Programme Title and Cohort: BA (Hons) in Business and Management, 5

Module Code and Title: NX0320 Dissertation

Forename: Canistan

Surname: Anthony

Student ID number: w11040268

University email address: canistan.anthony@northumbria.ac.uk
Name: Anthony Canistan

Degree: BA (Hons) in Business and management

Supervisor: Aubrey Smith

Project Topic: An investigation into the factors influencing CS among students of Business Management; Survey on private institutes of higher education in Colombo District, Sri Lanka
DECLARATION

I declare the following:-

(1) That the material contained in this dissertation is the end result of my own work and that due acknowledgement has been given in the bibliography and references to ALL sources be they printed, electronic or personal.

(2) The Word Count of this Dissertation is – 10,976 words

(3) That unless this dissertation has been confirmed as confidential, I agree to an entire electronic copy or sections of the dissertation to being placed on Blackboard, if deemed appropriate, to allow future students the opportunity to see examples of past dissertations. I understand that if displayed on Blackboard it would be made available for no longer than five years and that students would be able to print off copies or download. The authorship would remain anonymous.

(4) I agree to my dissertation being submitted to a plagiarism detection service, where it will be stored in a database and compared against work submitted from this or any other School or from other institutions using the service. In the event of the service detecting a high degree of similarity between content within the service this will be reported back to my supervisor and second marker, who may decide to undertake further investigation which may ultimately lead to disciplinary actions, should instances of plagiarism be detected.

(5) I have read the University Policy Statement on Ethics in Research and Consultancy and the Policy for Informed Consent in Research and Consultancy and I declare that ethical issues have been considered and taken into account in this research.

SIGNED: Anthony Canistan
DATE : 29/09/2013
Executive Summary

As the nature of competitive environment grows rapidly in educational atmosphere the roles of marketers must be developed meaningfully (Nazari and Elahi, 2012). One of the major roles of marketing is, understanding the consumer preferences in the process of delivering the service (Moorman and Rust, 1999). Hence, educational organisation must understand how to offer a satisfying learning experience to students in order to retain them.

Many studies have examined about customer satisfaction in higher education industry. However the studies conducted in Sri Lanka about customer satisfaction are not sufficient to suggest robust recommendations to managers to generate customer satisfaction .The problem of the current study is the difficulties of Sri Lankan institutes with retaining their students despite the high spending on delivering quality service. In the literatures about students’ satisfaction it is stated that, Higher the level of student satisfaction emphasizes the higher level of student retention (Aldridge and Rowley, 1998; Andreassen and Lindestad, 1998). Hence in order to fill the gap, the author decided to undertake a systematic investigation on factors affecting customer satisfaction in higher education. To narrow down the scope of examination due to word and time limit, he has limited his research among business management students specially referring to Colombo district.

The literature review of the current study mainly focuses on the terms customer satisfaction, customer retention and higher education and it has identified the factors which affect customer satisfaction in the industry of higher education.

High rate of student satisfaction is widely believed to be the indicator of institutes/universities’ corporate and academic success (Anctil, 2008). Even customer satisfaction is used to diagnose the performance of the education service provided (Taylor and Baker, 1994). Therefore an educational organisation must be very clear about the process of generating customer satisfaction among students. Accordingly Universities/institutes are increasingly concentrating on relationship marketing in order to achieve an optimal level of customer satisfaction (Helgesen, 2008). They are
supported by several theories on customer satisfaction, hence the author has discussed about few important customer satisfaction theories in the literature review.

In the context of relationship marketing customer satisfaction is seen as the essence of retaining customers (Arnett, German, and Hunt, 2003). Therefore there is need for educational organisation in establishing a deeper understanding of customer satisfaction in order to develop the linkage between customer satisfaction and customer retention. The attempt of past literatures to understand the term customer satisfaction exposes that, customer satisfaction is an emotion which occurs based on the evaluation of difference between prior expectation and perceived performance of the service (Tse and Wilton, 1988). It is further stated that, to produce a positive result from the evaluation, organisations must equal or exceed the expectation created towards the service. Educational organisations generally attempt to match the perceived expectation despite the toughness of the challenge in order to gain the benefits of customer satisfaction (Thurau, 2004)

Therefore the literature review of the current study also analyses the benefits of customer satisfaction for an organisation. Analysis of the benefits of customer satisfaction exposes that, customer satisfaction affects several components of an organisation positively and stimulate an emotion among customers that keeps them closer to the organisation (Hatfield, 2008). Hence educational organisations are increasingly concentrating about the factors which affect customer satisfaction to deliver a service which is highly valid by customers in order to imply the benefits of customer satisfaction in their organisation.

It is stated that, factors which affect customer satisfaction vary from service to another service (Pantouvakis, 2010). In the industry of higher education, factors which influence the learning experience of the students determines the level of customer satisfaction (Munteanu, Ceobanu, Bobalca, and Anton, 2010). Therefore with the help of similar studies of current study, the author has identified several factors which affect customer satisfaction under six categories in the industry of higher education.
Methodology part of the current study exposes the strategy, approach, methods, sample approach, techniques, ethical consideration and the limitations of the survey conducted in order to evaluate the influence level of the factors which were identified in the literature review. Furthermore it elaborates the techniques of the evaluation of managerial interest on customer satisfaction.

Quantitative strategy is utilized in order to conduct the evaluation on influential level of factors that affect students’ learning experience and qualitative strategy is adopted to analyze the managerial interest on customer satisfaction. Thus the current study will be conducted as a mixed research in order to achieve the objectives in the best possible way. To conduct quantitative analysis a questionnaire is delivered to 60 Business Management students in 3 various institutes asking them to rate the factors affecting their learning experience in a 5 point scale. Descriptive analysis is used to convert the factors into measurable elements in order apply the quantitative strategy. On the other hand qualitative strategy is applied to analyze the interviews conducted. Author decided to present the qualitative analysis in a table format given that it is a very brief section.

Based on the results of the survey and interviews, findings and analysis are presented in the chapter 4. By calculating the mean value of each factor author has compared and contrasted the influential levels of factors which affect the learning experience of the students. Each findings are supported by the literature, in fact few findings exposes different views from the literature. Furthermore, the table of analysis of the interviews exposes how customer satisfaction is interpreted and approached in the higher education institutes in Sri Lanka.

As the final stage of the stud, author has reviewed the objectives set in the current study in the form of conclusion. He has opened up few relevant areas for future research. The recommendations are suggested to the educational organisation analyzing the findings about influential level of each factor and the managerial interest. Especially, findings of the managerial interest towards student satisfaction assisted the author to suggest practical recommendations considering the current strategies of generating student satisfaction.
Overall the current study implies that retaining students has become important as attracting them, and customer satisfaction plays a major role in retaining customers. Several factors influence student satisfaction through affecting their learning experience and the influential level varies from a factor to another factor.

Key Words: - Customer satisfaction, Customer retention, Higher education.
Acknowledgement

Firstly I express my sincere gratitude to my parents and brother who supported me financially and none financially to complete my degree in BA (Hons) in business and management. They encouraged me in different ways in difficult situations.

I thank my University supervisors who provided me initial feedback for my research proposal and local supervisor who guided me by providing constant feedbacks. I’m grateful to my manager who helped to gain practical experience which I applied in the assignments.

Finally I thank whole team of BMS, Northumbria University and local lecturers who willingly supported me throughout the degree programs by delivering knowledge and providing sufficient material.
Contents
1. Introduction .................................................................................................................. 14
  1.1 Project topic............................................................................................................. 14
  1.2 Introduction/Rationale .......................................................................................... 14
  1.3 Current Situation ..................................................................................................... 15
  1.4 Objectives ................................................................................................................ 16
  1.5 Overview of Literature Review ............................................................................. 17
  1.6 Outlined Methodology .......................................................................................... 18
2. Literature Review .......................................................................................................... 19
  2.1 An Introduction to Customer satisfaction (CS) ...................................................... 19
  2.2 Formation of CS ...................................................................................................... 19
  2.3 Theories on CS ....................................................................................................... 22
    2.3.1 Assimilation Theory ........................................................................................ 22
    2.3.2 Assimilation Contrast Theory ....................................................................... 23
    2.3.3 Negative Theory ............................................................................................ 25
    2.3.4 Hypothesis Testing Theory .......................................................................... 25
  2.3 impact of CS ........................................................................................................... 25
    2.3.1 Relationship between CS and CR ................................................................. 27
  2.4 CS in service industry ............................................................................................. 28
    2.4.1 Role of marketing in service industry to generate CS .................................... 30
  2.5 The Industry of Higher Education ........................................................................ 31
    2.5.1 CS in higher education .................................................................................. 33
    2.5.2 Generating CS in Higher Education ............................................................... 34
      2.5.2.1 Building expectation for educational service ........................................... 34
      2.5.2.2 Factors affecting CS in higher education ................................................ 35
Appendix 3: Justification of the questions ................................................................. 75
Appendix 4: responses for the questions from 3-35.................................................. 77
References .................................................................................................................. 94
List of tables

<table>
<thead>
<tr>
<th>Tables</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 1.1: introduction to the institutes selected as sample clusters</td>
<td>15</td>
</tr>
<tr>
<td>Table 2.1: Factors affecting Customer satisfaction</td>
<td>36</td>
</tr>
<tr>
<td>Table 3.1: Stages of research according to KoliAS (2005)</td>
<td>40</td>
</tr>
<tr>
<td>Table 4.1: Values of rating points for the answers of questionnaire</td>
<td>49</td>
</tr>
<tr>
<td>Table 4.2: Mean value of the factors under design of the course</td>
<td>52</td>
</tr>
<tr>
<td>Table 4.3: Mean values of the factors under teaching personal</td>
<td>53</td>
</tr>
<tr>
<td>Table 4.4: Mean values of the factors under physical evidence</td>
<td>54</td>
</tr>
<tr>
<td>Table 4.5: Mean values of the factors under administrative support</td>
<td>55</td>
</tr>
<tr>
<td>Table 4.6: Mean values of the factors under Students’ social life</td>
<td>56</td>
</tr>
<tr>
<td>Table 4.7: Mean values of the factors under reputation</td>
<td>57</td>
</tr>
<tr>
<td>Table 4.8: Mean values of the major factors on student satisfaction</td>
<td>58</td>
</tr>
<tr>
<td>Table: 4.9 Analysis of interview of questions</td>
<td>59</td>
</tr>
<tr>
<td>Table 5.1: Opportunities for the future research</td>
<td>64</td>
</tr>
<tr>
<td>Table 6.1: activities to improve teaching personal and administrative support</td>
<td>66</td>
</tr>
</tbody>
</table>
## List of Figures

<table>
<thead>
<tr>
<th>Figures</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figure 2.1:− Formation of CS</td>
<td>20</td>
</tr>
<tr>
<td>Figure 2.2:− factors affecting consumer expectation and product’s performance</td>
<td>22</td>
</tr>
<tr>
<td>Figure 2.3:− Assimilation contrast theory</td>
<td>24</td>
</tr>
<tr>
<td>Figure 2.4:− The Conceptual Model</td>
<td>30</td>
</tr>
<tr>
<td>Figure 4.1:− Sample range</td>
<td>50</td>
</tr>
<tr>
<td>Figure 4.2:− factors affecting student expectation towards educational services</td>
<td>51</td>
</tr>
</tbody>
</table>
1. Introduction

1.1 Project topic
An investigation into the factors influencing CS among students of Business Management; Survey on private institutes of higher education in Colombo District, Sri Lanka

1.2 Introduction/Rationale
The education market has become a “dynamic environment”, and significantly globalised (Abubakar, Shanka and Muuka, , 2010, p.49). Indeed, the dynamic change in the higher educational market has led the institutes to develop massively (Skuza, Sojkin and Bartkowiak, 2012). Furthermore, Helgesen (2008) states that, in the developed higher educational market, retaining students has become equally important as attracting them. Fang, Chiu, and Wang (2011) suggest that, customer satisfaction (CS) is particularly important for retaining customers for a product or a service.

