

Student Satisfaction and Student Loyalty in Co-operative Universities and Colleges

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Abstract— Students are the main assets of universities and colleges. An analysis of student satisfaction is vital for universities or colleges and they need to determine the factors that affect student satisfaction as satisfaction is the predecessor of student loyalty. This study examines the antecedents of student satisfaction and its relationship with student loyalty in Co-operative Universities and Colleges. The research design of this paper was descriptive and correlational design. The sample size was 370 students and the data was analyzed by using structured questionnaires and statistical tools including descriptive, correlation and multiple regressions. The results revealed that service quality, perceived value and image of university were positively influenced on student satisfaction. Perceived value was the most influential antecedent of student satisfaction. Student satisfaction has a positive relationship with student loyalty. The findings give insight to make strategic decisions that will increase the students' satisfaction and loyalty in order to continue to operate successfully.

Keywords: Service Quality, Perceived Value, Image of University, Student Satisfaction, Student Loyalty

I. INTRODUCTION

Higher Education industry is one of the vital service industries to every nation. Higher Education plays an important role in achieving economic development of a country. At the present time, Higher Education Institutes are fronting tight competition to attract new students and maintain them. Public universities play an important role in training human resources favorable to the attainment of the United Nations Millennium Development Goals (World Bank, 2010a). In this current competitive global market, customers' satisfaction and loyalty are major survival factors to any business. Higher Education Institutions (HEIs), like other business, are no exception.

Several factors contribute to making student satisfaction and loyalty an important issue for higher education institutions. Enhanced student satisfaction and loyalty can lead to a stronger competitive position resulting in attracting new students, maintaining the existing ones, positive word of mouth

communication and raising good relationship with students.

With the rapid increment of private universities and colleges in Myanmar competing for students who want quality education and value for the service rendered by these institutions, it is very vital that antecedents of students' satisfaction and its relationship with student loyalty to these Higher Education Institutions be measured. Co-operative Universities and Colleges are one of the higher education institutions and have to provide the best quality to the students as well. The importance of measuring student satisfaction and loyalty has prompted a number of empirical studies to be carried out in developed countries to ascertain the links between students' satisfaction and loyalty and their drivers in the Higher Education Institutions.

Empirical studies revealed that student satisfaction has positive relationship with student loyalty. Therefore, students' satisfaction and loyalty are important issues. Knowing the antecedents of students' satisfaction and loyalty to the HEIs can offer the factors to consider for the continuous improvement of the study programmes, teaching, staff and equipment of the HEIs (Martensen et al., 2000). Service quality in higher education is defined as a measurement of how well higher education institutions conform to

customers' needs and expectations (Govender, Veerasamy & Noel, 2012, as cited in Kara et al,2016). Helena Alves (2010) identified that value perceived by a student is the overall evaluation made of the utility of service based upon the perception of that which is received and that given. He was also presented that value is an antecedent of satisfaction. Standifird(2005) identified that student's perception of image and reputation of the HEIs is very important concerning attracting and retaining students.

In Myanmar, students are able to enroll according to their transcript of matriculation exam. However, they select the universities based on the image of university, the service quality provided by the university, the value perceived by the students and the employment opportunities. Therefore, universities and colleges in Myanmar must have good image and good service quality in order to acquire student satisfaction. Thus, this research aimed to analyze the antecedents of student satisfaction and its relationship with student loyalty in Co-operative Universities and Colleges in order to provide value both managerially and academically.

Research Questions

- (1) Is there a relationship between the antecedents (service quality, perceived value and image of university) and student satisfaction?
- (2) Is there a relationship between student satisfaction and student loyalty?

Research Objectives

The research objectives are as follows;

- (1) To examine the relationships between the antecedents (service quality, perceived value and image of university) and student satisfaction.
- (2) To examine the relationships between student satisfaction and student loyalty.

