

UNIVERSITY OF CO-OPERATIVE AND MANAGEMENT, SAGAING
DEPARTMENT OF MANAGEMENT STUDIES
HUMAN RESOURCE DEVELOPMENT PROGRAMME
MASTER OF BUSINESS ADMINISTRATION

EDUCATIONAL SERVICE QUALITY ON STUDENT
SATISFACTION OF SOE SAN PRIVATE SCHOOL
IN NAY PYI TAW

CHO MAR WIN

JUNE, 2025

UNIVERSITY OF CO-OPERATIVE AND MANAGEMENT, SAGAING
DEPARTMENT OF MANAGEMENT STUDIES
HUMAN RESOURCE DEVELOPMENT PROGRAMME
MASTER OF BUSINESS ADMINISTRATION

EDUCATIONAL SERVICE QUALITY ON STUDENT
SATISFACTION OF SOE SAN PRIVATE SCHOOL
IN NAY PYI TAW

Supervised by

Dr. Htet Htet Hlaing
Professor & Head
Department of Commerce

Submitted by

Cho Mar Win
2MBA-006

ACCEPTANCE

This thesis entitled “Educational Service Quality on Student Satisfaction of Soe San Private School in Naypyitaw” submitted by Ma Cho Mar Win (2MBA-006) has been approved by the Examiners in partial fulfillment of the requirements for Master of Business Administration in University of Co-operative and Management, Sagaing.

BOARD OF EXAMINERS

(Chairman)

Pro. Dr Moe Moe Yee

Rector

University of Cooperative and Management, Sagaing.

(External Examiner)

Prof. Dr. Daw Tin Hla

DBA Programme Leader Myanmar

Imperial College Partnership with

The Great Manchester University;

Visting Professor University of

Co-operative and Management Sagaing

(External Examiner)

Prof. Daw Khin Aye Myint

Head of Department of Statistics

(Retired)

University of Co-operative and

Management, Sagaing

(Examiner)

Dr. Wint War Khin

Professor, Head

Department of Management Studies

University of Co-operative and

Management, Sagaing

(Supervisor)

Dr. Htet Htet Hlaing

Professor, Head

Department of Commerce

University of Co-operative and

Management, Sagaing

ABSTRACT

This study investigates the impact of service quality on student satisfaction at Soe San Private School in Nay Pyi Taw. Adopting a positivist paradigm and a deductive research approach, the study employs a survey strategy, collecting data from 175 students in Grades 10, 11, and 12. Multiple regression analysis is conducted to examine the relationship between various dimensions of service quality and student satisfaction. The findings reveal that Tangibility, Reliability, Assurance, and Empathy have a significant positive influence on student satisfaction, whereas Responsiveness does not show a statistically significant effect. These results provide valuable insights into the factors that contribute to student satisfaction within the educational service context. This study contributes to both theoretical and practical knowledge by offering empirical evidence on key service quality dimensions in a school setting. The findings can guide educational institutions in improving their service quality to enhance student satisfaction. Practical recommendations include enhancing physical facilities, ensuring consistent service delivery, building trust and confidence, and fostering empathetic interactions between staff and students.

ACKNOWLEDGEMENTS

First and foremost, I would like to express my deepest gratitude to Professor Dr. Moe Moe Yee, Rector of the University of Co-operative and Management, Sagaing (UCMS), for her unwavering support, encouragement, and guidance throughout my academic journey. Her leadership and dedication have been a constant Source of inspiration.

I am profoundly grateful to Dr. Daw Tin Hla, DBA programme leader Myanmar Imperial College Partnership with The Great Manchester University; Visiting Professor, University of Co-operative and Management, Sagaing and Daw Khin Aye Myint, Retired Professor from the Department of Statistics at the University of Co-operative and Management, Sagaing, for their invaluable advice, encouragement, and support, which greatly contributed to the success of this study.

I extend my heartfelt thanks to Dr. Wint War Khin, Program Director and Head of the Department of Management Studies at the University of Co-operative and Management, Sagaing, for her insightful guidance, constructive feedback, and continuous encouragement throughout the research process.

I am especially indebted to my supervisor, Dr. Htet Htet Hlaing, Professor & Head of the Department of Commerce, University of Co-operative and Management, Sagaing, for her patient guidance, expert advice, and relentless encouragement. Her valuable suggestions and meticulous feedback were instrumental in shaping this research and ensuring its successful completion.

I would also like to extend my sincere appreciation to all the individuals who assisted me in data collection and analysis. Their cooperation and support were essential in bringing this study to fruition. My heartfelt thanks go to all my teachers and the board of examiners for their constructive suggestions and feedback, which greatly enhanced the quality of this work.

Lastly, I am deeply thankful to my friends, colleagues, and everyone who supported me directly or indirectly throughout this journey. Their encouragement and assistance have been invaluable in overcoming challenges and achieving the successful completion of this study.

CONTENTS

Particular	Page
ABSTRACT	i
ACKNOWLEDGEMENTS	ii
CONTENTS	iii
LIST OF TABLES	v
LIST OF FIGURES	vi
LIST OF ABBREVIATIONS	vii
CHAPTER I INTRODUCTION	1
1.1 Rationale of the Study	2
1.2 Problem Statement	4
1.3 Research Questions	4
1.4 Objectives of the Study	4
1.5 Hypothesis of the Study	5
1.6 Method of Study	5
1.7 Scope and Limitations of the Study	6
1.8 Background of the Organization	6
1.9 Organization of the Study	8
CHAPTER II LITERATURE REVIEW	9
2.1 The Concept of Service and Service Management	9
2.2 Theory of Service Quality	10
2.3 Student Satisfaction	12
2.4 Previous Study	13
2.5 Conceptual Framework	16
CHAPTER III RESEARCH METHODOLOGY	17
3.1 Research Design	17
3.2 Sampling Design	20
3.3 Questionnaire Design	22
3.4 Data Analysis	23

Particular	Page
CHAPTER IV ANALYSIS ON EDUCATIONAL SERVICE QUALITY ON STUDENT SATISFACTION OF SOE SAN PRIVATE SCHOOL IN NAY PYI TAW	25
4.1 Demographic Characteristics of Respondents	29
4.2 Student Perception of Service Quality and Student Satisfaction	34
4.3 Relationship between Service Quality Five Dimensions and Student Satisfaction	42
4.4 Multiple Regression Analysis of Service Quality Dimensions on Student Satisfaction	43
CHAPTER V CONCLUSION	47
5.1 Findings and Discussions	47
5.2 Suggestions and Recommendations	49
5.3 Implications of the Study	51
5.4 Needs for Further Study	52
REFERENCES	
APPENDICES	

LIST OF TABLES

Table No.	Descriptions	Page No.
Table 3.1	Reliability of the Statistics	24
Table 4.1	Gender of Respondents	29
Table 4.2	Age of Respondents	30
Table 4.3	Education Level of Respondents	30
Table 4.4	Source of Information of Respondents	31
Table 4.5	Reason to Attend of Respondents	32
Table 4.6	Family Monthly Income of Respondents	32
Table 4.7	Started attending level of Respondents	33
Table 4.8	Years of Attendance of Respondents	34
Table 4.9	Student Perception on Tangibility	35
Table 4.10	Student Perception on Responsiveness	35
Table 4.11	Student Perception on Reliability	37
Table 4.12	Student Perception on Assurance	38
Table 4.13	Student Perception on Empathy	39
Table 4.14	Summary of Student Perception of Service Quality Dimensions	40
Table 4.15	Student Perception on Student Satisfaction	41
Table 4.16	Correlation between Service Quality and Student Satisfaction	42
Table 4.17	Multiple Regression Analysis of Service Quality Dimensions on Student Satisfaction for Soe San Private School in Nay Pyi Taw	43

LIST OF FIGURES

Figure No.	Descriptions	Page No.
Figure 2.1	Conceptual Framework of the Study	16
Figure 4.1	Conceptual Framework with Results	46

LIST OF ABBREVIATIONS

ANOVA	- Analysis of Variance
E	- Margin of Error
F-VALUE	- F-statistic (Used in Regression Analysis)
HELES	- Higher Education Legal Entities
M	- Mean
N	- Population Size
n	- Sample Size
P-VALUE	- Probability Value
R ²	- Coefficient of Determination (R-Square)
SD	- Standard Deviation
SE	- Standard Error
SEM	- Structural Equation Modeling
SERVPERF	- Service Performance Model
SERVQUAL	- Service Quality Model (Tangibility, Reliability, Responsiveness, Assurance, Empathy)
SPSS	- Statistical Package for the Social Sciences
SQ	- Service Quality
α (ALPHA)	- Cronbach's Alpha (Measure of Internal Consistency)
PPMCC	- Pearson Product Moment Correlation Coefficient

CHAPTER I

INTRODUCTION

Education plays a fundamental role in driving economic growth and national development. The adoption of new teaching and learning techniques is essential in shaping an effective education system. In today's world, technological advancements are transforming the global economy into a knowledge-based society, where high-level competencies and performance are increasingly in demand. Education not only supports national progress but also contributes significantly to personal and societal development.

In a knowledge-based society, the creation and application of knowledge through technological innovation are critical. Lifelong learning has become essential, requiring individuals to adapt to rapidly changing environments. Within this system, the roles of teachers, students, and parents are vital. Among these, student satisfaction emerges as a key factor influencing learning outcomes, motivation, and overall success, which in turn contribute to national development and economic progress.

The government of Myanmar has also acknowledged the critical importance of education in national development. The Private School Registration Act, enacted on December 2, 2011, provides the legal framework for private education institutions (Ministry of Education, 2017). Compared to public schools, private schools tend to be more expensive, as they operate independently from local or national government administrations. These schools are often associated with strong reputations for discipline, respect, and academic excellence, offering the same curriculum as public schools but within different organizational structures.

Teaching is widely considered a noble profession and holds a crucial role in shaping the nation's future. Teachers are considered the backbone of the education system, while students are at the center of the learning process. Therefore, understanding and enhancing student satisfaction is essential for the effectiveness of the education system.

Customer satisfaction has become a central focus in service marketing, as it directly impacts post-purchase behaviors like loyalty, positive word-of-mouth, and repeat usage. Satisfied customers are more likely to stay loyal and continue using the service, whereas dissatisfied ones often look for alternatives. In education, similar

dynamics apply: student satisfaction can foster loyalty, retention, and positive reputation. For private schools, meeting student expectations is crucial, as satisfied students contribute to the institution's competitive advantage and long-term sustainability.

High-quality service delivery is a strategic factor for the success of any service-oriented institution. According to Parasuraman et al. (1985) and Zeithaml et al. (1990), service quality directly affects customer satisfaction and loyalty. This concept is especially relevant for private schools, which must understand how students perceive the quality of services provided. As private schools in Nay Pyi Taw increasingly compete to attract and retain top-performing students, student satisfaction has become a priority for institutional improvement and growth.

This study aims to explore the relationship between educational service quality and student satisfaction at Soe San Private School in Nay Pyi Taw. The research focuses on how various service quality dimensions influence students' perceptions and satisfaction levels.

Soe San Private School, established in 1983 by U Maung Lat and Daw Nan Yin Yin, began as a family-run Private school and has since grown into one of Myanmar's most reputable private institutions. The school is recognized for producing academically outstanding students, instilling discipline and responsibility, and demonstrating excellence in teaching practices. Like other private schools, Soe San aims to meet the evolving needs of its students and enhance their educational experiences. Satisfied students are more likely to return, recommend the school to others, and contribute to its long-term success. Therefore, this study seeks to evaluate the educational service quality provided by Soe San Private School and analyze its impact on student satisfaction in Nay Pyi Taw.

1.1 Rationale of the Study

In a rapidly changing educational environment, student satisfaction has become a vital measure for assessing the quality and performance of academic institutions. In Myanmar, the education sector particularly private schools play an increasingly significant role in addressing the diverse learning needs of students. As private education providers face growing competition, maintaining high standards of service quality is essential to attract and retain students, who are the primary stakeholders in the educational process.

Service quality is essential to the success of service-oriented organizations, which frequently face a range of operational and strategic challenges. An institution that consistently provides high-quality service is better equipped to meet or surpass customer expectations, as service quality fundamentally involves comparing expected performance with actual performance. Successful organizations must recognize the relative importance, performance, and customer perception of their service features.

Myers and Alpert (1968) emphasized that customer satisfaction is largely shaped by judgments related to specific service attributes and the expectations associated with those attributes. In educational settings, features such as responsiveness, empathy, and assurance significantly influence how students evaluate their learning experiences. The degree to which students perceive these service dimensions as important can impact their overall satisfaction and engagement.

Soe San Private School in Nay Pyi Taw is one of Myanmar's well-established private institutions, widely recognized for its disciplined environment and high academic achievement. However, in an era where educational options are expanding and student expectations are rising, it is vital for the school to continuously evaluate and enhance its service quality to meet the evolving demands of its students.

The dimensions of service quality namely tangibility, reliability, responsiveness, assurance, and empathy outlined in the SERVQUAL model are widely recognized as key factors shaping students' perceptions of educational value and overall satisfaction. While substantial research has been conducted on customer satisfaction in commercial sectors, empirical studies focusing on service quality within the private education sector especially in Private schools in Myanmar remain scarce.

This study seeks to bridge the gap by examining the relationship between service quality and student satisfaction at Soe San Private School. By applying the SERVQUAL model in an educational context, the research will provide meaningful insights into the specific service attributes that shape students' experiences. These findings will help school administrators refine their service strategies, enhance student satisfaction, and ensure long-term institutional success. Furthermore, this study contributes to both academic research and practical implementation by providing evidence-based recommendations to enhance service delivery in private educational institutions in Myanmar.

1.2 Problem Statement

In today's competitive educational landscape, the quality of services offered by private schools plays a crucial role in shaping parental satisfaction, student achievement, and the institution's reputation. Soe San Private School in Naypyitaw has gained popularity in recent years due to its commitment to academic excellence and modern teaching approaches. However, as the expectations of parents and students continue to grow, concerns have arisen about several aspects of service quality, such as staff responsiveness, the reliability of teaching methods, availability of learning resources, and the overall learning environment.

Despite the school's growing enrollment, there is limited empirical data on how stakeholders perceive the quality of services provided. Without a clear understanding of strengths and weaknesses in service delivery, the school may face challenges in sustaining its reputation, improving student outcomes, and maintaining competitive advantage. Therefore, a systematic evaluation of service quality, as perceived by students and parents, is essential for identifying areas for improvement and developing effective strategies to enhance educational service delivery.

