

**YANGON UNIVERSITY OF ECONOMICS
DEPARTMENT OF APPLIED ECONOMICS
MASTER OF PUBLIC ADMINISTRATION PROGRAMME**

**A STUDY ON EDUCATIONAL SERVICES OF
NATIONALITIES YOUTH RESOURCE DEVELOPMENT
DEGREE COLLEGE (YANGON)**

**KYAW MOE
EMPA – 19 (19th BATCH)**

MAY, 2024

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DEGREE COLLEGE (YANGON)**

**“A thesis submitted in partial fulfillment of the requirements for the
degree of Master of Public Administration (MPA)”**

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ABSTRACT

This study investigates the educational services offered by the Nationalities Youth Resource Development Degree College (NRDC) in Yangon. The primary objective is to assess the quality of NRDC's educational services. A descriptive research method is employed, utilizing questionnaires administered to students in February 2024 as the primary data source. Secondary data are collected from the Examination and Convocation Department of NRDC (Yangon) and other relevant sources. The findings reveal that NRDC offers undergraduate programmes comparable to other institutions, but distinguishes itself through a unique training system. A survey reveals mixed feedback on service quality. Areas identified for improvement include the student-teacher ratio and support staff responsiveness. However, students highly value their relationships with faculty who provide assistance with research and coursework. Clear communication of grading criteria and faculty expertise in research methodology are identified as strengths. The survey indicates strong interest among graduates in pursuing further education, often at NRDC or its partner universities. This positive response reflects the overall success of NRDC's educational programs and teaching strategies. Based on the study's findings, recommendations are made to improve service quality and achieve NRDC's mission of developing future national leaders. These recommendations include improving infrastructure, enhancing student life, modernizing the library, expanding sports facilities, reducing class size, hiring more qualified teachers, and training staff. By implementing these recommendations, NRDC can solidify its position as a leading institution in nurturing future national leaders who can contribute to the socio-economic development and national unity of the country.

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TABLE OF CONTENTS

	Page
ABSTRACT	i
ACKNOWLEDGEMENTS	ii
TABLE OF CONTENTS	iii
LIST OF TABLES	v
LIST OF ABBREVIATIONS	vi
CHAPTER I INTRODUCTION	1
1.1 Rationale of the Study	1
1.2 Objective of the Study	3
1.3 Method of Study	3
1.4 Scope and Limitation of the Study	3
1.5 Organization of the Study	3
CHAPTER II LITERATURE REVIEW	4
2.1 Meanings of Nationality, Youth and Development	4
2.2 Services	5
2.3 Educational Services	6
2.4 Quality Assurance	9
2.5 Reviews on Previous Studies	12
CHAPTER III OVERVIEW ON THE NATIONALITIES YOUTH RESOURCE DEVELOPMENT DEGREE COLLEGE (YANGON)	15
3.1 Background of the Nationalities Youth Resource Development Degree College (Yangon)	15
3.2 Training Program	18
3.4 Number of Graduates	20
3.5 Number of Present Students	23
CHAPTER IV SURVEY ANALYSIS	24
4.1 Survey Profile	24
4.2 Survey Design	24

4.3	Profile of the Respondents	25
4.4	Survey Results	27
CHAPTER V	CONCLUSION	35
5.1	Findings	35
5.2	Recommendation	37
REFERENCES		
APPENDIX		

LIST OF TABLES

Table No.	Description	Page
3.1	Academic Departments of NRDC	19
3.2	Courses and Duration	20
3.3	Number of BA. B.Sc. Graduates from Programmes	21
3.4	Number of A.G.T.I Diploma from Programmes	22
3.5	Numbers of Students in (2023-2024 AY)	23
4.1	The Frequency Table of Total Respondents' Demographic Profile	26
4.2	Tangibility Dimensions	27
4.3	Reliability Dimensions	28
4.4	Responsiveness Dimensions	29
4.5	Assurance Dimensions	31
4.6	Empathy Dimensions	32
4.7	Expected Learning Outcomes Dimensions	33
4.8	Future Intention Dimensions	34

LIST OF ABBREVIATIONS

A.G.T.I	Associateship of Government Technical Institute
B.A.	Bachelor of Arts
B.Sc.	Bachelor of Science
NRDC	Nationalities Youth Resource Development Degree College
UNESCO	United Nations Educational, Scientific and Cultural Organization

CHAPTER I

INTRODUCTION

This chapter is to set the rationale of the study, objective of the study, method of study, and scope and limitation of the study. The organization of the study is presented in the last section.

Education is a lifelong journey that involves acquiring knowledge, skills, values, and attitudes, including instruction, study, and experience. It aims to foster intellectual, social, emotional, and physical development, enabling individuals to lead joyful lives and to contribute the positive society.

Education is typically divided into primary, secondary, and higher stages, each enhancing the knowledge and skills acquired in the previous stage. Education not only imparts knowledge but also fosters critical thinking, problem-solving skill, communication, collaboration, and adaptability. Education shapes people's morals, ethics, and personalities in a big way, making them more ethical and knowledgeable citizens.

Beyond traditional schooling, lifelong learning is an ongoing process that is crucial for personal growth, profession, and problem-solving skills. Education also promotes socialization, which makes people more responsible and engaged in their society.

There are diverse international education systems in the world, each with accredited curricula and examinations. However, poverty, gender inequality, and other external conflicts have an impact on the quality of education and these factors become global concern. Global education is also changing as a result of technological integration and higher education's globalization.

1.1 Rationale of the Study

The attempt to improve education quality has been found to have a wide range of effects on the output of B.A., B.Sc., and A.G.T.I. diploma holders. Quality education provides all individuals to have a better life. Education is described in

"Educational Quality" as a tool for assessing a person's personality as well as advancing the social, economic, cultural, and developments of a nation. Additionally, education and training initiatives are providing a crucial element in the development of human resources for the next generation and are essential for the success and sustainability of the knowledge for the youths.

The development of the next generation's human resources is important for the future of the country. Therefore, it is necessary to train many qualified young people to become well educated citizens for better new generation of the nationalities. Two degree colleges for nationalities, Nationalities Youth Resource Development Degree College in Yangon and Sagaing have been established in Myanmar and train fresh graduates every year.

Many courses of the Nationalities Youth Resource Development Degree College (Yangon) have been taught to the youths since 2000. It is specifically created for the young people who want to learn higher education and are also deserving government employees. So, the government has provided free higher education for them from nationalities that have completed high school with a basic education, also giving them the chance to enroll in courses at the Nationalities Youth Resource Development Degree College in Yangon and Sagaing while preparing for careers as civil servants and regional leaders.

The study is to explore and to be able to improve educational activities in Nationalities Youth Resource Development Degree College (Yangon) as well as to determine the basic needs for developing training services by focusing on students satisfaction. Moreover, the study explores how to achieve training objectives by utilizing an efficient teaching-learning process and modern training tools and techniques.

One day, the NRDC students will be the leaders of the next generation to implement the human capital development and sustainable development of the border areas and remote areas.

The purpose of this study is to examine the student satisfaction of B.A., B.Sc. and A.G.T.I. diploma programs and to determine how the educational services provided and the degree of student's satisfaction with the learning programs.

1.2 Objective of the Study

The objective of the study is to study the educational service of Nationalities Youth Resource Development Degree College NRDC (Yangon) by using student satisfactions criteria.

1.3 Method of Study

The method of the study is Descriptive Method based on both primary and secondary data. Surveys and interviews of the NRDC's students are used as the primary as well as evaluation techniques for the programs. The other secondary data and materials from the NRDC's Examination and Convocation Department are also used for the study.

1.4 Scope and Limitation of the Study

The study focusses on the students from second year to final year of B.A, B.Sc. and A.G.T.I Diploma students (2023- 2024 Academic Year) of the Nationalities Youth Resource Development Degree College (Yangon). The information of 50 respondents from each year of NRDC are collected. And, therefore, the information is gathered from a total number of 350 respondents by using the Stratified Sampling Method and Descriptive Method.

1.5 Organization of the Study

This study consists of five chapters. Chapter I presents the introduction under which rationale of the study; objective of the study, methods of study, scope and limitation of the study, organization of the study. Chapter II is literature review under with importance of teaching and educational service. Chapter III concentrates overview on the Nationalities Youth Resource Development Degree College (Yangon), Chapter IV deals with survey analysis. Chapter V is conclusion with findings and suggestions.

CHAPTER II

LITERATURE REVIEW

The study's review of the literature is covered in this chapter: the definition of nationalities, youth, development, service and educational service.

