

**YANGON UNIVERSITY OF ECONOMICS
DEPARTMENT OF MANAGEMENT STUDIES
MBA PROGRAMME**

**THE EFFECT OF CUSTOMER RELATIONSHIP
MANAGEMENT PRACTICES ON STUDENT RETENTION
IN STRATEGY FIRST UNIVERSITY**

HNIN OHU SAN

MBA II – 58

MBA 24th BATCH

SEPTEMBER, 2023

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ACADEMIC YEAR (2018 – 2023)

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“A thesis is 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 “**The Effect of Customer Relationship Management Practices on Student Retention in Strategy First University**” has been accepted by the Examination Board for awarding for the degree of Master of Business Administration (MBA).

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ABSTRACT

The objectives of the study are to examine the effect of customer relationship management practices on student retention and to identify the mediating role of student satisfaction on the effect of customer relationship management practices on student retention at Strategy First University. The number of students who attended at Strategy First University is about 37,875. Among them, 383 students are asked by using simple random sampling method. The primary data are collected from 383 students by using a structured questionnaire. Descriptive statistics and multiple regression analysis are used to analyze the collected data. The findings of the study indicate that focus of students, lecturers, process and service quality have positively effect on the student retention. The results also show that student satisfaction partially mediate between CRM practices regarding focus of students and lecturers and student retention, and student satisfaction fully mediate between CRM practices regarding process and service quality and student retention. Based on the overall analysis, there is a partial mediation of student satisfaction between customer relationship management practices and student retention. According to the analysis, this study recommends that Strategy First University need foster giving personalized services and to focus the quality of lecturers to increase student satisfaction and retention because focus of students and lecturers have the direct effect on student retention and also have a significant impact on student satisfaction. Strategy First University cannot develop long-term relationships with its students without student satisfaction, so it needs to maintain the quality of its services and processes in order to increase student satisfaction.

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LIST OF ABBREVIATIONS

CRM	Customer Relationship Management
ROI	Return on Investment
SFU	Strategy First University

CHAPTER 1

INTRODUCTION

The objective of a business organization is to build and maintain a profitable customer base by providing goods and services. This business history and philosophy has been maintained for many years by the concept of customer relationship management (CRM). The concept of CRM is currently being adopted by many organizations to ensure long-term profitability (Akroush et al., 2011).

Customers are looking for the best value in offerings, if organizations are fail in serving and maintaining a strong relationship with their customers, customers will change their decisions by dealing with organizations that have better services. In this regard, organizations adopt the best strategies to satisfy customers and to create new customers' base by attracting them with qualified products and services in order to build a strong royal relationship. In today's dynamic corporate environment, the importance of customer satisfaction is clear as it has a significant impact on customer repurchasing.

To achieve customer satisfaction, an organization must be able to respond to customer needs and demands and build and maintain long-term relationships with customers. It provides motivation to continue doing business with the organization (Barbera & Mazursky, 1983). While growing business and expanding into new markets is important, one of main goals is to retain existing customers. Because it is easier and more profitable to sell to existing customers than to find new ones.

One of the many initiatives to increase service in order to increase customer loyalty is to use the concept of customer relationship management (CRM). CRM is an important strategy for retaining customers. CRM is a business philosophy that explains the strategy of putting customers at the center of the process and activities, and it was the key to achieving sustainable competitive advantage in today's competition. The most effective CRM that allows companies to easily obtain the significant marketing and sales information. Therefore, CRM is considered to be one of the most valuable tools for improving company profits. CRM is an effort by the organization to cost-effectively improve long-term relationships with consumers, with the goal of benefiting both the organization and the customer.

CRM is used to maintain long-term profitable customers, provide better customer service, sell products and services more effectively, acquire new customers, and provide

support to sales representatives. CRM is the process of digesting detailed information about individual customers. CRM is to identify the prospect of the customer available, differentiate customer based on their needs and their value for the company, interact individually with customers and modify service production message for every customer (Ferdianawan et al., 2018).

The key to CRM success is customer knowledge. Without customer knowledge, the company cannot meet customer expectations. The efforts is important to understand customers and build strengthen relationships with customers. If the customer is satisfied, not only the level of loyalty will increase, but also the good relationship with the company will increase. CRM process in dealing with the customer through the transaction process and communication, analyze and take action based on the information to shape long term relationships with customers. If done correctly, CRM will increase customer satisfaction and customer loyalty. When the customers are satisfied then they will be loyal to the company. Consumer retention can be measured through word of mouth, reject another and repeat purchasing.

CRM is not only for customers or goods but also for students and educational institutions. Most students seek to learn in private universities because they think that private universities will provide useful and valuable services. Each student has with different background, goals, resources, and challenges. Universities have to holistically consider these differences to provide personalized support that really helps that is called focus of students. A highly qualified teacher has in-depth knowledge of respective subject and can impact it effectively to students. This will lead to a better understanding of the subjects, which can result in better grades and test scores. Parents are choosing the best universities with the best qualified lecturers. When students have a positive experience in process of service, it leads to increase students' satisfaction. This means that students are more likely to be happy with their interaction with university and will become loyal customers. A seamless process helps to eliminate any friction or frustration such as long wait times, complicated forms and unclear instructions. Service quality is an important factor in the education sector. All educational institutions strive to achieve and maintain high standards of performance to be competitive in the industry. Ensuring the quality of education is important for the survival of educational institutions. Education service quality is required to ensure that students are provided with the best teaching methods and learning experiences to achieve the desired learning outcomes. To achieve student's satisfaction, the educational institutions should improve and accomplish more superior

service than the expected one regarding focus of students, lecturers, process and service quality.

Education is one of the service industries characterized by a lot of contact with customers. Using an effective CRM platform not only promotes information exchange, but also promotes communication between educational institutions and their students. For this reason, customer relationship management has become more important for the service industry. Institutions should set their strategies to ensure student satisfaction and student retention. Besides, employees of institutions should be more student-oriented and service-oriented in order to satisfy students. This study helps to understand the importance of CRM which can achieve student satisfaction and student retention.

1.1 Rationale of the Study

All service companies around the world are paying more attention to customer satisfaction and loyalty due to fierce market competition and high customer acquisition and conversion costs, which is based on 'important service attributes'. Especially in the service organization, these attributes are influenced by the customer before, during, and after the service is provided, and the satisfaction of the service provided is determined. It is important to strategically understand and implement excellent service, which can make the profits for the organization (Lonial & Raju, 2015). Customers expect a higher level of service. Therefore, maintaining the highest level of customer service is essential to building, developing and maintaining long-term relationships.

CRM is one of the most controversial issues and has become a hot topic in the business field, and it is based on the belief that it is the foundation for securing high loyalty customers. This is because organizations can benefit from increased sales through better market segmentation, product and service customization, higher quality products, and access to information, increase employee satisfaction and ensure long-lasting customer-retention and loyalty.

To achieve CRM, organizations use a series of tools, techniques, and procedures to support and strengthen customer relationships. Customer relationship management using the latest technology maintains the existing structure and develop a high-quality customer base. With CRM, organizations can individually target new prospects with attractive offers and make promotion more effectively. CRM can make profitable customer relationships even more profitable.

CRM is also a process that affects all management decisions, such as marketing planning, marketing communication, pricing, service customization, resource allocation, and customer support services. According to a study, CRM has a great role because CRM can balance between the reasonable cost and reaching customer satisfaction which, in this study, refers to students' satisfaction. Customer relationship management acts as a communication aid for teams and individuals. CRMs for higher education enable universities to smooth communications and track and report on an individual's journey for student within the institution. CRM systems contain a unified record of contact information, activities, and attributes for each student. This leads to increase engagement and alumni body, better understanding across teams, and, eventually, increased ROI.

Higher education is becoming increasingly competitive and globalization. Universities need to drive value at all stages of the student lifecycle. CRMs help universities manage communications with students from enrolling to graduation. Recently, the use of CRM in higher education is becoming more popular. A high quality CRM for higher education will enable the university to streamline its communication efforts across the entire student lifecycle through data segmentation and automation, saving on time-consuming administrative functions and operational tasks. In other words, CRM acts as a single source of containing both contact details and communication history.

There is a big market in Myanmar as Myanmar parents are eager to invest for their children to get quality education, while staying at home country. The government has changed the educational policies to promote the education sector. Private schools are now allowed to operate with limited supervision from Government. Today in Yangon, there are increasing number of international schools, educational agencies and institutions that collaborate with international universities. Yangon University is part of the ASEAN University Network and has cooperation agreements with countries including Korea and Japan. Strategy First University makes partnerships with two UK universities: Oxford Brookes and Edinburgh's Heriot-Watt. Additionally, Myanmar Imperial University offers internationally recognized degree programs by making partnership with the UK's University of Northampton. With rising enrolment, increased funding and greater openness to foreign investment, Myanmar's education sector is well positioned to expand and improve. Because of these changes in the educational sector, the market is becoming more competitive in the future. Due to the competition in the education industry, it is

necessary for educational institutions to build and maintain a strong relationship with the students in order to achieve student satisfaction and retention.

Strategy First University is a private professional and higher educational university, that is providing a productive alternative to higher education to contribute to Myanmar's advancement and to create opportunities for citizens. Strategy First University is a famous business school in Myanmar. Strategy First University was established in February 2010 with the aim of preparing Myanmar's businesses, entrepreneurs and managers to compete internationally. Strategy First University is providing undergraduate, postgraduate, and professional development programs. This study focuses on the effect of CRM practices on customer retention of Strategy First University in Myanmar. To build long-term relationship with customers, CRM is a main factor. Therefore, this study has been carried out to measure the effectiveness of customer relationship management practices adopted by Strategy First and to examine how CRM practices of Strategy first effect on student satisfaction and student retention.

There is a competition in education market and quality of services delivered differentiate an institution from competitors. As the service provider, education institutions need to provide service that exceeds students' expectation. In volatile environment, institutions are caring on the demands of their customers in order to survive and compete successfully because it is difficult to get new customers rather than retaining present customers. So customer retention is very important for organization. Customer satisfaction is critical for customer retention and CRM is the most important function to satisfy customers. So, this study focuses on the effects of CRM practices on customer retention, either directly or indirectly through customer satisfaction.

1.2 Objectives of the Study

The objective of this study is to analyze the relationship between CRM practices on student retention of Strategy First University in Myanmar. Specific objectives are as follows:

1. To examine the effect of CRM practices on student retention in Strategy First University.
2. To analyze the mediating effect of student satisfaction on the relationship between CRM practices and student retention in Strategy First University.

1.3 Scope and Method of the Study

Strategy First University is one of the largest private universities that have 5 teaching centers in Yangon and Mandalay. This study focuses on the students of Strategy First University. There are 37875 students that is total student number from 2010 to now in Strategy First University. In this study, the sample size is 383 students by using Sample Size Calculator (Raosoft). The selective individuals are students who use Strategy First University's educational services. Five-Point Likert Scale questionnaire is used to measure the customer retention of Strategy First University. Primary data are collected from online survey with structured questionnaire. A simple random sampling method was used to collect the data from 383 students. Secondary data and required information are obtained from previous research papers, formal & academic research papers, text books and internet webpages and social media. The study examines customer relationship management practices and satisfaction that effect on student retention of Strategy First University in Myanmar.

