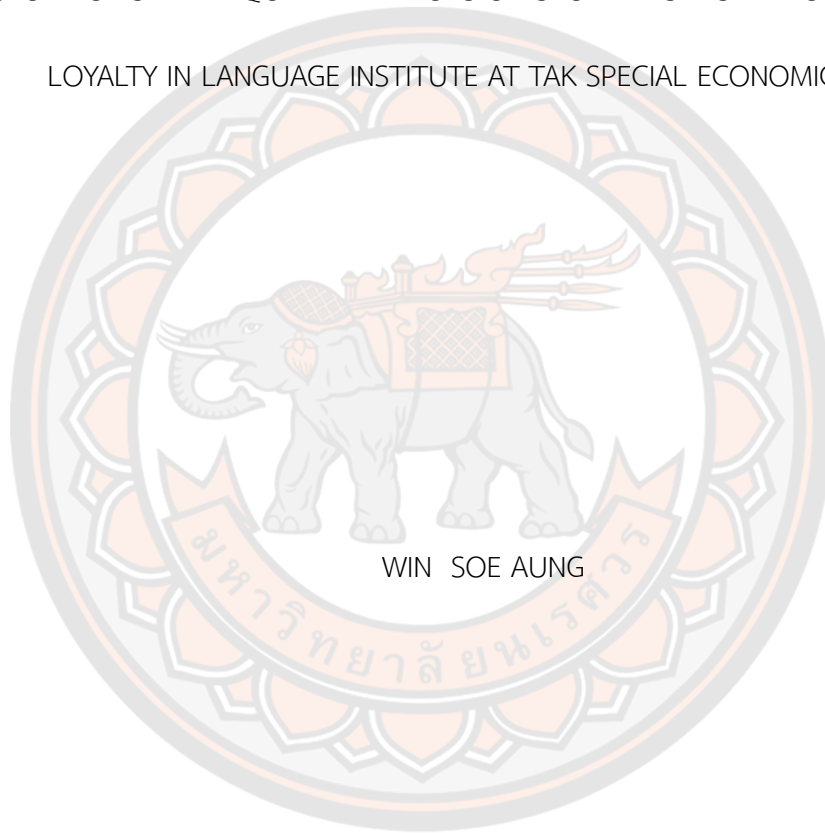




THE STUDY OF SERVICE QUALITY FACTORS ON STUDENT SATISFACTION AND STUDENT
LOYALTY IN LANGUAGE INSTITUTE AT TAK SPECIAL ECONOMIC ZONE



A Thesis Submitted to the Graduate School of Naresuan University

in Partial Fulfillment of the Requirements

for the Master of Business Administration in Business Administration Program

2022

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Thesis entitled "The Study of Service Quality Factors on Student Satisfaction and Student Loyalty in Language
Institute at Tak Special Economic Zone"

By Win Soe aung

has been approved by the Graduate School as partial fulfillment of the requirements
for the Master of Business Administration in Business Administration Program of Naresuan University

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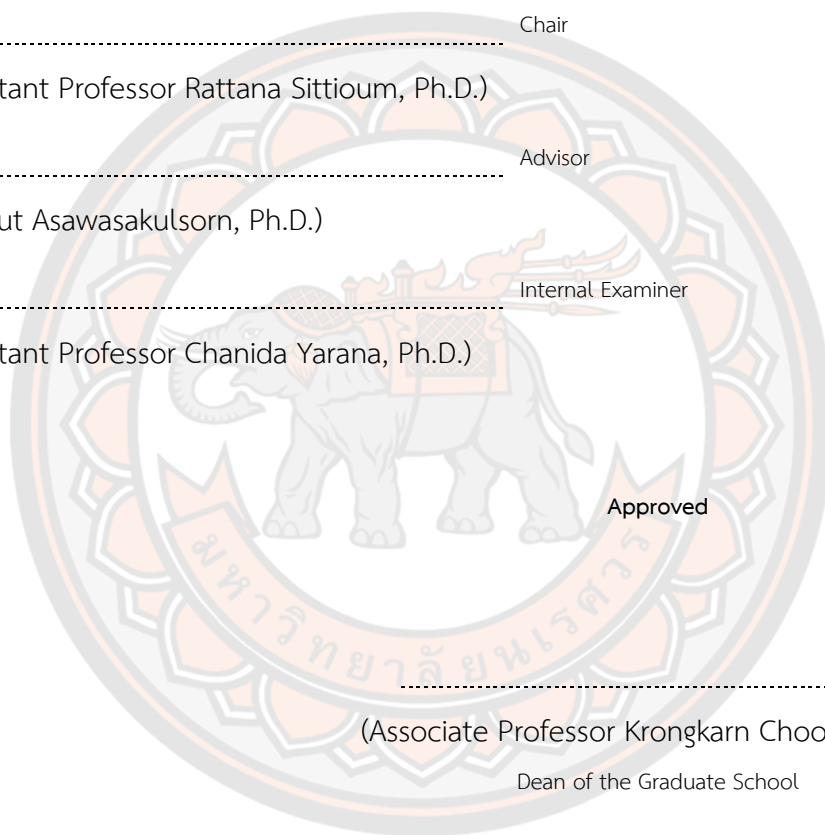
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Title	THE STUDY OF SERVICE QUALITY FACTORS ON STUDENT SATISFACTION AND STUDENT LOYALTY IN LANGUAGE INSTITUTE AT TAK SPECIAL ECONOMIC ZONE
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Academic Paper	M.B.A. Thesis in Business Administration Program, Naresuan University, 2022
Keywords	Service Quality, Factors, Student Satisfaction, Student Loyalty

ABSTRACT

This research was conducted using a descriptive research method, The objectives of this research were 1) to study of service quality factors on student satisfaction in language institute at Tak Special Economic Zone and 2) to study of service quality factors on student loyalty in language institute at Tak Special Economic Zone. The sample group was 357 student who attend 10 private language schools, the educational year 2022 in Tak Special Economic Zone by random sampling. The research instrument was on-line questionnaire in 4 part; 1) general information of the respondents 2) service quality in language institute at Tak Special Economic Zone 3) student satisfaction in language institute at Tak Special Economic Zone and 4) student loyalty in language institute at Tak Special Economic Zone. The data was analyzed by frequency distribution, percentage, mean, standard deviation and multi regression analysis.

The finding indicated that

1) The factors affecting on student satisfaction in language institute at Tak Special Economic Zone, P-value < 0.05, 5 variables predict the student satisfaction in language institute at Tak Special Economic Zone at 86.7% according empathy, assurance, tangibility, reliability and responsiveness.

2) The factors affecting on student loyalty in language institute at Tak Special Economic Zone, P-value < 0.05, 5 variables predict the student loyalty in language institute at Tak Special Economic Zone at 85.1% according empathy, tangibility, assurance, reliability and responsiveness.



ACKNOWLEDGEMENTS

Words cannot express my gratitude to my professor and chair of my committee for her invaluable patience and feedback; Dr. Anirut Asawasakulsorn. I also could not have undertaken this journey without my defense committee, who generously provided knowledge and expertise. Additionally, this endeavor would not have been possible without the generous support from the 10 administrators language institute at Tak Special Economic Zone, who give information my research.

I am also grateful to my classmates and cohort members, especially my office mates, for their editing help, late-night feedback sessions, and moral support. Thanks should also go to the librarians, and study participants from the university, who impacted and inspired me.

Lastly, I would be remiss in not mentioning my family, especially my parents. Their belief in me has kept my spirits and motivation high during this process. I would also like to thank my cat for all the entertainment and emotional support.

Win Soe aung

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Chapter 1

Research Background

Background

One of the most important problems of business education is to develop a better organized relationship between it and satisfaction of student, as well as loyalty of student in this business (Flavián, Guinalú, & Gurrea, 2006). The National Council of Business Education, comprising 36 affiliated associations with a membership of more than 15,000 persons should have a close cooperative working relationship, for example, with the American Vocational Association (Paul, 2014). Such cooperation might be accomplished through the medium of a standing committee on business vocational education made up of representatives of both organizations. By some such means the American Vocational Association could at once establish an organized and continuous contact with the largest representative group of administrators and teachers of business education in this nation still agree with student satisfaction and loyalty which effect to business growth. (Paul, 2014)

Many Thai students are resuming their study abroad as the COVID-19 situation has started. Since 2020, foreign educational agencies and embassies in Thailand have been actively promoting study abroad opportunities to attract Thai students, including offering financial aid, a pathway program for international students, scholarship opportunities, and post-study work visas for two- to three-years after graduation (International Trade Administration, 2022) . Thailand's education market continues to be faced with significant challenges as it starts to recover from the impacts of the pandemic. Student safety and inadequate education infrastructure, particularly for online or virtual school, are major concerns for parents. The Ministry of Education (MOE) made efforts to roll out 10 million vaccination doses for teachers and for students ages 12 to 18 to encourage a return to campus, resulting in over 80 percent of eligible students and teachers in Thailand receiving vaccines (International Trade Administration, 2022). Meanwhile, many vaccinated Thai students have started returning to the United States to complete

their programs and resume their plans of study (International Trade Administration, 2022). Thailand's educational system has room for improvement, including reducing the learning gap between students at elite and underprivileged schools, upskilling students' and instructors' English proficiency, reskilling teachers' skills, and revamping quality educational materials. Additionally, lack of computers, notebook, cell phones, television, and IT equipment, non-standardized e-learning platforms, and limited internet signals mean that Thai students face difficulties in accessing online learning classes and keeping up with lessons.

However, Thailand's educational market is also challenged by the declining number of students due to demographic trends, with Thailand's population aging rapidly. According to the Economic Research Institute for ASEAN and East Asia, Thailand is one of the fastest-ageing countries in the world, the Thai population aged 60 and over is projected to increase from 13 percent in 2010 to 33 percent in 2040 (National Statistical Office, 2022). In addition, the World Bank reported that in 2020, Thailand's birth rate hit below 600,000 for the first time and total fertility rate decreased to 1.51, which is considered extremely low. Three-fourths of Thai universities face a shortage in student enrollment and are at risk of downsizing or closing over the next decade. In October 2021, the Office of the Private Education Promotion Commission announced that about 70 private schools have closed during the preceding nine months due to their financial problems. According to the 2020/2021 Open Doors report, prepared by the Institute of International Education (IIE), in 2021, the total number of Thai students in the United States declined by 19 percent to 4,960 students, compared to 6,154 students the previous year. By academic level, Thai students studying in the United States were comprised of 45 percent undergraduates, 35 percent post-graduates, 17 percent Optional Practical Training (OPT) students, and three percent short-term, non-degree program students (one-year exchange students and English as a Second Language (ESL) students). The decline in overseas students was largely due to the impact of the pandemic which forced many Thai students to either return home and continue studying online or postpone plans to study in the United States (International Trade Administration, 2022).

It has long been known that the ability to communicate in English and Myanmar language is one of the most important skills for modern workers to possess. As a result, non-English speaking countries in the ASEAN region have included English language education in their educational systems to ensure that future employees will be able to communicate and conduct business with ASEAN or Western countries. The research focuses on how to run a successful language institution in the Tak Special Economic Zone, and the researchers seek to understand customer behavior in language institutes to determine what management is required. Finally, the researchers employed the service quality as an independent variable to study customer behavior and language institution management. It is critical that a large proportion of Tak Special Economic Zone's labor force and its necessary to develop a reasonable level of English and Myanmar language competence. Most school systems, academic institutions, and technical colleges in Tak provinces have been encouraged to establish so-called bilingual or English programs, as well as Myanmar Language Programs, in which the language of instruction, rather than a subject to learn, is highlighted, and such programs are becoming increasingly popular among students.

Service Quality as mentioned, service quality is important to educational business because the educational business mainly sell an 'experience' that includes language skills attitude and knowledge-related (Wuttke & Cohen, 2008). The educational experience does not only rely on physical services, but also includes mental well-being by including language experience and classroom activities (Sundbo & Darmer, 2008). As previously stated, the educational business is a service-oriented business in which the service is mainly delivered by people. Most educational products are services (e.g. skill and attitude). These services are highly related to staff performance. In this regard, customers perceive the quality of educational services through the assessment of how the services correspond to their needs and expectations. Due to these distinct features, service quality is important for educational service providers in understanding what customers need and expect. One approach to gain deeper insights into educational services and their performance is through service quality. Service quality is a concept that describes the

evaluation of how well a delivered service meets customer expectations. Service providers (e.g. institute, school) often assess service quality in order to improve their services and enhance customer satisfaction. Service quality is, therefore, an important issue for educational businesses, including educational business establishments, in order to understand how well their services meet customer expectations. Understanding these issues may help businesses to improve customer services as well as to enhance customer satisfaction and business performance (Memarzadeh & Chang, 2015; Lo et al., 2015). In order to measure service quality, SERVQUAL (or service quality dimensions) is employed. SERVQUAL is a multi-dimensional research instrument designed to measure consumer expectations and perceptions of the service in terms of 5 dimensions: 1)reliability, 2)responsiveness, 3)assurance, 4)empathy and 5)tangibility (Parasuraman, Zeithaml, & Berry,1988). Previous studies have used SERVQUAL to examine educational service quality through the 5 dimensions (Chieochankitkan & Sukpatch, 2014; Markovic et al., 2014; Lo et al., 2015). However, scholars do not often conduct analysis of service quality based on secondary sources. This study will apply the concept of SERVQUAL to analyze the contents of educational business customers feedback to further understand educational service quality with a secondary data approach. The view of educational service quality dimensions, therefore, serves as a main framework for this study. In particular, educational business customer feedback will be reviewed and deeply analyzed if these feedback are associated with anyone of the 5 dimensions of service quality; thereby providing a better understanding of what customers said or shared regarding the aspects educational business service quality in Thailand.

The study focused on education students from Tak Community College, Northern College, Kamphaeng Phet Rajabhat University MaeSot, Rajamangala University of Technology Lanna - Tak, and Northern Institute of Vocational Education in Agriculture as a simple population to assess the quality of English and Myanmar courses. Most students in education in Tak come from the Meung Tak district, Phop Phra district, Mae Ramat district, and Measot district. Each college or university report claims that many students return home and work as public or private sector

employees, and some people make a living by running their own businesses. As a special economic zone, it has received backing from Myanmar and Thai governments, even the private sectors, both domestic and foreign, to carry out various initiatives. Myanmar, Thai, and English will be the three main languages used for communication. For corporate purposes, they require more language institutes with high quality and standards.

Tak Special Economic Zone, as we all know, is located near the border of Myanmar, and has a lot of potential in terms of basic infrastructure, public utilities, and economic, business, and investment strength. As a result, the special economic zone to be operated inside this region has the characteristic of a Special Border Economic Zone, with most of the land dedicated to the processing agriculture industry. Customs service center as a One-Stop Service to facilitate export and import of goods from the border, cargo, and commercial building and promote benefits other than taxes such as General Industrial Estate, import tax exemption, revenue exemption, setting bonded warehouse and Logistics goods distribution, are examples of supporting industries and strong economic standing in South-East Asia. The Maesot area contains the city's economic potential and openness in terms of industry, agriculture, and tourism, as well as ongoing support from all sections of the community. Maesot has a connection to Myanmar's Myawaddy Trade Zone, which is only 10 kilometers away. It is also at the crossroads of the East-West Economic Corridor (EWEC) and the North-South Economic Corridor (NSEC). There is a passenger and cargo land transit network as well as a commercial airport. It is a hub for agricultural products as well as ecotourism. It also serves as a gateway to the Andaman Islands, as well as the Mekong River countries of Myanmar and China, as well as Europe.

After entering the AEC, the border trade value is predicted to expand to moreover 100,000 million Baht. Furthermore, there is a group of both domestic and international businesses and investors interested in investing in the Maesot District area in trade, industry, tourism, jewelry, and agriculture. Chinese businesspeople are particularly interested in investing in or participating in joint ventures with the government in mega projects such as the construction of a second airport and

tunnel drilling on the Asia Highway (Maesot-Tak). However, the Maesot area requires confirmation on regulations and laws. Maesot centralized city planning must be in accordance with development plans and a clear allocation of usage zones. The infrastructure and customs development plan, which runs from 2014 to 2021, is divided into transportation infrastructure for 40 projects with a budget of 120,294.94 million Baht and customs infrastructure for 10 projects with a budget of 5,146.87 million Baht, which includes the second Maesot immigration (Special Economic Zone, 2021).

Both the Thai and Myanmar governments support the SEZ. The provincial government has appointed the Commission of Tak Economic Zone Development Policy to issue guidelines for every related section as well as monitor, follow up, and assess the performance of related official authorities in the area to mobilize the government's policy successfully and effectively on Provincial Special Economic Zone and the National Council for Peace and Order. Similarly, the Commission for the Development of the Tak Special Economic Zone was established (Special Economic Zone, 2021). One-Stop Service: OSS, Sister City between Maesot and Myawady, Tak Special Economic Development Zone Work Plans The government believes the ten areas have tremendous potential for trade, economics, and investment with neighboring countries. Because of its proximity to other countries, the SEZ benefits from a large pool of labor in the surrounding area. The Thai government has also eased restrictions on foreign employees to help SEZs. Furthermore, the target sectors for each SEZ were chosen based on their geographic location and local resources. Among the most labor-intensive industries include textiles, agriculture and agricultural processing, fisheries, furniture, logistics distribution centers, bonded warehouses, and tourism. Since then, the amount of money moving into these special economic zones has increased.

Since its National Council for Peace and Order (NCPO) took control of the country and set the course for economic policy, which focuses on promoting trade in border areas by establishing a special economic zone in a prospective area. On June 19, 2014, the NCPO is appointing the Commission of Special Economic Development Zone Policy. It was agreed at the meeting on 15 July 2014 to establish prospective

border locations as special economic zones in Thailand including Maesot District, Phop Phra District, Mae Ramat District in Tak Province. Similarly, it is just as critical to identify the other elements like value, image or institution reputation which may have direct impact on service loyalty. It would be more precise when the studies also consider the opinion of the students before joining the institute based on word of mouth of passed-out students and after finishing the course. Longitudinal studies to collect predictor and criterion variables before and after the course would be much stronger.

Practical implications – A clearer understanding of the relationship between service quality, satisfaction and loyalty that helps ensure the management to take better strategies to concentrate and improve the performance is aided by this study. It is interesting to note that the student loyalty is primarily affected by age and gender. This type of analysis helps to identify the target students who have high potential of defection.

The study will provide results from empirical test of these relationships. The empirical results of this study can provide support for the Parasuraman's SERVQUAL (1985) scale, which related to the factors contributing to students' satisfaction. This empirical study indicated that, there is strong positive association has been found between service quality and student satisfaction. In addition service quality contributes significantly to student satisfaction. ($F= 37.345$; $P < 0.05$) and predicts 49 percent of the variation found. Further, Assurance and Responsiveness contribute significantly to student satisfaction.