2.1 Meanings of Nationality, Youth and Development

A person's nationality establishes the status as a subject or national of a sovereign state under international law. It gives the state authority over the individual and grants the state's protection against other states. (The Wikipedia)

A person between childhood and adulthood is referred to as a "youth" by the Oxford Dictionary. In Myanmar, "Youths" refer to those between the ages of 15 and 18 for statistical purposes. There are no universal guidelines for determining what age is considered young adulthood, and opinions among international experts on the subject are mixed. Adolescents and young adults between the ages of 10 and 24 are classified as "Young People" by the World Health Organization.

Development can refer to a situation, a process, or the learning of new information. One can categorize developments into four categories: moral, intellectual, social, and physical. Instructors can help their students excel in areas, pursue higher education, and consider career possibilities.

Teaching practice aims to give students the opportunity to apply their educational knowledge and skills. The students will be able to understand how they fit into their profession and the environment. The development of successful training needs collaboration between educators and administrators. Innovative educational practices must be guided by the formal institutions with specialized knowledge in the relevant sector. The expectation was made that UNESCO would provide inspiration for new content. This might be produced by national and local policy disciplinary teams to take into account social and economic values.

UNESCO data from 2005 show that four students leave school for no reason every nine seconds. Students are unlikely to talk to their professors about their

intention to drop out, but a good teacher can see the warning signs of a disturbed kid and intervene before it is too late. Teachers are not let them to drop out; they can investigate the problems and devise a solution.

2.2 Services

The concept of service plays a crucial role in various fields, including marketing, management operations, and increasingly, professional education. As Berry (1995) highlights, good service enhances value and directly influences a firm's success. Therefore, understanding and measuring customer expectations and performance becomes essential for organizations to improve their service provision.

Philip Kotler (Armstrong et al., 2014) defines a service as any intangible act or performance offered between parties, not resulting in ownership of anything. While production may involve physical products, the core service remains intangible. However, John (1998) argues that the confusion around service stems from perceiving it as an activity rather than a tangible object. He highlights that services often involve physical elements like facilities, equipment, and staff. Furthermore, John emphasizes the difference between customer and service provider perceptions.

According to Allen and Davis (1991), student experience is a core assessment criteria within higher education quality assurance systems. Ram Komal Prasad and Sanjeev Verma (2013) propose that student service can be viewed as a management philosophy throughout institutions, aiming to satisfy students through high-quality services. Seymour (1992) suggests that understanding student impressions of quality provides valuable information for educational management. This information can then be used to design service delivery systems that enhance student satisfaction.

A defining characteristic of services is their intangibility. Unlike physical products, services cannot be touched, tasted, or seen before purchase (Lovelock & Wirtz, 2017). For example, a haircut or a financial consultation cannot be held or inspected beforehand. This inherent intangibility can make it challenging for consumers to evaluate the value of a service before they experience it.

Furthermore, services are often inseparable from the service provider (Eiglier & Langeard, 1974). The act of delivering the service and the service itself are intertwined. For instance, the quality of a massage heavily relies on the skills and experience of the massage therapist. This inseparability can create variability in the

service experience, as the outcome can be influenced by the specific provider delivering it.

Another key feature of services is their heterogeneity. The quality of the service experience can vary significantly depending on several factors (Grönroos, 2011). For example, a restaurant meal can be exceptional or disappointing based on the skill of the chef, the attentiveness of the waiter, and even the overall atmosphere of the establishment. This heterogeneity makes it difficult for service providers to ensure consistent quality across all interactions.

Services are also perishable in nature. Unlike a physical product that can be stored or used later, services are consumed at the time of delivery (Fitzsimmons & Fitzsimmons, 2017). An empty airline seat or a vacant hotel room represents lost revenue if not occupied at the designated time. This perishability necessitates effective demand management and capacity planning for service organizations.

The success of a service often hinges on active customer participation (Gronroos, 2008). In many service encounters, customers co-create the service experience with the provider. For instance, a patient's active participation in their healthcare plan can significantly influence the treatment outcome. Service providers must recognize the importance of customer interaction and design experiences that facilitate collaboration.

Building strong relationships with customers is also crucial for service businesses (Berry, 1995). Loyalty programs, personalized service, and effective communication strategies can all foster positive customer relationships. These relationships can lead to increased customer satisfaction, repeat business, and positive word-of-mouth recommendations. By understanding these key characteristics of services, businesses can develop effective strategies to deliver high-quality experiences, manage customer expectations, and achieve long-term success.

2.3 Educational Services

Educational services encompass the instruction and training provided by a diverse range of institutions, including formal institutions: schools, colleges, and universities offer structured learning programmes leading to qualifications (Marzano, 2010), informal institutions: private tutors, online courses, and community centers provide more flexible learning opportunities (Desjardins, 2005), government and non-

profit organizations: these entities often deliver vocational training or adult education programmes to upskill or retrain the workforce (World Bank, 2023).

The World Trade Organization (WTO) categorizes into these four services: primary education service which are foundational literacy and numeracy skills for children (UNESCO, 2005), secondary education service which prepares students for higher education or the workforce higher education services when universities and colleges offer advanced degrees and specialized training (Altbach, 2004) and the adult education services which programs are designed for lifelong learning and skill development (Council for Adult and Experiential Learning, 2023). Higher education quality, in particular, aligns with classic service characteristics: intangibility of knowledge gained, heterogeneity in experience due to faculty and engagement, inseparability of teaching and learning, perishability of knowledge, and student participation shaping the experience.

Driven by demands for greater responsiveness, responsibility, accountability, and quality from stakeholders (students, parents, employers, and faculty), educational systems face pressure to prioritize quality education over simply increasing enrollment. Research suggests a widening gap between expectations of institutional performance and reality (Brigham, 1994). While students may be hesitant to complain (Gronhaug & Arndt, 1980), understanding these expectations is crucial.

Educational services are delivered through various methods like physical classes, online instruction, recreational activities, and television. They can take place at workplaces, educational institutions, or even at home. Governments strive to make these services accessible and affordable for the public, ensuring a skilled and knowledgeable future generation.

Universities play a key role in educational services by providing support and resources to professors, ultimately promoting the effectiveness of the education system. This can be viewed as a management philosophy embedded within the university structure and culture, aiming to satisfy both students and faculty (Zaid Yaseen Sayd Al_Dulaimi).

Quality in education is a multifaceted concept extending far beyond traditional metrics like enrollment numbers. Several key characteristics define high-quality educational services. First, the knowledge and skills gained are intangible, unlike a physical product (Rust & Lemon, 2006). Second, the quality of the experience can vary depending on factors like faculty expertise and student engagement (Astin,

1993). Learning itself is inseparable, occurring through the simultaneous interaction of teachers and students (Berry, 1980). Furthermore, knowledge can become outdated without continuous learning, highlighting the concept of perishability (Boud & Garrick, 2014). Finally, active student participation is crucial for effective learning, emphasizing the importance of student engagement (Chickering & Gamson, 1987). These factors all contribute to a well-rounded understanding of quality in education.

Universities that prioritize understanding and measuring their educational services are better positioned for success. Assessing service quality and the various factors influencing it is fundamental to designing effective educational services. By examining established quality dimensions and emerging concerns, research can identify how changing trends shape student expectations. Analyzing these services provides valuable insights for institutions to bridge the gap and enhance their overall quality. This analysis often considers aspects like physical environment, reliability, competence, industry interaction, course structure, graduate employability, and empathy.

Due to its inherent ties to the service industry (Ostrom & Iacobucci, 1998; Kimpakorn & Tocquer, 2010), the educational sector is ripe for improvement by embracing established business practices. In today's competitive environment, educational institutions face mounting pressure to deliver high-quality services. Therefore, incorporating traditional business theories and processes into strategic and organizational decision-making can offer significant advantages for educational leaders (Williams & Omar, 2014). By leveraging these frameworks, educational institutions can enhance their efficiency, effectiveness, and ultimately, their ability to meet the evolving needs of students and stakeholders.

In today's dynamic educational landscape, universities and institutions must prioritize quality to meet the evolving needs of a diverse student body. Research indicates a widening gap between student expectations and their perceived reality of institutional performance (Gappa & Austin, 1999). To bridge this gap and ensure student satisfaction, understanding student expectations and measuring the quality of educational services is crucial. This comprehensive evaluation can be achieved by analyzing various dimensions.