1.4 Organization of the Study

This study consists of five chapters. Chapter one is the introduction of this study. It consists of rationale of the study, objectives of the study, scope and method of the study and organization of the study. Chapter two includes the theoretical background of customer relationship management, customer satisfaction and customer retention. Chapter three includes the profile of the Strategy First University and customer relationship management practices of Strategy First University. Chapter four includes the analysis on the effect of customer relationship management practices on customer satisfaction and customer retention. Finally, Chapter five concludes with the key findings, discussions, suggestions and need for further research.

CHAPTER 2

THEORETICAL BACKGROUND

In this chapter, the brief of background, relevant theories and literatures will be discussed. Firstly, it begins with the definitions of customer relationship management, followed by the meaning of variables concerned with customer relationship management as focus of students, lecturers, process and service quality will be explained. The third part is about customer satisfaction and customer retention. The next part is previous studies and the final part is the conceptual framework of the study.

2.1 Customer Relationship Management

Customer relationship management is a new concept which appeared in the 1980s. CRM includes individuals, processes and technology that are seeking for the customers' conception of an organization. CRM is a strategy that uses an effective management framework and customer-centric techniques to increase profits. The definition of CRM is derived from relationship marketing and "CRM is the practical application of the values and strategies of relationship marketing that specifically emphasize customer relationships" (Gummesson, 2004). CRM is an enterprise approach that makes the link between organization and customers to enhance relationships.

CRM is influencing customer behavior through meaningful communications in order to improve customer acquisition, customer retention, customer loyalty, and customer profitability. CRM is strategically using of information, processes, technology, and people to oversee and monitor the customer-company relationship of the whole customer's life cycle (Kincaid, 2003). CRM involves the combination of marketing, sales, customer services, and the supply-chain functions of the organization to achieve greater efficiency and effectiveness in delivering customer value" (Parvatiyar & Sheth, 2001).

CRM is the running of a customer-oriented culture. By which a strategy is made for gaining, upgrading the profitability and retaining customers, which is enable by operating with information technology application for achieve mutual benefits for both companies and customers (Rababah et al., 2011). CRM is the most professional approach for maintaining and creating good relationships with the customers.

Many scholars have completed research on CRM and considered different definitions for studies. All different definitions go around CRM which discussed

customer-seller relationships and the benefits that organizations gain, as well as customers receive as a result of those relationships. Therefore, CRM will be one of the essential concepts necessary to foster in organizational culture and value as a core of the business strategies. The definition of CRM for education, in terms of this research, is, “CRM is the process of minimizing the gap between the expectations and experiences of the students as customers by offering excellent services with equitable relationships at all times within the value system of the institutions”.

2.2 Customer Relationship Management Dimensions

While the literature on CRM in the education industry has grown rapidly in the last twenty years, there are limited resources on the specific dimensions of CRM implementation in the industry. However, the broader literature on these dimensions that are focus of students, lecturers, process and service quality offers a rich resource base to build principles for CRM implementation in the education industry. These dimensions significantly enhance customer satisfaction and customer retention.

2.2.1 Focus of Students

Student focus refers to the act of aligning a business to help customers succeed through products and services, and includes student support. This includes supporting students with various resources, providing additional value, and helping students whenever required. Focusing students make with commitment to customer needs and utilizing the available resources in gathering and efficiently managing students’ feedback for effective decision making by the employees.

Focusing students is essential for achieving students’ satisfaction. Insight into the expectations and satisfaction of students enables organization to improve student orientation. Monitoring student satisfaction produces important information that makes it possible to keep an eye on and improve processes. When it is clear to organization what students are and are not satisfied with, goal-oriented improvements can be implemented and contributes to the organization’s focusing students.

Focusing students is a process where there are three phases that are strategy, measurement and analysis, and implementation. Implementation stage has the strongest influence on student satisfaction. An institution's financial results are directly related to student satisfaction. There is a very strong relationship between student orientation and

student satisfaction. Data collected on student satisfaction should be used during the implementation phase to ensure better financial results for the organization. Educational institutions need to analyze data in effective ways to improve organizational performance.

Student focus is positively related to CRM adoption and customer relationship outcomes. Focusing on students reflects the company's culture in student focus, requirements, and feedback. A highly evolved student-centered approach asserts that continuous and ongoing information collection and dissemination of students and competitors analysis is necessary for a better decision-making process for organizations (Kohli & Jaworski, 1993). The student orientation culture of an educational institution is considered to be very important for the successful adoption, implementation, and acceptance of CRM technology. Several other studies have also highlighted the existence of a stronger relationship between student orientation and employee satisfaction, especially in the service industries where employees are the first contact with the students and taking into consideration the length of time employees spend with students in the contact center industry (Bhimrao & Janardan, 2008). By focusing on student retention, educational institutions can create a well-rounded and successful experience for students.

2.2.2 Lecturers

Lecturers not only pass onto their students the expertise and experiences they have acquired in their respective fields of learning, but also guide students directly and indirectly through the complex education, moral support, and provide academic and career counseling. Constructive and close interactions between students and their lecturers facilitate students' academic performance, educational experiences as well as their greater academic and personal development.

Positive student-lecturer relationships have some characteristics by mutual acceptance, understanding, warmth, closeness, trust, respect, care and cooperation. Varga (2017) clearly emphasized that the first step to helping a student become more motivated in learning and engaged, and thus academically successful, that is building and maintaining positive teacher-student relationships. Students who perceive from their teachers as caring, understanding, and listening are better able and more willing to actively engage in classroom activities.

The conceptualization of motivation to learn increasingly has involved emotions as essential to learning and teaching (Meyer & Turner, 2002). Varga (2017) defined that students need to experience an emotional involvement from their lecturers to know their

lecturers care and can provide structure and support. Learning is a process that involves cognitive and social psychological factors, and both processes can be considered if academic achievement is to be maximized (Hallinan, 2008).

The lecturers place value on the personal and working relationships with students in their classes. Varga (2017) opined that when students perceive that they are warmly welcomed and wanted in the classroom, they are more likely to be engaged and self-motivated to participate in classroom activities. Understanding the needs and the beliefs of students is important to find ways to increase student motivation to learn. Effective lecturers need to be aware of the differences among students. Identifying the differences help lecturers better detain individual students and permits students to understand that the lecturer has a personal interest in them. This ensures students have a sense of belonging and are more inspired to do better in their academic areas.

The strong relationship between students and lecturers develops a safe and peaceful environment where teaching and learning are considered to be a main focus (Sithole, 2017). Varga (2017) explained that lecturers should take a responsibility of creating respect between them and students so that more positive relationships can be formed and implemented.

2.2.3 Process

A process is a series of steps that are formed to achieve an objective. Processes can be used in many different ways, such as for manufacturing, management, and operation. Processes can be applied to other areas, such as education or healthcare. It starts with filling out an application form and ends with receiving the acceptance letter from the university.

If there are lots of errors in a current process, there will have significant delays and excess costs to remedy incorrect work. This can result in a poor end product and dissatisfied customers.

Process management in education is a management department focused on all basic activities of an educational institution with the goal of optimizing results and workflow. Processes in an educational institution that must be managed correctly to ensure functionality while providing a positive experience to students.

- **Registration Process:** In a clear and transparent manner that prioritizes not only the agility of the mechanism but also a practical and objective selection process.

- Student records: Adhere to institutional rules that emphasize transparency and process viability.
- Teacher Appointment: Aptitude tests to demonstrate the pedagogical and psychological effectiveness of candidates to achieve the best possible skills to achieve educational goals.
- Tuition or monthly fees: The educational process must be satisfied that students can achieve their educational dreams and provide a practical and dynamic experience.

The administrative process is a set of administrative functions that need to make the resources that a company has in a correct, fast and efficient way. Therefore, administrative processes aim to improve the efficiency, consistency and accounting of human, technical and material resources. By offering a smooth and straightforward process, organizations can create a positive impression and build strong relationships with their customers from the beginning to ending. And when customers are happy, they are more likely to recommend the organization to others, which can improve the growth rate and success in the future.

2.2.4 Service Quality

Service quality is defined as the post-consumer evaluation of services by customers or consumers (Holdford & Reinders, 2001). In the service industry, service quality has a special meaning. Olanmi (2019) defined service as a non-physical act or performance provided by a person to another person. Service quality is the difference between a service that the consumer expects to receive and a service that the consumers actually get. The reason that the perceived quality of the product or service has become an important factor for competition in business world, it has been the reason of naming the present business era as quality era (Mosahab el at., 2010). While service quality is as the level of being able to meet the customers' expectations and to determine customers' needs and wants, Kandampully (1998) gave a similar definition of satisfying the customer's expectations with the service provided. Parasuraman et al. (1985) defined service quality is the comparison of expected service and perceived service.

The objective of service quality is to satisfy needs and wants of customers. Assessment of service quality will show that offered services are good or not, is customer satisfied or not. The definition of service quality is that delivered service should fulfill the

customers' requirements, expectations and satisfaction. Parasuraman et al. (1985) pointed in their research that while perceived service quality is high, customer satisfaction will increase. Most of the researchers agree with this idea that there is a gap between customer expectation and the perceived value of the customer. When this gap decreases, in other words, when the perceived value exceeds expectations then customers of certain product or services will satisfy. However, when customer's perceived value does not meet with expectations in that case customers will dissatisfy. With the dissatisfied customers it can be fail point for the organizations to survive in competition based economy. Therefore, to gain high satisfaction rate from customers and to retain loyal customer that depend on offering high quality of services by organizations.

In addition, empirical study of Spreng et al. (1996) pointed that there is a relationship between service quality and satisfaction. Satisfaction comes from qualified service (Shemwell et al., 1998). While discussing students' criteria for selection of institution, Veloutsou et al. (2004) found students choose base on quality as the prime criteria to select an institute for admission and education. Low (2000) also concluded that providing better quality services is key source of satisfy and retain students. Students assess the quality of institution on the quality of lecturers, reliability, materials and responsiveness (methods of teaching) and management of the institution and these factors have direct effect on the satisfaction level of students. University administration should focus on the quality of service to increase the level of students' satisfaction (Helgesen & Nettet, 2007). Positive perception about the quality of service offered creates positive image in the mind of students which can leads towards higher level of satisfaction (Ahmed et al., 2010).

Organizations should be aware about the expectations of customers to make sure their satisfaction at any touch points (Kaura et al., 2015). Organizations have to ensure that customer perceptions will be analyzed to understand and ensure the expectations (Kondasani & Panda, 2015). Satisfaction results when the customer feels that the value of a service received is higher than paid the price for acquiring the service. Satisfied customers are loyal to the service provider and that will help organizations to attract more customers without an extra effort. The key concept of customer retention is customer satisfaction. When the major goal of a company is customer retention, delivering qualified service is the key differentiator.

2.3 Customer Satisfaction

The feelings of pleasure or disappointed of a person that result from comparing a product or service is perceived performance to expectation (Kotler & Keller, 2016). Customer satisfaction is how satisfied the customers are with products and services from the firm that they received (Geyskens et al., 1996). This concept is a leading factor towards loyalty (Anderson & Lehmann, 1994). Organizations want to retain their customers at all cost by providing products and services that will secure the customer satisfaction and subsequent loyalty which can lead to profitability.

