SATISFACTION OF CUSTOMERS TOWARD SERVICE QUALITY OF BERLITZ LANGUAGE CENTER: A CASE STUDY AT SILOM BRANCH

By
Ms. Anantaporn Saengthong

A Survey Research Report for MS 7000 Research/IS project
Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Science in Management

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College of Internet Distance Education
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ABSTRACT

This study examined the satisfaction of customers toward Service Quality of Berlitz Language Center at Silom Branch. The purpose of this study was to identify the factors of service quality that affects the customer’s satisfaction of Berlitz Language Center at Silom branch.

The methodology used in this research was a survey research. The population was 128 students at Berlitz Language Center and census technique was used. The researcher used descriptive statistic to analyze demographic profile of the respondents. The inferential statistic used was Multiple Linear Regressions to test all three hypotheses of the study.

The results of the study indicated that customer’s satisfaction is influenced by all three dimensions of service quality; service product, service delivery and service environment. The results also found that the most influential factor that affects to customer’s satisfaction was service product.

Finally, this study concluded with some suggestions for future research study such as to measure in-depth of influenced variables and develop the questions into open-ended. This research study was limited to only Berlitz Language Center Silom branch, thus, further research should conducted with the other branches or other language centers.

Key Words: Service Quality, Service Product, Service Delivery, Service Environment, Customer’s Satisfaction.
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Anantaporn Saengthong
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CHAPTER 1

GENERALITIES OF THE STUDY

1.1 Introduction

Language is a very important tool in communication. Since the investment in and expansion of foreign businesses have continually increased, language has played an essential role in uniting people who come from different countries. A lot of businesses use the growth strategies like mergers, joint ventures, franchises etc. to achieve higher revenue and optimize profits. The key factor to doing business successfully is to communicate effectively with each other.

Finding practical reasons why people desire to study languages are used for both business and educational sectors (Chandee, 1997); people who can understand a foreign language will have an advantage in communication, negotiation, or making agreement with a partner. Apart from this, it may increase the chances of an individual finding a new job, getting a promotion, going on foreign business trips or educational sector. Therefore, language centers are taking this good opportunity to provide the service according to the customer’s needs.

Recently, both demand for and supply of language centers has increased rapidly which has led to intense competition in the marketplace. Due to the number of language centers in Bangkok, an educational institution needs to differentiate itself from their competitors (Mathew and Beatriz, 1997). One of the greatest challenges facing language centers today is the ever-growing volume and pace of competition. Competition has had
major implications for the customer, providing increased choice, greater value for money, and augmented levels of service.

Additionally, there is little room to distinguish between one language center’s products and services from the others. Thus it has become imperative for language centers to gain a competitive advantage in order to survive in the market.

Therefore, for the service organizations to gain competitive advantages, they have to consider the customer as the key performance factor of the business. Moreover, knowing what the customers want and satisfying them are important for the business. Numerous examples illustrate developing satisfaction toward the customer can effectively increase the profits for the organization.

Hence a dedicated focus on customer satisfaction is likely to become a necessary prerequisite for the future survival of not only the language center itself but for all service organizations.

**Brief Company Profile of Berlitz International, Inc.**

Maximilian D. Berlitz established Berlitz International, Inc. in 1878 in Providence, Rhode Island, USA. Maximilian Berlitz grew up in Germany in a family of a long line of teachers and mathematicians. He immigrated to the United States in 1870 and taught Greek, Latin, and six other European languages according to the strict traditionalist grammar-translation approach.

Berlitz joined the Warner Polytechnic College as a professor of French and German language instruction. He needed an assistant to teach French, and hired Nicolas Joly because of the impeccable French in his letter of application. Berlitz was unaware, however, that Joly spoke no English! Joly, instead, pointed at objects, acted out verbs and
used gestures to introduce language items to his students. When Berlitz discovered what was happening, he was horrified. However, upon investigation, he was about to make one of the most important discoveries in modern language instruction.

Instead of grammar-translation approach, Berlitz found Joly's students engaged in lively question-and-answer exchanges with their teacher, in elegantly accented French. The seriousness of the formal classroom was gone, and most importantly, the students had progressed faster than any ever had under his own teaching.

Berlitz quickly concluded the potential of the innovative teaching technique. By replacing rote learning with a discovery process that kept students active and interested, it solved many of the problems that had plagued language instruction in the past.

Moving into the 20th century, the company increased international trade and the rise of multinational corporations stimulated a new period of growth for Berlitz. In Europe, Latin America, and the Far East, the demand for English was high, replacing French as the accepted language of the business world. The demand for language instruction increased in English-speaking countries at the same time.

In the 1950s, Berlitz opened a Latin American language center in Mexico, followed shortly by locations in Brazil, Venezuela, Argentina, Colombia, and Chile. The Tokyo language center came in 1968, and there are now more than 95 Berlitz centers in Asia. Berlitz has a strong presence in Europe, with more than 195 Berlitz centers there, and in North America, with more than 70 centers in the US and Canada. The current number of Berlitz centers worldwide is more than 470, and this number is growing continually with expansion into new markets through new branches and franchises.
From the traditional students, who had been travelers and those studying for personal enrichment, in the 1950s Berlitz was increasingly confronted with business people, professionals, technicians needing language skills for their new assignments, and major corporations seeking to enroll large numbers of personnel, including their families to learn languages as quickly as possible.

To meet this need, Berlitz changed over from conventional classes to private and small group instruction and created a program of intensive instruction. After several years of research and testing, Berlitz created an academic circle with the introduction of its Total Immersion (T.I.) instruction program. Total Immersion is set for students with an urgent need, such as relocation overseas. The program serves the student in language instruction more than eight hours a day, for two to six weeks, with quick and successful results.

In 1970, demand for faster-paced learning by the marketplace led Berlitz to develop home study materials to allow students to supplement their classroom lessons through vocabulary review and pronunciation. Today, books, cassettes, videos, and CD-ROMs are also provided. Berlitz's curriculum and training department is developing and updating materials in response to changing technology and student needs.

Berlitz has now been acquired by Benesse Corporation. Benesse, a leading Japanese publisher of correspondence courses and other educational materials, is Berlitz's ideal partner, adding substantial expertise in education, database management, and correspondence marketing. Berlitz and Benesse together have been positioned to provide for the language needs of the global marketplace with over 130 years experience (www.berlitz.co.uk).
Berlitz in Thailand has been providing quality Language instruction for more than 37 years. In 2008, there were three centers; Silom, Sukhumvit and Siam Paragon, all located in the heart of Bangkok’s business area. Each center provided a variety of curricula according to the different needs of its customers. The majority of customers at Sukhumvit center, for example, were Japanese businessmen, while a minority were housewives and company employees. The curriculum provided mostly was conversation called Berlitz English. Customers of Siam Paragon center mostly were university students, so the curricula provided were mostly academic writing, TOEFL and IELTS. At the Silom center, there were a wide range of customers including 4-year-old kids, primary school students, employees, tourists and retired people. The curricula mostly provided were Sesame, Inspirations, Berlitz English and also tailored courses.

1.2 Statement of the Problem

Good language skills are very important to communicate whether in education or work, as they help people to be better equipped for job advancement and for general business. The increasing demand for language centers has made the market highly competitive. Thus, Berlitz Company is developing the services and products in order to stimulate sales. The increase in sales and customer satisfaction are quite closely related; therefore, the company attempts to increase its sales by increasing customer satisfaction.

The researcher chose to study at Silom branch because of working at the Berlitz Language Center at Silom branch and responsibility is focusing in retention of customer. The finding of customer’s satisfaction is beneficial to the organization as it can be applied in the real situation. The researcher can apply this study in the area which has authorized
or access this study to the higher level of authorization if beyond the researcher’s responsibility. And if the Silom branch is successful from this result, it can be applied to use for another two branches in Bangkok; Sukhumvit and Siam Paragon in the future.

**Research Question**

**Research Question 1:** What is the factor of service quality (service product, service delivery, service environment) that has the most influence on customer’s satisfaction of the Berlitz Language Center?

**Research Question 2:** What are the factors of service product (needs analysis, curriculums, evaluations and materials) that affect customer’s satisfaction of Berlitz Language Center?

**Research Question 3:** What are the factors of service delivery (staff and instructors) that affect customer’s satisfaction of Berlitz Language Center?

**Research Question 4:** What are the factors of service environment (facilities, snack and beverage bar, location and parking) that affect customer’s satisfaction of Berlitz Language Center?

1.3 **Research Objectives**

To identify the factor of service quality (service product, service delivery, service environment) that has the most influence on customer’s satisfaction of the Berlitz Language Center.

To identify the factors of service product (needs analysis, curriculums, evaluations and materials) that affects customer’s satisfaction of Berlitz Language Center.
To identify the factors of service delivery (staff and instructors) that affects customer’s satisfaction of Berlitz Language Center.

To identify the factors of service environment (facilities, snack and beverage bar, location and parking) that affects customer’s satisfaction of Berlitz Language Center.

1.4 Scope of the Study

This study focuses on dimensions relating to the satisfaction of the Berlitz Language Center’s customer. The scope of this research is as follows:

1. The respondents are customers who are currently studying at Berlitz, Silom branch for at least 3 months. This is to ensure that they have sufficient experience to answer all the questions posed in the research instrument.

2. The respondents are both studying for educational purpose and business purpose, all kinds of courses and levels.

3. The variables of this study are customer satisfaction as a dependent variable and the three-component of service quality as independent variables.

1.5 Significance of the Study

The study focuses on customers of the Berlitz Language Center, the results provided a comprehensive understanding of this phenomenon to the Center Director, Country Manager, Marketing team as well as all involved staffs.

The results of this research will help the company to better understand customers’s feelings toward the service that they have received during the course.
Knowing the weaknesses will help the company create an action plan to solve any problems that may occur, and allow it to focus on increasing sales volume.

Understanding the effect of service quality toward customer’s satisfaction, the company can realize how to maintain the valued customers. The findings will provide the customers’ view, which will not only help to retain the good customers and maintain a high volume of sales but also can encourage the staff to work hard and have positive attitudes toward the company.

1.6 Definition of Terms

Basic definitions of the terms in this research are as follows:

- **Customer Satisfaction**: measurement of how products and services supplied by a company meet or surpass customer expectations. It is seen as a key performance indicator within business (Walker, 1995).
- **Curriculums**: means two things: (1) the range of courses from which students choose what subject matters to study, and (2) a specific learning program, offered at a school or university (Kelly, 1989).
- **Evaluations**: a judgment about how good, useful, or successful something is (Longman Dictionary of Contemporary English, 2008).
- **Facilities**: rooms, equipment, or services that are provided for a particular purpose (Longman Dictionary of Contemporary English, 2008)
- **Instructors**: in education, an instructor is someone who helps people learn practical skill (Longman Dictionary of Contemporary English, 2008).
- **Language Center**: where one studies a foreign language. Classes at a language school are usually geared towards, but not limited to, communicative competence
in a foreign language. Language learning in such schools typically supplements formal education or existing knowledge of a foreign language (Wikipedia, 2008).

- **Location:** a particular place, especially in relation to other areas, such as building (Longman Dictionary of Contemporary English, 2008). In the research, it refers to direction or place that customers can access.

- **Materials:** materials are the things that are used for making or doing something or information, ideas used (Longman Dictionary of Contemporary English, 2008). In this research, it refers to book, audio CD and Berlitz website.

- **Needs Analysis:** is the formal process that sits alongside requirement analysis and focuses on the human elements of the requirements (Wikipedia, 2008).

- **Parking:** space in which customers use to park their vehicles (Susskind & Chan, 2000).

- **Service Quality:** The relationship between a customer and elements of the service organization (Lethinen, 1991). In this research, refers to the service that customers have been involved in and offered at the Berlitz Language Center, Silom Branch.

- **Service Product:** The totality of features and characteristics of a product that bear on its ability to satisfy stated or implied needs/what the customer receives in material terms (Grönroos, 1982). In this research, it refers to needs analysis, curriculums, evaluations, materials, and price.

- **Service Delivery:** The way that the firms provide service to meet customer needs (Chalermrattana, 1996). In this research, it refers to the service of staff and instructors.

- **Service Environment:** The physical surrounding and others aspects of the environment (Bitner et al., 1990). In this research, it refers to facilities, snack and beverage bar, location, and parking.
- Snack and beverage bar: place where provide food and beverage. In this research, it refers to snack and beverage that school provides free for customers (Walker, 2001).