This study seeks to evaluate the quality of service at Soe San Private School by examining key dimensions including tangibility, reliability, responsiveness, assurance, and empathy. The findings will help bridge the gap between stakeholder expectations and actual service performance, ensuring continuous improvement in educational standards.

1.3 Research Questions

This study seeks to answer the following research questions:

1. What are the students' perceptions of the service quality dimensions at Soe San Private School in Nay Pyi Taw?
2. What are the effects of five service quality dimensions (tangibility, reliability, responsiveness, assurance, and empathy) on student satisfaction at Soe San Private School in Nay Pyi Taw?

1.4 Objectives of the Study

There are two main objectives are as follows:

1. to identify perceived the educational service quality dimensions that influence student satisfaction at Soe San Private School in Nay Pyi Taw.

2. to analyze the effect of educational five service quality dimensions on student satisfaction at Soe San Private School in Nay Pyi Taw.

1.5 Hypothesis of the Study

Based on the above objectives, the following hypotheses can be presented for this study as follows;

- H₁: The tangibility service quality dimension has a positive impact on student satisfaction.
- H₂: The reliability dimension has a positive impact on student satisfaction.
- H₃: The responsiveness dimension has a significant impact on student satisfaction.
- H₄: The assurance dimension has a positive impact on student satisfaction.
- H₅: The empathy dimension has a positive impact on student satisfaction.

1.6 Method of Study

This study employs a descriptive research design with a quantitative approach to investigate the relationship between service quality dimensions and student satisfaction at Soe San Private School in Nay Pyi Taw. Both primary and secondary data were used to obtain a thorough understanding of the research problem. Primary data were collected through an interview with a responsible person from Soe San Private School to gather necessary information, and a structured questionnaire was distributed to students to measure their satisfaction levels.

The questionnaire used a seven-point Likert scale to gather responses concerning the key dimensions of service quality. Secondary data were collected from textbooks, prior research papers, articles, online sources, and other relevant materials. The target population consisted of 311 students from Grades 10 to 12, and a sample size of 175 respondents was determined using Yamane's (1967) formula. Simple random sampling was applied to select the participants. Participants were selected using simple random sampling. Before data collection, a reliability analysis was conducted on the questionnaire items, with Cronbach's alpha exceeding 0.70, indicating acceptable reliability. Descriptive statistics was used to explore the general information of the respondents and the perception of students on service quality and student satisfaction. Data analysis was performed using SPSS software, with multiple

regression analysis employed to explore the relationships between the five service quality dimensions and student satisfaction.

1.7 Scope and Limitations of the Study

The primary aim of this study is to identify the perceived educational service quality dimensions that affect student satisfaction at Soe San Private School in Nay Pyi Taw. While multiple private schools are available in the city, Soe San Private School was selected for this research due to its reputation for consistent academic performance, growing student enrollment, and emphasis on service quality enhancement.

These factors were selected based on their well-established role in influencing student satisfaction in educational services, particularly as outlined in the SERVQUAL model. While the study focuses on these specific dimensions, it does not consider other potential influences on student satisfaction, such as variables related to curriculum design, extracurricular activities, tuition fees, parental involvement, or school infrastructure beyond visible tangibles.

Additionally, the research is geographically limited to students from Grade 10, Grade 11, and Grade 12 at Soe San Private School in Nay Pyi Taw. As a result, the findings may not be generalizable to students in lower grades, other private schools, or public schools within the region or across Myanmar. The specific academic environment, management practices, and student demographics of Soe San Private School may differ from those of other institutions, which could influence how service quality is perceived and how it affects student satisfaction.

1.8 Background of the Organization

Soe San Private School, established in 1983 by U Maung Lat and Daw Nan Yin Yin, is a well-established private educational institution located in Nay Pyi Taw, Myanmar. What began as a small, family-run school has steadily grown into one of the most reputable and trusted private schools in the region. Its development over the past decades reflects not only physical expansion but also a deepening of its educational mission, commitment to quality, and overall institutional impact. The school is widely recognized for its consistent academic achievements, disciplined learning environment, and balanced approach to the development of students' intellectual and moral capacities. As a result, Soe San Private School has cultivated

generations of high-performing students who excel not only in examinations but also in leadership, integrity, and civic-mindedness.

In response to the evolving demands of students, parents, and the broader educational landscape, the school has continually invested in both tangible and intangible elements of quality enhancement. Central to this ongoing progress is its firm commitment to service quality, which has become an essential component in shaping the student experience. The school recognizes that educational success depends not only on curriculum delivery but also on the quality of services that support teaching and learning. As such, Soe San Private School has taken deliberate steps to strengthen multiple dimensions of service provision, aligning with widely accepted quality frameworks such as the SERVQUAL model.

To improve the tangibility of its services, the school maintains a clean, well-organized campus featuring modern classrooms, science laboratories, computer facilities, and a resource-rich library. These physical environments are regularly maintained and upgraded to meet modern educational standards. In terms of reliability, the school ensures timely and accurate delivery of academic programs, consistent adherence to the academic calendar, transparent grading practices, and trustworthy administration. Responsiveness is demonstrated through the school's willingness to listen to and address student and parent feedback, as well as through its provision of academic counseling, parental engagement programs, and support services that are readily accessible. Assurance is demonstrated through the professionalism of the teaching staff, many of whom undergo continuous training and professional development to uphold high instructional standards. The school also maintains strict safety protocols and ethical guidelines to foster a secure and trustworthy learning environment.

These initiatives collectively demonstrate the school's holistic approach to education and its recognition that academic excellence must be supported by a strong service infrastructure. The integration of service quality into the overall educational experience has positioned Soe San Private School as a leader in private education within the Nay Pyi Taw region. In addition to its academic mission, the school remains focused on nurturing a generation of responsible, respectful, and compassionate individuals who are well-prepared to contribute positively to society. Its continued emphasis on institutional integrity, professional collaboration, and

service innovation reinforces its status as a forward-thinking educational institution in Myanmar's evolving academic landscape.

1.9 Organization of the Study

This study is structured into five chapters to offer a clear and systematic analysis of the impact of service quality on student satisfaction at Soe San Private School in Nay Pyi Taw. Chapter 1 introduces the study by presenting the rationale, background, research problem, objectives, hypotheses, methodology, scope, and limitations. Chapter 2 reviews relevant literature on service quality and student satisfaction, discussing theoretical models such as the SERVQUAL model, previous research findings, the conceptual framework, and the development of the questionnaire. Chapter 3 outlines the research methodology, covering the research design, target population, sampling methods, data collection techniques, questionnaire design, and data analysis procedures. Chapter 4 presents the data analysis, including demographic profiles, descriptive statistics, reliability tests, and an evaluation of the impact of service quality dimensions on student satisfaction. Finally, Chapter 5 summarizes the key findings, provides a discussion, and offers recommendations for future research and practical applications.

CHAPTER II

LITERATURE REVIEW

This chapter presents the theoretical foundation of the study and is organized into three main sections. The first section defines the key concepts, including service quality as it relates to Soe San Private School and the concept of student satisfaction. The second section reviews the theoretical models applied in this research, with a particular focus on the SERVQUAL model. The third section outlines the conceptual framework that underpins the study.

2.1 The Concept of Service and Service Management

Although there are many definitions of services, they always exhibit the same qualities, such as simultaneous consumption and intangibility. Some examples of service definitions are as follows:

Gronroos (1990) defined service as "any activity and interactions between the customer and goods, organizations, or processes of the service provider". Lakhe and Mohanty (1995) also point out that service is "a production system in which several inputs are transformed, processed, and assigned value to generate output that supports the whole human system and may even be used for leisure as well as to benefit the service users monetarily".

In 2000, Kotler defined service as "any action or performance that one individual can offer to another, which is inherently intangible and does not result in the ownership of any physical item." The production of a service may not always lead to a tangible outcome. Although defining services can be challenging, they play a vital role in the modern economies of developed countries. The intangible nature of service creation and delivery further adds to this complexity.

One party gives another party something to do or a performance. The core of the service is ethereal, and usually, it doesn't lead to possession of production means even if it is tied to a physical product. Economic activities that produce value and offer advantages to customers at specific times and locations are called services (Lovelock, Christopher H, et al, 2004).

According to Grönroos (2007) and Osborne et al. (2012), Service Management is claimed to highlight processes, systems, or inter-organizational issues affecting

outcomes for clients and other parties. Taken to authors Vargo and Lusch (2004), describe service as the utilization of specialized competencies, including knowledge and skills, in actions, processes, and performances aimed at benefiting another entity or oneself. Service Management is to:

1. Understand the worth or usefulness customers obtain from using or consuming the company's products helps to decide how much services, either alone or in conjunction with physical goods, add to this value. This calls for evaluating how total quality is viewed by consumers in their interactions with the company and how their opinions change.
2. Analyze how the company's resources (people, technology, systems, and clients) can effectively provide the wanted value or standard.
3. Create and run the company in such a way that the intended quality or usefulness is always met.
4. Making sure the company runs to satisfy its goals as well as the requirements of society, collaborators, and clients.

Service Management is a comprehensive organizational strategy that prioritizes service quality perceived by the customer as the primary driving force behind business operations.

2.2 Theory of Service Quality

The theory of Service Quality is founded on the concept that customer satisfaction is shaped by the gap between customers' expectations and their actual perceptions of the service received. One of the most widely recognized models for evaluating service quality is the SERVQUAL model, developed by Parasuraman, Zeithaml, and Berry (1985, 1988). This model is based on the premise that service quality can be assessed by measuring the gap between customers' expectations and their perceptions of the actual service performance. Originally designed for the marketing and service industries, SERVQUAL has since been adapted for various sectors, including education, due to its flexibility and reliability (Ladhari, 2009).

According to Ladhari (2009), the SERVQUAL model has endured because of its strong empirical foundation and adaptability. When applied in education, it helps institutions evaluate service quality from the student's perspective, making it a valuable tool for improving student satisfaction and educational outcomes.

The model identifies five core dimensions of service quality as follows:

2.2.1 Tangibility

Tangibility refers to the quality of being perceivable by touch or sight. Physical appearance can influence a customer's level of satisfaction (Bitner, 1990). Tangibility encompasses physical attributes such as facilities, equipment, buildings, staff, and the appearance of both personnel and materials used to interact with customers. Zeithaml et al. (2006) note that tangibility is used by firms to convey image and signal quality. This dimension also encompasses the condition of physical surroundings maintained by the service provider, including design, layout, and cleanliness. Effective management of these aspects demonstrates professionalism and attention to detail, ultimately influencing customer evaluations.

2.2.2 Responsiveness

Responsiveness is a company's commitment to providing timely and attentive service to customers (Hoffman & Bateson, 2023). It involves employees' willingness and readiness to assist customers promptly and effectively. According to Zeithaml et al. (2006), responsiveness means informing customers about how long solutions will take and promptly addressing their needs. Examples include quickly solving problems and fulfilling requests swiftly. Unresponsiveness, such as employees neglecting customer needs while engaging in personal conversations, can negatively affect the customer experience. Preparedness and eagerness to help are critical to responsiveness, which directly contributes to customer satisfaction and loyalty.

2.2.3 Reliability

Reliability refers to consistently fulfilling promises. It reflects an organization's ability to meet commitments related to delivery, service provision, problem-solving, and pricing. Customers prefer companies that honor their commitments, as reliability is a key indicator of service quality (Zeithaml et al., 2006). A reliable service provider ensures dependability and accuracy in every transaction, fulfilling promises to its customers regarding products and services. Failure to deliver dependable service can lead directly to customer dissatisfaction and loss of trust, highlighting the critical role of reliability in maintaining student satisfaction.

2.2.4 Assurance

Assurance involves the courtesy, competence, and expertise of staff, along with their ability to instill trust and confidence. It is especially important in high-risk or uncertain service environments (Zeithaml et al., 2006). Assurance includes staff competency, honesty, and friendliness. Employees should be approachable, closely monitor customer needs, and clearly communicate services. Customers who trust staff and feel comfortable are more likely to become repeat customers. Building confidence and loyalty through assurance is vital for sustaining long-term relationships.

2.2.5 Empathy

Empathy refers to the individualized care a company offers its clients, ensuring customers feel valued and understood (Zeithaml et al., 2006). This dimension involves understanding individual customer needs, being approachable, and providing convenient, customized services. Empathetic firms maintain a customer-centric approach by offering individualized attention and accommodating specific needs. Companies that prioritize their own convenience over customers' or fail to offer personalized service demonstrate a lack of empathy. Emphasizing empathy helps create meaningful and satisfactory service experiences that foster loyalty.

2.3 Student Satisfaction

The marketing concept fundamentally relies on customer satisfaction (Kurniawan, 2010). Oliver (2010) defines customer satisfaction as the feeling of delight individuals experience with the goods or services they have purchased. Additionally, some researchers emphasize the overall consumer experience as the foundation of customer satisfaction, rather than focusing solely on the post-purchase fulfillment response (Gerpott, Rams, & Schindler, 2001; Hill, Roche, & Allen, 2007). Specifically, the overall consumer experience includes product features, price, quality, and the personal benefits derived from the product (Gerpott et al., 2001).

Customer satisfaction reflects customers' perceptions or opinions regarding products or services, which in turn influence consumer buying behavior. It is gauged through overall happiness, satisfaction with the service provider, positive customer experiences, and specifically student satisfaction. Since customer satisfaction impacts customer retention and corporate market share, achieving it remains a primary objective for businesses (Hansemark & Albinsson, 2004).

According to Vavra (2002), satisfaction is a consumer's emotional reaction based on the assessment of the perceived gap between past experiences with the product or organization, their expectations, and actual usage. This comparison between expectations and perceived performance directly affects customer satisfaction. Lee and Cunningham (2001) argue that consumer satisfaction increases corporate profits and reduces costs related to customer acquisition and retention, thus improving competitive advantage. Expectations serve as a benchmark against which satisfaction is measured.

Satisfaction arises when a customer's expectations are met or surpassed. Grasping these expectations is essential for effectively managing customer satisfaction. Expectations are shaped by marketing communications, word of mouth, personal needs, and prior experiences. Several factors contribute to satisfaction, including promise fulfillment, loyalty, expectations, and experiences. Dissatisfied customers are more likely to spread negative word of mouth, which can harm the vendor's reputation and future business prospects (Buttle, 1996).

