การรับรู้ของนักศึกษาชาวจีนในด้านคุณภาพการให้บริการของสถาบันระดับอุดมศึกษาของไทย
CHINESE STUDENTS' PERCEIVED SERVICE QUALITY TOWARDS THAI HIGHER EDUCATION INSTITUTES

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บทคัดย่อ

การวิจัยครั้งนี้มีจุดมุ่งหมายเพื่อศึกษาการรับรู้ของนักศึกษาชาวจีนที่มีต่อคุณภาพการให้บริการของสถาบันระดับอุดมศึกษาของไทยและเปรียบเทียบคุณภาพการให้บริการของสถาบันอุดมศึกษาระหว่างของรัฐและเอกชน กลุ่มประชากรในงานวิจัยคือนักศึกษาชาวจีนที่กำลังศึกษาระดับชั้นอุดมศึกษาในประเทศไทย โดยกลุ่มตัวอย่าง ได้แก่ นักศึกษาชาวจีนที่กำลังศึกษาในระดับสถาบันอุดมศึกษาในประเทศไทยตอบแบบสอบถามจำนวน 243 คน ด้วยวิธีการสุ่มแบบจำเพาะเจาะจง เครื่องมือในการเก็บข้อมูลคือแบบสอบถาม โดยมีค่าความเชื่อมั่น Cronbach's Alpha เท่ากับ 0.933 จากผลการศึกษาพบว่า การให้ข้อมูลที่ถูกต้อง ($\beta = 0.339, p < 0.1$) และสิ่งอำนวยความสะดวกด้านการเรียนการสอน ($\beta = 0.480, p < 0.1$) ส่งผลด้านบวกต่อความพึงพอใจ แต่ในขณะที่การอำนวยความสะดวกด้านการบริหารจัดการ ($\beta = -0.432, p < 0.01$) ส่งผลด้านลบต่อความพึงพอใจ อย่างไรก็ตามคุณภาพการให้บริการของสถาบันอุดมศึกษาของรัฐยังต้องมีการพัฒนามากขึ้นเนื่องจากการรับรู้ของนักศึกษาพบว่าคุณภาพการให้บริการของสถาบันอุดมศึกษาของเอกชนดีกว่าของรัฐ ในด้าน (1) การให้ข้อมูลที่ถูกต้อง (2) การทำตามข้อตกลงกับนักศึกษา (3) เอกสารมีความถูกต้อง (4) การให้คำแนะนำกับนักศึกษาอย่างใกล้ชิด (5) ความเต็มใจในการให้บริการทางวิชาการ (6) สนใจที่จะแนะนำเพื่อนมาเรียนในประเทศไทย, (7) สนใจที่จะแนะนำเพื่อนมาเรียนในมหาวิทยาลัยที่กำลังศึกษาอยู่

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ABSTRACT

This research aims to provide the imperative information of international students' perception on service quality towards Thai higher education institution and to compare the service quality between private and public universities. The population in this study is the Chinese students who are studying in higher education level in Thailand. The sample size in this study is 243 Chinese students who are studying in higher education institution in Thailand. They have been selected by using purposive sampling. The instrument of collecting data is questionnaire with reliability value (Cronbach's Alpha) equals to 0.933. The finding shows that providing accurate information ($\beta = 0.339, p < 0.1$), course facilitation ($\beta = 0.480, p < 0.1$) have positive impact on satisfaction whereas administrative facilitation ($\beta = -0.432, p < 0.01$) has negative impact on satisfaction. The quality of public university should be improved and considered because the

perception on service quality of international students in private university is significantly better than public university in (1) provided accuracy information, (2) fulfilling commitments to students, (3) error-free record on documentations and (4) tailored the advice to students, (5) willingness to provide academic assistance, (6) recommendation to their friends to study in Thailand, (7) recommendation to their friends to study in their current university.

