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**Students' Perceived Service Quality on Behavioral Intentions with
Mediating Role of Satisfaction and Perceived Employability Skills of
Private Business Colleges and Universities in Myanmar**

Doctoral Research Proposal

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1. Introduction

Today's competitive academic environment, students have many ways available to them, educational institutions should be seriously studied the ways to attract and retain students. To gain competitive edge, higher education institutions need to search effective and creative ways to attract, retain and foster stronger relationships with students. As a private organization has to depend on the interaction and mechanism of the market. Increased competition in the education industry, the higher education institutions are more emphasized on the student satisfaction. Devising recruiting strategy to attract students and creating effective learning environments is part of the plan for retention of the students implemented by the administrators in order to link academic success.

Student retention has become a challenging problem for the academic community, thus effective measures for student retention must be implemented in order to increase the retention of qualified students at higher education institutions (Lau, 2003). Providing good service quality to customers helps retaining them and attracting new ones, as well as encouraging positive recommendation (Negi, 2009; Ladhari, 2009). Thus, there has been much interest in exploring the relationship between service quality and customer behavioral outcomes, for which a researcher is supposed to assess service quality. Therefore, higher education institutions have to continue to deliver a high quality service and satisfy students in order to succeed in a competitive service environment as DeShields et al., (2005) argued.

Customer satisfaction and service quality are leading components of external relations of every organization, as today they greatly determine the competitiveness of organization. Organizations are pay attention firstly to the improvement and implementation of the service standards to build healthy relationship with customers. Service quality is an important causes of competitive advantage in service sector. Service quality is used to differentiate and adding value to service offerings and to get strategic competitive advantage. Today, there is intense competition in results such as research and innovation for society, institutions are also expected to provide high service quality. The institutions can get student satisfaction through providing of excellent service values and this is an integral part in securing a sustainable competitive advantage in today's international educational market (Huang et al., 2012).

Many workplace quality literatures published in the 21st century disclose that relationship between service quality and customers' satisfaction may lead to an enhanced positive customer behaviour, especially behavioral intentions (Chakravarty, 2003; Caruana, 2002). In a customer behavioral perspective, behavioral intentions are broadly viewed based

on several approaches such as customers will remain with, or defect from, the company (Zeithaml, et.al, 1996). The construct consists of two major types namely, favorable and unfavorable behavioral intentions. Favorable behavioral intentions concept is often related to a customer's preference to use services delivered by his/her service provider and this will be manifested in terms of customers' readiness to recommend, repurchase intentions, deliver positive word of mouth, customer retention and loyalty (Choi, et.al, 2004; Saibou and Kefan, 2010; Zeithaml, et.al, 1996). In contrast, the concept of unfavorable behavioral intentions is normally associated with negative customer responses, such as switching and complaint behavior (Lobo, et.al, 2007). This indicates that behavior intention is an important outcome of the relationship between service quality and customer satisfaction. In an organizational service quality model, many scholars think that service quality; customers' satisfaction and behavioral intentions are highly interconnected constructs. For example, the competency of service providers to appropriately implement tangible, reliability, responsiveness, assurance and empathy in executing daily job will strongly invoke customers' satisfaction. As a result, it may lead to enhance favorable behavioral intentions (Clemes, et.al, 2011; Gounaris, et.al, 2010; Kitapcia, et.al, 2014.)

The concern for employability is growing more day by day with the advancement in educational sector on the magnitude of new reforms. Employability skills are general skills that are necessary for success in the labor market at all employment levels and in all sectors. Employability is centered on the assumed transposition of skills and competences from the educational context into the workplace (Holmes 2000). Employability is a critical issue for both government and Higher Education Institutions (HEIs). One of the key reasons why many students invest in university education is to improve their employment prospects. Additionally, employers expect students to have well developed employability skills, so that they can make an immediate contribution to the workplace when recruited.

The objective of the study was to investigate the impact of service quality on behavioral intentions of students and try to get to know that what are the main priorities for what a student in engaging private universities that how much quality is matter for a student to stay with particular university.

2. Rationale of the Study

Education business environment nowadays is extremely competitive, turbulent and disjointed. Universities are trying to provide excellent service quality in their school which helps in building positive relationships with their students, to make them loyal to their schools

as well and create their position in the market. Quality of service is specifically important for the service industries which are frequently criticized with immoral business practices and bad service quality which affect the behavioral intention and satisfaction of consumers.

One of the biggest challenges faced by service providers is providing good-quality service (Mohamud, Khalifa, Abuelhassan, & Kaliyamoorthy, 2017), because their success and competitive advantage depend on the quality of service (Srivastava, Sharfuddin, & Datta, 2012; Yeo & Li, 2012). Therefore, the question ‘What does higher education institution service quality mean to students?’ has emerged as a key consideration in the development of universities’ offerings (Durvasula et al., 2011). Knowledge on this issue is not only demanded by policy-makers, firms, and students, but also by the broader community. Improvements to higher education will help develop human capital and contribute to higher overall productivity and housing incomes. Applying a broader perspective, the user of the higher educational institution product that is education is the whole economy, not just a single person (Grbac & Meler, 2009). Education will not just have an effect on an individual student, it will also have an effect on the overall society, meaning that improving the quality of higher educational institution has twofold benefits.

A large body of research supports the notion that providing high levels of service quality and keeping customers satisfied ultimately leads to customer loyalty. Shedding light on the relationship between service quality and customer satisfaction is of utmost importance for service providers as they need to know whether the focus should be on satisfied customers or delivery of maximum level of perceived service quality (Cronin & Taylor, 1992). The aforementioned therefore provide support for the examination of the relationship between service quality and satisfaction and their relatedness to students’ behavioral intentions.

Today, many researchers and practitioners modify the service quality elements in measuring the effect of service quality on customer attitudes and behavior at different industries. Extant studies about successful organization highlight that the ability of service providers to appropriately implement tangible, reliability, responsiveness, assurance and empathy in executing daily job may have a significant impact on positive customers’ cognitive and attitude reactions, especially customer satisfaction (Izogo and Ogba, 2015; Yeo, et.al, 2015).

Hence, the main objective of this study to fill in the gap literature by evaluating the mediating effect of customer satisfaction and employability skills in the relationship between

service quality and behavioral intentions. So that, this study will concentrate on the level of intention to stay through the service quality in the academic institutions.