From a psychological perspective, customer satisfaction arises when consumers compare the attributes of a product or service they receive against their personal needs, expectations, and societal norms. Importantly, satisfaction is not dictated by the organization's industry or market position, but rather by its ability to deliver the quality level customers anticipate (Dick & Basu, 1994).

2.4 Previous Studies

There are many previous studies have explored the relationship between service quality and student satisfaction using the SERVQUAL model. The findings of selected previous research studies are following;

Bui et al. (2023) conducted their research at a large public university in Vietnam to explore how perceived service quality influences student satisfaction and loyalty within the higher education context. The study utilized the SERVPERF measurement scale, evaluating service quality across five dimensions: tangibility (physical facilities and equipment), reliability (ability to consistently deliver promised service), responsiveness (willingness to assist and respond promptly), assurance (staff knowledge, courtesy, and ability to inspire trust), and empathy (caring and personalized attention). Data were collected through structured questionnaires distributed to a representative sample of students. Using structural equation modeling

(SEM), the researchers found that all five service quality dimensions positively affected student satisfaction. Moreover, satisfaction was a strong mediator between service quality and student loyalty, suggesting that universities that enhance service quality are likely to retain students and foster their advocacy. The study recommends universities invest in improving campus infrastructure, staff training, and personalized student support to boost satisfaction and loyalty effectively.

Igwe et al. (2021) explored how overall service quality affects student satisfaction and loyalty in Nigerian universities, focusing on both public and private institutions. The study applied quantitative methods, distributing surveys to a diverse student population across several universities. The SERVQUAL framework was used to gauge service quality but focused on an overall quality perception rather than breaking down into individual dimensions. The findings revealed a significant positive relationship between service quality and student satisfaction, which subsequently enhanced student loyalty toward their universities. The research highlighted the importance of ongoing improvements in service quality such as timely administrative support, effective teaching, and sufficient facilities to sustain student engagement and loyalty. The authors advised university administrators to implement regular quality assessments and feedback mechanisms to align services with student expectations.

Darawong and Widayati (2022) investigated the effects of service quality dimensions on student satisfaction and learning outcomes in online higher education courses in Thailand and Indonesia. They focused on four core service quality dimensions: reliability (consistency of course delivery), responsiveness (promptness in addressing student inquiries), competence (instructor expertise), and empathy (personalized support for learners). Data was collected through online questionnaires targeting students enrolled in fully online programs. The study applied path analysis to investigate relationships among variables. Results showed that service quality significantly boosted student satisfaction, which also had a positive effect on learning outcomes. Notably, competence and responsiveness were found to be the strongest predictors of satisfaction. The study emphasized the need for universities to enhance instructor training, improve technological infrastructure, and maintain active communication channels to improve student experiences in virtual learning environments.

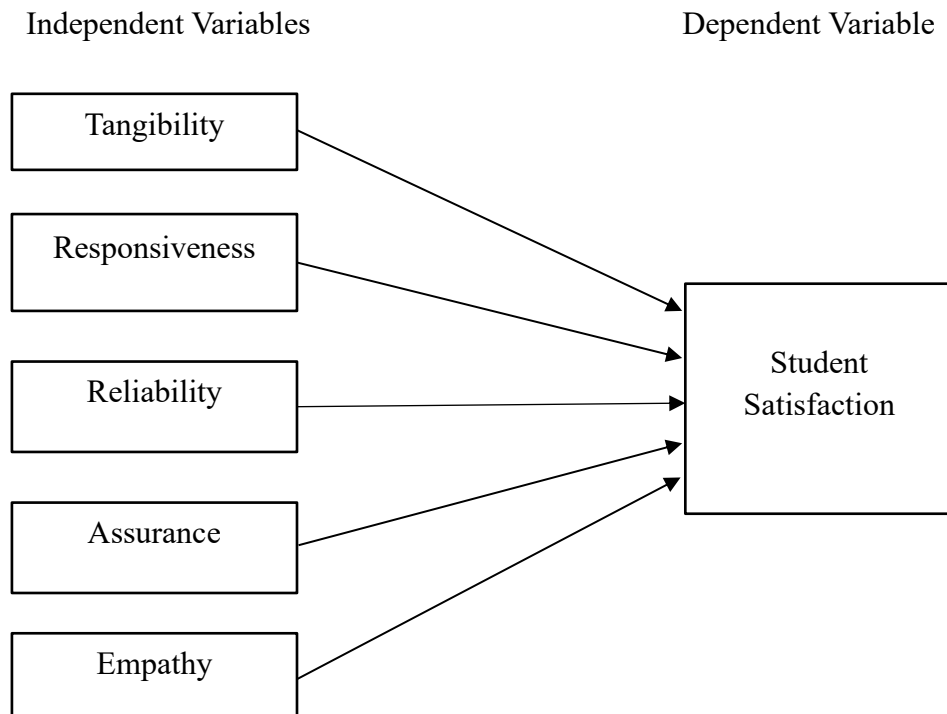
Supriyanto et al. (2024) examined the influence of academic service quality on student satisfaction and loyalty across 16 Higher Education Legal Entities (HELEs) in Indonesia. Using a quantitative survey targeting students from these institutions, the study assessed perceptions of academic service quality, which includes teaching quality, curriculum relevance, and academic support. Structural equation modeling was employed to test the proposed relationships. The findings confirmed that academic service quality directly and significantly impacts student satisfaction. Additionally, satisfaction was found to partially mediate the relationship between service quality and student loyalty, suggesting that enhancing academic services can indirectly increase loyalty through greater satisfaction. The study recommended that HELEs prioritize curriculum improvement, faculty development, and student services to maintain competitive advantage and boost student retention.

Jinarat (2024) explored the impact of educational service quality on student satisfaction in both government and private universities across Thailand. The study assessed five service quality dimensions namely tangibility, reliability, responsiveness, assurance, and empathy using questionnaires distributed to students at various institutions. Regression analysis showed that all five dimensions significantly influenced student satisfaction, with reliability and assurance having the strongest effects. The study highlighted differences in perceptions between government and private university students, noting that private universities often scored higher on responsiveness and empathy. The research stressed the importance of improving physical facilities, enhancing staff competence, and providing personalized attention to students to foster higher satisfaction. It also recommended universities conduct regular service quality assessments to identify and address specific areas for improvement.

These studies demonstrate that key service quality factors such as reliability, responsiveness, empathy, and assurance have a strong impact on satisfaction and loyalty. Satisfaction frequently serves as a link between service quality and loyalty. Some research also includes additional factors, like safety in e-hailing services. Overall, these findings provide valuable insights for organizations aiming to enhance their services to better meet the needs of customers or students.

2.5 Conceptual Framework of the Study

Based on the previous research, the following conceptual model has been created for this study.



Source: Own Compilation adapted from previous studies (2025)

Figure 2.1 Conceptual Framework of the Study

The conceptual framework of this study focuses on the five dimensions of service quality namely tangibility, responsiveness, reliability, assurance, and empathy and their impact on student satisfaction. These five dimensions serve as the independent variables within the specific context of Soe San Private School, while student satisfaction is the dependent variable. The study aims to examine the relationship between these service quality dimensions and student satisfaction at Soe San Private School in Nay Pyi Taw. The anticipated findings are expected to emphasize the critical role of service quality in enhancing student satisfaction. Drawing from previous research, these dimensions collectively define service quality and directly affect student satisfaction by addressing different aspects of the student experience. Effective management of these dimensions promotes a holistic and positive perception of service quality, ultimately boosting student satisfaction.

CHAPTER III

RESEARCH METHDOLOGY

This chapter is divided into four main sections: research design, sampling design, data collection and analysis techniques, and questionnaire design. The research design outlines the strategy, methodology, and underlying philosophy. The sampling design details the study's population and sample size. The data collection and analysis section thoroughly explains the instruments used, data analysis methods, and reliability testing. The survey questionnaire consists of three parts: student feedback, evaluation of service quality and student satisfaction, and demographic and behavioral information.

3.1 Research Design

The research design serves as the overall blueprint for conducting the study. It provides a structured approach to the collection, analysis, and interpretation of data, ensuring that the research is carried out systematically and coherently. A strong research design helps to effectively address the research objectives and ensures that the findings are valid, reliable, and generalizable.

This study is designed to explore the impact of educational service quality on student satisfaction at Soe San Private School in Nay Pyi Taw. It adopts a quantitative research methodology, grounded in a positivist philosophy and guided by a deductive approach. A survey strategy is employed, utilizing a causal research design to examine how five key dimensions of service quality—tangibility, reliability, responsiveness, assurance, and empathy influence students' overall satisfaction with their educational experience.

This section outlines the study's philosophical foundation, methodological choices, and research strategies, explaining how each component supports the achievement of the research objectives.

3.1.1 Research Framework

This study adopts a positivist research philosophy, grounded in the belief that reality is objective and can be measured through observation and quantitative methods. Positivism emphasizes structured methodologies and statistical techniques

to explore the relationships between variables, such as service quality and student satisfaction (Saunders, Lewis, & Thornhill, 2019). In the context of educational services at Soe San Private School, the positivist approach supports the use of structured surveys and statistical tools to examine how service quality dimensions such as tangibility, reliability, responsiveness, assurance, and empathy influence student satisfaction. By focusing on objective data and minimizing researcher bias, this philosophy ensures that the study produces empirical, generalizable findings relevant to educational service management.

A deductive approach is applied in this research. This approach involves formulating hypotheses based on established theoretical frameworks and testing them using empirical data (Bryman & Bell, 2015). Drawing from the SERVQUAL model, the study hypothesizes that the five service quality dimensions significantly influence student satisfaction. The structured methodology ensures a logical progression from theory to empirical testing, allowing for the confirmation or refinement of existing theoretical assumptions in the specific educational context of Soe San Private School. This approach is consistent with the positivist philosophy and enhances the reliability and objectivity of the findings.

The study utilizes a survey strategy to gather quantitative data from Grade 10, 11, and 12 students at Soe San Private School in Nay Pyi Taw. This method aligns well with positivist and deductive approaches and is widely used for collecting standardized data from large populations (Creswell, 2014). In this research, structured questionnaires with closed-ended questions are employed to assess students' perceptions of service quality and their satisfaction levels. This approach allows for efficient data collection and facilitates statistical analysis (Fowler, 2014). Moreover, it captures a diverse range of student viewpoints within a real-world school setting, thereby enhancing the external validity and practical relevance of the findings.

To examine the potential cause-and-effect relationship between service quality and student satisfaction, the study adopts a causal research design. In this framework, student satisfaction is the dependent variable, while the five service quality dimensions namely tangibility, reliability, responsiveness, assurance, and empathy serve as the independent variables. This design enables the researcher to investigate how variations in these dimensions influence student satisfaction within the educational context of the school.

By applying multiple regression analysis, the study aims to identify which service quality dimensions have the most significant impact on satisfaction. Unlike correlational studies, a causal research design facilitates the identification of potential causal links, providing actionable insights that school administrators can use to implement targeted improvements in service delivery and enhance overall student satisfaction.

3.1.2 Data Collection

Data collection is a vital component of the research process, serving as the foundation for analysis and interpretation. In this study, data were gathered through an online survey, which provides an efficient, cost-effective method for reaching a broad and diverse sample. Online surveys offer several advantages, including rapid distribution, easy accessibility, and reduced human error, as responses are recorded directly in digital form.

To ensure precise and quantifiable results, the survey utilized a seven-point Likert scale, ranging from 1 (“Strongly Disagree”) to 7 (“Strongly Agree”). This scale enables respondents to indicate the extent of their agreement or disagreement with each statement, offering a clear and measurable reflection of their perceptions. The Likert scale also ensures the suitability of the data for statistical analysis, allowing for meaningful exploration of the relationships between variables.

The primary data for this study were collected during a specific period, from February 5 to February 14, 2025. This timeframe was intentionally selected to capture students’ current perceptions and experiences at Soe San Private School. Limiting the data collection to this defined window helps minimize the influence of external factors such as changes in school policies, seasonal shifts, or unexpected events that might otherwise affect student attitudes and responses. This approach enhances the consistency and validity of the data.

In addition to primary data, secondary data were also obtained from relevant sources including academic journals, research papers, and industry reports. These secondary sources provide valuable context, supporting the analysis and helping to validate the study’s findings. Reviewing existing literature on service quality and student satisfaction in the education sector also offers insights into critical factors such as responsiveness, reliability, and empathy that shape students’ perceptions. By building on established theories and methodologies, this study aims to provide a more

comprehensive understanding of how service quality influences student satisfaction at Soe San Private School.

3.2 Sampling Design

The population for this research comprises students enrolled in Grade 10, Grade 11, and Grade 12 at Soe San Private School in Nay Pyi Taw. The total target population includes 311 students. A sample of 175 respondents was determined using Yamane's (1967) formula, ensuring a manageable and statistically valid sample size.

According to Cooper and Schindler (2006), a population refers to the complete group of individuals or elements that a researcher aims to study. In this context, the population includes all students from the specified grade levels at Soe San Private School. Sampling the process of selecting a subset of individuals from the population is essential for measuring characteristics, attitudes, and perceptions without surveying the entire group (Saunders, Lewis, & Thornhill, 2012). This subset, known as the sample, plays a critical role in determining the accuracy and generalizability of the research findings. The sample size is influenced by several factors, including the purpose of the study, total population size, and the acceptable margin of error.

Sampling techniques help reduce the volume of data required by focusing on a representative segment of the population. These techniques are generally divided into two categories: non-probability sampling and probability sampling. Non-probability methods such as convenience, quota, purposive, and snowball sampling are typically used when the population is hard to access or when specific participant characteristics are needed. In contrast, probability sampling methods such as simple random sampling, stratified sampling, systematic sampling, and cluster sampling ensure that every individual in the population has a known and equal chance of being selected, thus increasing the reliability and generalizability of the results.

For this study, simple random sampling was employed to ensure fair and unbiased representation of the student population. In simple random sampling, participants are chosen entirely by chance, giving each individual an equal probability of selection. This technique minimizes selection bias and enhances the statistical representativeness of the sample, thereby supporting the validity of the study's conclusions.

The sample size for this study was determined using Yamane's (1967) formula, which is a widely used method for calculating sample sizes in research. The formula is as follows:

$$n = \frac{N}{1+(e^2)}$$

Where:

n = sample size

N = population size (313 in this study)

e = margin of error (set at 5% or 0.05 for this study)

Using Yamane's formula, the sample size was calculated to be 175 respondents from the total population of students. This calculated sample size strikes a balance between accuracy and feasibility, ensuring that the study's findings are both reliable and valid. A sample of this size reduces sampling error, which is the difference between the sample results and what would be obtained if the entire population were surveyed. By minimizing the margin of error set at 5% in this study the results can be generalized with greater confidence to the entire student population at Soe San Private School. Moreover, selecting an adequate sample size helps in obtaining meaningful statistical analysis while managing resources efficiently, such as time and cost.