According to Sureshchandar et al. (2002), satisfaction is derived from feelings one experience after serving a product or a service. Customer satisfaction can define as the level of total pleasure or delight experienced by the customers, as a result of the capabilities of the service to meet the expected requests, wishes and dreams (Hellier et al., 2003). In the marketing literature, customer satisfaction has been recognized as an important part of business strategy (Fornell et al., 1996) and a key driver of long-term profitability and market value of businesses. The relationship between satisfaction and retention is defined as a highly satisfied customer generally has a behavior of loyalty, buys more as the company introduces new products and upgrade existing products, talk positively about the company and its product, pay less attention to competitors' brands, and decrease sensitive to price, provides product or service ideas to the company, and save costs less than new customers because transaction is routine (Kotler, 2000).

If customers were satisfied with the business's outcomes, they will be loyal customers and if the customers are not satisfied with business's outcomes, they would be a switching customer to another business (Oliver, 1997). Customer satisfaction is a very important aspect because it link directly to customer return behavior on organizations (Eriksson & Vaghult, 2000). Based on marketing perspective, customer satisfaction regarding organization's services and goods is the essential determinants of retention and it can lead to a successful relationship and a long-term competitiveness. Some studies indicated that psychological factor and personal customer's expectations are main factors of meeting customer satisfaction (Payne & Webber, 2006). While others found that employee's behavior and physical characteristics influence the personal satisfaction of customers (Macintosh & Doherty, 2007). Additionally, customers' satisfaction can reduce the possibility of negative word of mouth. Generally, gaining the customers' satisfactions

improves the quality of relationship between customers and organization, as a result, customer satisfaction lead to customer loyalty.

A working definition of student satisfaction with education is that satisfaction is an overall student attitude towards a service provider, or an emotional feeling to the difference between what students anticipate and what they receive, regarding the fulfilment of some needs, goals or desires.

2.4 Customer Retention

Customer retention rate defines the ability of a company or product to retain customers over a specified period of time. High customer retention means that customers of a product or service return to continue purchasing and refers no potential to switch to another product or business, or to stop using. Customer retention begins with an organization's first contact with a customer and continues throughout the life of the relationship, and successful retention considers this entire life cycle.

Continuous advances in IT can improve organizations to more efficiently and effectively direct their CRM efforts at retaining customers (Butler, 2000). Making skillful use of customer knowledge gathered over interactions or touch points and applying CRM-based technology, companies can more effectively aware and respond to the changing needs of customers with customized offerings. With this customer knowledge, remedial actions can be taken timely to address the specific issues or expectations of customers, thereby increasing the retention rate.

One of the primary goals of CRM is to increase customer retention or customer loyalty. Customer retention is the capacity that has to keep customers engaged with its product or service by businesses. Customer retention techniques include creating a loyalty or VIP program, personalizing the customer experience, re-engaging at-risk customers and placing a high value on customer experience. Successful customer retention involves giving more their expectations. The key differentiation in a competitive environment is often delivering of a consistently high standard of customer service.

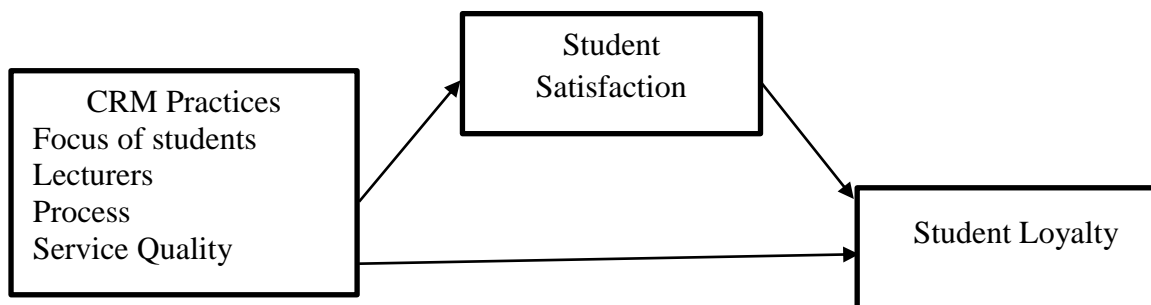
2.5 Previous Studies

This study based on two previous research papers from foreign universities. In this research papers, there are three portions. The first portion is discussing the effect of CRM practices on student satisfaction and the next portion is discussing the influence of CRM

to student loyalty. The final portion is discussing the effect of student satisfaction to student loyalty. This area of study is important and may have implications for organizations in the future.

The major focus of this study is the relationship between CRM, student satisfaction and student loyalty shown in Figure (2.1). The analysis results of the CRM influence on student satisfaction indicated coefficient value that was positive and significant. This result implied that there was a direct relationship between CRM and student satisfaction. In this study, CRM included indicators of student focus, human factors, process elements, and service quality that has a significant impact on student satisfaction and loyalty.

Figure (2.1) Conceptual Framework of Zani et al.



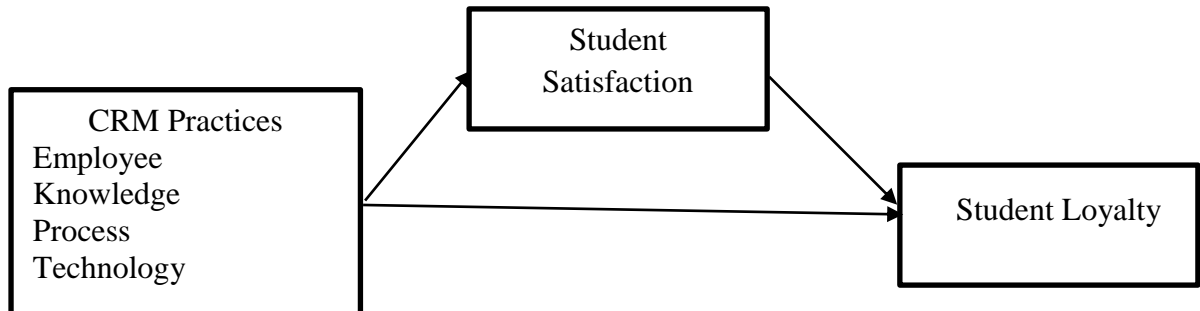
Source: Zani et al., (2013)

The analysis result of the CRM influence on student loyalty indicated coefficient that was positive and significant. The obtaining of this result implied that there was a direct relationship between CRM and student loyalty and their significant influence. And then, there is a positive relationship between student satisfaction and student loyalty meant that good student satisfaction would have an impact on the increasing of student loyalty. These results reinforced the previous theory, that a satisfied customer will have behaviors of loyalty. Satisfied students who feel close to their institution are more resistant to negative issues and makes her more enthusiastic about learning and becomes a very powerful media campaign to find and recruit new students without the need for promotional materials.

The conceptual framework underlying this research is that High Schools of Economic Sciences Enam Enam Kendari is one of the private universities that provide educational services shown in Figure (2.2). In this research, the relationship marketing is measured through four indicators, namely: employees, knowledge, Process and technology. Results of the research conclude that CRM provides positive and significant

effects on the customer satisfaction. Improved relationship marketing is in line with the improved customer satisfaction to the company.

Figure (2.2) Conceptual Framework of Muthalib et al.



Source: Muthalib et al., (2018)

The CRM provides significant and positive effects on the student loyalty. Results of this study can be concluded that there is positive in the CRM strategy in order to increase the student loyalty. This means that better CRM given to the student will lead to higher level of student loyalty. Therefore, the key to success to be achieved in improving the student loyalty is by improving CRM. Besides, the satisfaction is the intervening variable that can strengthen indirect relation between the CRM and loyalty variables. Good implementation of CRM strategy will create student satisfaction to maintain valuable long term relation so that it can effect on the improved student loyalty in the High Schools of Economic Sciences Enam Enam Kendari.

2.5.1 The Relationship between Customer Relationship Management and Customer Satisfaction

From literature, CRM practices can impact on customer satisfaction in the three main factors. Firstly, organizations are able to customize their offerings for each customer. By collecting information across customer interactions and processing this information to discover hidden facts, CRM applications help organizations customize their offerings to fit the individual tastes of their customers. This customization enhances the perceived quality of products and services from a customer's viewpoint, and because perceived quality is a determinant of customer satisfaction, it follows that using CRM indirectly affect customer satisfaction. Secondly, CRM functions enable organizations to provide timely, accurate processing of customer orders and requests and the ongoing management of customer issues. Thirdly, CRM practices also enable organizations to

control on the three main stages (starting, continuing and exiting) of customer relations successfully (Crosby et al., 1990). With Customer relationship management systems, organizations can serve customers better on day to day process. With more valid information, the demand of customer for self service from companies will decrease. If there is less need to interact with the company for different problems or issues, customer satisfaction level increases.

According to Fornell et al. (1996), product or good manufacturing industries are able to achieve higher customer satisfaction as compared to the service industries. As a result, effectively managing customer relations is a major to customer satisfaction. In addition, Khedkar (2015) states that, CRM join together with the various customer groups and organizations to efficiently run business. The research findings show that, the practices of CRM in any business that will produce success, increase income and ultimately meet the desires of customers. CRM offers customer satisfaction to the highest. Effectively managing CRM results in achieving customer satisfaction will drive customers to observe positively about the company. Information technology and information systems help in combining CRM process to satisfy the needs and wants of the customer (Chen & Popovich, 2003). When customers had higher level of satisfaction, it could lead to profits for the organizations. Satisfied customers would continue to make repeated purchasing. Customer happiness is the main characteristics of customer satisfaction.

2.5.2 The Relationship between Customer Relationship Management and Customer Retention

Customer retention isn't just about having the right product or service and it's also about establishing a strong relationship with customers. The establishing of profitable and long lasting relationship with customers is very essential in service industries (Christopher et al., 1991). Service providers who practice CRM efficiently and effectively gain competitive advantage over the competitors and are able to retain the customers. Further studies discovered that, retained customers are very valuable business property for companies and this asset cannot copy by competitors. Therefore, there must be strong integration among customer based strategies (acquisition, retention and add-ons) through CRM practices (Kotler et al., 2011). Customer acquirement and customer retention is the key purpose of CRM. CRM provides a comprehensive strategy for managing customer

relationships related to the overall process of sales, service, and support within an organization. Bradshaw et al. (2001) defined CRM as a management approach that involves identifying, attracting, developing, and maintaining successful customer relationships over time for increasing retention of profitable customers. In accordance with literature, many organizations invest greatly in customer relationship management practices to create and cultivate long lasting and beneficial relationships with customer.

Businesses can learn about their customers from CRM systems, including who they are and why they purchase the products, as well as trends in customers' purchasing histories. Well collected customer data helps companies select the correct customers for promotions and new products. When all customer information and interactions are stored in one place, it becomes much easier to provide a cohesive and excellent customer experience. CRM can make many operational benefits and it also can help to retain customer. CRMs are one of the most powerful and useful customer retention tools. In fact, they can increase customer retention rates by up to 27% if they're used collaboratively in a proper way between sales, marketing, and customer service teams.