These include the physical facilities, the reliability and consistency of program delivery (Parasuraman, Zeithaml, & Berry, 1988), and the competence and experience of the faculty (Carnegie Foundation for the Advancement of Teaching,

2007). Furthermore, collaboration with industry leaders ensures program relevance in the job market (Marginson, 2016), while a well-designed course structure aligns with learning objectives and student needs (Biggs & Tang, 2011). Ultimately, the focus should be on graduate employability, preparing students for successful careers (Harvey, 2017). Finally, fostering a supportive and respectful learning environment through empathy plays a vital role in the educational experience (Boyer, 1990). By continuously assessing these quality dimensions, educational institutions can enhance the overall quality of their services and remain relevant in a rapidly changing world.

2.4 Quality Assurance

Quality assurance is defined as "a systematic, structured, and ongoing attention to quality in terms of quality maintenance and improvements". UNESCO defines quality assurance as the methodical review of educational activities to ensure that resources, research, and teaching are of the highest caliber. According to Harvey (2002), quality assurance in higher education refers to the process of assuring stakeholders that the delivery of educational services (inputs, processes, and outcomes) meets expectations, at least at the minimum standards. Maintaining and enhancing quality as specified by established principles and stakeholder expectations is the main objective. From this angle, Cheng and Tam (1997) noted that if higher education is perceived as a quality assurance program, then any program should concentrate on assessing input, process, and outcomes.

Thus, all of the rules, guidelines, and practices aimed at upholding the caliber of the teaching and learning process constitute a higher education institution's quality assurance system. The quality assurance system must take into account the historical and educational context of the nation. It is evident that the study disregarded the real quality assurance practices used by higher education institutions in favor of focusing on the county-level quality assurance systems.

2.4.1 Student Satisfaction with the Program

This focuses on teaching and learning with the quality of inputs, process and quality of outputs. These are (a) tangibility dimension (b) reliability dimension (c) responsiveness dimension (d) assurance dimension (e) empathy dimension (f) expected learning outcomes dimension and (g) future intention dimension.

In this study, the results depend on the variables in the survey data along these dimensions.

a. Tangibility: The tangibility of a higher education institution refers to the physical aspects that students' experience. This includes facilities such as office space, tutorial rooms, a well-maintained library, and sports facilities. Additionally, the overall cleanliness of the buildings, the availability of parking, and the appearance of faculty and staff all contribute to the tangible dimension. The quality of teaching aids in classrooms, like laptops, projectors, and language lab equipment, further impacts this perception. Finally, factors like access to fresh air and natural light, hygienic canteens, and a fast and reliable internet connection contribute to the overall student experience.

b. Reliability: Reliability in higher education refers to the institution's ability to consistently deliver on its promises. In the teaching process, this translates to faculty expertise. This includes competency in supervising students, demonstrable knowledge in their area of specialization, and relevant research experience or qualifications. The reliability dimension also encompasses various aspects that ensure a smooth learning experience. These include a consistent supply of electricity, an up-to-date curriculum, and opportunities like job fairs and scholarships that cater to regional needs. Additionally, it involves fostering a collaborative learning environment where students can freely participate in discussions and receive fair and accurate assessments. Finally, reliable institutions ensure alignment between course subjects and the instructors' specific areas of expertise.

c. Responsiveness: Responsiveness in higher education reflects the institution's willingness to assist students promptly and effectively. This dimension encompasses various elements that contribute to a supportive learning environment. It includes the faculty's openness to helping students, as evidenced by their willingness to answer questions, offer guidance, and dedicate sufficient time to individual needs. Additionally, it involves prompt service from support staff, including efficient responses to submitted materials and open-door policies. A responsive institution also ensures an appropriate student-teacher ratio, facilitating personalized attention. Furthermore, faculty should be well-equipped to assist with research or coursework, demonstrating a genuine desire to support student success.

d. Assurance: Assurance in higher education refers to the institution's ability to inspire trust and confidence in students. This dimension encompasses four key aspects: competence, courtesy, credibility, and security. Competence includes faculty expertise in their subject area, demonstrated through their supervision experience, methodological knowledge, and ability to answer student questions effectively. Courtesy is positive interpersonal relationships between faculty and student which is crucial. This involves supportive staff consistently treating students with respect and courtesy. For credibility, the curriculum should be logically structures, sequenced, integrated, and up-to-date. Faculty should not only possess knowledge but also be able to connect it to students' experiences and prior knowledge, fostering deeper learning. Besides, security includes a safe learning environment, clear pass/fail and grading criteria, and a well-defined admissions and placement policy.

e. Empathy: It emphasizes understanding and responding to the unique needs of students. It goes beyond simply providing access and clear communication. This dimension focuses on creating a supportive learning environment that fosters individualized attention. Faculty Empathy includes demonstrating a genuine interest in students' success, as evidenced by their willingness to provide personalized guidance on research agendas, term papers, and supervision needs. Additionally, faculty should be adept at understanding students' specific needs and sincerely invested in helping them overcome challenges. Faculty Empathy includes demonstrating a genuine interest in students' success, as evidenced by their willingness to provide personalized guidance on research agendas, term papers, and supervision needs. Additionally, faculty should be adept at understanding students' specific needs and sincerely invested in helping them overcome challenges. And, Support Staff Empathy is similar to faculty, support staff should be approachable and responsive to student concerns. Convenient office hours further demonstrate a commitment to student accessibility. By fostering empathy, institutions can create a learning environment where students feel valued and supported, ultimately leading to a more positive educational experience.

f. Expected learning outcomes dimension: It encompasses the knowledge, skills, and attitudes students are expected to gain from a program. These outcomes go beyond simply acquiring knowledge in a specific subject. They include developing

practical skills (the ability to apply learning to real-world situations), enhancing problem-solving (equipping students to tackle unfamiliar problems with confidence), fostering teamwork and communication (essential skills for success in many fields), critical thinking (the ability to analyze information, evaluate arguments, and distinguish right from wrong), self-directed learning (including time management and potentially money management depending on the program), career prospects (programs should prepare students for future job opportunities), and social development (higher education can contribute to building and strengthening social networks). By focusing on these expected learning outcomes, educational programs can ensure students are well-equipped for success in their academic and professional lives.

g. Future intention dimension: The future intention dimension delves into students' aspirations beyond their current programmes, gauging their long-term engagement. This dimension focuses on two key aspects: the desire to pursue further studies and the willingness to recommend the programmes to the others. Continuing education serves as a vital indicator of program strength. This continued enrollment demonstrates their sustained trust in the institution's academic quality and the programmes' ability to prepare them for further challenges. Positive advocacy from satisfied students becomes a powerful marketing tool. They may recommend it to friends, family, and on online platforms, contributing significantly to the programmes' positive reputation and attracting future generations of students. By understanding students' future intentions, institutions gain valuable insights. Ultimately, this can inspire graduates to become programmes ambassadors, perpetuating a cycle of academic excellence and student success.

2.5 Reviews on Previous Studies

Several studies have examined the impact of quality assurance (QA) practices on higher education in ASEAN countries. Johnson Ong (2023) investigated the impact of the ASEAN University Network - Quality Assurance (AUN-QA) assessment on educational programs in Indonesia, Malaysia, Philippines, and Vietnam. His study aimed to develop, promote, implement, and enhance the AUN-QA guidelines and criteria. Recommendations included enhancing physical, social, and psychological spaces for student-centered learning, promoting the use of

information and communication technology, and fostering continuous development and benchmarking of QA practices within and outside universities.

Mu Mu Than and four researcher (2015-2016) studied that Quality Assurance in Higher Education: A Case Study of Dagon University aims the adoption of Quality Assurance (QA) systems at Dagon University, one of the biggest arts and sciences universities in Myanmar, is examined in this research. The study looks at how well teachers execute the third iteration of the AUN-QA model in an effort to better understand the value of quality assurance in higher education. In 2017, Dagon University put in place a Quality Assurance system, however personnel changes and promotions caused delays. The university's emphasis on research impedes knowledge transfer and the quality of instruction. To bridge this gap, the study "QA System Implementation in Myanmar Universities" was written.

Zaw Moe Aung (2019) studied that an assessment on the Bachelor Programs of Co -Operative University, Thanlyin. The studies aimed to assess the student perception on the operation and effectiveness of bachelor programs of Co - Operative University Thanlyin. The study recommended that some teaching aids were necessary for teaching learning process and more practical times were needed for applied for their jobs.

Yi Yi Pwint Phyu (2018) studied that an assessment on higher education services (Case Study on Dagon University. The studies aimed to assess the student perceptible on the higher education services and explore the level of students' satisfaction. The study recommended that the education services of the university and the students' expectations were fit but services and expectations were not fit in that time.