The sampling design for this study was carefully planned to ensure the representativeness and accuracy of the findings. By using simple random sampling, the study ensured that students from Grade 10, Grade 11, and Grade 12 at Soe San Private School in Nay Pyi Taw had an equal opportunity to be selected as respondents. This approach minimized sampling bias and promoted a representative sample of the student population. Additionally, Yamane's formula was utilized to calculate an appropriate sample size, enhancing the study's reliability and validity. Together, these methods facilitated a comprehensive analysis of the impact of service quality on student satisfaction at Soe San Private School in Nay Pyi Taw.

3.3 Questionnaire Design

A questionnaire is a structured set of questions designed to collect data from respondents in a systematic manner. It provides clear instructions on which questions should be asked and in what order, ensuring consistency and reliability in data

collection. Questionnaires are widely used in various research fields, including survey research and experimental design, due to their ability to efficiently gather large amounts of data from a diverse population. According to Sreejesh S. et al. (2014), a questionnaire serves four key functions: it facilitates data collection from respondents, structures interview, standardizes responses, and aids in data processing. These functions make questionnaires an essential tool for researchers aiming to collect quantitative data in an organized and efficient way.

The questionnaire used in this study is divided into two main sections: Section A and Section B. Each section is carefully structured to address specific research objectives, ensuring the collection of relevant and comprehensive data.

Section A focuses on the demographic profile of students at Soe San Private School. It includes questions related to gender, age, grade level, reason for attending the school, family monthly income, current grade, and years of attendance. The purpose of this section is to gather essential background information that can be used to analyze how various demographic factors influence perceptions of service quality and student satisfaction. For instance, differences in age may reveal generational variations in service expectations, while income levels could provide insights into how socioeconomic status affects satisfaction. Collecting this demographic data allows for a more detailed and nuanced examination of how service quality dimensions relate to student satisfaction.

Section B evaluates the dimensions of service quality and levels of student satisfaction. The items measuring these variables were adapted from validated scales in prior studies, tailored to fit the specific context of this research. Responses are recorded using a seven-point Likert scale, ranging from 1 (Strongly Disagree) to 7 (Strongly Agree), allowing respondents to express their level of agreement with each statement. This format provides a structured and quantifiable method for capturing students' perceptions.

To assess student satisfaction specifically, the study incorporates measurement items developed by Elliott and Shin (2002). Student satisfaction serves as a key outcome variable, representing the degree to which students are content with their overall educational experience and their intention to maintain a relationship with Soe San Private School. By identifying which service quality dimensions most strongly influence satisfaction, the study aims to help the school enhance its service offerings,

improve student retention, and create a more effective and supportive learning environment.

3.4 Data Analysis

To analyze the educational service quality at Soe San Private School, various statistical techniques were employed using SPSS software. These methods were applied to examine the relationship between student satisfaction and the five dimensions of service quality.

Descriptive statistics including means, standard deviations, frequencies, and percentages were used to summarize the demographic characteristics of the respondents and provide an overview of responses to each questionnaire item. Mean scores were calculated for each SERVQUAL dimension (tangibility, reliability, responsiveness, assurance, and empathy) to assess the extent to which the services align with recognized standards of quality. Higher mean scores indicated stronger agreement with quality service standards, while standard deviations reflected the variability in responses among students.

Each dimension consisted of several specific statements, measured using a seven-point Likert scale ranging from 1 to 7. On this scale, 1 represents “Strongly Disagree,” 2 “Disagree,” 3 “Somewhat Disagree,” 4 “Neither Agree nor Disagree,” 5 “Somewhat Agree,” 6 “Agree,” and 7 “Strongly Agree.” Accordingly, the mean scores for each item and dimension could range from 1 to 7, offering a quantifiable measure of students’ perceptions of service quality and satisfaction.

Best (1977) states that the mean values of seven-point Likert scale items might be interpreted as following:

- Scores ranging from 1.00 to 1.86 signify "Strongly Disagree".
- A score of 1.87 to 2.72 means "Disagree".
- Scores ranging from 2.73 to 3.58 signify "Somewhat Disagree".
- The range of scores from 3.59 to 4.44 denotes "Neither Agree nor Disagree".
- A score of 4.45 to 5.30 means "Somewhat Agree."
- A score of 5.31 to 6.16 means "Agree".
- Scores in the range of 6.17 to 7.00 signify "Strongly Agree".

Standard deviation (S.D.) quantifies the extent of variation or dispersion within a given set of data values. A small standard deviation suggests that the data

points are likely to be near the mean of the set, whereas a large standard deviation implies that the data points are dispersed across a broad range of values (Bland & Altman, 1996). The standard deviation is frequently utilized to gauge confidence in statistical findings.

3.4.1 Reliability Analysis

Cronbach's Alpha was employed as the primary measure to assess the reliability of the measurement scale. It is a widely recognized statistical tool for evaluating the internal consistency of items within a scale, offering an accurate indication of reliability (Cronbach, 1951). The Cronbach's Alpha coefficient ranges from 0 to 1, with higher values indicating stronger internal consistency among the items. In this study, the interpretation of Cronbach's Alpha values adhered to established reliability benchmarks:

- Coefficients below 0.60 were considered poor.
- Coefficients between 0.70 and 0.79 were deemed acceptable.
- Coefficients of 0.80 or higher were regarded as good, reflecting strong internal consistency.

Only variables with a Cronbach's Alpha value of 0.70 and above were included in the final analysis to certify the reliability of the data used in the study.

According to the reliability analysis from 175 respondents presented in Table (3.1), the Cronbach's Alpha values for the majority of service quality dimensions surpassed the threshold of 0.7, signifying robust internal consistency. These results confirm that the dimensions of tangibility, responsiveness, reliability, assurance, empathy and student satisfaction are highly reliable in measuring their respective service quality constructs.

Table 3.1 Reliability Analysis of Variables

Sr. No.	Variables	No. of Items	Cronbach's Alpha
1	Tangibility	5	0.965
2	Responsiveness	5	0.973
3	Reliability	5	0.968
4	Assurance	5	0.969
5	Empathy	5	0.970

Table 3.1 Reliability Analysis of Variables

Sr. No.	Variables	No. of Items	Cronbach's Alpha
6	Student Satisfaction	12	0.974

Source: Survey Data (May, 2025)

According to the reliability statistics from 175 respondents presented in Table (3.1), the Cronbach's Alpha values for the majority of service quality dimensions surpassed the threshold of 0.7, signifying robust internal consistency. These results confirm that the dimensions of tangibility, responsiveness, reliability, assurance, empathy, and student satisfaction are highly reliable in measuring their respective service quality constructs.

3.4.2 Correlation Analysis

Correlation analysis is a statistical method used to examine the strength and direction of the relationship between two or more variables. It helps determine how closely variables are associated. The outcome of this analysis is expressed through a correlation coefficient, which ranges from -1 to +1. A coefficient closer to +1 or -1 indicates a stronger relationship, while a value near 0 suggests a weak or no relationship.

There are three main types of correlation in statistics: Pearson correlation, Spearman correlation, and Kendall rank correlation (Gujarati & Porter, 2009). Among these, the Pearson correlation is the most widely used. Also known as Pearson's r , the bivariate correlation, or the Pearson Product-Moment Correlation Coefficient (PPMCC), it is especially effective for analyzing linear relationships between variables measured on an interval or ratio scale.

Pearson correlation serves both as a descriptive and inferential statistic. Descriptively, it summarizes the strength and direction—positive or negative—of a linear relationship between two numerical variables. Inferentially, it allows researchers to determine whether the observed relationship is statistically significant (Turney, 2022).

In this study, Pearson's correlation coefficient (r) is used because the data are measured at the interval level (Tabachnick & Fidell, 2007). The strength of the relationships between variables is interpreted using the following scale established by Tabachnick & Fidell (2007):

+1 (-1) refers to perfect positive (negative) correlation.

- (1) 0.70 to 0.99 (-0.70 to -0.99) refers to very strong positive (negative) correlation.
- (2) 0.50 to 0.69 (-0.50 to -0.69) refers to strong positive (negative) correlation.
- (3) 0.30 to 0.49 (-0.30 to -0.49) refers to moderate positive (negative) correlation.
- (4) 0.10 to 0.29 (-0.10 to -0.29) refers to weak positive (negative) correlation.
- (5) 0 to 0.09 (0 to -0.09) refers to no correlation or negligible correlation.

3.4.3 Multiple Regression Analysis

Multiple regression analysis is a commonly used statistical method in research, especially within marketing and business disciplines. It enables the examination of the relationship between multiple independent variables and a single dependent variable, providing a comprehensive understanding of how various factors collectively influence an outcome. According to Hair et al. (2019), regression analysis is valuable for identifying whether independent variables have a statistically significant effect on the dependent variable and for determining the extent to which they account for variations in the data.

In this study, multiple regression analysis is applied to explore the relationship between five independent variables namely tangibility, responsiveness, reliability, assurance, and empathy and the dependent variable, student satisfaction. This analysis allows for the assessment of how well these dimensions of service quality predict student satisfaction and whether the relationships observed are statistically significant.

The general formula for a multiple regression model is:

$$y = f(x_1, x_2, x_3, x_4, x_5)$$

Where:

Y = Dependent variable (Student Satisfaction) x

x_1 = Tangibility

x_2 = Responsiveness

x_3 = Reliability

x_4 = Assurance

x_5 = Empathy

To evaluate the significance of the independent variables, the p-value will be used. The p-value indicates the probability that the observed relationship between an independent variable and the dependent variable occurred by chance. A p-value less than 0.05 (typically) suggests that the independent variable has a statistically significant effect on the dependent variable.

Additionally, the R-square (R^2) value will be calculated to assess the model's explanatory power. R-square represents the proportion of variance in the dependent variable (student satisfaction) that is explained by the independent variables. It ranges from 0 to 1, where a higher value indicates a better fit of the model. For instance, an R-square value of 0.70 means that 70% of the variation in student satisfaction can be explained by the independent variables included in the model. However, since R-square tends to increase with the addition of more variables, the adjusted R-square will also be used to provide a more accurate measure by accounting for the number of predictors in the model.

The F-value is another critical measure in multiple regression analysis. It tests the overall significance of the regression model by comparing the model's explained variance to the unexplained variance. A high F-value, along with a statistically significant p-value (typically < 0.05), indicates that the model is a good fit and that the independent variables collectively have a significant impact on the dependent variable.

Regression assumes that variables have normal distributions as non-normally distributed variables results in distort relationship and significance tests. Visual inspection of data plots, skew, kurtosis, and P-P plots give researchers information about normality. Also, outliers, can be identified through visual inspection of histograms or frequency distributions, or by converting data to z-scores (Osborne & Waters, 2002).

Standard multiple regression can occur when the relationship between dependent and independent variables is linear in nature. Otherwise, the regression analysis will underestimate the true relationship and carry a risk for error. There are three suggested ways to detect nonlinearity. Firstly, using previous theories or research to inform current analyses. However, many previous studies have overlooked the possibility of non-linear correlations, this method is not trustworthy. Secondly, a preferable method to detect it is the examination of residual plots. A plot of the standardized residuals as a function of standardized predicted values. Lastly, the

method of detection of curvilinearity can be done through running regression analyses that incorporate curvilinear components (Osborne & Waters, 2002).

Homoscedasticity refers to when the variance of the error is constant at all levels of the independent variable. In the case where the error variance differs at different independent variable values, heteroscedasticity is indicated. Although a slight difference only has little effect on the significance test, it could also lead to serious distortions and seriously weaken the analysis. The assumption can be validated through visual examination of a plot of the standardized residuals by the regression standardized predicted values. Heteroscedasticity is indicated when the residuals are not evenly scattered around the line. Also, various forms of heteroscedasticity can be found such as bow-tie, or fan shape. When the residuals appear to deviate greatly from normal, more formal testing should be performed. A possible test for this is the Goldfeld-Quandt test. When the error value decreases or increases continuously as the value of the dependent variable increases or the Gleiser tests for heteroscedasticity can be achieved when the error term has a small variance in the observations at central observations and a larger variance at the extremes of the observations (Osborne & Water, 2002).

CHAPTER IV

ANALYSIS ON EDUCATIONAL SERVICE QUALITY ON STUDENT SATISFACTION OF SOE SAN PRIVATE SCHOOL IN NAY PYI TAW

This chapter describes the student profile and the educational service quality of Soe San Private School. It also represents student's perceptions of the five service quality dimensions of Soe San Private School in Nay Pyi Taw, and analyzes the relationship between these dimensions and student satisfaction.

4.1 Demographic Characteristics of Respondents

The demographic characteristics of the respondents provide essential background information that helps contextualize the findings of the study. In this research, the sample consisted of 175 respondents who attend at Soe San Private School in Nay Pyi Taw. The demographic data collected included gender, age, education level, family monthly income, attended level and years of attending. In order to provide general demographic information of customers, the collected data are displayed in the form of tables which contain the frequency and percentage rate results of the respondents.

4.1.1 Gender of Respondents

Gender of respondent was classified into two groups that were male and female. Number of respondents by Gender group is shown in Table 4.1.

Table 4.1 Gender of Respondents

Sr. No.	Gender	Frequency	Percent (%)
1	Male	65	37.1
2	Female	110	62.9
	Total	175	100

Source: Survey Data, 2025

The Survey data indicates that the majority of respondents are female, accounting for 62.9% of the total, while male respondents make up only 37.1%. This suggests that female students were more willing to participate in the survey.

4.1.2 Age of Respondents

The ages of respondents are divided into five groups: 14 years and below, 15–16 years, 17–18 years, 19–20 years, and above 21 years. The number of respondents in each age group is shown in Table 4.2.

Table 4.2 Age of Respondents

Sr. No.	Age (Years)	Frequency	Percent (%)
1	14 and below	20	11.4
2	15 – 16	31	17.7
3	17– 18	55	31.4
4	19 – 20	49	28.0
5	Above 21	20	11.4
	Total	175	100

Source: Survey Data, 2025

As presented in Table 4.2, the largest group of respondents falls within the 17–18 years category, comprising 31.4% of the total sample. This is followed by the 19–20 years group, which accounts for 28.0%. Both the youngest group (14 years and below) and the oldest group (above 21 years) each represent 11.4% of respondents. The 15–16 years age group constitutes 17.7% of the participants. Overall, the data shows a balanced distribution across age groups, with the majority of students being between 17 and 20 years old.