In the business environment, organizations are facing a lot of challenge, retaining the customers is one of the most important factors. CRM is an outcome of business strategy which provides seamless integration of every business functions and processes that enables to create and retain loyal customers and increase customer value. Customer value is one of the factors to build and gain competitive advantage resulting from effective customer relationship management practices. Expectation of student can start before they enrolled to institutions. Customer loyalty could be defined as a customer's attitude for a brand, based on the very positive feelings and was reflected in the consistent use (Sheth & Parvatiyar, 1999). The definition included two important factors; there are loyalty behaviors and loyalty as an attitude or emotions. It apparently assumed that loyal student may continue their next study at the same institutions.

2.5.3 The Relationship between Customer Satisfaction and Customer Retention

There is an obvious relationship between customer satisfaction and retention because dissatisfied customers are not likely to purchase again. A satisfied customer who will become a loyal customer. Customer retention can be influenced by customer satisfaction and customer relationship management practices.

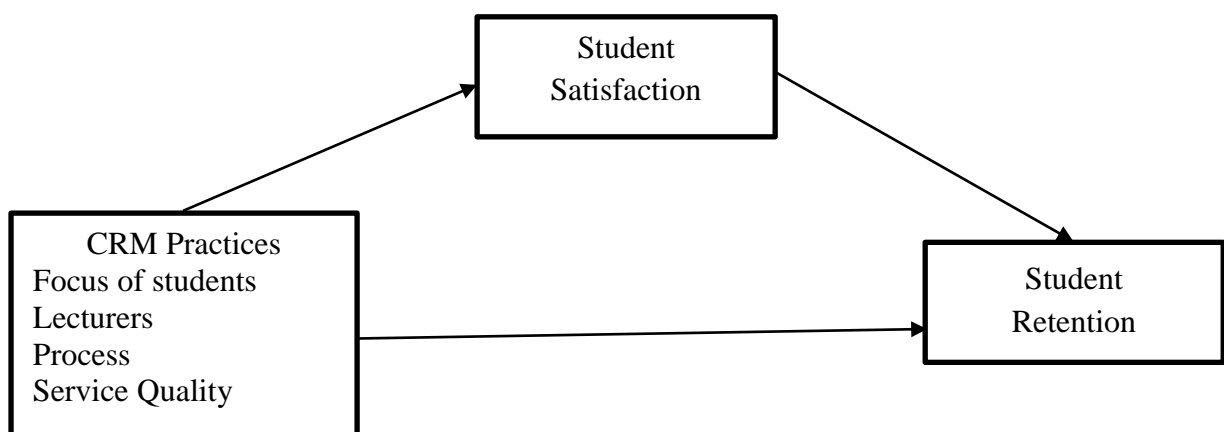
Fornell (1992) found that the high customer satisfaction will result to increase loyalty for the firm. This view was also shared by Anton (1996) who stated that satisfaction is positively associated with repurchasing for long time, likelihood of recommending a product or service, loyalty and profitability. Loyal customers will purchase from the firm over an extended time. According to Sivadas & Baker-prewitt (2000), satisfaction also influences the likelihood of positively recommending as well as repurchase and fosters loyalty to the extent that it is a prerequisite for maintaining a favorable relative attitude.

Importance of customer satisfaction in dynamic corporate environment is clear as it greatly influences customers repurchase intentions whereas dissatisfaction has been seen as a primary factor for customers' intention for switching to another. It is therefore evident for business organization to build and maintain favorable relationships with their customers in order to not only give room for repeat purchase but also create room for customer retention. When there is a favorable relationship between the organization and the customers, customers tend to repeat purchase and continue working together with the organization. Ibojo (2014) was of the view that, if an organization wants to constantly retain its numerous customers in this competitive environment, there is the need to strategically constantly satisfying the needs and wants of the customers.

2.6 Conceptual Framework of the Study

Conceptual framework in Figure (2.3) is developed to demonstrate the effect of customer relationship management and student satisfaction on student retention.

Figure (2.3) Conceptual Framework of the Study



Source: Own Complication based on Previous Studies (2023)

In a framework, three major parts are included. These are customer relationship management, student satisfaction and student retention. The first part is customer relationship management practices consisting of focus of students, lecturers, process and service quality that are the most important factors than other factors in education industry although there are many practices for customer relationship management. The second part is student satisfaction and the third part is student retention. CRM practices are independent variables and student satisfaction and student retention are dependent variables.

This study examines how customer relationship management practices can affect the dependent variable, student retention. Student satisfaction is measured as a mediating factor. The aim of this study is to identify the mediating role of student satisfaction on the effect of customer relationship management practices on student retention.

CHAPTER 3

PROFILE AND CUSTOMER RELATIONSHIP MANAGEMENT PRACTICES OF STRATEGY FIRST UNIVERSITY

This chapter describes the profile and customer relationship management practices of Strategy First University. And then, reliability test and profile of respondents are reported.

3.1 Profile of Strategy First University

The Strategy First University (SFU) was started since 2010 by U Aung Chit Khin with the aim providing business and management courses for learners who were actively seeking learning opportunities to build knowledge and education as well as to support careers. Initially it was established as an Institute (Strategy First Institute) and in 2020 it became a university with the official license issued by the Myanmar Investment Commission. SFU commits to maintaining the highest standards of academic excellence and quality.

There are many types of programs and courses offered by the Strategy First University. It consists of the professional development courses belonged to the international professional education bodies such as ICM, obe, PMI, SQA, and in-house programs such as own business management (CBM), SFUx and SFU. Meanwhile, the university (degree) education programs involve the undergraduate level and postgraduate level for the areas of business management, business IT and civil engineering. The SFU has been producing many thousands of certificate holders, diploma holders and graduates every year.

Strategy First Campuses are located in the heart of Yangon and Mandalay. There are three teaching centers in Yangon and two teaching centers in Mandalay. There is student experience center in Yangon.

Heriot-Watt University is one of the UK's leading universities for business and industry with good reputation for innovative education, enterprise and leading-edge & applied research. Heriot-Watt University made its 200 years anniversary in the last year 2021. It has recently been ranked 33rd in the UK in Complete University Guide 2023 and 281st in the world according to QS World's University Ranking 2023. Strategy First

University has been a partner of Heriot-Watt University since 2016 and offers its MBA and MSc programs.

3.1.1 Vision and Mission Statement of Strategy First University

The vision of Strategy First University is to become the top university in Myanmar that provides quality education to the mass of Myanmar citizens for many centuries to come. We wish to be recognized globally for our students' positive contribution to Myanmar and the world.

Mission of Strategy First University is that developing Myanmar people and organizations to become globally competitive.

3.1.2 Policy of Strategy First University

Strategy First University do not discriminate regarding race, color, age, disability, gender, religion, sexual orientation and/or income level. However, Strategy First does not serve such as alcohol, tobacco and certain multi-level marketing companies and their employees. Alcohol Control Campaign is an integral part of Strategy First University.

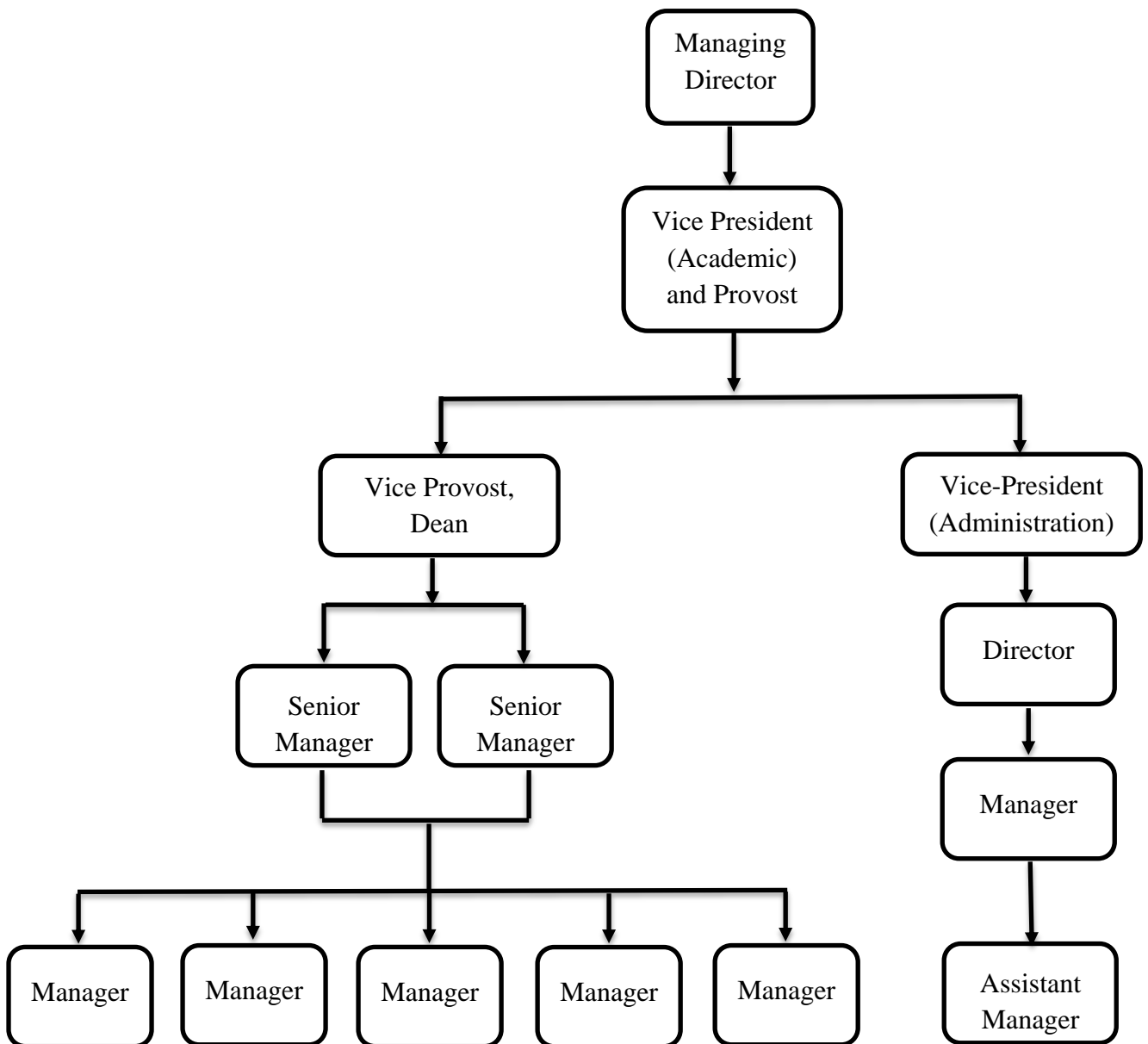
3.1.3 Core Values of Strategy First University

There are three core values in Strategy First University. They are effective learning, service excellence and profit for all.

3.1.4 Organization Structure of Strategy First University

In this section, organization structure and roles and responsibilities at Strategy First University are stated. Organization structure is illustrated in Figure (3.1).