- Staff: People who provide service and have a direct contact with customer (Elliott, 2001)

1.7 Limitations of the Study

7.1 This research focuses attention on examining the influence between product service quality, service delivery quality, service environment quality and the satisfaction of Berlitz Language Center, Silom branch customers. Therefore, its findings may not be generalized for other variables which not included in this research.

7.2 This research focuses attention on investigating the satisfaction of Berlitz Language Center customers, who are customers of the Silom branch; therefore, its findings may not be generalized for customers of Berlitz Language Centers who are not using the Silom branch.

7.3 This research is conducted in a specific time frame; therefore, its findings may not be generalized for all times.
CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 Introduction

The review of related literature provides a justified support to the researcher to develop a basic understanding of the topic which is related to the theories and models necessary to develop a conceptual model of this study. It focuses on the features of service quality, theories related to service quality, features of customer satisfaction, and theories related to customer satisfaction. In this chapter, the researcher will provide information about reviewed theories and models as well as empirical studies conducted by previous researchers on the topic of customer satisfaction in different service industries.

There are particular problems and challenges for those managing an organization whose major activity is providing some type of service. Quality of service has a direct effect on customer satisfaction or customer dissatisfaction. Service businesses can improve quality and customer satisfaction by determining the relationship between factors of service quality and customer satisfaction.

Characteristics of Services

Services have four major characteristics that greatly affect the design of marketing programs: intangibility, inseparability, variability, and perishability (Kotler, 2003)
Intangibility: Unlike physical products, services cannot be seen, tasted, felt, heard, or smelled before they are bought (Kotler, 2003). Although the effects of services might be felt for some time, the services themselves essentially go out of existence at the very moment that they are rendered. A service is the result of a deed, a performance, an effort, or an encounter, in time. Service cannot be displayed, physically demonstrated, or illustrated (Walker, 1995).

Inseparability: Services are typically produced and consumed simultaneously (Kotler, 2003). Good and service are quite different in this respect. Typically goods are first produced, then sold, and then consumed. In contrast, a typical service is first sold, and then produced and consumed simultaneously.

Variability: Depending on who provides them and when and where they are provided, services are highly variable (Kotler, 2003). Service buyers are aware of this variability and often talk to others before selecting a service provider.

Perishability: Services cannot be stored (Kotler, 2003). It is a distinctive characteristic of most services, and is closely related to intangibility. Perishability means that services cannot be stored, and are therefore produced only when needed by the customer (Kandampully, 2002).

2.2 Features and Theories related to Service Quality

Features of Service Quality

Service quality is viewed as a multi-dimensional concept. It is produced in the relationship between a customer and elements of the service organization (Lethinen,
Lethinen stated that there were three attributes of service quality, 1) Physical quality 2) Corporate quality and 3) Interactive quality. Physical quality is the tangible aspects of the service. Corporate quality is image and profile while interactive quality relates to the interaction between contact personnel and customer as well as between the customer and non-customers.

Garvin (1988) defined service quality as the degree to which customer specifications are satisfied, a fair exchange of price and value, fitness for use, and doing it right the first time. He also defined the service quality into five perspectives which are as follows:

1. Transcendent Approach: It is synonymous with innate excellence, a mark of uncompromising standards and high achievements. This is viewpoint is often applied to the performing and visual arts. The proponents of this view claim that people learn to recognize quality only through the experience gained from repeated exposure, which is a non-analyzable property.

2. Product-based Approach: This approach sees quality as a precise and measurable variable. Differences in quality, it argues, reflect differences in the amount of some ingredient or attribute of the product. Because this view is totally objective, it fails to account for differences in the tastes, needs, and preferences of individual customers or even entire market segments.

3. Users-based Approach: This approach starts with the premise that quality lies in the eyes of the beholder; these definitions equate with maximum satisfaction. This subjective, demand-orientated perspective recognizes that different customers have different wants and needs.
4. Manufacturing-based Approach: It is supply-based and is primarily concerned with engineering and manufacturing practices. In service businesses, quality was however operations driven. This approach focuses on conformance to internally developed specifications, which are often driven by productivity and cost containment goals.

5. Value-based Approach: This approach defines quality in terms of value and price. By considering the trade-off between performances (conformance) and price, quality comes to be defined as “affordable excellence”. Quality is increasingly apt to be discussed and perceived in relationship to price.

Theories related to Service Quality

• The Theory of Dimensions of Service Quality

Parasuraman et al. (1985) proposed that service quality is a function of the differences between expectation and performance along the quality dimensions. Service quality was identified into five dimensions. Customers make use of five-principle dimensions to judge service quality and judge customer satisfaction. The dimensions of service quality are as follows:
Assurance: It is the knowledge and courtesy of employees and their ability to convey truth and confidence. The assurance dimensions include the following features which are competence to perform the service, politeness and respect for the customer, effective communication with the customer, and the general attitude that the server has the customer's best interest at heart.

Empathy: It is the provision of caring, individualized attention to customers. Empathy includes the following features: approachability, sense of security, and the effect to understand the customer's needs.

Reliability: It is ability to perform the promised service dependably and accurately. Reliable service performance is a customer expectation and means that the service is accomplished on time, every time, at approximately the same time each day which is important to most people. Reliability extends into the back office, where accuracy in billing and record keeping is expected.

**Figure 2.1: Perceived Service Quality**

**Responsiveness:** It is willingness to help customers and to provide prompt service. Keeping customers waiting, particularly for no apparent reason, creates negative feelings for the customer, while the ability to recover quickly with professionalism can create very positive perceptions of the quality. For example, serving complimentary drinks on a delayed flight can turn a potentially poor customer experience into one that is remembered favorably.

**Tangibles:** It is the appearance of physical facilities, equipment, personnel and communication materials. The condition of the physical surroundings is tangible evidence of the care and attention to detail exhibited by the service provider. This assessment dimension can extend to the conduct of other customers in the service, such as noisy guests in the next room of a hotel.

- **Technical and Functional Quality Model**

  Grönroos (1984) stated that a firm in order to compete successfully must have an understanding of the consumers' perception of the quality and the way service quality is influenced. Managing perceived service quality means that the firm has to match the expected service and perceived service to each other so that the consumers' satisfaction is achieved. The author identified three components of service quality, namely: technical quality; functional quality; and image.
1) Technical quality is the quality of what the consumer actually receives as a result of his/her interaction with the service firm and is important to him/her and to his/her evaluation of the quality of service.

2) Functional quality is how he/she gets the technical outcome. This is important to him/her views of service he/she has received.

3) Image is very important to service firms and this can be expected to build up mainly by technical and functional quality of service including the other factors (tradition, ideology, word of mouth, pricing and public relations).

- The Three-Component Model

Rust and Oliver (1994) developed a Three-Component model: the service product (technical quality), the service delivery (functional quality), and the service environment.
The service environment is the physical backdrop that surrounds the service, sometimes referred to as a “servicescape”. There are three instinct elements in symbols

![Diagram of the Three-Component Model]

Figure 2.3: The Three-Component Model


- **Service Quality, Customer Value and Customer Satisfaction Model**

  Oh (1999) proposed an integrative model of service quality, customer value and customer satisfaction. The proposed model focuses mainly on post-purchase decision process. Arrows in the model indicate casual directions. The model incorporates key variables such as perceptions, service quality, consumer satisfaction, customer value and intentions to repurchase. Finally word of mouth communication intention is conceptualize as a direct, combined function of perceptions, value, satisfaction and repurchase intentions.

  The model provides evidence that customer value has a significant role in customer’s post-purchase decision-making process. It is an immediate antecedent to customer satisfaction and repurchase intentions. Results also indicate that perceived price has a negative influence on perceived customer value and no relationship with perceived service quality.
2.3 Features and Theories related to Customer Satisfaction

Features of Customer Satisfaction

There are many definitions of customer satisfaction in literature. Locke (1969) defined customer satisfaction as “a pleasurable or positive emotional state resulting from the appraisal of one’s job and as a function of the perceived relationship between what one wants from one’s job and what one perceive it as offering or entailing”. Breakdown of the key words in this definition can be categorized into a) emotion, b) appraisal, c) expectation and d) perception; which form the customer satisfaction process.
Parasurman (1990) states the key premise to customer satisfaction is the prerequisite understating of customer satisfaction and delivering of superior service as the customer compares perceptions with expectations when judging a firm’s service. One of the key influences of the customer’s expectations is price and they believe that the more they pay, the better the service should be. Nonetheless, low price with high quality adds on his/her satisfaction if the customers perceive value of the products/services to be higher than what they pay. This premise however depends on the communication, image of the firm, and flow of information to the customers and the delivery of the promise the firm made to the market.

Gunderson and Heide (1996) defined customer satisfaction as a guest’s post consumption judgment of a product or service that can, in turn, be measured by assessing guest’s evaluations of performance on specific attributes. Kotler (2000) stated that customer satisfaction is a person’s feelings of pleasure or disappointment resulting from comparing a product’s perceived performance (or outcome) in relation to his or her expectations.

Zeithaml (2006) interpreted the definition of customer satisfaction to mean that satisfaction is the customer’s evaluation of a product service in terms of whether that product or service has met the customer’s needs and expectations.

It is clear that if the performance falls short of expectations, the customer is dissatisfied, and if the performance matches the expectations, the customer is highly satisfied or delighted. Consumer behavioral studies show that customers who are just satisfied still find it easy to switch when a better offer comes along. Those who are highly satisfied are much less ready to switch.
Theories related to Customer Satisfaction

- The Theory of Cognitive Dissonance

The cognitive dissonance theory begins with a consideration of two cognitive elements. If one element does not follow from the other, two elements are said to be in dissonance. If the two cognitive elements are in dissonance, psychological discomfort will motivate the person to reduce dissonance and achieve consonance in several ways (Festinger, 1957).

1) By changing one of the elements.

2) By lowering the importance of the cognitive element.

3) By adding new cognitive elements, this will be consonance with the element in question.

4) By making relevant elements irrelevant.

The terminology used in describing the cognitive dissonance theory may be translated into connotations in consumer satisfaction. The two cognitive elements may be viewed as the perceived expectation towards the product before use or consumption, and the performance of the product/service. Dissonance is the discrepancy between the expectation and the performance of the product/service. The consumer’s expectation will be disconfirmed if the product performs better than expected and confirmed if the product performs as expected. The disconfirmation, if it occurs, will be reduced (assimilated) by the consumer, who adjusts his perception of the product/service to be more consistent with his/her expectations.
- **Customer Satisfaction Model**

A Customer Satisfaction model is presented in Figure 2.5 which distinguishes between expectations, perceptions, and instructions on the one hand, and actual performance on the other hand.

![Customer Satisfaction Model Diagram](image)

*Figure 2.5: Customer Satisfaction Model*


Satisfaction is a transaction-specific and emotional reaction. The customer satisfaction is an instant emotional response by using products in a certain condition, and the concept of satisfaction distinguished from the attitude towards the product or brand, represents a more generalized evaluation of a class of purchased objects. In fact, satisfaction has been established as a key casual agent responsible for experience-based attitude change (Oliver, 1981).

- **Customer Perceptions of Quality and Customer Satisfaction**

Practitioners and writers in the popular press tend to use the terms satisfaction and quality interchangeably, but researchers have attempted to be more precise about the
meanings and measurement of the two concepts, resulting in considerable debate. Consensus is that the two concepts are fundamentally different in terms of their underlying causes and outcomes. Although they have certain things in common, satisfaction is generally viewed as a broader concept, whereas service quality focuses specifically on dimensions of service. Based on this view, perceived service quality is a component of customer satisfaction. Figure 2.6 graphically illustrates the relationships between the two concepts.

![Figure 2.6: Customer Perceptions of Quality and Customer Satisfaction](image)


As shown in Figure 2.6, service quality is focused evaluation that reflects the customer's perception of: reliability, assurance, responsiveness, empathy, and tangibles. Satisfaction, on the other hand, is more inclusive: It is influenced by perceptions of service quality, product quality, and price as well as situational factors and personal
factors. For example, the service quality of a health club is judged on attributes such as whether equipment is available and in working order when needed, how responsive the staff are to customer needs, how skilled the trainers are, and whether the facility is well maintained. Customer satisfaction with health club is a broader concept that will certainly be influenced by perceptions of service quality but that will also include perceptions of product quality, such as quality of products sold in the pro shop; price of membership; personal factors, such as the consumer's emotional state; and even uncontrollable situational factors such as weather conditions and experiences driving to and from the health club.