From the above reason, I am interesting to make research on the study of service quality factors on student satisfaction and student loyalty in language institute at Tak Special Economic Zone

Research objectives

1. To study of service quality factors on student satisfaction in language institute at Tak Special Economic Zone
2. To study of service quality factors on student loyalty in language institute at Tak Special Economic Zone

Research Population

661 student who study at private language schools at Tak Special Economic Zone (Special Economic Zone, 2021)

Research Sample

357 student who attend private language schools, the educational year 2022 in Tak Special Economic Zone. By random sampling (Krejcie & Morgan, 1970)

Research Hypothesis

1. Service quality factors in language institute at Tak Special Economic Zone will positively effect on level of student satisfaction
2. Service quality factors in language institute at Tak Special Economic Zone will positively effect on level of student loyalty

Research Operation Definition

Service Quality is the concept which an established phenomenon in the management literature become an established concept because of the dynamic requirements of businesses globally; service in terms of 5 dimensions: 1)reliability 2)responsiveness 3)assurance 4)empathy and 5)tangibility (Parasuraman, Zeithaml, & Berry,1988)

Student satisfaction is an emotional reaction to a product or service experience extended recently to the context of education being shaped continually by repeated experiences in campus life. The satisfaction of language institute service quality and evaluate by 5 items in rating scale from totally agree (5), agree (4), fair (3), disagree (2), strongly disagree (1)

Student Loyalty is a deeply held commitment to language institute service quality and evaluate by 5 items in rating scale from totally agree (5), agree (4), fair (3), disagree (2), strongly disagree (1)

Tak Special Economic Zone is the government has taken policies and other supportive measures in a border area adjacent to Myanmar, including the construction of basic infrastructure and investment in supporting infrastructure

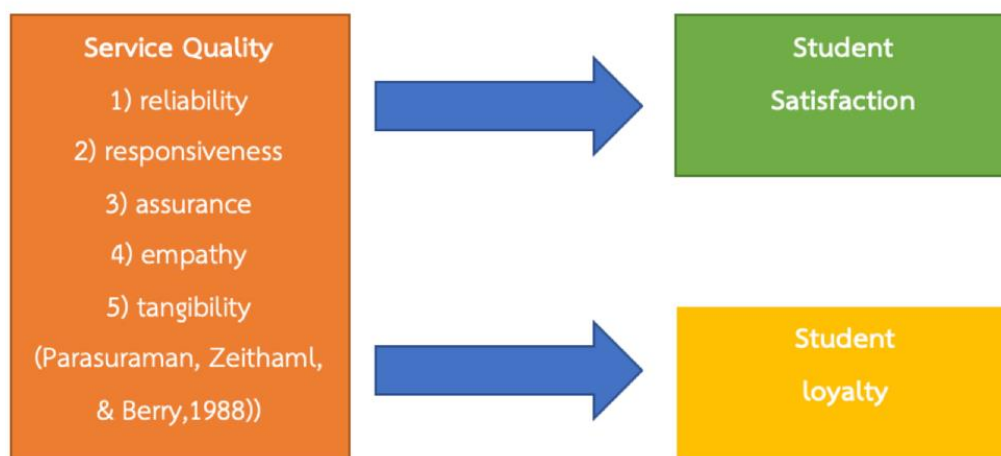


Figure 1 Conceptual Framework

Chapter 2

Literature Review

The study of service quality factors on student satisfaction and student loyalty in language institute at Tak Special Economic Zone was literature reviewed by the following.

- A. Language institute management at Tak Special Economic Zone
- B. Service Quality
- C. Satisfaction
- D. Loyalty
- E. Relevant Research

A. Language institute Management at Tak Special Economic Zone

Thailand has made English mandatory at all levels of education, including education, with all students required to finish 12 credits of English as part of their undergraduate degree. Many Thai universities form organizations known as "Language institutions or Language Centers" to manage the logistics of teaching tens of thousands of students from various faculties. Despite their prevalence and size, little research has been done on their management managers, so this study investigates the management experience, styles, and opinions of 11 language institute directors across Thailand via face-to-face and online interviews as part of a preliminary study to identify future research areas. The findings suggest that the administrators have similar perspectives and experiences in their roles. Acceptance of the job's temporariness, a high level of administrative work, recognition of co-dependency in their team, and awareness of cultural conventions surrounding age and position are just a few examples. Even though there is a wealth of literature on management, there has been little research on the topic. This is reflected in the following review, which has been grouped to highlight the more pertinent situations and themes linked to Language Institute Management in Thai higher education.

Functions, Roles, and Management Style, Management and leadership research interests are broad and varied, and there is a huge volume of academic and

general literature on the subject. The traits of successful leadership and management are examined, discussed, and/or advised in much of this literature. Despite the abundance of such material, much of it is based on a core of accepted models of management functions or traits and frequently comes from classic management. One of the most well-known discussions on management functions is that of Koontz and O'Donnell (1972). planning, organizing, leading, staffing, and controlling are all management functions. Other management texts (e.g., Lewis, Garcia, and Job 1990, Tripathi & Reddy 2008) typically address several other important skills, positions, duties, and challenges that business leaders must deal with Communication, Decision making, Delegation Conflict Management, Motivation, Performance Appraisal, and Organizational Development. While how managers conduct themselves in these positions can vary depending on the working situation, it appears that more attention has been paid to how managers behave in these roles. The manager style is a term used to describe a set of satisfactions. As one might expect, several academics have attempted to identify and characterize a variety of styles, and as a result, the language used differs from author to author. Tannenbaum and Schmidt (1973), for example, defined seven unique activities within a "continuum of styles" in their standard classifications or explanations of management style. Dbrin (2007) describes five management styles, whereas Steinmetz and Hunt (1974) identify seven. These writers center around a somewhat similar set of management style definitions or categorizations, which can be summarized despite slight changes or additions.

Table 1 five management styles

Style	Basic Definition
Autocratic	Taking complete control without consulting anyone
Authoritarian	majority of the decisions while some may be made after consulting with top executives
Democratic	Using qualified majority to reach a decision
Participative	allowing lower-level administrators to make most decisions and serving as drivers
Bureaucratic	like authoritarian management but based on company principles and rules: implementation decisions are passed down the hierarchy.

Goleman (2000) adds coaching, transformation leadership, and interpersonal styles to these categories, but in general, management style refers to how a person makes decisions, communicates, and delegates in an organization.

Good management and leadership

Given that much of the management, literature is devoted to answering questions about effective management or good leadership, one might expect that the definition or assessment of good management would differ depending on who was asked: upper, middle, or lower management, or other stakeholders such as employees and customers. Those claiming to be able to address questions about good management, on the other hand, frequently turn to successful leaders for answers: In formal research, case studies and survey studies on successful leaders are common.

Most importantly, and perhaps unexpectedly, such research has revealed that not only one management style is the most effective, and that, as Goleman (2000) asserts, the effective and successful administrator has mastered a variety of styles and can adapt them appropriately depending on the situation in which the organization finds itself.

Thailand's Language Management Style

There has been a lot of research done on Asian management styles, especially when compared to so-called Western management styles or workplace cultures. Hofstede's (1984-1993) cultural Dimensions model of cultural values, as well as his colleague Waisfisz's examination of corporate culture, are probably the most significant references in this.

However, apart from books and websites on managing in Thailand that are directed at the general (immigrant living) public (e.g., Holmes, Suchada, & Tomizawa, 1995), there is little literature in English available on management styles and satisfactions of administrators, the expectation perhaps being that ex-pats come to Thailand as executives and need to know how to manage local staffs rather than what to expect from their own. Individualism, masculinity, power distance, uncertainty, and long-term orientation are all addressed in these studies. In addition to these, there is an emphasis on means-oriented and goal-oriented, internally, and externally pushed, easy-going and strict work discipline, local and professional, open system, and closed system.

Most academic study on Thailand has focused on the cross-cultural dimension of management, or the environment in which administrators and employees have different cultural backgrounds (e.g., Onishi, 2011; Kamoche, 2000), or on workplace values, like studies in the broader Asian context (e.g. Komi, 1990). Wattanasupachoke (2006,) in a survey of senior management styles in Thai stock exchange-listed companies, employs skill sets as standards against which to evaluate three styles: technical, human, and conceptual. Technical skills are those that are based on a manager's or employee's knowledge and expertise in their field of work; human skills are those that involve interaction and communication; and conceptual skills are those that combine analytical skills, systematic thinking, and creative innovation. Human abilities are valued the highest in Thai businesses.

The challenges and concerns of managing language institutions

To the best of the researcher's knowledge, there has been little research done on the management of tertiary education language institutes, as described in this study, in both foreign and Thai contexts. Borlongan (2010), one of the few articles on the subject, discusses the challenges and barriers that administrators and teachers in the Philippines confront when seeking to implement innovation. Lack of a formal method to bring innovation, governmental obstacles, and personal political interference are among them.

The administration of language institutions, particularly in Thailand, is complicated by the fact that they frequently hire international workers, making the language department a multilingual and multicultural workplace. This can have significance in terms of communication, manager-staff roles and expectations, power dynamics and hierarchies, and conflict resolution. Dunworth (2008) studies management from a variety of cultural perspectives, identifying lack of accountability, insufficient resources, and communication concerns as critical issues that must be addressed. When it comes to challenges, ELT administrators at Thai universities are under a lot of strain and criticism. The lack of English proficiency among students entering the industry is always a source of concern, and studies comparing Thai students to students from other (Asian) countries generally show a lower success rate (e.g., Wiriyachitra, 2002). The Thai media seems to report on government and other stakeholders' announcements or complaints about low competence levels among students and university graduates practically frequently. Indeed, English is becoming more widely used in Thailand, with the ASEAN Economic Community (AEC) and Thailand's role at the top of many people's minds.

Tak Special Economic Zone

Special Economic Zone (SEZ) was established in 1937 in New York, the United States of America (USA). The other name of SEZ is "Foreign Trade Zone" (FTZ). In 1942, the USA invested in establishing the SEZ in Puerto Rico, since then, other countries have also established SEZs but might be under a different name. Iceland and Taiwan established SEZ in 1960. India established SEZ namely the

“Export Processing Zone” in 1980. One of the most well-known SEZs is Shenzhen Special Economic Zone which was established in 1980. Until now, the Special Economic Zone has been in more than 135 countries around the world. Especially in the USA, the pioneer of SEZ has 257 areas of FTZ and 545 areas of the FTZ subzone.

Reference – defined the SEZ as the area with a special privilege that is established specifically by any country to attract foreign businesspersons in investing in the country. The privilege might include a special investment policy or rule or regulation and special support in infrastructure e.g., a tax easing, financial support, and issuance of work permits for foreign workers. The businesses have been promoted under the SEZ, including industry, agriculture, commerce, tourism, services, or any other operation supporting a Free Trade Area.

Type of Special Economic Zone

Generally, SEZ aims to enhance the prosperity of the country. Several forms of SEZ depend on the establishing objectives, the infrastructure of the country, the country’s politics, and geographical location. In the past, SEZ was mainly established and operated by the government, which mostly failed. Therefore, several countries changed their rules and regulations in allowing the private sectors to be able to invest and manage the SEZ. Today, 62% of the SEZ is operated by the private sector. Some of it is the joint management between the private sector and the government.

Ref conducted a study about establishing objectives and managing approaches of SEZ in 93 countries over the world in 2008. A total of 2511 SEZs were in 6 regions: 23 countries in the Americas, 19 countries in Asia and Pacific, 12 countries in the Middle East and North Africa, 15 countries in Western Europe, 10 countries in Central and Eastern Europe and Central Asia, and 14 countries in Sub-Saharan Africa. Three years later, the SEZ has increased to 3,000 zones in 135 countries around the world. Furthermore, it can be concluded that the SEZ can be divided into 6 types which included the Free Trade Zone, Export Processing Zone, Enterprise Zone, Single Factories, Free Port, and Specialized Zone. This section briefly describes the characteristics of each SEZ with other names that might be possible.

A. Free Trade Zone (FTZ)

FTZ or in other names such as Foreign Trade Zone, Commercial-Free Zones, Free Trading & Warehousing SEZ, etc., is one of the most expansive types of SEZ. It is a tax-free area that provides essential facilities for trading, shipping, import, and export business. By operating in such areas, rules and regulations on tariffs, labor, and environment might be exempted or reduced or less controlled.

B. Export Processing Zone (EPZ)

EPZ or in the other names - Open Economic Zone or Economic Development Zone is like FTZ in terms of the estate encompassment, however, the tax benefit and other regulations are different. Hybrid EPZs are established as a general trading area integrated with a special exporting zone. The physical facility or zone of those two might be entirely separated or might be fully integrated.

C. Enterprise Zone

Generally, Enterprise Zone or Manufacturing Zone or Hybrid EPZ is established by the government or local government in various communities. The establishment of this type of special economic zone intends to provide a better quality of life for people in the community and to enhance the competitiveness of the community or even the country. A privilege for this type of SEZ is financial assistance for local development.

D. Single Factory

Single Factories can be called by several names such as Industrial Estate, Industrial Park, Industrial Zone, IT Park, Software Park, etc. The purpose of developing this type of economic zone is to increase the specialization of a selected industry to increase the ability to compete with the foreigner in the same industry. This type of special economic zone can be established anywhere, regardless of location.

E. Free Ports

Free Port or Port Zone or Port or Airport Special Economic Zone is one of the most expansive types of SEZ. Free Port economic zone is typical in promoting activities related to trade in goods or services. Those activities are travel, tourism, and retail sales. The stated businesses within this zone are tariff exempted. However, the excise tax or duty is still applied.

F. Specialized Zone

Specialized Zones can be found in many countries around the world. Each Zone has been established with a special or specific purpose. The well-known examples of Specialized Zones are science and technology parks, petrochemical zones, logistics and warehousing parks, airport-based economies, tourist and recreational zones, reconstruction opportunity zone, multi-product special economic zones, gambling zones, and so on.

Insight the Special Economic Zone Leaders

This section presents the insights of three leading nations in managing SEZ which include 1) the United States of America, the pioneer of SEZ, 2) Shenzhen city of China, the most successful model of SEZ, and 3) India, the largest SEZ in the world. Those nations do not merely invest in their own countries, they also expand their investment overseas.

A. SEZ in the United States of America

In 1934, the House of Representatives of the United States of America issued the Foreign-Trade Zones ACT of 1934 to allow the establishment of the SEZ under the name of Foreign-Trade Zones (FTZ). The objectives of the zones were to support and promote international trade, both export, and import. The first SEZ was founded in 1937, in New York. Until now, there have been more than 257 FTZs and 545 FTZ Subzones in the USA. Both were established for custom purposes. FTZ is a designated area that is normally set up in the vicinity of the port, airport, or inland port, while the FTZ subzone is allowed to be set up outside the FTZ, normally at a manufacturing area.

The establishment of FTZs can be caused by a joint venture between a local government and the private sector that petitions for such FTZ. The laws of the United States require that the management of FTZ shall be comprised of four parties – U.S. Foreign-Trade Zones Board, U.S. Customs and Border Protection, Grantee, and Operator. The brief detail of each party is as the following:

-- Executive Committee of the Special Economic Zone (US Foreign-Trade Zones Board) was established under the Foreign Trade Zone Act between the Ministry of Commerce of the United States and the Ministry of Finance of the United

States belonged to the Import Administration, the United State Department of Commerce. The committees were responsible for the determination of rules and regulations called Regulations of the Foreign-Trade Zones Board for supervising and authorizing the Foreign Trade Zones.

-- The United States Customs and Border Protection (US CBP) was responsible for the customs duties to be the main control by CBP Regulations (19CFR Part 146). Hence, in almost all the FTZs, there are CBP officers placed permanently.

-- Grantee is a company or investor who requested the establishment and management of the Group Foreign Trade Zone. The group which had the right to request the establishment of a Foreign Trade Zone included the private company, non-profit organizations (not for profit), Port (Port Authority), or local governments such as Economic Development Agency. The request shall be submitted to the Board of Directors of Special Economic Zones of Foreign Trade Zones.

-- Operator is an individual or company who is Grantee employed to be a general manager (Administration) in Zone or Subzone.

B. SEZ in India

India is the first country in Asia which realizes the importance of the export zone. Therefore, EPZ or Export Processing Zone is established to promote the export of the country. India has experienced both success and failure in the establishment of various types of SEZ. In 2000, the Indian government found that the establishment of a large industrial zone called "Special Economic Zone" played important role in growing India's economy and raising the employment rate. To attract foreign investors to invest in India, the Indian government invested in world-class infrastructure to support the operation of SEZs. Tax privileges were offered. The bureaucratic system was redesigned to reduce complexity. On November 1, 2000, the SEZ originated in India. In 2005 and 2006, the parliament of India issued Special Economic Zone Act 2005 and Special Economic Zone Rule 2006 to provide legal support for the operation of the SEZ. There are 3 channels for getting an SEZ establishing permission in India as follows:

-- The first channel, the company (developer) which wants to establish the SEZ shall propose to the government. Then, the government sends the proposal

with suggestions to the Board of Approval for consideration within 45 days commencing from the proposal date of the request made by the company. The approval from the Board shall carry out within 30 days. The company receives the letter issued by the federal government. Later, the company shall inform the details of the necessary information requested from the federal government.

-- Channel 2, the developer can directly submit the proposal through the Board of Approval. The developer will receive the approval within six months from the date of receiving the proposal. The other processes will be the same as Channel 1.

-- Channel 3, the federal government announced for SEZ proposal development from developers in a designated area. By the Special Economic Zone Act 2005, the approval board comprises 19 members selected by the federal government. However, the Ministry of Commerce and Industry is the president of the board. Others are from the government authorities and agencies.

C. SEZ in China

Deng Xiaoping's government proposed to establish the SEZ for the transfer of economic authorities from the federal government to the local government. Deng Xiaoping proposed a city near Hong Kong such as Shenzhen to support the case of the United Kingdom had to return Hong Kong to China in 1997. The cities chosen to be a Special Economic Zone include Shenzhen Zhuhai, Shantou in Guangdong Province, and Xiamen in Fujian province. Later, Guangdong and Fujian provinces issued the law for the establishment of the Special Economic Zone.

The operation of SEZ consisted of 5 styles including the state socialist economy, centralized socialist economies, economic zone by foreign capital investment, economic cooperation, and joint ventures between Chinese and foreign and economic personnel [36]. Chinese government's policy allows foreign state enterprises or individuals as well as overseas China, Hong Kong, and Macao to invest in China. Within the SEZ foreign investor gain the privileges of trade about the import of machines, raw materials, components, instant products, discounts, tax exemption, foreign currency account balances, transfer profits outside the country, land use rights, residents of foreign business, family and followers, etc. The Chinese

government chose the SEZ to be the policy and flexible measure for attracting investment from foreign countries. Moreover, not only benefit from the money but also the concepts of innovation for the country's development China would get from the benefits. Management of SEZ in China is divided into two phases including from 1980 – to 1991 and 1992 to – the present. The detail of each period is as follows:

-- Management of Shenzhen SEZ in the first phase established from 1980 – 1991. Shenzhen SEZ was the first place in China according to the regulations on SEZ in Guangdong province. Later this Law was accepted by The Fifth National People's Congress of election in the 15th conference on 26th August 1980. Since Deng Xiaoping desired to have the SEZ of Shenzhen be the model of the country's development, it is usually called “The Testing Bed of Deng Xiaoping’s Reform and Opening Up”. The capitalist system used for SEZ was new for China at that time; therefore, the transfer of the federal government on economic authorities to the local government had to proceed gradually. In the first phase, the federal government would transfer such authorities to the Guangdong government. However, to make the SEZ conducted systematically and with support from the investors. It determined the special organization for control. The Special Law of Shenzhen SEZ determined to have the “Guangdong Province Committee for Administering Special Economic Zone: GPC to manage the Special Economic Zone in the name of Guangdong province government (section3) and GPC agency of the state. Moreover, GPC was established by Guangdong Province Committee for Administering.

-- Management of Shenzhen SEZ in the second phase from 1992-present. The operation of Shenzhen SEZ was systematic in 1992. The State Council has approved Shenzhen Municipal. The Shenzhen Municipal to have the authorities within the Shenzhen SEZ instead of GPC and transferred the management of Shenzhen SEZ to the Shenzhen Municipality. The resolution was accepted by The Seventh National People's Congress of the election on 1st July 1992. Therefore, Shenzhen Municipal has been the management of Shenzhen SEZ until now.