Figure (3.1) Organization Chart of Strategy First University



Source: Strategy First University (2023)

Managing director of Strategy First is U Aung Chit Khin. There is a provost and a vice provost in academic. There are six professors in Strategy First. There are 51 senior lecturers, 32 lecturers and 8 assistant lecturers in Strategy First University.

3.2 Customer Relationship Management Practices of Strategy First University

Strategy First University make customer relationship management practices regarding focus of students, lecturers, process and service quality. These factors are described as follows.

3.2.1 Focus of Students

Strategy First University offers a wide range of undergraduate, postgraduate, and professional development programs by partnering with international universities and institutions. The programs are designed to prepare students for successful careers in their respective fields, with a strong focus on practical skills and hands-on experience.

Strategy First University also offers a range of extracurricular activities and events, including clubs, sports teams, and cultural events. These activities provide the students with opportunities to develop their leadership, teamwork, network and communication skills, and to connect with other students who share their interests and passions.

Strategy First University commit to maintain the highest standards of academic excellence and quality service. The programs are designed to meet the needs and wants of the students and to expand the wider community.

As part of Strategy First University commitment to social responsibility, Strategy First University offer a free course as part of CSR programs. This course is designed to support fresh graduates for preparing to enter various industries. The 7-day short course covers essential skills such as communication, critical thinking, and time management, and provides practical guidance on how to face the challenges of the modern workplace. In the examination, if students passed with first, second and third grade, student can join one course for free in ICM or professional development programs.

Strategy First University also has Academic Boards, which are responsible for ensuring that our programs are of the highest standard and are delivered in a manner that meets the needs and wants of the students. The Academic Board is composed of academic staff members and is responsible for developing, reviewing and updating academic policies and procedures.

Quality assurance team is a critical aspect of academic governance structure. Strategy First University has a Quality Assurance Committee that is responsible for ensuring that all programs meet the highest standards of quality. The Committee includes

of academic staff members, external experts, and student representatives. The Committee regularly reviews all programs and makes recommendations and suggestions for improvements.

Strategy First University is committed to provide the students with the highest quality education and ensuring that students have the skills and knowledge needed to succeed in their respective fields. Academic governance and quality assurance team are designed to ensure that Strategy First University meets this commitment and provide to all students with an outstanding learning experience.

Strategy First University offers training sections in a variety of areas, including business management, marketing, finance, accounting, and technology. Corporate Training programs are tailored to the needs of each organization, and are delivered by experienced faculty members who are experts in their respective fields. Strategy First University work closely with businesses to define their training needs and create customized programs that meet clients' specific requirements. Training programs can be delivered on-site at the business location or at our facilities on campuses of Strategy First University in Yangon and Mandalay.

3.2.2 Lecturers

There are 6 professors, 51 senior lecturers, 32 lecturers and 8 assistant lecturers in Strategy First University.

All of Strategy First University programs are responsible by experienced and dedicated faculty members who are committed to providing students with an excellent education. Faculty members are experts in their respective fields, with years of experience in industry and academic. Faculty members are engaged in developing research projects in their fields, and students have opportunities to work together on research projects and gain hands-on experience in the updated technologies. Strategy First University also has a strong commitment and involvement to research and innovation.

Faculty members make consultations to students to support their careers. They can attract the students to participate in classroom activities and to increase their interests in subjects by using a variety of methods and materials.

Corporate Training programs are designed to provide practical, hands-on training that can be usefully applied in the workplace. Faculty members use a variety of training methods, including lectures, case studies, simulations, updated materials and group

activities, to ensure that participants are engaged and retain the knowledge and skills they learn.

Faculty members in Strategy First University also offer a range of post-training support services, including follow-up consultations, coaching, and mentoring, to help participants for applying their skills in workplace and improve knowledge to their work and achieve their career goals.

3.2.3 Process

Strategy First University cut wastes and extra steps by adding value to everything and removing unnecessary burdens and continuously looking for ways to improve. Strategy First University is always trying to be faster processing times, fewer transactions and fewer errors. Administrative services team manages to be smooth process for every program. Strategy First University trains the employees very well to deliver better services and provides customer service training and product training.

Strategy First University makes to be ensured the processes are driven by customer demand and consider base on students' requests. Strategy First University manages that administrative procedures are clear and well-structured to minimize service delivery time. Registration and enrolment processes are simple and clear. Students can make payment by using a variety of methods such as banks, wave pay and mobile banking. Strategy First University manages that the schedules are arranged to suit all students and workers. Strategy First University provides services in a secure and confidential way. Strategy First University provides the necessary information for students accurately and timely by using offline and online platforms.

3.2.4 Service Quality

Strategy First University arranges the learning environment is to be silent and conducive for learning. The canteen in Strategy First University offer good foods and have many of type of food and can choice suitable meal for students. Students can study based on their interest in Library. Living conditions in lecture halls are comfortable and Strategy First University manages to get good lighting and air condition. Employees have professional appearance and well-trained. Employees can respond with right information to the questions of students and give useful feedback in timely manner. Employees can perform their service in time and finish within the time frame.

Strategy First University focuses the facilities of the classrooms that have modern teaching support equipment such as projectors, computers and other classroom materials. Classroom assistant supports and assists for every class to convenience the students. Strategy First University collects the feedback from students and makes changes based on students' suggestions if necessary.

Strategy First University focuses problem-solving processes based on facts, feedback systems and statistical methods. Strategy First University make not only monitoring consumer issues, but also encouraging dissatisfied students to help remedy service problems because responsive handling of complaints not only facilitates effective resolution of consumer problems, but also provides opportunities to improve long term relationships with students.

Strategy First University improve the quality of the work processes by opening communication channels to get suggestions from the employees and providing ongoing trainings will minimize mistakes, complaints and criticism and increase employees' commitment to provide quality service. Strategy First University has to frequently review and update service quality to be able to actively participate in the continuous improvement of the business processes. It seems that Strategy First University spends a lot of effort and money to measure quality and make necessary improvements.

3.3 Demographic Profile of Respondents

In this survey, demographic elements of respondents include gender, age, level of education, occupation and monthly income. Each question is constructed into multiple choices questions and the respondents have to choose the one which are relevant to them. The background information of the survey participants is presented in Table (3.1).

As shown in Table (3.1), 30.3% of the respondents are male and 69.7% of the respondents are female. According to the age group, most of the respondents are between 26-35 years old, representing 68.4%. The second large group consists of 18-25 years old respondents which represents 18.8%. 36-45 years old respondents represent 10.7% and 46-55 years old respondents represent 2.1%. There are no respondents regarding under 18 years and above 55 years.

Table (3.1) Demographic Profile of Respondents

No.	Demographic Factors		Number of Respondents	Percentage
Total			383	100
1	Gender	Male	116	30.3
		Female	267	69.7
2	Age	18-25 years	72	18.8
		26-35 years	262	68.4
		36-45 years	41	10.7
		46-55 years	8	2.1
3	Education	Undergraduate Student	30	7.8
		Graduate Student	353	92.2
4	Occupation	Government sector	19	5
		Private Sector	282	73.6
		Business Owner	14	3.7
		Student	64	16.7
		Others	4	1
5	Monthly Income	Less than 100,000 MMK	30	7.8
		100,000-300,000 MMK	87	22.7
		300,000-500,000 MMK	103	26.9
		500,000-700,000 MMK	63	16.4
		700,000 MMK and above	90	23.5
		None	10	2.6

Source: Survey Data, (2023)

According to the education level, most of the respondents are graduated which represents 92.2% and 7.8% of the respondents are under graduated.

Regarding occupation, most of the respondents work in private sector which represents 73.6%. The second large group of respondents is students who represents 16.7%. Respondents in government sectors have 5% and respondents who are business owner are 3.7%. Other who work in NGO organization is included in respondents that represents 1%.

The large group of respondents who get monthly income between 300,000-500,000 MMK has 26.9% of total respondents. The respondents who have monthly income above 700,000 MMK represent 23.5% that is second large group. The respondents who get monthly income between 100,000-300,000 MMK contribute 22.7%. The respondents who get monthly income below 100,000 MMK are 7.8% and the respondents who get monthly income between 500,000-700,000 MMK contribute 16.4%. There are 10 respondents who are no income with 2.6%.

3.4 Reliability Test

Reliability is a measure of stability and consistency that helps evaluate the quality of metric units. In this study, Cronbach's alpha concerned with a measure of internal consistency is used by the research. Cronbach's alpha is a confidence coefficient which measures the level of positive correlation between a set of items.

Table (3.2) Reliability Analysis

No.	Variables	No. of Item	Cronbach Alpha
1	Focus of students	7	0.700
2	Lecturers	8	0.857
3	Process	9	0.841
4	Service Quality	10	0.888
5	Student Satisfaction	8	0.888
6	Student Retention	7	0.925

Source: Survey Data, (2023)

According to George (2003), the generally accepted rule for describing internal consistency using Cronbach's alpha is that alpha values 0.9 and above are excellent, alpha values between 0.8 and 0.9 are good, alpha values between 0.7 and 0.8 are acceptable, alpha values between 0.6 and 0.7 are Questionable, and alpha values between 0.5 and 0.6 are poor and alpha values less than 0.5 is unacceptable. The reliability (alpha value) of the variables are described in Table (3.2).

According to the Table (3.2), Cronbach's alpha value shows the alpha value of selected variables (focus of students, lecturers, process, service quality, customer satisfaction and customer retention). The results of Cronbach's alpha of the variables are between 0.700 and 0.925 which show between acceptable, good and excellent level. Therefore, the questionnaire scale items are consistent and reliable for further analysis.

CHAPTER 4

ANALYSIS ON THE EFFECT OF CUSTOMER RELATIONSHIP MANAGEMENT PRACTICES ON STUDENT SATISFACTION AND STUDENT RETENTION OF STRATEGY FIRST UNIVERSITY

This chapter describes the descriptive analysis result and the outcomes with comprehensive interpretations based on the conceptual framework of the study. On presenting the descriptive results, means and standard deviations scores are provided and explained with reference to the findings. Multiple regression analysis and linear are also used to analysis the effect of customer relationship management practices on student satisfaction and student retention.

4.1 Analysis on the Effect of Customer Relationship Management Practices on Student Retention

In this study, the effect of customer relationship practices in term of focus of students, lecturers, process and service quality on customer satisfaction and customer retention is analyzed by using multiple regression analysis. To collect the data, questionnaire with five-point Likert-scale is used in this research. The 383 respondents have been recently surveyed. Each question was measured by five-point Likert-scale ranging within 1 to 5 (strongly disagree, disagree, neutral, agree, strongly agree). According to Best (1977), the mean values of five-point Likert scale items are interpreted as follows:

The score among 1.00 – 1.80 means strongly disagree.

The score among 1.81 – 2.60 means disagree.

The score among 2.61 – 3.40 means neutral.

The score among 3.41 – 4.20 means agree.

The score among 4.21 – 5.00 means strongly agree.

4.1.1 Focus of Students

The first analysis of the customer relationship management practice is the focus of students. There are seven questions related to focus of students. Table (4.1) is the result from the descriptive analysis of focus of students of Strategy First University, as follows.