Method of the Research

The analysis was based on the collected primary data and secondary data. Structured questionnaires with five-point likert scale items were used and distributed to the randomly selected respondents. The respondents of this research were the students of Co-operative Universities and Colleges. To collect the data, stratified random sampling method was used. The questionnaire was comprised of six parts. Part 1 comprised of information of respondents like age, gender, year of study, specialized major and the length of

studying time. Part 2,3,4,5,6 related to service quality, perceived value, image of university, student satisfaction and student loyalty stated on five-point likert scale ranging from “strongly disagree (1) to strongly agree (5)”. Both descriptive and analytical research methods are also used to achieve the research objectives.

In this research, sample size was 370 respondents from 4858 students. The formula used to get the samples from the population of these two universities and colleges. According to Taro Yamane (Yamane, 1973) formula, the sample size computed as follows.

Where,

n= Sample size

N= Population size

e= Margin error

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

$$n = \frac{4858}{1 + 4858(0.05)^2}$$

$$n = 369.57 = 370$$

The sample of proportional allocation is as follows.

Table I. Sample Allocation by Each Stratu

University/ College Name	Population Size	Sample Size
Co-operative University, Thanlyin	1715	131
Co-operative University, Sagaing	2298	175
Co-operative College, Phaunggyi	373	28
Co-operative College, Mandalay	472	36
Total	4858	370

Source, Registration books in Co-operative Universities and Colleges

Scope and Limitations of the Research

This research emphasized on student satisfaction and student loyalty in Co-operative universities and colleges. This study only focused on three antecedents (service quality, perceived value, and the image of university) of student satisfaction and its relationship with student loyalty. The present study did not analyze the mediating and moderating effect of the various antecedents on student satisfaction and student loyalty. The study is also limited to a specific sample: students of Co-operative University, Thanlyin, Co-operative University, Sagaing, Co-operative College, Phaunggyi and Co-operative College, Mandalay. Two Co-

operative Universities and colleges were selected for this study. So, the result of this research may not represent all higher education institutions in Myanmar because of time limitation and financial constraints.

II. LITERATURE REVIEW

Service Quality

According to Alves & Raposo, (2010), positive perceptions of service quality have significant influence on student satisfaction and so satisfied student would attract more students through word-of-mouth communications. In 2010, Ahmend & Nawaz revealed that service quality is a key performance measure in educational excellence and is a main strategic variable for universities to create a strong position in consumer's mind. Parasuraman,et.al.,(1985) suggested that ten determinants of service quality that could be generalized to any type of service. In 1990, Parasuraman,et.al., re-grouped these ten determinants to form the well-known five detail dimensions of service quality model, namely; Tangibility, Reliability, Assurance, Responsiveness and Empathy. Kara.et al (2016) investigated that the relationship between educational service quality and students' satisfaction in public universities in Kenya. It was discovered that educational service quality is directly related to student satisfaction.

Perceived Value

Shahsavari T and Sudzina F (2017) stated that from students' perspective, perceived value is the overall assessment of utilizing the service according to their perception of what is received instead of what is given. Perceived value of a service has been defined by McDougall and Levesque (2000) as the benefits customers believe they receive relative to the costs associated with its consumption. Helgesen and Nasset (2007b) revealed that perceived value has a significant influence on student satisfaction in the higher education sector.

Image of University

According to Sung & Yang, (2008), the concept of corporate image has stabilized in marketing research field but research of image in service-oriented organizations like universities is still insufficient. In spite of organizations in business field have long noticed that the importance of their images, the topic has gained only recently more attention in university sector. Because of a service-oriented character of universities, images can have a great importance of these universities. The image plays a significant role in predicting the outcome of the service production and can be the most important cue for consumers to evaluate the ability of the service (Nguyen & LeBlanc, 2001). Egyir K.I (2015) identified that empirical study by Dib and Alnazar (2013) to examine

the influence of perceived service quality, perceived value, and image on student satisfaction in Syrian Universities show that there is a positive effect of image of the university on student satisfaction. And he also stated that another empirical study by Termizer and Tukyilmaz, (2012) in the HEI sector in Turkey revealed that image has positive significant impact on students' satisfaction.