3. Research Questions

This study is expected to answer the following basic research questions:

1. How students perceived on service quality, satisfaction, employability skills and behavioral intentions of students?
2. What is the effect of service quality on behavioral intention of students?
3. What is the dominant service quality dimension that has strong relation on behavioral intention of students in private business colleges and universities in Myanmar?
4. How student satisfaction and perceived employability skills mediate between service quality and behavioral intention of students in private business colleges and universities, Myanmar?
5. How the level of behavioral intentions of students differ across the provided service quality in private business colleges and universities, Myanmar?

4. Objectives of the Study

The main objectives of the study are

1. To examine the students' perceptions on service quality, satisfaction and employability skills of private colleges and universities in Myanmar.
2. To examine the effect of service quality dimensions on behavioral intention of students in private colleges and universities in Myanmar.
3. To identify the dominant dimensions of service quality that has strong relation with behavioral intention of students in private business colleges and universities in Myanmar.
4. To determine the mediating effect of student satisfaction and employability skills between service quality and education intention of students, and
5. To explore the differences of behavioral intention levels across perceived service quality of students in private business colleges and universities in Myanmar.

5. Scope and Limitations of the Study

This study only focuses the service quality of business private colleges and universities, Myanmar. This study will be underpinned by Cognitive-Affective-Behavioral Model Planned Behavior Theory and SAQUA Model. Tangibility, reliability, responsiveness, assurance and empathy dimensions are used for measuring service quality. There are other variables related to service quality which are not included in this study. However, there are some limitations concerning target groups. Although stakeholders are varying in these industry like instructors, staff members and etc. But this research is only conducted with students enrolled in 2023. There are other limitations that effect on provision of service quality and students' perceptions as due to some chaotic situations in political, economy and social security.

6. Method of Study

6.1 Research Design

This study aims to analyze the students' perceived service quality on behavioral intentions with mediating role of satisfaction and perceived employability skills of private business colleges and universities in Myanmar. To observe participants and phenomena in research setting, observational research design will be used to see the subjects make choice and react to situation in the natural setting. Cluster sampling method will be applied to selected random sample of private business colleges and universities. Survey data will be collected by using structure questionnaire which include three parts (demographic profile of respondents, employment status and perception on service quality, satisfaction, perceived employability skills and behavioral intention of students).

By using observational method, the research objectives will be studied to examine the students' perception on service quality, satisfaction and employability skills of private colleges and universities in Myanmar as well as behavioral intention of students. And then, the dominant dimensions of service quality that effect on behavioral intention of students will be identify by using multiple linear regression analysis. By using structure equation model, especially mediating analysis, it will be determined the mediating effect of students' satisfaction and employability skills between service quality and behavioral intention of students. Moreover, this study will be explored the differences of behavioral intention of students across perceived service quality of private business colleges and universities by using analysis of variance (ANOVA).

6.2 Population and Sampling

The study population is the number of students that are enrolled in private business colleges and universities in Myanmar to set clear direction on the scope and objectives of the research and data type and to provide the scope of the total population for determining sample size.

Cluster sampling, a probability sampling technique, will be used by dividing the population into multiple groups (cluster assume as number of private business colleges and universities in Myanmar) and then random groups will be drawn by using simple random sampling technique for data collection and analysis to get the precision of estimates and the power of the study to draw conclusion. Random sample groups (adjust 15% of population) are selected among 50 private colleges and universities with the number of participants or observations included in a study and shown in below Table 1.

Table 1: Selected Private Business Colleges and Universities in Myanmar

No.	Name of Colleges or Universities	Number of Students
1.	ATBC International College	400
2.	GBI International College	50
3.	Myanmar Commercial University	350
4.	MESI University College	200
5.	SMEBI University	300
6.	Vivekananda American University	100
7.	National Strategy and Management Studies	100
Total		1500

In this study, the targeted sample size will be included by 1500 respondents which is 400 of ATBC International College, 50 of GBI International College, 350 of Myanmar Commercial University, 200 of MESI University College, 300 of SMEBI University, 100 of Vivekananda American University and 100 of National Strategy and Management Studies.

6.3 Data Collection

Data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes. Among data collection methods, this study will be used by applying observational type. In data collection, both primary and secondary data will be used for the research purposes. To get require secondary data and information,

thesis papers, research papers, articles, books, journals, etc. will be used. Primary data will be conducted by researcher directly from main sources (private business colleges and universities in Myanmar) through online survey questionnaire (by using Google Forms). In survey questionnaire, three main parts will be described. Demographic profiles of students describe in Part I and employment status in Part II. In Part III, students' perception on service quality, students' satisfaction and perceived employability skills, and perceived behavioral intention of students will be described by using five-point Likert type scales.

6.4 Data Analysis

In this study both descriptive and inferential statistics will be used to analyze the survey results of private business colleges and universities in Myanmar. Descriptive statistics will be evaluate depending on the research objectives and research questions by using frequency, table, percentage as well as mean and standard deviation to understand the details of survey results. Mean is used by using simple the mathematical average of a range of numbers (perception of respondents). Standard deviation is to indicate how dispersed a range of numbers to the average.

Inferential statistics will be applied to make inference and to test hypotheses that predict changes or differences about the students' perception on private business colleges and universities based on survey data. Regression analysis, especially, multiple linear regression will be used to correlate in that it assesses the relationship between variables and to understand cause and effect between variables. ANOVA (analysis of variance) will be used to compare the means of multiple groups.

Moreover, structural equation model (SEM) will be applied to test and evaluate multivariate causal relationships and to test the direct and indirect effects on pre-assumed causal relationship by using mediating analysis. It is powerful technique found increasingly in scientific investigations.

7. Literature Review

This section of the study will examine the empirical research on how service quality is perceived. The term "service quality" is defined differently by various authors. The literature listed below discusses the idea of service quality, student satisfaction, employability skills and then discusses the empirical analysis.

