

YANGON UNIVERSITY OF ECONOMICS
DEPARTMENT OF MANAGEMENT STUDIES
MBA PROGRAMME

FACTORS INFLUENCING STUDENT LOYALTY AT
WISE WISH MARINE ENGINEERING TRAINING
CENTRE

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EMBA II – 20
EMBA 16th BATCH

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ACADEMIC YEAR (2017–2019)

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A thesis submitted to the Board of Examiners in partial fulfillment of the requirements for the degree of Master of Business Administration (MBA)

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ACCEPTANCE

This is to certify that the thesis entitled “**Factors Influencing Student Loyalty at Wise Wish Marine Engineering Training Centre**” has been accepted by the Examination Board for awarding Master of Business Administration (MBA) degree.

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ABSTRACT

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

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LIST OF ABBREVIATIONS

COC	- Certificate of Competency
DMA	- Department of Marine Administration
IMO	- International Maritime Organization
ISO	- International Organization for Standardization
MET	- Maritime Education and Training
MMMC	- Myanmar Mercantile Marine Collage
MMEATC	- Myanmar Marine Engineers' Association Training Centre
MMU	- Myanmar Maritime University
QMR	- Quality Management Representative
STCW	- Standard of Training, Certification and Watchkeeping for Seafarers
WWMETC	- Wise Wish Marine Engineering Training Centre

CHAPTER 1

INTRODUCTION

Marine Engineering education and training for certificate of competency is globally set same standard around the world. Previously before 2013 Institute of Marine Technology (later Myanmar Mercantile Marine College) is the only one government owned institute for marine engineering education and training institute for basic to the highest level of Marine Engineering certificate of competency.

Since 2013, government allowed to open private institutes. There are many training centre appeared but they can only train basic level. Only three Institutes are able to train up to highest level of marine engineering education and training for marine engineer officer certificate of competency courses. There are Myanmar Mercantile Marine College (MMMC), Myanmar Marine Engineers' Association Training Centre (MMEATC) and Wise Wish Marine Engineering Training Centre (WWMETC).

In the competitive market era, customer service and customer loyalty is very important to retrain the students (customer). The marine engineering training centers should focus on a huge number of students, for this student satisfaction and loyalty should be incorporated along the long-term goals. This research is implemented to an analyzing the relationship between student satisfaction and student loyalty relationship. The goal of the study is to analysis the concept of student satisfaction, student loyalty and its relationship. Moreover, this research studies the factors that influence customer satisfaction and loyalty.

Qualified seafarer especially in Marine Engineering Sector required Competency. Competency is defined as ability, capability, capableness, capacity, competence and faculty. Globally standardized Education system is essentially required for marine engineering training and education system.

All according to reports, a developing maritime country like Myanmar has a good opportunity to increase its share in the global maritime labor market if the international standards are met as there is an abundance of seafaring talents in the country.

To improve quality of the seafarers IMO (International Maritime Organization), the organization had started a study to establish in early 1970s. IMO's STCW (Standards for Training, international standards Certification and Watchkeeping) defines international recognized standards for seafarer on board. The competencies of the marine engineering education and training in STCW mainly based on technical and management skills. The STCW is the major reference of the maritime education and training (MET).

The International Maritime Organization (IMO) is the United Nations specialized organization, and is the world's standard-setting authority for the safety, security and environmental well beings of international trades. The main purpose of the organization is to implement regulations for the shipping industry that is fair and effective, globally adopted and globally implemented.

The International Maritime Organization does not approve training courses or institutes by itself. This is a mandatory privilege and responsibility of Member Governments who are Parties to the STCW Convention. Approval of the institutes and training centers is normally given by the Maritime Administration department of an STCW contracting states in accordance with the Convention requirements.

The initial approval of a marine engineering training programme by a Maritime Administration Department must include assessment of items such as those listed below in order to ensure that the training institute to meet the appropriate STCW Convention standards:

Myanmar is the one of the member state country of IMO. Department of Marine Administration has formulated the mandatory procedure for approval of Training Centers, courses, programs and training systems in accordance with STCW Convention. Since 2013 Private Training Centre are allowed to open in Myanmar. Wise Wish Marine Engineering Training Centre is one of the private Training Centre among them. In Myanmar, Ministry of Transport and Communications, Department of Marine Administration is the focal department to approve the institutes and training centers for each and every courses of the marine engineering education and training.

1.1 Rationale of the Study

Seafarer training and education varies geographically set as same infrastructure and facilities available. Developing countries, are challenged with providing quality training and education than the developed countries, due to resources constraints. A report by (Froholdt and Hansen, 2010, p.7) stated that the EU policymakers, member states and industry have a dedicated responsibility to ensure that education and competence development is globally oriented and based on a high level of excellence, in order to maintain industrial competitiveness and address the further globalization that lies ahead due to the economic growth in developing countries. Due to a general concern about the development of a variety of quality in global education and training.

Training institutions are responsible to provide the highest service quality to students. Therefore, quality of service is crucial for training institutions to compete in the current local and global arena. The forces driving the improvement of service quality included increased competition for resources, facilities, instructors, students, as well as ever-increasing demands from stakeholders for quality and accountability (Shelnutt&Buch, 1996).

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

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

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

The training organizations should understand the customer's requirements and expectations for service quality offered to Sahney, Banwet, & Karunes, (2004). Factors that can impact student expectations have to be recognized. As mentioned out by several scholars, quality of services provided by training organizations becomes vital for determining their existence. These subjects are a key interest of this research which examines how training institutes can achieve the satisfaction of students and attract more and continuous enrolment.

Since 2013, Myanmar Maritime Education and Training system became establishing private Training Centers. Wise Wish Marine Engineering Training Centre is the one of the Private Marine Engineering Institute in Myanmar. Quality of training and education of Marine Engineers is used in this study to refer to system that follow the specifications stated in the STCW code regarding training and assessment of seafarers. In addition to these specifications, maritime administrations shall act on behalf of parties are to ensure that instructors, supervisors, and assessors are appropriately qualified.

Selecting the institute by the students is one of the competitive factor for institutes and which depends on respect to meet the student expectation and achieve the overall and ideal satisfaction of the students toward provided services. In this study, choosing the WWMETC is most reputable and biggest population of the student among the others marine engineering training centers.

1.2 Objectives of the Study

There are two objectives of the study. These objectives are as follows;

1. To explore the factors influencing student satisfaction at Wise Wish Marine Engineering Training Centre.
2. To analyze the relationship between student satisfaction and student loyalty at Wise Wish Marine Engineering Training Centre.

1.3 Scope and Method of the Study

This study focuses on the factors influencing student satisfaction at Wise Wish Marine Engineering Training Centre. Thus, a study to investigate the details of the student satisfaction and student loyalty regarding quality of services offered by Wise Wish Marine Engineering Training Centre. This study focuses on the students' response towards the services provided by training institutes and to identify the student satisfaction. The study concerns service quality dimensions, addition to the following: campus environment; physical facilities; training equipment; instructor; training curriculum; training delivery; support services; library; and management of the institute—a significant predictor of student satisfaction. This study has important implications, as the study's findings may assist skills training institutions to identify which areas require greater attention to increase service quality. In addition, the concepts and practices of service quality are not sufficiently developed in the skills training sector. Contemporary literature in quality management tends to focus on manufacturing and other service sectors, with few experiential studies in the skills training sector.

Method of the study, two sources of primary data and secondary data are used. Primary data are collected from the respondents by using structure questionnaire. Total student capacity of the students attending in WWMETC is only 120 persons. So that survey data was collected from the all of the students by using census data collection method. Secondary data is obtained from the international research papers, journals, articles and reference text books. This study is limited only to Wise Wish Marine Engineering Training Centre and it may imply that the result of this study

cannot be applied to other marine engineering institutes. This survey is conducted during September 2019.

1.4 Organization of the Study

This paper is organized with five different Chapters. Chapter one started as background of the Maritime Education and Training System and appearance of private Marine Engineering Training Centers in Myanmar which includes rationale of the study, objective of the study, scope and method of the study and organization of the study.