Tak Special Economic Zone Background

Economic Zone is a development method that has been studied for a long time in Thailand. The idea to develop an area into a special economic zone aims to expand development into different areas through various economic activities as the core of the development. This brings about some investment and improvement of the quality of life of people in a specific area and other areas nearby. However, the method to develop and mobilize the Special Economic Zone to be concrete has received a clearer development direction since the National Council for Peace and Order (NCPO) managed the country. The National Council for Peace and Order (NCPO) has issued an order no. 72/2014 to appoint the Commission of Special Economic Development Zone Policy. In the meeting no.1/2014 of the Commission of Special Economic Development Zone Policy on 15 July 2014, chaired by Gen.Prayuth Chan-Ocha-- the head of the National Council for Peace and Order (NCPO), approval was made on the areas with suitable potential to be a special economic zone in the initial period of Thailand in 5 border areas to support complete admission to AEC in 2015 including 1. Mae Sot District, Tak Province, 2. Aranyaprathet district, Sa Kaeo Province, 3. border area in Trad Province, 4. Border area in Mukdahan Province, 5. Sadao District, Songkhla Province.

Founding Rationale

The National Council for Peace and Order (NCPO) has managed the country and determined the direction of Economic policy which emphasizes trade promotion in border areas through establishing special economic zone in a potential area. NCPO issued an order no. 72/2014 regarding the appointment of the Commission of Special Economic Development Zone Policy dated 19 June 2014. In the meeting no.1/2014 on 15 July 2014, it was approved to establish 5 potential border areas as a special economic zone in the initial period of Thailand which includes Maesot District, Tak Province.

As a preparation to be established as a Tak Special Economic Development Zone Office has operated some actions as follows:

- 1) Setting up Master Plan to study the suitability of establishing Tak special economic development zone together with the research conducted by the

National Economic and Social Development Board under the project to study special economic development zone strategies

2) Using regulations of the Office of the Prime Minister on Special Economic Development Zone 2013 with existing authorities of the ministers, directors-general, and deputies of different ministries to facilitate the procedures related to the establishment of Tak special economic development zone to be more effective and

have a clearer direction

3) Conducting public hearings and listening to local people in 3 districts selected to be Tak special economic development zone including Maesot District, Phop Phra District, and Mae Ramat District Afterwards, in the meeting of Commission of Special Economic Development Zone Policy no. 2/2014 dated on 17 November 2014, the scope of a special economic zone in 5 target border areas was approved in 36 sub-districts in 10 districts with total area around 1.83 million Rai (2,932 sq.km.). The scope was set to be in the sub-districts on the border which are not overlapping with the forestry area of Tak Province in 14 sub-districts with the area of 886,875 Rai (1,419 sq.km.) in Maesot District, Phop Phra District, Mae Ramat District as

1) Maesot District in 8 Sub-districts as follows:

- 1) Maesot Sub-district
- 2) Mae Tao Sub-district
- 3) Tha Sai Luad Sub-district
- 4) Phra That Pha Daeng Sub-district
- 5) Mae Kasa Sub-district
- 6) Mae Pa Sub-district
- 7) Mae Ku Sub-district
- 8) Maha Wan Sub-district

The target areas in 8 Sub-districts in Maesot District have 529,264 Rai including the area with title deeds of 32,234 Rai or 25% of all areas.

2) Phop Phra District in 3 Sub-districts as follows:

- 1) Phop Phra Sub-district
- 2) Chong Kaeb Sub-district

3) Wale Sub-district

The target areas in 3 Sub-districts in Phop Phra District have 261,961 Rai including the area with title deeds of 22,972 Rai or 9% of all areas.

3) Mae Ramat District in 3 Sub-districts as follows:

1) Mae Jarao Sub-district

2) Mae Ramat Sub-district

3) Kanae Jue Sub-district

The target areas in 3 Sub-districts in Mae Ramat District have 244,797 Rai including the area with title deeds of 43,548 Rai or 18% of all areas.

Potential of Tak Province

Tak has the geography of the border area and has quite a high potential in terms of the basic infrastructure, public utility, as well as the strength in economics, business, and investment. Therefore, the characteristic of the special economic zone to be operated within this area is the Special Border Economic Zone, which is a form of the special economic zone of a border area. Most of the area is allocated for operating the processed agricultural industry. The supporting industries within this area include a customs service center as a One-Stop Service to facilitate the export and import of goods from the border, cargo, and commercial buildings and promote the benefits other than taxes as same as General Industrial Estate, import tax exemption, revenue exemption, setting bonded warehouse and Logistics goods distribution, etc.

Maesot area has the potential and readiness of the city in terms of economy and investment in industry, agriculture, and tourism as well as continual support from every section in the area. Maesot can connect to the Myawaddy Trade Zone of Myanmar which is only 10 kilometers away. It is also located at the end of the East-West Economic Corridor: EWEC and the crossing point of the North-South Economic Corridor (NSEC). There is a land transportation network that supports both passengers and cargo and a commercial airport. It is the center of agricultural products and unique ecology tourism. It is also the gate to Andaman and the countries on the Mekong River including Myanmar and China as well as to Europe. The border trade value is approximately 40,000 million Baht and expected to

increase to be more than 100,000 million Baht in 2015 after entering AEC. Moreover, there is a group of businesspeople and investors both internal and external such as China, Malaysia, South Korea, and Vietnam who are interested in investing in the Maesot District areas in trade, industry, tourism, jewelry, and agriculture. Specifically, Chinese businesspeople are interested in investing or attending joint ventures with the government in mega projects such as the second airport construction, tunnel drilling on Asia Highway (Maesot-Tak), other industrial projects, as well as agricultural projects. However, the Maesot area must have clarity on regulations and laws. The city planning for Maesot centralization must be in line with the development plans and clear allocation of areas for utilization.

Mechanism for Mobilizing

The mechanism for Mobilizing Policy on Provincial Special Economic Zone

To mobilize the policy successfully and effectively in the Provincial Special Economic Zone of the government and the National Council for Peace and Order, the provincial government has appointed the Commission of Tak Economic Zone Development Policy to issue the guidelines for every related section as well as monitor, follow up, and assess the performance of related official authority in the area. Simultaneously, the Commission of Tak Special Economic Zone Mobilization was organized to mobilize

Tak Special Economic Zone in 7 groups of missions as follows:

1. Scope of the area and land procurement
2. Labor, health, and security
3. Benefits
4. Infrastructure (roads, electricity, water supply) and customs
5. Job promotion, skills training, and providing knowledge and understanding to local people in the area
6. Conservation of the environment, culture/tradition, and health
7. Management of Tak Special Economic Development Zone Office, One-Stop Service: OSS, Sister City between Maesot and Myawady, Work Plans for Preparation of Tak Special Economic Development Zone

Planning

Work Plans for Preparation of Tak Border Area Special Economic Zone

1. Work Plans in an Urgent Period

1) Preparation of Infrastructure in Transportation

In the meeting of the Sub-Committee in Infrastructure and Customs under the Commission of Special Economic Development Zone Policy, chaired by the deputy of the Ministry of Transportation, held on 20 August 2014, at the Ministry of Transportation, the work plans and budget were approved for the development of the infrastructure to support the Border Special Economic Zone as follows:

(1) The infrastructure and customs development plan operated from 2014 – to 2021 is divided into infrastructure on transportation for 40 projects with a budget of 120,294.94 million Baht and infrastructure on customs for 10 projects with a budget of 5,146.87 million Baht which includes the construction of the second Maesot immigration.

(2) The project of infrastructure on transportation, Tak Province, with a budget of 9,097 million Baht is as follows:

2) Water Source Procurement for Supporting Border Special Economic Zone

People in Maesot District, Tak Province, face the drought and flooding problems every year. During the drought season, water for agriculture is lacking in Phra That Pha Daeng Sub-district, Mae Tao Sub-district, and Mae Ku Sub-district. During the rainy season, there is flooding in Maesot municipal area. Also, the provincial government is accelerating the development of the Border Special Economic Zone while water source for water supply is insufficient to support the economic growth. Therefore, it is necessary to build a reservoir with a capacity of 13.30 cubic meters and to increase the irrigation area for 6,470 Rai in Village no.6, Ban Khun Huay Maesot, Phra That Pha Daeng Sub-district, Maesot District, Tak Province for the area of 1,068 Rai. The Royal Irrigation Department has proposed to the Royal Forest Department to utilize some area in Maesot National Conserved Forest for the construction of the upper Huay Maesot reservoir as well as set the

budget to plant substitute trees under the Cabinet's Approval on 29 January 1982. The proposal is currently under the consideration of the Royal Forest Department.

2. Medium- and Long-Term Plans

1) The area to support the Border Special Economic Zone is to be allocated. The consideration to revoke the permanent forest "Maesot Forest" according to the Cabinet's Approval on 9 February 1982 with the area of 5,603-0-56 Rai to allow the provincial government to manage the utilization to develop it into One-Stop Service, bonded warehouse, logistics center, industrial estate, the construction site of Moei River second bridge and network, and other utilizations to support the Border Special Economic Zone further. The result of the consideration of the Sub-committee of Land Development, Tak Province, no. 1/2014 was that such area is not forest and has already been entered and used by local people.

2) The Second Bridge of Moei River and Network and One-Stop Service

The second bridge of the Moei River is going to be at Ban Wang Ta Kien, Tha Sai Luad Sub-district, Maesot District, Tak Province. The proper route has now been decided and is under the survey and design of the details to be ready to operate immediately once receiving the budget for the year 2016-2017 for 22,000 million Baht.

3) Expanding Maesot Airport to connect with neighboring countries The Department of Civil Aviation expected to receive the budget for operating Maesot Airport improvement and expansion project for 840 million Baht as normal. This project is to expand the runway of Maesot Airport from 30 meters wide and 1,500 meters long to be 45 meters wide and 2,100 meters long with the take-off/landing spot on the east side according to the aviation safety standards. The budget for 2016-2018 is 1,073.52 million Baht.

4) The Development of Transportation Routes in Maesot District There is a project to extend the transportation routes and repair the routes around Maesot City for several spots to connect the transportation to cover the Border Special Economic Zone Development Area. The budget is 1,533.57 million Baht, which will be amended to use the budget for the operation within 2015 as follows:

5) The Development of the Connecting Route between Phop Phra District – Um Phang District Myanmar entrance route from Ban Wale Nua, Wale Sub-district, Phop Phra District to Ban Nong Bua, Nong Bua Sub-district, Um Phang District for 28 kilometers is to be developed with the budget of 650 million Baht to increase the channels of trade on Myanmar border and promote tourism on a natural route. The amount of time spent on transportation from Maesot District to Um Phang District can be half of the normal route.

6) Tunnel Drilling on Tak - Maesot Road (National Highway No.12) Tak Province held a meeting of the working group in mobilizing the policy of establishing Tak Border Special Economic Development Zone on the infrastructure and customs (small group) to discuss the way of tunnel drilling on Tak - Maesot Road with Tak Provincial Governor as the chair. The meeting was attended by the Deputy Governor, Heads of some official agents, a representative from the Army, and other related private organizations within the province to discuss the way of tunnel drilling on Tak - Maesot Road as well as the construction of the bridge in some areas to reduce the curving and sloping of the route. The tunnel will also be designed to support the railway. This is for the safety of lives and properties of people using the route and for more convenience and reduced transportation time from 60 – 90 minutes to 30 – 40 minutes as well as promoting the investment in East-West Economic Corridor (EWEC) to support AEC membership and Border Special Economic Development Zone shortly. The Provincial Government will submit a letter to the Ministry of Transportation for the approval of this project and allocation of the budget for tunnel drilling on the road and railway of Tak – Maesot further.

B. Service Quality

Definition

The quality concept which is an established phenomenon in the management literature was first proposed by Juran (1974) and Deming and Edwards (1982); however, Service-Quality is a relatively new concept which was introduced by Gronroos (1984) and Parasuraman et al. (1988). In the past two decades, researchers have spoken extensively about Service-Quality, and it has become an established

concept because of the dynamic requirements of businesses globally. Service quality in the educational sector is considered by various researchers because of its importance and outcomes. Quality in higher education is a complex and multi-faceted concept and a single correct definition of quality is lacking (Harvey and Green, 1993). As a consequence, consensus concerning “the best way to define and measure service quality” does not exist yet (Clewes, 2003). As researchers recognized the importance of measuring service quality in higher education, they are still unable to define in common words. In higher education, quality measurement is rising with increased importance on education accountability to its stakeholders. Every stakeholder in higher education (e.g. students, government, professional bodies) has own view of quality because of particular needs. Students receive and use the training offered by the university, which makes them priority customers of educational activities (Marzo-Navarro et al., 2005). Authors such as Sander et al. (2000), Gremler and McCollough (2002) and Hill (1995) also regard students as primary consumers of higher education service. Based on findings in the service quality literature, O’Neill and Palmer (2004) define service quality in higher education as “the difference between what a student expects to receive and his/her perceptions of actual delivery”.

Tangibility

The physical look of buildings, machinery or equipment, people, and communication tools is different from each language schools. Most learners frequently want spick-and-span establishments and stores, well-groomed and tidy workers, and professionally written and produced products like menus, websites, and signs when attending the language class. Paying attention to appearance might show that the business values consumer comfort. Even though it is not the most important aspect of service, appearance does have an impact on how people view private language schools, particularly if the brand of the private language schools promises a premium or luxurious experience. The tangible features of a service have a big impact on how people feel about how good it is. These make up the elements of a service's external design that affect external student pleasure (Ismagilova, 2019).

Such as Price, ranking in relation to competitors, marketing communication and accomplishment, and word-of-mouth impacts are the essential components of tangibility that improve how the students perceive the quality of the services they receive (Santos, 2002). The use of information and technology improved the language institute's efficiency and efficacy, which will result in a good process for reaching out to the students. The language schools in Tak Special Economic Zone in terms of the structure size, and complexity of the organization, which does not make a good environment for the learners so most private language schools need to adapt for the learners to have individual capabilities.

Reliability

Responsibility and quality are linked to reliability (Tatar & Erdoğan, 2016). There are several predecessors that also support the fundamental approach for influencing the student's perceptions of the administration's quality and dependability in Tak Special Economic Zone (Omar et al., 2015). Some of these previous efforts are related to the benefits of language school and include the easy accessibility of resources, the expert's level of expertise and productive issue determination, correspondence quality, customer care quality, an exhibition of information, client respect, staff proficiency, representatives' ability to listen to student's inquiries and respond emphatically to their needs and complaints, security, worker dependability, and less waiting time (Korda & Snoj, 2010). The following factors are essential for some private language schools to follow and adapt.

Responsiveness

The institution's responsiveness is defined as its capacity to offer timely, high-quality service. To achieve this, waiting times for all customer-provider interactions must be kept to a minimum (Nambisan et al., 2016). Timeliness is essential for improving how customers view the quality of the services they receive (Nambisan, 2016). Instead, the organization should respond quickly and competently to the failure and suggest substitute measures to meet the needs of students (Lee et al., 2000). In this context, defines responsiveness as consisting of four essential

actions: offering consumers particular attention, delivering prompt service, actively wanting to assist visitors, and personnel availability when necessary. These elements aid businesses in improving how well-received their services are by the students. most language schools primarily offer courses on-site rather than providing services online. and there are no partners or providers for the language institutes personnel to provide outstanding language learning for the learners and Language courses are well-provided at the Language institutes. In terms of instructors, Thai instructors are preferred to teach English hence the language institutes should supply local instructors to teach the courses. The language offers a wide range of language courses. Thai academics are chosen for teaching English; hence the institution should provide local instructors to teach Burmese courses. The Private language institutes deliver English learning as business English and English for international communication, also offer Chinese and Japanese language as a second language, as well as Burmese for reading and listening, and Burmese for communication. There is no Asian language comparable to Myanmar's in some language schools. As a result, the language institutes' overall strategy and operating model, which is focused on roles and duties in language instruction for the Special Economic Zone, is insufficient.

Assurance

The talents and abilities employed in providing services to the students are referred to as assurance. Employee abilities and competencies contribute to the student's trust and confidence, which in turn fosters emotions of safety and comfort during the provision of services (Wu et al, 2015). If patrons have faith in the staff's capacity to complete their duties, they are more likely to return. The most crucial elements in reassuring the students are expertise, civility, a good attitude, and effective communication. Additionally, there are other considerations like the facility's operational security and the clients' services' established level of quality. (Elmada, 2008). The organization's employees and structure primarily support the organization's vision and goal. The evolution of the organization structure is influenced by roles and duties, authority and accountability, cooperation and communication, technological enablement, processes, practices, and policies.

Modern private languages are becoming increasingly technologically advanced, necessitating the hiring of personnel with technological skills. However, components of their unique characteristics such as their capacity to communicate, collaborate, manage, and so on are also essential considerations. An organization's formally constituted structure may not be able to achieve the requisite effectiveness and efficiency. It necessitates ongoing transformation, with a developing culture that remains aligned with company objectives, ongoing skill and capability development, and employee motivation, among other things. Finally, the organization should with its existing culture, allow for shared ideas, trust, and openness. We must consider the presence of people within the business and in its surroundings, such as employees, employees of suppliers or partners, and sponsors, who exist at various levels within the organization.

Empathy

The level of individualized attention provided to customers is referred to as empathy. During the interaction, the service providers go above and beyond to make the client feel valued and special (Bahadur et al., 2018). Empathy necessitates putting oneself in the customer's situation and understanding their demands (Murray, 2019). The traits that foster empathy include the staff's politeness and friendliness, their comprehension of the student's unique needs, their special attention, and their willingness to take the time to explain the practices and procedures to be followed during the service delivery process (Murray, 2019).

The researcher found that service quality is importance for improve quality in language institute, even they are still unable to define in common words. In language institute but quality measurement is forecast with increased importance on quality service accountability to its stakeholders for very business stakeholder in language institute.

C. Satisfaction

Definition

The increasing amount of literature on customer satisfaction marks its importance in marketing literature. Satisfaction has been defined as the consumer's value judgment regarding pleasure derived from the utilization of level fulfillment (Oliver, 1981). Satisfaction is an emotional reaction to a product or service experience (Spreng and Singh, 1993). The satisfaction concept has also been extended recently to the context of higher education. The still limited amount of research suggests that student satisfaction is a complex concept, consisting of several dimensions (Marzo-Navarro et al., 2005; Richardson, 2005). By referring to Oliver and DeSarbo's (1989) definition of satisfaction, Elliott and Shin (2002) describes student satisfaction as: ...the favorability of a student's subjective evaluation of the various outcomes and experiences associated with education. Student satisfaction is being shaped continually by repeated experiences in campus life.

The relationship between customer satisfaction and service quality is still ambiguous in marketing literature (Anderson et al., 1994). Many research studies have been conducted to determine whether satisfaction is influenced by service quality or vice versa. Athiyaman (1997) found that there is a strong relationship between service quality and customer satisfaction, and all service encounters should be managed to increase consumer satisfaction. However, stronger empirical evidence is required to strengthen the common understanding on the relationship between these two constructs. Boulding et al. (1993) states that both service quality and customer satisfaction are treated as one and the same by the business press. In contrast, Taylor and Baker (1994) strongly supported the view that service quality and customer satisfactions are separate and distinct constructs.

Initially, Parasuraman et al. (1985, 1988) proposed that perceived service quality is an antecedent to customer satisfaction, but the studies conducted by Bitner (1990) and Bolton and Drew (1991) concluded that customer satisfaction is an antecedent to service quality. However, the results of the research model developed by Cronin and Taylor (1992) indicated that perceived service quality, in fact, leads to satisfaction as proposed by the Parasuraman et al. (1985, 1988). Strong arguments

were made by the researchers to consider satisfaction judgments to be the least causal antecedent of service quality (Bitner, 1990). Through the improvement of conceptual foundation and empirical evidence, the majority of recent publications (Iacobucci et al., 1995; Dabholkar et al., 2000; Yavas et al., 2004; Carrillat et al., 2007; Zeithaml et al., 2008) consider service quality as an antecedent to customer satisfaction. Further support can be found in the 449 higher education literature: Guolla (1999) and Ahmed et al. (2000) show that students' perceived service quality is an antecedent to student satisfaction. Therefore, there is a current consensus among the researchers with regard to the causal order between these two constructs. With this theoretical background, the present study considers student perceived service quality as an antecedent to student satisfaction in higher education sector.