7.1 Theoretical Literature

7.1.1 Nature of Service

From the point of view of service providers service is an activity which contains elements of core delivery, service operation, personal attentiveness and interpersonal performance which are managed differently in various industries. On the other hand, customers' view of a service is an experience of life which consists of elements of core need, choice, and emotional content (Johns, 1999). A service is the delivery of an intangible output i.e. the provision of something which cannot be touched. Instead it may be felt, experienced, heard, smelt or appreciated (Michel, 2010). Johns (1999) argues that services are mostly described as "intangible" and their output viewed as an activity rather than a tangible object, but also admits that some service outputs have some substantial tangible components like physical facilities, equipment's and personnel. Characteristics of Service According to (Kotler.et.al, 1999) services have five main characteristics that differentiate them from goods:

(a) Intangibility

Service intangibility means that since services lack physical existence so they cannot be seen, tasted, felt, heard before they are purchased. Buyers can evaluate the service before purchase but the uncertainty is high. To minimize the uncertainty service firms should increase the tangible features of their services such as modern equipment, simple and clear prices, short waiting lines and staff should be busy and properly dressed. Also advertisements and other communications of the firm should suggest efficiency, with clean and simple designs and carefully chosen words and photos that communicate the firm's positioning.

(b) Inseparability

Service is inseparability another major characteristic of services that services cannot be distinguished from the person or machine that provide it. They are produced and consumed at the same time and cannot be separate from their providers and also a service provider cannot deliver a service without customers who are going to purchase the service.

(c) Variability

Variability is one of the characteristics of service that each service delivery is unique depending on who provides them, when the service is provided, where and how it provided. The quality of delivering a service can even vary in a single employee in a given time frame.

These make service quality challenging to control. To overcome these challenges service companies should give training to employees, making the staff more automated and setting a system to check customer satisfaction are some solutions.

(d) Perishability

Perishability means that services cannot be stored like products for later sale or consumption. This characteristic may be challenging for service firms who have no constant demand. Service firms can use different technique to match the demand and supply such as using differential pricing charging more during peak time and hire part time employees when the demand is high. Lack of ownership Services do not have quality of ownership to own or to store like product. After completion the process of service delivery services are not owned by customers, therefore the service consumer often has access to the service for a limited time.

7.1.2. Concept of Service Quality

Services are actions that typically involve something intangible. This does not lead to any ownership transfers but does involve some interaction with customers or their property (McDonald et al., 2011). Acts or performances that can be done for another party are referred to as services. It does not create any property and is immaterial at its core (Kotler and Keller, 2016). At the regional, governmental, and international levels, services are taking up more and more space in many organizations. For the time being, authentic measurement, evaluation, and innovation methods are needed by service businesses (Mosahab et al., 2010). Services are products that can be delivered in a variety of ways and have a range of different qualities from standard goods. Kotler and Keller (2016) state that the inseparability, variability, and perishability of services have an impact on how intangible marketing programs are designed.

Both management researchers and practitioners have made similar claims about the quality of their services. The entirety of a product's attributes that act to satisfy and fulfill the needs of the target audience (clients) constitutes the definition of service quality. The attributes of a service that produce excellence and satisfy the needs and excitement of customers are interpreted as the quality of the service. While service quality can be measured differently from author to author, the characteristics of tangible products can be evaluated through standards.

According to Unhas and Fernandes (2013), the quality of a service is determined by how well it is received by both internal and external customers of the provider, and it takes into account all the facilities, infrastructure, tools, and amenities that are made available. As per

Parasuraman et al., (1988) and Narteh (2017), the quality of a service is determined by the discrepancy between the expectations of the customer and the performance of the service provider, and the actual service evaluations that were given. Customer satisfaction, which has a significant impact on purchasing intentions, is a measure of service quality (Seth et al., 2005). According to Ali (2018), service quality refers to a product or service's capacity to live up to consumer expectations and help a business draw in repeat business and when expectations are met or not, service quality is deemed satisfactory.

7.1.3 Measurement of Service Quality

When used properly, service quality is a useful tool for research and assessing effectiveness in higher education institutions. As previously stated, there are numerous dimensions used to evaluate service quality (Parasuraman et al., 1988). The correlation between students' expectations and their level of satisfaction with the caliber of instruction can serve as a yardstick for success. The reputation of academic institutions is significantly shaped by some courses. At the same time, a student's decision to change schools can make or break their success. Numerous universities gave these concerns careful consideration when developing guidelines to raise the caliber of their services because they understood how important they were. Higher education institutions can use the SERVQUAL Model, which was used in this study to evaluate service quality.

(i) SERVQUAL Model

In the marketing literature, SERVQUAL is a crucial tool for assessing the caliber of services (Parasuraman, Zeithaml, and Berry, 1988). According to Parasuraman et al., managers have used this instrument extensively, (1998) and researchers to gauge how customers feel about the level of service. The authors (Parasuraman et al. Consumers evaluate the quality of services using the same standards, regardless of the kind, according to 1988. What sets one institution apart from the competition is how quality is interpreted as a competitive advantage.

Parasuraman et al., (1985) claimed that there are ten service quality factors that were also considered to be indicators of service quality. They are trustworthiness, availability, promptness, politeness, competence, credibility, security, openness, understanding of the client, and tangible. These ten components were condensed into five main dimensions in 1988, and they are listed below (Anwar, 2017).

- (a) The appearance of physical infrastructure, tools, communications, resources, and technology is referred to as tangible in the dictionary. Customers can learn enough from these provisions. The company's reputation was also improved by tangible elements, so they should make an investment in setting up physical facilities. The end users' perceptions and experiences of the service providers, however, varied depending on how they applied the tangibles and how they were applied. In order to build strong, uplifting, and inspiring customer associations and experiences in the past through their proprietary assets in service delivery firms, tangibles are essential for service providers (Naidoo, 2014).
- (b) The ability of a service provider to deliver committed services faithfully and consistently is the essence of reliability (Blery et al., (2009); Khan and Fasih (2014)). It concerned the degree to which customers could rely on the company to consistently deliver high-quality service.
- (c) The degree to which employees are willing to offer prompt services is referred to as responsiveness. Regarding requests, questions, complaints, and problems from customers, this dimension emphasizes attitude and promptness. It emphasizes punctuality, presence, commitment to one's profession, etc. of the staff or employees. Customers' wait times for assistance, clarification on questions, etc., can be calculated. By continuously observing the service delivery procedure and employees' attitudes toward client requests the responsiveness conditions can be improved. This study is meant to gauge how committed faculty, administrative staff, and students are to keeping students' issues, the learning process, and their greatest interests at heart in mind. However, developments in information technology like emails, websites, and customer service interfaces have improved the responsiveness of service delivery companies (Kaura et al., 2012).
- (d) According to, Blery et al., (2009) assurance is the level of expertise and courtesy shown by employees when providing services as well as their capacity to instill confidence and trust in the clients. It can also be described as an employee's competence, politeness, and the capacity of the company and its personnel to foster customer confidence and trust.
- (e) According to Khan and Fasih (2014) and Blery (2009), empathy is the capacity of service providers to pay attention to the specific needs and problems of each client and then effectively address them. Through personalized or individualized services,