Keywords: Higher Education Institution, Chinese Students, Service Quality

Introduction

Being an integral part of every national economy, higher education plays an essential role in supplying workforce to business sectors and generating employment opportunities in service industry. As other service sectors, higher education has experienced enormous impact of globalization in the past few decades. By presenting an unprecedented new challenge, globalization has driven higher education institutions toward a commercial competition imposed via economic forces. This competition is consequence of diminishing government funding in public education sectors that force universities to move towards a reform for stronger autonomy on one hand, and the explosive growth of rivalry in global education marketplace on the other (Jain, 2011). Yet some positive spin-offs of globalized education are the proliferation of degree partnership programs and international student mobility, which provide higher education institutions opportunities to expand their service from catering not only traditional local students, but a rising amount of international customers from different countries (Johanna, 2011). To attract more students in competitive global education marketplace, higher education institutions nowadays start to embrace marketing concept and customer orientation in their efforts to improve educational service quality and satisfy customers (Yusof, 2012). As stated by Jain (2011), to stand out amongst competition and achieve sustainability, service providers need to concern not only financial returns or market figures, but also develop better understanding of the contentment and perceptions of customer towards the quality of educational services they receive.

Service quality, unlike tangible products, is highly subjective to measure due to the various elements involved in customers' decision-making process, such as motivation, attitude, perception, demographic, etc. (Min et al., 2012). Therefore, how to precisely measure key attributes and dimensions of service performance excellence, particularly from students' perspectives, has drawn great attention from marketing academics and practitioners (Ibrahim, 2013; Paul Green, 2014 Min et al., 2012). Consequently, several different models and constructs, such as SERVQUAL and SERVPERF, etc., have been developed and adopted by various researchers in their studies, attempting to examine students' perceived service quality in higher education context. In countries such as USA, UK, Australia, Singapore etc., educational service quality has received considerable academic and non-academic attention (Johanna, 2011). The topic has been rigorously investigated from the viewpoint of students' expectations and perceptions towards higher education service (Ibrahim, 2013; Paul

Green, 2014), as well as other psychological, cultural and socio-economic related aspects of the academic education experience (Min et al., 2012).

Since the beginning of 15-Year Thai National Plan for Higher Education Development, the number of international students in Thailand had realized an approximate 24 percent increased from 16361 to 20309 between year 2008 and 2011 (OHEC, 2011). As the interest of choosing Thailand as a destination country to pursue study, it also calls for necessity of attaining international standard service quality for Thai higher education institutions, in order to retain and attract more potential students from other countries. Therefore, understanding students' expectation and perception of educational service quality will benefit Thai universities in devoting effort more effectively to satisfy customers and succeed among competition. In existing literature, although several studies were conducted to investigate foreign students' perceived education quality in Thailand, but the amount and extent seem still limited. Moreover, studies of the correlation between international student's perceived educational service quality and their loyalty towards the education institution, particularly in the context of Thailand, are still far beyond adequate. Therefore, this research study aims to examine the causal relationship between customers' perceived service quality, their overall satisfaction level and their loyalty towards the service provider, from the perspective of foreign students attending the selected Thai university.

Research Objectives

This study aims to find the effect between service quality perception and Chinese student's satisfaction towards Thai higher education institutions. In addition, the effect between Chinese student's satisfaction and students' loyalty has also been investigated. Moreover, this research also describes the comparison of service quality in Thai higher education between private and public institutions in order to recommend the improvement of institutions' service quality.

Service Quality & Service Quality in Education

The notion of service, due to its distinctive and highly subjective nature compared to tangible products or goods cannot be reached to a consensus among scholars and marketing practitioners (Jain, 2011). Kotler (2010) defined service as "a form of product that consists of activities, benefits or satisfaction offered for sale." Green (2014) stated service as intangible product that cannot be possessed or retained, but it comes to a presence at the time and place it is delivered for consumption. The quality of service, considered as an essential component of building customer satisfaction and creating sustainable advantage over competitors (Parasuraman et al., 1985), has attracted substantial amount of research attention during the past few decades. Despite of the diversity and inconsistency of definition in existing academic and business literature (Jain, 2011), service quality is stated by Lewis (1983) and Bitner (1992) as the consistency and extent to which an organization delivers their service to conform and exceed their customers' expectations. Similarly, Zeithaml et al. (2006) and Grönroos (2008) support the notion that customers tend to measure what they expect from service and what they

actually received after the purchase, and consequently customers' perceived service quality and satisfaction level will be determined on the conception of discrepancy, which is the direction and magnitude of the difference between their prior expectations of the service and their judgment on the service actually delivered (Schiffman & Kanuk, 2007).