Student Satisfaction

Customer satisfaction indices (CSI) were constructed upon a cumulative view of customer satisfaction. CSI is a structural model based on the assumptions that customer satisfaction is caused by a number of factors such as perceived quality, perceived value, expectations of customers, and image of a firm. These factors are the antecedents of overall customer satisfaction. In this highly competitive environment, satisfaction plays crucial role in keeping a sustainable competitive advantage (Angelova and Zekiri, 2011). Satisfied customers have an appreciable impact on repeat purchases, loyalty and subsequent retention (Guolla, 1999). According to Angelova and Zekiri (2011), satisfied customers tend to share their experiences with in average six other people, whereas dissatisfied customers with ten people. Increasing satisfied customers, whether they are parents of students, students or alumni,

or government employers, ought to be a key objective of higher education according to Seymour, (1993). Students' satisfaction results from the assessment of their experience with the educational services received (Elliot and Healy, 2001, as cited in Egyir K.I, 2015). Egyir K.I (2015) studied that the antecedents of student satisfaction and loyalty in higher education institution; an empirical study of students of the University of Ghana. This study showed that perceived value, image of university and perceived service quality positively influence the level of student satisfaction and these three antecedents together with student satisfaction positively influence on student loyalty.

Student Loyalty

Webb and Jagun (1997) defined that the concept of loyalty in the higher education context as student's willingness to recommend the university to others, the wish to tell positive things about the university and their returning willingness to the university in order to continue their studies. According to Hennig-Thurau, Langer and Hansen (2001), loyal students may contribute to the quality of teaching through active participation and committed behavior. Fernandes, Ross and Meraj (2013) proved that loyalty is positively related to student satisfaction, which

increases performance and profitability in the long run.

Relationship between Student Satisfaction and Student Loyalty

Most of the researchers focused on studying the correlation or association between customer satisfaction and their loyalty. It is evident from the studies that a positive relationship exists between customer loyalty and satisfaction. Ali, Mazhar and Ahmed, Masood (2018) exposed that student satisfaction has had a direct and significant impact on student loyalty. These studies also identified that if students feel satisfied with the academic and administrative quality; they tend to remain loyal to the university and they are more likely to choose the same institution for future needs.

According to the above the stated literature, it can be concluded that student satisfaction has strong association with student loyalty. And satisfied customer gives rise to loyalty and the result is good performance.

Based on previous and empirical research paper and related literature, the following hypothesis were proposed.

H1: There is a significant positive relationship between service quality and student satisfaction.

H2: There is a significant positive relationship between perceived value and student satisfaction.

H3: There is a significant positive relationship between image of university and student satisfaction.

H4: There is a significant positive relationship between student satisfaction and student loyalty.

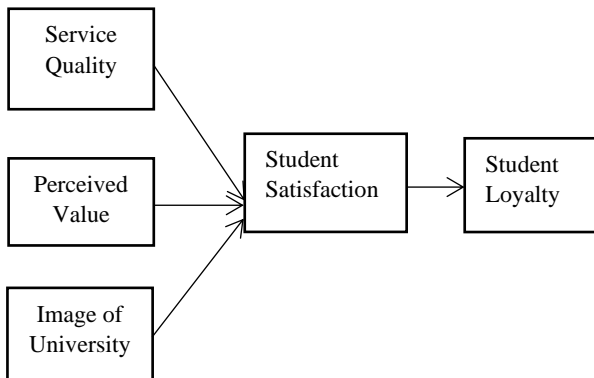


Fig. 1. Conceptual Framework of the Study

III. DATA ANALYSIS

Demographic Profile of the Respondents

Table (II) presents the demographic profile of respondents. In this research, demographic factor consist of gender, age, education, major and length of the studying time.