CS will occur when the performance of a product/service meets the expectations of the customer (Churchill and Surprenant, 1982). Those expectations and performances will vary from product/service to another product/service and from a person to person (Munteanu, Ceobanu, Bobalca and Anton, 2010). Pantouvakis, (2010) also mentions, customers’ values on features of service quality will vary based on the industry ,but he further goes on explaining, that the importance of the overall CS will be almost similar for all the service industry. Munteanu, Ceobanu, Bobalca and Anton, (2010) specifically state that, CS in higher education mainly depends on students’ learning experience.

Student admissions for government universities are very limited in Sri Lanka. Thus, the market for the private educational institutes is the students who fail to achieve the entry requirements of government universities through their school studies and the students who follow London O/L and A/L. The increased number of private institutes which offer business management degrees shows how rapidly the industry is growing in Sri Lanka.

As the rivalry in educational industry grows more competitive, identifying the customers’ most important preferences has become essential to attract and retain them (Nazari and Elahi, 2012). “The more satisfied the customers are, the greater is their retention”
Meanwhile the students shifting behavior is increasing in the industry of private higher education in Colombo city (J. Mendis, D. samarathunge, personal communication). The dropout rate of business degree in an institution named ICBT is around 20% (D. samragunaratne, personal communication). The dropout rates in other institutes are also generally high (J. mendis, personal communication). Hence the institutes which provide business management degree programs are finding difficult in sustaining their customers. Therefore, the main objective of this study will be to identify the most important factors which affect CS in order to avoid the students’ dropouts and shift to another institute in the private higher education industry especially relating to the stream of business management.

1.3 Current Situation

When it comes to business management studies in Sri Lanka there are many organisations which provide different qualifications in business management. This survey will only be focused on the university studies which are related to business Management. The other programs such as diplomas and certificate qualification will be omitted due to cost limitation. The survey will be conducted through the main 3 institutes in Colombo which provide degrees in business management related areas with the affiliations of foreign universities. Brief information about the institutes are given in table 1.1.

| Table 1.1: Introduction to the institutes selected as sample clusters |
|-----------------------------|-----------------------------|
| Institutes | Introduction |
| BMS | The Business Management School (BMS) is affiliated with UK universities for their degree programs (BMS, 2012). At the moment they have around 150 students who are currently following business related programs (J. Mendis, personal communication, Jan 19, 2013). Apart from business programs they also offer HND in Bio Medical with the affiliation of EDEXCEL and the progression to BSC (Hons) in Bio Medical science from Northumbria University (BTEC - Higher National Diploma in Biomedical Science, 2012). |
ANC is also known as American education centre limited (AECL), It provides private higher education with the affiliations of USA, UK and Australian Universities (ANC global education program: transfer and degree completion option and spanning the globe, 2010). Currently ANC has around 100 students who follow Business Related Programs (Samarathunge, personal communication, Jan 11, 2013).

ICBT International College of business and technology (ICBT) provide degree programs with the affiliations of UK Universities (Welcome to international college of business & technology ltd, 2011). There are around 100 students following business related programs in ICBT (D.Samarathunge, personal communication, Jan 11th 2013).

The above institutes are monitored by Sri Lankan government based on University grant commission standards (Wijetunge, 2002).

The researcher works as a Student Relations Executive in one of the leading private institutes and therefore willing to research on this area with the view of gaining further understanding on the behavior of this vibrant market.

1.4 Objectives
1. To critically analyze literature over the concepts of CS, CR and higher education via secondary research.

2. To identify the factors influencing CS in the industry of higher education via secondary research.

3. To undertake primary research via distributing questionnaire to students, in order to evaluate the influential level of each factor on CS.

4. To briefly analyze the managerial interest of Sri Lankan higher education institutes on CS.
4. To outline strategic activities for private institutes in Colombo city in order to enhance CS especially relating to business management degree programs.

1.5 Overview of Literature Review

There has been an important position given for CS in marketing theories (Dobrovski, 2007). Based on those theories the managerial interest on CS is rapidly growing (Anderson and Sullivan, 1993). Most of the managers concentrate on CS for customer retention (CR) and to tempt customers to repurchase (Taylor and Baker, 1994). As a result managers expect the revenue to be increased and the transaction cost to be reduced (Fornel 1992; Reichheld and Sasser 1990; Rust et al 1994 as cited in Anderson, Fornell and Rust 1997). Ultimately organisations try to achieve CL through satisfying customers (Ranaweera and Prabhu, 2003). Bloomer and Kasper (1994) argue that the CS doesn’t always generate customer loyalty (CL). However studies have identified, that the CS will have a major impact on CL. For an example scholars have justified, that the relationship between CS and CL is significantly positive (Anderson et al, 1993; Rust and Zahorick; Taylor and Baker, 1994; Thurau and Klee, 1992).

On the other hand it is essential to identify the actions which will lead to “an optimal level of CS” (Anderson and Sullivan, 1993, p.125). Since the customer perceptions vary in different scenarios (Munteanu et al, 2010) an irrelative strategy for an industry targeting CS can be in veined and even harmful to the organisation (Anderson and Sullivan, 1993). CS in higher education mainly depends on the learning experience of students (Aldridge and Rowley 1998; Munteanu et al, 2010). Indeed the expectation on a higher education institute can be created by several factors ( Zenithal et al, 1990 as cited in Mai, 2005 ). As the expectation influences on the CS it is important to identify the factors and which determine the level of customer expectation (Mai, 2005).

The expectations criteria on private higher education will be based on several factors (Koiliias, 2005). Nazari and Elahi (2012) state that there will be various ranges of preferences given to the expectation criteria by students, as they are the customers in higher education market. Hence in the higher education industry, marketers have to identify what are the factors which help the organisation to meet the expectation level of
students and also it is important to identify the priorities given to those factors by students (Aldridge and Rowley, 1998).

1.6 Outlined Methodology

The research will be conducted as a pluralistic study, therefore the researcher will be able to gain advantages and counter the disadvantages of the both quantitative and qualitative strategies (Azorin, Gamero, Moliner, Ortega, and Guillo, 2012). However, this research will be more inclined towards the direction of quantitative strategy which will enable the researcher to statistically evaluate the priorities given to the factors which determine CS (Koiliyas, 2005). The research will be approached as a survey since it will be focused on an industry, and the type would be exploratory. Thus it will be easier to define the population and design the sample for this particular research.

The population of this research would be all the Business Management students and the marketing managers of 3 leading private higher education institutes in Colombo district. Using cluster sampling techniques BMS, ICBT and ANC will be selected as the population of the study. As the second step, 20 students of business management studies and a manager will be picked from each institute as subjects using simple random sampling. A structured questionnaire will be issued for the selected 60 students and the results will be statistically evaluated. Mai (2010) states, that gaining CS involves dealing with the emotions and the feelings of the customers. Hence, in order to gain better clarity of the outcomes of the study, interviewing the selected managers would be appropriate. Journal articles, books and other academic sources will be used as secondary resources.

The researcher has already informed the related institutes about the survey and has obtained the permission to conduct the research.
2. Literature Review

This chapter aims to carry out a detailed critical review focusing on different literatures related to CS in general and more specifically in higher education. Moreover the factors determining CS will be also identified by reviewing the literature.

2.1 An Introduction to Customer satisfaction (CS)

The category of CS always has a major position in marketing theories (Cronin, Brady and Hult, 2000). Hence the interest of researching on consumer satisfaction has been hugely increased in past decades (Fornell, Johnson and Anderson, 1996). The majority of CS studies encompass four elements that are expectation, performance, disconfirmation and confirmation (Caruana, 2002; Yang and Peterson 2004). According to Athanassopoulos, Gounaris and Stathakopoulos (2001) the four elements of CS are developed based on the comparison between consumer preference and the performance of the product or service. Eventually disconfirmation and confirmation of the performance of the product expected to generate dissatisfaction or satisfaction among customers (Johnson and Fornell, 1991). Reflecting the four aspects covered in the CS studies, Tse and Wilton (1988, p.204) explain the term CS as “the consumer’s response to the evaluation of the perceived discrepancy between prior expectation and actual performance perceived after its consumption.” Moreover Kristensen, Martensen and Gronholdt (1999) state that, the formation of CS is based on discrepancy between customer expectation and product’s performance.

2.2 Formation of CS

Churchill and Surprenant (1982) raise the question, what differentiates the formation of satisfaction and dissatisfaction? Yi (1990) was able to answer this question stating that, satisfaction arises when the anticipated performance matches the standards of the product or service, whereas dissatisfaction is the result of mismatch. This is further supported by Oliver (1993), by mentioning that, expectations of product/service coupled with performance of product/service lead to CS or dissatisfaction.

Analyzing the discussions on the formations of CS Anderson and Sullivan (1993) presents a framework as shown in the figure 2.1.
The above framework is similar to the paradigm of confirmation and disconfirmation discussed by Yi (1990). As shown in the figure 2.1, if the received performance from the product/service meets negative feedback compared with customer expectation the result will lead to dissatisfaction. Satisfaction would be the result when feedback of product’s performance is positive compared with customer expectation.

Churchill and Surprenant (1982) again challenges the studies on CS; they question that, if CS and dissatisfaction is the result of balance between prior expectation of product/service and its actual performance, what determines consumer expectations and product’s performance? However plenty of studies emphasis the construction of customer expectations and how it can be fulfilled (Mai, 2005). According to
Parasuraman, Berry, and Zeithaml (1991) generally price, past performance/experience of the product/service, external communication, word of mouth and personal needs decide the expectation of customers. Conversely Yi (1990) argues that, the factors which determine expectation of customers cannot be general, and the variables which generate expectation among customers vary from a product/service to another product/service. Zeithaml and Parasuraman, and Malhotra (2002) justify that, even though the impact of the variables of customer expectation differ in different industries, the key variables are very much general in most of the industries. However they agree that, the factors influence the performance/experience of a product/service are highly dependable on needs and wants of customers from the product/service.

Hill (1986) also agrees that, performance of a product is determined by various factors, but he categorizes those factors into three main frames as he proposes a framework shown in the figure 2. According to him credence qualities, technical quality and functional quality include most of the factors which influence the performance of product/service. The figure 2.2.2 further explains the formulation of CS including the factors which determine the expectation of customers and performance of product/service. Moreover it proposes the result of equal matching of performance and expectations.
Based on the discussions above, many theories been developed. Those theories show how the CS is formulated in an organised manner.

**2.3 Theories on CS**

Numerous theories have been developed on the basis of formation of CS (Fornell, Johnson, Anderson, and Bryant, 1996). Most of them demonstrate similar concept in different ways.

**2.3.1 Assimilation Theory**

According to assimilation theory customers build cognitive comparison of performance of the product and their expectation (Johnson and Fornell, 1991). Anderson (1973) relating to the theory states that, customers try to adjust their self to bring the performance of the product inline to their expectation by avoiding disagreement. The
customers will also try to minimize the relative significance of product or service to avoid any tension formed by the difference between their expectation and product’s performance (Johnson and Fornell, 1991).

Peyton, Pitts and Kamery (2003) criticizing this theory argue that, the theory proposes that the relationship between satisfaction and expectation, however it fails to demonstrate how negative feedback of the expectation level generates dissatisfaction or satisfaction. They further argued that, according to the assimilation theory dissatisfaction will not occur unless a product or service forms negative expectation.