Table (4.1) Focus of Students

No.	Focus of Students	Mean	Standard Deviation
1	Caring about students.	4.00	.422
2	Taking the needs of students into consideration.	3.96	.404
3	Giving individual attention to students.	3.81	.534
4	Showing a sincere interest in resolving problems.	3.88	.515
5	Taking the time to learn more about students.	3.86	.560
6	Offering adequate counseling services.	3.93	.593
7	Providing a satisfying educational experience for students.	4.08	.573
	Overall Mean	3.93	

Source: Survey Data, (2023)

According to Table (4.1), the highest mean score of 4.08 demonstrates that most of the respondents agree that Strategy First University can provide a satisfying educational experience for students. The second mean score of 4.00 demonstrates that most of the respondents agree regarding Strategy First University cares about students. The lowest mean score of 3.81 can interpret that most of the respondents agree concerned with employees give individual attention to students but agreement level is low. The fact that Strategy First University has an overall mean score of 3.93 indicates that they are managing to make their student focus and pay attention to care students' needs and wants.

4.1.2 Lecturers

The second analysis of the customer relationship management practice is lecturers. There are eight questions related to lecturers. Table (4.2) is the result from the descriptive analysis of lecturers of Strategy First University, as follows.

Table (4.2) Lecturers

No	Lecturers	Mean	Standard Deviation
1	Providing opportunities to ask questions by teachers.	4.07	.456
2	Understanding the learning needs of students.	3.97	.459
3	Making the subject as interesting as possible.	4.01	.477
4	Encouraging students' participation in class discussion.	4.16	.548
5	Communicating friendly with students.	4.14	.586
6	Following the course outline well by lecturers.	4.03	.508
7	Providing feedback on assessment within the reasonable time span.	3.98	.511
8	Accessing the teachers out of the class to meet remedial needs.	3.86	.700
	Overall Mean	4.03	

Source: Survey Data, (2023)

According to Table (4.2), the highest mean score of 4.16 demonstrates that most of the respondents agree that teacher in Strategy First University are encouraging students' participation in class discussion. The second mean score of 4.14 demonstrates that most of the respondents agree regarding teachers communicate friendly with students. The lowest mean score of 3.86 can interpret that most of the respondents agree concerned with accessing teachers out of the class to meet my remedial needs but agreement level is lower than other factors. The fact that Strategy First University has an overall mean score of 4.03 indicates that they can manage successfully to maintain and improve regarding teaching quality and classroom activities and can attract the potential students with quality of lecturers.

4.1.3 Process

The third analysis of the customer relationship management practice is process. There are nine questions related to process. Table (4.3) is the result from the descriptive analysis of process of Strategy First University, as follows.

Table (4.3) Process

No.	Process	Mean	Standard Deviation
1	Being simple and easy the registration and enrolment processes.	3.89	.634
2	Having enough courses to accommodate students' needs.	4.02	.428
3	Offering various class timings to make student enrolment easy.	4.00	.488
4	Being flexible regarding a payment plans.	4.04	.500
5	Having channels for expressing complaints.	3.96	.525
6	Being a clear and well-structured administrative procedures so that service delivery times are minimum.	3.91	.531
7	Providing services in a secure and confidential way.	3.98	.469
8	Being the assessment procedures transparently.	3.97	.378
9	Providing the necessary information for students accurately and timely by employees.	3.98	.463
	Overall Mean	3.97	

Source: Survey Data, (2023)

According to Table (4.3), the highest mean score of 4.04 demonstrates that most of the respondents agree that payment plans are flexible because Strategy First University offers many payment methods. The second mean score of 4.02 demonstrates that most of the respondents agree regarding there are enough courses to accommodate students' needs because Strategy First University offers many programs with online and offline. The lowest mean score of 3.89 can interpret that most of the respondents agree concerned with registration and enrolment processes are simple and easy but agreement level is

lower than other factors. The fact that Strategy First University has an overall mean score of 3.97 indicates that they can run smoothly all processes of organizations and can arrange suitable timetable for respective students.

4.1.4 Service Quality

The fourth analysis of the customer relationship management practice is service quality. There are ten questions related to service quality. Table (4.4) is the result from the descriptive analysis of service quality of Strategy First University, as follows.

Table (4.4) Service Quality

No.	Service Quality	Mean	Standard Deviation
1	Being conducive the university's learning environment for learning.	3.92	.539
2	Offering good foods in the canteen.	3.94	.603
3	Having adequate library resources.	3.89	.598
4	Being comfortable living conditions in lecture halls.	4.06	.476
5	Having professional appearance regarding employees.	4.06	.521
6	Performing the service in time by employees.	3.95	.546
7	Having modern teaching support equipment such as projectors and computers in classrooms.	4.13	.487
8	Dealing with students' problems individually.	3.94	.445
9	Responding quickly respond to requests.	3.88	.569
10	Having the knowledge to answer students' questions by employees and lecturers.	4.04	.473
	Overall Mean	3.98	

Source: Survey Data, (2023)

According to Table (4.4), the highest mean score of 4.13 demonstrates that most of the respondents agree that classrooms have modern teaching support equipment such as projectors and computers. There are 2 factors that have the second mean score of 4.06. Firstly, 4.06 demonstrates that most of the respondents agree regarding living conditions in lecture halls are comfortable and next 4.06 demonstrates that employees in Strategy First University have professional appearance. The lowest mean score of 3.88 can interpret that most of the respondents agree concerned with employees quickly respond to student's requests but agreement level is lower than other factors.

The fact that Strategy First University has an overall mean score of 3.98 indicates that they can make to ensure the quality of service and deliver the quality service to student timely manner. And then, Strategy First University has attention to create perfect learning environment by supporting the necessary facilities for students.

4.1.5 Student Satisfaction

Student perception on their satisfaction is shown in the following Table (4.5). Students are asked eight questions to measure their perception towards the satisfaction. Results are presented with mean and standard deviation.

According to Table (4.5), the highest mean score of 4.06 demonstrates that most of the respondents agree that students are satisfying with the facilities the university is provided such as air-con, furniture, toilet and classroom facilities. There are 2 factors that have the second mean score of 4.03. Firstly, 4.03 demonstrates that most of the respondents agree that students are satisfying of being a student at Strategy First University and next 4.03 demonstrates that students are satisfying with rules and regulation of university. The lowest mean score of 3.94 can interpret that most of the respondents agree concerned with service provided by Strategy First University meets students' expectations although agreement level is lower than other factors.

Table (4.5) Student Satisfaction

No.	Student Satisfaction	Mean	Standard Deviation
1	Meeting my expectations by Strategy First University.	3.94	.470
2	Responding always to customers' needs by Strategy First University.	3.96	.432
3	Satisfying of being a student at Strategy First University.	4.03	.573
4	Satisfying with the quality of teaching in university.	4.01	.637
5	Satisfying with provided facilities from the university (Eg. air-con, furniture, toilet).	4.06	.548
6	Satisfying with rules and regulation of university.	4.03	.495
7	Being a wise one for using Strategy First University's service.	3.97	.573
8	Delighting with the services provided by Strategy First University.	4.02	.496
	Overall Mean	4.00	

Source: Survey Data, (2023)

The fact that Strategy First University has an overall mean score of 4.00 indicates that students are satisfying with the use of the Strategy First University's service. It can be concluded that Strategy First University can perform more than average to meet with students' expectations.

4.1.6 Student Retention

This section is to analyze the customer retention of Strategy First University. Students are asked seven questions to measure their perception towards retention. Results are presented with mean and standard deviation.

Table (4.6) Student Retention

No.	Student Retention	Mean	Standard Deviation
1	Being a first choice for further study.	3.99	.698
2	Recommending to someone about Strategy First University.	3.96	.606
3	Saying positive things to others about university.	4.05	.597
4	Expecting the relationship with university to continue a long time.	3.98	.594
5	Buying more educational services from Strategy First in future.	3.97	.607
6	Believing that university is the best for me.	3.90	.643
7	Considering loyalty to Strategy First.	3.95	.629
	Overall Mean	3.97	

Source: Survey Data, (2023)

According to Table (4.6), the highest mean score of 4.05 demonstrates that most of the respondents agree that they are saying positive things to others about university. The second mean score of 3.99 demonstrates that most of the respondents agree that

Strategy First University will be the first choice for their further study. The lowest mean score of 3.90 can interpret that most of the respondents agree concerned with Strategy First University is the best for them. The fact that Strategy First University has an overall mean score of 3.97 indicates that students want to build a long term relationship with Strategy First University. It can be concluded that Strategy First University can maintain the students as loyalty customers and attract to make repurchase by students.

4.1.7 The Effect of Customer Relationship Management Practices on Student Retention

This section finds out the effect of customer relationship management practices on customer retention. In this study, multiple linear regression is used to test the effect of independent variables _ focus of students, lecturers, process and service quality on dependent variable _ customer retention. The survey results are shown in Table (4.7).

Table (4.7) The Effect of Customer Relationship Management Practices on Student Retention

Customer Relationship Management	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	VIF
	B	Std. Error	Beta			
(Constant)	-.820	.290		-2.824	.005	
Focus of Students	.417***	.085	.239	4.919	.000	1.638
Lecturers	.436***	.070	.318	6.224	.000	1.811
Process	.019	.086	.012	.220	.826	2.063
Services Quality	.332***	.075	.238	4.404	.000	2.022
R	.674					
R Square	.455					
R Square (Adj)	.449					
F - Value	78.820***					
Durbin-Watson	2.016					

Source: Survey Data, (2023)

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

According to Table (4.7), the importance of focus on students is substantial, and its significant value is at a one percent level. If the student focus is improved by one unit, then student retention will increase by 0.417 of a unit as a direct

result of this change. This can interpret that it is important to retain students by offering valuable personalized attention and by providing them with unique offerings.

The effect of lecturers on student retention at the 1 percent level is extremely substantial. If the lecturers improve by one unit, then student retention will increase by 0.436 of a unit as a direct result of this change. When lecturers are given more attention to students matter such as consultation regarding students' career development, students' learning needs and student's questions, student retention can improve with direct effect.

The coefficient value of the process is found to be poorly and positively correlated value, however its value is not significant. Process does not have a substantial impact on the student retention.

The effect of service quality on student retention at the 1 percent level is extremely substantial. If the service quality is improved by one unit, then student retention will increase by 0.332 of a unit as a direct result of this change. Strategy First University needs to maintain the quality of service to increase student retention. This can interpret that it is important for Strategy First University has to deliver the service without error and delay to the right students and manage to run all processes smoothly.

When compared to the other three significant explanatory factors, the standardized coefficient (Beta) score indicates that lecturers have the highest value. It indicates that the lecturer is the most effective factor for students. This can conclude that students make the repurchase decision based on the quality of lecturers.

The value of R is 0.674 which lies between 0 and 1. It indicates that both independent variables and dependent variable are correlated. All VIFs (Variance Inflation Factor) of independent variables are less than 10, so there is no problem of correlation between independent variable. The value of Durbin Watson is 2.016 which indicates that there is no auto correlation in the sample.