Zayar Linn (2013) studied that an assessment on the bachelor programs of University of Computer Studies (Case Study on University of Computer Studies, Patheingyi). The main objective of the study is to assess the bachelor degree programs of UCS Patheingyi for career development of graduates. This study focused only on graduates of UCS Patheingyi who received B.C. Sc/ B.C. Tech during the period of 2004-2005 to 2010-2011 academic years. The study recommended that bachelor programs of UCSP is still need to make better – know to public in some effective ways that have great impact on the good reputation of UCSP and more job opportunities.

This current study aims to investigate student satisfaction with B.A., B.Sc., and A.G.T.I. Diploma Programs of NRDC (Yangon). It will explore how an efficient teaching-learning process and modern training tools can help students achieve program objectives.

CHAPTER III

OVERVIEW ON NATIONALITIES YOUTH RESOURCE DEVELOPMENT DEGREE COLLEGE (YANGON)

3.1 Background of the Nationalities Youth Resource Development Degree College (Yangon)

Following independence, internal armed groups emerged due to disparities in resources, ideologies, and geographic situations. Despite successive governments' genuine desire to implement development measures in the border regions, these efforts have been hampered by a lack of regional peace and stability, as well as transportation and communication difficulties. Consequently, the focus has shifted to prioritizing and achieving peace and stability.

Since some ethnic armed groups entered the legal fold in 1989, the government has pursued border area development with renewed vigor. Witnessing the progress in their home regions, these groups recognized the limitations of their armed struggle and the potential for a sustainable livelihood, improved socio-economic conditions, and the government's genuine goodwill. Consequently, they have been joining the legal fold one by one.

After 17 large ethnic armed groups and 23 smaller ones joined the legal fold since 1989, the government established the Central Committee for the Implementation of Development of Border Areas and National Races. This Central Committee assumed responsibility for addressing the development needs of the border areas, which have lagged far behind those of the mainland in previous eras. The committee's goal is to eliminate the disparity between the border areas and the mainland.

However, a single ministry was needed to take comprehensive responsibility for implementing these widespread border area development measures. In response to this need, the Ministry of Border Affairs was established on September 24th, 1992. Subsequently, the ministry's focus was expanded, and it was renamed the Ministry for Progress of Border Areas and National Races on September 24th, 1992. This ministry

later evolved into the Ministry for Progress of Border Areas and National Races and Development Affairs on January 30th, 1994. Finally, the Ministry of Border Affairs was re-established on March 30th, 2011.

The Ministry of Border Affairs consists of three departments: the Minister's Office, the Progress of Border Areas and National Races Department, and the Education and Training Department. Established in 1999, the Education and Training Department focuses on promoting education for national youth in the border areas, aiming to cultivate future intellectuals who can contribute to regional development. It also provides vocational domestic science courses specifically for young women from these regions. The department itself is comprised of a Head Office, the University for the Development of the National Races of the Union, Nationalities Youths Resource Development Degree Colleges, a Central Training School, 45 Training Schools for Development of Nationalities Youths from Border Areas, Technical Schools for Nationalities Youths from Border Areas, and 45 Vocational Training Schools of Domestic Science for Women. A strong and lasting Union of Myanmar, formed through the participation of numerous ethnic groups, requires a spirit of amity and cohesion among its people. Recognizing this, the State Law and Order Restoration Council changed the name of the Ministry for Progress of Border Areas and National Races to the Ministry for Progress of Border Areas and National Races and Development Affairs on January 30, 1994. This change reflected a focus on fostering development in the border regions and among ethnic groups. Subsequently, Nationalities Youth Development Training Schools were established to provide free basic education to underprivileged but eager students. One such example is the Nationalities Development Charity Tiger School, formerly known as the Nationalities Youth Resource Development Degree College (Yangon). This school is located in Yangon Region, on Kamayut Station Street in Hlaing Township, Quarter No. (6).

In 1998, this school was upgraded to a Degree College on August 1st. To fulfill its mandate of promoting development in the border areas and among ethnic groups, the Ministry for Progress of Border Areas and National Races and Development Affairs established the Department of Education and Training on June 30, 1999. On December 6, 1999, the Department laid the foundation stone for the "Nationalities Youth Resource Development Degree College (Yangon)" on the former Tiger School's 8.878-acre site. The college officially opened on June 15, 2000, and later relocated to its current location in Dagon Seikkan Township on July 5, 2005. The

college now occupies a larger plot of land (Plot No. [3383], Land Surveying Quarter No. [61]) measuring 31.516 acres.

3.1.1 Objectives of NRDC (Yangon)

Objectives of NRDC (Yangon) are as follows;

- (1) To consolidate the Union Spirit and amity among the nationalities youth while studying together at the college
- (2) To foster and believe three Main National Causes which are non-disintegration of the Union, non-disintegration of the national solidarity and perpetuation of the sovereignty of the State.
- (3) To assign the graduates the appropriate tasks associated with the development work in their respective regions after attaining the higher education.
- (4) To nurture and build up the morale and enthusiasm in the development work of border areas.
- (5) To foster the morale of willingness to strive with might and main in the building of a new modern developed and peaceful nation.

Though the nation's brothers and sisters once coexisted peacefully, centuries of imperialist divide-and-rule tactics sowed discord, misunderstanding, and conflict. This historical reality, where national races thrived in unity for millennia despite colonial efforts to disrupt it, should serve as a valuable lesson for NRDC students. As instructed, they must perpetually strive, like building blocks coming together, to contribute to the continuing development of a unified national spirit.

3.1.2 Core Value and Union Spirit

The Nationalities Youth Resource Development Degree College (NRDC) integrates five core principles into its curriculum, extracurricular activities, and overall atmosphere. These values reinforce and solidify students' commitment to both national progress and their own cultural identities. While residing in a supportive environment and pursuing their education at the NRDC, students cultivate a strong belief in the Three Main Fundamental Causes and foster a more unified spirit among the Union's diverse ethnicities. Therefore, prioritizing the development of these national races should be a central focus for the administration. It's important to note, however, that while the NRDC offers a positive learning environment, it also has a

secondary objective of promoting students from specific ethnicities and fostering development in their regions.

3.1.3 Organizational Structure

The Nationalities Youth Resources Development Degree College (NRDC) employs a staff of 440, categorized into three groups: 275 teaching staff, 108 administrative staff and 57 training staff. The teaching staff comprises 19 departments, with faculty including 19 professors, 17 associate professors, 52 lecturers, 63 assistant lecturers and 82 tutors/demonstrators.

In accordance with a decision made at a meeting of the Central Council for Universities (2/1999), the NRDC (Yangon) gained the opportunity to affiliate with Yangon University. The meeting also approved the establishment of an Administration Board.

3.2 Training Program

Prior to student selection, the Admissions Selection Board, led by the Deputy Minister, interviews qualified nationalities youth from the border areas who have passed the matriculation exam. Collaboration between the Nationalities Youth Resource Development Degree College (NRDC) (Yangon), Yangon University, and Yangon Technological University allows students to pursue programs in arts, science, and engineering. Additionally, the Nationalities Affairs Department provides all students with courses in Union Spirit and Advanced Culture to enhance their social well-being.

The list of academic departments is as follows:

Table (3.1) Academic Departments of NRDC

Sr. No.	Arts	Sr. No.	Science	Sr. No.	Engineering
1.	Myanmar Language	1.	Chemistry	1.	Civil
2.	English	2.	Physics	2.	Mechanical
3.	Geography	3.	Mathematics	3.	Electrical Power
4.	History	4.	Biology	4.	Electronics
5.	Economics	5.	Computer Sciences		
1.	Anthropology				
2.	Psychology				
3.	Nationalities Affairs				

Sources: Examination and Convocation Department (NRDC-2024)

3.2.1 Assessment System

Each semester culminates in a final exam. The exam includes a three-hour written paper for each module covered in the course. Evaluations are based on all instructional and practical work completed throughout the semester, in addition to the final exam.

The grading scale is as follows: a passing score is achieved by adding 20 points awarded for tutorial and practical work to the 80 points possible on the written exam. Students take the final exam after completing the demanding coursework. While exam performance is a significant factor in determining success, grades from assignments, projects, and practical work are also considered. The two-semester program requires a substantial time commitment, with each semester lasting eighteen weeks.