### 2.3.2 Assimilation Contrast Theory

Following the criticism on Assimilation theory, Anderson (1973) introduced Assimilation contrast theory. He states that, customers avoid dissatisfaction if the product performs within the consumer’s range of acceptance even though the product fails to fulfill the expectation. On the other hand if the product’s performance falls in the range of rejection, unconsciously customers will exaggerate the difference between expectation and performance resulting in dissatisfaction (Marco and Suls, 1993). Anderson (1973) summarizes the theory explaining that, if the difference between consumer expectation and the product’s performance is relatively small, generally consumer will adjust their expectation to match with the product’s performance. These discussions have been shown graphically in the figure 2.3.
Figure 2.3: Assimilation contrast theory

Source: Anderson (1973), Consumer dissatisfaction: the effect of disconfirmed expectancy on perceived product performance

However, the effort of several studies to evaluate this theory resulted in mixed feedback to support the theory (Olson and Dover, 1979). Relatively Oliver (1980) argues that, customers rarely measure their expectation, therefore predicting the size of difference between customer expectation and product's performance is not always possible.
2.3.3 Negative Theory

Carlsmith and Aronson (1963) developed this theory and suggested that, occasionally aggressive marketing generate expectations in high level. In these cases, dissatisfaction will be the result even the performance of the product equals the prior expectation. Ilgen (1971) states that this situation is possible when an organisation miss communicate the need or want of the product.

2.3.4 Hypothesis Testing Theory

Deighton (1984) suggested two steps to generate satisfaction among customers towards a product or service through this theory. He states that, advertising and own pre purchase information or the information gathered from others play a significant role in stimulating expectation. He continued to state that, consumer satisfaction will take place after consumer testing their experience relating to the prior expectations. According Deighton, Henderson and Neslin (1994) customers will always try their best to accept the product’s performance in line with their expectation rather than rejecting. Deighton (1984) claims this as the second step of hypothesis testing theory on CS.

Discussions and theories on forming CS show that, developing a product or service which matches or exceeds the expectations of customers is not easy (Sivadas and Baker-Prewitt, 2000). The significance of forming CS is also justified by many articles (Fornell,1992; Smith, Bolton and Wanger; McDougall and Levesque, 2000). Hennig-Thurau (2004) argues that, the level importance given to CS is because of its impact on an organisation’s performance.

2.3 impact of CS

The previous researches on CS provide enough evidence of the critical roles played by CS in an organisation (Homburg, Koschate and Hoyer, 2006). Consumer satisfaction generated through the organisation’s product or services is regularly seen as the key attribute to an organisation’s success and achieve competitive advantage in a long run (Maltz, Shenhar and Reilly (2003). Schmitt and Hatfield (2008) argue that, the competitive advantage arrives from adding value to the different aspects of an
organisation. Hence it is a conceptual view that, CS influences various components of an organisation to be successful in an industry.

However “there is considerable disagreement between CS and productivity of the organisation” (Huff, Fornell, and Anderson, 1996 as cited in Anderson, Fornell, and Rust 1997, p. 131). Supporting this, Terziovski (2006) states that, an organisation may increase it productivity through cost cutting in short term, but in the future, as result of lower CS level the profitability would decrease. To counter the criticism on the relationship between CS and productivity, Boulding (1990) states that in the context of CS, an organisation should concentrate on overall performance of the company rather than worrying about a single component. Additionally Homburg, Koschate and Hoyer (2005) state that, considering the benefits of the CS brings to an organisation, a company must always concentrate on satisfying customers despite any side effects that can happen to the company.

 Mostly highlighted theory on CS is the positive relationship between CS and CL and its influence on the profitability of an organisation (Hallowell, 1996). This is further supported in studies such as Andreassen and Lindestad (1998); Gronholdt, Martensen and Kristensen. The studies have researched about the links between CS and different elements that drive an organisation to success (Homburg et al, 2005). Initiativevly Lee, Lee and Feick (2001) demonstrate the relationship between CS and CL is significantly positive. Nonetheless, the process of generating CL through CS is long and challenging (Storbakca, Strandvik and Gronroos, 1994).

According to Jacoby and Kyner (1973), loyalty is a consumer’s attitude which creates an attachment towards a product or service of an organisation. Supporting this, Srinivasan, Anderson, and Ponnavolu (2002) mention that, constant satisfaction from a product or service stimulates a feeling which keeps the customer close to an organisation. Even though delivering a service which always satisfies a customer is highly challengeable, the managers often spent lot of time and money to satisfy customers (Koschate and Hoyer, 2005). This is mainly because, the positive relationship between CL and CS
eventually affect the marketing cost, sales, operational cost and ultimately the profitability of the company (Bowen and Chen, 2001). Hennig-Thurau and Klee (1997) argue that, the cost reduction and increase in the sales is the result of CR through CL. The literatures also proved that CL which arrives from CS always has a major impact on CR (Srinivasan, Anderson, and Ponnavolu, 2002).

2.3.1 Relationship between CS and CR

According to Sheth and Parvatiyar (1995), from 1990s the term CS has been obtaining an interest towards relationship marketing (RM). Indeed consumer satisfaction has become a source for controlling and supervising organisational activities in RM (Morgan and Hunt, 1994). Hennig-Thurau and Klee (1997) state that, in RM the term consumer satisfaction is often applied as a source of CR. Numerous researches have proved that, satisfaction is the basic to retain customers (Raval and Gronroos, 1996). This is further supported by Tax, Brown and Chandrashekaran (1998) as they state that, the link between CR and CS is formulated by many marketing scholars, most of them treated CS as the starting point of CR.

However few researchers question the extent of the relationship between CS and retention, they doubt that the relationship is “weak or even nonexistent” (Henning - Thurau and Klee, 1997, p, 737). On the other hand Garbarino and Johnson (1999) argue the criticism on the relationship between CS and CR occurred in 1980s, and the increase in the interest of researching in CS in RE has overcome the criticism based on the link between CS and CR.

Kordick (1988) as quoted in Henning -Thurau and Klee, (1997, p, 737) raises the question as “Instincts aside, do you have any rational proof that satisfying customers is worth the effort, and, in fact, pays off?”. This question is answered by many researchers. Especially Rust and Zahorik (1993) summarizing the impact of CS state that, constantly satisfying customers is always an important and significant challenge of an organisation, because the results would be worth the effort if the organisation utilizes the positives of CS in an effective and efficient manner. They further state that, CS
generally retain customers and increase the market share. Blundell, Griffith and Van Reenen (1999) argue that, the ultimate aim of organisational objectives would be to increase the profitability through increasing market share. Hence it is a conceptual view that, CS retains customers of an organisation and retention of customers will have a positive effect on market share that will lead the organisation to achieve the vital goal (Rust and Zahorik, 1993).

However according to Andreassen and Lindestad (1998), the impact of CS can vary based on the nature of product or service and even there can be difference of the affect of CS between goods and service industries.

2.4 CS in service industry

“It is likely that there will be tradeoffs between CS and productivity when a standardization quality is important than customization quality in” generating “CS” (Anderson, Fornell and Rust, 1997, p135). Vargo and Lusch (2004) argue that, generally standardization quality is relatively more important than customization quality in forming CS in the industries which manufacture goods. Conversely in service industries customized quality plays the major role in generating CS (Reeves and Bednar, 1995). This is further supported by Lai, Liang and Ku (2003) as they justify that, many services are successful because of personal intentions on customers and customized delivery. Moreover CS is a longer process in the service industry compared to an industry which sells goods (Roos, 1999). Chen and Popovich (2003) justify the view of Roos (1999) as they explain that, the process of catering the needs and wants in the service industry is much longer than manufacturing a product which fulfil the consumer's need or want.

Reviewing the scholars on service marketing industry will reveal several impressions of conceptual research (Degryse and Ongena, 2008). Most of the developed impressions by scholars start with service quality and directs to CS (Taylor and Baker, 1994). Supportively Brady, Robertson and Cronin (2001) states that, the studies on service value, service quality and satisfaction concerns, have highly dominated the literatures related to service industry. The studies are mainly based on identifying the relationship between these three variables (Heskett and Schlesinger). The efforts to study on these
variables enable the marketers to understand the interrelationship between the
departments, with each other (Vargo and Lusch, 2004). Moreover the researches mainly
refer to the impact of these variables on customer’s buying intentions (Patterson and
Spreng, 1997). Reflectively Parasuraman and Grewal (2000) mention that, there is no
doubt that the development in value, service and satisfaction will direct an organisation
for positive results.

According to Johnson and Anderson (1996, p. 9), in service industry CS is determined
by two factors which are “perceived quality”/service quality and “perceived
value”/service value., Hallowell (1996, p.96) as quoted in Cronin, Brady and Hult (2000)
clarifying the view of Johnson and Anderson (1996) states that, in service industry CS
occurs based on the “perceived value where the value equals or exceeds perceived
service quality in relation to price.

Perceived quality is “consumer’s judgment about an overall excellence or superiority” of
a service” (Zeithaml, 1988 as quoted in Andreassen and Lindestad 1998, p.9).
Anderson, Fornell and Lehmann (1994) states that, judgment of the customer on
perceived quality depends on the gap between perceived and expected delivery of
service. “Perceived value takes into account the price of the service in addition to the
quality” (Zeithaml et al, 1988 as quoted in Cronin, Brady and Hult, 2000). Therefore as
discussed in many literatures CS in service industry arrives based on the judgment of
perceived quality along with the perceived value (Kandampully and Suhartanto, 2000).

Cronin, Brady and Hult (2000) argue that the three variables perceived quality,
perceived value and satisfaction will influence the consumer behavior in service
industry. Their argument about the affect of these three variables on consumer behavior
is reflected in the chapter 2.3 in the current study where the author discussed about CL,
repurchasing and CR. On the other hand Andreassen and Lindestad (1998) argue that,
CS in goods industry create brand image where as in service industry the creation
would be cooperate image which influence the consumer behavior. Brand image
determines how customers credit a particular product of a company (Park, Jaworski,
and Maclnnis 1986) and cooperate image is identification of the standard of the entire
corporate image of the company will generate CL which influence the consumer behavior to choose an organisation to receive the service. Based on this argument they have created the conceptual model as shown in the Figure 2.4.

Figure 2.4:- The Conceptual Model


As shown in the figure 2.4, corporate image of an organisation will act as a filter in the perception of the variables which influence CS in order to simplify the consumer buying behavior of choosing an organisation for purchasing the service (Andreassen and Lindestad,1998). Moreover, the corporate image of an organisation plays a significant role in creating expectation of the service provided (Nguyen and Leblanc, 2001). Supporting this view, Gray and Balmer (1998) suggest that, having a very good corporate image helps the marketers to build a strong expectation towards the service.

2.4.1 Role of marketing in service industry to generate CS

To be efficient in service marketing an organisation must try to understand ‘what customers in the marketplace really are looking for and what they are evaluating in the
customer relation of service firms” (Grönnroos, 1984, p. 36). On the other hand, Parasuraman (1990) argues the main role of marketers in service industry is creating a strong expectation about the service offered. However, he agrees before creating the expectation, they should make sure the need of customers is clearly understood and the delivered service will balance the created expectation. The consequences of Parasuraman’s (1990) argument are reflected in the negative theory which was discussed in the section 2.3.3. Conversely to the argument of Parasuraman (1990), Harrison (2001) suggests that, it's not the prior expectation which brings business for services, it's the prior satisfied experiences that brings new customers and hold customers for service-oriented organisations. As a whole, marketing not only plays a big role in selling the service, but also in generating CS (Hennig-Thurau and Klee, 1997).

Generally marketing is an organisational activity which creates, communicate and deliver the product/service to customers in order to benefit the organisation and its stakeholders (Rafiq and Ahmed). However, service industry has moved towards RM from the traditional way of marketing (Tax, Brown and Chandrashekar). Still RM is not a completely new concept (Nevin, 1995). Supportively, Morgan and Hunt (1994, p. 22) state that, RM concentrates on developing “relational exchanges” with customers which was established in the later stages of traditional marketing methods. They further continued to state that, the interest in RM is growing in a rapid pace since implementing RM in service industries such as healthcare and higher education has been highly successful.