Chapter two illustrates the theoretical background regarding to student satisfaction and student loyalty and factor influencing student satisfaction. Chapter three consists of factors influencing student of Wise Wish Marine Engineering Training Centre. Chapter four involves the analysis of the relationship between customer satisfaction and their loyalty on Wise Wish Marine Engineering TrainingCentre. Finally in Chapter five contains conclusions with finding, discussion, suggestion, recommendations and needs for further research of this study.

CHAPTER 2

THEORITICAL BACKGROUND

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

2.1 Importance of Service Quality

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

Service is process involves a set of activities that are more or less intangible, occurring naturally in encounters between customers and employees, physical resources, products and or service providers structures that will be solutions to customer problems.

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

1. Intangible : Services are immaterial and intangible. These features may be reduced customer trust.
2. Inseparable : Services come to consumed at the moment of produced, conversely goods, process of production, storage and distribution are not separate.

3. Heterogeneous: Services always is unique and never their duplicated are not identical.
4. Non-store : Services are destroyed in other words, they are non-stored. (Gilaninia 2012)

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

2.2 Quality Dimensions of Education Service

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

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

Understanding the underlying dimensions of student satisfaction and the factors that contribute to student satisfaction has several potential benefits and applications for institutions, students, environment and society. Several studies have examined the dimensionality of university student satisfaction (e.g., Elliott & Healy, 2001; Wiers-

Jenssen, Stensaker&Grøgaard, 2002). Overall, some fairly consistent factors tend to emerge:

1. Education quality - course content and staff teaching
2. Social aspects and/or opportunities
3. Facilities and resources of the campus (DeVore&Handal, 1981; Garcia-Aracil, 2009).

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

1. Academic aspects
2. Amenities and services

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

1. Policies and procedures
2. Working conditions
3. Compensation
4. Quality of education
5. Social life
6. Recognition (Betz, Klingensmith, &Menne, 1970; Betz, Menne, Star, &Klingensmith, 1971).

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

1. Working Conditions (relating to University Environment)
2. Compensation (cost vs. benefit)
3. Quality of Education (e.g. relating to teacher capability)
4. Social Life (involvement in social activity)
5. Recognition (social belonging).

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

1. Interaction Quality
2. Outcome Quality
3. Physical Environment

Lo (2010) identified three university student satisfaction factors:

1. Instructor's directions and support
2. Own commitment to learning
3. Course policies

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

2.3 Customer Satisfaction

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

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

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

Maintaining and improving students' satisfaction has been considered an important goal of education and universities (Orpen, 1990), with the assumption that

student satisfaction is indicative of institutional effectiveness (Barton, 1978). A key factor of student satisfaction is the quality of the teaching staff. As a result, the use of student rating scales as an evaluative component of their teaching system has increased. The majority, if not all, teaching staff at most universities have been required or expected to administer some type of teaching evaluation form to their students during each course offering for some time (Seldin, 1993).

Assessing student satisfaction provides a way that universities can focus directly on issues of quality development in order to ensure that educational standards are high (Wiers-Jenssen, Stensaker, & Groggaard, 2002). Measures of student satisfaction can also assist in identifying and implementing areas for development.

Universities initially set up satisfaction surveys to serve two purposes: to help administrators monitor teaching quality and to help teaching staff improve on their teaching. University student satisfaction surveys are being used today in more ways than ever before (Kulik, 2001). For example, to evaluate the quality and availability of the library resources, to assess whether there is sufficient IT assistance and support for students and to consider student opinions on the social aspects of university life to name a few.

Many teachers approve of the increased use of satisfaction surveys in universities. Teaching staff view these surveys as reliable and valid measures that bring methodical precision to the evaluation of teaching. However, not all teachers share this view. Some teachers view students' satisfaction surveys as meaningless quantification. Teaching staff fear that students too often abuse this anonymous power to get even or get back at teaching staff and warn that satisfaction surveys may turn the evaluation of effective teaching into a personality contest (Kulik, 2001).

2.4 Customer Loyalty

Loyalty as a deeply held commitment to rebuild and re-patronize a preferred product or service in the future despite situational influences and marketing efforts having the potential to cause switching behaviors (Oliver, 1999). Customer loyalty is viewed as the strength of the relationship between an individual's relative attitude and re-patronage. Although customer satisfaction is a crucial part of a business, satisfaction alone cannot take a business to a top level. Customer satisfaction

produces a positive financial result, especially in regular purchases. Today's unforgiving market where creating and maintaining customer loyalty is more complex than it used to be in the past years. This is because of technological break through and of the internet uses.

Loyalty building requires the company to focus the value of its product and services and to show that it is interested to fulfill the desire or build the relationship with customers emphasize that "loyalty is more profitable." The expenses to gain a new customer is much more than retaining existing one. Royal customer will encourage others to buy from you and think more than twice before changing their mind to buy other services. Customer loyalty is not gained by an accident; they are constructed through the sourcing and design decisions. Designing for customer loyalty requires customer-centred approaches that recognize the want and interest of service receiver. Customer loyalty is built over time across multiple transactions. A relationship with a customer is equally important in customer loyalty and this requires that company work in a broader context that extends beyond itself, as no company can be world class at everything (McDonald & Keen, 2000). Customer loyalty is divided into three different categories that include behavior loyalty, intentional loyalty and emotional loyalty (Gremler and Brown, 1999). Behavior loyalty is repeating purchasing behavior while intentional loyalty is the possible buying intention. Emotional loyalty, however, is achieved when a customer feels that a brand corresponds with their value, ideas, and passion.

2.5 Previous Studies on Student Satisfaction and Student Loyalty on Education Service

Several theories have been proposed in an effort to better understanding the psycho-social dynamics of student satisfaction. For example, the happy-productive student theory (Cotton, Dollard, & de Jonge, 2002) suggests that student satisfaction is mediated by psycho-social factors such as coping, stress and well-being. It provides evidence wherein high levels of psychological distress at university is related to lower satisfaction.

The investment model explains the relationship between student satisfaction, attrition and academic performance. Satisfaction increases when the rewards of study

increase (higher grades). When costs like financial and time constraints are lower and alternate options are study are low, satisfaction was higher (Hatcher, Kryter, Prus, & Fitzgerald, 1992). Using the investment model, students at risk for "dropping-out" can be identified and offered counselling and other student support services as a preventative measure. To improve retention rates and the quality of graduates, universities need to consider the satisfaction needs of students including those currently under-represented such as non-traditional, indigenous and regional Australians (Bradley, 2009).

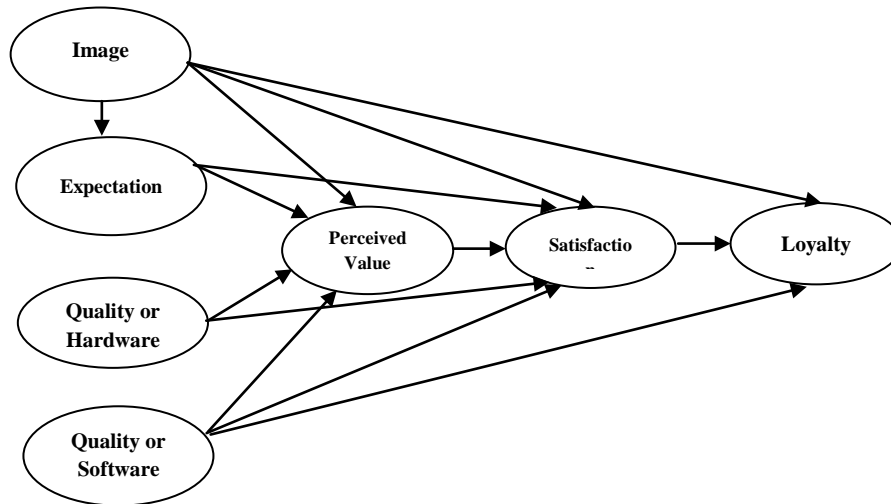
A third theoretical approach, based on consumer satisfaction theory, considers satisfaction as a function of the extent to which students' expectations about university are met with positive confirmations of expectations leading to higher levels of satisfaction (Churchill &Suprenant, 1982).