Table II. Demographic Profile of the Respondents

Gender Distribution

<i>Particular</i>	<i>No. of Respondents</i>	<i>Percentage</i>
Male	127	34
Female	243	66
Total	370	100

Age Distribution

<i>Particular</i>	<i>No. of Respondents</i>	<i>Percentage</i>
between 16-18 years	143	39
between 19-21 years	203	55
between 22-24 years	24	6
Total	370	100

Education Distribution

<i>Particular</i>	<i>No. of Respondents</i>	<i>Percentage</i>
First year	67	18
Second year	100	27
Third year	99	27
Fourth year	86	23
PGD and Master	18	5
Total	370	100

Major Distribution

<i>Particular</i>	<i>No. of Respondents</i>	<i>Percentage</i>
First Year	67	18

Accounting and Finance	71	19
Marketing Management	68	18
Applied Statistics	62	17
Regional Development	50	14
Social Enterprise Management	52	14
Total	370	100
Length of the Time of Studying		
<i>Particular</i>	<i>No. of Respondents</i>	<i>Percentage</i>
Below 1 year	67	18
1 year	84	23
2 years	83	22
3 years	82	22
4 years	37	10
5 years	9	2
6 years	6	2
7 years	2	0.5
Total	370	100

Source; Survey Data (March, 2020)

From Table (II), it is inferred that out of total 370 respondents, 34% of the respondents are male students and the rest 68% are female students. Concerning the age of respondents, 55% of the students fall into the age category of between 19 and 21 years, 39% belongs to the age group 16 to

18 years, and the rest 6% of the students are at the age group between 22 and 24 years. As far as educational level of the respondents is concerned, 27% are second year students, 27% are third year students, 23% are fourth year students, 18% are first year students and the rest of 5% are post graduate and master students respectively. Concerning the major of the respondents, 19% of the respondents are students from Accounting and Finance Major, 18% of the respondents are students from Marketing Management Major, 17% of the respondents are students from Applied Statistics Major, 14% of the respondents are students from Social Enterprise Management Major and the remaining 14% students from are Regional Development Major. The length of the studying time range from one year is 23%, two year is 22%, three years is 22%, fourth years is 10%, 5 years is 2%, six years is 2% and the rest of 0.5 % is 7 years respectively.

Reliability Testing

The research has employed Cronbach alpha coefficient for accessing the reliability of the scale. According to Nunally (1978), an acceptable range of Cronbach alpha at 0.60 or above is considered to be acceptable for construct.

TABLE III. Reliability of the Scale

Source; SPSS output based on Survey Data (March, 2020)

Correlation Analysis for Student Satisfaction and its Antecedents

In this research, correlation analysis

Sr. No.	Particular	No.of items	Cronbach (α)	Internal Consistency
1	Service Quality	33	0.938	Excellent
2	Perceived Value	7	0.872	Good
3	Image of University	11	0.787	Good
4	Student Satisfaction	6	0.822	Good
5	Student Loyalty	2	0.775	Good

was performed in order to determine the relationship between the antecedents and student satisfaction. Results are shown in Table (IV).As seen in Table (IV), there are positive and significantly correlated relationship between all dependent and independent variables.

TABLE IV. Correlation Matrix for Student Satisfaction and its Antecedents

According to Table (IV), it is seen that service quality, perceived value, image of university are all significantly related to student satisfaction. Among the

TABLE VI. ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
	SS	SQ	PV	I	.000 ^b
SS	Pearson Correlation	1			
SQ	Pearson Correlation Sig. (2-tailed)	0.455** .000	1		
PV	Pearson Correlation Sig. (2-tailed)	0.584** .000	0.422** .000	1	
I	Pearson Correlation Sig. (2-tailed)	0.598** .000	0.537** .000	0.543** .000	1

** . Correlation is significant at the 0.01 level (2-tailed).

SS = Student Satisfaction

SQ = Service Quality

PV = Perceived Value

I = Image of University

Source; SPSS output based on Survey Data (March, 2020)

antecedents of the student satisfaction, the image of university has got highest correlation with student satisfaction (r = 0.598, p<0.01), followed by perceived value (r = 0.543, p<0.01) and service quality (r = 0.537, p<0.01) with student satisfaction. Therefore, the results showed that the antecedents of student satisfaction (service quality, perceived value and image of university) had a significantly correlated with student satisfaction.