2.5 The Industry of Higher Education
The demand for higher education has been always high (Yorke, 2003), since the state Universities in many countries are not capable of meeting the existing demand for higher education (Rizzo and Ehrenberg 2004). This scenario has intensified the competition among existing private higher education institutes and encourages new investors to the industry of higher education to utilize the demand which is not met (Levy, 2004). With the evident of increase in competition, the pressure groups and media are becoming more concerned about the activities of higher education institutes.
(Alam, 2009). Hence the role of higher education industry for the society becomes more significant (Rizzo and Ehrenberg 2004).

Universities and institutes are facing strong expectations and demand from all type of stakeholders (Marginson, 2006). Thus, the organisations in the industry of higher education must concentrate on satisfying a range of different individuals and groups apart from trying to achieve their general goals (Wagner, Hassanein and Head, 2008). Supporting this view, Cortese (2003) briefly explain that, universities and higher education institutes play a sufficient role in the developments of a nation; the support to the government to develop the country arrives in many ways from the industry of higher education. Reflectively Glass (2008) quoted in Gibbs and Murphy (2009) states that, “higher education’s contribution to the economic success of both developed and developing nations and of individuals has been widely recognized”. Glyphis (2001), however argues that, only few institutes and universities have established a reliable educational design and practice to contribute for sustainable individual’s and nation's future.

Designing a productive education practice is highly important for an institution which operates in the industry of higher education (Marks and Allegrante, 2003). Structured and an effective educational practice drives an organisation to success in all perspectives (Malouf and Schiller, 1995). According to Gibbs and Murphy (2009), productive education practice involves with developing skills and abilities of individuals to make wise decisions to achieve their vision in best possible way. Elmore (1996) argues that, designing an education practice is the ultimate task of an institute/university. He justifies this by stating that, achieving the whole purpose of the existence of an educational firm depends on how well its educational practice is designed. However, designing the educational practice in an organisation doesn’t rely on single aspect; it involves adding value to every aspect of the organisation which makes the student satisfied in the process of learning (Slavin, 2002).
2.5.1 CS in higher education

Institutes and universities have accepted that, “*higher education is a service industry*” (DeShields, Kara and Kaynak, 2005, p.129). As the literature have proved, in service industries “*high CS ratings are widely believed to be the best indicator of company’s profit*” (Kotler, 1991, p.19). Accordingly the firms which operate in the industry of higher education constantly evaluate the satisfaction level of customers to be aware of company’s current performance and for further improvements (Aldridge and Rowely, 1998). Hence the managerial interest in generating CS has been always growing in the higher education industry (Anderson and Sullivan, 1993). As the interest of CS is growing in every educational institute, achieving high rate of CS becomes more competitive and harder (Chen, Yang, Shiau, 2006). This is further supported by Mittal and Kamakura (2001) as they state that, increased competition in the higher education industry has narrowed the gap of delivery quality among higher education providers, therefore customers have close comparison to evaluate their experience from the service provided. Kanji, Malek and Tambi (1999) emphasizes that, since CS is the essence of the success in educational organisations, institutes/universities must try to keep on working towards satisfying customers despite the toughness of the challenge.

Helgesen (2008) states that, the customers of higher education firms are not only students. He clarifies that, even companies and student’s parents and friends have the potential to act as customers for higher educational organisation. Wright (2001) justifies that, the graduates will be considered as the products of a university; hence the companies which can offer job for the graduates become the clients of the university’s products. Parents and friends influence one’s behavior on decision making thus institutes/universities must find ways to convince them to target the potential customers (Donthu and Cherian, 1995). Therefore satisfying customers becomes even harder for educational organisation since they have to concentrate on wide range of customers (Helgesen, 2008). However in this study only students will be considered as the customers given that they are the main customers of the higher education industry. Supporting this Donthu and Cherian (1995) mention that, when it comes to education
industry, students are considered as the major customer and satisfying them will aid the organisation to gain almost all the potential benefits of CS.

One of the major benefits of CS is retaining customers in the higher education industry, and retaining customers has become important as attracting them (Helgesen, 2008). Thus, the ideas of marketing and operation in an educational institute must be very clear on achieving CS to retain their customers (Aldridge and Rowely, 1998). Moxley, Najor-Durack and Dumbrigue (2001) also argue that, the best way to control the increasing dropout rates of students would be satisfying them in all possible ways. To do this task successfully an organisation should develop efficient strategies that generate CS in the process of delivering the service. (Hanif, Hafeez, and Riaz, 2010).

2.5.2 Generating CS in Higher Education

Identifying the factors “affecting CS is worth of importance in order to know the reasons which are responsible to create satisfaction among customers” (Hanif, Hafeez, and Riaz, 2010). The factors which affect CS vary from service to another service (McDougall and Levesque, 2000). Hence precisely identifying the influential factors of CS becomes more significant and challenging. Fornell (1992) suggests that, organisations have to act very efficiently from the very basic of the process of generating CS. According to Hennig-Thurau (2004), the foundation of CS is building expectation towards the service provided.

2.5.2.1 Building expectation for educational service

In the industry of higher education, reputation and the image of the institute/university play a major role in creating expectation among customers (Webb, 2002). Fortunato (2008) states that, image/reputation of an educational organisation makes the student to believe to have a reliable learning process. Thus, the management of educational services utilizes the image/reputation as instruments to convince the potential customers for their choice of higher education (Weissman, 1990). Nguyen and LeBlanc (2001, p.303) suggest, to understand the role of image/reputation and “use them in communication strategy” with the aim of establishing the “positioning statement of the organisation”. Positioning statement aids an organisation to expose the specialty of their
service compared to the competitors (Chacko, 1996). Merila and Crnokrak (2001) argue that, specialization or differentiation helps an organization to build a very strong expectation towards the product or service.

Most of the managers of educational organization believe that, positive word of mouth is the essence of building a strong reputation (Hill, 1995). Maxham (2001) proposes that, an organisation must entertain its customers with high quality service to generate positive word of mouth. Basically, “the higher the level of CS” emphasizes “the higher the level of positive word of mouth” (Ranaweera and Prabh, 2003, p.83). On the other hand Van (2008), states that ranking of the universities is also an influential aspect on the reputation of educational organisations. However Hemsley and Oplatka (2006) argue that, since generating positive word of mouth relies on CS how it can generate the initial expectation for the service provided? They further argue that, even achieving high ranking is a long term process; therefore an educational organisation must also be aggressive in advertising to generate expectation among potential customers. Moreover Anctil (2008) elaborates that, clearly communicating the variety of courses provided through marketing activities an educational organisation can develop expectation and demand among the customers. It can be concluded, based on the reputation and marketing activities of the organisation customers assume the quality of learning experience can be gained from the institute/university.

Fornell (1992) elaborates that, Learning experience of a student contains all the possible activities which student will be engaged in the process of learning. Biggs and Tang (2011) Mention that, the quality of the learning experience determine the level of student satisfaction. Hence adding value to a student’s learning experience requires increasing the efficiency of the factors which affect CS.

2.5.2.2 Factors affecting CS in higher education

Building a strong expectation establishes the demand for the service provided (Woodford, 1990). Once the demand is created for the service, the purchasing of the service occurs based on one’s decision making process (Ghymn and Jacobs, 1993). Along with the expectation and the demand created, factors such as price, conveniently,
income and life style for example will influence the purchasing decision of the consumer (Baumeister, 2002). According to Akintoye, Hardcastle, Beck, Chinyio and Asenova (2003), after making the purchasing, generally consumers believe that, they will gain the best value in the process of fulfilling their need. Hence it is highly essential for an educational organisation to identify the factors which affect the learning experience of the student to offer the best value of the service (Elliott and Healy, 2001).

Researchers have categorized the factors which affect the learning experience and ultimately students’ satisfaction. Design of the course, teaching personal, tangibles, administrative support, and social life are the most common categories identified by the studies (see for: Aldridge and Rowley, 1998; Anton, 2010; DeShields, Kara and Kaynak, 2005; Koiliias, 2005; LeBlanc and Nguyen 1997; Mai, 2005;; Munteanu, Ceobanu, Bobalca, 2010). Furthermore LeBlanc and Nguyen (1997) argue, certain activities of an educational organisation justify the developed reputation of the organisation. They further state that, justification of the reputation will always acts as an instrument to increase the level of CS. Accordingly Walsh, Dinnie and Wiedmann (2006) emphasizes that, reputation is not only a tool to build expectation; it can be a major input to achieve an optimal level of CS. Hence including reputation, generally there are six categories of factors which affect CS in higher education industry.

Various researchers have included different factors under the six categories discussed above. However the factors quoted by LeBlanc and Nguyen (1997) are the most common factors discussed by the researchers. Table 2.1 exposes the factors which affect CS under six main categories.

### Table 2.2:- Factors affecting CS

<table>
<thead>
<tr>
<th>Main categories</th>
<th>Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design of the course</td>
<td>• Induction programs for the modules</td>
</tr>
<tr>
<td></td>
<td>• Content of the course</td>
</tr>
<tr>
<td></td>
<td>• Timing of the lecture sessions</td>
</tr>
<tr>
<td></td>
<td>• Grading Methods</td>
</tr>
<tr>
<td>Category</td>
<td>Factors</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Assessment Methods</td>
<td>- Assessment Methods</td>
</tr>
<tr>
<td></td>
<td>- Progression of the course</td>
</tr>
<tr>
<td>Teaching personal</td>
<td>- Lecturer’s appearance</td>
</tr>
<tr>
<td></td>
<td>- Lecturer’s friendliness</td>
</tr>
<tr>
<td></td>
<td>- Punctuality of lecturers</td>
</tr>
<tr>
<td></td>
<td>- Teaching style and method</td>
</tr>
<tr>
<td></td>
<td>- Availability of the lecturers apart from the lecture hours</td>
</tr>
<tr>
<td></td>
<td>- Students involvement during lectures</td>
</tr>
<tr>
<td></td>
<td>- Working in groups</td>
</tr>
<tr>
<td>Tangibles and physical evidence</td>
<td>- Classroom layout</td>
</tr>
<tr>
<td></td>
<td>- Classroom lighting</td>
</tr>
<tr>
<td></td>
<td>- Building’s appearance</td>
</tr>
<tr>
<td></td>
<td>- Facilities of Information Technology (IT)</td>
</tr>
<tr>
<td></td>
<td>- Library services</td>
</tr>
<tr>
<td></td>
<td>- Parking availability</td>
</tr>
<tr>
<td></td>
<td>- Washroom facilities</td>
</tr>
<tr>
<td></td>
<td>- Cleanliness of the building</td>
</tr>
<tr>
<td>Administrative support</td>
<td>- Appearance of the staffs</td>
</tr>
<tr>
<td></td>
<td>- Availability of the staffs</td>
</tr>
<tr>
<td></td>
<td>- Friendliness of the staffs</td>
</tr>
<tr>
<td></td>
<td>- Response of the staffs for student’s issues</td>
</tr>
<tr>
<td></td>
<td>- Speed of the response</td>
</tr>
<tr>
<td></td>
<td>- Staffs’ willingness to provide assistance</td>
</tr>
<tr>
<td>Social life</td>
<td>- Activities of student council</td>
</tr>
<tr>
<td></td>
<td>- Involvement in sports</td>
</tr>
<tr>
<td>Involvement in extracurricular activities</td>
<td>Reputation</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Rewarding system of the achievements</td>
<td>Culture, believes of the organisation</td>
</tr>
<tr>
<td></td>
<td>Institute’s involvement with the community</td>
</tr>
<tr>
<td></td>
<td>Updated curriculum</td>
</tr>
</tbody>
</table>

The above table was based on several studies which evaluated CS in higher education (see for: Aldridge and Rowley, 1998; Anton, 2010; DeShields, Kara and Kaynak, 2005; Koilias, 2005; LeBlanc and Nguyen 1997; Mai, 2005; Munteanu, Ceobanu, Bobalca, 2010). The most common factors discussed in the studies are mentioned in table 2.1. Course variety is another common factor discussed under the category design of the course. However it is omitted in the table 2.1 since current study will be only focusing only on business management courses.