A study by Wiers-Jenssen et al. (2002) found quality of teaching (academic and pedagogic) to be a crucial determinant of student satisfaction (Wiers-Jenssen et al.). The study also emphasised that the social climate, aesthetic aspects of the physical infrastructure and the quality of services from the administrative staff, quality of supervision and feedback from academic staff, composition, content and relevance of curriculum, quality of, and access to leisure activities should not be overlooked when considering factors of student satisfaction (Wiers-Jenssen et al., 2002).

Jacoby and Chestnut (1978) had explored the psychological meaning of loyalty in an effort to distinguish it from behavioral definitions. Their study concludes that consistent purchasing as an indicator of loyalty could be invalid because of happenstance buying or a preference for convenience and that inconsistency purchasing could mask loyalty if consumer were multiband loyal.

Oliver's (1997) framework follows this cognition-affect-conation patten but differ in that argues that consumers can become loyal at each attitudinal phase relating to different elements of attitude development structure. Specifically, consumers are theorized to become loyal in a cognitive sense first, then later in an affective sense, still later in a cognitive manner, and finally in a behavioral manner, which is described as "action inertia".

Figure 2.1 Conceptual Framework by Shahsavar T &Sudzina



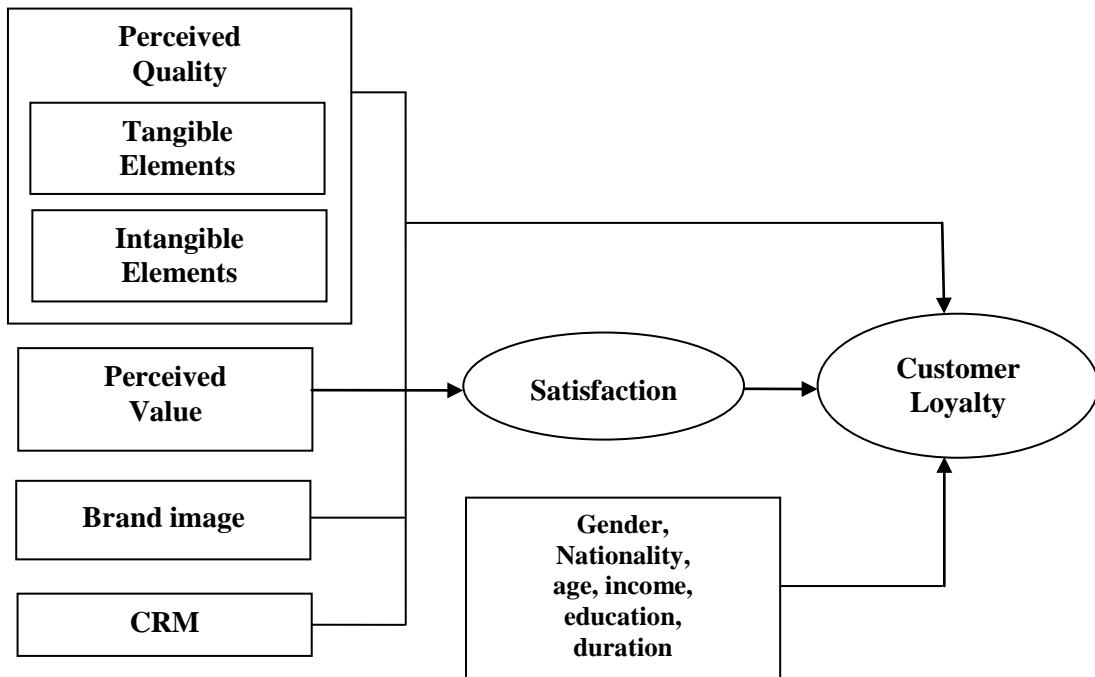
Source: Shahsavari T, Sudzina F (2017)

The result of previous research model is the modification of European Performance Satisfaction Index (EPSI), which takes the university's image direct effects on students' expectations into account from students' perspective. The structural equation model of student satisfaction and loyalty has been evaluated using partial least square path model. This research confirmed that the EPSI framework is applicable on student satisfaction and loyalty among Danish Universities. They show that all the relationships among variables of the research model are significant except the relationship between quality of software and students' loyalty. Results further prove the significance of antecedents in students' satisfaction and loyalty at Danish universities; the university image and student satisfaction are the antecedents of student loyalty with a significant direct effect, while perceived value, quality of hardware, quality of software, expectations, and university image are antecedents of student satisfaction. Eventually, their findings may be of an inspiration to maintain and improve students' experiences during their study at the university. Dedicating resources to identify important factors from students' perception enable universities to attract more students, make them highly satisfied and loyal.

The second conceptual framework developed by Nguyen Thi Thanh Xuan (2019). The researcher conducted a study on customer loyalty, which reveal important reasons for going back to use service from customers should be done at different areas. The paper's purposes are to systematize the theoretical basis on customers' loyalty, from those determine the factors affecting the customer's loyalty using hotel services in Thanh Hoa province, where has full of potentials for developing tourism

industry of the country. By using qualitative and quantitative research, relations and level of impact between influential factors have been illustrated, which are sources of basic orientation for improving the quality of hotel services, customer satisfaction and customer loyalty in hotels at Thanh Hoa. Specifically,

Figure 2.2 Conceptual Framework by Nguyen Thi Thanh Xuan



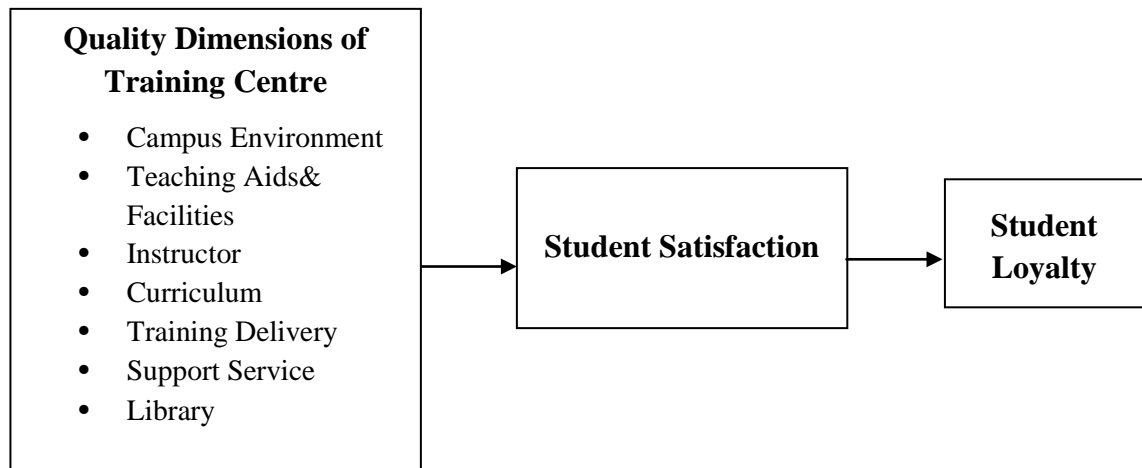
Source: Nguyen Thi Thanh Xuan (2019)

The results showed that tangible and intangible elements, Perceived Value, Brand Image, Customer Relationship Management, Satisfaction and customers' demographic profile both have a positive impact on Customer Loyalty, of which satisfaction has strongest effect, followed by Intangible and Tagible elements, Brand Image, Perceived Value, and finally CRM.

2.6 Conceptual Framework of the Study

Based on literature and finding from different researchers, conceptual framework is newly developed with own concept. The model shows that there are seven independent variables of quality dimension of the training centre which impact on three factors of student satisfaction as overall satisfaction, meeting the expectation and ideal satisfaction. In final stage student loyalty is a dependent variable and above mentioned satisfactions become independent variables as shown in figure.

Fig (2.3) Conceptual Framework of the Study



Source: Own Compilation (2019)

According to the conceptual framework, campus environment, teaching aids and facilities, instructor, curriculum, training delivery, support service and library are the independent factors that influence on student satisfaction and there are also relationship student satisfaction and student loyalty. The framework is about the factors influencing student satisfaction and the relationship between student satisfaction and student loyalty at Wise Wish Marine Engineering Training Centre.

