathy				
em1	3.0	em_1	3.6	-0.6	em1	3.4	em_1	3.8	-0.4	em1	3.3	em_1	3.6	-0.3
em2	3.2	em_2	3.6	-0.4	em2	3.4	em_2	3.7	-0.3	em2	3.3	em_2	3.7	-0.4
em3	3.4	em_3	3.7	-0.4	em3	3.6	em_3	3.8	-0.2	em3	3.6	em_3	3.7	-0.2
em4	3.1	em_4	3.7	-0.6	em4	3.4	em_4	3.8	-0.3	em4	3.4	em_4	3.7	-0.3
em5	3.2	em_5	3.8	-0.6	em5	3.1	em_5	3.8	-0.6	em5	3.2	em_5	3.8	-0.6
em6	3.3	em_6	3.7	-0.4	em6	3.3	em_6	3.7	-0.4	em6	3.4	em_6	3.7	-0.3
19.1		22.1		-3.0	20.2		22.5		-2.2	20.2		22.2		-2.0

Table 4.4.5 Empathy dimension: Mean score comparison

Table 4.4.5 shows mean score comparison of Empathy dimension between the three selected universities. According to the comparison analysis, students from Bangkok University are experienced least unsatisfactory in term of Empathy dimension than that of the rest universities.

4.4.6 Summary: Mean score comparison

	Siam University	Assumption University	Bangkok University
Tangible	-3.1	-6.3	-3.4
Assurance	-3.1	-3.9	-2.5
Reliability	-3.9	-3.9	-3.4
Responsibility	-2.9	-2.9	-1.5
Empathy	-3.0	-2.2	-2.0

Table 4.4.6 Summary: Mean score comparison

4.5 Correlation Analysis

In this study, correlation analysis is used to examine whether there is a significant relationship between 'Service Quality' and the 'Student Satisfaction' with respect to five dimensions of SERVQUAL Model. The hypothesis for the 'Correlation Analysis' has defined below under the significant level of 0.01 and 0.05.

Table 4.5: Correlation between 'five dimensions' and 'Student Satisfaction'

Correlations							
		tangibleSQ	assuranceSQ	reliabilitySQ	responsivenessSQ	empahtySQ	overallsatisfaction
tangibleSQ	Pearson Correlation	1	.859**	.863**	.797**	.255**	.217**
	Sig. (2-tailed)		.000	.000	.000	.002	.008
	N	150	150	150	150	150	150
assuranceSQ	Pearson Correlation	.859**	1	.781**	.715**	.143	.187*
	Sig. (2-tailed)	.000		.000	.000	.080	.022
	N	150	150	150	150	150	150
reliabilitySQ	Pearson Correlation	.863**	.781**	1	.755**	.249**	.176*
	Sig. (2-tailed)	.000	.000		.000	.002	.031
	N	150	150	150	150	150	150
responsivenessSQ	Pearson Correlation	.797**	.715**	.755**	1	.316**	.233**
	Sig. (2-tailed)	.000	.000	.000		.000	.004
	N	150	150	150	150	150	150
empahtySQ	Pearson Correlation	.255**	.143	.249**	.316**	1	.692**
	Sig. (2-tailed)	.002	.080	.002	.000		.000
	N	150	150	150	150	150	150
overallsatisfaction	Pearson Correlation	.217**	.187*	.176*	.233**	.692**	1
	Sig. (2-tailed)	.008	.022	.031	.004	.000	
	N	150	150	150	150	150	150
**. Correlation is significant at the 0.01 level (2-tailed).							
*. Correlation is significant at the 0.05 level (2-tailed).							

The hypothesis developed to test the correlation between the ‘Tangible’ and ‘Student Satisfaction’ can be stated as follows;

Null Hypothesis (H_{O1}): There is no relationship between ‘Tangible’ and ‘Student Satisfaction’.

Alternative Hypothesis (H_{a1}): There is a relationship between ‘Tangible’ and ‘Student Satisfaction’.