Researchers have identified the importance of the above categories by evaluating the students’ priorities for each category. They have proved that, the teaching personal contains the most important factors which affect student satisfaction (Aldridge and Rowley, 1998; LeBlanc and Nguyen 1997). Thus the relationship between lecturers and students becomes an essential part of student’s learning experience (Aldridge and Rowley, 1998). However it is justified, that the other factors also play a dominant role in student satisfaction. Especially administrative support and design of the course appeared to be equally important as teaching personal (DeShields, Kara and Kaynak, 2005). Furthermore they have compared the importance of all the factors with each other; it will be discussed in the chapter 4 along with the findings of the current study.

**2.6 Summary**

CS has become the heart of success in the dynamic environment of higher education industry. Institutes and Universities create expectation to attract students and aim to
justify the created expectation to retain the attracted students. With the help of theories on CS managers of the organisation make strategic decisions to satisfy the students. Studies have further guided the educational organisation to achieve high level of CS by identifying the important factors which affect the learning experience of the students.
3. Methodology

This section of the study justifies the approach, strategy, and method of the research conducted. The limitations of the current study and the ethical consideration also will be demonstrated in this section. Overall the section methodology specifies the procedures from collecting information to presenting data (Noor, 2008).

3.1 Defining Research

Generally research is believed to be a scientific approach of gathering knowledge on specific concepts (McMillan and Schumacher, 2006). Kuhn (1996) elaborates scientific approach as a systematic examination of information on specific subject to enhance the facts and to derive new judgments. Maxwell (2004) argues that, establishment of facts and new judgments considered as tools to solve problems. Hence, research is a process of “defining and redefining problems” (Clifford, 1927, p. 172). Adding to that research collects and presents data, makes conclusion and tests the conclusion to suggest solutions to the defined problems (Clifford, 1927).

According to Koliás (2005, p. 364-365) research includes four major stages. The author of the current study adopted those four stages to conduct the research.

<table>
<thead>
<tr>
<th>Stages</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Preliminary Stage”</td>
<td>In this stage, the author identified the problem of Sri Lankan educational institutes with retaining students. In-depth review of the literature exposed that student satisfaction determines the retention in higher education. An extensive review of literatures demonstrated the factors affecting student satisfaction.</td>
</tr>
<tr>
<td>“Development of Questionnaire and gallop poll”</td>
<td>The author developed questionnaires with the aim of investigating the influential level</td>
</tr>
</tbody>
</table>
of identified factors which affect student satisfaction and to understand the managerial interest on CS of educational institutes. Furthermore the pattern of the research was determined which will be explained throughout chapter 3.

"Analysis"

This stage of the study includes processing the data gathered through questionnaire. The processed data was analyzed using appropriate tools to statistically evaluate the impact of the identified factors in CS. Moreover the data gathered from the interviews with the managers also presented in an appropriate manner.

"Results"

Finally the major findings of the study were evaluated and the author suggested necessary recommendations for educational organisation to retain students.


3.2 Research Strategy

The common difference between research’s strategies occurs based on the use of quantitative or qualitative method to conduct the research (Smith, 1983). However some of the researchers have used both the strategies in their studies. Hence a research can be strategized into three types as quantitative, qualitative and mixed research (Biesta, 2010).
Quantitative research statistically analyzes and presents data to make and draw conclusion (McMillan and Schumacher, 2006). Bryman (2006) suggested that, statistical analyses are appropriate to investigate individual’s thinking and behavior. Supportively Pickard and Childs (2007) state that, questionnaires will be provided in the form of multiple choices in quantitative research thus the participants can easily choose the best option according to his/her own thinking and behavior. This type of research is ideal to analyze the relationship between variables, and discover specific solution for an issue (Bryman, 2006).

Qualitative research produces a detailed description of an issue or situation (Merriam, 1998). Generally it will be an attempt to expose the significance of human believes and emotions (Patton, 2005). Therefore in qualitative research questions are not only asked to choose options but to allow the respondent to expose the impact of the emotions related to the subject (Bryman, 2006). Relatively Berg (2004) states that, this type of research is utilized to explain emotions, motivation, beliefs and hypothesis.

The author used both quantitative and qualitative strategy to conduct the current study. Approaching this study as mixed research enabled the author to take advantage of the strengths and counterbalance the weaknesses of qualitative and quantitative strategies (Bryman, 2006).

The priorities given to the factors which affect learning experience will be based on student’s different behaviors and thinking (Anctil, 2008). Hence quantitative strategy is used to identify the importance given to the factors affecting CS as it deals with behaviors of the individuals. The author was able to convert the influential factors of student satisfaction into measurable elements using quantitative strategy. However Robson (2002) argues that, in quantitative research data can be easily polluted by individual’s influences. Therefore as Creswell (2002) suggested the author has given optimal level of priority to the objectives of the research and sufficient care in measuring samples. Moreover measuring the impact of factors on student satisfaction requires larger number of samples (Kolics, 2005). Thus, using quantitative strategy allows the author to quickly present the data acquired from relatively large number of samples (Pickard and Childs, 2007).
The managers of the educational organisation believe that, CS is feeling or an emotion of student towards the organisation (Aldridge and Rowley, 1998). As qualitative research investigates the richness of emotion and feelings (Patton, 2005) the author has used this strategy to evaluate how managers deal with CS. Moreover qualitative strategy enabled the author to obtain managers’ own opinions on the influential factors of CS rather than restricting their response by giving options. Merriam (1998) argues that, in qualitative research, data can be easily generalized. However the use of quantitative strategy will extract the generalized information in this study (Bryman, 2006).

3.3 Research Approach

According to Orlikowski and Baroudi, (1991) a research can be approached in five ways that are survey, case study, experimental study, history, and archival analysis. However commonly used approaches has been only two that are survey and case study (Berg, 2004).

Case study approach involves an in-depth investigation of dynamic situation or problem within a single setting (Stake, 1005). Relatively Sauer (1993) also states that, case study approach caries out a study on an organisation, community, social group or an event.

The current study will be approached as a survey since it focuses on an issue faced by an entire industry. This is supported by Weisberg (2009) as he states that, survey focuses on a larger population compared to case study, it evaluates a common problem faced by different individuals or groups. Survey approach and quantitative strategy delivers an ideal combination to statistically analyze a large number of information collected from questionnaire (Robson, 2002). Furthermore this approach aids the author to seek the level of influential factors in the study settings and enhance the results in graphical manner in order to achieve the objectives of the study.

The interview conducted with managers for the purpose of this study is defined as “verbal survey” by Glasow (2005). Author was able to further justify the problem of the
study settings and suggest efficient recommendations through the verbal survey conducted. However, author also faced some difficulties in conducting this survey.

The major disadvantage of the survey approach has been, the author was unable to adjust the data collection process when needed. Reflectively Larsson (1993) states that, the systematic approach of survey leads to many benefits however it can be inflexible to modify according to new findings.

3.4 Research Methods
As the current study involves quantitative strategy, the author distributed a questionnaire where the participants are guided to choose the given options. Basically respondents were supposed to answer questions which have multiple choices and five point likert scale options.

The unit of the study is individual as questionnaire is completed by one person. The questionnaire was distributed to 60 individuals in the form of personal delivery. Personal delivery method was undertaken by the author because, Peyrot and Rubin (2005) suggested that, to assure high rate of respondents and assist responders with the problems occur during the process of completing the questionnaire, the researcher must personally deliver the questionnaire. They further stated that, systemic technique of questionnaire leads the respondents to provide positive and comprehensive feedback in a quick pace. However respondents must have faced “difficulties in assessing their own behavior or have poor recall of the circumstances surrounding their behavior” (Glasow, 2005, p.2).

The author conducted interviews with three marketing managers of different institutes to support the qualitative part of the study. This is mainly to understand the strategies of educational management for dealing with student’s emotions as it is believed that student satisfaction is an emotion towards the organisation.

The research interference of the study is low as the questionnaire is distributed during the break hour of the students and interview timing was preplanned based on managers’ convenient.
3.5 Sample approach
The population of this study will be the students who follow business related higher education programs conducted by private institutes in Sri Lanka and the marketing managers of the private educational organisation. As it is impossible to evaluate the every element of the population, the author decided to use cluster sampling and selected three institutes which are BMS, ICBT and ANC. This approach of the author is justified by Krebs (1999) as they define cluster sampling stating that, the samples will be selected from homogeneous groups which represents the population, it is generally used when it is impractical to observe complete list of elements of the targeted population.

After selecting the three clusters the author used stratified sampling to choose the students who follow business related programs. This was done with the help of management of the related institutes. 20 questionnaire sheets were distributed in the each institute to the student of business related programs. Moreover marketing managers of the same institutes were selected as the interviewees of the current study.

60 sample units appear to be a small sample size compared with the population. However quantitative strategy has the ability of making inferences about large groups using smaller group of people (Bryman, 2006). Furthermore cluster sampling aided the author to select sample unites at specific locations. Hence the sampling process was done in a quick pace and in cheap and easy manner.

3.6 Data collection
The collected data act as empirical evidences to support and reject theories (Chay and Hyslop, 1998). Hence the process of collecting data becomes an essential part of the research. Generally data can be collected in two forms that are, primary data and secondary data (Chay and Hyslop, 1998).

Secondary data of this research is obtained from physical books, E-books, journal articles and other academic scholars. Primary data was obtained through the distribution of the questionnaire and the interviews conducted.
Generally interviews can be categorized into three forms that are structured interview, unstructured interview and semi structured interviews (Roboson, 2002). The author used the structured interview as he wanted to ask similar question from all the managers to analyze and compare the responses.

### 3.7 Pilot Survey

Pilot survey aids the author to encounter the problems may occur by the respondents and modify the questionnaire to solve the problem (Antony, 2004). This is further supported by Carruthers and Smith (1979) as they state that, pilot survey evaluates the level of accuracy of the questionnaire.

3 individuals were selected to do the pilot survey. The individuals were author’s cricket team mates who are obtaining their higher education in private institutes. Initially the questions on influential factors were prepared in future tense; however confusions occurred since the respondents are current students. One of the respondents of the pilot survey thought, the questions were asked about the efficiency level of influential factors in his institute since questionnaire was prepared in future tense. Hence the author adjusted the related question into present tense and clearly mentioned that the questions were asked based on the importance of the factors and not based on the efficiency level of the institutes.

### 3.8 Data analysis

In research data will be gathered in various forms (Roboson, 2002). Gathered data must be evaluated using appropriate methods and tools to achieve the objectives of study (Merriam, 1988). This job is done in the part of data analysis during the research process.

According to McMillan and Schumacher (2009) there are two types of data analysis methods that are inferential analysis and descriptive analysis. In the current study descriptive analysis will be used to analyze the data gathered form questionnaire. This approach of the author is supported by Sprinthall and Fisk (1990) as they state that, in quantitative research descriptive analysis will be useful to summarize the obtained data which will lead to easy reading. Hence using SPSS software the author has calculated
the mean for each factors affecting CS to evaluate the students’ proprieties given towards those factors. Since the current study has an element of qualitative strategy, the author adopted the constant data analysis method. Using this method, the author has recorded and presented the date obtained from interviews in an organized manner.