CHAPTER 3

SERVICES OF WISE WISH MARINE ENGINEERING TRAINING CENTRE

This chapter is arranged in three sections. The first section introduce about the Marine Engineering Services for Certificate of Competency Courses in Myanmar. In the second section, profile of Wise Wish Marine Engineering Training Centre and the last section, service provided by the Wise Wish Marine Engineering Training Centre.

3.1 Marine Engineering Education Services in Myanmar

Myanmar Maritime University is the one of the Academic University in Myanmar. Even hold the Bachelor of Engineering degree from any University, they could not be competent marine engineer to serve onboard of ocean going vessel. They have to get mandatory sea service and attend the required courses in accordance with STCW convention and attempt the exams for various levels of marine engineer certificate of competency exams. MMU can only provide education service for Academic courses.

There are three institutes for the marine engineering education service in Myanmar for Certificate of Competency Courses are;

1. Myanmar Mercantile Marine College (MMMC)
2. Myanmar Marine Engineers' Association Training Centre (MMEATC)
3. Wise Wish Marine Engineering Training Centre (WWMETC)

In these three institutes, MMMC is government owned institute and MMEATC is owned by Myanmar Marine Engineers' Association General Services Co-Operative Limited. Only private owned institute for marine engineering education service is WWMETC.

3.2 Profile of Wise Wish Marine Engineering Training Centre

Wise Wish Marine Engineering Training Centre was established in 2013 and has trained Professional Marine Engineering Students. WWMETC is located at No.5 Say Soe Street, (E/A) Quarter, Thingangyun Township, Yangon. It situated in the downtown area of Yangon, not only having a location advantage but breeding graduates with high enthusiasm in diverse marine engineering area. WWMETC is now offering a diverse set of applicable marine engineering levels to the students who earned a high matriculation marks and have a keen interest and strong passion on professional marine engineering subjects.

This training centre gained DMA approval in 2013 to deliver STCW courses leading to Class I (MEO), Class II (MEO) & Class III (MEO) Certificates of Competency, High Voltage Course (Marine Engineer Management & Operation Level) and High Voltage Course (Electrical Engineer).

Training facilities providing WWMETC are electro-hydraulic workshop room, electro-pneumatic practical workshop, refrigeration System training shop, electrical workshop fitted out for high voltage training, workshop fitted with bench fitting together with various engineering tools and equipment, videotel training videos and e-library and technical library.

The Vision of the WWMETC is to be recognized globally as one of the most effective and efficient Marine Engineering Training Centre which; develops the potential and capacity of Myanmar mariners and their hands-on skills by providing the best education and training service in a way that is innovative, responsive, and holistic. Builds up a network to enhance our training activities in collaboration with stakeholder. Makes a significant contribution to the ongoing prosperity of maritime industry and economic development in the region we serve.

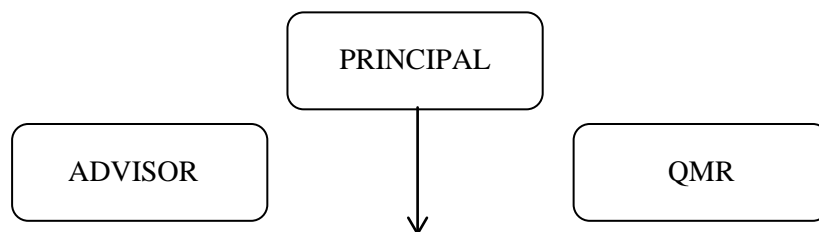
The Mission of the Wise Wish Marine Engineering Training Centre is; to train and produce the competent Engineer Officers to meet the global demand in shipping industry and to develop Myanmar seafarer market in global shipping industry through maritime education and training cluster development.

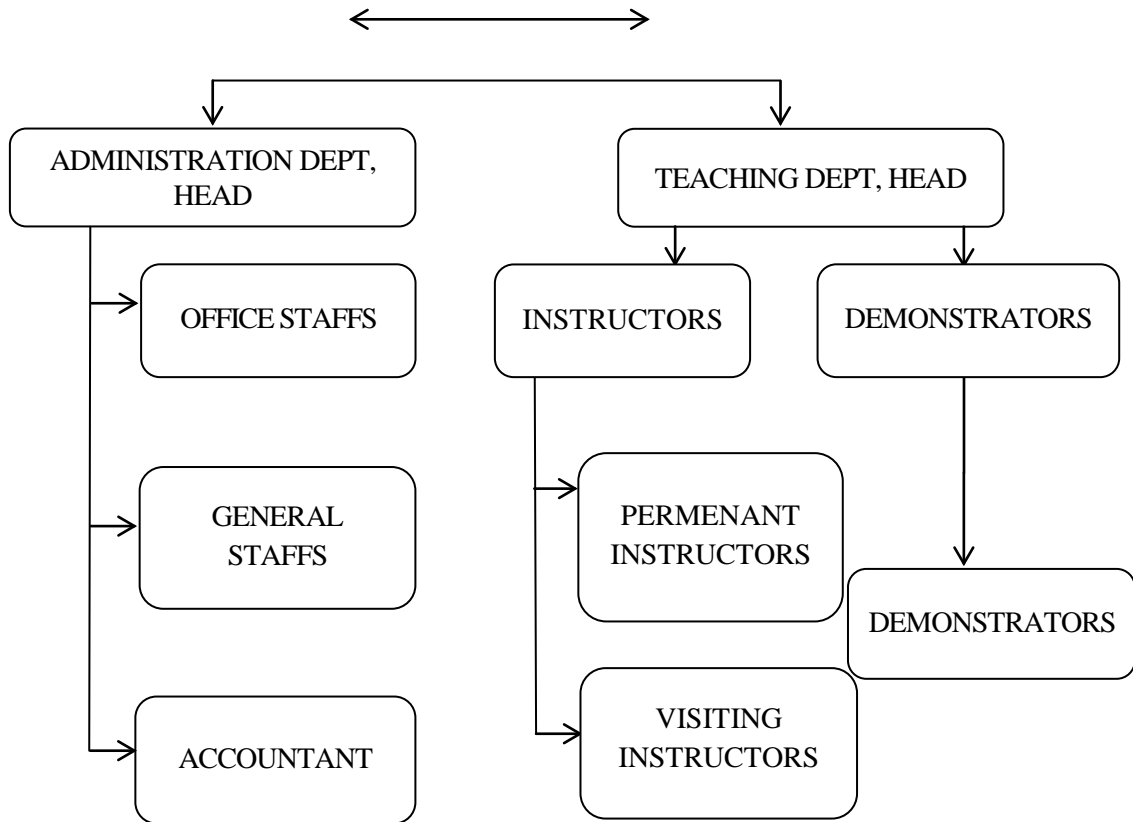
Mission can be achieved by the provision of IMO model courses and quality flexible Department of Marine Administration accredited preparatory and refresher courses required by the engine-room seafarers. Our emphasis is on achieving a more rapid recruiting of the prospective and dynamic engineer officer with adequate knowledge and practical skills and serving on board.

Objective of the WWMETC is; to aim zero customer complaints by ensuring on time course delivery. To achieve 80% pass rate of MEO Class I+II, MEO Class Part III (900hrs), (600hrs) and (300) hrs courses pretest exam held by Wise Wish METC & monitored by DMA.

The Organization Structure of Wise Wish Marine Engineering Training Centre is as shown in Figure (3.1). Under each department, there are specific employees. The positions and the departments can be seen in Fig (3.1).

Figure (3.1) Organization Structure of WWMETC





Source: Wise Wish Marine Engineering Training Centre (2019)

Owner of the WWMETC is also the Principal of the training centre. Beside the principal one advisor and one quality manager are appointed to support the principal. Under the principal, there are two departments and one quality manager. Those two departments are Administration Department and teaching department which lead by head of the departments. Under the head of administration department, office staffs, general staffs and accountant are appointed. Head of the teaching department is the senior instructor and under him ten permanent instructors, ten visiting instructors and two demonstrators are appointed. One of the junior instructor has attached to library and taking responsibility of librarian. Total six office staffs, total two general staffs and one accountant are appointed under the administration department.