Weekly allocation at teaching periods is as follows:

- (a) Practical work 10 periods
- (b) Class Lecture 35 periods

Students are placed in specialized subjects based on their performance in the matriculation exam. Initially, upon the college's founding, only male students were admitted and trained for careers in government service. However, starting in the 2015-2016 academic year, female students from the border areas have been accepted

alongside boys. Since the 2014-2015 academic year, the college has implemented a specialization system, awarded degrees and set course durations as follows:

Table (3.2) Courses and Duration

Sr. No.	Conferred Degree	Specialization	Course Duration
1.	B. A	Myanmar, Geography, History	Four-year Course
2.	B.Sc.	Physics, Mathematics, Chemistry	Four-year Course
3.	A.G.T.I Diploma	Civil, MP, EP, EC	Three-year Course
	Computer Science (Certificate)		

Sources: Examination, Notary and Record Department (NRDC-2024)

Graduates with qualifying Arts or Science degrees from this program can pursue M.A. and M.Sc. programs at Yangon University, provided they meet the university's continuing education requirements. Those who successfully complete their Master's degree can further their careers by enrolling in Ph.D. programs. Engineering students who hold a qualifying A.G.T.I. diploma have the opportunity to enroll in Yangon Technological University's B.E., M.E., and Ph.D. programs.

From the academic years 2002-2003 to 2022-2023, a total of 2,733 students graduated with degrees or diplomas. Of these graduates, 2,079 earned degrees in arts or sciences. Among them, 774 met the requirements for further education. Additionally, 959 students received A.G.T.I. Diplomas, with 782 qualifying. These graduates have since been employed by various ministries and are making valuable contributions to national endeavors.

3.4 Number of Graduates

A total of 2,079 students graduated with B.A. or B.Sc. degrees from the Nationalities Youth Resource Development Degree College (NRDC) between the academic years 2002-2003 and 2022-2023. Details are provided in Table 3.5.

Among these graduates, 19 with B.A. degrees, 60 with B.Sc. degrees, and 59 AGTI students transferred from NRDC Sagaing to Yangon in the 2012-2013

academic year. As shown in Table 3.5, 235 of B.A. graduates and 539 of B.Sc. graduates met the qualification requirements.

Table (3.3) Number of BA. B.Sc. Graduates from Programmes

Sr. No.	Graduate Year	B. A		B.Sc.		B.A / B.Sc.	
		No. of Graduates	No. of Qualified	No. of Graduates	No. of Qualified	No. of Graduates	No. of Qualified
1.	2002-2003	15	6	18	5	33	11
2.	2003-2004	18	6	20	8	38	14
3.	2004-2005	25	7	21	7	46	14
4.	2005-2006	19	5	31	3	50	8
5.	2006-2007	29	6	42	4	71	10
6.	2007-2008	34	10	63	8	97	18
7.	2008-2009	12	3	71	18	83	21
8.	2009-2010	21	6	87	24	108	30
9.	2010-2011	38	14	60	19	98	33
10.	2011-2012	18	10	50	20	68	30
11.	2012-2013	39	11	172	49	211	60
12.	2014-2015	37	17	139	55	176	72
13.	2015-2016	38	21	198	100	236	121
14.	2016-2017	79	33	146	105	225	138
15.	2017-2018	46	32	69	47	115	79
16.	2018-2019	49	22	86	31	135	53
17.	2019-2020	48	7	79	9	127	16
18.	2022-2023	74	19	88	27	162	46
	Total	639	235	1440	539	2079	774

Sources: Examination and Convocation Department (NRDC-2024)

The Nationalities Youth Resource Development Degree College (NRDC) awarded a total of 959 A.G.T.I. Diplomas between the academic years 2001-2002 and 2022-2023. Details are provided in Table 3.4. According to Table 3.4, all A.G.T.I. students in the 2010-2011 academic year achieved qualification. Overall, 782 of engineering students earned qualifying A.G.T.I. However, diploma data for the 2013-2014 and 2014-2015 academic years is unavailable due to changes in the academic calendar.

Table (3.4) Number of A.G.T.I Diploma from Programmes

Sr. No.	Graduate Year	Civil		M		EP		EC		A.G.T. I	
		No. of Diplomas	No. of Qualified	No. of Diplomas	No. of Qualified	No. of Diplomas	No. of Qualified	No. of Diplomas	No. of Qualified	No. of Diplomas	No. of Qualified
1	2000- 2001	-	-	-	-	-	-	-	-	-	-
2	2001-2002	7	4	7	2	6	3	-	-	20	9
3	2002-2003	5	4	5	1	4	2	-	-	14	7
4	2003-2004	6	4	6	4	6	4	5	3	23	15
5	2004-2005	7	7	7	5	6	3	6	3	26	18
6	2005-2006	7	6	3	3	3	2	3	3	16	14
7	2006-2007	6	3	4	3	4	3	4	4	18	13
8	2007-2008	7	7	8	7	7	6	3	2	25	22
9	2008-2009	12	10	12	12	11	11	11	11	46	44
10	2009-2010	11	7	9	9	10	9	11	8	41	33
11	2010-2011	10	10	10	10	10	10	9	9	39	39
12	2011-2012	15	13	16	15	15	15	16	12	62	55
13	2012-2013	31	31	32	24	31	27	32	29	126	111
14	2013-2014	-	-	-	-	-	-	-	-	-	-
15	2014-2015	-	-	-	-	-	-	-	-	-	-
16	2015-2016	33	30	35	27	34	29	33	32	135	118
17	2016-2017	16	14	17	13	18	13	17	13	68	53
18	2017-2018	20	19	16	15	17	16	15	15	68	65
19	2018-2019	19	15	15	12	15	15	14	10	63	52
20	2019-2020	26	15	27	19	20	9	15	11	88	54
21	2022-2023	28	24	19	13	24	19	10	4	81	60
	Total	280	233	263	202	256	211	219	175	959	782

Sources: Examination and Convocation Department (NRDC-2024)

3.5 Number of Present Students

Table 3.5 shows the students enrollment at the Nationalities Youth Resource Development Degree College (NRDC) (Yangon) for the academic year 2023-2024. As of now, the college has a total of 1,181 students enrolled, distributed across different year levels: 144 in the first year, 310 in the first semester of the second year, 316 in the second semester of the second year, 193 in the first semester of the third year, and 158 in the first semester of the fourth year.

Table (3.5) Numbers of Students in (2023-2024 AY)

Sr. No.	Major	1st Year. (1 st Sem.)			2 st Year. (1 st Sem.)			2 st Year. (2 nd Sem.)			3 rd Year (1 st Sem.)			4 rd Year (1 st Sem.)			Total		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1.	Myanmar	8	6	14	14	19	33	13	14	27	9	8	17	4	11	15	48	58	106
2.	Geography	12	7	19	25	8	33	25	14	39	10	8	18	21	7	28	93	44	137
3.	History	13	2	15	19	10	29	15	9	24	8	5	13	17	8	25	72	34	106
4.	Chemistry	7	9	16	21	19	40	14	26	40	24	8	32	16	13	29	82	75	157
5.	Physics	8	7	15	23	27	50	19	20	39	15	14	29	20	10	30	85	78	163
6.	Math	8	7	15	15	30	45	21	20	41	17	11	28	20	11	31	81	79	160
7.	Civil	8	7	15	26	18	44	22	15	37	11	7	18	-	-	-	67	47	114
8.	MP	7	4	11	22	16	38	15	10	25	12	3	15	-	-	-	56	33	89
9.	EP	9	4	13	23	16	38	17	12	29	11	4	15	-	-	-	60	36	96
10.	EC	6	6	11	9	10	19	8	7	15	6	2	8	-	-	-	29	24	53
	Total	86	58	144	197	173	370	169	147	316	123	70	193	98	60	158	673	508	1181

Sources: Examination and Convocation Department (NRDC-2024)

CHAPTER IV

SURVEY ANALYSIS

4.1 Survey Profile

There are two Nationalities Youth Resource Development Degree Colleges for the nationalities under the Ministry of Border Affairs in our country, Myanmar. They are situated in Yangon and Sagaing Regions. This chapter analyzes the educational services offered for bachelor's degree and A.G.T.I. diploma programmes at the NRDC (Yangon). The NRDC (Yangon) has been established since 2000 which aims for the youths to get free higher education and to become good government employees.

Data for this analysis is based on a survey administered to current NRDC students of the 2023-2024 academic year. The survey method is descriptive method based on both primary and secondary data. Primary data is collected by surveying the students who are from second year to final year of the degree and diploma courses, 50 respondents from each year of it. Secondary data is collected from the NRDC (Yangon)'s Examination and Convocation Department and other relevant sources. The questionnaires were distributed in February 2024.