The dynamic and interactive characteristics and environment of higher education has instinctively defined universities and colleges as service organizations that provide educational service to its student. Therefore, understanding service quality from students' perspective will benefit the higher education institutions in devoting their effort more effectively to achieve service excellence in today's competitive global education market. The significance of attaining and ensuring service quality to attract and retain students in higher education has been supported by numerous researchers in their studies. According to Sharma & Kaur (2004), Bayraktaroglu & Atrek (2010), educational service quality is an key component of influencing in students' decision-making concerning the destinations of their study. Moreover, Min et al. (2013) stated that achieving service excellence is crucial for higher education institutions to stand out among competitions and manage long-term survival. Furthermore, Ham (2003) confirmed the significant correlation between service quality, student's satisfaction and retention rate. In Thai higher education context, although several studies have been undertaken, to compare perceived educational service quality in selected public and private institutions (Napaporn,2000) and to identify key factors that influence of students' perceived education quality (Paweena, 2014), the amount and extent seem relatively inadequate in comparison to countries like USA, Australia and Singapore. Therefore, this research study and its findings are deemed to contribute the existing literature and similar future studies on students' perceived service quality of higher education institutions in Thailand.

Service Quality Measurement

Service quality, as stated by Zeithaml et al. (2006), Grönroos (2008) and many others (Lehtinen, 1982; Parasuraman et al., 1985), originates from a comparison of consumers perceptions and expectations of the service, which can be measured using multiple scales and attributes. Amongst various studies conducted to discover key dimensions of service excellence, the SERVQUAL construct pioneered by Parasuraman, et al (1985) is the most well-known. This model is further developed in the following study conducted by Parasuraman, et al in 1988, via reducing the 10 original dimensions to five major ones, namely tangibility, reliability, responsiveness, assurance and empathy. SERVQUAL model and its multiple-items instrument have been adopted by many researchers in their attempts to comparing customers' expectation and perception of service quality as measured in the service dimensions (Min, 2012; Ladhari, 2009). Based on SERVQUAL construct, an extension model is suggested by Cronin and Taylor in 1992, named SERVPREF, which is an alternative to measure perceived service quality by using performance-based construct instead of expectation and perception gap (Kao, 2007).

Meanwhile, several researchers noted that to apply SERVQUAL model and its instrument in education context, appropriate education-specific dimensions and items must be developed to better adapt higher

education's unique nature and condition (Barnes, 2007; Min et al., 2012). Examples of specific scopes include course content, class size, student workload, etc. (Adee, 1997) and teaching, facilities, social activities and so forth (Yusof, et al. 2012). In this proposed study, due to the well-proven reliability in measuring service quality by various researchers, SERVQUAL construct and its items will be adopted.

Customer Loyalty

Customer loyalty is the conduct of customers to sustain a relation with an institute by acquiring of its services and products (Duffy, 2003). Oliver (1999) argued that loyalty is a deeply held commitment to re-patronize or rebuy a favored product/service consistently in the future, despite situational influences and advertising efforts that result in conceivable switching behavior.

In the marketing literature, loyalty has been widely recognized as the ultimate goal of measuring customer satisfaction (Ziethaml et al., 1996; Fitzell, 1998; Reynolds & Beatty, 1999; Sivadas & Baker-Prewitt, 2000) and being of utmost significance owing to its positive effects on institution's profitability and sustainable growth. (Howard & Sheth, 1969; Samuelson & Sandvik, 1997; Oliver, 1999)

This view has been supported by many researchers in their previous studies. Woodside (1989) affirmed the correlation between patients' satisfaction and hospital revisit in the health care industry., in their respective studies, Johnson.et al, (2001) and Fornell.et al, (1996) also asseted the strong correlation between customer satisfaction and consumer loyalty. In addition, Reichheld & Sasser (1990) concluded 5 percent increase of loyal customers can lead to 30% to 85% in profitability, depending on the industry involved.