3.3 Services Provided by WWMETC

WWMETC is committed to conduct its training affairs in such a way as to train the highest quality of marine engineers to meet expectation of interested parties.

WWMETC is located at No.5 Say Soe Street, (E/A) Quarter, Thingangyun Township, Yangon, Myanmar. The following courses are recently opening in training centre.

- Marine Engineer Officer Class I Refresher Course (360hrs)
- Marine Engineer Officer Class I + II Combined Course (900hrs)
- Marine Engineer Officer Class III (Part III) (900hrs)
- Marine Engineer Officer Class III (Part II) (600hrs)
- Marine Engineer Officer Class III (Part II) (300hrs)

Total 120 students are attending above mentioned various levels of marine engineering courses in WWMETC. Total 9 students are attending MEO Class I (360hr) refresher course, total 25 students are attending MEO Class I + II (900hr) combined course, total 30 students are attending MEO Class III (Part III) course, total 23 students are attending MEO Class III (Part II) 600hr course and total 33 students are attending MEO Class III (Part II) 300hr course.

Teaching aids and facilities of the WWMETC are as follows;

There are total 9 class rooms with under mentioned sizes and facilities.

28ft x 48ft (1) Room, 14ft x 45ft (3) Rooms, 14ft x 40ft (2) Rooms and 18ft x 31ft (4) Rooms. All class rooms are air conditioned and provided with adequate lighting and fans. An overhead projector, a computer and audio system provided in each class rooms.

Others facilities are, the training centre has adequate audio-visual materials and videotel programme for teaching purpose. Internet: Internet facility is available in the campus for use by trainees and instructors. Trainees have access to photocopy within the campus: however, copyright of publishers must not be infringed.

The total faculty strength is appointed as per DMA requirements. All faculty members shall have an approved Training of Trainers course accepted by DMA.

Faculty members have capable of clear, loud, vocal communication in English. The qualifications of the faculty members are qualified for each category of Education and Training Course.

Teaching syllabus are prepared by the faculty members (instructors) according to the IMO Model Courses and DMA Course Outline and then submitted to the DMA to get approval. Institute has the technical library. And newspapers, technical magazines and general magazines are provided. E-LIBRARY and Videotel Programme also provided for Trainees' reference. The centre has a

demonstrable system for continuous evaluation and improvement, during the course of training, to ensure that the course objectives are being attained. The centre always maintains records, advertisement and brochures as set out separately for each category of Education and training course. The institute has BUREAU VERITAS quality system ISO 9001:2015 Attestation Certificate (Annex-VI) standard. Location of training centre is not advantage than other institutes but good interior decoration is arranged. Car parking facility is not perfect due to limited car parking area. Teaching aids and facilities provided by training centre are international standard in accordance with STCW standard and ISO 9001:2015 standard.

All of the instructors are qualified and experienced as per STCW standard and DMA requirements. All instructors have completed approved “Train the Trainer Course” recognized by DMA. Qualification of the instructors shall be approved by the DMA in accordance with STCW code. For MEO Class I refresher courses and MEO Class I+II combined courses, all instructors shall hold the MEO Class I (or) LLM(Maritime Law) (or) M.Sc (Maritime affairs) or B.E (EP,EC, ME, MESE). For MEO Class III courses, all instructors shall hold the MEO Class II (or) LLB with DML (or) BE(EP,EC,ME,MESE). Moreover all of the instructors shall completed approved training base on IMO model course 6.09.

Curriculum and course syllabus shall be drawn by training centre and submitted to get the approval of DMA according to the STCW international standard. Training delivery, support service and library have been provided by the training centre in accordance with DMA notifications, STCW standard and ISO standard.

CHAPTER 4

ANALYSIS ON STUDENT SATISFACTION AND LOYALTY AT WISE WISH MARINE ENGINEERING TRAINING CENTRE

This chapter presents the results of the analysis on student satisfaction and loyalty at Wise Wish Marine Engineering Training Centre. The questions for influencing factors are divided into three categories: demographic factors of students (customer), factors associate with student satisfaction and student loyalty. Student satisfaction and loyalty survey questions comprised of five Linkert scale questions. As

methods of analysis, multiple regression analysis was conducted using the statistical packages for social science (SPSS) software.

4.1 Profile of Respondents

Profile of respondents has very significant role to play in expressing and interpretation of the research findings. All of the respondents are students studying at WWMETC at the time of questionnaire survey. General information about them are analyzed and presented in Table (4.1). All of the respondents are male students due to nature of the profession. Four different age of groups are surveyed for this research. The largest distribution of the respondents is the group of respondents who are between 20 to 30 years old. The second largest group is age between 31 to 40 years old but percentages of students are very close to the largest group. Third place occupied by the group of respondents who are age between 41 to 50 years old. The smallest portion of distribution is age of above 50 years old. Therefore, it can be summarized that most students are attending the classes of WWMETC are between age of 20 to 40 years old.

Table (4.1) Profile of Respondents

Profile of respondents	Description	No. of Respondents	Percentage(%)
	Total	120	100
Gender	Male	120	100.00
Age	20-30 years	61	50.83
	31-40 years	56	46.67
	41-50 years	2	1.67
	Above 50 years	1	0.83
Academic	High-school Graduate	12	10.00

Education	Under Graduate Diploma	16	13.33
	Bachelor Degree	92	76.67
Professional Certificate of Competency/ Proficiency	MEO Class II	12	10.00
	MEO Class III	33	27.50
	Rating at Able Seafarer Engine	54	45.00
	Rating forming part of an Engine-room watch	21	17.50
Last Position of Employment onboard Ship	First Engineer	9	7.50
	Second Engineer	18	15.00
	Third Engineer	7	5.83
	Junior Engineer	9	7.50
	AB Engine	51	42.50
	Engine-room Rating	26	21.67
Monthly Salary onboard Ship (USD)	Under 1,000	40	33.33
	1,001-2,000	45	37.50
	2,001-3,000	10	8.34
	3,001-4,000	13	10.83
	4,001-5,000	3	2.50
	5,001-8,000	8	6.67
	Above 8,000	1	0.83

Source: Survey Data (2019)

The academic education of the respondents is divided into four groups as high-school graduate, under graduate diploma, bachelor degree and master degree. From the survey of 120 respondents, the majority of the academic education background of the respondents is Bachelor degree holders. The second largest group is under graduate diploma holders. The education level of minority is high-school graduate. There is no respondents who hold the master degree. It indicates that most of the students are from good academic education level and around 77 percentage of respondents are the bachelor degree holders.

Second type of professional education level is certificate of competency and certificate of proficiency which are divided into four groups. Those are Marine Engineer Officer Class I COC, Marine Engineer Officer Class II COC, Rating at able

seafarer Engine COP and Rating forming part of an engine-room watch COP. The majority of the professional education background of the respondents has achieved the level of Rating at Able Seafarer Engine COP holders. The second largest group is Marine Engineering Officer Class III COC holders. The third largest group of professional education level is rating forming part of An Engine-room Watch COP holders. The minority group of professional education group is Marine Engineer Officer Class II COC holders. It indicates that most of the students attending the school are for them to become an engineer and there are some qualified engineers who want to upgrade their professional certificate of competencies.

Last position of employment onboard ship before attending the classes are divided into six groups. The majority of the group is AB Engine position. The second largest group is engine-room rating, the third largest group is second engineers, fourth largest group are first engineers and junior engineers. The minority of the group is third engineers.

For the income, the monthly salary of on board ship are divided into seven groups. The majority of respondents' salary is between 1001 and 2000 USD. The second largest group is the respondents with monthly salary under 1000 USD. The third largest group is respondents with monthly salary between 3001 and 4000 USD. The fourth largest group is respondents with salary between 2001 and 3000 USD. The fifth largest group is respondents with salary between 5001 and 8000 USD. The six largest group is respondents with salary between 4001 and 5000 USD. The remaining smallest group is respondent with salary above 8000 USD.