The private fee-paying education industry in Syria has seen significant changes in the previous ten years because of some government officials' desire to give the private sector a stronger role in education supply. This mindset has resulted in the implementation of ambitious reforms across the entire educational system, to increase participation and even generate a competitive environment between the commercial and public sectors, as well as the NGO sector. The rapid and dramatic expansion in the number of private fee-paying EFL institutes operating in the Syrian market is an excellent example of this transformation. As a result, some providers have already closed their doors, while others have found new sources of revenue by offering non-EFL courses, such as those designed to assist and support students in their schoolwork, such as those designed to prepare students for national secondary school examinations for university admission. Marketing concepts and methods became essential for EFL market providers as a result. Competitors in this market grew more aware of consumer buying habits. Marketing tactics that focus on understanding student or consumer goals, requirements, and purchasing satisfaction are needed. Customers will receive the necessary attention during and after enrollment, ensuring customer satisfaction. In the educational setting, marketing, the marketing literature emphasizes the importance of an organization recognizing and knowing its customers. The most critical factor in any organization's success, according to Peters and Austin (1985, p. 45), is a satisfied client. As a result, marketers

recommend that an organization's concept be built on the concept of consumer ownership; that is, the objective of business is to produce consumers, and unless a company meets those demands, it will not survive and grow in the long run and normal competitive conditions (Lancaster and Massingham, 1998). According to Kotler and Fox (1995), organizations that do not respond to their customers and are not concerned with their satisfaction are bureaucratic, impersonal, rigid, anti-innovative, and unable to compete. Effective marketing tactics necessitate a stronger focus on clients, with an institution's marketing policies and plans focused on strategies to support or even survive in the marketplace (Foskett, 1998).

Consumer buyer satisfaction examines how people, groups, and organizations choose, purchase, use, and dispose of goods and services to meet their needs and desires, as well as the factors that influence this satisfaction (Kotler and Armstrong, 2008). Consumer buyer satisfaction research, according to Kotler and Fox (1995), may answer critical marketing questions such as what the customer wants to buy, how the consumer buys, and why the consumer chooses a specific provider. Given that the goal of marketing is to meet and satisfy consumer requirements and wants, answering such questions could lead marketers to more effective techniques (Blackwell et al., 2001). Understanding consumer satisfaction, for example, can help with targeting; Briggs (2006) claims that if institutions can forecast where applicants will come from and what they would do, they can better target them.

There has been much discussion about whether educational institutions should engage in marketing (Dirks, 1998; Bartlett et al., 2002; Bok, 2003; Newman et al., 2004) because it is debatable whether students or people who benefit from educational services should be considered customers in the first place (Sharrock, 2000). Marketing terminology, particularly marketing research, market segmentation, and consumer satisfaction, has become frequently utilized and implemented in the educational profession in recent years (Maringe, 2005). Although there is minimal literature on consumer buying satisfaction in education, other types of businesses have taken this issue more seriously. Paulsen (1990), Kotler and Fox (1995), Cabrera and Nasa (2000), and Vrontis et al. are among the literature and models on consumer purchasing satisfaction that is employed in the context of education (2007). Some

researchers, such as Foskett and Hesketh (1997) and Al-Fattal (1998), prefer to refer to "student choice" rather than "customer purchasing satisfaction" (2011). Ball et al. (2000) and White (2000) are two examples of similar literature with more socio-educational approaches (2007). Galotti and others have looked at the topic from a psychological decision-making standpoint (1995). However, in essence, these works of art are needs and desires, as well as the factors that influence this satisfaction (Kotler and Armstrong, 2008). Consumer buyer satisfaction research, according to Kotler and Fox (1995), may answer critical marketing questions such as what the customer wants to buy, how the consumer buys, and why the consumer chooses a specific provider. Given that the goal of marketing is to meet and satisfy consumer requirements and wants, answering such questions could lead marketers to more effective techniques (Blackwell et al., 2001). Understanding consumer satisfaction, for example, can help with targeting; Briggs (2006) claims that if institutions can forecast where applicants will come from and what they would do, they can better target them. There has been a considerable amount of debate over whether educational institutions should get involved in marketing (Dirks, 1998; Bartlett et al., 2002; Bok, 2003; Newman et al., 2004) since it is arguable to consider students or people benefiting from the educational services as customers in the first place (Sharrock, 2000). However, over the last few years, marketing terms; especially marketing research, market segmentation, and consumer satisfaction, have become widely used and applied in the educational field (Maringe, 2005).

Considering the education industry's nature, marketing seems more challenging than it is for other businesses, since education is a professional service and a customer cannot inspect any tangible product before purchasing (White et al., 1991, p. 196). Nonetheless, there are a lot of issues to be learned from marketing in general business when applied to education, especially when an institution enjoys a self, decentralized management system. The generic similarity between education and general business is somehow more obvious in the private EFL fee-paying sector in Syria; where the institutions are subject to market forces and must compete for more students to survive or increase profit margins.

Although there is little literature concerning consumer buyer satisfaction in education, this issue has been addressed more seriously in other types of businesses. Among the literature and models on consumer buyer satisfaction, that are used in the context of education, there are Paulsen (1990), Kotler and Fox (1995), Cabrera and Nasa (2000), and Vrontis et al. (2007). Some studies have preferred not to use the term “consumer buyer satisfaction” but rather “student choice” such as Foskett and Hesketh (1997) and Al-Fattal (2011). There is also some related literature with more socio-educational perspectives, such as Ball et al. (2000) and White (2007). Other studies have addressed the issue from a psychological decision-making perspective, such as Galotti (1995). However, in essence, these pieces of literature have almost the same steps and elements but vary in their foci or arrangements.

In other words, needs come from a perceived shortage of something on the part of a "logical" customer in the EFL market (Van Dam, 1997, p. 1272). Internal or external factors might direct the realization of a need. When a consumer travels to an English-speaking country or seeks a job that requires such proficiency, for example, he or she will realize that they or need to master English language skills. According to Paulsen (1990), there is an aspiration before a necessity. That is, pupils would desire to increase their English knowledge and skills before realizing the importance of such knowledge and skills. However, because few people learn English, this is an individual factor that cannot be generalized. for such abilities and understanding However, this is a unique characteristic that cannot be generalized, as few adults learn English out of want, but rather out of necessity.

- What motivates students to learn English?
- What do they do to improve their English skills?
- What factors influence their decision to use one EFL provider over another?
- How do students decide whether to purchase EFL services?
- What influences their post-purchase assessment?

Once a need is recognized, a consumer searches for information on how to satisfy it. Consumers usually start the information search process from their memory about the alternative institutions that might be able to meet their needs.

Palmer (2001, p. 92) refers to this as the internal search. The amount of information gathered depends on the consumer's level of need for information (Hesketh and Knight, 1999; Drummond, 2004). When the internal information is not sufficient to decide, the consumer starts an external search. Kotler and Fox (1995) classify these sources as follows:

- personal non-marketer controlled, such as family, friends, and acquaintances.
- personal marketer controlled, like sales representatives.
- non-personal non-marketer controlled, such as mass media, and natural settings; and non-personal marketer controlled, like advertisements, and prospectuses.

There is much debate about the weight of influence of each of these sources, yet most research draws attention to personal non-marketer-controlled sources as they are the starting external place for a consumer's information gathering. These sources are also more trusted by a consumer as they represent an objective public view of a particular provider (Al-Fattal, 2011). Taylor (1992) highlights that friend are the major sources. In post-secondary education, James et al. (1999) and Foskett (2009) highlight the importance of the role of career advisers in information provision. Pimpa (2005) says that students prefer the family as a source of information as what they offer is more in the form of caring advice. Other studies suggest a highly influential role in an institution's printed materials, such as brochures and prospectuses (Pasternak, 2005). When a consumer recognizes a need, they look for knowledge on how to meet it. Consumers frequently begin their information search by recalling other institutions that might be able to satisfy their demands. This is referred to as the internal search by Palmer (2001, p. 92). The amount of data gathered is determined by the consumer's level of information demand (Hesketh and Knight, 1999; Drummond, 2004). When internal information is sufficient to decide, the consumer turns to the outside world for help. Fox and Kotler (1995).

Finally, the consumer makes opinions and judgments regarding the service experience, whether it was excellent value for money, and whether the

features that drew him or her to the organization were justified. As a result, he or she develops an attitude that can be either negative, resulting in discontent, or positive, resulting in satisfaction. The significance of this level is in the advantages received by the institution if the customers are happy with the service. For starters, an institution with satisfied students is more likely to retain them for future courses. Second, it enhances the institution's reputation and generates an indirect word-of-mouth marketing campaign, which is why Kotler and Fox (1995, p. 264) believe that satisfied customers are the best marketing tool. He/she might even meet some current students in the institution to ask about their opinions and to find out whether they are satisfied with their courses (Al-Fattal, 2011).

At the end of the process, the consumer forms judgments, and opinions about the service experience, whether it was excellent value for money, and whether the characteristics that drew him or her to the institution were justified. As a result, he or she develops an attitude that can be either negative, resulting in discontent, or positive, resulting in satisfaction. The significance of this level lies in the advantages received by the institution if the customers are happy with the service. For starters, an institution with satisfied students is more likely to retain them for future courses. Second, it strengthens the institution's reputation. reputation and creates an indirect word-of-mouth promotional campaign, and this explains why Kotler and Fox (1995, p. 264) believe that satisfied consumers are the best promotion.

As previously stated, research on consumer satisfaction in educational institutions has revealed five levels of student choice. Needs identification, information collection, alternative evaluation, decision-making, and post-choice evaluation are the steps. The student initiates a need or motive; subsequently, after the student realizes that he or she wants to learn English, the student seeks information about potential providers. After that, a comparison of options is frequently made. The student then enrolls in the service, uses it for a while, and then gives it a review.

D. Loyalty

Definition

Customer loyalty can be defined in some circles as repeat purchasing frequency or relative volume of same-brand purchasing (Tellis, 1988). Customer loyalty can be viewed as the strength of the relationship between an individual's relative attitude and repeat patronage. The central theme of any organization relies on development, maintenance and enhancement of customer loyalty towards its product or services (Dick and Basu, 1994). Although loyalty has received considerable attention in academic research, it has not been determined in common terms. Different researchers defined loyalty in different terms based on the marketing activities, business type, etc. Oliver (1997, p. 392) has defined customer loyalty as: [...] a deeply held commitment to rebuy or repatronize a preferred product or service consistently in the future, despite situational influences and marketing efforts having the potential to cause switching behavior.

While Newman and Werbel (1973) stated "loyal customers as those who rebought a brand, considered only that brand, and did no brand-related information seeking", Lam et al. (2004, p. 294) see it as "a buyer's overall attachment or deep commitment to a product, service, brand, or organization".

Oliver (1997) suggests four phases of loyalty: cognition, affect, conation and action and emphasizes that in any phase, consumers can become loyal related to their attitudinal development structure. Cognitive loyalty refers to the attitude towards the brand based on the information provided. Affective loyalty is attitude or liking towards the brand by cumulatively satisfying usage occasions. Conative loyalty relates to behavioral intention of the customer towards repeated purchasing of a particular brand by commitment and is similar to motivation. Finally, the action of loyalty results by an additional desire to overcome obstacles that might prevent the act. Dick and Basu (1994) perceive loyalty as being based on two interrelated components: relative attitude and repeat patronage, where the relative attitude is linked to cognitive, conative and affective antecedents. Hence, customer loyalty can be inspected as a concept containing a three-dimensional attitudinal component and a closely related behavioral component (customer retention – repeat patronage)

(Johnson and Gustafsson, 2000; Lam et al., 2004). Similarly, the related concept of customer loyalty, student loyalty also contains an attitudinal component and a behavioral component (Hennig-Thurau et al., 2001; Marzo-Navarro et al., 2005).

Studies focused on student loyalty in higher education sector, which helps college administrators to establish appropriate programs that promote, establish, develop and maintain successful long-term relationships with both current and former students. In educational services, loyalty requires developing a solid relationship with students who eventually provide the financial basis for future university activities. An educational institution benefits from having loyal students not only when students are formal attendees, the success of an educational institution also depends upon the loyalty of former students. The studies also support the perception of high quality positively affects intended behavior (loyalty) (Boulding et al., 1993; Zeithaml et al., 1996). The quality of teaching and the students' emotional commitment to their institution are crucial for student loyalty (Hennig-Thurau et al., 2001). This paper measures student loyalty on the attitudinal component of the concept, that is, the behavioral intentions (Zeithaml et al., 1996; Jones et al., 2000; Helgesen and Nettet, 2007) of students who are formally enrolled and presently pursuing the course.

Customer loyalty is described as “a deeply held commitment to rebuy or repatronize a preferred product/service consistently in the future, thereby causing repetitive same-brand or same brand-set purchasing, despite situational influences and marketing efforts having the potential to cause switching behavior” by Oliver (1999). Oliver (1999) proposes that there are four stage of loyalty starting from cognitive stage, affective stage, conative stage, and action stage. Once customers are in action stage, it means that customers become loyalty. However, each customer in each stage has the different behavior that can move from one stage to other stage.

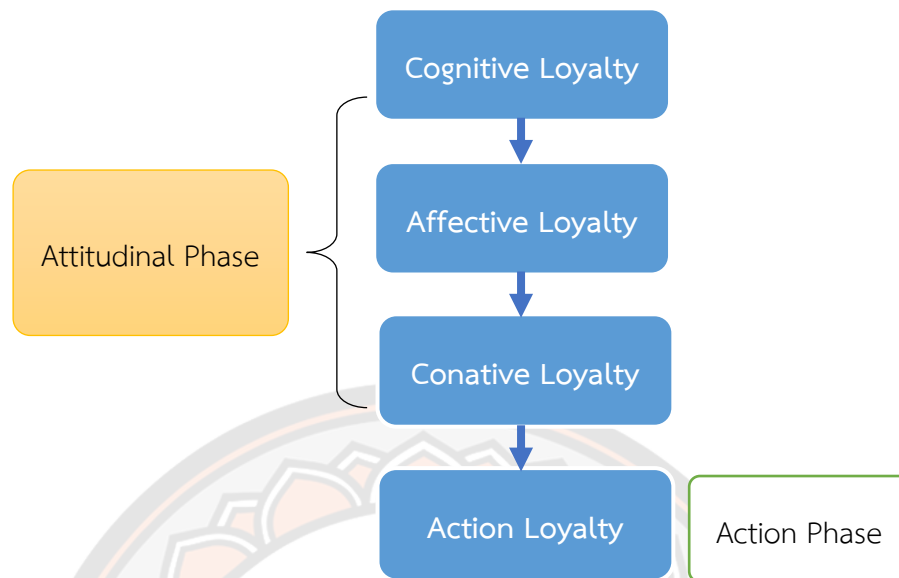


Figure 2 Four Stage Loyalty Model (Oliver, 1999)

First stage is Cognitive Loyalty. It is directed toward the brand due to “information”. In this stage, customer’s loyalty comes from comparing between preferable product/service from many choices. The decision depends on customer’s experience with the recent information (Back & Parks, 2003; Oliver, 1999).

The second level is Affective Loyalty which related to pleasurable fulfillment or favorable attitude toward product/service. But it is still not enough to become actual customer loyalty. This stage means that customer has room to switch to others.

Third stage is Conative Loyalty. This stage shows a strong commitment to purchasing which depends on good experiences. The duplicated negative effect from failure can reduce conative loyalty and form customer’s intention to try the competitive alternative.

Action Loyalty is the last stage that many firms need their customer to move from attitudinal phase to action phase of loyalty. Many researchers have agreed that the loyalty framework will be completed by action that drive motivational intention into action.

Han & Hyun, (2012) have showed that attitudinal loyalty (cognitive, affective, conative) is the important stage directly and indirectly stimulate action loyalty. Thus, this model can explain the concept of customer loyalty and clarify the loyalty stage which firm can use to understand and retain their potential customers. There are many studies on customer loyalty and their challenges to retain their customers in banking industry. Thakur R. (2014) find that customer's loyalty is directly affected by usability and satisfaction from mobile banking service., but the result does not find significant impact between customer loyalty and trust. Moreover, Thakur R. (2014) concluded that to create the future mobile banking interaction with customer banks need to improve satisfaction, usability, and customer service toward mobile banking services since they affect customer behavior directly. A recent study on customer satisfaction towards online banking services by Raza, Umer, Qureshi, & Dahri (2020) find that customers can dedicate themselves to be online banking customer once customer has deep relationship with online banking services and finally, becomes loyal customers. Flavián, Guinaliú, & Gurrea (2006) find that loyalty has been an important factor for success of company and its sustainability.

E. Relevant research

Practical implications – A clearer understanding of the relationship between service quality, satisfaction and loyalty that helps ensure the management to take better strategies to concentrate and improve the performance is aided by this study. It is interesting to note that the student loyalty is primarily affected by age and gender. This type of analysis helps to identify the target students who have high potential of defection.

Social implications – Higher education and their respective institutions seek to enhance socio-cultural and economic development to promote active citizenship by inculcating ethical values among students. The Indian higher education institutions are facing enormous issues related to quality in education. The changing nature and need of higher education services and an increase in competitive intensity necessitates higher performance levels in the realm of Indian higher education (universities). These can be achieved through a thorough understanding of

the expectations of students and the importance placed by them on aspects found by the study such as teaching, administrative services, support services, hostel facilities, library and lab facilities and internationalization.

Originality/value – Previous studies have proved the mediation role of satisfaction between service quality and loyalty in marketing literature, but no significant studies have empirically tested the same in higher education sector. The service quality measurement in higher education is complex because of loyalty some unique features like customers' (student) cognitive participation in the service process, the needs of the students being fulfilled by different parties, long-term and continuous services. The study contributes to the existing field of knowledge by providing support for the contention that student satisfaction performs a mediating role in the link between service quality and student loyalty in higher education sector.

The study will provide results from empirical test of these relationships. The empirical results of this study can provide support for the Parasuraman's SERVQUAL (1985) scale, which related to the factors contributing to students' satisfaction. This empirical study indicated that, there is strong positive association has been found between service quality and student satisfaction. In addition service quality contributes significantly to student satisfaction. ($F= 37.345$; $P < 0.05$) and predicts 49 percent of the variation found. Further, Assurance and Responsiveness contribute significantly to student satisfaction.

Anas AL-Fattal (2012) studied consumer satisfaction when choosing an English as a Foreign Language (EFL) course in the Syrian market. Based on the student choice model, the study aims at exploring motivations, satisfaction, decision-making factors, and evaluation of purchasing process for the EFL service. Design/methodology/approach – The study employs a case study for one of the biggest family business providers in the EFL market in the City of Damascus, Syria. Semi-structured styles of interviews were conducted with 30 currently registered students, in the studied center, covering five main research questions. Findings – Consistent with the previous literature on consumer satisfaction, the findings show that EFL students may go through six steps of purchasing the EFL product.

Accordingly, several detailed explanations for each step of the consumer satisfaction of EFL concluded from the study, were presented. Within the consumer satisfaction model, the study highlights the importance of individual self-study as a phase that should be given more consideration by researchers. Research limitations/implications – This study could provide bases for further research through a replication of the model of consumer satisfaction and using the information offered by the survey. Further research could investigate the research questions in a wider student population by employing a more quantitative approach. Practical implications – People responsible for marketing in EFL institutes should pay more attention to understanding their customer satisfaction, rather than engaging in reactive competition practices and focusing on marketing elements and promotion. Originality/value – The importance of this study comes from the lack of research into understanding the private, fee-paying EFL customer buyer satisfaction in general and in the Syrian context.