In education sector, Alves & Raposo, (2006); Liwemai, (2005); Helegsen & Nesset, (2007) argued that satisfaction is one of the key factors of student loyalty in tertiary education. Kotler et al. (1995); Zeithaml (2000); Helgesen (2006), claimed that student loyalty is positively correlated with not only satisfaction, but also sustainable development of the institutions. Similarly, Rodie and Kleine (2000) supported that students loyalty, derived from student satisfaction, has both short and long term impact on the educational institution, that is loyal students have an effect on teaching quality positively in the courses of active participation and committed deed recommending the institution to others. In addition, in their respective studies, Roediger Voss & Thorsten Gruber (2006), Joseph, Yakhou and Stone, (2005) claimed that student loyalty also has become an essential tactical theme for institutes providing educational service in Germany, given the facts that recruiting new students is several times costly than retaining the current ones

According to literature review, the conceptual framework can be drawn and be concluded that five components in service quality are independent variables. The mediator is satisfaction on making decision to study in Thailand and becoming loyalty is dependent variable.
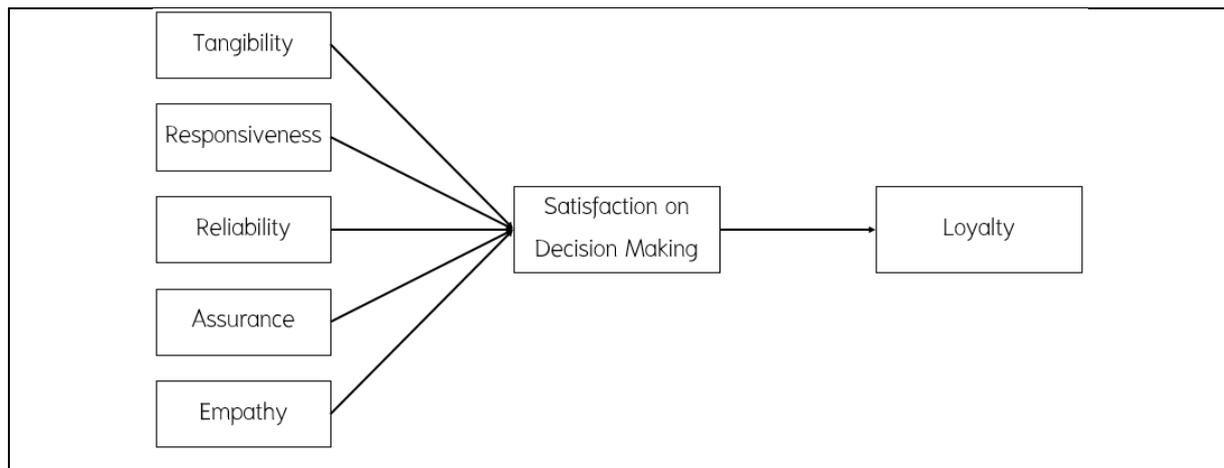
Figure 1. Conceptual Framework

RESEARCH METHODOLOGY

Data Collection

The questionnaire as the instrument is developed by literature review and related to the service quality model. It is designed to achieve the research objectives. The questionnaire comprises of five main parts; 1) participants' personal information, 2) motives of study in Thailand, 3) participants' expectation of service quality towards university, 4) participants' perception of service quality towards university and 5) participants' satisfaction of education service. The questionnaires are distributed to four universities either public or private where mainland Chinese students are studying. However, the target observation is the small population in Thailand. Hence, 243 questionnaires are completed and usable.