3.9 Ethical Research
Ethical consideration in research is not a new concept (Munhall, 1998) however the unethical behaviors of several researchers increase the influence of ethics in educational programs (Roboson, 2002). Thus, ethical consideration during the process of conducting research becomes even more important. Moreover the ethical consideration of the research plays a part in determining the value of research (Munhall, 1988).

Ethics in research referred to one’s own effort to set regulations to maintain a form of conduct which prevents him/her affecting an individual or society in a negative manner (Roboson, 2002). Since the current study is carried at educational institutes the author made sure he doesn’t disturb any lecture sessions by distributing the questionnaire in break times. Adding to that, he also assured the work of managers is not interrupted by the interviews conducted to the purpose of this study. Furthermore the secondary data obtained in this study is credited using APA referencing method.

3.10 Limitation of the research
The major limitation of this research was lack of money and time. Due to the time limitation and unavailability of human resource the samples were only selected in Colombo and 3 institutes where the population is spread all over Sri Lanka in more than 200 institutes. This limits the sample size up to 60.

As discussed in the literature review customers of educational institutes can be parents, companies, and friends (Helgesen 2008). However due to the word and time limit the current study only concentrates on one range of customers who are students. Furthermore word limit prevented the author to examine the influence of demographical factors on CS. Evaluating the gathered data based on the age and income level would have provided a more precise analysis as states that demographical factors influence
the perception of a service and the way it's received. Moreover inefficiency of the managers or unwillingness to reveal the strategies might have had a negative effect on gathered data from interviews.
4. Findings and analysis

4.1 Introduction

This section will be focusing on evaluating the influential level of factors which affect CS in order to achieve the 3rd objective of the current study. In the questionnaire, respondents were asked to rate the importance of factors affecting their learning experience in a five point scale. Author has given value for each rating point to convert the factors into measurable elements as shown in the table 4.2.

<table>
<thead>
<tr>
<th>Rating points</th>
<th>Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>1</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
</tr>
<tr>
<td>Neutral</td>
<td>3</td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>5</td>
</tr>
</tbody>
</table>

As it was done in the past studies, mean of the each factor is calculated to evaluate students' priorities. If the mean value is more than 2.5 for a factor, it has identified as considerably important factor in the study conducted by Elliot and Heally (2001) about student satisfaction in higher education. The same approach will be used in the current study too. The findings from the questions will be analyzed together in order to adopt a flexible way to compare the importance of each factor. However findings of each question have been presented through bar charts in the appendix for the evidential purpose.
4.2 Analysis of the questions

Question 1

The figure 4.1 exposes the source and the number of sample units.

Figure 4.1: Sample range

The above chart is developed through Microsoft Excel, because SPSS doesn’t allow showing 3 variables in one chart.

As shown in the above figure respondents were from three various institutes. The author was able to receive 100% response rate due to personal delivery. Total number of respondents (N) is 60 in this current study (N=60).
Question 2: Factors which generate expectation towards educational organisation

Figure 4.2: factors affecting student expectation towards educational services

In the past studies on CS, researchers have argued about the factors which generate expectation towards educational organisation. As discussed in the literature review advertisements and word of mouth have been the influential factors on customer expectation (Webb, 2002). However according to the finding of current study it can be implied that, word of mouth has been playing the major role in generating expectation as 43 respondents have said that, they have selected their institute based on recommendations while only 17 respondents have selected through advertisements. Maxham (2001) argues that, positive recommendations are developed through the pleasant perceived experience of the past and present customers. Hence this particular finding justifies the view of Harrison (2001) as he states that, it’s the past satisfied experience of the customer which creates strong expectation among potential customers where as advertisements play the role of creating awareness about the organisation. He further elaborates that; positive word of mouth will uplift the reputation of the institute/University and ultimately assist the organisation to build a strong demand for their services.
Table 4.2: Mean value of the factors under design of the course

<table>
<thead>
<tr>
<th>Statistics</th>
<th>Induction programs for the modules</th>
<th>Content of the course</th>
<th>Timing of the lecture sessions</th>
<th>Grading Methods</th>
<th>Assessment Methods</th>
<th>progression of the course</th>
</tr>
</thead>
<tbody>
<tr>
<td>N  Valid</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Mean</td>
<td>2.87</td>
<td>3.43</td>
<td>2.82</td>
<td>3.03</td>
<td>2.97</td>
<td>3.07</td>
</tr>
</tbody>
</table>

The sub factor, content of the course plays the major role in influencing students’ learning experience under design of the course as it has obtained the highest mean value of 3.43. This reflects the findings of Aldridge and Rowley (1998) as they state that, Content of the course determine the knowledge which will be delivered to the students; therefore institutes must pay optimal level of interest in developing the course content to deliver the precise and sufficient knowledge expected by the students (Mai, 2005). Grading methods and progression of the course have gained almost equal importance in students’ learning experience according to this study. This particular finding is denied by Koiliyas (2005) as he identified that progression of the course is more important than grading methods as it determines student’s educational or career opportunities. Other factors are considerably important in designing the course to satisfy students as all the factors have gained mean value of more than 2.5.
Lecturer’s teaching style and method obtaining the highest mean value, is a proof of Anton’s (2010) argument. He justified that, clear communication and dynamic delivery are the most needed attribute of the professors. Conversely Mai (2005) has identified Lecturer’s friendliness as the most important factor in determining the perceived teaching personal, as he states that, friendly expression of the lecturers has been treated as the most important factor since it helps an institute/University to gain the benefits of RM. Supportively, Elliott and Healy (2001) state that, lecturers have direct communication with the customers in higher education industry; therefore they play the major role of developing relational exchanges through RM. However they didn’t specify any criteria as the important factor. It can be viewed as; every single factor mentioned in the table 4.3 plays significant roles of teaching personal in establishing a well designed learning experience through developing RM as they have achieved the mean value of more than 3. Nevertheless high priorities must be given to lecturer’s teaching style and friendliness as those factors have obtained the highest mean values of 4.43 and 4.35 in the current study and other studies have argued about the importance of the same factors.
The need of information technology (IT) is rapidly growing as the students are highly relying on IT facilities to accomplish their educational tasks (Dewey, 2000). Accordingly current study implies that IT facilities are the most essential factor under physical evidence to validate the learning experience as it has obtained the highest mean value. Overall cleanliness and wash room facilities obtaining the mean values of more than 2.5 replicates the view of Kernberg (2000) as he states that, students are increasingly becoming concern about the ambiance where the learning occurs. His view further establishes the importance of classroom lighting and building appearance despite those factors have obtained a mean value of below 2.5 in the current study. Parking facility has obtained a mean value of 3.18 as it influence students' convenient during their learning process (Mai, 2005).
Question 24- 30:- influence of the factors under administrative support

<table>
<thead>
<tr>
<th>Statistics</th>
<th>staff appearance</th>
<th>staff availability</th>
<th>staff friendliness</th>
<th>staff response</th>
<th>speed of response</th>
<th>staff willingness</th>
</tr>
</thead>
<tbody>
<tr>
<td>N Valid</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Mean</td>
<td>3.13</td>
<td>4.08</td>
<td>3.80</td>
<td>4.00</td>
<td>3.72</td>
<td>3.88</td>
</tr>
</tbody>
</table>

The factor, availability of staffs achieving the highest mean value, justifies the attempt of educational organisations to appoint an in charged person for each operation such as Examination, Student relation, Scheduling lecture hours and etc (Tait, 2000). Other factors also have obtained a mean value of more than 3. This particular finding enhances the importance of RM in the industry of higher education. Reflectively Aldridge and Rowley, (1998); LeBlanc and Nguyen (1997) state that, aspects that determine the ability of staff in higher education institutes are critical in developing an emotion among students that keeps them close to the institute/University by building a strong relationship between them. The mean value of 3.72 for the speed of staff response, enhances the view of Anton (2010) as he states that, the ability of the staffs in an educational organisation not only depends on the nature of their response to the students’ problems but also on how quickly they can solve the problem and help the students to make their learning process easier.
Question 31 – 34:- influence of the factors under social life

<table>
<thead>
<tr>
<th>Statistics</th>
<th>activities of student council</th>
<th>Involvement in sports</th>
<th>Extracurricular Activities</th>
<th>rewarding system for student achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Mean</td>
<td>3.80</td>
<td>3.50</td>
<td>3.20</td>
<td>3.27</td>
</tr>
</tbody>
</table>

Kollias (2005) States that, institute’s setting which help the students to build industrial contacts and achieve recognition in sports and extracurricular activities along with their learning will be a highly valid unique attribute for an educational organisation to achieve customer satisfaction. His view is clearly proved in the current study as all the factors mentioned in table 4.6 have obtained a mean value of more than 3. Furthermore an active student council builds interrelationship among students that assist them to support each other in their learning process (Salomon, 1997). Reflectively respondents of the current study, perceive the activities of student council as an important factor in their learning experience as it has obtained a mean value of 3.80. Rewarding system of educational institutes promotes their graduates to the industry to help them in order to seek for career opportunities (Kollias, 2005). This is clearly evidential as rewarding system has obtained a mean value of 3.27.
Question 35-36: influence of the factors under reputation.

Table 4. 7: Mean values of the factors under reputation

<table>
<thead>
<tr>
<th>Statistics</th>
<th>Culture, believes of the organisation</th>
<th>Institute’s involvement with the community</th>
</tr>
</thead>
<tbody>
<tr>
<td>N Valid</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Mean</td>
<td>2.52</td>
<td>2.77</td>
</tr>
</tbody>
</table>

Students are increasingly becoming concerned on how the organisation contributes to the society as it determines the reputation, because they want to become graduates from a well reputed institute to promote them as highly valid products to the job market (LeBlanc and Nguyen (1997). Even in the current study, it has been proved that students have been showing a considerable importance towards organisation’s commitments towards the society as the factors mentioned in the table have obtained a mean value of more than 2.5.
4.3 Major finding: - Influence level of the major factors on student satisfaction

<table>
<thead>
<tr>
<th>Factors</th>
<th>Mean value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design of the course</td>
<td>3.03</td>
</tr>
<tr>
<td>Teaching personal</td>
<td>3.91</td>
</tr>
<tr>
<td>Tangibles/physical evidence</td>
<td>2.96</td>
</tr>
<tr>
<td>Administrative support</td>
<td>3.76</td>
</tr>
<tr>
<td>Social life</td>
<td>3.44</td>
</tr>
<tr>
<td>Reputation</td>
<td>2.64</td>
</tr>
</tbody>
</table>

The above mean values are calculated through adding the mean values of each sub factor of the major factors and dividing the total by number of sub factors.

It is argued by Aldridge and Rowley (1998) teaching personal is the most important factor as it determines the relationship between the knowledge provider and students. They further stated that, the support of the institute’s management to students also significant as teaching personal. The findings of the current study are clear evident for their argument as teaching personal and administrative support have obtained the highest mean values. Kollias (2005) further supports their argument stating that, teaching personal and administrative support determines the efficiency level of relational exchanges in higher education industry. Social life and designing of the course are rapidly gaining the interest of the students. Furthermore mean value of more than 2.5 for physical evidence and reputation justifies, they too are considerably important factors in determining students’ learning experience.
4.3 Analysis of Interviews
This part of the research contains a very brief qualitative analysis of the interviews conducted with managers to understand the managerial interest on CS. Only the important questions have been discussed in the table 4.3.1. Author is avoided the questions which generated answers that are not necessary to the current study.