4.2 Survey Design

This study employs stratified random sampling to determine an appropriate sample size for student surveys. In stratified random sampling, the population (all NRDC Yangon students in the 2023-2024 academic year, totaling 1,181) is divided into subgroups based on relevant characteristics, such as academic year. A random sample is then selected from each subgroup to ensure the final sample accurately reflects the population's composition. While various sample size formulas exist, this study utilizes the Taro Yamane formula.

$$n = \frac{N}{1 + Ne^2}$$

n = Sample Size

N = Total Population

(Total 1181 students)

e = Error Margin

$$n = \frac{1181}{1 + 1181 (0.05)^2} = \frac{1181}{3.95} = 299 \text{ respondents}$$

Based on the determined sample size, this study surveyed 350 students from the Nationalities Youth Resource Development Degree College (Yangon) for the 2023-2024 academic year. The sample comprises 200 Bachelor of Arts (B.A.) and Bachelor of Science (B.Sc.) students, and 150 Associate in Technical Institutes (A.G.T.I.) Diploma students, with 50 participants from each year level (second year to final year).

The survey questions address two key areas: characteristics of the service providers (academic staff) and the customers (students), and the relationship between learning outcomes and service quality.

4.3 Profile of the Respondents

This study analyzes the demographic characteristics of the 350 student respondents from the Nationalities Youth Resource Development Degree College (NRDC) Yangon (2023-2024 academic year) across ten specializations. The data is analyzed to compute frequency distributions for all variables. The results are presented in Table (4.1).

The demographics includes academic year, specialization subjects, gender, and age groups. Civil Engineering is the most popular specialization among the respondents, with 12% falling into this category. History has the fewest respondents, at 9%. Regarding gender, the sample is 58% male and 42% female. While there are more male respondents, it's not accurate to say they are "twice" the number of females.

Table (4.1) The Frequency Table of Total Respondents' Demographic Profile

No.	Item	Frequency	Percent (%)
1.	Academic Year		
	BA. / B.Sc.		
	Second Year (First Sem.)	50	14.3
	Second Year (Second Sem.)	50	14.3
	Third Year	50	14.3
	Final Year	50	14.3
	A.G.T. I		
	Second Year (First Sem.)	50	14.3
	Second Year (Second Sem.)	50	14.3
	Third Year	50	14.3
2.	Specialization Subjects		
	Myanmar	34	9.7
	Geography	33	9.4
	History	31	9
	Chemistry	35	10
	Physics	33	9.4
	Mathematics	33	9.4
	Civil	42	12
	Mechanical	38	10.8
	Electrical Power	38	10.8
	Electronic	33	9.4
3.	Gender		
	Male	203	58
	Female	147	42
4.	Age Group		
	Less than 20	89	25.4
	20 Year - 22 Year	224	64
	Over 22 Year	37	10.6

Source: Survey Data (Feb. 2024)

The largest group (64%) of the sample respondents falls within the 20–22-year age range. The smallest group is comprised of respondents over 22 years old.

4.4 Survey Results

This step of education service evaluation involves collecting the results of the modified questionnaire based on student satisfaction.

4.4.1 Tangibility Dimensions

There are 16 questions for tangibility dimensions. The mean value of each statement is described in Table (4.2).

Table (4.2) Tangibility Dimensions

No.	Tangibility Dimensions	Mean	Standard Deviation
1	The charm of the architectural style (including the landscaping) of the college	3.23	.581
2	Overall cleanliness of the college	4.60	.584
3	Adequacy of parking spaces (for all vehicles)	4.28	.502
4	Availability of adequate teaching aids, light, fresh air, tranquility and clean drinking water for each class	4.01	.507
5	Having multimedia classrooms	4.05	.588
6	Safeness of the buildings (e.g., harmless of electricity)	2.96	.591
7	Being a modern, clean, quiet, light and airy library and having quick access to find books in the library	4.17	.528
8	Availability of different genres of books in the library	2.49	.599
9	Access to the Internet in each classroom	4.11	.581
10	Aspiration to e-library	4.20	.541
11	Assist to teaching-learning process by Computer course and software relating to particular subjects	4.09	.502
12	Nice Appearance of the support staff	4.12	.587
13	Nice Appearance of the faculty	4.38	.541
14	Having good quality and hygiene control in canteen	2.30	.541
15	Adequacy of sports facilities with modern equipment	3.11	.502
16	Adequacy of health facilities	4.15	.579
	Overall Mean	3.50	

Source: Survey Data (Feb. 2024)

Table (4.2) presents the results of the questionnaire items measuring tangibility dimensions, which are developed based on service quality and student satisfaction criteria. The mean scores for these items fall below 4.00. This suggests that respondents are dissatisfied with the tangibility dimensions.

A majority of respondents express a desire for more up-to-date facilities, such as hostels, kitchens, and a recreation center. Additionally, some respondents indicate dissatisfaction with questions 6 and 8, suggesting a need for safer classrooms and a modernized library with an adequate collection of up-to-date books. Finally, the survey reveals a lack of sufficient sports facilities and modern equipment.

4.4.2 Reliability Dimensions

There are 8 questions for reliability dimensions. The mean values of each statement are described in the Table (4.3).

Table (4.3) Reliability Dimensions

No.	Reliability Dimensions	Mean	Standard Deviation
1	Punctuality of the faculty	4.71	.534
2	No electricity outage during school time	3.12	.574
3	Writing Up-to-date curriculum based on the educational needs	4.10	.502
4	Providing scholarship to be able to continue the study	4.04	.550
5	Providing the curriculum that meets the needs of the students	4.86	.561
6	Cultivating good practice of freedom of expression through teaching-learning process	4.03	.562
7	Impartial acts and the reliability of the faculty and the support staff on the affairs of the students	4.17	.528
8	The support on teaching-learning process through the teachers' specializations that go with the subjects they are teaching	4.96	.500
	Overall Mean	4.24	

Source: Survey Data (Feb. 2024)

Table (4.3) shows a positive result for reliability dimensions, with a mean score of 4.24. This indicates that respondents are generally satisfied with this aspect

of service quality. However, some challenges exist, such as occasional electricity problems at NRDC Yangon.

Despite this, NRDC trainers are commended for their consistent punctuality, adherence to the updated curriculum set by the board of studies, and use of engaging teaching and learning strategies that encourage active student participation in discussions. Additionally, instructors demonstrate expertise in their respective subjects, aligning well with the courses they teach. These factors contribute to a well-functioning teaching and learning process at NRDC Yangon as reflected in the reliability dimensions.

4.4.3 Responsiveness Dimensions

There are 9 questions for responsiveness dimensions. The mean value of each statement is described in Table (4.4).

Table (4.4) Responsiveness Dimensions

No.	Responsiveness Dimensions	Mean	Standard Deviation
1	Having Prompt services of support staff (adequate facilities to reader services regarded with office)	3.77	.584
2	Having the faculty sufficient time to give guidance and suggestions to students	4.02	.569
3	Having prompt response of the faculty to the students' curiosity	4.20	.541
4	The faculty's willingness to help students' personal affairs	4.92	.528
5	Support staff's willingness to help students' personal affairs	3.11	.595
6	Having prompt services of Student Affairs Department and Training Department	4.01	.586
7	Having prompt services of Engineer Department to electronic failure	3.87	.574
8	Having good support and guidance of the faculty on the researches of the students	4.17	.528
9	Having appropriate student - teacher ratio for teaching-learning process	3.12	.565
	Overall Mean	3.92	

Source: Survey Data (Feb. 2024)

Table (4.4) reveals an average score around 4.00 for responsiveness dimensions. However, a key area for improvement lies in student preferences regarding class sizes. The majority of respondents indicate a desire for smaller, non-combined classes. Unfortunately, student-teacher ratios necessitate combined classes at times. This highlights a potential issue with student-teacher ratios that may hinder the teaching and learning process at NRDC Yangon. The survey also identifies concerns regarding teaching aids and projectors, with some respondents reporting insufficient resources. Additionally, certain departments appear to face a shortage of both teachers and teaching aids.

While NRDC appears to be performing well in areas such as support staff services, faculty willingness to assist students, student affairs services, and engineering department responsiveness to repairing electronic facilities, there are some shortcomings in terms of resources for English language learning.

The survey reveals that a majority of respondents express a desire for increased access to the English language lab. This room can only accommodate 30 participants and is reportedly available only once per semester, limiting learning opportunities. Additionally, although the projector room has a larger capacity, exceeding 100 students, power outages pose a significant challenge. To address this, students suggest providing a reliable electricity supply during English language classes. These findings indicate a need for NRDC to invest in improving resources and facilities dedicated to English language learning.