2.4 Empirical Research of Customer Satisfaction

There are several researchers who have studied customer satisfaction in many organizations in Thailand. This part of literature review will show previous studies by Thai researchers who examined customer satisfaction in service industries in Thailand, such as media exposure of mobile phone users, hospital, fitness center, retail store, and taximeter service and also one foreign study which examine customer satisfaction of language center in New Zealand.

The first research studied is by Khwanpanya (1997) who studied customer satisfaction and customer expectation with media exposure in relationship to the marketing of mobile phone users in Bangkok Metropolis. She found that the respondents had high levels of expectations with the operation service. The expectations for mobile service significantly and positively correlated with the satisfaction of operation service contact and with service contact and service contact point at a high level. It means that if
the respondents had high levels of expectations, the satisfaction was also high and if the respondents had low levels of expectation, the satisfaction would be likewise at a low level.

The second study is by Methanukorh (1999) who studied the service quality according to the patients' expectations in the special clinic of King Chulalongkorn Memorial Hospital. The SERVQUAL survey instrument was applied to measure expected service quality in five dimensions: tangibles, reliability, responsiveness, assurance, and empathy. The results of the study showed that the service quality according to the patients' expectations in the five aspects of tangible, reliability, responsiveness, assurance, and empathy were high. The patients who were different in age had significantly different service quality expectations in terms of reliability and responsiveness.

The third research was conducted by Puttipipatkhachorn (2001), which studied the relationship between service quality dimensions and customer satisfaction at a private fitness center in Bangkok. The main purpose of this research was focused on assessing the significance of the relationship between service quality dimensions—reliability, responsiveness, assurance, tangibles and empathy—and customers' satisfaction. Also, the research objectives were to identify the level of service quality dimension and customer satisfaction, and to discern the quality of service dimension that most leads to customer satisfaction. The research selected 260 customers of Perfect Figure Fitness Center. Data collected in this study were gathered through distribution of questionnaires. Average weight mean used to identify the overall level of service quality dimensions (assurance, empathy, reliability, responsiveness, and tangibles) and customer satisfaction. It explained that the overall level of service quality of Perfect Figure Fitness Center was
high. For each dimension of service quality, level of reliability, responsiveness, assurance and tangibles were very high and level of empathy was low. The overall customer satisfaction was high.

The forth research was done by Tanakul (2003) whose topic of research was a study of Customer Satisfaction toward NIKE store in the Bangkok area. The survey research was completed by 200 respondents. The testing results aimed to investigate the relationship of marketing stimuli including product, price, place, promotion, people, physical evidence, and process and customer satisfaction by using a survey technique. It can be reasonably concluded that marketing stimuli factors (product, price, place, promotion, people, physical attributes and process) are positively related to customer satisfaction. Moreover, the product factor in marketing stimuli is the factor that most significantly related to customer satisfaction followed by service process, physical attributes people, place, promotion, and price factors. It means that the higher the relationship of the marketing stimulus and satisfaction, the higher the customer satisfaction toward the store.

The fifth research study was done by Ngamsirikulchai (2003) that studied passengers' satisfaction in taximeter service quality dimensions. The researcher concluded that the results of the tested hypotheses revealed that the passengers were not satisfied with any of five dimensions of service (reliability, responsiveness, assurance, tangibles, and empathy) delivered by taximeter. The outcome was arrived at by comparison between expectation and perception of performance of Taximeter service quality, and showed that passengers are not satisfied in all service quality dimensions or in perceived performance of Taximeter in reliably, responsiveness, assurance, tangibles,
and empathy, which were all less than the expectations of its passengers. Therefore, it can be concluded that the performance of the taximeter service quality in Bangkok, which the surveyed passengers had experience, did not meet the passengers' expectations and the highest level of dissatisfaction was in Assurance, followed by Empathy, Tangibles, Responsiveness, and finally Reliability.

The sixth research was contributed by Treesuwan (2005) who studied the relationship between customer's perception about service quality and customer satisfaction of Seefah Restaurant (Ratchadumri branch). The main purpose of this research was focused on the significance of the relationship between customer's perceptions about three dimensions of service quality (The Three-component Model)—service product, service delivery and service environment—and customer's satisfaction. The survey research was completed by 300 customers of Seefah restaurant, Ratchadumri branch. The results indicated that each dimension-service product, service delivery and service environment are positively related to customer satisfaction, which mean that improving service quality; the level of satisfaction will increase.

The last study conducted by Walker (2003) whose topic of research was client satisfaction with English language center service: insights from a New Zealand national survey. This study investigated level of client satisfaction with New Zealand English language center service and nine dimension of English language center service; the teachers, the English lessons, the service procedures, communication, the administrative staff, the homestay, the facilities, the activities programme and general aspects of the service. The survey research was completed by 1,684 clients from 30 centers of English language center both tertiary and private institutions in New Zealand that accept to
participate. The finding of this study showed that the level of satisfaction was neutral.

For each dimension; the teachers, the administrative staff, the homestay, the service procedures and English lessons were high. The level of general aspect of service, communication, the activities programme and facilities were low. The overall customer satisfaction was neutral.

2.5 Theoretical Framework

The Theoretical Framework is drawn up based on the different theoretical framework and studies depicted in the Literature Review. This research involves the relationship between three dimensions of service quality and customer satisfaction. Some previous study has identified that service quality dimensions are considered as important factors to determine the customer satisfaction.

In this research, the three-component model which proposed by Rust and Oliver (1994) explained the overall perception of service quality is based on a customer’s evaluation of three dimension of service encounter: the service product (technical quality), the service delivery (functional quality), and the service environment. The sub variables were adapted from the previous studied related to educational center.

Service Product

The totality of features and characteristics of a product that bear on its ability to satisfy stated or implied needs (Treesuwan, 2005). The service product is the outcome and the consumer’s perception of the service (Bitner, 1992). The service-product also refers to the inseparable offering of many goods and services or it refers to the physical or facilitating goods that offered by the university, education center, or language center. For
a university, the facilitating goods include the lectures and tutorials, presentation slides, supplementary handout documents/materials and the recommended module text (Douglas, 2006). On the other hand, the physical goods that Berlitz Language Center offered to students include Need Analysis, Curriculums, Evaluations, and Materials because they are the services that the company provided to the customers and also according to the features of products that its ability to satisfy stated needs and is the outcome and the customer's perception of the service.

- **Needs Analysis**

  The process that sits alongside requirement analysis and focuses on human elements of the requirements (Wikipedia, 2008). To clarify why customers are going to study and what specific goals they have. The appropriate course will be providing after this process.

- **Curriculums**

  Curriculums are the range of courses from which students choose what subject matters to study and a specific learning program, offered at a school or university (Kelly, 1989), also refer to language center. The curriculums surround the needs of the students and are sometimes created by the students as the customized course. Friedman (2007) referred curriculums as the effectiveness of the school curriculum with respect to such areas as required courses, courses for advanced students, children with disabilities, college preparation courses, and preparation for standardized tests. His studied enclose that curriculums (School resources) was significantly and meaningfully predicted parents’ overall satisfaction toward their children’s schools.
• Evaluations

Successful service operations are likely to owe a certain amount of their success to customer perceptions of excellent service provision (Parkington and Schneider, 1979). Effective service organizations typically survey customers in order to obtain feedback on the quality of the service provided (Walker, 2001). The finding from Walker (2001) appeared to confirm that one of the significant factors that influencing client satisfaction would include the quality of Client Feedback System (Evaluation) as well.

• Material

According to Chen (2006), Course Materials is considered as another important category for service quality in testing the satisfaction of student toward education institution. Chen disclosed that course materials would refer to the quality of textbook, assignments, quizzes, and discussions; relevance and value of the research paper; and quality of the exam or project. The mean score of the overall rating satisfaction was positively and significantly correlated with course materials that been provided by the education institution.

Service Delivery

The service delivery is the consumption process and any relevant events that occur during the service act (Bitner, 1992). The outcome of service delivery is a tangible product, and a “bundle” of goods and services as the product offering (Sasser et al., 1978). This bundle consists of the sensual service provided- the explicit service; and the psychological service- the implicit service. The explicit service includes the knowledge levels of staff, staff teaching ability, the consistency of teaching quality irrespective of personnel. The implicit service includes the treatment of students by staff, including
friendliness and approachability, concern shown if the student has problem, availability of staff. It also includes the ability of the university’s environment to make the student feel ambience in lectures and tutorials, feeling that the student’s best interest is being served and a feeling that rewards are consistent with the effort put into course works/examinations (Douglas, 2006). All of above are based on students’ perceptions of the various parts of the service and been adapted for the suitable of Berlitz Language Center’s perspective.

- **Staff**

  Staffs are the major contributors to the efficient achievement of the organization’s success especially in the service industry. They have direct contact with customer; deliver a large number of customer transactions a day, and all the while maintain quick and courteous service (Elliott, 2001). Walker (2003) found that the client satisfaction was significantly influenced by the administrative staff in language center and it is considered in the high level.

- **Instructors**

  The nature of the interaction between the client and front-line service provider can determine the success of the operation in terms of client satisfaction (Czepiel et al., 1985 Normann, 1991). Teachers (instructors) are a key influence on the customers’ perception of the quality of the school service (Walker, 2001). According to Walker (2003) found that teacher is the most factor that influence the client’s satisfaction in language center.
Service Environment

Bitner (1992) claimed that the service environment is the internal and external atmosphere which is important because it is viewed as an integral role in consumer service perception development. It refers to the servicescape as the built environment or, more specifically, the man-made, physical surrounding as opposed to the natural or social environment. As mentioned by Bitner, there are two important aspects of the servicescape are; spatial layout and functionality and aesthetic appeal.

Spatial layout and functionality refer to the ways in which seats, aisles, hallways and walkways are designed and arranged. Layout and functionality factors affect the comfort of the customer. Aesthetic appeal refers to factors such as the surrounding external environment, the architectural design, facility upkeep, and other physical elements which customers view in the servicescape. It influences the ambiance of the place.

- Facilities

Facilities can be defined as rooms, equipment, or services that are provided for a particular purpose (Longman Dictionary of Contemporary English, 2000). A facility is tangible dimensions that play a key role in the service provision (Bitner, 1992; Hightower et al., 2002; Parasuraman et al., 1988; Shamdasani and Balakrishnan, 2000) Even though, Walker (2003) found in that the client satisfaction in language center with the facilities was low but they did show a correlation between these two variables.

- Snack and beverage bar

Customers contact with the tangible aspects of a service quality can have consequences for the customer’s perceptions of service quality (Schneider and Bowen,
The physical environment of the service operation—or servicescape—can have a range of positive and negative influences. Perceiving the milieu of language center as a "home" make customers feel happy and feel comfortable (Walker, 2001). Referred to snack and beverage bar which provided unlimited to customers in language center.

- Location

The one aspect of the language school's physical environment is the location (Walker, 2001). Accessibility of the school is a crucial factor in selection process. Most language schools are located in the main business and commercial area and in major shopping malls even though the rent is high (Phupoksakul, 1998). Because of these location located in the right place and it can access directly to group of customers, and thus, customers are convenient to buy their services. According to Parapob (2003) found that the accessibility of the school has the correlation between purchase decision.

- Parking

Space in which customer use to park their vehicles (Susskind & Chan, 2000). In business area as the language center located, parking is the one factor considerate for customers who are not familiar with the public transportations in the city. They will certainly appreciate to access the parking. Also, Treesuwan (2005) found that the customer satisfaction and parking has a correlation between these two variables.