this dimension aims to show how special and unique each customer is to the business. This dimension focuses on a range of services that meet various customer needs, individualized or personalized services, etc. This dimension requires service providers to be aware of the specific requirements, desires, and preferences of their clients. Teachers' (Faculty members') ability to communicate with students in relation to the study allows them to obtain the precise result and, in turn, meet the need in a way that is appropriate.

It has been noted that SERVQUAL may be a strong and trustworthy tool for gauging service quality. The main goal of this tool is to look at the discrepancy between service expectations and perceptions. A methodology for comparing customer perception of quality and expectations was developed by Parasuraman in 1988. Every component of the service quality dimension was evaluated based on responses to two statements, the first of which measured customer expectations of a service (E), and the second of which assessed how actual service was perceived to be provided by the businesses operating in that sector of the service industry (P).

The perceptions scoreless the expectations score (P- E) is used to calculate the gap for each item.

The results of the computation were as follows:

Positive gap scores imply that expectations have been met or exceeded and service quality is perceived to be satisfied.

Negative gap scores imply that expectations have not been met and service quality is perceived to be unsatisfactory.

Gap scores can be analyzed for each statement and combined to provide an overall gap score for each dimension.

Additionally, researchers in the higher education sector frequently use SERVQUAL to evaluate how customers perceive the quality of the services they receive (Khodayari & Khodayari,2011).

When it comes to tangible goods, quality can be determined by looking at the products themselves. To verify specifications and discard faulty goods, use quality control. However,

due to special characteristics such as intangibility, separability, etc., service quality cannot be evaluated in the same way as tangible products. The service provider cannot conduct a quality check before the service is actually delivered to the client, just like with goods. The customer compares the perceived quality of the service they receive to the expected quality of the service in order to evaluate its quality. The two primary techniques for evaluating service quality are as follows for this analysis.

- i. Gap Analysis Service
- ii. Performance measures Gap analysis

Gap analysis

According to Islam (2012), the instrument used to gauge consumer perceptions of service quality was developed by Berry, Parasuraman, and Zeithaml. Service quality, according to Parasuraman (1988), was what clients wanted from the company. Clients used to compare the expectations they received from businesses. In this manner, the proposed Gap model with five variations occurred between the service provider and receiver.

These gaps are as follows:

Gap 1- The gap between customers' expectation and management's perception performance: the reason for this gap is when not knowing what consumers expects. Insufficient market research and a lack of communication at the top are the causes of this gap. By implementing sufficient research programs to understand customer needs and enhance the communication system, this gap can be closed. By comparing the ratings received from management and customers on the SERVQUAL scale, it can be measured.

Gap- 2-The gap between management perception and service quality specifications. This gap is especially noticeable in service-based businesses due to management's lack of dedication to service quality, poor service leadership, etc. It can be resolved by establishing appropriate organizational goals and standardizing the service delivery procedure.

Gap 3- The difference between the requirements for service quality and the actual provision of the service. The third gap results from differences in actual service delivery caused by service providers or employees who do not perform to the level of management that is expected. It is as a result of poor hiring practices, a lack of a system, and a deficient human resource management system.

Gap 4-The differences between service provision and external communication.

Overpromising or poor customer communication are the causes of the gap. An effective and efficient communication system can help to focus this.

Gap 5-The discrepancy between perceived and expected quality. Because the customer's service perception and expectation are not aligned, there is a gap in the quality of service. This can be avoided by identifying, quantifying, and tracking customer expectations and perceptions using efficient marketing and marketing research tools.

7.1.4 Perceived Service Quality

Perceived service quality is defined as consumers' judgment about business's overall distinction or dominance (Parasuraman, Zeithaml & Berry, 1988). In simple words Jiang and Wang, (2006) defined it as the consumer's evaluation of the service performance received and how it compared with their expectation. Another aspect Jiang and Wang, (2006) pointed out that, evaluations are not based on service attributes; rather these depend on a customer's feelings or memory. So, customers measure service quality in terms of how much pleasure they have received from a service.

Perception of quality in service is determined by comparison of customers' own expectations with the services given. According to Lewis and Boom (1983), service quality is a measure of how well the service level delivered matches customer expectations. Delivering quality service means conforming to customer expectations on a consistent basis (Parasuraman, et al., 1985:42). Perceived service quality, can be described as the judiciary obtained from the comparative results of consumer expectation from the service and perceived value from the actualized service performance (Bahia & Nantel, 2000:84).

Customer expectations and quality performance perceived by customers are important factors in order to determine perceived service quality. In other words, before the purchasing any service, consumers will have certain expectations about the service and after the purchasing of service they shall compare their perceptions and expectations.

Guests would always like and expect the service delivery processes to be perfectly standardized, streamlined and simplified so that they could receive the service without any hassles, hiccups or undesired/inordinate questioning by the service providers (Vijayadurai, 2008:4). As a result of this comparison, an assessment process will be experienced if the perceived service quality meets or does not meet consumer expectations.

7.1.5 Behavioral Intentions

Behavioral intention represents the repurchase intentions, word of mouth, loyalty complaining behavior, and price sensitivity (Zeithaml et al., 1996). Previous research has not captured the full range of potential behaviors likely to be triggered by service quality. In many studies, positive word of mouth, willingness to recommend and repurchase intentions are used to measure behavioral intentions (Theodorakis and Alexandris, 2008; Ozdemir and Hewett, 2010). Zeithaml et al., (1996) compiled a list of specific favorable behavioral intentions, including loyalty, switching intentions, willingness to pay more, external response, and internal response. Bourton et al. (2003) revealed that customers experience is related to behavioral intentions (Vijayadurai, 2008:14). The more positive the customer's experience, the more likely he or she is willing to reuse the service.