Research Instrument

The instrument measured five-point Likert scale; 5 as *strongly agree* to 1 as *strongly disagree* in order to measure the multi-item structure of service quality. The participants have to rate the level of perception of 22 items on service quality measurement, 2 items on satisfaction on making the right decision and 3 items of recommendation to others. The framework of study indicates service quality items as independent variables; satisfaction on making the right decision's measurement as mediator and recommendation to others' measurement as the dependent variable. The reliability of questionnaire is tested with the result as 0.936 which is interpreted that the instrument is reliable. Independent variables consists of 5 multi-item structures of service quality; tangibility, responsiveness, reliability, assurance and empathy. This structure is hypothesized to have impact on satisfaction which is mediator of study.

Mediating Variable

Mediating variable is measuring the satisfaction of student for making the right decision to study in Thailand and to study in selected university. It consists of 2 items which measures making the right decision to study in Thailand and making the right decision to study in the current university.

Dependent Variable

Dependent variable is measuring the recommendation to others and keep in touch with university. The construct can be implied as the measurement of being loyalty of university. It consists of 3 items which measures recommending Thailand as the study destination; recommending the present university to others and keeping in touch with university.

DATA ANALYSIS

The collected data have been cleaned, investigated the missing value and precision checked with statistical analysis program SPSS. In addition, the normality distribution of each variable is tested and found that the value of skewness and kurtosis are between acceptable of normality criteria; –2 and +2 (George & Mallery, 2010). Data analysis consists of descriptive statistics, hypothesis testing, and inferential statistics; correlation analysis and structural equation model. For structural equation model (SEM) is implemented to find out the causal effect of conceptual model by using AMOS.

Descriptive Statistics

Table 1 *Numbers and Percentages of Respondents classified by Demography (n = 243)*

Personal Factor	Number	Percentage
Gender		
Male	117	48.1
Female	126	51.9
Age		
Below 20 years old	92	37.9
20 – 24 years old	118	48.6
25 – 29 years old	22	9.1
30 years old and above	11	4.5
University		
Burapha University	55	22.6
Assumption University	31	12.8
Bangkok University	122	50.2
Dhurakij Pundit University	35	14.4
Education Level		

Personal Factor	Number	Percentage
Bachelor Degree	212	87.3
Master Degree	27	11.1
Doctoral Degree	4	1.6

Accroding to table 1, the information of majority sample of this study is female (51.9%); age between 20–24 years old (48.6%); studying in Bangkok University (50.2%); studying in Bachelor Degree (81.5%).

Table 2 *Exploratory factor analysis result*

Factors	Variable	Standardized Loading	Composite Reliability
Tangibility	Updated teaching facilities	0.774	0.744
	Appearance of campus	0.591	
	Professional appearance of faculty and staff	0.546	
Information Accuracy	Provided accuracy information	0.770	0.789
	Fulfilling commitments to students	0.726	
	Error–free record on documentations	0.655	
	Tailored the advice to students	0.555	
Course Facilitating	Promtly respond and give feedback to students during teaching	0.708	0.848
	Providing academic assistance	0.698	
	Improving students personal and communication skills	0.650	
	Fairness assessment of students' work	0.550	
	Academic is knowledgeable on students	0.549	
	Courses are scheduled conveniently to students	0.545	
Administrative Facilitating	Providing interesting instruments and materials	0.787	0.924
	Resolving the problems of students	0.782	
	Fulfillment students' requirements	0.776	
	Providing addition skills for students' development	0.770	
	Money reflects on quality service offered	0.763	
	Understanding problems of foreign students	0.759	
	Providing emergency services to students	0.719	
Satisfaction on Making Decision	Satisfy on selecting university in Thailand	0.890	0.773
	Satisfy on selecting the current university	0.839	
Loyalty	Recommend the present university to others	0.876	0.806

Factors	Variable	Standardized Loading	Composite Reliability
	Keep in touch with university	0.828	
	Recommend Thailand as the study destination	0.694	