4.1.3 Education Level of Respondents

The education level of respondents is divided into three groups: Grade 10, Grade 11 and Grade 12. The number of respondents in each education level is shown in Table 4.3.

Table 4.3 Education Level of Respondents

Sr. No.	Education Level	Frequency	Percent (%)
1	Grade 10	12	6.9
2	Grade 11	71	40.6
3	Grade 12	92	52.6
	Total	175	100

Source: Survey Data, 2025

Table 4.3 shows that the majority of respondents are in Grade 12, accounting for 52.6% of the sample. This is followed by Grade 11 students, who make up 40.6% of the respondents. Grade 10 students constitute the smallest group, representing only 6.9% of the total participants. These results indicate that most of the respondents are in the final years of their secondary education.

4.1.4 Sources of Information of Respondents

The Sources of information of respondents are categorized into three groups: Facebook, friend's recommendation and campus visits. The number of respondents in each Source of information is shown in Table 4.4.

Table 4.4 Sources of Information of Respondents

Sr. No.	Source of Information	Frequency	Percent (%)
1	Facebook	14	8.0
2	Friend's Recommendation	75	42.9
3	Campus Visits	86	49.1
	Total	175	100

Source: Survey Data, 2025

According to Table 4.4, the majority of respondents, 49.1%, learned about the school through campus visits, making it the most influential Source of information. Friend's recommendations also play a significant role, accounting for 42.9% of the responses. In contrast, Facebook is the least common Source, with only 8.0% of respondents citing it as their Sources of information. These findings suggest that personal and direct experiences, such as campus visits and peer recommendations, are more effective in informing students about the school compared to social media.

4.1.5 Reason to Attend of Respondents

The reason to attend of respondents is classified into five groups: High Pass Rate, Courses & Classes Offered, Well-disciplined, Professional Lecturers and Facility Provided. The distribution of respondents by reason to attend is shown in Table 4.5.

Table 4.5 Reason to Attend of Respondents

Sr. No.	Reason To Attend	Frequency	Percent (%)
1	High Pass Rate	60	34.3
2	Courses & Classes Offered	54	30.9
3	Well-disciplined	11	6.3
4	Professional Lecturers	17	9.7
5	Facility Provided	33	18.9
	Total	175	100

Source: Survey Data, 2025

As shown in Table 4.5, the most common reason cited by respondents is the High Pass Rate, which accounts for 34.3% of the sample. This is followed closely by the availability of Courses & Classes Offered at 30.9%. Facilities Provided also influenced 18.9% of respondents' decisions. The categories of Professional Lecturers and Well-disciplined Environment account for 9.7% and 6.3% respectively. These results indicate that academic success and course availability are the primary motivations for students choosing to attend the school, while discipline and staff professionalism are less influential factors.

4.1.6 Family Monthly Income of Respondents

The family monthly income of respondents is classified into five groups: Less than 400,000 Kyats, 400,001 to 600,000 Kyats, 600,001 to 800,000 Kyats, 800,001 to 1,000,000 Kyats and Above 1,000,001 Kyats. The distribution of respondents by family monthly income is shown in Table 4.6.

Table 4.6 Family Monthly Income of Respondents

Sr. No.	Family Monthly Income (Kyats)	Frequency	Percent (%)
1	Less than 400,000	7	4.0
2	400,000 to 600,000	10	5.7
3	600,000 to 800,000	26	14.9
4	800,000 to 1,000,000	46	26.3
5	Above 1,000,000	86	49.1
	Total	175	100

Source: Survey Data, 2025

As presented in Table 4.6, nearly half of the respondents (49.1%) come from families with a monthly income exceeding 1,000,000 Kyats, making it the most represented income bracket. This is followed by 26.3% of respondents whose family income falls between 800,000 and 1,000,000 Kyats. The remaining income groups represent smaller portions of the sample, with 14.9% in the 600,000 to 800,000 Kyats range, 5.7% in the 400,000 to 600,000 Kyats range, and 4.0% earning less than 400,000 Kyats monthly. These findings suggest that the majority of students attending Soe San Private School come from middle to higher-income families.

4.1.7 Started Attending Level of Respondents

The started attending level of respondents is classified into three groups: Primary Level (KG to Grade 5), Middle Level (Grade 6 to Grade 9) and High School Level (Grade 10 to Grade 12). The distribution of respondents by started attending level is shown in Table 4.7.

Table 4.7 Started Attending Level of Respondents

Sr. No.	Started attending level	Frequency	Percent (%)
1	Primary Level (KG to Grade 5)	17	9.7
2	Middle Level (Grade 6 to Grade 9)	46	26.3
3	High School Level (Grade 10 to Grade 12)	112	64.0
	Total	175	100

Source: Survey Data, 2025

As shown in Table 4.7, the majority of students (64.0%) began attending at the High School Level, indicating a strong representation of upper-grade students in the sample. Meanwhile, 26.3% of respondents started at the Middle Level, and a smaller portion, 9.7%, began their schooling at the Primary Level. This distribution suggests that most students enrolled at Soe San Private School during their high school years.

4.1.8 Years of Attendance of Respondents

The years of attendance of respondents is classified into five groups: 1 year and below, 2 years to 4 years, 5 years to 7 years, 8 years to 10 years and 11 years and above. The distribution of respondents by years of attendance is shown in Table 4.8.

Table 4.8 Years of Attendance of Respondents

Sr. No.	Years of attendance (Years)	Frequency	Percent (%)
1	1 and below	13	7.4
2	2 to 4	24	13.7
3	5 to 7	40	22.9
4	8 to 10	38	21.7
5	11 and above	60	34.3
	Total	175	100

Source: Survey Data, 2025

As presented in Table 4.8, the largest group of students (34.3%) have attended the school for 11 years or more, indicating a strong retention rate among long-term students. This is followed by 22.9% of respondents attending for 5 to 7 years and 21.7% for 8 to 10 years. Smaller proportions are observed among students with shorter attendance periods, with 13.7% attending for 2 to 4 years and only 7.4% attending for 1 year or less. These findings suggest that many students have a prolonged association with Soe San Private School, reflecting continuity in their education.

4.2 Student Perception of Service Quality and Student Satisfaction

Soe San Private School offers a good service quality to its students for the purpose of gaining their satisfaction and great recommendation and review of educational the service quality. The five dimensions of service quality that Soe San Private School supports are tangibility, responsiveness, reliability, assurance and empathy and student satisfaction.

4.2.1 Student Perception on Tangibility

Tangibility is one of the important dimensions of service quality. Five survey questions are used to study how well the respondents perceive tangibility in Soe San Private School in Nay Pyi Taw. The survey results for tangibility are shown in the following Table 4.9.

Table 4.9 Student Perception on Tangibility

Sr. No.	Particular	Mean	Standard Deviation
1	The quality and maintenance of classrooms are satisfactory.	5.71	0.829
2	Library reSources are in good condition and readily available.	5.71	0.808
3	Sports facilities and programs meet expectations.	5.77	0.807
4	Technological reSources effectively support student learning.	5.70	0.863
5	Laboratory equipment for science classes is adequate.	5.72	0.821

Source: Survey Data, 2025

As shown in the above Table 4.9, all statements related to tangibility are accepted by respondents because the mean scores are above 4.0, indicating a positive perception. The mean value of " Sports facilities and programs meet expectations " (Tq3) is the highest, with a mean score of 5.77. Therefore, this statement received the most agreement from respondents, suggesting that students are highly satisfied with the quality and availability of sports facilities and related programs at Soe San Private School. On the other hand, "Technological reSources effectively support student learning." (Tq4) has the lowest mean value of 5.70. This indicates that This indicates that students perceive the effectiveness of technological reSources as slightly less satisfactory compared to other tangible factors, highlighting a potential area for improvement to better meet their learning needs.

4.2.2 Student Perception on Responsiveness

Responsiveness is one of the important dimensions of service quality. Five survey questions are used to study how well the respondents perceive responsiveness in Soe San Private School in Nay Pyi Taw. The survey results for responsiveness are shown in the following Table 4.10.

Table 4.10 Student Perception on Responsiveness

Sr. No.	Particular	Mean	Standard Deviation
1	Satisfied with how promptly Soe San Private School addresses student's concerns and queries.	5.70	0.931
2	Teachers at Soe San Private School quickly respond to communications from parents.	5.75	0.867
3	The administrative staff at Soe San Private School is responsive and helpful.	5.78	0.782
4	Soe San Private School effectively communicates changes in school policies or schedules.	5.77	0.740
5	The school provides timely feedback on student's academic progress.	5.69	0.934
6	Soe San Private School quickly addresses any behavioral issues involving students.	5.74	0.856
7	The school is proactive in informing students about upcoming events and activities.	5.73	0.967

Source: Survey Data, 2025

As shown in the Table 4.10, all statements related to responsiveness are accepted by respondents because the mean scores are above 4.0, indicating a positive perception. The mean value of " The administrative staff at Soe San Private School is responsive and helpful." is the highest, with a mean score of 5.78. This indicates strong agreement among students, suggesting that they perceive the administrative staff as attentive and willing to assist, which contributes positively to their overall satisfaction with the school's services. On the other hand, " The school provides timely feedback on student's academic progress." has the lowest mean value of 5.69. This indicates that students perceive a relative gap in the promptness of feedback on their academic performance, suggesting room for improvement in this area to better meet student expectations and enhance satisfaction.

4.2.3 Student Perception on Reliability

Reliability is one of the important dimensions of service quality. Five survey questions are used to study how well the respondents perceive reliability in Soe San

Private School in Nay Pyi Taw. The survey results for reliability are shown in the following Table 4.11.

Table 4.11 Student Perception on Reliability

Sr. No.	Particular	Mean	Standard Deviation
1	Soe San Private School consistently provides a high standard of education.	5.72	0.826
2	Communication between Soe San Private School and students clear and reliable.	5.71	0.805
3	Teachers at Soe San Private School effectively address students' academic needs.	5.78	0.803
4	Administrative tasks and processes at Soe San Private School are handled promptly.	5.73	0.860
5	Soe San Private School maintains a safe and secure environment for students.	5.73	0.818

Source: Survey Data, 2025

As shown in the above Table 4.11, all statements related to reliability are accepted by respondents because the mean scores are above 4.0, indicating a positive perception. The mean value of " Teachers at Soe San Private School effectively address students' academic needs." is the highest, with a mean score of 5.78. This means that students perceive the school as dependable and consistent in fulfilling their educational needs, highlighting the importance of reliable teaching staff in fostering student satisfaction and academic success at Soe San Private School. On the other hand, " Communication between Soe San Private School and students clear and reliable." has the lowest mean value of 5.71. This indicates that students generally perceive communication as positive, there is slightly less agreement compared to other reliability aspects. It suggests a need for the school to enhance clarity and consistency in communication to further improve student confidence and satisfaction.

4.2.4 Student Perception on Assurance

Assurance is one of the important dimensions of service quality. Five survey questions are used to study how well the respondents perceive assurance in Soe San

Private School in Nay Pyi Taw. The survey results for assurance are shown in the following Table 4.12.

Table 4.12 Student Perception on Assurance

Sr. No.	Particular	Mean	Standard Deviation
1	The academic curriculum meets student's educational needs.	5.69	0.915
2	Satisfied with communication regarding student's progress.	5.73	0.887
3	Teaching staff demonstrate dedication and competence.	5.67	0.990
4	Extracurricular programs positively contribute to student's development.	5.72	0.932
5	Disciplinary policies are fair and conducive to a positive learning environment.	5.74	0.856
6	Facilities and reSources effectively support learning and growth.	5.74	0.825
7	The curriculum develops critical thinking, creativity, and lifelong learning skills.	5.75	0.859

Source: Survey Data, 2025

As shown in the Table 4.12, all statements related to assurance are accepted by respondents because the mean scores are above 4.0, indicating a positive perception. The mean value of "The curriculum develops critical thinking, creativity, and lifelong learning skills." is the highest, with a mean score of 5.75. This indicates that students strongly agree that the curriculum at Soe San Private School effectively fosters essential skills such as critical thinking, creativity, and lifelong learning. Such a positive perception of the curriculum's quality contributes significantly to their overall confidence in the school's educational assurance. On the other hand, "Teaching staff demonstrate dedication and competence" has the lowest mean value of 5.67. This indicates that while students generally acknowledge the dedication and competence of the teaching staff, it is perceived slightly less positively compared to other assurance factors. Nonetheless, students highly value the school's commitment to a curriculum that fosters critical thinking, creativity, and lifelong learning skills, which strengthens their confidence in the overall quality of education at Soe San Private School.

4.2.5 Student Perception on Empathy

Empathy is one of the important dimensions of service quality. Five survey questions are used to study how well the respondents perceive in Soe San Private School in Nay Pyi Taw. The survey results for empathy are shown in the following Table 4.13.

Table 4.13 Student Perception on Empathy

Sr. No.	Particular	Mean	Standard Deviation
1	The teachers give student individual attention.	5.68	0.916
2	The teachers are willing to listen to student's feedback and complaints.	5.76	0.780
3	The teachers understand the student's individual need.	5.71	0.829
4	The teacher has operation hours and locations which are convenient to its students.	5.71	0.843
5	The teachers have the student's best interest at heart.	5.70	0.924
6	The Private school is fair and unbiased in their treatments of students.	5.73	0.825
7	The extent to which lecturers are sympathetic and supportive to the needs of students	5.73	0.839
8	Access to study rooms is accommodate with student convenient.	5.67	0.930
9	The teachers give student individual attention.	5.79	0.785

Source: Survey Data, 2025

As shown in the Table 4.13, all statements related to empathy are accepted by respondents because the mean scores are above 4.0, indicating a positive perception. The mean value of " The teachers give student individual attention." is the highest, with a mean score of 5.79. This indicates that students highly appreciate the personalized attention they receive from teachers at Soe San Private School, which contributes significantly to their positive perception of the school's empathetic approach. On the other hand, " Access to study rooms is accommodate with student convenient." has the lowest mean value of 5.67. This indicates that students do not feel fully satisfied with the availability or accessibility of study rooms, suggesting

there may be room for improvement in ensuring these facilities better meet their needs and schedules.