According to Oliver (1997), loyalty is a deeply held commitment to re-buy or re-patronize a preferred product or service consistently in the future, despite situational influences and marketing efforts having the potential to cause switching behavior. Furthermore, Bloomer and de Ruyter (1998) suggest that commitment is a necessary condition for repurchase to occur. The conceptualization of repurchase intention has evolved over the years, and it is regarded as one of the consumer behavior outcome variables resulting from high value and satisfaction and resulting in loyalty. The literature review indicates that initial research emphasized only the behavioral dimension loyalty – the repurchase dimension (Caruana, 2002). Over the years, attitudinal and cognitive dimensions were incorporated as well (Bowen & Chen, 2001; Caruana, 2002).

Continuing intention related to a buying behavior of goods depended on their past experience and strongly related to customer's intention to buy or repurchase or recommended this goods or service to an others(Oliver, 1999). Likewise, the decisions in the process of continuing education or the decision to pursue any other major of a student at any specific university was the same to the selection to repurchase a particular service or goods or the consumer decision to continue the use of information systems (Chiu & Wang, 2008). Moreover, Gorard and Smith (2007) indicated that continuing education or commitment to study was one of the most powerful predictors of academic participation that was highly correlated with early learning experience as an educational obligation. More specifically, assessing students' previous experiences were reflected by continuing to study in the same course or other courses (Navarro et al., 2005).

Behavioral loyalty is considered as being consistent, repetitious purchase behavior, while attitudinal loyalty reflects an emotional and psychological attachment (Bowen & Chen, 2001). Cognitive loyalty is a higher order dimension and involves the customer's conscious decision-making process in the evaluation of alternative brands before a purchase is effected (Caruana, 2002). In a higher education context, student repurchase intention also contains an attitudinal and behavioral dimension and refers to the time both during and after the student's period of study (Henning-Thurau, Lager, & Hansen, 2001). RojasMendez, Vasquez-Parraga, Kara, and Cerda-Urrutia (2009) indicate that student repurchase intention can be viewed as a competitive advantage, because keeping the existing students is more cost effective than attracting new ones. What is more, it is assumed that loyal students continue to support the institution after they have completed their formal education by positive word of mouth (recommendations), by offering jobs to new graduates, and by returning to the institution to update their knowledge.

Therefore, focusing on customers as sources of value for higher educational institution is needed. In this study, the concept of customer loyalty is operationalized through repurchase intention. However, it encompasses both the behavioral and attitudinal dimension. Thus, it is defined as students' favorable attitude and behavior towards the faculty, implying that they will recommend the faculty to others and that they intend to continue their education at the same faculty in the future.

7.1.6 Student Satisfaction

Students are the primary constituents of the customer base in higher education, in both public and private universities. Customer satisfaction measures how well higher education institutions have served their customers, the students, globally. Student satisfaction served as an antecedent variable that influenced loyalty, trust, and good word of mouth as well as re-enrollment or student intention (Nguyen & Nguyen, 2016; Azam, 2018).

The evaluation of students' experiences with the services they received leads to an assessment of their short-term attitude, which is student satisfaction. Since it affects motivation, enrolment, and retention of current students, higher education institutions frequently worry about student satisfaction.

However, some reviews of the literature noted the lack of a widely accepted definition of satisfaction with regard to the concept of service quality, as well as the general lack of a well-defined instrument for measuring student satisfaction in higher education institutions

(Danjum & Rasli, 2012). Nevertheless, numerous studies have been done to define customer satisfaction. According to Kiran (2010), customer satisfaction is thought to include aspects of service quality. According to, Khan, Ahmed, and Nawaz (2011), students are more willing to put forth significant effort in their studies the higher their level of satisfaction.

7.1.6 Factors Affecting Students Satisfaction in Education

(i) Teaching-Learning and Evaluation

Satisfaction on teaching-learning and evaluation is an important component of higher education in colleges and universities. Teaching-learning and evaluation can discriminate between good or bad, between a student who passed and the student who failed in academic. In higher education how much students have succeeded in their pursuit of education can only be determined through evaluation. Teaching-learning and evaluation is considered as an investment in human beings in terms of development of human resources, skills, motivation, knowledge and the like. These factors help to build an education program, thus, it can get their achievement and improve upon its effectiveness. It can also help to form value judgment, educational status and achievement of students regarding to their in teaching-learning process, as in all fields of activity of education judgment need to be made. Chigeru (2020) sees evaluation as a systematic process of collecting, analyzing, and interpreting information to determine the extent to which pupils achieve instructional objective

Asuru (2015) sees teaching-learning and evaluation as that which deals with goodness, worth, utility, effectiveness adequacy, and so on and provide answers to such questions as how good? How effective? How satisfactory? How adequate? Answers to such questions are expressed in a qualitative term as pass, fail, excellent, good, satisfactory, bad, promoted, repeat, withdraw, successful, unsuccessful, among others.

Chikwe (2017) said that evaluation is the assignment of symbols to phenomenon, in order to characterize the worth or value of a phenomenon usually with reference to some social cultural or scientific standards.

(ii) Assessment and Performance Improvement

The satisfaction on assessment and performance improvement of students is a critical role of colleges and universities. These assessment and performance improvements are easily to administer and can provide considerable information on student content knowledge in a relatively short period of time. These include learning more about what students understand of concepts they have learned in colleges and universities, and having students use what they know to solve novel problems.

As stated in a recent assessment design article (Kahl and Hofman, 2013): “Rather than requiring students to select a response from two or more options, performance assessment asks students to apply their knowledge and skills in creating some form of product, presentation, or demonstration focused on key aspects of academic learning. In the context of 21st century skills the term ‘performance assessment’ commonly refers to substantive activities - either short-term, on-demand tasks or curriculum-embedded, project-based tasks that yield reliable and valid scores. Products can be extended writing, research reports, presentations, works of art, performances, and more.” (p. 1).