Farzane S. (2017) studied the demand for learning English in Iran as an EFL context is high. So, running a language institute slowly is changing into a highly profitable and competitive market in recent years. To survive and achieve sustainable competitive advantage, higher institutions' principals can employ service quality elements () to satisfy customer needs and influence demand for the services. The current study sought two purposes: applying of to learners' choice model of language institutions and investigating the relationship between service quality and students' decision making in selecting language institutions. The data was collected quantitatively by a questionnaire drafted in Persian. Subjects were a total of 120 male and female English learners aged from 18 to 35. They were chosen randomly from two language institutions located in Shahrekord and Chabahr, Iran. The findings of the study revealed the people element as the first important element (mean=17.8) followed by the program (mean=17.3) and the least important element was the price element (mean=8.9). Regarding the relationship between and learners' choice of language institution, a significance level of 0.596 ($p > 0.05$) showed that there are no significant correlations and Iranian EFL Learners' Choice of Language Institution.

Hariyani, A. (2019) studied the traditional market as a center of most people's economic activities in Indonesian society has begun to be displaced by the modern market. Improvement in service quality is important in increasing consumers' loyalty to retain them. The purposes of this research are: 1) to know the level of service quality of (Product, Price, Place, Promotion, People, Process, in traditional market; 2) to know the level of traditional market consumer loyalty of and 3) to determine the relationship between service quality implementation with consumer's loyalty. There were 180 traditional market consumers selected by incidental sampling method from 8 traditional markets in 6 districts among 5 provinces all over Indonesia. Checklists and Likert scale questionnaires were used as tools in this study. The descriptive method was used to analyze data. Based on analysis results, it is known that, according to the consumers, the level of service quality implementation in traditional markets is high with an average value of 74.07%. The service quality elements to arrange from the highest to the lowest level of implementation are respectively those termed People, Process, Physical Evidence, Price, Place, Product, and Promotion. The People element is the highest in level. This shows that traders' friendliness, alacrity, and honesty are still the hallmarks of traditional markets. The Promotion element is at the lowest level because most of the merchants do not implement the proper promotion. The average consumer's loyalty level in traditional markets is 77.61%, which is considered high in the category. The marketing mix, except for the Product aspect, has a positive and significant correlation with consumer loyalty, but it is still relatively weak. The consumers would continue to repurchase in the traditional markets and recommend that others also shop there.

Tamah, S. (2012) was study metaphors "top-down", "bottom-up", and related concepts in the Language Policy and Planning research. Furthermore, they sketch out the position of Language Management Theory in this field of study and characterize "language management" in various research traditions. Afterward, the main features of Language Management Theory are presented with emphasis placed on the relationship between "simple" and "organized" language management. Finally, these features are illustrated in the individual contributions to this special issue.

Theeranuch Pusaksrikit (2015) investigated the factors impacting customer satisfaction and customer loyalty toward medical aesthetic clinics in Bangkok. There were two objectives developed under this aim. These objectives were 1) to explore how the service service quality affects customer satisfaction with medical aesthetic clinics, and 2) to explore how customer satisfaction affects customer loyalty to medical aesthetic clinics. There were also two research questions developed to achieve this aim as well. These questions were 1) how does the service service quality() influence customer satisfaction with medical aesthetic clinics, and 2) how does customer satisfaction affect customer loyalty to medical aesthetic clinics? This research was designed based on a quantitative study. The survey questionnaire was used as a research instrument for collecting data in this research. The data were collected from 400 participants who have experienced aesthetic clinic services. Moreover, the data were collected from 15 aesthetic clinics in Bangkok, which were Wuttisak, Nitipon, Pan Clinic, Ratchathewi, Romrawin, Paweerata, Patama, Absolute Beauty, Thonglor, Khong Kwang, S-Mart, Pewdee, The Premium, Tanaporn, and Neo Laser. The data were tested using descriptive and inferential statistical analysis tools. The descriptive tools used in this research were frequency, percentage, mean and standard deviation, while the inferential tools used in this research were regression and chi-square.

The results also showed that the relationship between customer satisfaction and customer loyalty was relatively weak but statistically significant. Finally, chi-square tests showed that there was no difference between genders in their use of the clinic. However, different age groups and income groups did show different patterns in terms of frequency of visits, services used at the clinic, and the average amount spent (at the clinic) for each visit. This implied that clinics should not be tempted to compromise their service level to offer promotional or cheap prices to new customers. While the promotion was significant to customer satisfaction, people and physical evidence of the service had much more impact on customer satisfaction. This means that a well-trained staff who can provide the service properly, along with clean and attractive physical surroundings, will have much more long-term benefits for the aesthetic clinics.

Chapter 3

Research Methodology

The study of service quality factors on student satisfaction and student loyalty in language institute at Tak Special Economic Zone was Quantitative Research design using questionnaire by step following;

- A. Population and Samples
- B. Research Tool
- C. Data Collect
- D. Data Analysis and statistic

A. Population and Samples

Population

Population in this research was students at 10 private language school in Tak Special Economic Zone, 2022 educational year

Table 2 Population and sampling in this research

No.	Language Institute Name	District	Student
1.	Foreign Language School	Muang Tak	68
2.	Lao Suan language School	Muang Tak	56
3.	Maestri Vocational Development	Muang Tak	64
4.	Muang Tak Language School	Muang Tak	76
5.	Plearnpasa Language School	Muang Tak	52
6.	Ban Phase language School	Mae Sot	67
7.	Hug Phase Language School	Mae Sot	72
8.	The best Language School	Mae Sot	70
9.	Ban Phase Chin Language School	Mae Sot	74
10.	Ban Phase Lao Sue Nat Language School	Mae Sot	62
Total			661

Samples

This research was selected samples by convenience sampling Robert V. Krejcie and Daryle W. Morgan (Krejcie & Morgan, 1970) at 95% confident level and error 0.05 ($\alpha=0.05$)

From 661 population to sampling 357 persons by convenience each private institute.

B. Research Tool

Research tool was questionnaire which the detail by following;

The researcher use questionnaire by create and qualitative improvement for validity and reliability;

1) study and collect data of principle, theory and research in service quality, student satisfaction and student loyalty, language institute and Tak Special Economic Zone and deliver to conceptual framework in content and objective study

2) questionnaire create by factors conceptual in 4 parts (Sutatip Chukiatroj, 2009)

Part 1 Personal factor in gender, age, educational level, major study including 4 items

Part 2 Service quality in tangibility, reliability, responsiveness, assurance and empathy including 20 items by rating scale in meaning

5 is strongly agree

4 is agree

3 is neutral

2 is disagree

1 is strongly disagree

Mean criteria by standard

4.21-5.00 strongly agree

3.41-4.20 agree

2.61-3.40 neutral

1.81-2.60 disagree

1.00-1.80 strongly disagree

Part 3 Student Satisfaction including 5 items by rating scale in meaning

- 5 is strongly agree
- 4 is agree
- 3 is neutral
- 2 is disagree
- 1 is strongly disagree

Mean criteria by standard

- 4.21-5.00 strongly agree
- 3.41-4.20 agree
- 2.61-3.40 neutral
- 1.81-2.60 disagree
- 1.00-1.80 strongly disagree

Part 4 Student loyalty including 5 items by rating scale in meaning

- 5 is strongly agree
- 4 is agree
- 3 is neutral
- 2 is disagree
- 1 is strongly disagree

Mean criteria by standard

- 4.21-5.00 strongly agree
- 3.41-4.20 agree
- 2.61-3.40 neutral
- 1.81-2.60 disagree
- 1.00-1.80 strongly disagree

Part 5 Suggestions and opinion in open-end question 2 items

3) Finding validity and reliability of questionnaire

Validity; content validity by advisor check content complete, language, question priority and re-correct with 3 experts. (Appendix A)

C. Data Collect

Questionnaire will sending by google forms to language institute in Tak Special Economic Zone and send back to researcher.

D. Data Analysis and statistic

The researcher was analyzing data and statistic by SPSS

1) General information of student was analyzing by frequency and percent

2) Data analysis in student satisfaction and student loyalty by Mean and Standard Deviation

3) Hypothesis test for relation between success factors and student satisfaction and student loyalty;

(1) Hypothesis test for relation between service quality is independent variables interval scale and student satisfaction, student loyalty which is dependent variables interval scale by using Multiple Linear Regression analysis (enter regression) and significance analysis.

0.70 over	very high-level relation
0.51-0.69	high-level relation
0.31-0.50	fair-level relation
Lower or 0.30	low-level relation

Chapter 4

Research Analysis

The study of service quality factors on student satisfaction and student loyalty in language institute at Tak Special Economic Zone was aim to study of service quality factors on student satisfaction in language institute at Tak Special Economic Zone and to study of service quality factors on student loyalty in language institute at Tak Special Economic Zone. The researcher was proposing research analysis by following;

1. General information of the respondents
2. Level of student satisfaction in language institute at Tak Special Economic Zone
3. Level of student loyalty in language institute at Tak Special Economic Zone
4. Level of service quality in language institute at Tak Special Economic Zone
5. Analysis of service quality factors on student satisfaction in language institute at Tak Special Economic Zone
6. Analysis of service quality factors on student loyalty in language institute at Tak Special Economic Zone

1. General information of the respondents

General information of the respondents: gender, class duration attending, language institute.

Table 3 Number and percentage of general information of the respondents

	Items	No.	Per.
Gender	Male	224	37.3
	Female	133	62.7
	Total	357	100
Class duration attending	1-2 month	52	14.6
	3-4 month	86	24.2
	5-6 month	147	41.3
	More than 6 months	71	19.9
	Total	357	100
Language Institute	Foreign Language School	42	11.76
	Lao Suan language School	30	8.40
	Maestri Vocational Development	30	8.40
	Muang Tak Language School	40	11.20
	Pleampasa Language School	30	8.40
	Ban Phase language School	35	9.80
	Hug Phase Language School	40	11.20
	The best Language School	35	9.80
	Ban Phase Chin Language School	40	11.20
	Ban Phase Lao Sue Nat Language School	35	9.80
	Total	357	100

From table 3 found that most of respondents were male at 62.7 percent, most class duration attending was 5-6 month at 41.3 percent, 3-4 month at 24.2 percent, more than 6 months at 19.9 percent by respectively. The respondents were study at Foreign Language School at 11.76 percent, Muang Tak Language School and Ban Phase Chin Language School at 11.20 percent by respectively.

2. Level of student satisfaction in language institute at Tak Special Economic Zone

The researcher was proposing level of student satisfaction in language institute at Tak Special Economic Zone. The detail was show at table 4

Table 4 Level of student satisfaction in language institute at Tak Special Economic Zone

Students satisfaction in Language Institute	\bar{X}	S.D.	level
1. Language institute meet your needs in accordance with your real-life language style	4.58	0.68	strongly agree
2. Being a customer of the language institute makes you receive “Added value from various privileges” such as wi-fi, member card	4.03	0.54	agree
3. Confidence in the quality of teaching and service of language institutes	4.15	0.69	agree
4. Get enough information about the course and the services of the language institute from being a customer	4.32	0.70	strongly agree
5. Language Institute takes good care of customers	4.30	0.68	strongly agree
6. The staff of the language institute provide friendly service	4.20	0.64	agree
7. Language institute has a convenient and fast communication system	4.26	0.66	strongly agree
8. Language institute organizes various activities that are beneficial to customers	4.34	0.67	strongly agree
Total	4.27	0.65	strongly agree

From table 4 found that level of student satisfaction in language institute at Tak Special Economic Zone as a whole at strongly agree level (\bar{X} = 4.27, S.D. = 0.65). The highest average score is language institute meet your needs in accordance with your real-life language style (\bar{X} = 4.58, S.D. = 0.68) followed by language institute organizes various activities that are beneficial to customers (\bar{X} = 4.34, S.D. = 0.67) and get enough information about the course and the services of the language institute from being a customer (\bar{X} = 4.32, S.D. = 0.70) by respectively.

3. Level of student loyalty in language institute at Tak Special Economic Zone

The researcher was proposing level of student loyalty in language institute at Tak Special Economic Zone. The detail was show at table 5

Table 5 Level of student loyalty in language institute at Tak Special Economic Zone

Students loyalty in Language Institute	\bar{X}	S.D.	level
1. You have trust and trust in language institutions	4.56	0.71	strongly agree
2. You believe that language institutions understand and deal with your problems well	4.07	0.61	agree
3. You believed that he would be cared for by the Language Institute	4.10	0.71	agree
4. You are pleased to continue to be a customer of the Language Institute of the Language Institute	4.27	0.71	strongly agree
5. You greatly appreciates the language institute as a whole	4.31	0.73	strongly agree
6. You have a sense of belonging. and close ties with language institutions	4.22	0.67	strongly agree
7. You will encourage others to apply for language institute clients	4.23	0.68	strongly agree
8. If others have misconceptions about language institutions. You will help correct that misunderstanding immediately	4.31	0.68	strongly agree
Total	4.25	0.68	strongly agree

From table 5 found that level of student loyalty in language institute at Tak Special Economic Zone as a whole at strongly agree level ($\bar{X} = 4.25$, S.D. = 0.68). The highest average score is you have trust and trust in language institutions ($\bar{X} = 4.56$, S.D. = 0.71) followed by if others have misconceptions about language institutions. You will help correct that misunderstanding immediately ($\bar{X} = 4.31$,

S.D. = 0.68) and you greatly appreciate the language institute as a whole ($\bar{X} = 4.31$, S.D. = 0.73) and you are pleased to continue to be a customer of the Language Institute of the Language Institute ($\bar{X} = 4.27$, S.D. = 0.71) by respectively.

4. Level of service quality in language institute at Tak Special Economic Zone

The researcher was proposing level of service quality in language institute at Tak Special Economic Zone. The detail was show at table 6-11

4.1 Level of service quality in language institute at Tak Special Economic Zone as a whole

Table 6 Level of service quality in language institute at Tak Special Economic Zone as a whole

Service Quality in Language Institute	\bar{X}	S.D.	level
1. Tangibility	4.31	0.20	strongly agree
2. Responsiveness	4.29	0.12	strongly agree
3. Reliability	4.27	0.10	strongly agree
4. Assurance	4.29	0.12	strongly agree
5. Empathy	4.28	0.07	strongly agree
Total	4.28	0.12	strongly agree

From table 6 found that level of service quality in language institute at Tak Special Economic Zone as a whole at strongly agree level ($\bar{X} = 4.28$, S.D. = 0.12). The highest average score is tangibility ($\bar{X} = 4.31$, S.D. = 0.20) followed by responsiveness ($\bar{X} = 4.29$, S.D. = 0.12) and assurance ($\bar{X} = 4.29$, S.D. = 0.12) and empathy ($\bar{X} = 4.28$, S.D. = 0.12) by respectively.

4.2 Level of service quality in language institute at Tak Special Economic Zone in tangibility

Table 7 Level of service quality in language institute at Tak Special Economic Zone in tangibility

Service Quality in Language Institute in tangibility	\bar{X}	S.D.	level
1. Facilitating clients in technology language instruction	4.57	0.69	strongly agree
2. Maintaining safety with personal client's information	4.12	0.57	Agree
3. Having enough technology to support learning activities	4.18	0.68	Agree
4. The availability speed and modernity technology for learning	4.37	0.70	strongly agree
Total	4.31	0.66	strongly agree

From table 7 found that level of service quality in language institute at Tak Special Economic Zone in tangibility at strongly agree level ($\bar{X} = 4.31$, S.D. = 0.66). The highest average score is facilitating clients in technology language instruction ($\bar{X} = 4.57$, S.D. = 0.69) followed by the availability speed and modernity technology for learning ($\bar{X} = 4.37$, S.D. = 0.70) and having enough technology to support learning activities ($\bar{X} = 4.18$, S.D. = 0.68) by respectively.

4.3 Level of service quality in language institute at Tak Special Economic Zone in responsiveness

Table 8 Level of service quality in language institute at Tak Special Economic Zone in responsiveness

Service Quality in Language Institute in responsiveness	\bar{X}	S.D.	level
1. The staff can advise the cost, tuition fee of applying for the interesting course	4.42	0.69	strongly agree
2. Knowledgeable staff the ability to provide information to the language institute	4.19	0.57	Agree
3. The staff are polite and courteous to serve customers	4.17	0.68	Agree
4. The staff has the ability to communicate in many languages such as English, Thai, Burmese, Karen language	4.38	0.70	strongly agree
Total	4.29	0.67	strongly agree

From table 8 found that level of service quality in language institute at Tak Special Economic Zone in responsiveness at strongly agree level ($\bar{X} = 4.29$, S.D. = 0.67). The highest average score is the staff can advise the cost, tuition fee of applying for the interesting course ($\bar{X} = 4.42$, S.D. = 0.69) followed by the staff has the ability to communicate in many languages such as English, Thai, Burmese, Karen language ($\bar{X} = 4.38$, S.D. = 0.70) and knowledgeable staff the ability to provide information to the language institute ($\bar{X} = 4.19$, S.D. = 0.57) by respectively.

4.4 Level of service quality in language institute at Tak Special Economic Zone in reliability

Table 9 Level of service quality in language institute at Tak Special Economic Zone in reliability

Service Quality in Language Institute in reliability	\bar{X}	S.D.	level
1. The courses at the language institute are well known their quality	4.42	0.69	strongly agree
2. The teacher in language institutes are qualified and reliable in teaching	4.21	0.61	strongly agree
3. The course are appropriate and meet the student need	4.20	0.68	agree
4. The courses are suitable for the basic of learners	4.28	0.72	strongly agree
Total	4.27	0.67	strongly agree

From table 9 found that level of service quality in language institute at Tak Special Economic Zone in reliability at strongly agree level ($\bar{X} = 4.27$, S.D. = 0.67). The highest average score is the courses at the language institute are well known their quality ($\bar{X} = 4.42$, S.D. = 0.69) followed by the courses are suitable for the basic of learners ($\bar{X} = 4.28$, S.D. = 0.72) and the teacher in language institutes are qualified and reliable in teaching ($\bar{X} = 4.21$, S.D. = 0.61) by respectively.

4.5 Level of service quality in language institute at Tak Special Economic Zone in assurance

Table 10 Level of service quality in language institute at Tak Special Economic Zone in assurance

Service Quality in Language Institute in assurance	\bar{X}	S.D.	level
1. The language institute has advertisements and publicity about the courses	4.45	0.65	strongly agree
2. Language Institute uses a variety of languages that are easy to understand and interesting	4.21	0.63	strongly agree
3. Language institutions offer a confident of prices and courses for customers to choose from	4.17	0.67	agree
4. The language institute offers continuing education courses to promote customer development	4.35	0.67	strongly agree
Total	4.29	0.65	strongly agree

From table 10 found that level of service quality in language institute at Tak Special Economic Zone in assurance at strongly agree level ($\bar{X} = 4.29$, S.D. = 0.65). The highest average score is the language institute has advertisements and publicity about the courses ($\bar{X} = 4.45$, S.D. = 0.65) followed by the language institute offers continuing education courses to promote customer development ($\bar{X} = 4.35$, S.D. = 0.67) and language Institute uses a variety of languages that are easy to understand and interesting ($\bar{X} = 4.35$, S.D. = 0.67) by respectively.