Multiple Regression Analysis

Pallant (2013) define that multiple regression analysis is a method that allows researchers to investigate impact of two or

more independent variables on a dependent variable. In this research, regression analysis was conducted with student satisfaction as the dependent variable and the antecedents as the independent variables. The results were reported in Table (V), Table (VI) and Table (VII).

Table (V) shows that the model is significant at $p < 0.01$. This table shows that 46% change in the dependent variable (student satisfaction) is due to the independent variables. The result

TABLE V. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.681 ^a	.464	.459	.44842

a. Predictors: (Constant), I, SQ, PV

b. Dependent Variable: Student Satisfaction

Source; SPSS output based on Survey Data (March, 2020)

concluded that antecedents (service quality, perceived value and image of university) had a significant impact on student satisfaction.

The ANOVA table shows that a significant regression was found ($F = 105.499$) and $p < 0.01$. Therefore, the model was statistically significant. It was concluded that the antecedents (service quality, perceived value and image of

university) had significance on students' satisfaction.

According to Table VII, the regression model results revolved that service quality ($\beta = 0.125$, $p = 0.007$), perceived value ($\beta = 0.345$, $p = 0.000$) and image of university ($\beta = 0.344$, $p = 0.000$) were directly significant and related to student satisfaction. According to the standardized value, perceived value ($\beta = 0.345$) is the most influencing antecedents on student satisfaction and serviced quality ($\beta = 0.125$) is the least influencing antecedent on student satisfaction.

The collinearity diagnostics including (VIF) Variance Inflation Factor and tolerance statistics were reviewed.

TABLE VII. Multiple Regression Model For Student Satisfaction

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>			<i>Tolerance</i>	<i>VIF</i>
(Constant)	0.688	0.215		3.193	0.002		
Service Quality	0.150	0.055	0.125	2.697	0.007**	0.687	1.455
Perceived Value	0.366	0.049	0.345	7.435	0.000**	0.681	1.468
Image of University	0.345	0.050	0.344	6.901	0.000**	0.590	1.695
R ²	0.464						
Adj R ²	0.459						
F	105.499						
P value	0.000						

a. Dependent Variable: Student Satisfaction

** Correlation is significant at the 0.01 level (2-tailed).

Source; SPSS output based on Survey Data (March, 2020)

According to Pallant (2013), VIF statistics should be lower than 10 and tolerance should be greater than 0.10. As shown in Table (VII), all the VIF statistics and tolerance statistics in this research were found to be acceptable.

Correlation

TABLE VIII. Correlation Analysis for Student Loyalty and Student Satisfaction

		SS	SL
SS	Pearson Correlation	1	
SL	Pearson Correlation	0.458**	1
	Sig. (2-tailed)	.000	

** . Correlation is significant at the 0.01 level (2-tailed).

SS = Student Satisfaction

SL = Student Loyalty

Source; SPSS output based on Survey Data (March, 2020)

According to Table (VIII), it is seen that student satisfaction is a positively significant related to student loyalty. Student satisfaction ($r = 0.458$, $p < 0.01$) has fairly correlation with student loyalty. Therefore, the results showed that the student satisfaction had a significant correlation with student loyalty.

Table IX. Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.458 ^a	.210	.208	.48114

a. Predictors: (Constant), Student Satisfaction

b. Dependent Variable: Student Loyalty

Source; SPSS output based on Survey Data (March, 2020)

Linear Regression Model

Table (IX) shows that the model is statistically significant at $p < 0.01$. The result concluded that student satisfaction had a positively significant impact on student

Table X. ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	22.660	1	22.660	97.885	.000 ^b
	Residual	85.192	368	.231		
	Total	107.852	369			

a. Dependent Variable: Student Loyalty

b. Predictors: (Constant), Student Satisfaction

Source; SPSS output based on Survey Data (March, 2020)

loyalty.

A significant regression was found ($F = 97.885$) and $p < 0.01$. Therefore, the.