Assessment and performance improvement of students is the levels of understanding that help the teacher to correct any student misunderstanding, and provide instruction needed to move thinking and learning along. In addition, this type of assessment and performance improvement can provide interesting and informative learning opportunities of students, and can help drive improved student learning and higher student achievement in colleges and universities. This process helped and supported students build their public speaking confidence and develop their ability to ask and answer questions - forms of effective communication, which is another deeper learning competency (William and Flora Hewlett Foundation, 2013).

If students more satisfaction on their assessment and performance improvement of academic life, it is widely documented that assessment for learning can play an important role in assisting students, all students, achieve high standards in their academic subjects (Herman, 2013). Assessment for learning is now viewed as an integrated part of the teaching and learning process, rather than as a separate activity taking place after a phase of teaching (Achieve Inc, 2013). Thus, students' positive attitude towards the perception on assessment and performance improvement should be predominately positive.

(iii) Students' Life Cycle

Students' life cycle is responsible for managing the processes that underpin a students' official status and relationship with colleges and universities, and provide a specialist understanding of the regularly context. It is also linked students' progress, module selection, examinations and awards. It is to build strong relationships with colleges and universities colleagues and staff, providing guidance on essential and best practice to benefit and support their students.

Thomas (2012) said that “induction activities should have a range of functions, but in particular they should facilitate learners to build social relationships with fellow students and

members of staff, and enable them to assess whether the course is relevant to their current interests and future aspirations.”

It is found that the Student Life Cycle is the process that students take from pre-enrollment through retention and student engagement and then on to graduation and post-baccalaureate achievement. Understanding the Student Life Cycle helps those charged with creating a sense of belonging and student support service, while creating optimum learning environments. In fact, effectively managing that life cycle is the key to great learning outcomes. And then, it is shown that the eight stages of student life cycle are engagement, recruitment, application/admission, orientation/enrolment, studentship (academic, student life and civic engagement), graduation, career preparation and alumni in their colleges and universities. (<https://www.csusm.edu>)

(iv) Facilities and Infrastructure

Facilities and infrastructure of colleges and universities influence teaching and learning of students in a Faculty of Education. Infrastructure and resources are critical for effective teaching and learning. Khumalo and Mji (2014, 264) argue that ‘The lack of resources is a critical factor in education because it may negatively affect the learning and teaching processes within the classroom’. It is dragging its feet to bring parity in relation to infrastructure and resources in the different colleges and universities and has been shown to affect learning in that it provides both a psychological and physical aspect to the relationship between learning and facilities (Duran-Narucki, 2011).

Kandigo and Bolce (2013) argued that the main purpose of the students to choose entering higher education is to enhance their career prospect in the future and hope that the institutions that they will enter later can provide advice and guidance and can provide support to them in developing a career future which will come. A growing body of research has found that physical infrastructure facilities can have a Center for Evaluation and Education (2016) in a recent study has stated that the policymakers, educators, and business people are now focused on the need to ensure that students learn 21st century skills such as teamwork, collaboration, effective communication, and other skills. Katrien Cuyvers et al., (2011) supported the importance of the education institute’s infrastructure on the well-being and academic attainment of students.

v. Academic and Administrative Support

Academic work and administration is a branch of university or college employees responsible for the maintenance and supervision of the institution and separate from the faculty

or academics, although some personnel may have joint responsibilities. In the higher educational context, academic institutions such as colleges and universities are complex social and activity systems, involving a number of interrelated variables and functioning within a larger dynamic environment for academic work and administration. Many faculty hiring procedures are a result of departmental actors' policies and practices enacted over the years (White-Lewis, 2021). Gasman et al. (2011) found that administrators and department chairs across different departments had a wide array of attitudes regarding faculty diversity and enacted varied strategies to achieve it.

(v) Learning Experiences

As increase in education services, it is critical that the quality of education offered rests not only on its academic merit, but also in the overall student learning experience. Over the past two decades, educational systems in many countries in the Asia Pacific region have undergone significant changes in so far as programmes of reform and restructuring of higher education (both in the provision of undergraduate and postgraduate education as well as diploma) are concerned. In contemporary higher education systems, there is always a conscious effort to align these innovations to respond to the ever changing economic, social and political contexts within which higher education takes place. The push for change is a result of continuous pressure on educational systems to change and this has come from stakeholders such as students, parents and employers alike.

Improving the quality of student learning experience can be a strategic repositioning for universities attempting to target the falling numbers of such a valuable cohort. Kaur & Abdul Manan (2008, p. 14) account for this change as stemming from the "continued demands from students, university administrators and policy makers for access to a greater share of the population to meet the needs of new economies that require trained and qualified employees in today's increasingly globalized workplaces" Willis et al. (2010) argue that educators need even more sophisticated knowledge and expanded competencies to address the complex problems faced in education.

Our program's commitment to cohort-based learning builds upon research that demonstrates how belonging to a community of learners improves student experience and outcomes in professional graduate programs (Anderson 2003; Garrison, Anderson & Archer 2000; Rourke & Anderson 2002; Scardamalia 2002). To get the learning experiences of students, the cohort is particularly crucial in the online learning experience within which

developing community and a sense of belonging can be challenging for different learners (Simmons, Parchoma, Jacobsen, Nelson & Bhola 2016).

7.1.7 Perceived Employability Skills

Employability skills are the key skills required in each self-employed especially Business Management studies. This is to ensure that they can get jobs in the labor market as well as create their own job opportunities. Employability skills are the skills needed not only to gain employment, but to progress in the enterprise to achieve the potential of a person who can contribute to the organization's success (Aida, Norailis, & Rozaini, 2015). It is also the ability of a person to get a job appropriate to his qualifications, relevant in the labor market, and be able to make a transition between his or her job in the same organization or capable of finding new jobs in the labor market (Mohamad, Rafikul, & Hazilah, 2014).

Employability skills can be regarded as an aspect of the overall job competence that graduates need to meet the needs and requirements of the industry employers to position themselves in the labor market and enable them to become skilled and capable employees in the field of work (Mohd, Isma, Fathin, & Norhayati, 2016). Therefore, employability skills among graduates can be regarded as a measure of the employability and marketability of graduates after graduation. In view of the fact that the current job market situation requires not only the employees with the skills in the academic field but also requires productive and knowledgeable workers (Mohd et al., 2016).