4.6 Level of service quality in language institute at Tak Special Economic Zone in empathy

Table 11 Level of service quality in language institute at Tak Special Economic Zone in empathy

Service Quality in Language Institute in empathy	\bar{X}	S.D.	level
1. Facilitating clients in service instruction by individual	4.38	0.70	strongly agree
2. Individual of learning responsiveness	4.20	0.63	agree
3. Multi-learning style for student	4.25	0.70	strongly agree
4. Technology for individual learning	4.31	0.68	strongly agree
Total	4.28	0.67	strongly agree

From table 11 found that level of service quality in language institute at Tak Special Economic Zone in empathy at strongly agree level ($\bar{X} = 4.28$, S.D. = 0.67). The highest average score is facilitating clients in service instruction by individual ($\bar{X} = 4.38$, S.D. = 0.70) followed by technology for individual learning ($\bar{X} = 4.31$, S.D. = 0.68) and multi-learning style for student ($\bar{X} = 4.25$, S.D. = 0.70) by respectively.

5. Analysis of service quality factors on student satisfaction in language institute at Tak Special Economic Zone

For the analysis understanding and convenience, the researcher was prescribing symbol of variables by following

Independent variables

Tangibility	TAN
Responsiveness	RES
Reliability	REL
Assurance	ASS
Empathy	EMP

dependent variables

student satisfaction	SAT
----------------------	-----

Statistic Symbol (Sirichai Kanjanvasri, 1994)

R multiple correlation coefficient, relation between dependent variable and Independent variables set

R Square predict coefficient by portion and percent of variance variable described by variables set

b regression coefficient in term of raw data which present each of predicting value effect to dependent variables, when predicting equation in raw data

SEb regression coefficient standard error

B regression coefficient in term of standard data which present each of predicting value effect to dependent variables, when predicting equation in standard data

The result of service quality factors on student satisfaction in language institute at Tak Special Economic Zone use regression analysis by ENTER on following process

1) The result of independent variables analysis

Table 12 The result of independent variables analysis

	TAN	RES	REL	ASS	EMP
TAN	1.00				
RES	.776*	1.00			
REL	.785*	.806*	1.00		
ASS	.737*	.811*	.777*	1.00	
EMP	.760*	.786*	.792*	.811*	1.00

* statistic significant at .05

From table 12 found that tangibility factor, responsiveness factor, reliability factor, assurance factor and empathy factor have relation less than 0.850 which Sirichai Kanjanvasri (1994) was prescribing that independent variables must show relation value less than 0.850 and could be result analysis

Therefore, in this research was bring tangibility factor, responsiveness factor, reliability factor, assurance factor and empathy factor to analyzed by ENTER. For study, which factor was effect on student satisfaction in language institute at Tak Special Economic Zone and predict student satisfaction in language institute at Tak Special Economic Zone

2) The result of service quality factors on student satisfaction in language institute at Tak Special Economic Zone

The result of service quality factors on student satisfaction in language institute at Tak Special Economic Zone was present in table 13

Table 13 Variable factors effect on student satisfaction in language institute at Tak Special Economic Zone

Variables	b	SEb	B	t	P-value
Tangibility (TAN)	.167	.033	.178	5.026	<0.001*
Responsiveness (RES)	.119	.038	.126	3.164	0.002*
Reliable (REL)	.149	.037	.155	3.975	<0.001*
Assurance (ASS)	.262	.038	.265	6.833	<0.001*
Empathy (EMP)	.275	.036	.297	7.685	<0.001*
R = .931					
R Square = .867					

* statistic significant at .05

From table 13 found that tangibility factor (TAN), reliability factor (REL), assurance factor (ASS) and empathy factor (EMP) effect on student satisfaction in language institute at Tak Special Economic Zone by statistic significant at .05 according with hypothesis by assigning descending order; empathy, assurance, tangibility, reliability and responsiveness.

When R Square consideration found that all independent variables can predict on student satisfaction in language institute at Tak Special Economic Zone in 86.7 percent

By the research result can bring coefficient value to predict in equation of student satisfaction in language institute at Tak Special Economic Zone by following

$$SAT = 0.105 + 0.167(TAN) + 0.119(RES) + 0.149(REL) + 0.262(ASS) + 0.275(EMP)$$

Equation can describe by following;

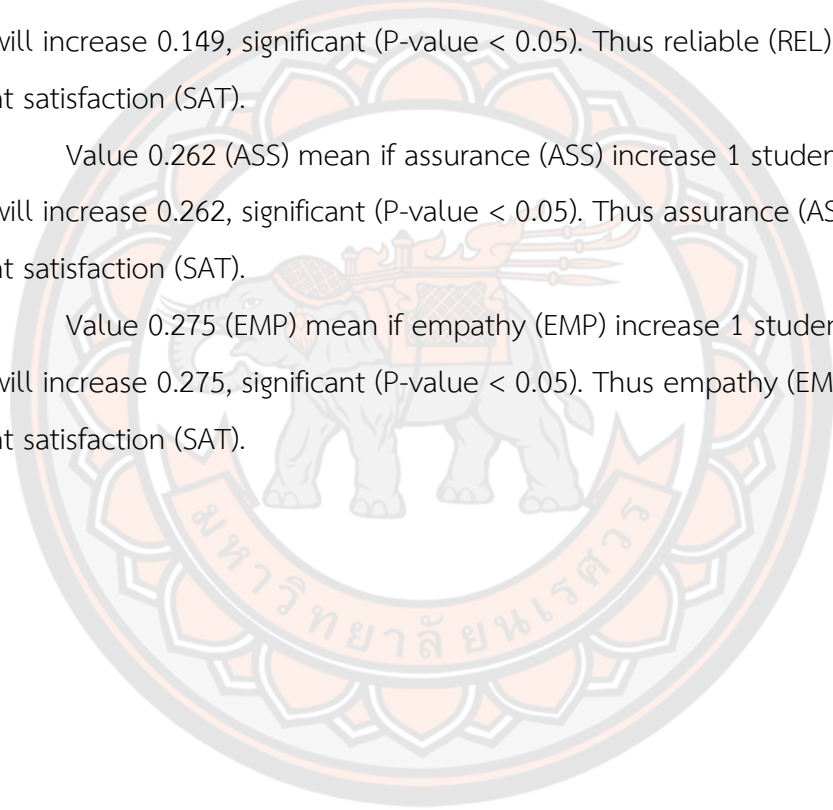
Value 0.167 (TAN) mean if tangibility (TAN) increase 1 student satisfaction (SAT) will increase 0.167, significant (P-value < 0.05). Thus tangibility (TAN) effect on student satisfaction (SAT).

Value 0.119 (RES) mean if responsiveness (RES) increase 1 student satisfaction (SAT) will increase 0.119, significant (P-value < 0.05). Thus reliable (REL) effect on student satisfaction (SAT).

Value 0.149 (REL) mean if reliable (REL) increase 1 student satisfaction (SAT) will increase 0.149, significant (P-value < 0.05). Thus reliable (REL) effect on student satisfaction (SAT).

Value 0.262 (ASS) mean if assurance (ASS) increase 1 student satisfaction (SAT) will increase 0.262, significant (P-value < 0.05). Thus assurance (ASS) effect on student satisfaction (SAT).

Value 0.275 (EMP) mean if empathy (EMP) increase 1 student satisfaction (SAT) will increase 0.275, significant (P-value < 0.05). Thus empathy (EMP) effect on student satisfaction (SAT).



6. Analysis of service quality factors on student loyalty in language institute at Tak Special Economic Zone

For the analysis understanding and convenience, the researcher was prescribing symbol of variables by following

dependent variables

student loyalty LOY

The result of service quality factors on student loyalty in language institute at Tak Special Economic Zone use regression analysis by ENTER on following

The result of service quality factors on student loyalty in language institute at Tak Special Economic Zone

The result of service quality factors on student loyalty in language institute at Tak Special Economic Zone was present in table 14

Table 14 Variable factors effect on student loyalty in language institute at Tak Special Economic Zone

Variables	b	SEb	B	t	P-value
Tangibility (TAN)	.250	.037	.252*	6.749	<0.001*
Responsiveness (RES)	.113	.042	.113	2.687	0.008*
Reliable (REL)	.188	.042	.185*	4.496	<0.001*
Assurance (ASS)	.230	.043	.220*	5.369	<0.001*
Empathy (EMP)	.239	.040	.245*	5.991	<0.001*
R = .923					
R Square = .851					

* statistic significant at .05

From table 14 found that tangibility factor (TAN), reliability factor (REL), assurance factor (ASS) and empathy factor (EMP) effect on student loyalty in language institute at Tak Special Economic Zone by statistic significant at .05

according with hypothesis by assigning descending order; empathy, tangibility, assurance, reliability and responsiveness.

When R Square consideration found that all independent variables can predict on student loyalty in language institute at Tak Special Economic Zone in 85.1 percent

By the research result can bring coefficient value to predict in equation of student loyalty in language institute at Tak Special Economic Zone by following;

$$\text{LOY} = -0.122 + 0.250(\text{TAN}) + 0.113(\text{RES}) + 0.188(\text{REL}) + 0.302(\text{ASS}) + 0.239(\text{EMP})$$

Equation can describe by following;

Value 0.250 (TAN) mean if tangibility (TAN) increase 1 student loyalty (LOY) will increase 0.250, significant (P-value < 0.05). Thus tangibility (TAN) effect on student loyalty (LOY).

Value 0.113 (RES) mean if responsiveness (RES) increase 1 student loyalty (LOY) will increase 0.113, significant (P-value < 0.05). Thus tangibility (TAN) effect on student loyalty (LOY).

Value 0.188 (REL) mean if reliable (REL) increase 1 student loyalty (LOY) will increase 0.188, significant (P-value < 0.05). Thus reliable (REL) effect on student loyalty (LOY).

Value 0.230 (ASS) mean if assurance (ASS) increase 1 student loyalty (LOY) will increase 0.230, significant (P-value < 0.05). Thus assurance (ASS) effect on student loyalty (LOY).

Value 0.239 (EMP) mean if empathy (EMP) increase 1 student loyalty (LOY) will increase 0.239, significant (P-value < 0.05). Thus empathy (EMP) effect on student loyalty (LOY).

Chapter 5

Conclusion, Discussion and Recommendation

The study of service quality factors on student satisfaction and student loyalty in language institute at Tak Special Economic Zone was aim to 1) study of service quality factors on student satisfaction in language institute at Tak Special Economic Zone and 2) to study of service quality factors on student loyalty in language institute at Tak Special Economic Zone

Conclusion

The researcher was concluding research in 6 parts;

1. General information of the respondents
2. Level of student satisfaction in language institute at Tak Special Economic Zone
3. Level of student loyalty in language institute at Tak Special Economic Zone
4. Level of service quality in language institute at Tak Special Economic Zone
5. Analysis of service quality factors on student satisfaction in language institute at Tak Special Economic Zone
6. Analysis of service quality factors on student loyalty in language institute at Tak Special Economic Zone

By following;

1. General information of the respondents

The most of respondents were male, most class duration attending was 5-6 month. The respondents were most study at Ban Phase Lao Sue Nat language school and Plearnpasa language school.

2. Level of student satisfaction in language institute at Tak Special Economic Zone

The level of student satisfaction in language institute at Tak Special Economic Zone as a whole at strongly agree level. The highest average score is language institute meet your needs in accordance with your real-life language style followed by language institute organizes various activities that are beneficial to customers and get enough information about the course and the services of the language institute from being a customer by respectively.

3. Level of student loyalty in language institute at Tak Special Economic Zone

The level of student loyalty in language institute at Tak Special Economic Zone as a whole at strongly agree level. The highest average score is you have trust and trust in language institutions followed by if others have misconceptions about language institutions. Student will help correct that misunderstanding immediately and student greatly appreciates the language institute as a whole and student are pleased to continue to be a customer of the language institute by respectively.

4. Level of service quality in language institute at Tak Special Economic Zone

4.1 The level of service quality in language institute at Tak Special Economic Zone as a whole at strongly agree level. The highest average score is tangibility followed by responsiveness and assurance and empathy by respectively.

4.2 The level of service quality in language institute at Tak Special Economic Zone in tangibility at strongly agree level. The highest average score is facilitating clients in technology language instruction followed by the availability speed and modernity technology for learning and having enough technology to support learning activities by respectively.

4.3 The level of service quality in language institute at Tak Special Economic Zone in responsiveness at strongly agree level. The highest average score is the staff can advise the cost, tuition fee of applying for the interesting course followed by the staff has the ability to communicate in many languages such as

English, Thai, Burmese, Karen language and knowledgeable staff the ability to provide information to the language institute by respectively.

4.4 The level of service quality in language institute at Tak Special Economic Zone in reliability at strongly agree level. The highest average score is the courses at the language institute are well known their quality followed by the courses are suitable for the basic of learners and the teacher in language institutes are qualified and reliable in teaching by respectively.

4.5 The level of service quality in language institute at Tak Special Economic Zone in assurance at strongly agree level. The highest average score is the language institute has advertisements and publicity about the courses followed by the language institute offers continuing education courses to promote customer development and language Institute uses a variety of languages that are easy to understand and interesting by respectively.

4.6 The level of service quality in language institute at Tak Special Economic Zone in empathy at strongly agree level. The highest average score is facilitating clients in service instruction by individual followed by technology for individual learning and multi-learning style for student by respectively.

5. Analysis of service quality factors on student satisfaction in language institute at Tak Special Economic Zone

The factors affecting on student satisfaction in language institute at Tak Special Economic Zone, P-value < 0.05, 5 variables predict the student satisfaction in language institute at Tak Special Economic Zone at 86.7% according empathy, assurance, tangibility, reliability and responsiveness.

6. Analysis of service quality factors on student loyalty in language institute at Tak Special Economic Zone

The factors affecting on student loyalty in language institute at Tak Special Economic Zone, P-value < 0.05, 5 variables predict the student loyalty in language institute at Tak Special Economic Zone at 85.1% according empathy, tangibility, assurance, reliability and responsiveness.

Discussion

This research was found that level of student satisfaction and loyalty and effect of service quality factors on student satisfaction and loyalty in language institute at Tak Special Economic Zone which the researcher was discuss by following;

1. Student satisfaction

The level of student satisfaction in language institute at Tak Special Economic Zone as a whole at strongly agree level may be due to language institute at Tak Special Economic Zone try to meet student needs in accordance with their real-life language style and also being a customer of the language institute makes receive “Added value from various privileges” such as wi-fi, member card. When, the researcher was criticizing by detail found that the highest score average was language institute meet student needs in accordance with their real-life language style. Shows that language institute at Tak Special Economic Zone have the attention to preparing and try to develop learning process and bring innovation for quality. The student can use this benefit for their need and effect to satisfaction accordance with Annamdevula & Bellamkonda (2014) “the learners’ satisfaction is the degree to which a learner is delighted towards the involvement in course learning. During the course design, the higher educational institutes switched from traditional learning methods to staff encourage learning methods. To develop courses, the institutes consider factors that affect the efficiency of learning while student satisfaction and other course-related aspects are influenced by the strategies adopted to provide learning during the coirse design, factors influencing learning, such as technicality issues, lack of social support and sense of isolation, impact the satisfaction of the students and student emotions, for instance, anger, anxiety and enthusiasm also affect student satisfaction.

2. Student loyalty

The level of student satisfaction in language institute at Tak Special Economic Zone as a whole at strongly agree level may be due to satisfaction language institute at Tak Special Economic Zone try to made organization by

systematic and confidence in the quality of teaching and service of language institutes. The institute made student believe that language institutions understand and deal with their problems well and believed that would be cared for by the language institute. When, the researcher was criticizing by detail found that the highest score average was student have trust and trust in language institutions according with Allender & Richards (2012) “...good customer relationship management creates customer loyalty. Consequently, loyalty customers positively talk about the company and its services or products and stay loyal. On the contrary, dissatisfied customers criticize the product or service to others and they usually turn to competitors. There is a considerable difference in the loyalty of customers with different level of loyalty. Study shows that even an insignificant drop in complete satisfaction cause a huge drop in loyalty. Although Allender defines loyalty in general as “deeply held commitment to repatronize a preferred product or service”, in case of higher education applies stergaard and Richards definition of student loyalty as "willingness to recommend the institution and the programmes to others, considerations whether the student would have chosen the same institution and programme today, and willingness to continue education or participate in conferences at the institution in the future" or a similar definition by Flavián, Guinaliú and Gurrea (2006). "as the tendency of a student to choose same provider (i.e. HEIs) or service over another for a particular need."

3. Service quality in language institute at Tak Special Economic Zone

The level of service quality in language institute at Tak Special Economic Zone as a whole at strongly agree level may be due to language business with high service quality will meet or exceed customer expectations whilst remaining economically competitive. Evidence from empirical studies suggests that improved service quality increases profitability and long term economic competitiveness. Improvements to service quality may be achieved by improving operational processes; identifying problems quickly and systematically; establishing valid and reliable service performance measures and measuring customer satisfaction and other performance outcomes according with Foxall (1985), Providing superior service

quality is crucial in achieving long-term success in the service language business. Service quality refers to consumers' evaluation of the excellence and superiority of the service encountered. Customers who experience positive feelings and attitudes toward the services during the service consumption process are more likely to perceive favorably toward the service provider, which subsequently leads to customer loyalty (Han & Hyun, 2012). This is consistent with past studies which have shown that in the educational industry, customers who are satisfied with the service quality are more likely to become loyal customers. In the context of tourism, a research by Hou & Wonglorsaichon (2011). on a sample of visitors to the Museums of Macau revealed that service quality is critical to customer satisfaction. In addition, a recent study Lo, Wu and Tsai (2015). indicated that service educational industry can improve customer satisfaction through service quality. To date, consumers pay considerable attention to the reputation of a company. According to Memarzadeh and Chang (2015) corporate image is an organization's overall beliefs and impressions in the public's mind. Asserted that consumers' perception of quality of the service provider influences their perceptions of corporate image. A substantial amount of service marketing literature has shown the relationship between service quality and customer satisfaction). For instance discovered that tourists who experience high levels of service quality from a hotel are more likely to have high levels of customer satisfaction and favorable corporate image toward the hotel. More recently, National Statistical Office (2022) showed that service quality has a significant positive influence on corporate image in the banking industry. Based on these studies, the following hypotheses are developed.

4. Analysis of service quality factors on student satisfaction in language institute at Tak Special Economic Zone

The factors affecting on student satisfaction in language institute at Tak Special Economic Zone, P-value < 0.05, 5 variables predict the student satisfaction in language institute at Tak Special Economic Zone at 86.7% according empathy, assurance, tangibility, reliability and responsiveness. May be due to in language institute at Tak Special Economic Zone focus in facilitating clients in service

instruction by individual and also technology for individual learning as follow Paul (2014) “empathy should understanding the consumer’s use case, how the product will be useful to them, guiding them and helping them achieve their goals, and being empathetic to their needs is a very important process for an organization. This is what separates a human from a bot, the ability to empathize with your customer and make them feel valued” Moreover, studies have examined the role of first-line employees in mapping customers’ service assessments (e.g. satisfaction and loyalty) due to the employee–customer direct contact in service settings. In the sales and marketing and promotional literature, a social emotion, namely empathy, has been found to be of crucial importance to understand the nature of employee–customer interactions within the business context. These studies provide practical support of a positive association between employee empathy (EE) and employee–customer interactional procedures and the effect of EE on CS. CS, as an essential parameter of organizational success, has an influential impact on service brand loyalty (Raza, et al., 2020) that ultimately results in the customers’ positive word-of-mouth (PWOM) and repurchase intentions (RI) toward the service brands (Thakur, 2016). Empathizing with your clients would make them feel valued and it will lead the user to be loyal to your product and services. What’s better than having a loyal client who can spread the word about your product.