The model can explain 45.5% about the variation of the student retention of the respondents since the value of R square is 0.455. The model can explain 44.9% about the variance of the independent variables (focus of students, lecturers, process and service quality) and dependent variable (student retention) because adjusted R square is 0.449. The value of F-test, the overall significance of the models, turned out highly significant at 1% level ($F=78.820$, $p<0.01$).

4.2 Analysis on the Mediating Effect of Student Satisfaction on the Relationship between Overall Customer Relationship Management Practices and Student Retention

The mediating effect of student satisfaction between overall customer relationship management practices and student retention are shown in the following Table (4.9).

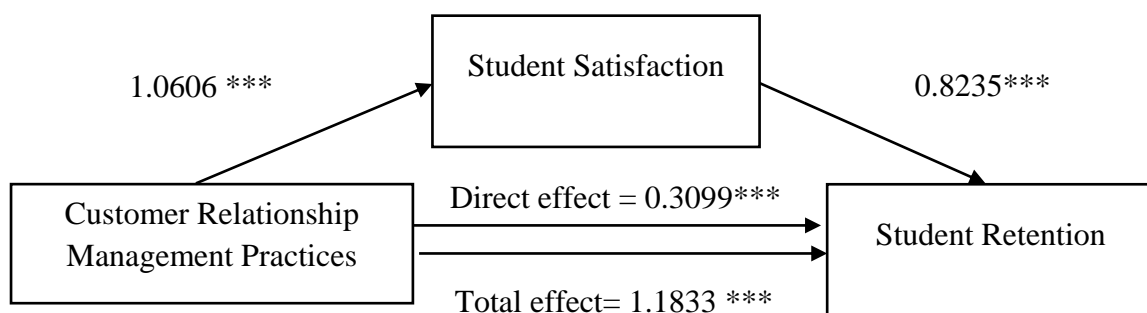
Table (4.8) Direct, Indirect and Total Effects of Overall Customer Relationship Management Practices on Student Retention

Variable	Total Effect	Direct Effect	Indirect Effect	Effectuated
Customer Relationship Management Practices	1.1833***	0.3099***	0.8734***	Partial Mediation

***, **, * = significant at 1%, 5% 10% level

The mediating effect of the student satisfaction between overall customer relationship management practices and student retention is shown in Figure (4.1).

Figure (4.1) Mediation Analysis for Student Satisfaction between Overall Customer Relationship Management Practices and Student Retention



Source: Survey data, (2023)

As a result of Figure (4.1), the total effect is 1.1833 and all three relationships are statistically significant at 1% level and can conclude the presence of partial mediation effect. The coefficient suggests that one unit increase of CRM practices, results in a 1.0606 increase in student satisfaction and one unit increase of student satisfaction, result

in a 0.8235 increase in student retention. Results indicated that the direct effect of CRM practices on student retention is significant at 1% level and one unit increase of CRM practices, results in a 0.3099 increase in student retention.

4.2.1 The Mediating Effect of Student Satisfaction on the Relationship between CRM Practices and Student Retention

The mediating effect of the student satisfaction between customer relationship management practices and student retention are shown in the following Table (4.8).

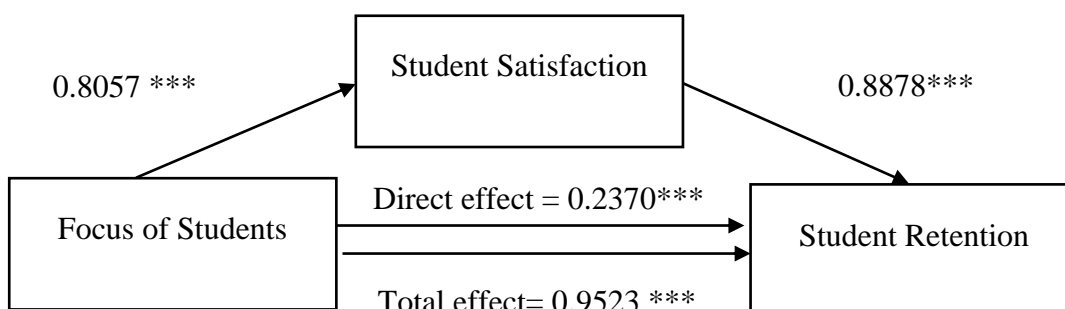
Table (4.9) Direct, Indirect and Total Effects of Customer Relationship Management Practices on Student Retention

Variable	Total Effect	Direct Effect	Indirect Effect	Effectuated
Focus of Students	0.9523***	0.2370***	0.7153***	Partial Mediation
Lecturer	0.8053***	0.2668***	0.5385***	Partial Mediation
Process	0.7582***	0.0994	0.6589***	Fully Mediation
Service Quality	0.7705***	0.0152	0.7553***	Fully Mediation

***, **, * = significant at 1%, 5% 10% level

The mediating effect of the student satisfaction between customer relationship practices and student retention are shown in Figure (4.2) to Figure (4.5).

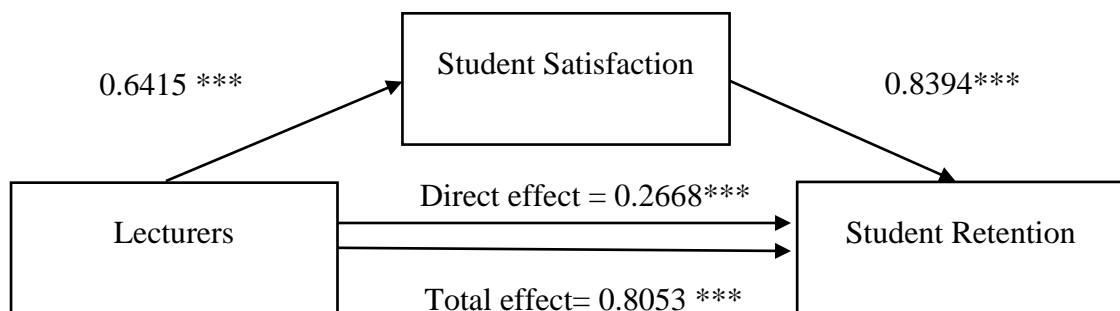
Figure (4.2) Mediation Analysis for Student Satisfaction between Focus of Students and Student Retention



Source: Survey data, (2023)

According to the Figure (4.2), the total effect is 0.9523 and all three relationships are statistically significant at 1% level and can conclude the presence of partial mediation effect. The coefficient suggests that one unit increase of focus of students, results in a 0.8057 increase in student satisfaction and one unit increase of student satisfaction, result in a 0.8878 increase in student retention. Results indicated that the direct effect of focus of students on student retention is significant at 1% level and one unit increase of focus of students, results in a 0.2370 increase in student retention.

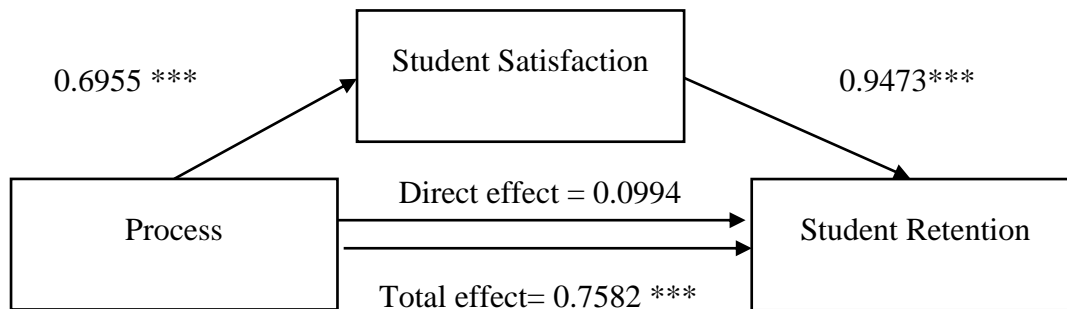
Figure (4.3) Mediation Analysis for Student Satisfaction between Lecturers and Student Retention



Source: Survey data, (2023)

According to the Figure (4.3), the total effect is 0.8053 and all three relationships are statistically significant at 1% level and can conclude the presence of partial mediation effect. The coefficient suggests that one unit increase of lecturers, results in a 0.6415 increase in student satisfaction and one unit increase of student satisfaction, result in a 0.8394 increase in student retention. Results indicated that the direct effect of lecturers on student retention is significant at 1% level and one unit increase of lecturers, results in a 0.2668 increase in student retention.

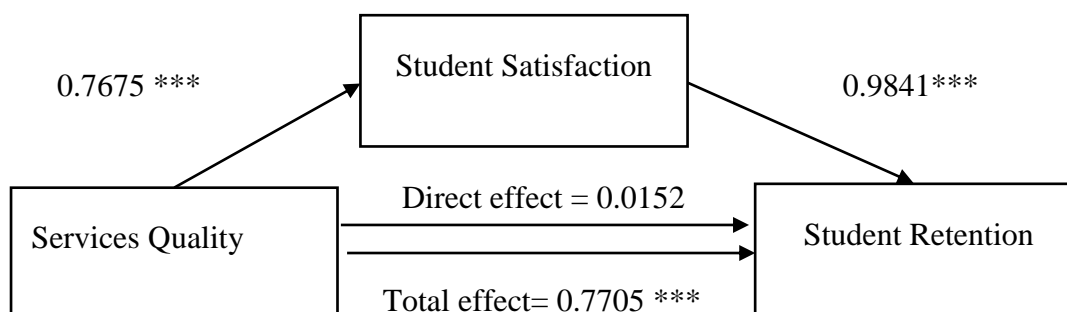
Figure (4.4) Mediation Analysis for Student Satisfaction between Process and Student Retention



Source: Survey data, (2023)

According to the Figure (4.4), the coefficient suggests that one unit increase of process, results in a 0.6955 increase in student satisfaction and one unit increase of student satisfaction, result in a 0.9473 increase in student retention. Results indicated that the direct effect of process on student retention is no significant. It means that process impacts significantly student satisfaction, which again impacts significantly student retention and can conclude the presence of fully mediation. The total effect is 0.7582 and it is significant at 1% level.

Figure (4.5) Mediation Analysis for Student Satisfaction between Services Quality and Student Retention



Source: Survey data, (2023)

According to the Figure (4.5), the coefficient suggests that one unit increase of service quality, results in a 0.7675 increase in student satisfaction and one unit increase of student satisfaction, result in a 0.9841 increase in student retention. Results indicated that the direct effect of service quality on student retention is no significant. It means that

service quality impacts significantly student satisfaction, which again impacts significantly student retention and can conclude the presence of fully mediation. The total effect is 0.7705 and it is significant at 1% level.

CHAPTER 5

CONCLUSION

This chapter consists of three main parts. The first part the findings and discussions from the previous chapters. It summarized the findings from mean tables and regression analysis tables from the previous chapters. The second part is suggestions and recommendations. The last part is the needs for further research, presenting the limitations of this study and what further studies should focus on.

5.1 Findings and Discussion

The primary purpose of this research is to investigate the customer relationship management (CRM) practices that have been implemented by Strategy First University and to analyze the impact of CRM practices on student satisfaction and student retention of Strategy First University. A structured questionnaire with 5-point Likert scales is used to survey 383 students who were with the use of service of Strategy First University.