4.2 Students Perception on Service Dimensions of Wise Wish Marine Engineering Training Centre

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

The Table (4.2) shows service dimension of campus environment. It comprised five questions as interior decoration, the environment of the training centre campus, car parking facility, convenience of transportation situation and good social environment to be analyzed. The mean value and standard deviation of each and overall mean are shown as follows.

Table (4.2) Service Dimension of Campus Environment

No.	Statement	Mean	SD
1	The interior decoration of the training centre	3.91	0.54
2	The environment of the training centre campus	3.84	0.53
3	Providing convenience of car parking facility	3.71	0.57
4	Convenience of transportation situation	3.80	0.52
5	Good social environment in the classes	4.11	0.56
	Overall Mean	3.87	

Source: Survey Data (2019)

As shown in Table (4.2), most of the respondents agree with the five service dimensions of the statements and their mean value is more than 3.5. The mean value of social environment in the classes achieved the highest mean score. The mean values of interior decoration, environment of the training centre campus and convenience of transportation situation are 3.91, 3.84 and 3.80 respectively. The lowest mean score is achieved by car parking facility dimension at 3.71.

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

Table (4.3) Service Dimension of Teaching Aids and Facilities

No	Statement	Mean	SD
1	Class room size, room temperature and cleanliness are comfortable	3.98	0.55
2	Teaching equipments are suitable to current technology	3.94	0.55
3	The training Centre always give effective update information	3.98	0.55

4	The training centre provides modernized facilities in education sector	3.95	0.55
5	Satisfaction on cafeteria in the training centre campus	3.92	0.54
	Overall Mean	3.95	

Source: Survey Data (2019)

As shown in Table (4.3), most of the respondents had high level of agreement (satisfaction) with the five service dimensions of the statements and their mean value is more than 3.5. The mean value of class room size, room temperature, cleanliness and giving effective update information are highest mean score as 3.98. The mean values of modernized facilities, teaching equipments and cafeteria are 3.95, 3.94 and 3.92, respectively.

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

Table (4.4) Service Dimension of Instructor

No.	Statement	Mean	SD
1	All instructors have sufficient knowledge in the subjects	4.18	0.56
2	All instructors have effective teaching skill in the subjects	4.12	0.55
3	The instructors are always accessible and available	4.13	0.56
4	All instructors are good at communication with students	4.23	0.57
5	Punctuality of Instructors meet with intended course	4.13	0.56
	Overall Mean	4.16	

Source: Survey Data (2019)

As shown in Table (4.4), most of the respondents agree with the five service dimensions of the statements and their mean value is more than 4.1. The mean value of good communication with students achieved the highest mean score of 4.23. The second highest mean score is regarding the instructors' sufficient knowledge in the subjects mean score of 4.18. The means values of instructors are always accessible and available, punctuality of instructors meet with intended course and instructors have effective teaching skill in the subjects are 4.13, 4.13 and 4.12 respectively.

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

Table (4.5) Service Dimension of Curriculum

No.	Statement	Mean	SD
1	Attractive content and ability to stimulate students' interest.	3.92	0.48
2	Relation of teaching to practical work is effective for students	4.02	0.50
3	Teaching content to meet on job requirements for students	4.05	0.50
4	Teaching contents and schedules are early available for students	4.07	0.51
5	Teaching contents are meet with exam requirements for students	4.07	0.51
	Overall Mean	4.02	

Source: Survey Data (2019)

As shown in Table (4.5), most of the respondents agree with the five service dimensions of the statements and their mean value is more than 4.0. The mean values of teaching contents and schedules are early available and teaching contents are meet with exam requirements achieved the highest mean score as 4.07. The second and third highest mean scores are teaching content to meet on job requirements and relation of teaching to practical work is effective are as 4.05 and 4.02 respectively. Attractive content and ability to stimulate students' interest has the lowest mean score of 3.92.

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

Table (4.6) Service Dimension of Training Delivery

No.	Statement	Mean	SD
1	Training schedule is suitable and not burdensome	3.93	0.50
2	Effective Training delivery	3.98	0.51
3	Service provided within the time promised	4.03	0.51
4	The quality of training materials and notes	4.04	0.51
5	Relevant assessment method	4.06	0.52
	Overall Mean	4.01	

Source: Survey Data (2019)

As shown in Table (4.6), most of the respondents agree with the five service dimensions of the statements and their mean value is more than 4.0. The mean value of relevant assessment method is the highest mean score as 4.06. The second and third highest mean scores are quality of training materials, notes and service provided within the time promised are as 4.04 and 4.03 respectively. Effective training delivery and training schedule is suitable and not burdensome are two lowest mean scores as 3.98 and 3.93 respectively.

Table (4.7) shows service dimension of the support service. It comprised five questions as providing good counseling service, providing orientation programme for new students, providing safety and welfare of students, providing effective career

guidance service and support staffs seem well trained, competent & experienced are to be analyzed. The mean value and standard deviation of each and overall mean are shown as follows.

Table (4.7) Service Dimension of Support Service

No.	Statement	Mean	SD
1	providing good counseling service	3.99	0.49
2	Providing orientation programme for new students	3.99	0.49
3	Providing safety and welfare of students	4.02	0.49
4	Providing effective career guidance service	3.99	0.49
5	Support staffs who seem well trained, competent and experienced	4.02	0.49
	Overall Mean	4.00	

Source: Survey Data (2019)

As shown in Table (4.7), most of the respondents agree with the five service dimensions of the statements and their mean value is exactly 4.0. The mean value of providing safety and welfare of students and support staffs who seem well trained, competent and experienced achieved the highest mean score at 4.02. The second highest mean scores are in the dimension of providing good counseling service, providing orientation programme for new students and providing effective career guidance as 3.99.

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

Table (4.8) Service Dimension of Library

No.	Statement	Mean	SD
1	Library provides easily availability of textbook and learning materials	3.86	0.60
2	Library arranges ease of borrowing process	3.86	0.60
3	Library is accessible online	3.81	0.59

4	Operating hours of library suitable with students' need	3.92	0.61
5	Library staffs have good knowledge skill	3.81	0.59
	Overall Mean	3.86	

Source: Survey Data (2019)

As shown in Table (4.8), most of the respondents agree with the five service dimensions of the statements regarding the library and their mean value is more than 3.8. The mean value of operating hours of library suitable with students' need has the highest mean score of 3.92. The second highest mean score are library provides easily availability of textbook and learning materials and library arranges ease of borrowing process mean score of 3.86 each. The means values for library is accessible online and library staffs have good knowledge skill both scored mean of 3.81.

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

Table 4.9 Service Dimensions of Student Satisfaction

No.	Statement	Mean	SD
1	Campus Environment	3.87	0.53
2	Teaching Aids and Facilities	3.95	0.55
3	Instructors	4.16	0.56
4	Curriculum	4.02	0.50
5	Training Delivery	4.01	0.51
6	Support Service	4.00	0.49
7	Library	3.86	0.60

	Overall Mean	3.98	
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Source: Survey Data (2019)

As shown in Table (4.9), most of the respondents agree with the seven service dimensions of the statements and their mean value is more than 3.5. The mean value of instructors has the highest mean score. It indicates that perception of the respondents who are attending the classes at WWMETC because of the Instructors. The mean value of the second and third are very close and nearly the same, these are curriculum and training delivery. It means that that student perception on the curriculum and training delivery are the important role to measure the service dimension of the training centre. They are followed by mean value of support service. The means support service is crucial role to measure the student perception on service dimension. The mean values of campus environment, teaching aids and facilities, and library are 3.87, 3.95 and 3.86, respectively. It can be concluded that the students' perception over these three factors is slightly lower than other factors.

4.3 Analysis on Factors Influencing Student Satisfaction

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

The following table, Table (4.10) shows the mean values and standard deviations of student satisfactions on WWMETC. There are seven questions as service quality, teaching method, meeting the expectation, class size and student-teacher ratio, feedback and suggestion system, safe and sound environment and decision of selecting the training centre. The mean value and standard deviation of each and overall mean are shown as follows.