The Table 4.5 above shows that the positive weak relationship between the ‘Tangible’ and ‘Student Satisfaction’ under the significant level 0.01 and thus accepting H_{a1} and rejecting H_{O1} . When considering the value of correlation there is a positive relationship. Thus, there is a positive relationship between the quality gap related to ‘Tangible’ and ‘Students’ Satisfaction’. This represents, when the service quality of ‘Tangible’ increases the ‘Students’ Satisfaction’ get increase and once the service quality of ‘Tangible’ decreases the ‘Students’ Satisfaction’ get decrease.

The hypothesis developed to test the correlation between the ‘Assurance’ and ‘Student Satisfaction’ can be stated as follows;

Null Hypothesis (H_{O2}): There is no relationship between ‘Assurance’ and ‘Student Satisfaction’.

Alternative Hypothesis (H_{a2}): There is a relationship between ‘Assurance’ and ‘Student Satisfaction’.

The Table 4.5 above shows that the positive weak relationship between the ‘Assurance’ and ‘Student Satisfaction’ under the significant level 0.05 and thus accepting H_{a2} and rejecting H_{O2} . When considering the value of correlation there is a positive relationship. Thus, there is a positive relationship between the quality gap related to ‘Assurance’ and ‘Students’ Satisfaction’. This represents, when the service quality of ‘Assurance’ increases the ‘Students’ Satisfaction’ get

increase and once the service quality of 'Assurance' decreases the 'Students' Satisfaction' get decrease.

The hypothesis developed to test the correlation between the 'Reliability' and 'Student Satisfaction' can be stated as follows;

Null Hypothesis (H_{03}): There is no relationship between 'Reliability' and 'Student Satisfaction'.

Alternative Hypothesis (H_{a3}): There is a relationship between 'Reliability' and 'Student Satisfaction'.

The Table 4.5 above shows that the positive weak relationship between the 'Reliability' and 'Student Satisfaction' under the significant level 0.05 and thus accepting H_{a3} and rejecting H_{03} . When considering the value of correlation there is a positive relationship. Thus, there is a positive relationship between the quality gap related to 'Reliability' and 'Students' Satisfaction'. This represents, when the service quality of 'Reliability' increases the 'Students' Satisfaction' get increase and once the service quality of 'Reliability' decreases the 'Students' Satisfaction' get decrease.

The hypothesis developed to test the correlation between the 'Responsiveness' and 'Student Satisfaction' can be stated;

Null Hypothesis (H_{04}): There is no relationship between 'Responsiveness' and 'Student Satisfaction'.

Alternative Hypothesis (H_{a4}): There is a relationship between 'Responsiveness' and 'Student Satisfaction'.

The Table 4.5 above shows that the positive weak relationship between the 'Responsiveness' and 'Student Satisfaction' under the significant level 0.01 and thus accepting H_{a4} and rejecting H_{04} .

When considering the value of correlation there is a positive relationship. Thus, there is a positive

relationship between the quality difference related to 'Responsiveness' and 'Students' Satisfaction'. This represents, when the service quality of 'Responsiveness' increases the 'Students' Satisfaction' get increase and once the service quality of 'Responsiveness' decreases the 'Students' Satisfaction' get decrease.

The hypothesis developed to test the correlation between the 'Empathy' and 'Student Satisfaction' can be stated as follows;

Null Hypothesis (H_{05}): There is no relationship between 'Empathy' and 'Student Satisfaction'.

Alternative Hypothesis (H_{a5}): There is a relationship between 'Empathy' and 'Student Satisfaction'.

The Table 4.5 above shows that the positive strong relationship between the 'Empathy' and 'Student Satisfaction' under the significant level 0.01 and thus accepting H_{a5} and rejecting H_{05} . When considering the value of correlation there is a positive relationship. Thus, there is a positive relationship between the quality gap related to 'Empathy' and 'Students' Satisfaction'. This represents, when the service quality of 'Empathy' increases the 'Students' Satisfaction' get increase and once the service quality of 'Empathy' decreases the 'Students' Satisfaction' get decrease.