According to the findings of the analysis, the mean values of CRM practices have been given a high mean value. Therefore, students have the impression that the CRM methods utilized by Strategy First University are effective on student retention. Students who have high levels of satisfaction because of the support of applied CRM practices will create student behavior with loyalty so that they will recommend the offered services in the future. Furthermore, CRM practices provide significant effects on student retention through student satisfaction. Student satisfaction serves as an intervening variable relating and partially strengthening the effects of relationship marketing on student retention.

Result of the research find out that CRM practices provides significant and positive effects to the student satisfaction. If the management of Strategy First University aims to improve the student satisfaction, implementation of CRM practices especially through serious attention to the focus of students given by the employees because based on the results of confirmatory factor analysis, it indicates that the focus of student indicator has a small contribution out of the four indicators forming the CRM practices. The employees at Strategy First University provide services that seem to be unfair on the students. One of the strategies that can be applied to improve individualized attention on the students is to recommend to all employees not to provide unfair services to students,

because all students have equal rights to receive the services given by the employees at the Strategy First University.

From the research results, the following can be proposed. Firstly, CRM practices directly provide significant and positive effects on the student satisfaction and retention. Changes in the CRM practices have positive and real effects on increased student satisfaction and student retention at Strategy First University. This fact shows that good CRM practices have contributed to increased student satisfaction and retention. Secondly, student satisfaction provides directly positive and significant effects on the student retention. Students always demand for high quality service. Organizations have to develop the corporate culture necessary to monitor student satisfaction and serve the students better than ever. Going away from the traditional ways of providing services should be the way forward for modern management; this should consist of considering CRM as a strategic asset to the organization. The special characteristics of a service cause that service to be unique, which also causes more students to be attracted and finally will cause retention.

Statistical analysis by the use of correlation analysis between CRM practices and student retention could be concluded that there are strong and positive correlation between independent variables and dependent variable. In addition, student satisfaction partially mediate between CRM practices regarding focus of students and lecturers and student retention, and student satisfaction fully mediate between CRM practices regarding process and service quality and student retention. Based on the overall analysis, there is a partial mediation of student satisfaction between customer relationship management practices and student retention.

5.2 Suggestions and Recommendations

Students are in the front line of the education process. In the intangible nature of providing education to the students, it is important to treat education as a service. The students are the consumers, or the beneficiaries of the service, provided by both academic and non-academic employees in the educational institutions. Parents are the indirect customer of the service, and become key stakeholders of the educational institutions. CRM supports the process of student satisfaction in the private university. University need to be aware of the expectations of the students, and always have to make necessary arrangements for students to give excellent service at all times. When the service quality

is excellent, surely, the students will satisfy. It is important to maintain and improve the highest satisfaction levels at all times, and that is where CRM plays a main role for ensuring satisfaction at all times.

The common thinking among students is that the private institutions offer better service than public sector institutions. Public universities provide free education for undergraduate degrees. Students' expectations on procedures, processes and timely services are demanding and expecting at private universities. These private institutions always have to treat and serve the students as customers. They have to understand and aware the needs and wants of the students. It is recommended that staff in the private institutions work towards student satisfaction as the model of the service paradigm. CRM will be the strategy to work on to ensure highest student satisfaction and to gain the return on student experience in terms of goodwill as well as the great revenue.

CRM has to be combined in the corporate strategy of private universities to enhance student satisfaction. CRM practices will develop the organizational performances of private education institutions through identifying, acquiring, building and maintaining excellent relationships with students. Furthermore, CRM will support to understand the expectations of students. Therefore, relationships with students can be further strengthened through effective CRM practices in the private educational institutions. Students' data has to be integrated in a system where each faculty or school, can access the data at necessary time. The information-sharing platform should consist of student profiles by providing all relevant details. Students are expecting that institutions have a common understanding and collecting about student data, related to contact details, qualifications, academic performance, attendance for lectures, financial details, and so on.

The private education institutions should understand the expectations of the different age groups of students and provide service respectively. Satisfied students will always recommend to prospective students, and make the word-of-mouth promotion will ensure sustainable growth of private institutions. It is recommended that all private education institutions should plan for designing and building systems that empower and involve staff, provide the necessary technological support and develop a knowledge base, through surveys, to ensure student satisfaction. Therefore, the student care culture should build in the value systems of private education institutions to give better service to students and ensure to increase student satisfaction. Student satisfaction surveys should be carried out regularly in a specific timeframe to monitor and evaluate existing processes, while understanding student experiences and understanding the expectations of students.

The private education institutions have to take corrective measures when the issues are addressed in a clearer fashion, which depends on receiving students as direct feedback and need to change and take the necessary actions. The institutions have to listen to students' concerns or requests and support the students accordingly in order to avoid disappointments.

5.3 Needs for Further Research

This research is only focused on a private university, namely Strategy First University, in the future, it can conduct research with broader scopes. The variables used in this study that influence on the student retention are only CRM practices and student satisfaction variables. There are many other variables related to the student retention which have not been included in the formation of these research variables such as institution's image and institutional performance. Therefore, it cannot be generalized that the student retention is only influenced by the CRM practices and student satisfaction variables. This study collected the survey data and analyzed for 383 respondents so further studies that collect and analyze from larger sample size will be beneficial not only for Strategy First University but also other institutions in the education industry.

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APPENDIX A

QUESTIONNAIRES

Dear Respondents,

This survey is designed for the master thesis purpose only. Therefore, the data in the survey is fully privacy and confidential.

I. Personal Factors

1. Gender

Male

Female

2. Age

Under 18 years

18-25 years

26-35 years

36-45 years

46-55 years

Above 55 years

3. Education

Undergraduate student

Graduate student

* If you have one degree wherever you got at present situation, you are graduate student.

4. Occupation

Government sector

Private Sector

Business Owner

Student

Others: _____

5. Monthly Income

Less than 100,000 Ks

100,000-300,000 Ks

300,000-500,000 Ks

500,000-700,000 Ks

700,000 Ks and above

None

II. Questions on Customer Relationship Management Practices

Please rate your agreement level of the following statements.

(Strongly disagree – 1, Disagree – 2, Neutral – 3, Agree – 4, Strongly Agree – 5)

No	Focus of Students	1	2	3	4	5
1	Strategy First University cares about students.					
2	Strategy First University takes the needs of students into consideration.					
3	Employees of Strategy First University give individual attention to students.					
4	Employees of Strategy First University show a sincere interest in resolving problems if they occur.					
5	Strategy First University takes the time to learn more about students.					
6	Strategy First University offers adequate counseling services.					
7	Strategy First University is concerned with providing a satisfying educational experience for students.					

Please rate your agreement level of the following statements.

(Strongly disagree – 1, Disagree – 2, Neutral – 3, Agree – 4, Strongly Agree – 5)

No	Lecturers	1	2	3	4	5
1	Teachers of Strategy First University provide opportunities to ask questions.					
2	Teachers of Strategy First University understand my learning needs.					
3	Teachers of Strategy First University develop the subject as interesting as possible.					
4	Teachers of Strategy First University encourage students' participation in class discussion.					
5	Teachers of Strategy First University communicate friendly with students.					
6	The lecturers of Strategy First University follow the course outline well.					
7	The lecturers of Strategy First University provide feedback on assessment within the reasonable time span.					
8	I have access to teachers outside of class to meet my remedial needs.					

Please rate your agreement level of the following statements.

(Strongly disagree – 1, Disagree – 2, Neutral – 3, Agree – 4, Strongly Agree – 5)

No	Process	1	2	3	4	5
1	Registration and enrolment processes of Strategy First University are simple and easy.					
2	Strategy First University has enough courses to support student needs.					
3	Strategy First University offers various class timings to make student enrolment easy.					
4	Payment plans of Strategy First University are flexible.					
5	Channels of Strategy First University for expressing complaints are available.					
6	Administrative procedures of Strategy First University are clear and well-structured to keep service time to a minimum.					
7	Services are provided in a secure and confidential manner by Strategy First University.					
8	The assessment procedures of Strategy First University are transparent.					
9	Employees of Strategy First University provide the necessary information for students accurately and timely.					

Please rate your agreement level of the following statements.

(Strongly disagree – 1, Disagree – 2, Neutral – 3, Agree – 4, Strongly Agree – 5)

No.	Service Quality	1	2	3	4	5
1	Strategy First University's learning environment is conducive for learning.					
2	The canteen in Strategy First University offers good food.					
3	Library resources of Strategy First University are adequate.					
4	Living conditions of Strategy First University in lecture halls are comfortable.					
5	Employees of Strategy First University have professional appearance.					
6	Employees of Strategy First University perform their service in time.					

7	Classrooms of Strategy First University are equipped with modern teaching support equipment such as projectors and computers.					
8	Strategy First University deal with students' problems individually.					
9	Employees of Strategy First University quickly respond to my requests.					
10	Employees and teachers of Strategy First University have the knowledge to answer students' questions.					

III. Questions on Customer Satisfaction

Please rate your agreement level of the following statements.

(Strongly disagree – 1, Disagree – 2, Neutral – 3, Agree – 4, Strongly Agree – 5)

No.	Customer Satisfaction	1	2	3	4	5
1	The Strategy First University's service meets my expectations.					
2	I think Strategy First University always responses to customers' needs.					
3	I am satisfied of being a student at Strategy First University.					
4	I am satisfied with the quality of teaching in Strategy First University.					
5	I am satisfied with the facilities the Strategy First University is provided (Eg. air-con, furniture, toilet).					
6	I am satisfied with rules and regulation of Strategy First University.					
7	My choice is to use Strategy First University's service is a wise one.					
8	I feel I delighted with the services provided by Strategy First University.					

IV. Questions on Customer Retention

Please rate your agreement level of the following statements.

(Strongly disagree – 1, Disagree – 2, Neutral – 3, Agree – 4, Strongly Agree – 5)

No.	Customer Retention	1	2	3	4	5
1	Strategy First University will be my first choice for my further study.					
2	I would like to recommend Strategy First University to someone who seeks my advice.					
3	I would say positive things to others about Strategy First University.					
4	I expect the relationship with Strategy First University to continue a long time.					
5	I would like to buy more educational services from Strategy First University in future.					
6	I believe that Strategy First University is the best for me.					
7	I consider myself loyal to Strategy First University.					

APPENDIX B

STASTICAL OUTPUT

Multiple Regression Analysis of CRM Practices on Customer Retention

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.674 ^a	.455	.449	.38531	2.016

a. Predictors: (Constant), Services Quality, Focus of Students, Lecturers, Process

b. Dependent Variable: Retention

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	46.806	4	11.702	78.820	.000 ^b
	Residual	56.118	378	.148		
	Total	102.924	382			

a. Dependent Variable: Retention

b. Predictors: (Constant), Services Quality, Focus of Students, Lecturers, Process

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-.820	.290		-2.824	.005		
	Focus of Students	.417	.085	.239	4.919	.000	.611	1.638
	Lecturers	.436	.070	.318	6.224	.000	.552	1.811
	Process	.019	.086	.012	.220	.826	.485	2.063
	Services Quality	.332	.075	.238	4.404	.000	.494	2.022

a. Dependent Variable: Retention