Unemployment phenomenon is caused by several factors. Among these factors is the lack of employability skills among graduates themselves. In addition, the inequality between the skills required by the employer of the industry and the skills possessed by the graduates is also one of the factors that contributed to this unemployment phenomenon. The employers have also tried to state some of the employability skills they want from graduates (Bishanani, Sharifah, & Norlidah, 2016). Even employers also emphasize the importance of employability skills among graduates to ensure that they become highly skilled workers in their work (Bishanani et al., 2016).

Plethora of definitions found on the concept employability. Scholars and researchers have defined employability from their own perspective.

1. "Employability skills as including personal image, interpersonal skills, and good habits and attitudes." (Lankard; 1990).

2. "Employability is the capability to move self-sufficiently within the labour market to realise potential through sustainable employment." (Hillage J., 1998).
3. "Employability is the ability of the graduate to get a satisfying job." (Harvey, 2001)
4. "Employability of a graduate is the propensity of the graduate to exhibit attributes that employers anticipate will be necessary for the future effective functioning of their organisation." (Harvey & Locke 2002).

From above definitions various approaches on employability came afloat. Though the entire definitions are directed towards getting an employment but the way of approach found distinct. In short employability means individuals capability, ability, success, chance, adaptability, and competency to gain employment and be successful in their chosen occupations.

In a general sense, employability means having employed. Employability refers to a person's capability of gaining initial employment maintaining employment, and obtaining new employment if required (Hillage and Pollard, 1998). Employability is the ability of the graduate to get a satisfying job. (Harvey, 2001).

Transferable core skills groups that represent essential, functional and enabling knowledge, skills and attitudes required by the 21st century workplace ... necessary for career success at all levels of employment and for all levels of education" (Overtoom 2000:2). Put simply, employability skills are those that apply across a variety of jobs and life contexts, including (but not limited to) paid employment and formal education. They are a set of social skills that we use to facilitate socially situated activities such as work, leisure and learning.

7.1.7.1 Elements of Employability Skills

The employability skills of graduate are examined in many studies. Regarding to The University of Sydney Web Site, it is discussed that employability skills (sometimes called 'soft' skills) refer to a set of transferable skills and key personal attributes which are highly valued by employers and essential for effective performance in the workplace. Unlike professional or technical skills, these employability skills are generic in nature, rather than job-specific, and are common to all work roles and workplaces across all industry types - for instance, communication and teamwork.

Academic qualifications and good marks are not the only way to successfully engage at university. The work place experience enhance the employability skills that will also provide the needed skills for job application.

Skills sought by graduate employers include teamwork, communication, planning and organizing, problem solving, and so forth. Some skills overlap with one another. Leadership, for example, encompasses a number of other skills including decision making, verbal communication, planning, organizing, and collaboration.

Personal attributes that contribute to overall employability include commitment, adaptability, honesty and integrity, reliability, ability to deal with pressure, motivation, and cultural fit with the employing organization.

To get communication skills, it is needed to listen, understanding, and speaking clearly, write appropriately for different audiences, persuade and negotiating effectively, demonstrate empathy, assertiveness and tact, understand the needs of customers/clients, establish relationships and using networks, share information and proposing ideas, fluency in English and other languages, logically summarizing information or data, and chair a meeting.

Students should be took part in working effectively with people of different ages, gender, race, religion or political persuasion, identifying the strengths of team members, recognizing own strengths and limitations, clarifying team roles and performing agreed tasks, demonstrating leadership as appropriate, coaching, mentoring and motivating others, giving and receiving constructive feedback, resolving differences of opinion, and collaborating and contributing to team results to get teamwork skills.

For problem-solving skills, students should be performed in analyzing facts and testing assumptions, defining the problem and contributing factors, developing creative, innovative and/or practical solutions, showing initiative in identifying and solving problems, solving problems independently and in teams, applying a range of strategies to problem solving, designing contingencies, developing and evaluating a range of options, making realistic decisions and action plans, using mathematical skills, including budgeting and financial management, to solve problems, resolving customer concerns in relation to complex issues, implementing and monitoring solutions and evaluating processes and outcomes.

To get initiative and enterprise skills, students also should be learned in identifying opportunities not obvious to others , assessing the competitive advantage of ideas, identifying customer or client requirements, developing strategic goals, being creative, initiating ideas and innovative solutions, determining the commercial viability of ideas, translating ideas into

action, demonstrating sensitivities (political, commercial, environmental, cultural, and so on), liaising with stakeholders and sponsors, using a range of business communication methods and marketing and selling a product or service.

For fulfilment in planning and organizational skills, it is should be supported their students in establishing clear and attainable project goals and deliverables, defining specifications and quality standards, planning the use of resources, including time, people, finances and materials, risk management and contingency planning, managing time and priorities – setting milestones, managing tasks – delegating, coordinating, monitoring, managing people – training, developing, motivating, giving feedback, supervising, collecting, analyzing and organizing information, being resourceful, taking initiative and making decisions, establishing evaluation criteria and participating in continuous improvement, reporting on progress and outcomes and understanding basic business systems and their relationships.

In learning skills, colleges and university should be provided to get in managing own learning, sharing knowledge and experience in the workplace, contributing to the learning community at the workplace, using a range of mediums to learn – mentoring, peer support, networking, information technology (IT), courses, applying learning to ‘technical’ issues (e.g., learning about products and ‘people’ issues and interpersonal/cultural aspects of work), having enthusiasm for ongoing learning, being willing to learn in any setting – on and off the job, being open to new ideas and techniques, being prepared to invest time and effort in learning new skills and acknowledging the need to learn in order to accommodate change for their students.

Moreover, to get technology skills, there should be trained in having a range of basic IT skills, applying IT as a management tool, using IT to organize data, being willing to learn new IT skills, having the occupational health and safety (OH&S) knowledge to use technology in a safe and healthy way and having the appropriate physical capacity for students.

Finally, students should be learned and known in having a personal vision and goals, being able to evaluate and monitor your own performance, having knowledge and confidence in your own ideas and vision, articulating your own ideas and vision, taking responsibility, working ethically, working under pressure and demonstrating resilience.