<table>
<thead>
<tr>
<th>Question</th>
<th>Rational</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What do you mean by term student satisfaction?</td>
<td>Different manager/leaders interpret business terms in different ways (Amor, 2000). Therefore this question was asked to understand the basic idea of how managers view student satisfaction.</td>
<td>None of the 3 managers of the institutes were able to provide a clear definition on student satisfaction. In fact instead of defining student satisfaction they started to analyze the impact of student satisfaction in their organisation. Three of them stated that, they try to achieve high level customer satisfaction in order to retain their customers. One the respondents believes that student satisfaction is the ultimate aim of their institute in order to achieve high profitability and market share. It is clear that educational organisations have understood the benefits of CS despite the minimum understating of the meaning of CS. The importance of customer satisfaction in retaining customers is further justified through the answers of this question.</td>
</tr>
<tr>
<td>What are the activities you undertake in order to attract customers?</td>
<td>Reputation and advertisements determine expectation and demand towards the educational</td>
<td>It is evidential that educational organisation mainly depends on the reputation of the institute to create expectation and demand towards the service provided as all the respondents clearly mentioned that, they try</td>
</tr>
</tbody>
</table>
(Pantouvakis, 2010), several authors have argued about the importance of reputation and advertisement in creating demand as discussed in the literature review. Therefore this question were asked to compare the arguments discussed in the literature with the practical implications to deliver a very high quality service in order to generate positive word of mouth. In the literature review it is stated that higher the level of positive word of mouth emphasizes higher the level of reputation (Hill, 1995). However they also stated that, they do concentrate on promotional activities such as E-mail marketing, educational exhibitions, and hoardings to keep the potential customers aware about the organisation.

<table>
<thead>
<tr>
<th>What are the activities you undertake to ensure that students are satisfied?</th>
<th>In the literature review, the author has identified several factors that affect student satisfaction. This question was asked to understand the importance given to the quality of those factors by the managers of higher educational institutes.</th>
<th>Two of the managers immediately said that, they ensure their lecture panel is well qualified and experienced. Other manager emphasized the importance of staffs being friendly and supportive. He further stated that, they ensure the lecturers are able to deliver the knowledge in an appropriate manner by evaluating them through audition. It can be stated that, the institutes have clearly understood the importance of teaching personal and administrative support but at the moment the interest shown towards the quality of the other factors is not sufficient.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the</td>
<td>It is stated in the</td>
<td>Once this question was asked one of the</td>
</tr>
</tbody>
</table>
activities you undertake to evaluate the student satisfaction?

literature review that, Student satisfaction is an indication of the success of the organisation. Therefore this question was asked to identify whether managers of the educational institutes attempt to evaluate their success through customer satisfaction.

managers was stunned and couldn’t reply immediately. It may be an indication of there is no evaluation activities are undertaken in that particular institute. Nevertheless he took his time and said, increase in student retention and enrolments are the indication of student satisfaction. However his approached is proved to be wrong in the literature review, because instead of judging the success of the organisation through CS he attempts to judge the CS through the success of the organisation.

The other two managers said that, the students are given feedback forms with few set of questions referring to lecturer’s ability in teaching. However their answers did not suggest any systematic evaluation conducted to measure the student satisfaction.
5. Conclusion
The study revealed that customer satisfaction in higher education is the result of offering a high quality learning experience (Arbaugh, 2001). However the quality of the learning experience is determined by several important attributes that are desired by students (Andreassen and Lindestad, 1998). The current study revealed that importance of attributes of learning experience in the settings of Sri Lankan Higher education institutes. Managers of the institutes/universities attempt deliver high quality learning experience in order to retain students through achieving optimal level of customer satisfaction (Pantouvakis, 2010). Therefore the current study achieved the following objectives in a feasible way.

5.1 Review of the objectives
1. To critically analyze literature over the concepts of CS, CR and higher education:- Achieved in Literature Review

2. To identify the factors influencing CS in the industry of higher education: - Achieved in Literature Review

3. To undertake primary research via distributing questionnaire to students, in order to evaluate the influential level of each factor on CS: - Achieved in Finding and Analysis

4. To briefly analyze the managerial interest of Sri Lankan higher education institutes on CS: - Achieved in Findings and Analysis.

4. To outline strategic activities for private institutes in Colombo city in order to enhance CS especially relating to business management degree programs:– Achieved in recommendations

The Author has achieved two major objectives through analyzing the past literature since high percentage of word count is utilized in literature review. The primary objectives of the study are achieved in Findings and analysis part via questionnaire and interviews. Based on the analysis of literature and findings author has suggested recommendations to implement CS in order to achieve the final objective of the study.
5.1.1 Key themes of Literature Review

Review of the literature exposed, how CS and CR are defined and formed, theories on CS, impact of CS in an organization and especially in educational organisation, the role of higher education industry to the society, and finally the factors which affect customer satisfaction in the industry of Higher education.

In higher education industry retaining customers is becoming important as attracting them since the shifting behaviors of students are rapidly increasing (Ranaweera, and Prabhu 2003). The analysis of various literature proposed that CS is the most vital tool to retain customers. The process of justifying the created expectation towards the learning experience offered by the educational organisations generates CS which stimulates an emotion among students that keep them closer to the Institute/University (Taylor and Baker, 1994). Therefore CS leads to CL which aids the organisation to increase their efficiency in different aspects (Hennig-Thurau, 2004).

Various researchers have formed different theories to efficiently conduct the process of generating CS. The past studies have suggested that, Higher education industry is moving towards RM where the student satisfaction is formed through relational exchanges (Morgan and Hunt, 1994). Nevertheless it is widely agreed that, the factors determine the learning experience of the students ultimately influence the customer satisfaction in higher education industry. Analyzing the past studies on CS in higher education, the author has identified 33 factors that affect learning experience of the students under 6 main categories.

Methodology part was developed in order to conduct a systematic analysis on student satisfaction with the significant components of learning experience delivered to students. Methodology also proposes the evaluation of managerial interest of educational organisation on customer satisfaction.

5.1.2 Key themes of Finding and Analysis

Initially finding and analysis part aided the study to conclude that, Reputation of the Institute is more important than promotional activities to create expectation towards the educational service. In order to achieve the primary objective of the study, this part
mainly examined the importance of aspects that influence students’ learning experience. It is evidential that, teaching personal and administrative support are the more important category and other categories such as design of the course, tangibles, social life, and reputation are also considerably important in delivering a learning experience which will lead to student satisfaction. Furthermore the study as compared the influence of the sub factors on learning experience under each criteria mentioned above. Finally analyzing the managerial interest of the educational organisation via interviews, the author has suggested robust recommendations to institutes/Universities reflecting the findings.

Overall the current study established that, researching on customer satisfaction in the industry of higher education is useful, because it proposed sufficient data concerning students’ behaviors and attitudes that determine the perceptions towards the quality of the educational services.

### 5.2 Future research

Table 5.2.1 exposes the opportunities of future studies.

<table>
<thead>
<tr>
<th>Scope</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyzing the past literatures about the relationship between CS and organisational components.</td>
<td>As the literature review of current study mainly focuses on the relationship between CS and CR, future studies must imply on improving the knowledge based on the relationships between CS and other organisational success element such as CL, profitability, productivity and market share.</td>
</tr>
<tr>
<td>Influence of demographical factor on customer satisfaction</td>
<td>A similar study can be conducted in different geographical area in Sri Lanka including the identifications of respondent’s age, Income level, and gender since demographical factors of the customers will influence their</td>
</tr>
<tr>
<td>Topic</td>
<td>Detailed Description</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Examining the perception of other stakeholders of educational institutes</td>
<td>Future researchers can also concentrate on evaluating the perceptions of other stakeholders such as parents, media, pressure groups, and companies given that, they will also have considerable influence on student’s decision making process. This study can further examine the difference between students perceptions and other stakeholders perceptions towards learning experience.</td>
</tr>
<tr>
<td>Examining the external factors that force students to shift institutes/Universities</td>
<td>The current study proposes that, dissatisfaction is one of the main reasons leading to students’ shifting behavior. However Drum, Brownson, Burton and Smith (2009) state that, few factors which are uncontrollable by the educational organisations also force the students to shit to different institute/University from the current organisation. They further state, financial difficulties, parents’ professional transfers and other personal commitments as examples.</td>
</tr>
</tbody>
</table>
6. Recommendations

Some important implications can be emerged from the current study to the educational organisation. Initially educational organisations must identify the factors of learning experience which having highest importance according to students perceptions (Elliott and Healy, 2008). Current study and past literature justify that, teaching personal and administrative support are the most important aspects influencing the learning experience of students. Based on the interviews conducted, it can be stated that, educational organisations have understood the importance of teaching personal and administrative support. However there is no clear evidence for any activities undertaken to improve the quality of those two aspects. Table 6.1 exposes the activities which can be undertakes to improve the quality of teaching personal and administrative support.

<table>
<thead>
<tr>
<th>Table 6.1: activities to improve teaching personal and administrative support</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activities</strong></td>
</tr>
<tr>
<td>Auditions for lecturers</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Constant feedback from students</td>
</tr>
<tr>
<td>on the lecturer</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Workshops and seminars</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Continuous Professional</td>
</tr>
<tr>
<td>Development</td>
</tr>
</tbody>
</table>
(CPD) activities to staffs. learning activities that help staffs to maintain and develop knowledge and skills throughout their career in order to increase their capacity in workplace (Haywood, Pain, Ryan and Adams, 2012). Thus, offering CPD activities to staffs establishes a self motivated administrative team that can respond and solve students' issues in an efficient and effective manner.

The current study has proved that, even the other factors such as physical evidence, social life, designing the course and reputation also play considerably important roles in enhancing the learning experience. Interviews conducted suggest that, educational organisations are not showing sufficient involvement in ensuring the quality of those factors. Therefore it essential that they, assure that, the atmosphere of the organisation, delivery of the course, and their commitments towards the society are in high level and support students in every possible way to deliver a learning experience which can be appreciated by the students. Furthermore they must create and offer opportunities where the students are able to develop and maintain their social life.

Interviews conducted elaborates that, educational organisations are mainly using E-Mail and hoardings for advertisements purpose. Constantinides and Zinck (2011) State that social media is platform of social interception with potential students since the interest in social media is rapidly growing among teenagers who are highly potential future customers of private education institutes. There institutes/universities for an example can use facebook as a tool to create expectations which is the initial stage of generating customer satisfaction.

Overall establishing the quality of the factors discussed in the study, assist an educational organisation to not only retain customers through generating customer satisfaction but also to attract customers.
Appendix 1: reflective statement
The learning process of completing BA (Hons) in Business and Management degree from Northumbria University has been importantly tuff. Tamil language was the medium during my school studies, hence the period of undertaking diploma and advanced diploma in Business Management in English medium to be qualified to do the particularly degree was a highly challengeable and a necessary shift. It not only helped me to improve my writing capability in English but also it added sufficient fluency to speak English. In Sri Lanka, fluency in English language is considered as a one of the importance attributes to obtain any managerial job.

Most of the assessment methods of diploma and advanced diploma were written examinations and presentations. Apparently there were only few tests based on assignment writing. However I understood that, I will be able to gain more knowledge by writing an assignment than being evaluated through written examinations or presentations. Writing assignment answers for the particular degree drove me to extensive reading and present the understandings in an appropriate manner. Reviewing the literature of different management concepts revealed that, most of the business subjects are not specifically defined or approached in similar ways. It showed how to interpret business problems in different situations and exploit opportunities which can be derived from many external factors. Furthermore I was used to be a classroom based student where the learning happens through the physical presence during the lecture sessions (Merisotis and Phipps, 1999). Thus following a degree as a distant learning student was another challenge during this learning experience. However this particular challenge assisted me to improve as an individual learner.

I started my degree in the initial stage of being an employee; therefore I had to maintain a correct balance between work and my studies. Nevertheless being an industrial person helped me to write assignments in various ways. I related my working experience with the knowledge I gained from reading and presented it in my every assignment including the dissertation. Overall the learning process of obtaining this degree has been a very efficient and effective Continues Professional Development (CPD) activity as I have been able to constantly improve my capacity of accomplishing
tasks at working place through the degree. To be engaged in CPD via this degree, I had to complete six assignments for the modules of Personal Impact (PI), Leadership, Contemporary Issues in Management practices (CIMP), Understanding strategy (US), Contemporary Issues in Finance and Accounting (CIFA) and the research.