According to 22 items of service quality, they have been evaluated the suitability of each factor with factor analysis technique. Two items are deleted from the dimension of assurance and empathy. The remian 20 items are obviously classified into 4 factors. As a consequency, they have been renamed into tangibility, information accuracy, courses facilitation, and administrative facilitation with reliability 0.744, 0.789, 0.848 and 0.924, respectively. The measurement in each constructs are shown in table 2. As a consequence, the research model is adapted as shown in figure 2.
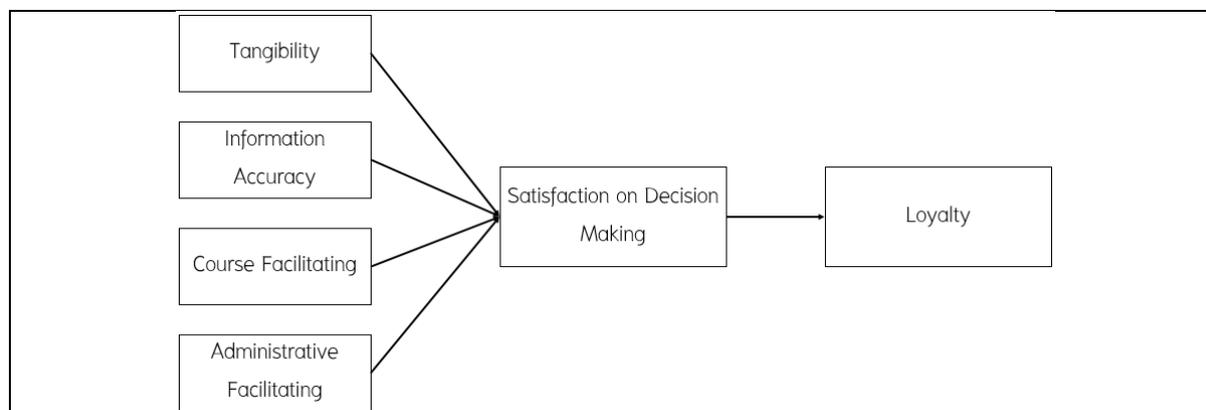

Figure 2. Revised Conceptual Framework

With regard of table 3, the average perception level of administrative facilitation has the lowest score, the quality of administrative facilitation should be resolved urgently. Likewise, loyalty is the second rank of the least of perception. Chinese students have less recommendation or less persuasion to others to study in Thailand. However, Chinese students give the positive rate in every constructs which the average value of all constructs are above 3.00.

Correlation coefficients that fall between ±0.8 and ±1.0, show high relationship between two variables. However, if two independent variables has high relationship, they will cause multicollinearity problem which is the severe problem. With the correlation analysis in table 3, the values of correlation are lower than 0.8 which does not have high relationship between variables, the multicollinearity problem does not appear in the study.

Table 3 *Mean, Standard deviation and Correlation analysis*

Constructs	Mean	SD	Tangibility	Information Accuracy	Course Facilitating	Administrative Facilitating	Satisfaction on Making Decision	Loyalty
1 Tangibility	4.03	0.597	1					
2 Information Accuracy	4.05	0.661	0.436	1				
3 Course Facilitating	4.01	0.571	0.553	0.564	1			
4 Administrative Facilitating	3.82	0.803	0.592	0.432	0.451	1		
5 Satisfaction on Making Decision	4.09	0.714	0.422	0.577	0.534	0.294	1	
6 Loyalty	3.89	0.829	0.372	0.433	0.439	0.208	0.706	1

According to structural equation model analysis, the chi–square statistic of the model is significance $\chi^2_{(227)} = 400.047, \text{CMIN/DF} = 1.762, p < 0.000$. The other fit indexes: comparative fit index (CFI) = 0.947; Tucker–Lewis index (TLI) = 0.936; normed fit index (NFI) = 0.898; root mean square error of approximation (RMSEA) = 0.050 and standardized root mean square residual (SRMR) = 0.0498. All criterion index are in acceptable range.