For assurance, language institute at Tak Special Economic Zone recognized that assurance refers to the skills and competencies used in delivering services to the customers. Voss (1991) explains that employee skills and competencies help to inspire trust and confidence in the customer, which in turn stirs feelings of safety and comfort in the process of service delivery. Customers are more likely to make return visits if they feel confident of the employees’ ability to discharge their tasks. Shostack (1979) lists the factors that inspire empathy as competence, politeness, positive attitude, and effective communication as the most important factors in assuring customers. Besides, other factors include operational security of the premises as well as the proven quality of the service provided to the customers. Thus, the assurance has significant contribution in the perception of service quality.

The tangibility affecting on student satisfaction in language institute at Tak Special Economic Zone at the significant level of 0.05 may be due to the institute aspects of a tangibility service have a significant influence on perception of service quality. These comprise the external aspects of a service that influence external customer satisfaction. The key aspects of tangibility include price, ranking relative to competitors, marketing communication and actualization, and word-of-mouth effects (Payne and Ballantyne, 1991) which enhance the perception of service quality of customers. These aspects extend beyond SERVQUAL's definition of quality within the car care industry settings.

The last affecting on student satisfaction in language institute at Tak Special Economic Zone at the significant level of 0.05 was reliability may be due to reliability is attributed to accountability and quality. There are a bunch of precursors that likewise aid basic methodology for shaping clients' perspectives toward administration quality and reliability in the car care industry in educational business (Lovelock, 1979). A portion of these predecessors is identified with car repair benefits and includes the convenient accessibility of assets, specialist's expertise level and productive issue determination, correspondence quality, client care quality, an exhibition of information, client esteem, proficiency of staff, representatives' capacity to tune in to client inquiries and respond emphatically to their necessities and protests, security, workers' dependability, more limited holding up time and quickness, actual prompts, cost of administration, accessibility of issue recuperation frameworks, responsibility, guarantees, for example, mistake-free administrations, generally association's picture and workers' politeness, and responsiveness. Despite the innovative changes happening in the educational industry and the instructive degree of educational administrations suppliers in Asia, car care suppliers in the territory are taught about the need to continually refresh their insight into the advancements in the area of class workshops and the components of administration. By the way the responsiveness was not significant affecting on student satisfaction in language institute at Tak Special Economic Zone may be due to the questionnaire was not different clear from another item for example "The staff can advise the cost, tuition fee of applying for the interesting course" look like "The language institute

offers continuing education courses to promote customer development” in aspects of assurance. So responsiveness refers to the institution’s ability to provide fast and good quality service in the period. It requires minimizing the waiting duration for all interactions between the customer and the service provider (Mindak and Fine, 1981). Mindak and Fine (1981) explained that responsiveness is crucial for enhancing the customers’ perception of service quality. Rather, the institution should provide a fast and professional response as to the failure and recommend alternative actions to address the customer’s needs. In this light, the researcher summarizes responsiveness to mean four key actions, i.e., giving individual attention to customers, providing prompt service, active willingness to help guests, and employee availability when required.

5. Analysis of service quality factors on student loyalty in language institute at Tak Special Economic Zone

The factors affecting on student loyalty in language institute at Tak Special Economic Zone, P-value < 0.05, 5 variables predict the student loyalty in language institute at Tak Special Economic Zone at 85.1% according empathy, tangibility, assurance, reliability and responsiveness. Which different from satisfaction only tangibility and assurance may be due to tangibility affecting on loyalty more than satisfaction because tangibles are the ‘visible’ aspects of the service that are employed by businesses to improve external customer satisfaction. Different service industries employ different types of tangibles. The information technology and services industry makes use of hi-tech computer systems and lavish offices to give a perception of high quality to their prospective clients. Similarly, the hospitality industry employs trained people to increase empathy and improve the quality and promptness of service, thereby improving external customer satisfaction. (McCarthy, E.J., 1964)

In the same way of assurance affecting on loyalty less than satisfaction, the researcher found that Results from Parasuraman, et al. (1988) found that assurance is one of the core dimension of service quality that impacts customer satisfaction because it implants a favourable perception of an organization in the

mind of a customer. Thus encouraging the likelihood of word of mouth activity especially in financial institutions. A reliable financial service provider implants a high level of confidence in the mind of its customers (Parasuraman, Zeithaml, and Berry, 1988). This dimension is facilitated through the people aspect of service quality.

Recommendation

Beneficial of research finding

1. The language institute administrator should recognize work quality by improve service every semester for student satisfaction due to research finding that the highest average score is language institute meet student needs in accordance with their real-life language style followed by language institute organizes various activities that are beneficial to customers.

2. The language institute administrator should recognize staff quality by improve service every semester for student loyalty due to research finding that the the highest average score is student have trust and trust in language institutions followed by if others have misconceptions about language institutions. Student will help correct that misunderstanding immediately and student greatly appreciates the language institute as a whole and student are pleased to continue to be a customer of the language institute by respectively.

3. The language institute administrator should recognize service quality on empathy by facilitating clients in service instruction by individual, individual of learning responsiveness, finding multi-learning style for student and technology for individual learning for increasing student satisfaction and student loyalty.

Next research

1. Should study of service quality factors on student satisfaction and student loyalty in language institute at another Special Economic Zone

2. Should study of another business management factors on student satisfaction and student loyalty in language institute at Tak Special Economic Zone

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Appendix



Appendix A

The Expertise

1. Dr.Pimsara Yaklai Faculty of Business, Economics and Communications, Naresuan University
2. Dr.Suparawadee Trongtortam Faculty of Business, Economics and Communications, Naresuan University
3. Dr.Prapatsore Kleebrathum Faculty of Business, Economics and Communications, Naresuan University



Appendix B

Research Tool

แบบสอบถาม

การศึกษาปัจจัยคุณภาพของการบริการมีต่อความพึงพอใจ

และความภักดีของนักศึกษาในสถาบันภาษาเขตพัฒนาเศรษฐกิจตาก

คำชี้แจง : แบบสอบถามนี้จัดทำขึ้นเพื่อเป็นส่วนหนึ่งของหลักสูตรบริหารธุรกิจมหาบัณฑิต มหาวิทยาลัยนเรศวร โดยคำตอบของท่านจะนำไปใช้ในการวิเคราะห์ข้อมูลเพื่อการศึกษาเท่านั้น

ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถามจำนวน 3 ข้อ

คำชี้แจง : ทำเครื่องหมาย ลงในช่อง ให้ตรงกับความเป็นจริงของท่านให้มากที่สุด

1. เพศ

- 1) ชาย 2) หญิง

2. เข้าเรียนเป็นระยะเวลา

- 1) 1 -2 เดือน 2) 3-4 เดือน
 3) 5 -6 เดือน 4) มากกว่า 6 เดือน

3. โรงเรียนภาษาที่ท่านเรียน

- 1) โรงเรียนสอนภาษาต่างประเทศ 2) โรงเรียนสอนภาษาลาวสวน
 3) โรงเรียนสอนภาษาแม่สตรี 4) โรงเรียนสอนภาษาเมืองตาก
 5) โรงเรียนสอนภาษาเพลินภาษา 6) โรงเรียนสอนภาษาบ้านเฟส
 7) โรงเรียนสอนภาษาอักเฟส 8) โรงเรียนสอนภาษาเดอะเบส
 9) โรงเรียนสอนภาษาบ้านเฟสชิน 10) โรงเรียนสอนภาษาบ้านเฟส

เหล่าซือนัด

ตอนที่ 2 ข้อมูลเกี่ยวกับคุณภาพการให้บริการจำนวน 20 ข้อ

คำชี้แจง : ทำเครื่องหมาย ลงในช่อง ที่ตรงกับความเห็นของท่านมากที่สุด

- | | | |
|---|---------|--------------------------------------|
| 5 | หมายถึง | คุณภาพการให้บริการในระดับ มากที่สุด |
| 4 | หมายถึง | คุณภาพการให้บริการในระดับ มาก |
| 3 | หมายถึง | คุณภาพการให้บริการในระดับ ปานกลาง |
| 2 | หมายถึง | คุณภาพการให้บริการในระดับ น้อย |
| 1 | หมายถึง | คุณภาพการให้บริการในระดับ น้อยที่สุด |

คุณภาพการให้บริการในสถาบันภาษา	ระดับคุณภาพ				
	5	4	3	2	1
ด้านความเป็นรูปธรรมของบริการ					
1. การอำนวยความสะดวกด้านเทคโนโลยีแก่นักศึกษาในสถาบันภาษา					
2. การดูแลความปลอดภัยด้านข้อมูลส่วนบุคคลของนักศึกษา					
3. การมีเทคโนโลยีเพียงพอในการรองรับกิจกรรมการเรียนรู้					
4. การมีเทคโนโลยีเพื่อการเรียนรู้ที่มีความพร้อม ความรวดเร็ว และความทันสมัย					
ด้านการตอบสนองต่อลูกค้า					
5. เจ้าหน้าที่มีความสามารถในการให้คำแนะนำด้านค่าเรียนในหลักสูตรและการเรียนที่สนใจได้					
6. เจ้าหน้าที่ที่มีความรู้ ความสามารถในการให้ข้อมูลสถาบันภาษา					
7. เจ้าหน้าที่ที่มีความสุภาพเรียบร้อยในการให้บริการกับลูกค้า					
8. เจ้าหน้าที่ที่มีความสามารถในการสื่อสารได้หลายภาษา เช่น ภาษาอังกฤษ ภาษาไทย ภาษาเมียนมาร์ ภาษากะเหรี่ยง					
ด้านความเชื่อมั่นต่อหลักสูตร					
9. หลักสูตรในสถาบันภาษาเป็นที่รู้จักดีมีชื่อเสียงด้านคุณภาพ					
10. อาจารย์ในสถาบันภาษามีคุณภาพและสร้างความเชื่อมั่นในการสอนการเผยแพร่ผ่านแพลตฟอร์มออนไลน์					
11. เนื้อหาในหลักสูตรมีความเหมาะสมสอดคล้องกับความต้องการ					
12. เนื้อหาในรายวิชามีความเหมาะสมกับพื้นฐานของผู้เรียน					

คุณภาพการให้บริการในสถาบันภาษา	ระดับความคิดเห็น				
	5	4	3	2	1
ด้านการให้ความเชื่อมั่นต่อลูกค้า					
13. สถาบันภาษามีการโฆษณาและประชาสัมพันธ์ถึงหลักสูตร					
14. สถาบันภาษาการใช้ภาษาที่หลากหลาย เข้าใจง่าย และน่าสนใจ					
15. สถาบันภาษาให้ความเชื่อมั่นด้านราคาและหลักสูตรให้ลูกค้าเลือกอย่างหลากหลาย					
16. สถาบันภาษามีหลักสูตรการเรียนต่อเนื่องส่งเสริมพัฒนาการของลูกค้า					
ด้านความรู้ถึงความต้องการของลูกค้า					
17. การอำนวยความสะดวกด้านการบริการแก่นักศึกษาในสถาบันภาษาเป็นรายบุคคล					
18. การสนองตอบความต้องการการเรียนรู้ส่วนบุคคลของนักศึกษา					
19. การมีทางเลือกกิจกรรมการเรียนภาษาที่หลากหลาย					
20. การมีเทคโนโลยีเพื่อรองรับความต้องการการเรียนรู้ที่หลากหลาย					

ตอนที่ 3 ข้อมูลเกี่ยวกับความพึงพอใจของนักศึกษาในสถาบันภาษาจำนวน 8 ข้อ

คำชี้แจง : ทำเครื่องหมาย ✓ ลงในช่อง ที่ตรงกับความเห็นของท่านมากที่สุด

- | | | |
|---|---------|-------------------------------|
| 5 | หมายถึง | ความพึงพอใจในระดับ มากที่สุด |
| 4 | หมายถึง | ความพึงพอใจในระดับ มาก |
| 3 | หมายถึง | ความพึงพอใจในระดับ ปานกลาง |
| 2 | หมายถึง | ความพึงพอใจในระดับ น้อย |
| 1 | หมายถึง | ความพึงพอใจในระดับ น้อยที่สุด |

ความพึงพอใจของนักศึกษาในสถาบันภาษา	ระดับความพึงพอใจ				
	5	4	3	2	1
1. ท่านรู้สึกว่าคุณภาพสถาบันภาษาตอบสนองความต้องการได้สอดคล้องกับรูปแบบการใช้ภาษาในชีวิตจริงของท่าน					
2. ท่านรู้สึกว่าการเป็นลูกค้าของสถาบันภาษาทำให้ท่านได้รับ “คุณค่าเพิ่มจากสิทธิพิเศษต่าง ๆ” เช่น การเข้าถึง wi-fi, การมีบัตรสมาชิก					
3. ท่านรู้สึกมั่นใจในคุณภาพการสอนและการให้บริการของสถาบันภาษา					
4. ท่านได้รับข้อมูลเพียงพอเกี่ยวกับคอร์สการสอน และบริการของสถาบันภาษาจากการเป็นลูกค้า					
5. ท่านรู้สึกว่าคุณภาพสถาบันภาษาให้ความใส่ใจลูกค้าเป็นอย่างดี					
6. ท่านรู้สึกว่าคุณภาพเจ้าหน้าที่ของสถาบันภาษาให้บริการอย่างเป็นมิตร					
7. ท่านรู้สึกว่าคุณภาพสถาบันภาษามีระบบการติดต่อสื่อสารที่สะดวกและรวดเร็ว					
8. ท่านรู้สึกว่าคุณภาพสถาบันภาษามีการจัดกิจกรรมต่างๆ ที่เป็นประโยชน์แก่ลูกค้า					

ตอนที่ 4 ข้อมูลเกี่ยวกับความภักดีของนักศึกษาในสถาบันภาษาจำนวน 8 ข้อ

คำชี้แจง : ทำเครื่องหมาย ✓ ลงในช่อง ที่ตรงกับความเห็นของท่านมากที่สุด

- | | | |
|---|---------|-----------------------------|
| 5 | หมายถึง | ความภักดีในระดับ มากที่สุด |
| 4 | หมายถึง | ความภักดีในระดับ มาก |
| 3 | หมายถึง | ความภักดีในระดับ ปานกลาง |
| 2 | หมายถึง | ความภักดีในระดับ น้อย |
| 1 | หมายถึง | ความภักดีในระดับ น้อยที่สุด |

ความภักดีของนักศึกษาในสถาบันภาษา	ระดับความภักดี				
	5	4	3	2	1
1. ท่านมีความเชื่อถือและไว้วางใจในสถาบันภาษา					
2. ท่านเชื่อว่าสถาบันภาษาเข้าใจ และจัดการกับปัญหาของท่านได้ดี					
3. ท่านเชื่อว่าจะได้รับการเอาใจใส่จากสถาบันภาษา					
4. ท่านรู้สึกยินดีที่จะเป็นลูกค้าสถาบันภาษาของสถาบันภาษาต่อไป					
5. ท่านชื่นชอบสถาบันภาษาในภาพรวมอย่างยิ่ง					
6. ท่านมีความรู้สึกเป็นเจ้าของ และใกล้ชิดผูกพันกับสถาบันภาษา					
7. ท่านจะสนับสนุนให้ผู้อื่นสมัครเป็นลูกค้าสถาบันภาษา					
8. ถ้าผู้อื่นมีความเข้าใจผิดเกี่ยวกับสถาบันภาษา ท่านจะช่วยเหลือความเข้าใจผิดนั้นอย่างทันที					

ผู้จัดทำขอขอบคุณทุกท่านที่ให้ความร่วมมือเป็นอย่างดีมา ณ โอกาสนี้ด้วย

Questionnaire

The Study of Service Quality Factors on Student Satisfaction and Student Loyalty in Language Institute at Tak Special Economic Zone

Explication: This questionnaire is part of Master Degree of Business Administration, Naresuan University. Your answers will be used for data analysis for educational purposes only.

Part 1 General information of the respondents, 4 items.

Explication: Mark ✓ in the box to match your reality as much as possible

1. Gender

- 1) Male 2) Female

2. Class Duration Attending

- 1) 1-2 month 2) 3-4 month
 3) 5-6 month 4) More than 6 month

3. Language Institute

- 1) Foreign Language School
 2) Lao Suan language School
 3) Maestri Vocational Development
 4) Muang Tak Language School
 5) Plearnpasa Language School
 6) Ban Phase language School
 7) Hug Phase Language School
 8) The best Language School
 9) Ban Phase Chin Language School
 10) Ban Phase Lao Sue Nat Language School

Part 2 **Service Quality in Language Institute**, 20 items.

Explication: Mark ✓ in the box to match your reality as much as possible

- 5 mean Strongly Agree
 4 mean Agree
 3 mean Neutral
 2 mean Disagree
 1 mean Strongly Disagree

Service Quality in Language Institute	Reality Level				
	5	4	3	2	1
Tangibility					
1. Facilitating clients in technology language instruction					
2. Maintaining safety with personal client's information					
3. Having enough technology to support learning activities					
4. The availability speed and modernity technology for learning					
Responsiveness					
5. The staff can advise the cost, tuition fee of applying for the interesting course					
6. Knowledgeable staff the ability to provide information to the language institute					
7. The staff are polite and courteous to serve customers					
8. The staff has the ability to communicate in many languages such as English, Thai, Burmese, Karen language					

Service Quality in Language Institute	Reality Level				
	5	4	3	2	1
Reliability					
9. The courses at the language institute are well known their quality					
10. The teacher in language institutes are qualified and reliable in teaching					
11. The course are appropriate and meet the student need					
12. The courses are suitable for the basic of learners					
Assurance					
13. The language institute has advertisements and publicity about the courses					
14. Language Institute uses a variety of languages that are easy to understand and interesting					
15. Language institutions offer a confident of prices and courses for customers to choose from					
16. The language institute offers continuing education courses to promote customer development					
Empathy					
17. Facilitating clients in service instruction by individual					
18. Individual of learning responsiveness					
19. Multi-learning style for student					
20. Technology for individual learning					

Part 3 Student satisfaction in Language Institute, 8 items.

Explication: Mark ✓ in the box to match your reality as much as possible

- | | | |
|---|------|-------------------|
| 5 | mean | Strongly Agree |
| 4 | mean | Agree |
| 3 | mean | Neutral |
| 2 | mean | Disagree |
| 1 | mean | Strongly Disagree |

Students satisfaction in Language Institute	Reality Level				
	5	4	3	2	1
1. Language institute meet your needs in accordance with your real-life language style					
2. Being a customer of the language institute makes you receive “Added value from various privileges” such as wi-fi, member card					
3. Confidence in the quality of teaching and service of language institutes					
4. Get enough information about the course and the services of the language institute from being a customer					
5. Language Institute takes good care of customers					
6. The staff of the language institute provide friendly service					
7. Language institute has a convenient and fast communication system					
8. Language institute organizes various activities. that are beneficial to customers					

Part 4 Student loyalty in Language Institute, 8 items.

Explication: Mark ✓ in the box to match your reality as much as possible

- 5 mean Strongly Agree
 4 mean Agree
 3 mean Neutral
 2 mean Disagree
 1 mean Strongly Disagree

Student loyalty in Language Institute	Reality Level				
	5	4	3	2	1
1. You have trust and trust in language institutions					
2. You believe that language institutions understand and deal with your problems well					
3. You believed that he would be cared for by the Language Institute					
4. You are pleased to continue to be a customer of the Language Institute of the Language Institute					
5. You greatly appreciates the language institute as a whole					
6. You have a sense of belonging, and close ties with language institutions					
7. You will encourage others to apply for language institute clients					
8. If others have misconceptions about language institutions You will help correct that misunderstanding immediately					

Part 5 Suggestions and Comments

Appendix C

IOC.

แบบประเมินความตรงเชิงเนื้อหาของเครื่องมือวิจัย

แบบสอบถามเพื่อการวิจัย (IOC.)