Summary of Service Quality and Customer Satisfaction Studies

The table below is to summarize the factors which measure in service quality and customer satisfaction from previous studies. These factors are adapted to be used as sub independent variables for this research.
Table 2.1: Summarize Service Quality as independent variables

<table>
<thead>
<tr>
<th>Service Quality</th>
<th>From Previous Studied</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Service Product</strong></td>
<td></td>
</tr>
<tr>
<td>Needs Analysis</td>
<td>(Developed for this research)</td>
</tr>
<tr>
<td>Evaluations</td>
<td>Walker (2001)</td>
</tr>
<tr>
<td>Materials</td>
<td>Chen (2006)</td>
</tr>
<tr>
<td><strong>Service Delivery</strong></td>
<td></td>
</tr>
<tr>
<td>Staff</td>
<td>Treesuwan (2005), Walker (2003)</td>
</tr>
<tr>
<td><strong>Service Environment</strong></td>
<td></td>
</tr>
<tr>
<td>Snack and beverage bar</td>
<td>Walker (2001)</td>
</tr>
<tr>
<td>Location</td>
<td>Parapob (2003)</td>
</tr>
<tr>
<td>Parking</td>
<td>Treesuwan (2005)</td>
</tr>
</tbody>
</table>

2.6 Conceptual Framework

The conceptual framework has been created based on the theories that have been highlighted above. This research is aimed to studying customer satisfaction toward Berlitz Language Center, Silom branch. The conceptual framework is adopted from Rust and Oliver for independent variables and sub variables adapted from previous studies, which have been mentioned above. The conceptual framework consists of three dimensions of service quality which form the independent variables. The dependent variable is customer satisfaction in a Berlitz Language Center.
Conceptual Framework

Independent Variables

- Service Product
  - Needs Analysis
  - Curriculums
  - Evaluations
  - Materials

- Service Delivery
  - Staff
  - Instructors

- Service Environment
  - Facilities
  - Snack and beverage bar
  - Location
  - Parking

Dependent Variable

- Satisfaction of Customers at Berlitz Language Center, Silom Branch

Figure 2.7: Conceptual Framework
2.7 Research Hypotheses

Ho1: Customer’s Satisfaction is not influenced by Service Quality (Service Product, Service Delivery, and Service Environment)

Ha1: Customer’s Satisfaction is influenced by Service Quality (Service Product, Service Delivery, and Service Environment)

Ho2: Customer’s Satisfaction is not influenced by Service Product (Needs Analysis, Curriculum, Evaluation and Materials)

Ha2: Customer’s Satisfaction is influenced by Service Product (Needs Analysis, Curriculum, Evaluation and Materials)

Ho3: Customer’s Satisfaction is not influenced by Service Delivery (Staff and Instructors)

Ha3: Customer’s Satisfaction is influenced by Service Delivery (Staff and Instructors)

Ho4: Customer’s Satisfaction is not influenced by Service Environment (Facilities, Snack and Beverage bar, Location and Parking)

Ha4: Customer’s Satisfaction is influenced by Service Environment (Facilities, Snack and Beverage bar, Location and Parking)

2.8 Concept and Operationalization of the Variables

According to the research question and the conceptual framework, there are three independent variables and ten sub dimensions which are defined and measured by the Likert scale. The dependent variable will be customers’ satisfaction among student of Berlitz which is also measured by the following scale:
<table>
<thead>
<tr>
<th>Dimension</th>
<th>Sub-dimension</th>
<th>Operational Components</th>
<th>Level of measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service</td>
<td>Needs analysis</td>
<td>1. Useful to provide the appropriate course</td>
<td>Interval Scale</td>
</tr>
<tr>
<td>Product</td>
<td></td>
<td>2. Help to clarify the customer’s needs</td>
<td>(Likert Scale)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Giving clear analysis while respect customer’s feeling</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Curriculums</td>
<td>4. Cohesive with customer’s needs</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Up-to-date contents</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Adaptable to use in real life</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evaluations</td>
<td>7. To ensure that customers are satisfied during the course</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>8. To solve problems may occur during the course</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>9. Customers have an opportunity to express their point of view</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Materials</td>
<td>10. Variety of material (book, audio CD, Berlitz website)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>11. Up-to-date contents</td>
<td></td>
</tr>
<tr>
<td>Service</td>
<td>Staff</td>
<td>12. Friendliness</td>
<td>Interval Scale</td>
</tr>
<tr>
<td>Delivery</td>
<td></td>
<td>13. Willingness to help</td>
<td>(Likert Scale)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14. Availability to help</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>15. Concerned show when students have problems</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>16. Ability to give right information</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>17. Friendliness</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>18. Willingness to help in class</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>19. Ability to teach</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>20. The knowledge of instructors</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>21. The consistency of teaching quality</td>
<td></td>
</tr>
</tbody>
</table>
### Independent Variables

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Sub-dimension</th>
<th>Operational Components</th>
<th>Level of measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service Environment</td>
<td>• Facilities</td>
<td>22. Atmosphere within school encourage to study</td>
<td>Interval Scale (Likert Scale)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>23. Computers equipment are useful</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>24. Classroom facilities are convenient</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Snack and beverage bar</td>
<td>25. Cleanliness of snack and beverage</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>26. Sufficiency of snack and beverage</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Location</td>
<td>27. Quality of snack and beverage</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>28. Easy to access</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Parking</td>
<td>29. Reachable by public transportation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>30. Sufficiency of parking slot</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>31. Comfortable to connect the school</td>
<td></td>
</tr>
</tbody>
</table>

**Table 2.3: Operational Definition of Dependent Variables**

<table>
<thead>
<tr>
<th>Concept</th>
<th>Conceptual definition</th>
<th>Operational Component</th>
<th>Level of measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Customer Satisfaction</td>
<td>A measurement of how products and services supplied by a company meet or surpass customer expectations</td>
<td>32. You would re-enroll for another course.</td>
<td>Interval Scale (Likert Scale)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>33. You would recommend Berlitz to your friends.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>34. Overall, you are satisfied towards Berlitz</td>
<td></td>
</tr>
</tbody>
</table>

In conclusion, this chapter begins with literature reviews about service quality and the satisfaction of customers. The definitions of service quality and customers' satisfaction...
have already been mentioned. There are three theories that explained about service quality which are the Theory of Dimension of Service Quality, Parasuraman (1985), the Service Quality Model from Grönnroos (1984) and The Three-Component Model by Rust and Oliver (1994). Next, the definition of customer satisfaction has been explored including with three theories of Customer Satisfaction as Theory of Cognitive Dissonance, Festinger (1957), the Customer Satisfaction Model, Evans, Moutinha, and Raaij (1996), and Customer Perceptions of Quality and Customer Satisfaction, Zeithaml (2006). Seven empirical researches have been provided in the chapter for more understanding about satisfaction of customers toward different service industries such as media exposure of mobile phone users, hospital, fitness center, retail store, taximeter service, restaurant and language center.

Then a theoretical framework has been implemented as well as Conceptual Framework of this research. The model contained independent variables (Service Product, Service Delivery, and Service Environment) and dependent variable (Satisfaction of Customer). Finally, the chapter ended with three hypotheses and the operationalization of the variables from the research model.
CHAPTER 3

METHODOLOGY OF THE STUDY

3.1 Introduction

This chapter explains the research methodology, which is a method of investigation conceived to obtain answers to research questions posted in Chapter 1 of this study. It includes the general procedures, design of the study, the instrument used, collection of the data, processing of the data, and the summary.

3.2 General Procedure

In this research, the objective was to investigate the dimensions, which most affects to the satisfaction of customers at a Berlitz Language Center. Three independent variables, which are service product, service delivery and service environment, are measured in the research to examine a relationship with one dependent variable, which is customer satisfaction. The survey method was used to collect data. The questionnaires were distributed to customers of a Berlitz Language Center, specified at the Silom branch.

This current study used descriptive research method for approaching to describe data in quantitative aspect and be able to describe the characteristics of each variable. Zikmund (2003) stated that a descriptive research is designed to describe personal characteristics of the population or phenomenon and determine the answers to who, what, when, where, and how questions.
Population and Census

Target Population

The target population of this research is the customers of the Berlitz language Center, Silom branch.

Table 3.1: The number of students in Berlitz Language Center: Silom Branch

<table>
<thead>
<tr>
<th>Type of Class</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private students</td>
<td>81</td>
</tr>
<tr>
<td>Group students</td>
<td>47</td>
</tr>
<tr>
<td>Total</td>
<td>128</td>
</tr>
</tbody>
</table>

Source: Sopita Hommontha, Program Advisor, at Berlitz language Center (Silom branch) as of November 2008

Census

In this research, a census technique is used on the target population. Census refers to a complete count of each element in a population (Malhotra, 2002). The population of this research is 128 current students in Berlitz Language Center, Silom branch. The entire questionnaire will be distributed to all 128 current students in the Berlitz Language Center, Silom branch.

3.3 Research Instruments/Questionnaires

A questionnaire will be used as a research instrument in collecting data from the census. Closed-ended questions will be used, in which the respondent will be given
specific limited alternative responses and asked to choose the one closest to his/her own point of view. The questions have been established to answer the research hypothesis.

The questionnaire was designed and included the following two parts:

- Part 1: Satisfaction of Customers toward Service Quality's dimensions
- Part 2: Demographic Profile

The questionnaire was developed in easily understandable language. It was created both English and Thai separately. The questionnaire asked participants to answer questions by using a 5-point Likert type scale, ranging from ‘Strongly Agree’ to ‘Strongly Disagree’. There was also multiple choice questions for demographic profile.

**Part 1: Satisfaction of Customers toward Service Quality's dimensions**

This part deals with three aspects of perception in Service Quality, i.e. Service Product, Service Delivery and Service Environment. There are thirty four close-ended questions in a five-point Likert scale.

Also, this part is designed to measure satisfaction of the customers who study at Berlitz Language Center, Silom branch in Bangkok. The phrasing of the question is in a five-point Likert scale, ranging from Strongly Agree to Strongly Disagree.

**Part 2: Demographic Profile**

This part is designed to obtain the respondents' general profile such as age, income, level of education, and number of months that respondents have been learning. The phrasing of questions was in determinant choice questions. Also, this part was designed to inquire about broad information, such as type of course, purpose of study and
payment. There were ten close-ended questions which were nominal and ordinal scale types.

Table 3.2: Likert Scale

<table>
<thead>
<tr>
<th>Statements</th>
<th>Strongly Agree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

3.4 Pre-test of Questionnaire and its Reliability

Pre-testing will be conducted to verify the validity and reliability of the questionnaire before being distributed to the respondents. In order to avoid the problems of respondents' misunderstanding or any ambiguous questions that could occur whether the questions mean exactly the same thing to every respondent.

The researcher pre-tested the data collection by distributing 30 copies of questionnaire to the randomly selected respondents for testing. The researcher conducted the pre-test at Berlitz Language Center Sukhumvit branch. The Cronbach’s Alpha is the most commonly used estimate of internal consistency of items in a scale. It measures the extent to which item responses obtained at the same time correlate highly with each other. The reliability test was conducted on variables when Cronbach’s Alpha levels are more than or equal to 0.6 and considered to be unreliable when it is less than 0.6 (Arttachariya, 2005). The summarizing of reliability measured in alpha levels are stated below:
Table 3.3: Reliability Analysis-Scale (Cronbach’s Coefficient Alpha)

<table>
<thead>
<tr>
<th>Variables</th>
<th>Cronbach’s Coefficient Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Service Product</strong></td>
<td></td>
</tr>
<tr>
<td>• Needs Analysis</td>
<td>0.839</td>
</tr>
<tr>
<td>• Curriculums</td>
<td>0.676</td>
</tr>
<tr>
<td>• Evaluations</td>
<td>0.845</td>
</tr>
<tr>
<td>• Materials</td>
<td>0.643</td>
</tr>
<tr>
<td><strong>Service Delivery</strong></td>
<td></td>
</tr>
<tr>
<td>• Staff</td>
<td>0.942</td>
</tr>
<tr>
<td>• Instructors</td>
<td>0.932</td>
</tr>
<tr>
<td><strong>Service Environment</strong></td>
<td></td>
</tr>
<tr>
<td>• Facilities</td>
<td>0.724</td>
</tr>
<tr>
<td>• Snack and beverage bar</td>
<td>0.797</td>
</tr>
<tr>
<td>• Location</td>
<td>0.625</td>
</tr>
<tr>
<td>• Parking</td>
<td>0.895</td>
</tr>
<tr>
<td><strong>Customer’s Satisfaction</strong></td>
<td>0.917</td>
</tr>
</tbody>
</table>

From the result of reliability analysis shown above, the questionnaire was sufficiently reliable to use in the test of hypotheses because the Cronbach’s Coefficient Alpha scores were higher than 0.6 in all sections of the questionnaire.

3.5 Collection of Data

In this study, there are two major sources of information, which are primary and secondary data. Zikmund (2003) stated that surveys provide quick, inexpensive, efficient, and accurate means of assessing information about the population. In this research, the primary data was derived from a survey, a research technique in which information will be gathered from a sample of people by using of questionnaire.
One hundred twenty-eight self-administered questionnaires will be distributed to the students who take courses in the Berlitz Language Center, Silom branch. The time of collecting completed filled questionnaires was around one week.