Table XI. Linear Regression Model for Student Loyalty

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	2.331	.178		13.123	.000		
Student Satisfaction	.406	.041	.458	9.894	.000	1.000	1.000

a. Dependent Variable: Student Loyalty

Source; SPSS output based on Survey Data (March, 2020)

model was statistically significant.

According to Table XI the regression model, results revealed that student satisfaction ($\beta = 0.406$, $p = 0.000$) was

directly significant related to student loyalty. Therefore, the result of the study found that satisfied students on universities and colleges lead to loyal students for their respective universities and colleges.

Hypothesis Testing

In this study, four hypotheses were tested by using correlation, multiple regression analysis and linear regression analysis. The results of these four hypotheses were presented as follow.

H1: There is a significant positive relationship between service quality and student satisfaction.

Regarding hypothesis 1 for service quality, the coefficients between service quality and student satisfaction ($\beta = 0.125$, p value = 0.007) are positively significant, indicating that H1 is supported.

H2: There is a significant positive relationship between perceived value and student satisfaction. Regarding hypothesis 2 perceived value, the coefficients between perceived value and student satisfaction ($\beta = 0.345$, p value = 0.000) are significant, indicating that H2 is supported.

H3: There is a significant positive relationship between image of university and student satisfaction. Regarding hypothesis 3 for image of university, the coefficients between image of university

and student satisfaction ($\beta = 0.344$, p value = 0.000) are significant, indicating that H3 is supported.

H4: There is a significant positive relationship between student satisfaction and student loyalty.

Regarding hypothesis 4, student satisfaction is significantly related to student loyalty ($\beta = 0.458$, p value = 0.000) therefore, H4 is supported.

IV. FINDINGS AND DISCUSSION

The service quality, perceived value and the image of university have positive and significant impact on student satisfaction was shown in the findings. Among them, perceived value is the most influencing antecedent on student satisfaction. There was a positive relationship between the value the students perceived and their level of satisfaction of the universities and colleges. The higher the students' perceived value, the more satisfied they will to be Universities and Colleges. Image of University also have positively related to student satisfaction. The findings of this supported that the higher the image of Co-operative Universities and Colleges, the more satisfied the student's will be to Universities and Colleges. And then, student satisfaction and student loyalty was positively related in this research. The finding supported that the higher the

student satisfaction, the more loyal they will be to the Co-operatives Universities and Colleges.

V. CONCLUSION AND RECOMMENDATIONS

The purpose of this research is to analyze the antecedents of student satisfaction and its relationship with the student loyalty in Co-operative Universities and Colleges. It was found out that the present study points out the service quality, perceived value and image of university have a positive and significant impact on student satisfaction. Perceived value is the most influencing variable on student satisfaction. Also the result of this research, the antecedents of student satisfaction leads to student loyalty because student satisfaction has a positive relationship with student loyalty.

The service quality provided by Co-operative Universities and Colleges should also be enhanced as it positively leads to student satisfaction. The overall service quality such as quality of teaching facilities, materials used, professionalism of lecturers and administrative staff, reliability of university examinations that should be enhanced to meet students' expectations and if possible exceed the students' demand on quality. Perceived value is the most dominant antecedent on student satisfaction. The policymakers of universities and colleges should focus on

most in the value delivered to the students. Students are much concerned about the maximum benefit they will derive from studying at the university and college considering the time and other resources spent.

The image of university is the next most important antecedent of student satisfaction. The policymakers of the universities and colleges must constantly ensure that the image of university is maintained and improved to keep existing students and attract more new ones. All efforts should be made to enhance the image of the university in the minds of students, staffs and the general public.

Student satisfaction has positively influenced on student loyalty. This means that continue to enhancement to the level of the students' satisfaction, they will in turn recommend the university and college. Moreover, the students will likely to attend new courses at the university after graduating and keep close contact with their university. Therefore, based on findings, policymakers of Co-operative Universities and Colleges thrive to improve student satisfaction and to build loyalty among local students to sustain under the globalization.

In respect to managerial implications, the findings of this research gives administrators and policy makers the general insights as it may drive the student

satisfaction and loyalty in Co-operative Universities and Colleges.

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