According to the result, satisfaction on decision making has been positively affected by two factors: information accuracy, course facilitiating. In contrary, administrative facilitating affects negatively to satisfaction on decision making. The result implies that Chinese students will satify on their decision to study in Thai university if the university provides accurate information and failitates the course appropriately. The students normally ask the assistance for administrative proposes such as enrolling the course, asking the general information from the staff. Communication is a obstacle to increase students' satisfaction. Staff might not be polite or nice to them because of miscommunication. Students might rather finding information than asking the assistance from administrator. As a consequence, administrative facilitating has the negative effect on their satisfaction.
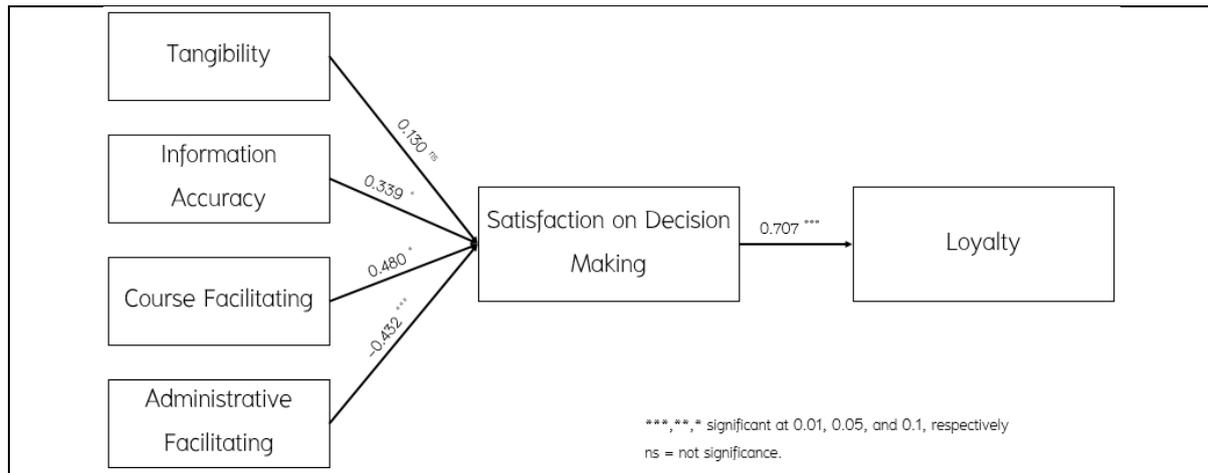
Figure 3. Result of Study

The nonsignificant variable towards satisfaction is tangibility. Nowadays, there is high competition among universities in order to attain large number of students. Hence, every universities has been highly invested and updated the infrastructure to have the good appearance for stimulating students to select the university. As the result, tangibility does not significantly affect the satisfaction.

According to study, satisfaction on making decision has significant effect on loyalty; recommend the university to others and keep in touch after graduation. It can be implied that loyalty of students towards university increases when they satisfy the accuracy of provided information and provided courses' facilitation.

To compare the perception between private and public universities, the perception in each variables of Chinese students has been compared to test whether there is a significant differences between two types of university.

According to table 4, there are significantly different in 7 variables: (1) provided accuracy information, (2) fulfilling commitments to students, (3) error-free record on documentations and (4) tailored the advice to students, (5) willingness to provide academic assistance, (6) recommendation to their friends to study in Thailand, (7) recommendation to their friends to study in their current university. For all variables, private university is significantly better than public university. Hence, public university should improve and reconsider the service quality to convince Chinese students to study in the country.