4.4.4 Assurance Dimensions

The assurance dimension of this study is comprised of 11 questions. Table 4.5 shows the frequency distribution of student responses regarding assurance dimensions.

An analysis of Table (4.5) reveals that the mean scores for assurance dimensions are mostly above 4.00. This suggests that, overall, the respondents are satisfied with the assurance dimensions. However, the survey data also identifies an area for improvement. Some respondents expressed dissatisfaction with the current placement policy for specialization subjects. The current system assigns students to specializations based on their matriculation examination scores, which may not always align with their individual preferences.

Table (4.5) Assurance Dimensions

No.	Assurance Dimensions	Mean	Standard Deviation
1	The faculty are reliable enough to instill confidence and positive mindset in students.	4.89	.501
2	Having safety environment for the students within the college	4.10	.541
3	The faculty have adequate knowledge to answer the students' questions.	4.08	.669
4	The faculty have adequate experience in handling the students' research projects.	4.79	.542
5	The faculty have the ability to change appropriate teaching methods for individual class.	4.05	.588
6	The faculty can relate and reflect the lessons.	3.96	.781
7	The faculty have the ability in perceiving relations between the knowledge and their own experiences to develop new insights in students.	4.08	.602
8	Support staff are friendly enough to students.	4.11	.587
9	Support staff have adequate experience and knowledge.	4.20	.662
10	Preference of the marking scheme and grading system	4.35	.575
11	Placement policy affects students' preference	3.21	.667
	Overall Mean	4.16	

Source: Survey Data (Feb. 2024)

The survey results indicate that faculty expertise in research guidance is a significant strength of NRDC Yangon's educational services. This is likely because NRDC trainers are well-trained in research methodology and possess a strong background in their respective subjects. Many teachers excel in their ability to bridge the gap between theoretical knowledge and practical experience, fostering the development of new insights among students.

Transparency in assessment is another area where NRDC demonstrates excellence. Pass/fail criteria and grading systems are clearly communicated to all students. Additionally, exam results are announced promptly at the end of each

semester. This timely feedback allows students to understand their performance and take corrective actions, such as increased effort, to avoid failing and potentially being dismissed from the programmes.

4.4.5 Empathy Dimensions

In empathy dimensions is composed by 10 questions. Table 4.6 describes respondents' in empathy dimensions.

Table (4.6) Empathy Dimensions

No.	Empathy Dimensions	Mean	Standard Deviation
1	The faculty give the individual attention.	4.66	.506
2	Support staff give the individual attention.	4.14	.569
3	The faculty can make the lessons interesting.	4.43	.531
4	Support staff can give full service to the students.	4.68	.518
5	The faculty have sincere interest in solving the teaching-learning problems of the students.	4.17	.538
6	The faculty have sincere interest in solving any problems of the students.	3.96	.781
7	The working hours of the Student Affairs Department is convenient for students.	4.05	.555
8	The college can easily be accessible.	4.40	.523
9	The faculty try to understand students' specific needs.	4.05	.588
10	The lecture, presentations, term papers, practical work and classroom-based group teaching are empirical for the workplace.	4.96	.500
	Overall Mean	4.35	

Source: Survey Data (Feb. 2024)

Table (4.6) presents the results for the empathy dimensions of NRDC Yangon. The mean score for this dimension is 4.35, indicating a high level of satisfaction among respondents. This suggests that students perceive the faculty at NRDC Yangon as empathetic.

The survey findings highlight the strength of the guardian system, where faculty members act as mentors to understand and address students' specific needs, similar to how parents would. Instructors demonstrate genuine concern for their students' well-being, offering support in academic matters, social issues, and any challenges encountered during the teaching and learning process. Finally, the positive response regarding lectures and presentations in empirical work suggests that students find these elements of the program to be informative and well-delivered.

4.4.6 Expected Learning Outcomes Dimensions

There are 9 questions in expected learning outcomes dimensions. Table (4.7) describes frequency distribution of respondents in Expected Learning Outcomes Dimensions.

Table (4.7) Expected Learning Outcomes Dimensions

No.	Expected Learning Outcomes Dimensions	Mean	Standard Deviation
1	Having proficiency in specialized subjects	4.79	.542
2	Having the ability to use the acquired knowledge of the subjects in real world	4.89	.501
3	Obtaining goals in teaching and learning process	4.16	.575
4	Having improvement in building good attitudes	4.68	.518
5	Having improvement in problem solving skill	4.05	0.588
6	Having improvement in team work and communication skills	3.96	0.781
7	Having improvement in critical and logical thinking	4.17	0.528
8	Having improvement in time and money management	4.05	.555
9	Having a wide circle of social network	4.96	.500
	Overall Mean	4.41	

Source: Survey Data (Feb. 2024)

Table (4.7) shows that the mean scores for expected learning outcomes dimensions exceed 4.00, indicating overall satisfaction among respondents with this aspect of NRDC Yangon's program. This is likely due to the strong emphasis placed

on developing "specific skills," an area where a majority of respondents express satisfaction.

The NRDC curriculum equips students with a well-rounded foundation by incorporating Foundation Course Subjects, Core Course Subjects, Co-curricular Subjects, and Special Co-curricular Subjects. This comprehensive approach provides a valuable opportunity for students from diverse backgrounds, differentiating NRDC's program from those offered by other universities and colleges.

4.4.7 Future Intention Dimensions

Future Intention Dimensions are comprised of 2 questions. Table 4.8 describes the distribution of respondents' intentions for the future.

Table (4.8) Future Intention Dimensions

No.	Future Intention Dimensions	Mean	Standard Deviation
1	I intend to attend the advanced level courses of this college for further study	4.96	.500
2	I will recommend the good image of this college to others	4.89	.501
	Overall Mean	4.92	

Source: Survey Data (Feb. 2024)

The survey data reveals a strong interest among respondents in pursuing further education. A majority express their desire to enroll in Master's Degree (M.A. or M.Sc.) programmes or Doctoral studies. Notably, many are interested in programs offered by universities affiliated with NRDC Yangon or other universities. It is also known that most of the respondents would like to tell the good news of the college and to urge to the younger ones to attend to the college. This keenness to pursue advanced degrees suggests a high level of satisfaction with the educational quality provided by NRDC Yangon. The program's teaching and learning strategies appear to be effective in motivating students to continue their academic journeys.

CHAPTER V

CONCLUSION

5.1 Findings

NRDC (Yangon) is a particular college which represents all national races that bring about their sustainable socio-economic development. This college's B.A., B.Sc. and A.G.T.I. Diploma courses are not different from the other universities, colleges and institutes but the training system has much differences to compare with the other universities.

In Tangibility Dimensions, majority of respondents want more facilities of up-to-date infrastructure such as hostels, kitchens, Recreation Center and they also want more satisfaction in inadequate cleanliness. Moreover, some respondents want to read the new version of up-to-date books in the library. Majority of respondents are not satisfied with the canteens and they want to have a "Recreation Centre". Sports facilities and modernized sports equipment are not sufficient with the population of students in the NRDC (Yangon). Therefore, NRDC's service quality is a little poor in this criteria.

According to the survey data, the majority of respondents are satisfied with modernized teaching aids and safety environment with a big library. Internet access is free. In NRDC (Yangon), the medical care center has good health service with doctors, nurses and nurse aid. So, the NRDC's education service quality is good in Tangibility Dimension.

In Reliability Dimension, NRDC (Yangon) service quality is a bit poor in electricity problem during teaching and learning process. Students in NRDC (Yangon) are well trained with the punctual class time, up-to-date curriculums and it is satisfying to learn freely and actively in collaboration with discussions. Thus, the Reliability Dimension of NRDC in service quality is excellent for their clients.

On the other hand, in Responsiveness Dimensions, NRDC (Yangon) service quality has a problem in student - teacher ratio for teaching and learning process in subjects. Support staffs are not very willing to help the students. It also shows that

NRDC (Yangon) authorities need to well train and upgrade the individual concepts of some staff in case of giving service. According to survey data, the majority of respondents are very satisfied with their relationship with teachers or faculties because they are ready to help students' research or term paper. Thus, the Responsiveness Dimension of NRDC (Yangon) in service quality is good enough.