4.2.6 Summary of Student Perception of Service Quality Dimensions

The following table shows the overall mean values for independent variables such as tangibility, reliability, responsiveness, assurance and empathy.

Table 4.14 Summary of Student Perception of Service Quality Dimensions

No.	Service Quality Dimensions	Overall Mean
1	Tangibility	5.726
2	Responsiveness	5.737
3	Reliability	5.735
4	Assurance	5.722
5	Empathy	5.722

Source: Survey Data, 2025

The analysis of student perception regarding service quality dimensions at Soe San Private School reveals that students are generally satisfied, with all mean scores exceeding 5.0 on a 7-point Likert scale. Among the five dimensions, Responsiveness (5.737) has the highest mean score, indicating that students particularly value the promptness and willingness of school staff to provide assistance. Reliability (5.735) follows closely, suggesting that students view the school as consistent and dependable in delivering its services. Tangibility (5.726) holds the third highest mean, reflecting satisfaction with the school's physical facilities, learning environment, and the appearance of staff and materials. Assurance and Empathy, both scoring 5.722, have the lowest means among the dimensions, indicating slightly lower perceptions of personal attention, care, and staff competence, though still within a generally positive range. Standard deviations across all dimensions range from 0.608 to 0.774, suggesting low variability in responses. This consistency reflects a shared perception of service quality among students and supports the reliability of the findings.

4.2.7 Student Perception on Student Satisfaction

Student satisfaction is a critical outcome variable that reflects the extent to which students are satisfied to continuing their relationship with Soe San Private School in Nay Pyi Taw. Five survey questions are used to study how well the

respondents perceive their satisfaction toward Soe San Private School's services quality in Nay Pyi Taw. The survey results for student satisfaction are shown in the following Table 4.15.

Table 4.15 Student Perception on Student Satisfaction

Sr. No.	Particular	Mean	Standard Deviation
1	Facilities and resources at school meet expectations for quality and accessibility are satisfactory	5.67	0.949
2	School consistently fulfills promises and commitments to students and parents, ensuring satisfaction with their commitments.	5.71	0.870
3	School staff responsiveness to inquiries and concerns is prompt and satisfactory.	5.74	0.786
4	Assurances about child safety and well-being at school ensure high student satisfaction regarding student's security and well-being.	5.75	0.754
5	Fees at school are reasonable, meeting parents' expectations for cost effectiveness and overall value, ensuring satisfaction.	5.67	0.943
6	The school's location offers convenience and adds to the overall satisfaction of the educational experience.	5.75	0.767
7	People at school positively contribute to the school's environment, enhancing overall community satisfaction.	5.75	0.834
8	Processes and procedures at school are clear and efficient, ensuring satisfactory educational experiences for all stakeholders.	5.75	0.834
9	Overall satisfaction with tangible resources and amenities available at School is high.	5.66	0.888
10	Educational services at school are reliably consistent, ensuring satisfactory outcomes for students.	5.76	0.847

Source: Survey Data (May, 2025)

As shown in the Table 4.15, all statements related to student satisfaction are accepted by respondents because the mean scores are above 4.0, indicating a positive perception. The mean value of " Educational services at school are reliably consistent,

ensuring satisfactory outcomes for students." is the highest, with a mean score of 5.76. This indicates that students perceive the educational services at Soe San Private School as dependable and consistently effective in delivering positive academic outcomes. On the other hand, "Overall satisfaction with tangible resources and amenities available at School is high." has the lowest mean value of 5.66. This indicates that, while still positive, students are comparatively less satisfied with the physical resources and amenities provided, suggesting there may be room for improvement in facilities or equipment to better meet their expectations.

4.3 Relationship between Service Quality Five Dimensions and Student Satisfaction

The primary objective of this study is to analyze the effect of five service quality dimensions (tangibility, responsiveness, reliability, assurance and empathy) on student satisfaction at Soe San Private School in Nay Pyi Taw. It is using Pearson Correlation Analysis.

Table 4.16 Correlation between Service Quality and Student Satisfaction

No.	Particular	Pearson Correlation Coefficient	p-Value
1	Tangibility	0.798**	0.000
2	Responsiveness	0.718**	0.000
3	Reliability	0.693**	0.000
4	Assurance	0.779**	0.000
5	Empathy	0.792**	0.000

Source: Survey Data, 2025

According to the correlation results shown in Table 4.16, all five service quality dimensions namely Tangibility, Responsiveness, Reliability, Assurance, and Empathy have a positive and significant correlation with student satisfaction in Soe San Private School. The results indicate that all dimensions exhibit strong or very strong relationships with student satisfaction, as evidenced by correlation coefficients above 0.69 and statistical significance at the 0.01 level. Among these dimensions, Tangibility displays the most pronounced correlation ($r = 0.798$), closely followed by Empathy ($r = 0.792$), indicating that elements such as the school's physical facilities, equipment, and the professional appearance of staff, as well as the care, individualized attention, and understanding shown to students, are particularly influential in shaping

their satisfaction. Assurance ($r = 0.779$), Responsiveness ($r = 0.718$), and Reliability ($r = 0.693$) also show strong positive correlations, suggesting that trust, prompt service, and dependable performance are likewise important contributors to student satisfaction at the institution.

4.4 Multiple Regression Analysis of Service Quality Dimensions on Student Satisfaction

Student satisfaction is very important in the education sector, especially for services like private schooling, where educational quality, learning environment, and service delivery play a crucial role in shaping student experiences and outcome. This section focuses on how different service quality dimensions: Tangibility, Responsiveness, Reliability, Assurance and Empathy affect student satisfaction with Soe San Private School in Nay Pyi Taw. A multiple linear regression analysis was used to find out which factors have the most influence. The results, shown in Table 4.17, support identify key areas for improving service quality and student satisfaction.

Table 4.17 Multiple Regression Analysis of Service Quality Dimensions on Student Satisfaction for Soe San Private School in Nay Pyi Taw

Research Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	VIF
	b	Std. Error	B			
(Constant)	-0.270	0.437		-0.617	0.538	
Tangibility	0.351***	0.075	0.362	4.669	0.000	2.628
Responsiveness	-0.103	0.067	-0.100	-1.542	0.125	1.839
Reliability	0.093**	0.049	0.096	1.924	0.044	1.086
Assurance	0.404***	0.057	0.378	7.130	0.000	1.232
Empathy	0.301***	0.053	0.070	1.437	0.008	1.136
R ²	0.614					
Adjusted R ²	0.603					
F - value	53.858***					

Source: Survey Data (May, 2025)

According to Table 4.17, a multiple regression analysis was conducted to examine the effect of five service quality dimensions such as Tangibility, Responsiveness, Reliability, Assurance, and Empathy on student satisfaction at Soe

San Private School. The adjusted R^2 value of 0.603 indicates that approximately 60.3% of the variation in student satisfaction can be explained by these service quality factors, demonstrating a strong explanatory power of the model. The F-value of 53.858 is statistically significant at the 1% level ($p < 0.01$), confirming that the overall regression model fits the data well and that the independent variables collectively predict student satisfaction effectively.

Assurance emerged as the strongest predictor, with a standardized Beta coefficient of 0.378 ($t = 7.130$, $p = 0.000$). This indicates that students highly value the competence, knowledge, and courtesy of teachers and staff, which foster trust and confidence in the school's ability to deliver quality education. A reassuring environment where students feel secure and supported enhances their overall satisfaction, as it contributes not only to academic success but also to their emotional well-being.

Tangibility, the second most influential factor (Beta = 0.362, $t = 4.669$, $p = 0.000$), reflects the physical and material aspects of the school, including classrooms, facilities, and learning resources. These tangible elements are often the first point of contact for students and parents, shaping initial impressions and ongoing experiences. Well-maintained, clean, and modern facilities create a conducive learning atmosphere and signal the school's commitment to quality, which increases student satisfaction.

Reliability showed a moderate but statistically significant effect (Beta = 0.096, $t = 1.924$, $p = 0.044$). This suggests that students appreciate consistent and dependable academic and administrative services, such as timely communication, adherence to schedules, and the fulfillment of promises. Reliable service reduces uncertainty and builds confidence in the school's processes, which positively influences satisfaction, albeit to a lesser extent compared to assurance and tangibility.

Empathy was also positively related to satisfaction (Beta = 0.070, $t = 1.437$, $p = 0.008$), though its influence was comparatively smaller. This dimension highlights the importance of personalized attention, understanding, and care from school staff. While empathy fosters a supportive environment, its relatively low effect size may indicate that students perceive it as less critical than factors directly linked to academic quality and physical environment. Alternatively, it might suggest that current levels of empathy meet students' basic expectations, limiting its impact on variations in satisfaction.

Responsiveness, however, did not have a statistically significant impact on student satisfaction (Beta = -0.100, $t = -1.542$, $p = 0.125$). This could be due to several reasons. First, students might take prompt responses and willingness to help for granted, considering them baseline expectations rather than differentiators. Second, the existing level of responsiveness at Soe San Private School may be sufficiently consistent, thus not creating noticeable differences in satisfaction. Finally, other service dimensions such as assurance and tangibility may overshadow responsiveness, making it less salient in students' overall satisfaction judgments.

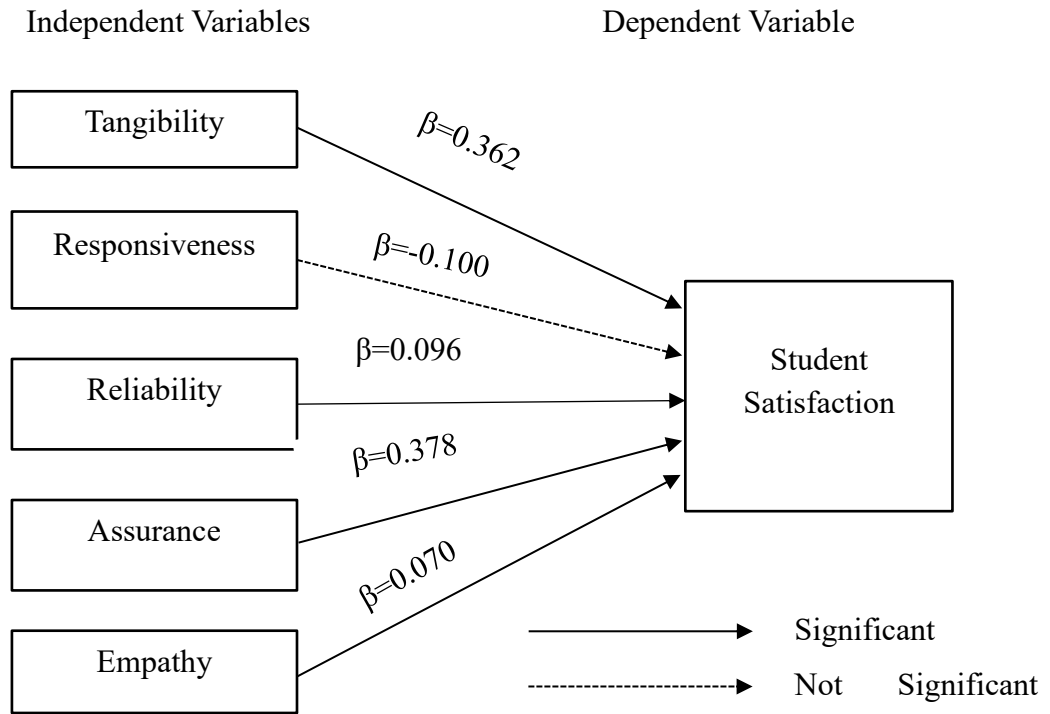
Before interpreting the results, it is essential to confirm that the multiple regression assumptions were met to ensure the validity of the findings. The following assumptions were assessed:

1. **Linearity:** Scatterplots of the residuals versus predicted values indicated a linear relationship between independent variables and student satisfaction, confirming that the linearity assumption was satisfied.
2. **Independence of Errors:** The Durbin-Watson statistic was close to 2, suggesting no significant autocorrelation among residuals, and thus supporting the independence assumption.
3. **Homoscedasticity:** Residual plots demonstrated constant variance of errors across predicted values, meeting the homoscedasticity requirement.
4. **Normality of Residuals:** Normal probability plots and histograms showed that residuals were approximately normally distributed, fulfilling the normality assumption.
5. **Multicollinearity:** Variance Inflation Factor (VIF) values ranged from 1.086 to 2.628, well below the threshold of 10, indicating no problematic multicollinearity among predictors.

These diagnostic tests confirm that the multiple regression model is appropriate and that the statistical inferences drawn from the results are reliable.

The Variance Inflation Factor (VIF) values for all variables (ranging from 0.538 to 2.628) are well below 10, indicating no multicollinearity issues in the model. All significant variables show a positive impact on student satisfaction, with Tangibles and Assurance emerging as the strongest predictors. Therefore, to improve student satisfaction, Soe San Private School should prioritize enhancing facilities, maintaining cleanliness, promoting staff professionalism, and building trust with students and parents.

In conclusion, Tangibility, Assurance, Reliability, and Empathy positively influence student satisfaction at Soe San Private School, with Assurance and Tangibility being the most significant. Reliability and Empathy show moderate effects, while Responsiveness has a negative and insignificant impact, suggesting it is not a key factor in determining satisfaction in this context.



Source: Own Survey, 2025

Figure 4.1 Conceptual Framework with Results

CHAPTER V

CONCLUSION

This chapter presents the study's major findings, evaluates the achievement of research objectives, and provides practical recommendations for improving Soe San Private School's education service quality in Nay Pyi Taw. It is divided into four sections: (1) findings and discussions, (2) suggestions and recommendations, (3) implications of the study, and (4) needs for further study. The findings are discussed based on the five service quality dimensions and their impact on student satisfaction.

5.1 Findings and Discussions

The study collected data from 175 students attending Soe San Private School. Most respondents were female (62.9%), aged between 17 and 20 years (59.4%), and were primarily Grade 12 students (52.6%). The majority became aware of the school through campus visits (49.1%) and recommendations from friends (42.9%). The leading reason for attendance was the school's high pass rate (34.3%), followed by the availability of courses and classes (30.9%). Most students came from families with a monthly income above 1,000,000 Kyats (49.1%) and began attending at the high school level (64.0%). A significant number had been with the school for over 11 years (34.3%), reflecting long-term enrollment and continuity in education.