Table 4 *Comparing the average of perception between private university and public university*

Factors	Variables	Mean Difference	Standard Error	t-test	Sig.
Tangibility	Updated teaching facilities	0.195	0.122	1.603	0.11
	Appearance of campus	0.141	0.116	1.21	0.227
	Professional appearance of faculty and staff	0.032	0.098	0.327	0.744

Factors	Variables	Mean Difference	Standard Error	t-test	Sig.
Information Accuracy	Provided accuracy information	0.329	0.123	2.677	0.008***
	Fulfilling commitments to students	0.373	0.152	2.45	0.004***
	Error-free record on documentations	0.426	0.125	3.404	0.001***
	Tailored the advice to students	0.232	0.136	1.709	0.089*
Course Facilitating	Promtly respond and give feedback to students during teaching	0.12	0.118	1.019	0.309
	Providing academic assistance	0.237	0.108	2.186	0.03**
	Improving students personal and communication skills	0.129	0.113	1.138	0.256
	Fairness assessment of students' work	0.18	0.119	1.515	0.131
	Academic is knowledgeable on students	−0.004	0.114	−0.039	0.969
	Courses are scheduled conveniently to students	0.057	0.124	0.459	0.646
Administrative Facilitating	Providing interesting instruments and materials	−0.036	0.125	−0.291	0.772
	Resolving the problems of students	0.181	0.14	1.289	0.199
	Fulfillment students' requirements	0.027	0.141	0.189	0.865
	Providing addition skills for students' development	0.057	0.15	0.381	0.703
	Money reflects on quality service offered	0.1	0.156	0.644	0.520
	Understanding problems of foreign students	0.162	0.155	1.041	0.299
	Providing emergency services to students	0.104	0.143	0.727	0.468
Satisfaction on Making Decision	Satisfy on selecting university in Thailand	0.148	0.107	1.379	0.171
	Satisfy on selecting the current university	0.086	0.12	0.723	0.47
Loyalty	Recommend the present university	0.257	0.134	1.917	0.056*

Factors	Variables	Mean Difference	Standard Error	t-test	Sig.
	to others				
	Keep in touch with university	0.251	0.147	1.706	0.089*

*Note: ***,**,* significant at 0.01, 0.05, and 0.1, respectively*

Research Conclusion

Education service in university is intangible product; providing the educational service. Hence, service quality is an important component to be considered for achieving higher customer satisfaction and as well as customer loyalty. The findings of the study found that there are three variables have the positive relationship on satisfaction on decision making: tangibility, information accuracy, course facilitation. In constrast, administrative facilitating has negative relationship on satisfaction on decision making. In addition, satisfaction has the positive relationship on loyalty.

In addition, the comparing of average perception between private university and public university apparently shows that there are seven variables significantly different. All seven variables, private university has better average perception than public university. The seven variables are (1) provided accuracy information, (2) fulfilling commitments to students, (3) error-free record on documentations and (4) tailored the advice to students, (5) willingness to provide academic assistance, (6) recommendation to their friends to study in Thailand, (7) recommendation to their friends to study in their current university.

Managerial implications

The research results apparently that the staff should be careful when they announce any information to students; it must be accurated. With accurate data, the Chinese students will be appreciated when they receive the trustable information. Especially, providing the information in Chinese language is imperative and essential for them. In addition, instructors must tailor the time to consult them when they need assistance. Also, when they misunderstand their lesson, the instructors should be available for supporting students. Moreover, the administrative department must conduct training courses for staff by concerning with communication skill, emotional management, and how to understand others' mind. Otherwise, the students do not satisfy on their decision which reflects becoming university's loyalty. They will not recommend to their friends or relative to study in Thai university.

With the result of comparison between two types of university, the students percieve whether private university is better than public university significantly in 7 variables: 1) providing accurate informaiton, 2) fulfilling the commitment to students, 3) error-free record, 4) tailoring the time to students, 5) providing academic assistance, 6) recommending the current university to others, 7) keeping in touch with university. As a consequence, the rector of public university should have code of conduct to instructors and staff which aims to

improve: the quality of disseminating the notification; fulfilling the commitment to students; documentations without errors; giving the advice of instructors to students; and willingness to provide academic assistance.

Future research

Service quality constructs are reviewed and studied universally. However, in education, it should be reviewed and revised because service quality is narrow concept concerning with selecting university for further study. Researchers should extend more on academic reputation of university, graduate employment rate, collaborative between university and employers and etc. Furthermore, the marketing theory is desirable to apply for measuring the influential factor of loyalty such as feedback, word of mouth.

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