เรื่อง การศึกษาปัจจัยคุณภาพของการบริการมีต่อความพึงพอใจ และความภักดีของนักศึกษาในสถาบันภาษาเขตพัฒนาเศรษฐกิจตาก (สำหรับผู้เชี่ยวชาญ)

คำอธิบาย

1. แบบประเมินนี้เป็นส่วนหนึ่งของการวิจัย เรื่อง การศึกษาปัจจัยคุณภาพของการบริการมีต่อความพึงพอใจและความภักดีของนักศึกษาในสถาบันภาษาเขตพัฒนาเศรษฐกิจตาก มีวัตถุประสงค์เพื่อศึกษาปัจจัยคุณภาพของการบริการมีต่อความพึงพอใจและความภักดีของนักศึกษาในสถาบันภาษาเขตพัฒนาเศรษฐกิจตาก

2. แบบประเมินนี้เป็นแบบประเมินสำหรับผู้เชี่ยวชาญ โดยผู้วิจัยต้องการศึกษาปัจจัยคุณภาพของการบริการมีต่อความพึงพอใจและความภักดีของนักศึกษาในสถาบันภาษาเขตพัฒนาเศรษฐกิจตาก การตอบแบบสอบถามครั้งนี้จะไม่มีผลกระทบต่อผู้ตอบแบบสอบถามแต่ประการใด เพราะผู้วิจัยนำไปวิเคราะห์และนำเสนอผลในภาพรวมเท่านั้น

3. แบบสอบถามชุดนี้แบ่งออกเป็น 3 ตอน ประกอบด้วย

ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม ใช้แบบตรวจสอบรายการ

(Checklist)

ประกอบด้วย เพศ อายุ และสถาบันที่ศึกษา

ตอนที่ 2 ข้อมูลเกี่ยวกับคุณภาพการให้บริการ

ตอนที่ 3 ข้อมูลเกี่ยวกับความพึงพอใจของนักศึกษาในสถาบันภาษา

ตอนที่ 4 ข้อมูลเกี่ยวกับความภักดีของนักศึกษาในสถาบันภาษา

4. ขอความกรุณาท่านผู้เชี่ยวชาญ ช่วยพิจารณาร่างแบบสอบถามว่ามีความสอดคล้องกับการเสริมสร้างความสามารถในการแก้ปัญหาอย่างสร้างสรรค์สำหรับผู้เรียนระดับประถมศึกษา ของการวิจัยเรื่องนี้หรือไม่ ด้วยการให้คะแนนในแต่ละข้อคำถามโดยการทำเครื่องหมาย ✓ ลงในช่องผลการพิจารณา

เกณฑ์การให้คะแนนในระบบ IOC

ให้ +1 คะแนน เมื่อแน่ใจว่าข้อความนั้นมีสอดคล้องกับความพึงพอใจและความ
ภาคภูมิใจของนักศึกษาในสถาบันภาษาเขตพัฒนาเศรษฐกิจตาก

ให้ 0 คะแนน เมื่อไม่แน่ใจว่าข้อความนั้นเนื้อหาที่สอดคล้องกับความพึงพอใจและความ
ภาคภูมิใจของนักศึกษาในสถาบันภาษาเขตพัฒนาเศรษฐกิจตาก

ให้ -1 คะแนน เมื่อแน่ใจว่าข้อความนั้นเนื้อหาไม่สอดคล้องกับความพึงพอใจและความ
ภาคภูมิใจของนักศึกษาในสถาบันภาษาเขตพัฒนาเศรษฐกิจตาก

5. ผู้วิจัยขอขอบพระคุณเป็นอย่างสูง สำหรับความอนุเคราะห์และการเสียสละเวลาอันมีค่า
ของท่านในการตอบแบบสอบถามเพื่อการวิจัยในครั้งนี้ กรุณาตอบภายในวันที่

6. หากมีข้อสงสัย สามารถสอบถามข้อมูลได้ที่ นายวินโซอง มือถือ : 0979232609 อีเมลล์ :
banwint@gmail.com

คำอธิบายวิธีตอบ ให้ท่านทำเครื่องหมาย ลงในช่อง หน้าข้อความที่ตรงสภาพเป็นจริงของ
ท่าน

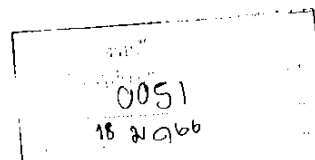
ข้อที่	ประเด็นคำถาม	ผลการพิจารณา		
		+1	0	-1
ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม				
1.1	เพศ			
1.2	เข้าเรียนเป็นระยะเวลา			
1.3	โรงเรียนภาษาที่ท่านเรียน			
ตอนที่ 2 ข้อมูลเกี่ยวกับคุณภาพการให้บริการ				
ด้านความเป็นรูปธรรมของบริการ				
1.	การอำนวยความสะดวกด้านเทคโนโลยีแก่นักศึกษาในสถาบันภาษา			
2.	การดูแลความปลอดภัยด้านข้อมูลส่วนบุคคลของนักศึกษา			
3.	การมีเทคโนโลยีเพียงพอในการรองรับกิจกรรมการเรียนรู้			
4.	การมีเทคโนโลยีเพื่อการเรียนรู้ที่มีความพร้อม ความรวดเร็วและความทันสมัย			

ข้อที่	ประเด็นคำถาม	ผลการพิจารณา		
		+1	0	-1
ด้านการตอบสนองต่อลูกค้า				
5.	เจ้าหน้าที่มีความสามารถในการให้คำแนะนำด้านค่าเรียนในหลักสูตรและการเรียนที่สนใจได้			
6.	เจ้าหน้าที่ที่มีความรู้ความสามารถในการให้ข้อมูลสถาบันภาษา			
7.	เจ้าหน้าที่ที่มีความสุภาพเรียบร้อยในการให้บริการกับลูกค้า			
8.	เจ้าหน้าที่มีความสามารถในการสื่อสารได้หลายภาษา เช่น ภาษาอังกฤษ ภาษาไทย ภาษาเมียนมาร์ ภาษากะเหรี่ยง			
ด้านความเชื่อมั่นต่อหลักสูตร				
9.	หลักสูตรในสถาบันภาษาเป็นที่รู้จักดีมีชื่อเสียงด้านคุณภาพ			
10.	อาจารย์ในสถาบันภาษามีคุณภาพและสร้างความเชื่อมั่นในการสอนการเผยแพร่ผ่านแพลตฟอร์มออนไลน์			
11.	เนื้อหาในหลักสูตรมีความเหมาะสมสอดคล้องกับความต้องการ			
12.	เนื้อหาในรายวิชาเหมาะสมกับพื้นฐานของผู้เรียน			
ด้านการให้ความเชื่อมั่นต่อลูกค้า				
13.	สถาบันภาษามีการโฆษณาและประชาสัมพันธ์ถึงหลักสูตร			
14.	สถาบันภาษาการใช้ภาษาที่หลากหลาย เข้าใจง่าย และน่าสนใจ			
15.	สถาบันภาษาให้ความเชื่อมั่นด้านราคาและหลักสูตรให้ลูกค้าเลือกอย่างหลากหลาย			
16.	สถาบันภาษามีหลักสูตรการเรียนต่อเนื่องส่งเสริมพัฒนาการของลูกค้า			
ด้านความรู้ถึงความต้องการของลูกค้า				
17.	การอำนวยความสะดวกด้านการบริการแก่นักศึกษาในสถาบันภาษาเป็นรายบุคคล			
18.	การสนองตอบความต้องการการเรียนรู้ส่วนบุคคลของนักศึกษา			
19.	การมีทางเลือกกิจกรรมการเรียนภาษาที่หลากหลาย			
20.	การมีเทคโนโลยีเพื่อรองรับความต้องการการเรียนรู้ที่หลากหลาย			
ตอนที่ 3 ข้อมูลเกี่ยวกับความพึงพอใจของนักศึกษาในสถาบันภาษา				
1.	ท่านรู้สึกว่าคุณภาพการตอบสนองความต้องการได้สอดคล้องกับรูปแบบการใช้ภาษาในชีวิตจริงของท่าน			
2.	ท่านรู้สึกว่าการเป็นลูกค้าของสถาบันภาษาทำให้ท่านได้รับ “คุณค่า” เพิ่มจากสิทธิพิเศษต่าง ๆ เช่น การเข้าถึง wi-fi, การมีบัตรสมาชิก			

ข้อที่	ประเด็นคำถาม	ผลการพิจารณา		
		+1	0	-1
3.	ท่านรู้สึกมั่นใจในคุณภาพการสอนและการให้บริการของสถาบันภาษา			
4.	ท่านได้รับข้อมูลเพียงพอเกี่ยวกับคอร์สการสอน และบริการของสถาบันภาษาจากการเป็นลูกค้า			
5.	ท่านรู้สึกว่าสถาบันภาษาให้ความใส่ใจลูกค้าเป็นอย่างดี			
6.	ท่านรู้สึกว่าเจ้าหน้าที่ของสถาบันภาษาให้บริการอย่างเป็นมิตร			
7.	ท่านรู้สึกว่าสถาบันภาษามีระบบการติดต่อสื่อสารที่สะดวกและรวดเร็ว			
8.	ท่านรู้สึกว่าสถาบันภาษามีการจัดกิจกรรมต่างๆ ที่เป็นประโยชน์แก่ลูกค้า			
ตอนที่ 4 ข้อมูลเกี่ยวกับความภักดีของนักศึกษาในสถาบันภาษา				
1.	ท่านมีความเชื่อถือและไว้วางใจในสถาบันภาษา			
2.	ท่านเชื่อว่าสถาบันภาษาเข้าใจ และจัดการกับปัญหาของท่านได้ดี			
3.	ท่านเชื่อว่าจะได้รับการเอาใจใส่จากสถาบันภาษา			
4.	ท่านรู้สึกยินดีที่จะเป็นลูกค้าสถาบันภาษาของสถาบันภาษาต่อไป			
5.	ท่านชื่นชอบสถาบันภาษาในภาพรวมอย่างยิ่ง			
6.	ท่านมีความรู้สึกเป็นเจ้าของ และใกล้ชิดผูกพันกับสถาบันภาษา			
7.	ท่านจะสนับสนุนให้ผู้อื่นสมัครเป็นลูกค้าสถาบันภาษา			
8.	ถ้าผู้อื่นมีความเข้าใจผิดเกี่ยวกับสถาบันภาษา ท่านจะช่วยแก้ไขความเข้าใจผิดนั้นอย่างทันที			

Appendix D

Graduate School Document

**Announcement****The Graduate School, Naresuan University
Approval of Thesis Proposal to Conduct Research
No. 008/2023**

The Graduate School approved **Mr. Win Soe Aung**, student ID: **64060055**; Master of Business Administration, to conduct research. The approved thesis proposal entitled: **“THE STUDY OF SERVICE QUALITY FACTORS ON STUDENT SATISFACTION AND STUDENT LOYALTY IN LANGUAGE INSTITUTE AT TAK SPECIAL ECONOMIC ZONE”** with Dr. Anirut Asawasakulsorn as the thesis advisor.

Announced date: January 17, 2023

Krongkam Chootip

(Associate Professor Dr. Krongkam Chootip)
Dean of the Graduate School, Naresuan University



ประกาศคณะกรรมการบริหารธุรกิจ เศรษฐศาสตร์และการสื่อสาร
เรื่อง แต่งตั้งคณะกรรมการพิจารณาโครงร่างวิทยานิพนธ์ ระดับปริญญาโท
หลักสูตรบริหารธุรกิจมหาบัณฑิต (M.B.A.)

เพื่อให้การพิจารณาโครงร่างวิทยานิพนธ์ ระดับปริญญาโท หลักสูตรบริหารธุรกิจมหาบัณฑิต (M.B.A.) ในหัวข้อ “The Study of Service Quality Factors on Student Satisfaction and Student Loyalty in Language Institute at Tak Special Economic Zone” ของ Mr. Win Soe Aung รหัสนิต ๖๔๐๖๐๐๕๕ ในวันที่ ๑๗ ตุลาคม พ.ศ. ๒๕๖๕ ตั้งแต่เวลา ๑๓.๐๐ น. เป็นต้นไป ณ ห้อง BEC7217 ซึ่งเป็นส่วนหนึ่งของการจัดการเรียนการสอนในรายวิชา ๘๐๑๕๔๘ วิทยานิพนธ์ ๒ แผน ก แบบ ก๒ เป็นไปด้วยความเรียบร้อย และมีประสิทธิภาพ จึงอาศัยอำนาจตามความในมาตรา ๒๖ แห่งพระราชบัญญัติมหาวิทยาลัยนครพนม พ.ศ. ๒๕๓๓ ประกอบกับความข้อ ๘(๒) ในประกาศมหาวิทยาลัยนครพนม เรื่อง แนวปฏิบัติในการทำวิทยานิพนธ์ พ.ศ. ๒๕๖๐ ฉบับลงวันที่ ๒๘ มีนาคม พ.ศ. ๒๕๖๐ ให้แต่งตั้งคณะกรรมการพิจารณาโครงร่างวิทยานิพนธ์ ดังกล่าว ดังรายนามต่อไปนี้

- | | | |
|--------------------------------|------------|---------------------|
| ๑. ผู้ช่วยศาสตราจารย์ ดร.รัตนา | ลิทธิอ่วม | ประธานกรรมการ |
| ๒. ผู้ช่วยศาสตราจารย์ ดร.ชนิดา | ยาระณะ | กรรมการ |
| ๓. ดร.อนิรุทธิ์ | อัครสกุลสร | กรรมการและเลขานุการ |

ให้กรรมการมีหน้าที่

พิจารณาโครงร่างวิทยานิพนธ์

ทั้งนี้ ตั้งแต่บัดนี้เป็นต้นไป

ประกาศ ณ วันที่ ๑๐ ตุลาคม พ.ศ. ๒๕๖๕

(รองศาสตราจารย์ ดร.วิชานัน รัตน์วิบูลย์สม)
คณบดีคณะบริหารธุรกิจ เศรษฐศาสตร์และการสื่อสาร



GRADUATE SCHOOL
NARESUAN UNIVERSITY

The Graduate School
Naresuan University
Phitsanulok, 65000
Thailand

2 November 2022

Subject: Invitation to be an expert for the verification of research instruments
RE # อว.0603.02/ว 3270

Dear Dr.Prapatsorn Kleebrathum

Naresuan University Graduate School is honored to invite you to be an expert to verify the validity of the research instruments designed by **Mr.Win Soe Aung**, student identification number **64060055**, a graduate student in Master of Business Administration at Naresuan University, who is conducting a research study for the thesis titled “**The Study of Service Quality Factors on Student Satisfaction and Student Loyalty in Language Institute at Tak Special Economic Zone**”.

Your expertise would contribute to the success of this research study and the development of the graduate studies at Naresuan University. Your kind assistance is much appreciated.

Sincerely,

Anamai Na-udom

(Associate Professor Anamai Na-udom, Ph.D.)
Deputy Dean for the Academic Affairs
For Dean of the Graduate School, Naresuan University



บันทึกข้อความ

ส่วนราชการ สำนักงานอธิการบดี กองการวิจัยและนวัตกรรม งานจัดการมาตรฐานฯ โทร.8721
 ที่ อว 0603.01.13(1)/NU-IRB ว.2734 วันที่ 08 พฤศจิกายน 2565
 เรื่อง ขอแจ้งหมายเลขโครงการวิจัย

เรียน นายวินโซออง: นิสิตระดับปริญญาโท (อาจารย์ที่ปรึกษา: ดร.อนิรุทธิ์ อัครสกุลสร)
 สังกัด: คณะบริหารธุรกิจ เศรษฐศาสตร์และการสื่อสาร

ตามที่ ท่านได้ส่งเอกสารโครงการวิจัยเพื่อขอรับการพิจารณาจริยธรรมการวิจัยในมนุษย์ เรื่อง การศึกษาปัจจัยคุณภาพของการบริการที่มีต่อความพึงพอใจและความภักดีของนักศึกษาในสถาบัน ภาษาเขตพัฒนาเศรษฐกิจตาก (The Study of Service Quality Factors on Student Satisfaction and Student Loyalty in Language Institute at Tak Special Economic Zone) นั้น

ในการนี้ คณะกรรมการจริยธรรมการวิจัยในมนุษย์ ได้รับเอกสารโครงการวิจัยของท่านเป็นที่เรียบร้อยแล้ว และขอแจ้งให้ทราบ ดังนี้

1. หมายเลขโครงการวิจัย คือ P2-0390/2565 ซึ่งในกรณีที่มีการส่งเอกสารใดๆ ที่เกี่ยวกับโครงการนี้ กรุณาระบุหมายเลขโครงการวิจัย และหากมีการติดตามและสอบถามรายละเอียดเกี่ยวกับโครงการวิจัยขอให้แจ้งหมายเลขโครงการวิจัยดังกล่าวทุกครั้ง

2. ในการพิจารณาโครงการวิจัย คณะกรรมการจริยธรรมการวิจัยในมนุษย์ อาจจะมีการติดต่อโดยวิธีการโทรศัพท์ไปยังผู้วิจัย ตามเบอร์โทรศัพท์ที่ระบุไว้ในแบบฟอร์มการขอรับการพิจารณา เพื่อสอบถามรายละเอียดในโครงการวิจัยของท่าน

จึงเรียนมาเพื่อโปรดทราบ และโปรดพิจารณาดำเนินการ

(ผู้ช่วยศาสตราจารย์ ดร.วนวัลย์ ดาดี)

ประธานคณะกรรมการจริยธรรมการวิจัยในมนุษย์
 กลุ่มสาขาวิทยาศาสตร์เทคโนโลยี มนุษยศาสตร์และสังคมศาสตร์
 มหาวิทยาลัยนเรศวร

COE No. 217/2022
IRB No. P2-0390/2565



AF 04-09/5.0

คณะกรรมการจริยธรรมการวิจัยในมนุษย์ มหาวิทยาลัยนเรศวร
99 หมู่ 9 ตำบลท่าโพธิ์ อำเภอเมือง จังหวัดพิษณุโลก 65000 เบอร์โทรศัพท์ 05596 8721

เอกสารรับรองโครงการวิจัย

คณะกรรมการจริยธรรมการวิจัยในมนุษย์ มหาวิทยาลัยนเรศวร ดำเนินการให้การรับรองโครงการวิจัยตามแนวทางหลักจริยธรรมการวิจัยในคนที่เป็นมาตรฐานสากล ได้แก่ Declaration of Helsinki, The Belmont Report, CIOMS Guideline และ International Conference on Harmonization in Good Clinical Practice หรือ ICH-GCP

ชื่อโครงการ : การศึกษาปัจจัยคุณภาพของการบริการที่มีต่อความพึงพอใจและความภักดีของนักศึกษาในสถาบันภาษาเขตพัฒนาเศรษฐกิจตาก
ผู้วิจัยหลัก : นายวินไซของ
สังกัดหน่วยงาน : คณะบริหารธุรกิจ เศรษฐศาสตร์และการสื่อสาร
วิธีทบทวน : แบบยกเว้น



ลงนาม

(ผู้ช่วยศาสตราจารย์ ดร.วนาวลัย คำดี)

ประธานคณะกรรมการจริยธรรมการวิจัยในมนุษย์
มหาวิทยาลัยนเรศวร

วันที่รับรองการยกเว้นพิจารณาจริยธรรม : 17 พฤศจิกายน 2565

หมายเหตุ

1. ไม่ต้องส่ง รายงานความก้าวหน้า (Progress Report) และรายงานสรุปผลการวิจัย (Final Report)
2. หากมีการแก้ไขโครงการวิจัยหลังการรับรอง ให้ผู้วิจัยดำเนินการส่งส่วนแก้ไขเพิ่มเติมโครงการวิจัย (Amendment) หรือจัดทำเป็นโครงการวิจัยใหม่