In Assurance Dimensions, minority of respondents do not want to sit in placement policy of specialization subjects. The faculty in NRDC (Yangon) are well trained to in the research methodology and have good experience in appropriate subjects and adequate experiences to help the student's research work effectively. Moreover, pass or fail and grading criteria are clear to all students, and they are announced at the end of the semester. Therefore, NRDC (Yangon)'s education service quality is good in Assurance Dimensions of B.A, B.Sc. and A.G.T.I Diploma courses.

In Empathy Dimensions, it can be found that NRDC's teachers traine students via guardian system so teachers have sincere interest in solving problems of the students. Teachers slove other social problems of the students warmly as their parent's dimensions. By the survey data, the mean values of Empathy Dimension of NRDC (Yangon) exceed 4.00. So, the respondents are satisfied with their all lectures and presentations in empirical work question because training curriculum is very useful in their bloc teaching. It shows that the NRDC (Yangon)'s service quality in B.A, B.Sc. and A.G.T.I Diploma courses is excellent at Empathy Dimensions.

In Expected Learning Outcomes Dimensions, majority of respondents are fulfilled of this college's B.A, B.Sc. and A.G.T.I diploma courses because they are to learn extra subjects that are not prescribed in other college and universities. The new generation who are educated from this college may be able to solve the socio-economic development and conflict among the national ethnic groups. Moreover, NRDC (Yangon) trainees are well trained with team work and communication development by competition of all round development. Therefore, according to this survey, NRDC's Expected Learning Outcomes Dimensions is fully succeed.

In Future Intention Dimensions, all respondents are pleased to answer all the questions. By the result of survey data, the majority of respondents are looking forward to studying advanced level courses of the college and doctorate course conducted at other institutions. Then, the respondents will recommend and share good image of teaching and learning strategy of NRDC's service quality to others. Thus, it is a good image for NRDC (Yangon) in Future Intention Dimensions.

5.2 Recommendation

The Nationalities Youth Resource Development Degree College (Yangon) is different from other universities' and colleges' missions and objectives. This is the rendezvous of the nationalities youths to be government personnels. They will be contributors of the union spirit and providing the government implementation of all-inclusive political process. The NRDC's service quality is generally good in most of the dimensions but need somewhat to be filled in some dimensions.

Especially, this college is providing the national solidarity and national reconsolidation which are the national objectives for emerging new modern, developed and disciplined democratic nation by the primary aims of firmly adequate for national economic and stability of the region.

Thus, all the people in border areas may accept the concept that investment in education sector is the best guarantee and most valuable for the future nation. Moreover, according to survey data NRDC is facing the problems of infrastructure and the student-teacher ratio for some subjects.

So, this study suggests that more facilities of up-to-date new infrastructures for increasing population of students and staffs. It is also suggested to promote and upgrade the standard of canteens and Recreation Centre to create joyful learning environment. Moreover, the study also suggests to provide modern library with new version of Research Books, CDs, journals and magazines. It is also needed to provide more sports facilities and modernized sports equipment to support the students. Besides, it is also suggested that to employ more qualified teachers in majoring departments to balance with their work-load and to reduce the combination classes and over work-load. Finally, the study also suggests to provide well-trained services quality for the student affairs and upgrade staff's individual concepts in the services.

The NRDC's service quality is fully justified in boldly shouldering its responsibility and receiving the support of various government departments. Indeed, the emergence of the NRDC augurs well for the border areas as well as the entire nation.

On the other hand, the NRDC's students will be leaders of the nation who will provide the people-centered development to alleviation of the poverty inhabitants of the border areas and remote areas. And also, they are the key persons to implement the human capital development and sustainable development. They will emerge as the intellectual nationalities youth genius from border areas and remote areas.

Especially, the NRDC (Yangon) is providing the national solidarity and national reconsolidation which are the national objectives for emerging new modern, developed and disciplined democratic nation by the primary aims of firmly adequate for national economic and stability of the region.

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**Questionnaire Form Evaluating the Educational Services of
Nationalities Youth Resource Development Degree College, Yangon**

1. Age
2. Gender
3. Specialization
4. Year of training.....

Test scores for the actual findings on the educational services of Nationalities Youth Races Development Degree College Yangon are listed below. Circle the levels of satisfaction for each question.

1 = Strongly Disagree. 2 = Disagree. 3 = Neutral. 4 = Agree.
5 = Strongly Agree.

Tangibility Dimensions

No.	Tangibility Dimensions	1	2	3	4	5
1	The charm of the architectural style (including the landscaping) of the college					
2	Overall cleanliness of the college					
3	Adequacy of parking spaces (for all vehicles)					
4	Availability of adequate teaching aids, light, fresh air, tranquility and clean drinking water for each class					
5	Having multimedia classrooms					
6	Safeness of the buildings (e.g. harmless of electricity)					
7	Being a modern, clean, quiet, light and airy library and having quick access to find books in the library					
8	Availability of different genres of books in the library					
9	Access to the Internet in each classroom					
10	Aspiration to e-library					

No.	Tangibility Dimensions	1	2	3	4	5
11	Assist to teaching-learning process by Computer course and software relating to particular subjects					
12	Nice Appearance of the support staff					
13	Nice Appearance of the faculty					
14	Having good quality and hygiene control in canteen					
15	Adequacy of sports facilities with modern equipment					
16	Adequacy of health facilities					

Reliability Dimensions

No	Reliability Dimensions						
1	Punctuality of the faculty	1	2	3	4	5	
2	No electricity outage during school time	1	2	3	4	5	
3	Writing Up-to-date curriculum based on the educational needs	1	2	3	4	5	
4	Providing scholarship to be able to continue the study	1	2	3	4	5	
5	Providing the curriculum that meets the needs of the students	1	2	3	4	5	
6	Cultivating good practice of freedom of expression through teaching-learning process	1	2	3	4	5	
7	Impartial acts and the reliability of the faculty and the support staff on the affairs of the students	1	2	3	4	5	
8	The support on teaching-learning process through the teachers' specializations that go with the subjects they are teaching	1	2	3	4	5	

Responsiveness Dimensions

No.	Responsiveness Dimensions	1	2	3	4	5
1	Having Prompt services of support staff (adequate facilities to reader services regarded with office)					
2	Having the faculty sufficient time to give guidance and suggestions to students					
3	Having prompt response of the faculty to the students' curiosity					
4	The faculty's willingness to help students' personal affairs					
5	Support staff's willingness to help students' personal affairs					
6	Having prompt services of Student Affairs Department and Training Department					
7	Having prompt services of Engineer Department to electronic failure					
8	Having good support and guidance of the faculty on the researches of the students					
9	Having appropriate student - teacher ratio for teaching-learning process					

Assurance Dimensions

No.	Assurance Dimensions	1	2	3	4	5
1	The faculty are reliable enough to instill confidence and positive mindset in students.					
2	Having safety environment for the students within the college					
3	The faculty have adequate knowledge to answer the students' questions.					
4	The faculty have adequate experience in handling the students' research projects.					
5	The faculty have the ability to change appropriate teaching methods for individual class.					

6	The faculty can relate and reflect the lessons.					
7	The faculty have the ability in perceiving relations between the knowledge and their own experiences to develop new insights in students.					
8	Support staff are friendly enough to students.					
9	Support staff have adequate experience and knowledge.					
10	Preference of the marking scheme and grading system					
11	Placement policy affects students' preference					

Empathy Dimensions

No.	Empathy Dimensions	1	2	3	4	5
1	The faculty give the individual attention.					
2	Support staff give the individual attention.					
3	The faculty can make the lessons interesting.					
4	Support staff can give full service to the students.					
5	The faculty have sincere interest in solving the teaching-learning problems of the students.					
6	The faculty have sincere interest in solving any problems of the students.					
7	The working hours of the Student Affairs Department is convenient for students.					
8	The college can easily be accessible.					
9	The faculty try to understand students' specific needs.					
10	The lecture, presentations, term papers, practical work and classroom-based group teaching are empirical for the workplace.					

Expected Learning Outcomes Dimensions

No.	Expected Learning Outcomes Dimensions	1	2	3	4	5
1	Having proficiency in specialized subjects					
2	Having the ability to use the acquired knowledge of the subjects in real world					
3	Obtaining goals in teaching and learning process					
4	Having improvement in building good attitudes					
5	Having improvement in problem solving skill					
6	Having improvement in team work and communication skills					
7	Having improvement in critical and logical thinking					
8	Having improvement in time and money management					
9	Having a wide circle of social network					

Future Intention Dimensions

No,	Future Intention Dimensions	1	2	3	4	5
1	I intend to attend the advanced level courses of this college for further study	1	2	3	4	5
2	I will recommend the good image of this college to others	1	2	3	4	5

.....XXXXX.....