Table (4.10) Student Satisfaction

No.	Student Satisfaction	Mean	SD
1	Service quality	4.03	0.54
2	Teaching Method	4.07	0.68
3	Meeting the expectation	3.95	0.61
4	Class size and student-teacher ratio	4.05	0.66

5	Feedback and suggestion system	4.03	0.60
6	Safe and sound environment	4.01	0.63
7	Decision of selecting the training centre	4.15	0.64
	Overall Mean	4.04	

Source: Survey Data (2019)

As shown in Table (4.10), most of the respondents agree with the seven service dimensions of the statements and their mean value is more than 4.0. The mean value of decision of selecting the training centre is the highest mean score at 4.15. The second and third highest mean score are achieved in teaching method and class size, student- teacher ratio as 4.07 and 4.05 respectively. The fourth highest mean score is achieved by service quality and feedback & suggestion system at 4.03. The mean value of safe and sound environment is 4.01 and the mean value of meeting the expectation is 3.95.

The following table, Table (4.11), demonstrates the results of the analysis of the influencing factors on satisfaction of the students over the WWMETC. The seven independent variables included in the statistical model are campus environment, teaching aids and facilities, instructor, curriculum, training delivery, support service and library. Linear regression method is used.

Table (4.11) Factors Influencing Student Satisfaction

Independent Variables	Unstandardized Coefficient		T	P.Value	VIF
	B	Std. Error			
Constant	-0.270	0.149	-1.819	0.072	

Campus environment	0.038	0.056	0.690	0.492	3.005
Teaching aids & facility	-0.075	0.052	-1.443	0.152	2.930
Instructor	0.176***	0.048	3.644	0.000	2.546
Curriculum	0.112	0.076	1.480	0.142	5.098
Training delivery	0.226***	0.082	2.759	0.007	6.218
Support service	0.462***	0.086	5.365	0.000	6.179
Library	0.136***	0.046	2.979	0.004	2.617
R	0.943				
R Square	0.890				
Adjusted R Square	0.883				
F Value	129.369***				
Durbin-Watson	1.938				

Source: Survey Data 2019

Note:***Significant at 1% Level, ** Significant at 5% Level, * Significant at 10% Level

In the Table (4.11), R square and adjusted R square are 89.0 percent and 88.3 percent respectively. This indicates that the model can explain 88.3 percent of the variance of dependent variable (Student Satisfaction) with independent variables (Campus Environment, Teaching aids & facility, Instructor, Curriculum, Training delivery, Support service and Library). The value of F-test, the overall significance of models, turned out highly significant at 1 percent level.

With respect to potential problem relating to multicollinearity, variance inflation factors (VIF) were used to provide information on the extent to which non-orthogonality among independent variables inflate standard error. As it can be seen from Table (4.11), the VIF values stand below the cut-off value of 10 which means the independent variables are not correlated with each other significantly.

According to the results shown in the Table (4.11), four reputation factors have strong impact on student satisfaction because significant level at one percent. Those are instructor, training delivery, support service and Library.

According to the questions for survey, under the heading of instructor total five questions are asked to the respondents. There are, sufficient knowledge in the subjects, effective teaching skill, always accessible and availability, good communication with students and punctuality meet with intended course. All of the mean results are shown to be over 4.0. The maximum mean values are good communication and sufficient knowledge in the subjects of the instructors. Under the heading of training delivery total five questions are asked to the respondents. There are suitable training schedule, effective training delivery, service provided within the time promised, the quality of training material and notes and relevant assessment methods. All of the mean results are shown between 4.06 and 3.93. The maximum mean value of relevant assessment method is 4.06. The second and third maximum mean values are the quality of training material and notes and service provided within the time promised.

Under the heading of the support service total five questions are asked to the respondents. They are good counseling service, orientation programme, safety and welfare, effective career guidance service and competency of the support staffs. The maximum mean value is 4.02 and minimum mean value is 3.99. The maximum mean values are safety and welfare and competency of the support staffs. Under the heading of the library total five questions are asked to the respondents as easily available, ease of borrowing process, accessible online, opening hours and knowledge of library staffs. All of the mean results are found between 3.92 and 3.81. The maximum mean value was achieved opening hour of the library.

According to the Table (4.11), the results also reveal that only four reputation factors (instructor, training delivery, support service and library) are found to be statistically significant. Among these four variables, instructor and support service are the most significant variables that are linked to student satisfaction.

4.4 Analysis on the Effect of Student Satisfaction on Student Loyalty

The following table, Table (4.12), shows the mean value and standard deviation of student loyalty of WWMETC. The indicators of student loyalty are the final set of items included in the analysis. There are five questions which assess this relationship. The mean values and standard deviation of each and overall mean are shown as below.

Table (4.12) Student Loyalty

No.	Statement	Mean	SD
1	Recommendation to others regarding contents of training	4.08	0.68
2	Recommendation to others regarding services	4.05	0.62
3	Meaningful and exciting experienced	4.09	0.61
4	Intention to pursue further studies	4.08	0.66
5	Like to share benefits of attending course	4.10	0.63
	Student Loyalty Mean	4.08	

Source: Survey Data (2019)

As shown in Table (4.12), most of the respondents agreed with five service dimensions of statements and their mean values ranged between 4.10 and 4.05. All are more than 4.0 and not much difference observed between items. The mean value of sharing the benefits of attending the course achieve the highest mean score of 4.10. It indicates that if the perception of respondents' loyalty on the training centre is higher, they will recommend to the others.

Table (4.13): Effect of Student Satisfaction on Student Loyalty

Independent Variables	Unstandardized Coefficient		T	P.Value	VIF
	B	Std. Error			
Constant	0.234	0.177	1.325	0.188	
Student Satisfaction	0.952***	0.043	21.981	0.000	1.000
R	0.897				

R Square	0.804
Adjusted R Square	0.802
F Value	483.169***
Durbin-Watson	2.438

Source: Survey Data 2019

Note:***Significant at 1% Level, ** Significant at 5% Level, * Significant at 10% Level

In the Table (4.13), R square and adjusted R square are 80.4 percent and 80.2 percent respectively. This indicates that the model can explain 80.2 percent about the variance of dependent variable (Student Loyalty) with independent variable (Student Satisfaction). The value of F-test, the overall significance of models, turned out to be highly significant at 1 percent level.

With respect to potential problem relating to multicollinearity, variance inflation factors (VIF) were used to provide information on the extent to which non-orthogonality among independent variables inflate standard error. As it can be seen from Table (4.13), the VIF values stand below the cut-off value of 10 which means the independent variables are not correlated with each other. Therefore, there are no substantial multicollinearity problems encountered in this study. This means that there is no correlation among independent variables.

Student satisfaction has achieved positively and highly significant level at one percent significant level. It means that one unit of student satisfaction can lead to 0.952 increase in student loyalty. Overall evaluation reveals that the models explain the student loyalty well because the estimation produced expected signs and significant coefficient for student satisfaction. The conclusion is that there is positive relationship between student satisfaction and student loyalty at Wise Wish Marine Engineering Training Centre.

CHAPTER 5

CONCLUSION

The chapter is conclusion of the study that is included the finding and discussion of the previous chapters, the suggestion and recommendations of the study and needs for further research of the study. Finding and discussion are based on the influencing factors of student satisfaction and student loyalty of Wish Wish Marine

Engineering Training Centre. Suggestions and recommendations are based on the result of the finding and need for further research described on the results of the findings.

5.1 Findings and Discussions

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

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

5.2 Suggestions and Recommendations

According to the analysis and finding the instructor, training delivery, support service and library have a high significant impact toward student satisfaction and loyalty of WWMETC. Therefore the owner and Principal should promote the skill of the instructors by means of upgrading their knowledge in line with modern teaching

methods. Regarding training delivery, the students are highly satisfied with relevant assessment method, the quality of training material and notes, service provided within time promised by training centre. However, satisfaction level on training schedule and effectiveness of training delivery are slightly lower than others. Regarding support service, the students are satisfied in providing of welfare service and quality of support staffs. However, student are slightly decrease level of satisfaction over providing of counseling service, orientation program and career guidance. Hence, management team of training centre should focus on these services to achieve higher satisfaction level of the students in the future. Regarding training delivery system of the training centre, training schedule should be reviewed and revised by the Principal and QMR.