**Statistical Treatment of Data**

To analyze data collection from respondents, Statistical Package Social Science (SPSS) program will be used for both descriptive analyses and inferential analysis. Descriptive Analysis was used to transform raw data into a form that made it easy to understand and interpret. Describing responses or observations was typically the first form of analysis. Calculating averages, frequency distributions, and percentage distributions were the most common ways of summarizing data for demographic profiles.

**3.6 Multiple Linear Regressions**

There are many techniques to measure the correlation, in order to find out the hypotheses in this research, Multiple Linear Regressions is considered. Regression analyses are the set of statistical techniques that allow accessing the relationship between one dependent variable and several independent variables (Barbara, 2007).

Furthermore, Barbara (2007) claimed that the multiple regressions is a popular technique in many disciplines such as to study the satisfaction derived from various sources. The multiple regressions is an extension of bivariate regression in which several independent variables instead of one are combined to predict a value on dependent variables for each subject. The result of regression represents the prediction of a dependent variable from

\[ Y = A + B_1 X_1 + B_2 X_2 + \ldots + B_k X_k \]
To measure the level of strength of relationship of each factor, the interpretation of the range were as follows (Sekaran, 2000):

<table>
<thead>
<tr>
<th>R Value</th>
<th>Relationship level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 0.30</td>
<td>Weak positive relationship</td>
</tr>
<tr>
<td>Between 0.30 to 0.70</td>
<td>Moderate positive relationship</td>
</tr>
<tr>
<td>More than 0.70</td>
<td>Strong positive relationship</td>
</tr>
</tbody>
</table>

3.7 Summary of Statistical Treatment of Data

Table below is to summarize the statistical treatment of data used to test all four hypotheses stated in chapter two.

Table 3.4: Summary of Statistical Treatment of Data

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Independent Variables</th>
<th>Dependent Variables</th>
<th>Technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Service Quality (Service Product, Service Delivery, and Service Environment)</td>
<td>Customer's Satisfaction</td>
<td>Multiple Linear Regressions</td>
</tr>
<tr>
<td>2</td>
<td>Service Product (Needs Analysis, Curriculum, Evaluation and Materials)</td>
<td>Customer's Satisfaction</td>
<td>Multiple Linear Regressions</td>
</tr>
<tr>
<td>3</td>
<td>Service Delivery (Staff and Instructors)</td>
<td>Customer's Satisfaction</td>
<td>Multiple Linear Regressions</td>
</tr>
<tr>
<td>4</td>
<td>Service Environment (Facilities, Snack and Beverage bar, Location and Parking)</td>
<td>Customer's Satisfaction</td>
<td>Multiple Linear Regressions</td>
</tr>
</tbody>
</table>
CHAPTER 4

DATA ANALYSIS AND RESULTS

In this chapter, the analyses of the collected data are presented. The findings are to answer the research questions and the hypotheses. Descriptive analysis and test of the hypotheses are presented. The analysis is divided into two parts; descriptive statistic analysis and hypotheses testing.

4.1 Descriptive Statistics Analysis

This part is to present general data about the demographic of the 128 respondents, which are categorized by gender, age education, monthly income, occupation and also, general information, which includes type of course, curriculum, number of courses, sponsorship, and purpose of the study.

**Gender**

*Table 4.1: Gender of Respondents*

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>56</td>
</tr>
<tr>
<td>Female</td>
<td>72</td>
</tr>
<tr>
<td>Total</td>
<td>128</td>
</tr>
</tbody>
</table>
For the data of gender, it can be divided into two groups. From the figure 4.1, the total of 128 respondents, there were 56 male respondents or 43.8% and 72 female respondents or 56.2%, which is the majority.

Age

Table 4.2: Age of Respondents

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Less than 20 years</td>
</tr>
<tr>
<td></td>
<td>20-30 years</td>
</tr>
<tr>
<td></td>
<td>31-40 years</td>
</tr>
<tr>
<td></td>
<td>41-50 years</td>
</tr>
<tr>
<td></td>
<td>Above 50 years</td>
</tr>
<tr>
<td></td>
<td>Total</td>
</tr>
</tbody>
</table>
Figure 4.2: Age of Respondents

According to the figure 4.2, the majority of respondents were age between 20-30 years old which was 43% or 55 respondents. There were 35.9% of respondents or 46 respondents who were aged between 31-40 years old. The respondents who were aged between 41-50 years old accounted for 7.8% or 10 respondents, which was equal to the number of respondents who were aged over 50 years old. The minority was the respondents who were aged less than 20 years old which was 7 respondents or 5.5% of total

Education

Table 4.3: Education of Respondents

<table>
<thead>
<tr>
<th>Education</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid High school/</td>
<td>12</td>
<td>9.4</td>
</tr>
<tr>
<td>vocational or under</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor’s degree</td>
<td>82</td>
<td>64.1</td>
</tr>
<tr>
<td>Master’s degree</td>
<td>33</td>
<td>25.8</td>
</tr>
<tr>
<td>Doctoral degree</td>
<td>1</td>
<td>0.8</td>
</tr>
<tr>
<td>Total</td>
<td>128</td>
<td>100</td>
</tr>
</tbody>
</table>
From the figure 4.3, Bachelor’s degree was the level of the education of the majority, which was 82 respondents or 64.1% of total. There are 25.8% or 33 respondents with a Master’s degree. Twelve respondents, or 9.4% were in high school/vocational or under, while only 1 respondent was in Doctoral degree, and this was the minority of group.

Monthly Income

Table 4.4: Monthly Income of Respondents

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Less than 10,000</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>10,000-20,000</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>20,001-30,000</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>30,001-40,000</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>40,001-50,000</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Above 50,000</td>
<td>46</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>128</td>
</tr>
</tbody>
</table>
Figure 4.4: Monthly Income of Respondents

Figure 4.4 shows that most of respondents had income over 50,000 baht, accounting for 35.9% of total or 46 respondents. In contrast, the second most of respondents had income less than 10,000 baht, which was 18% of total or 23 respondents. There were 21 respondents, or 16.4% who had income in the range of 20,001-30,000 baht. The number of respondents who had income in the range of 30,001-40,000 baht was equal to the range of 40,001-50,000 baht which was 15 respondents (11.7%). The minority of this group was those who had income in the range of 10,000-20,000 baht which was 6.2% or 8 respondents of total.

Occupation

Table 4.5: Occupation of Respondents

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Student</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Employee</td>
<td>77</td>
</tr>
<tr>
<td></td>
<td>Business owner</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Government/ State enterprise officer</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Others</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>128</td>
</tr>
</tbody>
</table>
From the figure above, the majority of 128 respondents were employees, which was equal to 60.2% or 77 respondents. They were followed by the students, which were 24 respondents accounting for 18.8% of total. There were 10.2% or 13 respondents who were the business owner. Ten respondents or 7.8% of total were others and the minority was the government and state enterprise officer which were just 3.1% or 4 respondents.

**Type of Course**

*Table 4.6: Type of Course*

<table>
<thead>
<tr>
<th>Type of Course</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private</td>
<td>81</td>
<td>63.3</td>
</tr>
<tr>
<td>Group/Semi/ Charter</td>
<td>47</td>
<td>36.7</td>
</tr>
<tr>
<td>Total</td>
<td>128</td>
<td>100</td>
</tr>
</tbody>
</table>
From the figure 4.6, it is divided into two groups for type of course. The majority was private student which account for 63.3% or 81 respondents out of 128 respondents. Group, semi group and charter group was the minority which equaled to 47 respondents or 36.7% of total.

**Curriculum**

*Table 4.7: Curriculum*

<table>
<thead>
<tr>
<th>Course</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Berlitz English</td>
<td>77</td>
<td>60.2</td>
</tr>
<tr>
<td>TOEFL/IELTS/TOEIC</td>
<td>6</td>
<td>4.7</td>
</tr>
<tr>
<td>Interchange</td>
<td>13</td>
<td>10.2</td>
</tr>
<tr>
<td>Business Writing</td>
<td>12</td>
<td>9.4</td>
</tr>
<tr>
<td>Interview</td>
<td>3</td>
<td>2.3</td>
</tr>
<tr>
<td>Academic Writing</td>
<td>1</td>
<td>0.8</td>
</tr>
<tr>
<td>Others</td>
<td>16</td>
<td>12.5</td>
</tr>
<tr>
<td>Total</td>
<td>128</td>
<td>100</td>
</tr>
</tbody>
</table>
Figure 4.7: Curriculum

The figure 4.7 shows that Berlitz English was the majority of this group, which accounted for 60.2% or 77 out of 128 respondents. In contrast, there was only one respondent who studied academic writing, which was 0.8% of total. Sixteen respondents or 12.5% of total represented others unspecified curricula. There were 13 respondents or 10.2% who studied Interchange while the number of business writing students was similar with 12 respondents or 9.4% of the total. Another 4.7% or 6 respondents studied TOEFL, IELTS and TOEIC, and the last curriculum was Interview which was 2.3% or 3 respondents.

Table 4.8: Number of Courses

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid 1-2 courses</td>
<td>97</td>
<td>75.8</td>
</tr>
<tr>
<td>3-4 courses</td>
<td>25</td>
<td>19.5</td>
</tr>
<tr>
<td>5-6 courses</td>
<td>4</td>
<td>3.1</td>
</tr>
<tr>
<td>7 or more</td>
<td>2</td>
<td>1.6</td>
</tr>
<tr>
<td>Total</td>
<td>128</td>
<td>100</td>
</tr>
</tbody>
</table>
According to the figure 4.8, most of respondents enrolled for 1-2 courses, which accounted for 75.8% or 97 respondents. Three to four courses enrolled was the second most popular period of enrollment of respondents, which was 19.5% or 25 respondents. Four respondents or 3.1% represented for the respondents who enrolled for 5-6 courses and 1.6% of respondents enrolled for 7 courses or more.

**Sponsorship**

**Table 4.9: Sponsorship**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>45</td>
<td>35.2</td>
</tr>
<tr>
<td>No</td>
<td>83</td>
<td>64.8</td>
</tr>
<tr>
<td>Total</td>
<td>128</td>
<td>100</td>
</tr>
</tbody>
</table>
Figure 4.9: Sponsorship

The figure 4.9 shows that the respondents who pay for themselves were the majority, which was 64.8% of total or 83 respondents. The rest was the respondents who have sponsorship, 45 respondents out of 128 respondents or 35.2% represented.

Purpose of Study

Table 4.10: Purpose of Study

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self Improvement</td>
<td>69</td>
<td>53.9</td>
</tr>
<tr>
<td>Job Advancement</td>
<td>39</td>
<td>30.5</td>
</tr>
<tr>
<td>Further Education</td>
<td>19</td>
<td>14.8</td>
</tr>
<tr>
<td>Others</td>
<td>1</td>
<td>0.8</td>
</tr>
<tr>
<td>Total</td>
<td>128</td>
<td>100</td>
</tr>
</tbody>
</table>
From the figure above, Self improvement is the majority purpose of study, 53.9% of total or 69 respondents. There are 30.5% of total or 39 respondents studied for job advancement. Another 19 respondents out of 128 respondents or 14.8% were the respondents who studied for further education and only one respondent or 0.8% of total studied for others purpose.

4.2 Hypotheses Testing

This part concerned the testing of all three hypotheses related to three dimensions of service quality which are service product, service delivery and service environment. Multiple Linear Regressions was used in the study to identify the relationship between each independent variable and independent variable.