Chapter 5

Conclusion and Suggestion for Future Research

5.1 Conclusion

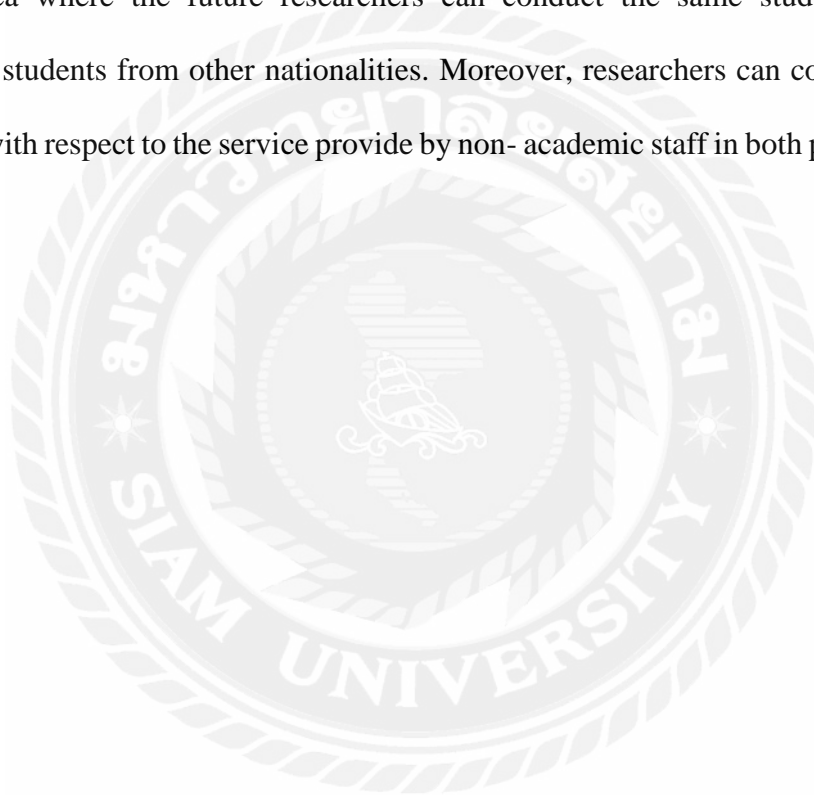
According to the Paired-Samples T-Test', it was clearly shown that business major Myanmar students in the three selected private universities in Bangkok, Thailand are having high expectation with the respect in five dimensions 'Tangible', 'Assurance', 'Reliability', 'Responsiveness' and 'Empathy' of SERVQUAL model and it was revealed that there is significant difference in each dimension with the respect of perceived quality of service received and expectation of service by students. According to the mean score comparison analysis of the selected universities separately, Myanmar students from Bangkok University have experienced least unsatisfactory than that of the rest universities. In the aspect of Tangible factor and Assurance factor, Myanmar students from Siam University are having lower unsatisfactory level than that of Assumption University and Bangkok University. From the point of Reliability factor and Responsibility factor, Myanmar students from Siam University and Assumption University are having similar level of unsatisfactory although Myanmar students from Bangkok University have lower unsatisfactory level than that of Siam University and Assumption University.

According to the correlation analysis, student satisfaction is strongly related to 'Empathy' dimension whereas the rest dimensions 'Tangible', 'Assurance', 'Reliability' and 'Responsiveness' are having weak positive correlation with 'Student Satisfaction'. It can be interpreted that students' satisfaction will get increased if service quality of each dimension increases. According to the research analysis, the researcher found that students experienced unsatisfied experience with clerical staffs' service than other measured facts. Therefore, the

researcher recommends that the university should provide more service minded and service oriented clerical staffs at university to provide the efficient and effective service to the students.

5.2 Suggestions for Future Research

This study has been focused only on the service quality in three selected private universities in Bangkok, Thailand and this study is only aimed to examine Myanmar students. Therefore, there is researchable area where the future researchers can conduct the same study for the public universities and students from other nationalities. Moreover, researchers can conduct a study on service quality with respect to the service provide by non- academic staff in both public and private universities.



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