Personal impact module was ideal to commence the degree as the students were supposed to critically analyze their selves. Self-assessment led me to be more aware about myself and indicated the necessary self-developments to be made. Identifying the learning style which suits me the best was the significance component of the assignment for me. Honey and Mumford Questionnaire specified me as an activist and a reflector when it comes to learning. Adopting this specific learning style I have been applying the knowledge which I gained through reading and lecture sessions in working practices. This aided me to gain further knowledge through fresh practical experiences. Moreover use of self-awareness tools such as Johari Window and Management Charted initiative helped me to understand my strengths and weaknesses, and to develop good interrelationships with colleagues by assessing the perceptions of them about me. After completing personal impact assignment I had to move towards the module leadership where I was supposed to analyze my leadership skills.

Defining leadership was not an easy task as it has been interpreted and perceived in various ways (Burns, 1978). Argument of different authors about the concept of leadership led me to critically analyze the subject to derive to an acceptable point of view about leadership. I understood how the impact of leadership drives an organisation to operate in a successful manner. The other important task of the assignment was to identify my leadership skills and how my employer has implemented leadership within the organisation. With the use of leadership trait, skills, and styles questionnaire I realized my leadership ability and further analyzed how I have been using that ability to contribute to the success of my employer. As I have been employed in a higher education industry, I presented the importance of implementing instructional leadership as it is the best way of utilizing leadership skills in education industry (Thomas and Vornberg, 1991). I further evaluated the leadership styles adopted by the management of my employer and how it has been impacting the organisation negatively and
positively. As the final stage of the assignment I proposed various methods to develop my leadership ability and presented a personal development record to be a competent leader.

The module Contemporary Issues in Management Practices (CIMP) proposed to the students in order to provide more knowledge about known subjects such as managing change, organisational culture and learning organisation. The lecture sessions helped me to gain sufficient knowledge about the mentioned topics. However for the purpose of the assignment I was supposed analyze a case study about an organisation and select a specific topic which I think is the management issue at the case study organisation (organisation X). Reviewing the case study revealed that organisation X is facing serious issues in managing change. Therefore I undertook a critical review on literature about managing change. Through the reading I was able to identify the importance of change management, drivers of change, barriers of change, and models of change management. Linking the literatures of these concepts with the current situation of organisation X enabled me to construct arguments and propose recommendation to efficiently manage change in the organisation X.

According to my opinion the module understanding strategy is the most interesting and important part of the degree. I was able to understand the importance of analyzing the business environments of an organisation and how the adjustments must be made in the internal environment of an organisation according to the changes in the external environment. With the help of PEST and Porter’s five forces I evaluated the external environment of BMS. This particular analysis assisted me to construct critical argument based on the importance and the limitations of the tools. Despite the theoretical knowledge about the external environment of the organisation I learned about the future possible threats and opportunities to my employer. Analyzing the internal environment of my employer revealed how the opportunities can be exploited and the threats can be countered. Furthermore the assignment guided me to understand the strategic roles I play in my organisation and how can I contribute to the strategic success in the future.

I wrote an assignment answer about CPD for the module Contemporary Issues in Management practices. Through the wide reading on CPD I understood the basic idea
of the concept and its importance in an organisation. Basically it was very clear that CPD is highly associated with learning and how the learning helps to improve an individual as a professional. I was able to identify the various CPD opportunities available to develop my skills and knowledge. I understood the importance of having a professional qualification to proceed towards the higher level of organisation and taken necessary action to undertake a professional qualification related to my career. As a crucial part of the assignment I analyzed the CPD implementation in my organisation. The analysis revealed that, my employer has been using different strategies such as being a learning organisation and implying in democratic leadership to encourage their employees to be engaged in CPD. Furthermore CPD made me believe that self-assessment should be a constant activity to keep me updated about my own strengths and weaknesses, and to recognize the future personal developments.

Selecting an interesting and important topic for my research was a highly challengeable task. I had to choose a topic which is related to my career hence I decided to carry out a systematic examination of information about customer satisfaction in higher education. Hence I learned how to conduct a systematic examination of a concept using primary and secondary data, basically the method of doing a research. It helped me to analyze different sample approaches, research techniques, research approaches and research strategies. Based on the analysis I choose a particular research methodology which suits the best for my research with the support of literature. I was able to understand how customer satisfaction can be formed, its importance in an organisation, and the factor affecting customer satisfaction in higher education. Therefore from this particular research I tried suggest solutions to the problem of higher education institutes with retaining customers.

Moreover the degree has been assisting me to improve my time management, and multi tasking skills. I have learned how to credit the views of others by using APA referencing method and how conduct a critical writing analyzing the literature. Overall the degree not only improved my knowledge on management concepts but also improved my interpersonal skills.
Appendix 2:- Questionnaire

This questionnaire is designed to the purpose of research analysis which is used to find the impact of several factors on student satisfaction. There are a few basic questions concerning your opinions and behavior towards several factors that affect customer satisfaction in higher education industry. The survey will take less than ten minutes to complete.

I would also like to emphasize that, the survey is conducted to educational purposes only and that your responses will be kept strictly confidential.

Thank you for taking the time to complete this questionnaire.

Please underline the correct option for the questions from 1-2

1. In which institute are you following the course of Business and management?
   - BMS
   - ANC
   - ICBT

2. How did you get to know about your educational institution
   - Advertisements
   - Recommendations from friend and relations

For the questions from 3- 35 read the statement below and tick the box you think best describes what you feel

Strongly Disagree (D) Neutral (N) Agree (A) Strongly Agree (SA)
Disagree (SD)

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>
To questions from 2-34: The below factors are influencing my current learning experience at my institute. (Give your opinion based on to what extent the factors affect your learning experience not based on the efficiency level of your institute)

<table>
<thead>
<tr>
<th>Factors</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Induction programs for the modules</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Content of the course</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Timing of the lecture sessions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Grading Methods</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Assessment Methods</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Progression of the course</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Lecturer’s appearance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Lecturer’s friendliness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Punctuality of lecturers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Teaching style and method</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Availability of the lecturers apart from the lecture hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Students involvement during lecturers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Working in groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Classroom layout</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Classroom lighting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Building’s appearance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Facilities of Information Technology (IT)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Library services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. Parking availability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Washroom facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. Cleanliness of the building</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24. Appearance of the staffs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. Availability of the staffs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26. Friendliness of the staffs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27. Response of the staffs for student’s issues</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28. Speed of the response</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>29.</td>
<td>Staffs' willingness to provide assistance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30.</td>
<td>Activities of student council</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31.</td>
<td>Involvement in sports</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32.</td>
<td>Involvement in extracurricular activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33.</td>
<td>Rewarding system of the achievements</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34.</td>
<td>Culture, believes of the organisation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35.</td>
<td>Institute’s involvement with the community</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 3:- Justification of the questions

<table>
<thead>
<tr>
<th>Question No</th>
<th>Justifications</th>
<th>Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>To give a brief idea to the reader about the sample number and the source of the sample units.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>In the studies of customer satisfaction, it is argued that, the expectation towards the educational service is generated through reputation and advertisements. Researchers have argued based on the importance of reputation and advertisements in generating expectation. Therefore this particular question was asked to identify the most important factor that determines the expectation level towards educational organisation.</td>
<td>Gronroos (1984); Harrison (2001); Hennig-Thurau and Klee (1997); Parasuraman (1990);</td>
</tr>
<tr>
<td>3-35</td>
<td>Several studies have found various factors which affect learning experience of the students and ultimately customer satisfaction in the higher education industry. Author has developed the table 2.1 in the literature review part of the study by evaluating the factors which are commonly quoted in the past studies. Therefore these questions were asked to examine the influence level of each factor.</td>
<td>Aldridge and Rowley, 1998; Anton, 2010; DeShields, Kara and Kaynak, 2005; Kolias, 2005; LeBlanc and Nguyen 1997; Mai, 2005; Munteanu, Ceobanu, Bobalca, 2010</td>
</tr>
<tr>
<td>mentioned in the table 2.1.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 4:- responses for the questions from 3-35

The below charts which are developed through SPSS expose the answers of respondents of each question from 3-35. The answers which obtained no response are avoided in the below charts. For an example if no one has selected strongly disagree and strongly agree for the influence of induction the respective chart doesn't show the particular Columns.

Question 3

![Bar chart showing the influence of inductions for the modules](image-url)
Question 4

![Bar chart showing influence of the content of the course.]

Question 5

![Bar chart showing influence of the timing of the lecture sessions.]

Question 6

Influence of the grading Methods

Frequency

Influence of the grading Methods

Question 7

Influence of the assessment Methods

Frequency

Influence of the assessment Methods
Question 8

Influence of the progression of the course

Frequency

Influence of the progression of the course

Question 9

Influence of the lecturer’s appearance

Frequency

Influence of the lecturer’s appearance
Question 10

Influence of the lecturer’s friendliness

Frequency

Influence of the lecturer’s friendliness

Question 11

Influence of the punctuality of lecturers

Frequency

Influence of the punctuality of lecturers
Question 12

**Influence of the teaching style and method**

![Bar chart showing the influence of teaching style and method](chart1.png)

Question 13

**Influence of the availability of the lecturers apart from the lecture hours**

![Bar chart showing the influence of lecture hours](chart2.png)
Question 14

![Bar Chart: Influence of the students' involvement during lectures]

Question 15

![Bar Chart: Influence of working in groups]
Question 16

Influence of the classroom layout

Influence of the classroom lighting

Question 17
Question 18

Influence of the building's appearance

Question 19

Influence of the facilities of Information Technology (IT)
Question 20

![Graph showing the influence of library services with frequency on the y-axis and disagree, neutral, agree, and strongly agree on the x-axis.]

Question 21

![Graph showing the influence of parking availability with frequency on the y-axis and disagree, neutral, agree, and strongly agree on the x-axis.]

86
Question 22

Influence of the washroom facilities

Influence of the cleanliness of the building

Question 23
Question 24

Influence of the appearance of the staffs

Frequency

Influence of the appearance of the staffs

Question 25

Influence of the availability of the staffs

Frequency

Influence of the availability of the staffs
Question 26

Influence of the friendliness of the staffs

Frequency

Influence of the friendliness of the staffs

Question 27

Influence of the response of the staffs for student’s issues

Frequency

Influence of the response of the staffs for student’s issues
Question 28

Influence of the speed of the response

Question 29

Influence of the staffs’ willingness to provide assistance
Question 30

Influence of the activities of student council

<table>
<thead>
<tr>
<th>Influence of the activities of student council</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neutral</td>
<td>10</td>
</tr>
<tr>
<td>Agree</td>
<td>50</td>
</tr>
</tbody>
</table>

Question 31

Influence of the involvement in sports

<table>
<thead>
<tr>
<th>Influence of the involvement in sports</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>5</td>
</tr>
<tr>
<td>Neutral</td>
<td>25</td>
</tr>
<tr>
<td>Agree</td>
<td>40</td>
</tr>
</tbody>
</table>
Question 32

Influence of the involvement in extracurricular activities

Question 33

Influence of the rewarding system of the achievements
Question 34

Influence of the culture, beliefs of the organisation

Frequency

Strongly Disagree Disagree Neutral Agree

Question 35

Influence of the institute’s involvement with the community

Frequency

Disagree Neutral Agree

Influence of the institute’s involvement with the community
References


ANC global education program: transfer and degree completion option and spanning the globe. (2010). About us. Retrieved from

http://www.ancedu.com/usa/about.html


McLean, Virginia


http://www.icbt.lk/aboutus.html


Bibliography