Examining Relationship between Dimensions of Service Quality and Customer Satisfaction
This part was created to find out to answer the research question stated in Chapter one. Multiple Linear Regressions was brought to use for proving the hypothesis. According to Sekaran (2000), the level of strength of relationship results were interpreted according to R value range as follows:

<table>
<thead>
<tr>
<th>R Value</th>
<th>Relationship level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 0.30</td>
<td>Weak positive relationship</td>
</tr>
<tr>
<td>Between 0.30 to 0.70</td>
<td>Moderate positive relationship</td>
</tr>
<tr>
<td>More than 0.70</td>
<td>Strong positive relationship</td>
</tr>
</tbody>
</table>

**Service Quality and Customer Satisfaction**

**Hypothesis 1**

**H0**: Customer's Satisfaction is not influenced by Service Quality (Service Product, Service Delivery, Service Environment)

**H1**: Customer's Satisfaction is influenced by Service Quality (Service Product, Service Delivery, Service Environment)

**Table 4.11: Multiple Linear Regressions Test between Service Quality and Customer Satisfaction**

<table>
<thead>
<tr>
<th>Descriptive Statistics</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service Product</td>
<td>3.8203</td>
<td>.43940</td>
<td>128</td>
</tr>
<tr>
<td>Service Delivery</td>
<td>4.2977</td>
<td>.49588</td>
<td>128</td>
</tr>
<tr>
<td>Service Environment</td>
<td>3.8988</td>
<td>.49985</td>
<td>128</td>
</tr>
</tbody>
</table>

**ANOVA**

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>14.751</td>
<td>3</td>
<td>4.917</td>
<td>21.842</td>
<td>.000a</td>
</tr>
<tr>
<td>Residual</td>
<td>27.915</td>
<td>124</td>
<td>.225</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>42.667</td>
<td>127</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), SE, SD, SP

b. Dependent Variable: Customer's Satisfaction
**Model Summary**

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.588&lt;sup&gt;a&lt;/sup&gt;</td>
<td>.346</td>
<td>.330</td>
<td>.47447</td>
</tr>
</tbody>
</table>

<sup>a</sup> Predictors: (Constant), SE, SD, SP

**Coefficients**

<table>
<thead>
<tr>
<th>Coefficients</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>T</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>.578</td>
<td>.437</td>
<td>1.323</td>
</tr>
<tr>
<td></td>
<td>SP</td>
<td>.341</td>
<td>.137</td>
<td>.258</td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>.233</td>
<td>.115</td>
<td>.199</td>
</tr>
<tr>
<td></td>
<td>SE</td>
<td>.309</td>
<td>.095</td>
<td>.266</td>
</tr>
</tbody>
</table>

<sup>a</sup> Dependent variable: Customer's Satisfaction

**Decision:** Reject Ho (P-value 0.000 in ANOVA table less than 0.05)

**Conclusion:**

1. As p-value is equal to 0.000 means that the significant value in the analysis of variance (F test) is less than 0.05, so Reject Ho.

2. According to Model Summary, R is equal to 0.588 indicated a moderate positive relationship between Service Product and Customer’s Satisfaction of the Berlitz Language Center.

3. According to Model Summary, R<sup>2</sup> is equal to 0.33 means that about “33%” of variance in the Customer’s Satisfaction of the Berlitz Language Center can be explained by the function of three factors.

4. According to Coefficients table, all three variables can influence the Satisfaction of Customer of the Berlitz Language Center
In conclusion, three dimensions of service quality; service product, service delivery and service environment have significantly influence toward Customer’s Satisfaction. It was found that Customer’s Satisfaction of the Berlitz Language Center is influenced by service product, service delivery and service environment and 33% of variance can influence the satisfaction of customers. The variable that most affects to Customer’s Satisfaction is service product (beta is 0.341), followed by service environment (beta is 0.309), service delivery (beta is 0.233), respectively. The formula is shown below.

\[ Y = 0.578 + 0.341(\text{SP}) + 0.233(\text{SD}) + 0.309(\text{SE}) \]

**Service Product and Customer Satisfaction**

**Hypothesis 2**

\( \text{Ho2: Customer’s Satisfaction is not influenced by Service Product (Needs Analysis, Curriculum, Evaluation, Materials)} \)

\( \text{Ha2: Customer’s Satisfaction is influenced by Service Product (Needs Analysis, Curriculum, Evaluation, Materials)} \)

**Table 4.12:** Multiple Linear Regressions Test between Service Product and Customer’s Satisfaction

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs Analysis</td>
<td>3.8177</td>
<td>0.56565</td>
<td>128</td>
</tr>
<tr>
<td>Curriculums</td>
<td>3.9089</td>
<td>0.44213</td>
<td>128</td>
</tr>
<tr>
<td>Evaluations</td>
<td>3.9766</td>
<td>0.56150</td>
<td>128</td>
</tr>
<tr>
<td>Materials</td>
<td>3.5781</td>
<td>0.64734</td>
<td>128</td>
</tr>
</tbody>
</table>
ANOVA

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>11.951</td>
<td>4</td>
<td>2.988</td>
<td>11.964</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>30.716</td>
<td>123</td>
<td>.250</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>42.667</td>
<td>127</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Materials, Needs Analysis, Evaluations, Curriculums
b. Dependent Variable: Customer’s Satisfaction

Model Summary

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.529a</td>
<td>.280</td>
<td>.257</td>
<td>.49972</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Materials, Needs Analysis, Evaluations, Curriculums

Coefficients

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>T</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>(Constant) 1.306</td>
<td>.419</td>
<td>3.118</td>
<td>.002</td>
</tr>
<tr>
<td></td>
<td>Needs Analysis .249</td>
<td>.099</td>
<td>.243</td>
<td>.013</td>
</tr>
<tr>
<td></td>
<td>Curriculums .239</td>
<td>.145</td>
<td>.182</td>
<td>.101</td>
</tr>
<tr>
<td></td>
<td>Evaluations .190</td>
<td>.099</td>
<td>.184</td>
<td>.057</td>
</tr>
<tr>
<td></td>
<td>Materials .038</td>
<td>.088</td>
<td>.042</td>
<td>.668</td>
</tr>
</tbody>
</table>

a. Dependent variable: Customer’s Satisfaction

Decision: Reject Ho (P-value 0.000 in ANOVA table less than 0.05)

Conclusion:

1. As p-value is equal to 0.000 means that the significant value in the analysis of variance (F test) is less than 0.05, so Reject Ho.

2. According to Model Summary, R is equal to 0.529 indicated a moderate positive relationship between Service Product and Customer’s Satisfaction of the Berlitz Language Center.
3. According to Model Summary, $R^2$ is equal to 0.257 means that about "25.7%" of variance in the Customer’s Satisfaction of the Berlitz Language Center can be explained by the function of all four factors.

4. According to Coefficients table, only Needs Analysis can influence the Satisfaction of Customer of the Berlitz Language Center which the beta is 0.249

$$Y = 1.306 + 0.249(\text{analysis}) + 0.239(\text{curriculums}) + 0.190(\text{evaluations}) + 0.038(\text{materials})$$

In conclusion, Customer’s Satisfaction of the Berlitz Language Center is influenced by Needs Analysis, Curriculum, Evaluation, Materials and 25.7% of variance can influence the satisfaction of customers. The variable that affects Customer’s Satisfaction is only Needs Analysis.

**Service Delivery and Customer Satisfaction**

**Hypothesis 3**

$H_0$: Customer’s Satisfaction is not influenced by Service Delivery (Staff and Instructors)

$H_a$: Customer’s Satisfaction is influenced by Service Delivery (Staff and Instructors)

**Table 4.13**: Multiple Linear Regressions Test between Service Delivery and Customer Satisfaction

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td>4.3078</td>
<td>.52039</td>
<td>128</td>
</tr>
<tr>
<td>Instructors</td>
<td>4.2875</td>
<td>.52632</td>
<td>128</td>
</tr>
<tr>
<td>Model</td>
<td>Sum of Squares</td>
<td>df</td>
<td>Mean square</td>
</tr>
<tr>
<td>-------</td>
<td>----------------</td>
<td>----</td>
<td>-------------</td>
</tr>
<tr>
<td>1 Regression</td>
<td>9.674</td>
<td>2</td>
<td>4.837</td>
</tr>
<tr>
<td>Residual</td>
<td>32.993</td>
<td>125</td>
<td>.264</td>
</tr>
<tr>
<td>Total</td>
<td>42.667</td>
<td>127</td>
<td></td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Instructors, Staff  
b. Dependent Variable: Customer’s Satisfaction

### Model Summary

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.476&lt;sup&gt;a&lt;/sup&gt;</td>
<td>.227</td>
<td>.214</td>
<td>.51375</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Instructors, Staff

### Coefficients

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1 (Constant)</td>
<td>1.758</td>
<td>.398</td>
<td>.398</td>
<td>4.419</td>
</tr>
<tr>
<td>Staff</td>
<td>.097</td>
<td>.145</td>
<td>.087</td>
<td>.673</td>
</tr>
<tr>
<td>Instructors</td>
<td>.445</td>
<td>.143</td>
<td>.404</td>
<td>3.110</td>
</tr>
</tbody>
</table>

a. Dependent variable: Customer’s Satisfaction

**Decision:** Reject Ho (P-value 0.000 in ANOVA table less than 0.05)

**Conclusion:**

1. **As p-value is equal to 0.000** means that the significant value in the analysis of variance (F test) is less than 0.05, so Reject Ho.

2. According to Model Summary, **R is equal to 0.476** indicated a moderate positive relationship between Service Product and Customer’s Satisfaction of the Berlitz Language Center.

3. According to Model Summary, **R<sup>2</sup> is equal to 0.214** means that about “21.4%” of variance in the Customer’s Satisfaction of the Berlitz Language Center can be explained by the function of all two factors.
4. According to Coefficients table, only Instructors can influence the Satisfaction of Customer of the Berlitz Language Center which the beta is 0.445.

\[ Y = 1.758 + 0.097 \text{(staff)} + 0.445 \text{(instructors)} \]

In conclusion, Customer’s Satisfaction of the Berlitz Language Center is influenced by Staff and Instructors and 21.4% of variance can influence the satisfaction of customers. The variable that affects Customer’s Satisfaction is only Instructors.

**Service Environment and Customer Satisfaction**

**Hypothesis 4**

**Ho4:** Customer’s Satisfaction is not influenced by Service Environment (Facilities, Snack and beverage bar, Location, Parking)

**Ha4:** Customer’s Satisfaction is influenced by Service Environment (Facilities, Snack and beverage bar, Location, Parking)

**Table 4.14:** Multiple Linear Regressions Test between Service Environment and Customer Satisfaction

<table>
<thead>
<tr>
<th>Descriptive Statistics</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilities</td>
<td>3.578</td>
<td>1.6692</td>
<td>128</td>
</tr>
<tr>
<td>Snack and beverage bar</td>
<td>3.997</td>
<td>4.7875</td>
<td>128</td>
</tr>
<tr>
<td>Location</td>
<td>4.394</td>
<td>0.58070</td>
<td>128</td>
</tr>
<tr>
<td>Parking</td>
<td>3.625</td>
<td>0.73709</td>
<td>128</td>
</tr>
</tbody>
</table>

**ANOVA**

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>4</td>
<td>3.602</td>
<td>15.681</td>
<td>.000a</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>123</td>
<td>.230</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>127</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Parking, Facilities, Location, Snack bar
b. Dependent Variable: Customer’s Satisfaction
Model Summary

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.581</td>
<td>.338</td>
<td>.316</td>
<td>.47930</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Parking, Facilities, Location, Snack bar

Coefficients

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>T</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>1.737</td>
<td>.365</td>
<td>4.759</td>
</tr>
<tr>
<td></td>
<td>Facilities</td>
<td>.428</td>
<td>.073</td>
<td>.495</td>
</tr>
<tr>
<td></td>
<td>Snack bar</td>
<td>-.055</td>
<td>.069</td>
<td>-.074</td>
</tr>
<tr>
<td></td>
<td>Location</td>
<td>.245</td>
<td>.066</td>
<td>-.246</td>
</tr>
<tr>
<td></td>
<td>Parking</td>
<td>-.012</td>
<td>.061</td>
<td>-.016</td>
</tr>
</tbody>
</table>

a. Dependent variable: Customer’s Satisfaction

Decision: Reject Ho (P-value 0.000 in ANOVA table less than 0.05)

Conclusion:

1. As p-value is equal to 0.000 means that the significant value in the analysis of variance (F test) is less than 0.05, so Reject Ho.

2. According to Model Summary, $R$ is equal to 0.581 indicated a moderate positive relationship between Service Product and Customer’s Satisfaction of the Berlitz Language Center.

3. According to Model Summary, $R^2$ is equal to 0.316 means that about “31.6%” of variance in the Customer’s Satisfaction of the Berlitz Language Center can be explained by the function of all four factors.

4. According to Coefficients table, there are Facilities and Location can influence the Satisfaction of Customer of the Berlitz Language Center. The beta of facilities which is 0.428 is greater than 0.245 of location.
\[ Y = 1.737 + 0.428(\text{facilities}) - 0.055(\text{snack bar}) + 0.245(\text{location}) - 0.012(\text{parking}) \]

In conclusion, Customer’s Satisfaction of the Berlitz Language Center can be influenced by Facilities, Snack and beverage bar, Location, Parking and 31.6% of variance can influence the satisfaction of customers. The variables that affect Customer’s Satisfaction are Facilities and Location.