The first objective of this study was to identify perceived the service quality dimensions that influence student satisfaction at Soe San Private School in Nay Pyi Taw. The results indicated that students generally had a favorable perception of service quality, as shown by the agreement levels on a 7-point Likert scale across the five measured dimensions. Among these, responsiveness received the highest level of agreement, suggesting that students appreciated the promptness and willingness of the staff to help. This was followed closely by reliability, tangibility, and assurance, all of which also showed relatively high levels of agreement, indicating strong perceptions of dependability, physical facilities, and a sense of trust and competence. Empathy received the lowest agreement level among the five dimensions, suggesting that personalized attention and individual care may be areas where improvements could enhance overall service satisfaction.

The second objective focused on analyzing the effect of five service quality dimensions on student satisfaction at Soe San Private School in Nay Pyi Taw. The multiple regression analysis revealed that the regression coefficients show that four out of five service quality dimensions have a positive and statistically significant relationship with student satisfaction. Tangibles have the strongest effect, suggesting that physical facilities, classroom environment, and cleanliness are the most influential factors. Assurance is the second most important predictor, indicating that trust in teachers and staff competence significantly enhances satisfaction. Reliability shows a moderate and significant effect, meaning dependable academic services contribute positively. Empathy also demonstrates a positive and significant relationship, reflecting the importance of personal care and understanding by school staff. However, Responsiveness has a negative and statistically insignificant effect, indicating that timely responses alone do not strongly influence student satisfaction in this context.

The results of this study are clear and support past research about service quality and student satisfaction in the education industry. By collecting and analyzing data from 175 students of Soe San Private School's educational service quality in Nay Pyi Taw, this study confirmed the importance of five main service quality dimensions: Tangibles, Reliability, Responsiveness, Assurance, and Empathy.

The highest score was found in the Assurance dimension. This means students feel safe and trust the school. They believe that the teachers are professional, experienced, and provide clear guidance. This result agrees with other studies that say trust and confidence in staff are very important in education services. Students feel more satisfied when the school environment is supportive and staff behavior builds their confidence.

The second highest score was found in the Tangibility dimension. This means students are happy with the school's physical facilities, such as classrooms, buildings, and materials. This supports other research that shows a clean and organized learning space helps improve satisfaction.

Reliability also showed a positive effect. This means students believe the school keeps its promises and provides consistent and dependable services. When the school is reliable, students feel more secure and confident in their education.

Empathy was another important factor. This means students feel the teachers understand their needs and treat them with care. When students receive personal attention, it helps them feel respected and valued.

However, the Responsiveness dimension had the lowest score and was not significant. This means that fast responses or immediate support were not as important to students as other factors. This may be because students value quality and consistency more than quick actions.

According to the regression analysis, the five service quality dimensions together explain 61.4% of the variation in student satisfaction. This is a substantial level and confirms that these factors are important for understanding what influences satisfaction at the school. In other words, enhancing assurance, tangibility, reliability, empathy, and responsiveness can help the school improve overall student satisfaction.

5.2 Suggestions and Recommendations

Based on the findings of the study, several strategic recommendations are proposed to enhance the overall service quality and improve student satisfaction at Soe San Private School in Nay Pyi Taw. These suggestions are grounded in the empirical evidence derived from the regression analysis, which identified the relative influence of each service quality dimension on student satisfaction. Addressing the dimensions with the most impact and refining areas of weakness will support the school's long-term development and its goal of providing a high-quality educational experience.

Firstly, Assurance emerged as the most influential factor affecting student satisfaction, with the highest standardized beta value among the service quality dimensions. This indicates that students place a high value on the competence, courtesy, and credibility of teachers and staff. In response, the school should continue to invest in professional development programs aimed at strengthening the instructional and interpersonal competencies of its staff. These programs may include training in pedagogy, communication skills, classroom management, and ethical teaching practices. Additionally, the school should reinforce transparent communication by clearly conveying school policies, behavioral expectations, and safety measures to both students and parents. Creating a visible culture of professionalism and accountability will reinforce students' trust and positively shape their learning experience.

Secondly, the dimension of Tangibility was also shown to significantly influence satisfaction. This reflects students' sensitivity to the physical aspects of their learning environment, such as classroom conditions, school infrastructure, and access to educational resources. To address this, the school should implement regular facility assessments and ensure that learning spaces remain clean, comfortable, and well-maintained. Investments in modern educational technology, such as interactive whiteboards, digital content platforms, and updated textbooks, will enhance the delivery of lessons and student engagement. Furthermore, creating an aesthetically pleasing campus with organized spaces, appropriate lighting, and green areas—can improve students' sense of well-being and motivation to learn.

Although Reliability had a relatively smaller effect size, its significance in the model indicates that students appreciate consistent and dependable service. The school should prioritize punctuality in class scheduling, prompt dissemination of exam results, and timely communication of academic information. Establishing a clear academic calendar and ensuring minimal deviations from scheduled events will foster a sense of order and reliability. Teachers and administrative staff must be encouraged to fulfill their responsibilities with accuracy and consistency to meet students' academic expectations.

The analysis also highlighted a statistically significant but less impactful role for Empathy, which calls for a nuanced approach. While students generally value emotional support and understanding from educators, the delivery of empathy must be context-sensitive and professional. The school should evaluate whether current support mechanisms effectively address student needs without overstepping boundaries. Training teachers in emotional intelligence and student-centered communication could improve the quality of interaction. The introduction of structured support programs such as guidance counseling, mentorship schemes, or peer-support systems can help institutionalize empathy in ways that are both effective and sustainable.

Responsiveness, although not statistically significant in this study, remains an essential component of service quality. It reflects how promptly and effectively the school responds to students' questions, concerns, and problems. The insignificance of responsiveness in the regression may suggest that students already consider a basic level of responsiveness as a standard, or that it does not differentiate satisfaction levels in the current school context. Nevertheless, improvements in this area should

not be overlooked. The school can enhance responsiveness by implementing more efficient communication channels, such as digital messaging platforms, feedback forms, or dedicated student liaison officers. Ensuring that students feel heard and receive timely responses will reinforce a culture of attentiveness and care.

In summary, the school should prioritize the enhancement of assurance and tangibility, as they represent the most significant contributors to student satisfaction. At the same time, continuous improvement in reliability and responsiveness will ensure consistency and responsiveness in academic and administrative services. Special attention should be given to how empathy is delivered, ensuring that support for students is both genuine and appropriate. By aligning institutional efforts with these key findings, Soe San Private School can create a more effective, engaging, and student-centered learning environment that promotes long-term satisfaction and academic success.

5.3 Implications of the Study

This study provides both academic and practical implications for the education sector, especially in the context of private schools like Soe San Private School in Myanmar. The results offer important insights for scholars and school administrators who want to better understand how service quality influences student satisfaction.

From an academic perspective, this research supports the well-known SERVQUAL model. The five service quality dimensions such as tangibility, reliability, responsiveness, assurance, and empathy are found to be relevant and useful in evaluating educational service quality. The study confirms that assurance and tangibility are the most significant factors influencing student satisfaction. It also adds value by showing that these dimensions explain a substantial portion of the variance in student satisfaction. This finding strengthens the SERVQUAL framework and assists future researchers who wish to study service quality in education or similar service industries.

From a managerial point of view, the study offers a strategic roadmap for service improvement. It guides school leaders like those at Soe San Private School on where to focus their efforts. For example, the school should continue enhancing assurance by maintaining teacher professionalism and ensuring a safe, trustworthy learning environment. Tangible aspects such as modern classrooms, clean facilities, and adequate learning materials should be regularly updated and improved. The

findings highlight the importance of improving reliability by adhering to schedules and delivering promised academic services consistently. Although responsiveness had a lesser impact, timely communication and addressing student concerns remain important. Empathy, while showing a complex relationship, still plays a role in fostering emotional support and personalized attention, so staff training in this area is recommended.

This study is also valuable for policymakers and educational planners. Understanding students' expectations can help design better school policies, improve service standards, and enhance overall educational quality. Schools can use these insights to meet student needs more effectively and build stronger relationships with students and parents.

In summary, this study provides meaningful implications for theory and practice. It confirms the applicability of the SERVQUAL model in the educational context, offers actionable strategies for school improvement, and encourages further research. Despite its limitations, the findings can help schools like Soe San Private School make informed decisions to boost student satisfaction and educational outcomes.

5.4 Needs for Further Study

Although this study provides valuable insights into the impact of service quality on student satisfaction at Soe San Private School in Nay Pyi Taw, several areas warrant further investigation to deepen understanding and broaden applicability.

Firstly, future research could expand the scope by including other educational institutions across different regions of Myanmar. Comparing results across public and private schools, rural and urban areas, or various grade levels would enhance the generalizability of findings and provide a more comprehensive view of service quality in the education sector.

Secondly, while this study focused on five dimensions of service quality, future studies could incorporate additional factors such as teacher effectiveness, curriculum quality, peer relationships, emotional well-being, or parental involvement, which may also influence student satisfaction. Including these variables could offer a more holistic understanding of the student experience.

Thirdly, longitudinal studies are recommended to assess how perceptions of service quality and satisfaction evolve over time. This approach would help identify long-term trends and the sustained impact of service improvements or policy changes. Lastly, qualitative methods such as interviews or focus groups could be employed in future research to gain deeper insights into student expectations, preferences, and lived experiences. Such methods would complement the quantitative findings and help uncover nuanced factors not captured by survey data alone.

In summary, further studies should aim to broaden the scope, integrate additional variables, apply longitudinal or mixed methods approaches, and explore different educational settings to enrich the understanding of student satisfaction and service quality in education.

REFERENCES

- Best, J. W. (1977). *Research in education* (3rd ed.). Prentice-Hall.
- Bitner, M. J. (1990). *Evaluating service encounters: The effects of physical surroundings and employee responses*. *Journal of Marketing*, 54(2), 69–82.
- Bland, J. M., & Altman, D. G. (1996). Statistics notes: Measurement error. *BMJ*, 313(7059), 744.
- Bryman, A., & Bell, E. (2015). *Business research methods* (4th ed.). Oxford University Press.
- Bui, H. T., Nguyen, P. T., & Tran, L. T. (2023). *The influence of service quality on student satisfaction and loyalty: Evidence from higher education in Vietnam*. *Journal of Marketing for Higher Education*, 33(1), 25–43.
- Buttle, F. (1996). *SERVQUAL: Review, critique, research agenda*. *European Journal of Marketing*, 30(1), 8–32.
- Cooper, D. R., & Schindler, P. S. (2006). *Business research methods* (9th ed.). McGraw-Hill Education.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approach* (4th ed.). SAGE Publications.
- Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika*, 16(3), 297–334.
- Darawong, C., & Widayati, Y. (2022). *Service quality and its impact on student satisfaction and learning outcomes in online education*. *International Journal of Educational Management*, 36(3), 412–426.
- Dick, A. S., & Basu, K. (1994). *Customer loyalty: Toward an integrated conceptual framework*. *Journal of the Academy of Marketing Science*, 22(2), 99–113.
- Fowler, F. J. (2014). *Survey research methods* (5th ed.). SAGE Publications.
- Gerpott, T. J., Rams, W., & Schindler, A. (2001). *Customer retention, loyalty, and satisfaction in the German mobile cellular telecommunications market*. *Telecommunications Policy*, 25(4), 249–269.
- Grönroos, C. (1990). *Service management and marketing: Managing the moments of truth in service competition*. Lexington Books.
- Grönroos, C. (2007). *Service management and marketing: Customer management in service competition* (3rd ed.). John Wiley & Sons.

- Gujarati, D. N., & Porter, D. C. (2009). *Basic econometrics* (5th ed.). McGraw-Hill Education.
- Hansemark, O. C., & Albinsson, M. (2004). *Customer satisfaction and retention: The experiences of individual employees*. *Managing Service Quality: An International Journal*, 14(1), 40–57.
- Hill, N., Roche, G., & Allen, R. (2007). *Customer satisfaction: The customer experience through the customer's eyes*. Cogent Publishing.
- Hoffman, K. D., & Bateson, J. E. G. (2023). *Services marketing: Concepts, strategies, and cases* (6th ed.). Cengage Learning.
- Igwe, P. A., Madichie, N., & Onwuegbuzie, H. (2021). *The role of service quality in student satisfaction and loyalty in Nigerian universities*. *Education + Training*, 63(7/8), 1091–1111.
- Jinarat, P. (2024). *The effect of educational service quality on student satisfaction: A comparison between government and private universities in Thailand*. *Asian Journal of Education and Training*, 10(1), 15–28.
- Kotler, P. (2000). *Marketing management* (10th ed.). Prentice Hall.
- Kurniawan, A. (2010). *Marketing concepts and consumer satisfaction*. *Journal of Marketing Theory*, 5(2), 55–67.
- Ladhari, R. (2009). *A review of twenty years of SERVQUAL research*. *International Journal of Quality and Service Sciences*, 1(2), 172–198.
- Lakhe, R. R., & Mohanty, R. P. (1995). *Understanding TQM in service systems*. *International Journal of Quality & Reliability Management*, 12(9), 139–153. <https://doi.org/10.1108/02656719510098877>
- Lee, J., & Cunningham, L. F. (2001). *A cost/benefit approach to understanding service loyalty*. *Journal of Services Marketing*, 15(2), 113–130.
- Lovelock, C. H., Wirtz, J., & Keh, H. T. (2004). *Services marketing in Asia: Managing people, technology, and strategy* (2nd ed.). Prentice Hall.
- Ministry of Education. (2017). *Private School Registration Act (2011)*. Nay Pyi Taw: Ministry of Education, Republic of the Union of Myanmar.
- Myers, J. H., & Alpert, M. I. (1968). Semantic confusion in attitude research: Saliency vs. importance vs. determinant. *Advances in Consumer Research*, 1(1), 1–5.
- Oliver, R. L. (2010). *Satisfaction: A behavioral perspective on the consumer* (2nd ed.). Routledge.