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

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

5.3 Needs for Further Research

This research has focused only to identify the factors that influence on student satisfaction and student loyalty of Wise Wish Marine Engineering Training Centre. The findings are therefore limited to one specific marine engineering training centre. Thus, further research should attempt to examine other marine engineering training centers and make comparisons between different training centers. Although data were collected from all students who attending at WWMETC, the survey does not cover the whole students who attended at WWMETC because of collecting data from alumni is not involved. Therefore, the survey does not cover the whole Marine Engineering education and training institutions in Myanmar because of there are three institutes are opening the marine engineering certificate of competency courses in Myanmar. Two training centers including WWMETC are private owned and one institute is Government owned. Student satisfaction and loyalty are very important role for institute reputation and marketing of institute in competitive market. Therefore, further researchers should study the all of the institutes to cover the research area.

APPENDIX A

SURVEY QUESTIONNAIRE

This questionnaire will be used to study factors associated with marine engineering student satisfaction and influencing factors of marine engineering student loyalty at Wise Wish Marine Engineering Training Centre. This would be confidential and data will be only used for the academic research of MBA thesis. Thank you for your participation.

SECTION (A): GENERAL INFORMATION

1. Gender

- Male
- Female

2. Age

- 20-30 years
- 31-40 years
- 41-50 years
- Above 50 years

3. Academic Education

- High-school Graduate
- Under Graduate Diploma
- Bachelor Degree
- Master Degree

4. Professional Certificate of Competency/ Proficiency

- Marine Engineer Officer Class II (MOT Second Class Engineer)
- Marine Engineer Officer Class III (MOT Third Class Engineer)
- Rating at Able Seafarer Engine
- Rating forming part of an Engine-room watch

5. Last Position of Employment onboard Ship before attending this Class

- First Engineer
- Second Engineer
- Third Engineer
- Junior Engineer
- AB Engine
- Engine-room Rating

6. Monthly Salary on board Ship (USD)

- Under 1000
- 1000 – 2000
- 2000 – 3000
- 3000- 4000
- 4000 -5000
- 5000 – 8000
- 8000 above

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SECTION (B): FACTORS ASSOCIATE WITH STUDENT SATISFACTION

Please tick (✓) in the box to indicate how agreeable you are with the following statements. (1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree)

Campus Environment

No	Statement	1	2	3	4	5
1	I like the interior decoration of the WWMETC					
2	I like the environment of WWMETC campus					
3	Car Parking facility is convenience for me during attending WWMETC					
4	Transportation situation to WWMETC is convenience for me					
5	There is good social environment in my class					

Teaching Aids and Facilities

No	Statement	1	2	3	4	5
1	Class room size, room temperature and cleanliness are comfortable for me					
2	Teaching equipments are suitable to current technology					
3	The training Centre always give effective update information to me					
4	The training centre provides modernized facilities in education sector					
5	I satisfy Cafeteria in the training centre campus					

Instructor

No	Statement	1	2	3	4	5
1	All instructors have sufficient knowledge in the subjects					

2	All instructors have effective teaching skill in the subjects					
3	The instructors are always accessible and availability					
4	All instructors are good at communication with us					
5	Punctuality of Instructors are meet with intended course					

Curriculum

No	Statement	1	2	3	4	5
1	Attractive content and ability to stimulate students' interest.					
2	Relation of teaching to practical work is effective for me.					
3	Teaching content to meet on job requirements for me					
4	Teaching contents and schedule are early available for me					
5	Teaching contents are meet with exam requirements for me					

Training Delivery

No	Statement	1	2	3	4	5
1	Training schedule is suitable and not burdensome to me					
2	Training delivery is effective for me					
3	Service provided within the time promised by WWMETC					
4	I satisfy the quality of training materials and notes					
5	Assessment method is relevant for me					

Support Service

No	Statement	1	2	3	4	5
1	Good counseling services is provided by WWMETC					
2	Orientation programme for new students is provided by WWMETC					
3	Safety and welfare of students are provided by WWMETC					
4	Effective career guidance services is provided by WWMETC					
5	WWMETC has support staffs who seem well trained, competent and experienced					

Library

No	Statement	1	2	3	4	5
1	Library provides easily availability of textbook and learning materials.					
2	Library arranges ease of borrowing process.					
3	Library is accessible online					
4	Operating hours suitable with students' need					
5	Library staffs have good knowledge skill					

SECTION (C): STUDENT SATISFACTION AND STUDENT LOYALTY

Please tick (✓) in the box to indicate how agreeable you are with the following

statements. (1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree)

STUDENT SATISFACTION

No	Statement	1	2	3	4	5
1	I satisfy service quality giving by WWMETC					
2	I satisfy teaching method of WWMETC					
3	WWMETC has met our expectation of intended course					
4	I satisfied that class size and student-teacher ratio					
5	I satisfy the feedback and suggestion system of WWMETC					
6	I satisfy that WWMETC gives safe and sound environment for me					
7	I satisfy my decision of selecting this training centre					

STUDENT LOYALTY

No	Statement	1	2	3	4	5
1	I will recommend to others regarding contents of training given by WWMETC					
2	I will recommend to others regarding services given by WWMETC					
3	I get the meaningful and exciting experienced while study in WWME TC					
4	I have an intention to pursue further studies in this TC.					
5	I would like to share benefits of attending course at WWMETC to others					

APPENDIX B

STATITICAL OUTPUT

SPSS Regression Analysis Results

1. Student Satisfaction

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Campus Environment Teaching aids & facility Instructor Curriculum Training delivery Support service Library		Enter

(a) Dependent Variable: Student satisfaction mean

(b) All requested variables entered.

Model Summary^b

Model	R	R square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.943 ^a	.890	.883	.18430	1.938

(a) Predictors: (Constant), Campus environment, Teaching aids & facility, Instructor, Curriculum, Training delivery , Support service , Library

(b) Dependent Variable: Student satisfaction mean

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	30.758	7	4.394	129.369	0.000 ^b
	Residual	3.804	112	.034		
	Total	34.562	119			

(a) Dependent Variable: Overall satisfaction

(b) Predictors: (Constant), Campus Environment, Teaching aids & facility, InstructorCurriculum, Training delivery , Support service , Library

Coefficients^a

Model		Unstandardized Coefficient		Standardized Coefficients	t	Sig.	VIF
		B	Std. Error	Beta			
1	(Constant)	-.270	.149		-1.819	.072	
	Campus environment	.038	.056	.037	.690	.492	3.005
	Teaching aids & facility	-.075	.052	-.077	-1.443	.152	2.930
	Instructor	.176	.048	.182	3.644	.000	2.546
	Curriculum	.112	.076	.105	1.480	.142	5.098
	Training delivery	.226	.082	.216	2.759	.007	6.218
	Support service	.462	.086	.418	5.356	.000	6.179
	Library	.136	.046	.151	2.979	.004	2.617

(a) Dependent Variable: Overall satisfaction

2. Student Loyalty

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Student Satisfaction mean ^b		Enter

(a) Dependent Variable: Student Loyalty

(b) All requested variables entered.

Model Summary^b

Model	R	R square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.897 ^a	.804	.802	0.25468	2.438

- (a) Predictors: (Constant), Student satisfaction mean
 (b) Dependent Variable: Student Loyalty mean

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	31.338	1	31.338	483.169	0.000 ^b
	Residual	7.654	118	0.065		
	Total	38.992	119			

- (a) Dependent Variable: Student loyalty mean
 (b) Predictors: (Constant), Student satisfaction mean

Coefficients^a

Model		Unstandardized Coefficient		Standardized Coefficients	t	Sig.	VIF
		B	Std. Error	Beta			
1	(Constant)	.234	.177		1.325	.188	
	Overall Satisfaction	.952	.043	.897	21.981	.000	1.000

- (a) Dependent Variable: Student Loyalty mean