4.3 Summary of Hypotheses Testing

According to the hypotheses testing by Multiple Linear Program, The result showed that the satisfaction of experienced customers is influenced by all three independent variables; service product, service delivery and service environment. The factor that most influences the customer’s satisfaction is service product.

Regarding the result of each variable, the attribute that affects for each variable is as follow: service product, the attribute that affects the customer’s satisfaction is needs analysis; service delivery, the attribute that affects the customer’s satisfaction is instructors; service environment, the attributes that affect the customer’s satisfaction are facilities and location.
CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

This chapter serves as the conclusion of the whole research. It states the summary of all findings, discussion of research findings, also the recommendations for Berlitz Language Center as well as for further study.

5.1 Summary of the Findings

Referring to the research question of this study, “What is the most influential factor of service quality (service product, service delivery, service environment) that affects customer’s satisfaction of the Berlitz Language Center? The independent variables of this research were service product, service delivery and service environment. On the other hand, the dependent variable was the satisfaction among customers of Berlitz language Center at Silom branch.

Target population was the customers at Berlitz Language Center, comprising 128 respondents from current students. A census technique was considered to use for complete counting of the total of the respondents. The collected data was analyzed by using the Statistical Package for Social Science (SPSS). And the statistical tools used in the research were descriptive statistic and Multiple Linear Regressions. The summary of the findings are shown as follow:
Characteristics of the Respondents

Table 5.1: Summary of Characteristics of the Respondents

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Female (56.2%)</td>
</tr>
<tr>
<td>Age</td>
<td>20-30 years old (43.0%)</td>
</tr>
<tr>
<td>Education</td>
<td>Bachelor’s degree (64.1%)</td>
</tr>
<tr>
<td>Income</td>
<td>Above 50,000 baht (35.9%)</td>
</tr>
<tr>
<td>Occupation</td>
<td>Employee (60.2%)</td>
</tr>
</tbody>
</table>

Of a hundred and twenty eight respondents who studied at Berlitz Language Center at Silom branch, there were more female customers than male which a ratio of 56.2% to 43.8% and the highest age range group was 20-30 years old. The majority of the respondents hold a Bachelor’s degree and work as company employees. Their income was above 50,000 baht.

Table 5.2: Summary of General Information of the Respondents

<table>
<thead>
<tr>
<th>Information</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of course</td>
<td>Private (63.3%)</td>
</tr>
<tr>
<td>Curriculum</td>
<td>Berlitz English (60.2%)</td>
</tr>
<tr>
<td>Number of courses enrolled</td>
<td>1-2 courses (75.8%)</td>
</tr>
<tr>
<td>Sponsorship</td>
<td>No (64.8%)</td>
</tr>
<tr>
<td>Purpose of the study</td>
<td>Self Improvement (53.9%)</td>
</tr>
</tbody>
</table>

From figure 5.2, it can be concluded that the majority of customers at Berlitz Language Center at Silom branch was the private students which accounted for 63.3%.
They paid for the tuition for themselves for 1-2 courses. The curriculum most considered was Berlitz English and purpose of their study was self improvement.

5.2 Answer to Research Questions

The objectives of the study focused on identifying the three dimensions of service quality and customer’s satisfaction of the Berlitz Language Center at Silom branch. The summary of finding based on each research objective is as follow:

Research Question 1: What is the factor of service quality (service product, service delivery, service environment) that has the most influence on customer’s satisfaction of the Berlitz Language Center?

The factor of service quality that had the most influence on Customer’s Satisfaction of the Berlitz Language Center is service product (beta is 0.341), followed by service environment (beta is 0.309), service delivery (beta is 0.233), respectively.

Research Question 2: What are the factors of service product (needs analysis, curriculums, evaluations and materials) that affect customer’s satisfaction of Berlitz Language Center?

Needs analysis is only one variable that affects customer’s satisfaction of Berlitz Language Center (beta is 0.249).

Research Question 3: What are the factors of service delivery (staff and instructors) that affect customer’s satisfaction of Berlitz Language Center?
Instructors are the variable that affects customer’s satisfaction of the Berlitz Language Center (beta is 0.445).

**Research Question 4:** What are the factors of service environment (facilities, snack and beverage bar, location and parking) that affect customer’s satisfaction of Berlitz Language Center?

Facilities and location are the variables that affect customer’s satisfaction of the Berlitz Language Center whose beta is 0.428 and 0.245, respectively.

**5.3 Discussion of Research Findings**

As concluded from the results, the research stated that customer’s satisfaction is influenced by service product, service delivery and service environment. Furthermore, service product is the most influential factor that affects the satisfaction of customers of the Berlitz Language Center at Silom branch.

**Service Product and Customer’s Satisfaction**

From the table 4.12 shows that service product has a moderate positive relationship with the satisfaction of customers. Among the products that company provided to the customers (needs analysis, curriculums, evaluations, materials), needs analysis is the factor that affects the satisfaction of customers of the Berlitz Language Center at Silom branch. From this result, because the company provided the product that differentiates from others, it makes customers feels confident before enrolling that they get the right course according their needs. Furthermore, the researcher not found needs analysis in any previous studied, so needs analysis is the attribute that developed for this research.
Moreover, the customers of Berlitz Language Center at Silom branch agree that needs analysis are useful for them in order to clarify their needs and help them to get the appropriate course while the process does respect their feelings.

**Service Delivery and Customer’s Satisfaction**

From the table 4.13, the researcher sees that service delivery has a moderate positive relationship with the satisfaction of the customers. Between the service of staff and the service of instructors, instructors are the factor affects the satisfaction of customers at Berlitz Language Center at Silom branch. According to previous studied, Walker (2001) stated that teachers (instructors) are the key influence on the customers’ perception of the quality of the school service. And also teachers (instructors) are the factor that most influences the client’s satisfaction in language center (Walker, 2003). Furthermore, Parapob (2003) claimed that teachers are the factor that customers considered before they enrolled in a language center.

Moreover, the customers of Berlitz Language Center at Silom branch agree that the instructors at Berlitz language Center have friendliness and willing to help. Also, the knowledge of instructors, including the consistency of teaching quality and their ability in teaching were considered important.

**Service Environment and Customer’s Satisfaction**

From the table 4.14, shows that service product has a moderate positive relationship with the satisfaction of the customers. Among four factors of service environment (facilities, snack and beverage bar, location and parking), facilities and location are the factors affect the customer’s satisfaction of the Berlitz Language Center at Silom branch; location has the greater effect than facilities. From previous researches,
Walker (2003) found that the clients' satisfaction in language center has a correlation with the facilities. Also, Parapob (2003) stated that facilities and location are the factors that customers considered before they enrolled in a language center.

Moreover, the customers of Berlitz Language Center at Silom branch agree that classroom facilities are convenient and computers equipment provided are useful for them. And they agree that the location of the center is easy to access and also reachable by public transportation.

5.4 Recommendations Enhancement for Berlitz Language Center

According to the significance of the study stated in chapter one, the result of this research benefits directly to the company, as mentioned, to maintain the valued customers. Furthermore, the improvement of these factors will help to increase the satisfaction of customers, which lead to the intention of repurchase (Oh, 1999). Below are the recommendations for each dimension.

**Service Product**

Regarding the attributes of this dimension, there are needs analysis, curriculums, evaluation, and material. The company should maintain the quality of needs analysis curriculums and evaluation especially needs analysis process which affects most to the customer's satisfaction and its purpose is to provide the most appropriate course to customers. If the customers get the suitable and useful course for their needs, they will be satisfied. Furthermore, the company should improve and develop the materials, which is the factor where mean score showed the lowest agreement in terms of variety of material and up-to-date contents. According to Chen (2006), course material is considered for
service quality in testing the satisfaction of student toward education institution. For Berlitz, to make the customers more satisfy, the company should add more materials to use alongside the core material and also update the contents of materials according to present situation.

Service Delivery

The suggestion to the company is that instructors are the factor of most concerned for the customers. The company should maintain the quality of teaching for customers, also promote the good interpersonal skills. Another factor is staff; the mean score showed that the customers agree with their friendliness, willingness and availability to help and ability to give right information. The company should maintain this because the staff has a direct contact with customer and deliver a large number of customer transactions a day (Elliott, 2001) and it makes the customers impressed. Even though it is not the main factor consider before purchasing, impression perceived can make the customers continue to use the service and lead to repurchase in the future.

Service Environment

From the result, the attributes of this dimension; facilities, snack and beverage bar, location and parking. The company should improve the quality of facilities which affects most to the customer's satisfaction, by providing the convenient facilities, prompt computer equipments because if customers feel comfortable, they will be satisfied. With regards to the snack and beverage bar, keeping it on cleans and sufficiently stocked also makes the customers satisfied. Because making the environment of language center as "home" make customers feel happy and feel comfortable (walker, 2001). For parking, sufficiency of parking slot and comfort to connect the school should be considered. For
all three attributes, the mean score was neutral agreement. Therefore, the company should maintain the quality of these three attributes, especially location. Location, which is the mean score rating highest among service environment. It means that the customers consider and agree that the center is easy to access and reachable by public transportation. Therefore, in case that the company would like to expand the branch, the company should consider about accessibility of location.

5.5 Suggestions for Further Research

This study focused on identifying the factor of service quality's dimensions which compose of service product, service delivery and service environment toward customer’s satisfaction of the Berlitz Language Center at Silom branch. The result of the study has found the factors that affects to the customer’s satisfaction. For the highest beneficial to the company, therefore, the researcher would suggest for future research to measure in-depth for the influenced attributes and develop questionnaire into open-ended to see customer’s opinions, company will know what customers want. So, company can improve in the right way to improve customer’s satisfaction.

Furthermore, this research is limited to the respondents who studied at Berlitz Language Center at Silom branch, future research could be taken on others branches or even others language center.
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**Internet Sources**


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http://www.ldoceonline.com/dictionary/material_1 (Retrieved on December 2, 2008)
Appendix A
Questionnaire
Satisfaction of Customers toward the Service Quality of Berlitz Language Center at Silom Branch

You are invited to participate in a questionnaire that is a part of the Master’s degree research at Assumption University. All of the information will be treated in strictest confidence and used for education purposes only. Please complete all questions truthfully by ticking “✓” at selected O.

Part 1: Please indicate your level of perception toward the following aspect of the Berlitz Language Center (Please circle the on selected number)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Service Product</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1.1 Needs Analysis</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1.1 Useful to provide the appropriate course</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>1.1.2 Help to clarify the customer’s needs</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>1.1.3 Giving clear analysis while respect customer’s feeling</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td><strong>1.2 Curriculums</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2.1 Cohesive with customer’s needs</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>1.2.2 Up-to-date contents</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>1.2.3 Adaptable to use in real life</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td><strong>1.3 Evaluations</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3.1 To ensure that customers are satisfied during the course</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>1.3.2 To solve problems may occur during the course</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>1.3.3 Customers have an opportunity to express their point of view</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>Statement</td>
<td>Strongly Agree</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
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</tr>
<tr>
<td><strong>1.4 Materials (book, audio CD, Berlitz website)</strong></td>
<td></td>
<td></td>
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<tr>
<td>1.4.1 Variety of material (book, audio CD, Berlitz website)</td>
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<td></td>
</tr>
<tr>
<td>1.4.2 Up-to-date contents</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td><strong>2. Service Delivery</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2.1 Staff</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1.1 Friendliness</td>
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<td></td>
</tr>
<tr>
<td>2.1.2 Willingness to help</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>2.1.3 Availability to help</td>
<td>5 4 3 2 1</td>
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</tr>
<tr>
<td>2.1.4 Concerned show when students has problems</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>2.1.5 Ability to give right information</td>
<td>5 4 3 2 1</td>
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<tr>
<td><strong>2.2 Instructors</strong></td>
<td></td>
<td></td>
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<tr>
<td>2.2.1 Friendliness</td>
<td>5 4 3 2 1</td>
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<tr>
<td>2.2.2 Willingness to help</td>
<td>5 4 3 2 1</td>
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<tr>
<td>2.2.3 Ability to teach</td>
<td>5 4 3 2 1</td>
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<tr>
<td>2.2.4 The knowledge of instructors</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>2.2.5 The consistency of teaching quality</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td><strong>3. Service Environment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3.1 Facilities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1.1 Atmosphere within school encourage to study</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>3.1.2 Computers equipment are useful</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>3.1.3 Classroom facilities are convenient</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td><strong>3.2 Snack and beverage bar</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2.1 Cleanliness of snack and beverage</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>3.2.2 Sufficiency of snack and beverage</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>Statement</td>
<td>Strongly Agree</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>-----------</td>
<td>----------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>3.2.3 Quality of snack and beverage</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td><strong>3.3 Location</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.3.1 Easy to access</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>3.3.2 Reachable by public transportation</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td><strong>3.4 Parking</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.4.1 Sufficiency of parking slot</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>3.4.2 Comfortable to connect the school</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td><strong>4. Customer Satisfaction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.1 You would re-enroll for another course.</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>4.2 You would recommend Berlitz to your friends.</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>4.3 Overall, you are satisfied toward Berlitz</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
</tbody>
</table>