- Osborne, S. P., Radnor, Z., Kinder, T., & Vidal, I. (2012). *The SERVICE framework: A public service-dominant approach to public service innovation*. *Public Management Review*, 14(2), 331–350.
- Parasuraman, A., Zeithaml, V. A., & Berry, L. L. (1985). A conceptual model of service quality and its implications for future research. *Journal of Marketing*, 49(4), 41–50.
- Parasuraman, A., Zeithaml, V. A., & Berry, L. L. (1988). *SERVQUAL: A multiple-item scale for measuring consumer perceptions of service quality*. *Journal of Retailing*, 64(1), 12–40.
- Saunders, M., Lewis, P., & Thornhill, A. (2012). *Research methods for business students* (6th ed.). Pearson Education.
- Saunders, M., Lewis, P., & Thornhill, A. (2019). *Research methods for business students* (8th ed.). Pearson Education.
- Sreejesh, S., Mohapatra, S., & Anusree, M. R. (2014). *Business research methods: An applied orientation*. Springer.
- Supriyanto, S., Hidayat, A., & Rahmawati, R. (2024). *Academic service quality and its effect on student satisfaction and loyalty in Indonesian HELEs*. *International Journal of Educational Development*, 102, 102835.
- Tabachnick, B. G., & Fidell, L. S. (2007). *Using multivariate statistics* (5th ed.). Pearson Education.
- Turney, L. (2022). Understanding correlation: Pearson's r explained. *Statistical Horizons*.
- Vargo, S. L., & Lusch, R. F. (2004). *Evolving to a new dominant logic for marketing*. *Journal of Marketing*, 68(1), 1–17.
- Vavra, T. G. (2002). *Customer satisfaction measurement simplified: A step-by-step guide for ISO 9001:2000 certification*. ASQ Quality Press.
- Yamane, T. (1973). *Statistics: An introductory analysis* (3rd ed.). Harper and Row.
- Zeithaml, V. A., Bitner, M. J., & Gremler, D. D. (2006). *Services marketing: Integrating customer focus across the firm* (4th ed.). McGraw-Hill/Irwin.
- Zeithaml, V. A., Parasuraman, A., & Berry, L. L. (1990). *Delivering quality service: Balancing customer perceptions and expectations*. The Free Press.

Appendix (A)

Questionnaire

This survey is part of the research for master thesis of "The effect of service quality on student satisfaction of Soe San Private School in Nay Pay Taw ". Please mark the appropriate response to indicate your own personal feeling by ticking (√) based on the following questions.

Section A: Profile of Respondents

1. Gender

Male

Female

2. Age

14 years and below

15 – 16 years

17– 18 years

19 – 20 years

Above 21 years

3. Education Level

Grade 10

Grade 11

Grade 12

4. Source of Information

Facebook

Friend's Recommendation

Campus Visits

5. Reason to Attend

High Pass Rate

Courses & Classes Offered

Well-disciplined

Professional Lecturers

Facility Provided

6. Family Monthly Income (Kyats)

- Less than 400,000 Kyats
- 400,001 to 600,000 Kyats
- 600,001 to 800,000 Kyats
- 800,001 to 1,000,000 Kyats
- Above 1,000,001 Kyats

7. Started attending level at Soe San Private School

- Primary Level (KG to Grade 5)
- Middle Level (Grade 6 to Grade 9)
- High School Level (Grade 10 to Grade 12)

8. Years of attendance in Soe San Private School

- 1 year and below
- 2 years to 4 years
- 5 years to 7 years
- 8 years to 10 years
- 11 years and above

Section B: Service Quality and Student Satisfaction

Please indicate your level of agreement on the following statements based on your experience of attending and satisfaction in Soe San Private School, Nay Pyi Taw. Please tick (√) the appropriate response to indicate your own personal feeling based on the following scale.

1= Strongly Disagree, 2 = Disagree, 3 = **Somewhat Disagree**,

4 = **Neither Agree Nor Disagree**, 5 = **Somewhat Agree**, 6 = Agree, 7 = Strongly Agree

Tangibility

Sr. No.	Statement	1	2	3	4	5	6	7
1	The quality and maintenance of classrooms are satisfactory.							
2	Library reSources are in good condition and readily available.							
3	Sports facilities and programs meet expectations.							
4	Technological reSources effectively support student learning.							
5	Laboratory equipment for science classes is adequate.							
6	Extracurricular activities are diverse and high quality.							
7	Safety and security measures are satisfactory.							
8	The premises of School are clean and hygienic.							
9	The aesthetic appeal and landscaping create a positive learning environment.							
10	The playground is clean and well-maintained.							

Responsiveness

Sr. No.	Statement	1	2	3	4	5	6	7
1	Satisfied with how promptly Soe San Private School addresses student's concerns and queries.							
2	Teachers at Soe San Private School quickly respond to communications from parents.							
3	The administrative staff at Soe San Private School is responsive and helpful.							
4	Soe San Private School effectively communicates changes in school policies or schedules.							
5	The school provides timely feedback on student's academic progress.							
6	Soe San Private School quickly addresses any behavioral issues involving students.							
7	The school is proactive in informing students about upcoming events and activities.							
8	Suggestions and feedback from students are valued and considered by Soe San Private School.							
9	The school's emergency response procedures are clearly communicated and well-executed.							
10	Soe San Private School effectively resolves issues or conflicts involving students in a timely manner.							

Reliability

Sr. No.	Statement	1	2	3	4	5	6	7
1	Soe San Private School consistently provides a high standard of education.							
2	Communication between Soe San Private School							

Sr. No.	Statement	1	2	3	4	5	6	7
	and students clear and reliable.							
3	Teachers at Soe San Private School effectively address students' academic needs.							
4	Administrative tasks and processes at Soe San Private School are handled promptly.							
5	Soe San Private School maintains a safe and secure environment for students.							
6	School policies and procedures are consistently enforced.							
7	Updates and information regarding school events are provided in a timely manner.							
8	Soe San Private School makes decisions in the best interest of children.							
9	Support services, such as counseling and academic assistance, are consistently available.							
10	Issues and concerns raised by students are addressed and resolved reliably.							

Assurance

Sr. No.	Statement	1	2	3	4	5	6	7
1	Feel confident about the safety measures at School.							
2	The academic curriculum meets student's educational needs.							
3	Satisfied with communication regarding student's progress.							
4	Teaching staff demonstrate dedication and competence.							
5	Extracurricular programs positively contribute to							

Sr. No.	Statement	1	2	3	4	5	6	7
	student's development.							
6	Disciplinary policies are fair and conducive to a positive learning environment.							
7	Facilities and reSources effectively support learning and growth.							
8	The school prepares students for future academic and career pursuits.							
9	The curriculum develops critical thinking, creativity, and lifelong learning skills.							

Empathy

Sr. No.	Statement	1	2	3	4	5	6	7
1	The teachers give student individual attention.							
2	The teachers are willing to listen to student's feedback and complaints.							
3	The teachers understand the student's individual need.							
4	The teacher has operation hours and locations which are convenient to its students.							
5	The teachers have the student's best interest at heart.							
6	The Private school is fair and unbiased in their treatments of students.							
7	The extent to which lecturers are sympathetic and supportive to the needs of students							
8	Access to study rooms is accommodate with student convenient.							
9	Administrative team deliver best services on students at heart.							

Student Satisfaction

Sr. No.	Statement	1	2	3	4	5	6	7
1	Facilities and reSources at school meet expectations for quality and accessibility are satisfactory							
2	School consistently fulfills promises and commitments to students and parents, ensuring satisfaction with their commitments.							
3	School staff responsiveness to inquiries and concerns is prompt and satisfactory.							
4	Assurances about child safety and well-being at school ensure high student satisfaction regarding student's security and well-being.							
5	Fees at school are reasonable, meeting parents' expectations for cost effectiveness and overall value, ensuring satisfaction.							
6	The school's location offers convenience and adds to the overall satisfaction of the educational experience.							
7	People at school positively contribute to the school's environment, enhancing overall community satisfaction.							
8	Processes and procedures at school are clear and efficient, ensuring satisfactory educational experiences for all stakeholders.							
9	Overall satisfaction with tangible reSources and amenities available at School is high.							
10	Educational services at school are reliably consistent, ensuring satisfactory outcomes for students.							

Thank you very much for your kind cooperation.

Appendix (B)

Statistical Outputs

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	65	37.1	37.1	37.1
	Female	110	62.9	62.9	100.0
	Total	175	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	14 years and below	20	11.4	11.4	11.4
	15 – 16 years	31	17.7	17.7	29.1
	17– 18 years	55	31.4	31.4	60.6
	19 – 20 years	49	28.0	28.0	88.6
	Above 21 years	20	11.4	11.4	100.0
	Total	175	100.0	100.0	

Education Level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Grade 10	12	6.9	6.9	6.9
	Grade 11	71	40.6	40.6	47.4
	Grade 12	92	52.6	52.6	100.0
	Total	175	100.0	100.0	

Source of Information

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Facebook	14	8.0	8.0	8.0
	Friend's Recommendation	75	42.9	42.9	50.9
	Campus Visits	86	49.1	49.1	100.0
	Total	175	100.0	100.0	

Reasons To Attend

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High Pass Rate	60	34.3	34.3	34.3
	Courses & Classes Offered	54	30.9	30.9	65.1
	Well-disciplined	11	6.3	6.3	71.4
	Professional Lecturers	17	9.7	9.7	81.1
	Facility Provided	33	18.9	18.9	100.0
	Total	175	100.0	100.0	

Family Monthly Income

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 400,000 Kyats	7	4.0	4.0	4.0
	400,001 to 600,000 Kyats	10	5.7	5.7	9.7
	600,001 to 800,000 Kyats	26	14.9	14.9	24.6
	800,001 to 1,000,000 Kyats	46	26.3	26.3	50.9
	Above 1,000,001 Kyats	86	49.1	49.1	100.0
	Total	175	100.0	100.0	

Started Attending Level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Primary Level (KG to Grade 5)	17	9.7	9.7	9.7
	Middle Level (Grade 6 to Grade 9)	46	26.3	26.3	36.0
	High School Level (Grade 10 to Grade 12)	112	64.0	64.0	100.0
	Total	175	100.0	100.0	

Years of Attending

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 year and below	13	7.4	7.4	7.4
	2 years to 4 years	24	13.7	13.7	21.1
	5 years to 7 years	40	22.9	22.9	44.0
	8 years to 10 years	38	21.7	21.7	65.7
	11 years and above	60	34.3	34.3	100.0
	Total	175	100.0	100.0	

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.965	.965	5

Item Statistics

	Mean	Std. Deviation	N
Tangibles1	5.71	.829	175
Tangibles2	5.71	.808	175
Tangibles3	5.77	.807	175
Tangibles4	5.70	.863	175
Tangibles5	5.72	.821	175

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.928	.930	7

Item Statistics

	Mean	Std. Deviation	N
Reponsiveness1	5.70	.931	175
Reponsiveness2	5.75	.867	175
Reponsiveness3	5.78	.782	175
Reponsiveness4	5.77	.740	175
Reponsiveness5	5.69	.934	175
Reponsiveness6	5.74	.856	175
Reponsiveness7	5.73	.967	175

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.965	.965	5

Item Statistics

	Mean	Std. Deviation	N
Reliability1	5.72	.826	175
Reliability2	5.71	.805	175
Reliability3	5.78	.803	175
Reliability4	5.73	.860	175
Reliability5	5.73	.818	175

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.894	.893	7

Item Statistics

	Mean	Std. Deviation	N
Assurance2	5.69	.915	175
Assurance3	5.73	.887	175
Assurance4	5.67	.990	175
Assurance5	5.72	.932	175
Assurance6	5.74	.856	175
Assurance7	5.74	.825	175
Assurance9	5.75	.859	175

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.879	.879	9

Item Statistics

	Mean	Std. Deviation	N
Empathy1	5.68	.916	175
Empathy2	5.76	.780	175
Empathy3	5.71	.829	175
Empathy4	5.71	.843	175
Empathy5	5.70	.924	175
Empathy6	5.73	.825	175
Empathy7	5.73	.839	175
Empathy8	5.67	.930	175
Empathy9	5.79	.785	175

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.969	.970	10

Item Statistics

	Mean	Std. Deviation	N
StudentSatisfaction1	5.67	.949	175
StudentSatisfaction2	5.71	.870	175
StudentSatisfaction3	5.74	.786	175
StudentSatisfaction4	5.75	.754	175
StudentSatisfaction5	5.67	.943	175
StudentSatisfaction6	5.75	.767	175
StudentSatisfaction7	5.75	.834	175
StudentSatisfaction8	5.75	.834	175
StudentSatisfaction9	5.66	.888	175
StudentSatisfaction10	5.76	.847	175

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Tangibles	175	1.00	7.00	5.7257	.77354
Responsiveness	175	3.71	7.00	5.7347	.72774
Reliability	175	1.00	7.00	5.7371	.77009
Assurance	175	3.14	7.00	5.7224	.70131
Empathy	175	3.22	7.00	5.7219	.60822
Student Satisfaction	175	3.70	7.00	5.7206	.75050
Valid N (listwise)	175				

Correlations

Tangibles	Responsiveness	Reliability	Assurance	Empathy	Student Satisfaction	
Pearson Correlation	1	.142	.192*	.333**	.721**	.668**
Sig. (2-tailed)		.062	.011	.000	.000	.000
N	175	175	175	175	175	175
Pearson Correlation	.142	1	.228**	.293**	.548**	.218**
Sig. (2-tailed)	.062		.002	.000	.000	.004
N	175	175	175	175	175	175
Pearson Correlation	.192*	.228**	1	.089	.233**	.233**
Sig. (2-tailed)	.011	.002		.241	.002	.002
N	175	175	175	175	175	175
Pearson Correlation	.333**	.293**	.089	1	.416**	.579**
Sig. (2-tailed)	.000	.000	.241		.000	.000
N	175	175	175	175	175	175
Pearson Correlation	.721**	.548**	.233**	.416**	1	.629**
Sig. (2-tailed)	.000	.000	.002	.000		.000
N	175	175	175	175	175	175
Pearson Correlation	.798**	.718**	.693**	.779**	.792**	1
Sig. (2-tailed)	.000	.000	.000	.000	.000	
N	175	175	175	175	175	175

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.784 ^a	.614	.603	.47287	.614	53.858	5	169	.000

a. Predictors: (Constant), Empathy, Reliability, Assurance, Responsiveness, Tangibles

b. Dependent Variable: Student Satisfaction

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	60.216	5	12.043	53.858	.000b
	Residual	37.790	169	.224		
	Total	98.006	174			

a. Dependent Variable: Student Satisfaction

b. Predictors: (Constant), Empathy, Reliability, Assurance, Responsiveness, Tangibles

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-.270	.437		-.617	.538		
	Tangibles	.351	.075	0.362	4.669	0.000	.381	2.628
	Responsiveness	-.103	.067	-0.100	-1.542	0.125	.544	1.839
	Reliability	.093	.049	0.096	1.924	0.044	.921	1.086
	Assurance	.404	.057	0.378	7.130	0.000	.812	1.232
	Empathy	0.301	0.053	0.270	1.437	0.008	1.136	0.301

Dependent Variable: Student Satisfaction

Charts