**Part 2: Demographic profile (Please choose only one answer)**

5. Which type of course are you taking?
   - Private
   - Group/Semi-private/Charter

6. Which curriculum are you studying?
   - Berlitz English
   - TOEFL/IELTS/TOEIC
   - Interchange
   - Business Writing
   - Interview
   - Academic Writing
   - Others, please specify __________

7. How many courses did you enroll in - including your current course?
   - 1 – 2 courses
   - 3 – 4 courses
   - 5 – 6 courses
   - 7 or more
8. Does your company sponsor your tuition fee?
   ○ Yes ○ No

9. What is the main purpose of your study?
   ○ Self Improvement
   ○ Job Advancement
   ○ For further education
   ○ Others, please specify

10. Gender
    ○ Male ○ Female

11. Age
    ○ Less than 20 years ○ 20-30 years,
    ○ 31-40 years.
    ○ Above 50 years.

12. Educational level
    ○ High school/vocational or under
    ○ Bachelor's degree
    ○ Master's degree
    ○ Doctoral degree

13. Monthly income
    ○ Less than 10,000 baht ○ 10,001-20,000 baht
    ○ 20,001-30,000 baht ○ 30,001-40,000 baht
    ○ 40,001-50,000 baht ○ Above 50,000 baht

14. Occupation
    ○ Student ○ Employee
    ○ Business owner ○ Government/State enterprise officer
    ○ Others, please specify

Thank you very much for your kind cooperation.
แบบสอบถาม

ความพึงพอใจของลูกค้าที่มีต่อการให้บริการของโรงเรียนสอนภาษาเบรลิชซ์ สาขาสิ่ง

ขอความกรุณาท่านตอบแบบสอบถามฉบับนี้ ซึ่งเป็นส่วนหนึ่งของงานวิจัยระดับปริญญาโท ของนักศึกษา
มหาวิทยาลัยสิรินธร ข้อมูลในแบบสอบถามนี้ จะถูกเก็บเป็นความลับ และจะนำไปใช้เพื่อเป็นประโยชน์ทาง
การศึกษาท่านนั้น  grupuaตอบแบบสอบถามฉบับนี้ ตามข้อเท็จจริง โดยการเครื่องหมาย “✓” ลงใน O.

ส่วนที่ 1: โปรดระบุระดับของความพึงพอใจท่านมีต่อโรงเรียนสอนภาษาเบรลิชซ์
(โปรดตอบด้วยเครื่องหมายข้อท่านเลือก)

<table>
<thead>
<tr>
<th>ความคิดเห็นของท่าน</th>
<th>ท่านให้เป็นระดับ O ไม่สกัดสิ่งอย่างต่อไปนี้</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ผลลัพธ์บริการ</td>
<td></td>
</tr>
<tr>
<td>1.1 การวิเคราะห์หาความต้องการของลูกค้า (Needs Analysis)</td>
<td></td>
</tr>
<tr>
<td>1.1.1 เป็นประโยชน์ต่อการจัดหลักสูตรได้เหมาะสม</td>
<td>5</td>
</tr>
<tr>
<td>1.1.2 ข้อมูลที่ได้จากการวิเคราะห์หาความต้องการที่แท้จริง</td>
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</tr>
<tr>
<td>1.1.3 การวิเคราะห์ความสามารถของลูกค้า</td>
<td>5</td>
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<tr>
<td>1.2 หลักสูตร</td>
<td></td>
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<tr>
<td>1.2.1 หลักสูตรตรงกับความต้องการของลูกค้า</td>
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<tr>
<td>1.2.2 เนื้อหาเหมาะสม</td>
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<tr>
<td>1.2.3 สามารถปรับเปลี่ยนเพื่อใช้ในชีวิตประจำวันได้</td>
<td>5</td>
</tr>
<tr>
<td>1.3 การประเมินผล</td>
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</tr>
<tr>
<td>1.3.1 เหลือใหญ่กว่าลูกค้ามีความพึงพอใจในระหว่างที่เรียน</td>
<td>5</td>
</tr>
<tr>
<td>1.3.2 สามารถแก้ไขปัญหาหรือปัญหาเกิดขึ้นในระหว่างที่เรียนได้</td>
<td>5</td>
</tr>
<tr>
<td>1.3.3 เปิดโอกาสให้ลูกค้าได้แสดงความคิดเห็นได้</td>
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</tr>
<tr>
<td>ความคิดเห็นของท่าน</td>
<td>เลือกคำตอบดังนี้:</td>
</tr>
<tr>
<td>-------------------</td>
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</tr>
<tr>
<td>1.4 ลักษณะการเรียน (หนังสือเรียน, audio CD, เว็บไซต์ของบรรจุภัณฑ์)</td>
<td></td>
</tr>
<tr>
<td>1.4.1 มีความหลากหลายของลักษณะการเรียน (หนังสือเรียน, audio CD, เว็บไซต์ของบรรจุภัณฑ์)</td>
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<tr>
<td>1.4.2 เนื้อหาในลักษณะการเรียนมีความพันพัน</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>2. บุคลากรบริการ</td>
<td></td>
</tr>
<tr>
<td>2.1 หน้าที่</td>
<td></td>
</tr>
<tr>
<td>2.1.1 หน้าที่มีความเป็นมิตร</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>2.1.2 หน้าที่มีความเต็มใจในการให้ความช่วยเหลือ</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>2.1.3 หน้าที่มีความพร้อมในการให้ความช่วยเหลือ</td>
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<tr>
<td>2.1.4 หน้าที่แสดงถึงความเป็นมิตรต่อผู้ใช้สิทธิ์ทั่วไป</td>
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<tr>
<td>2.1.5 หน้าที่สามารถให้ความช่วยเหลือได้</td>
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<tr>
<td>2.2 อาจารย์</td>
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<tr>
<td>2.2.1 อาจารย์มีความเป็นมิตร</td>
<td>5 4 3 2 1</td>
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<tr>
<td>2.2.2 อาจารย์มีความเต็มใจในการช่วยเหลือในเรื่องที่เกี่ยวกับการสอน</td>
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<td>2.2.3 อาจารย์มีความสามารถในการสอน</td>
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<tr>
<td>2.2.4 อาจารย์มีความรู้</td>
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<tr>
<td>2.2.5 คุณภาพของการสอนมีความพึงพอใจ</td>
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<tr>
<td>3. ปัจจัยอื่นๆ บุรุษ</td>
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</tr>
<tr>
<td>3.1 ปัจจัยอื่นๆ สำคัญ</td>
<td></td>
</tr>
<tr>
<td>3.1.1 บรรยากาศภายในโรงเรียนมีความสันติสุข</td>
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<tr>
<td>3.1.2 อุปกรณ์คอมพิวเตอร์เป็นประโยชน์ต่อผู้เรียน</td>
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<tr>
<td>3.1.3 ได้รับการสนับสนุนจากโรงเรียนมีความสะดวกสบาย</td>
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<tr>
<td>3.2 มุมมองของผู้เรียนและครูส่วนใหญ่</td>
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<tr>
<td>3.2.1 มุมมองของผู้เรียนและครูส่วนใหญ่</td>
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<tr>
<td>3.2.2 มุมมองของผู้เรียนและครูส่วนใหญ่</td>
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<tr>
<td>ความคิดเห็นของท่าน</td>
<td>ที่น่าคิดถึง</td>
</tr>
<tr>
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<tr>
<td>3.2.3 ของวัฒนาและครีเอทีฟ วิศวกรรม</td>
<td>5 4 3 2 1</td>
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<tr>
<td>3.3 สถานที่ท้อง</td>
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<tr>
<td>3.3.1 สถานที่ท้องของโรงเรียนสามารถเข้าถึงได้ง่าย</td>
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<tr>
<td>3.3.2 สามารถเข้าถึงได้โดยระบบขนส่งสาธารณะ (รถไฟฟ้า, รถประจำทาง)</td>
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<td>3.4 ที่อยู่อาศัย</td>
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<tr>
<td>3.4.1 ที่อยู่อาศัยมีความสะดวกต่าง</td>
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<td>3.4.2 ที่อยู่อาศัยมีความสะดวกในการเข้าถึงที่ต่างของโรงเรียน</td>
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<tr>
<td>4. ความที่อยู่อาศัยของภูมิภาค</td>
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<tr>
<td>4.1 ที่อยู่อาศัยจะอยู่ในประเทศไม่หลังสุดมันไป</td>
<td>5 4 3 2 1</td>
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<tr>
<td>4.2 ที่อยู่อาศัยจะอยู่ในเขตมันในประเทศ</td>
<td>5 4 3 2 1</td>
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<tr>
<td>4.3 โคจร, ที่อยู่อินดัสทรีย์คลาสเซอร์</td>
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</tr>
</tbody>
</table>

ส่วนที่ 2: ข้อมูลข้อมูล (สำหรับสถานที่ท้องของภูมิภาค)

5. ขณะท่านเป็นนักเรียนในประเทศใด?
○ ต่างชาติ ○ ภูมิภาค

6. โรงเรียนหลักสูตรประเทศใด?
○ Berlitz English ○ TOEFL/ IELTS/ TOEIC
○ Interchange ○ Business Writing
○ Interview ○ Academic Writing
○ อื่น ๆ โปรดระบุ ________

7. ท่านได้รับประสบการณ์บ้านโรงเรียนสอนภาษาเบรลิซ์มานั้นเป็นจำนวนกี่คอร์ส์?(รวมกึ่งคอร์สปีจบัน)
○ 1 – 2 คอร์ส
○ 3 – 4 คอร์ส
○ 5 – 6 คอร์ส
○ 7 คอร์สขึ้นไป
8. บริษัทของท่านเป็นผู้ออกค่าเดือนให้แก่ท่านหรือไม่?
   □ ใช่ □ ไม่ใช่

9. ชุดประสบการณ์ของการเรียนของท่านเกิดอะไร?
   □ เพื่อการพัฒนาตนเอง
   □ เพื่อความก้าวหน้าในหน้าที่การงาน
   □ เพื่อการศึกษา
   □ อื่นๆ โปรดระบุ ___________

10. เพศ
    □ ชาย □ หญิง

11. อายุ
    □ เน้อยกว่า 20 ปี
    □ 20-30 ปี
    □ 30-40 ปี
    □ 41-50 ปี
    □ มากกว่า 50 ปี

12. ระดับการศึกษา
    □ มัธยมศึกษาปีที่ 4 หรือเทียบเท่า
    □ ปริญญาตรี
    □ ปริญญาโท
    □ ปริญญาเอก

13. รายได้ต่อเดือน
    □ น้อยกว่า 10,000 บาท
    □ 10,000-20,000 บาท
    □ 20,001-30,000 บาท
    □ 30,001-40,000 บาท
    □ 40,001-50,000 บาท
    □ สูงกว่า 50,000 บาท

14. อาชีพ
    □ นักเรียน
    □ พนักงานบริษัท
    □ เจ้าของธุรกิจ
    □ ข้าราชการ/วิศวสังกัด
    □ อื่นๆ โปรดระบุ ___________

ขอขอบพระคุณในความร่วมมือ
Reliability

Needs Analysis

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a. Listwise deletion based on all variables in the procedure.

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#### Snack and beverage bar

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#### Reliability Statistics

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### Income

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### Income

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### Number of courses

#### Statistics

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#### Number of courses

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### Sponsorship

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### Purpose of study Statistics

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### Purpose of study

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