There are many studies that examine the employability skills of graduated. This is because the issue of employability skills among graduates is an important issue that is often discussed over the years. Many recent studies have discussed employability skills involving

various parties including industry employers, tertiary institutions and graduates themselves (Jackson, 2016a, 2016b; Kee-Cheok Cheong et al., 2016; Noor Lela Ahmad & Suraini Mohd Rhouse, 2016; O'Leary, 2017; Williams, Dodd, Steele, & Randall, 2016; Windes & Hamilton, 2017; Zaliza & Arasinah, 2017). The study conducted by Zaliza and Arasinah (2017) found that the mastery of the technical skills and employability skills of each grader is an important criterion for enabling them to obtain employment in the current labor market. In fact, the difference between the skills needed in a job with the skills possessed by graduates is a real concern to top management and human resources who want competent employees (Aida et al., 2015).

Different jobs require different skill mastery. Similarly, employability skills where not all fields of work require the same control of the same employability skills. Most of the work now requires not only knowledge in certain areas, but also emphasizes on employability skills. Pramela, Kamisah, Subahan, and Zanaton (2014) found it difficult and challenging for employers to have graduates able to communicate well, especially in English. They also consider the decline in English fluency as the main weakness among graduates today. Employers are deeply concerned with the mastery of English as it helps to enhance the potential of graduates' career and is an invaluable asset to any global organization (Pramela et al., 2014).

Meanwhile, Zafir, Ishak Yussof, and Abd (2015) have shown that the performance of graduates in terms of ethics and values, thinking skills, leadership, decision-making and problem solving are considered to be quite a skill gap by employers. The study, conducted by Suhaili (2015), emphasized both technical skills and employability skills. His research also found that graduates issued by tertiary institutions did not have technical skills related to some aspects required by industry employers. In fact, this study also found that the employers strongly need employees with the employability skill (Suhaili, 2015). Table 1 below is some of the last studies related to this article.

Table 2: Related Studies to Employability Skills

Researcher	Research Topic	Research Objectives	Employability Skills	Research Results
Alshare (2018)	A Gap Analysis of Business Students' Skills In The 21 st Century: A Case Study of Qatar	Explore whether there is a gap between the skills/competencies of business students provided by business colleges and current job market needs.	Critical thinking/ Problem solving, creativity/ innovation, collaboration/ Teamwork, communications (oral & written), professionalism, leadership, information technology, interpersonal skills, technical skills, flexibility/adaptability, multicultural awareness, work ethic, planning and organizing, voluntarism, analytic thinking, social responsibility, dealing with real world problems, knowledge, creativity/innovation, global business and decision making.	The findings show that there is a gap between the skills/competence of business students with the skills/competencies required by employers.
Nur Farha Hassan, Saifullizam Puteh, and Amanina Muhamad Sanusi (2018)	Elements of Technology Enabled/Enhanced Active Learning (TEAL) to Enhance Quality and Employability of Bachelor's Students	Determines the element of Technology Enabled/Enhanced Active Learning (TEAL).	Telecommunication Media and Computer, decision making and action, critical thinking and problem solving.	The findings show that this TEAL element will help institutions to promote students to engage in active learning.

Table 2: Related Studies to Employability Skills (Cont.)

Researcher	Research Topic	Research Objectives	Employability Skills	Research Results
Zaliza Hanapi and Arasinah Kamis (2017)	Comparative analysis between industry, lecturers and graduates on the importance of technical skills and employability skills that must be mastered by electrical graduates in community colleges.	Review comparative perceptions on the importance of the elements of technical skills and employability skills.	Information management skills, self-management skills, ethical and moral skills, entrepreneurial skills, communication skills, creative thinking and critical thinking skills, teamwork and teamwork and leadership skills.	There is a significant difference in the perception of the importance of information management skills, self-management skills, ethical and moral skills as well as entrepreneurial skills between employers, graduates and Community College lecturers. However, instead of communication skills, creative thinking and critical thinking skills, teamwork and collaborative skills and leadership skills.
Windes and Hamilton (2017)	Preparing Business Students for Participation in God's Creative and Redemptive Purpose for the World Preparing Business Students for Participation in God's Creative and Redemptive Purpose for the World.	Combine business education with vocational education, form the curriculum and evaluate its effectiveness.	Faithful in life, ethics, understanding, effective in teams, critical in thinking, innovative and creative, professional and technical excellence in their field of study.	The results obtained from the training supervisor are in line with the self-assessment of the skills students.

Table 2: Related Studies to Employability Skills (Cont.)

Researcher	Research Topic	Research Objectives	Employability Skills	Research Results
Bishanani Omar et al. (2016)	Employability Skills: Issues of Vocational College Business Management Graduates.	Discuss issues of employment skills among Business Management Graduates' in the KV.	Employability Skills There are various interpretations of this skill based on the field involved.	Employability skills required by students to meet different job requirements.
Jackson (2016)	Modeling graduate skill transfer from university to the workplace.	Expanding and testing the model of master's proficiency in job skills.	Working with others, Communicating, Self-awareness, Critical thinking, Analyzing data and using technology, Troubleshooting, Developing initiatives and enterprises, Self-management, Social responsibility and accountability, developing professionalism.	The results suggest that various factors influence the efficiency of job skills.
Jackson (2016b)	Re-conceptualizing graduate employability: the importance of pre-professional identity.	Redefine graduates' employment by incorporating pre professional identity creation.	Communication, teamwork, self-management and critical thinking.	Establishment of Pre-professional Identity (PPI) will benefit graduates' understanding and effort for improvement.
Noor Lela Ahmad and Suraini Mohd Rhouse (2016)	Professional Skills Graduates Accounting: Among Employers Expectations and Student Needs in the Accounting Curriculum.	Explore the professional skills required by the career environment based on the perspective of the employers industry and final year of the degree of accounting.	Technical skills (accounting, finance and taxation), management skills, information technology skills, intellectual skills, interpersonal skills and personal skills.	There is a gap between the needs of the students and the expectations of employers on professional skills.

Table 2: Related Studies to Employability Skills (Cont.)

Researcher	Research Topic	Research Objectives	Employability Skills	Research Results
Kee-Cheok Cheong et al. (2016)	Employing the 'unemployable': employer perceptions of Malaysian graduates.	Reporting on perception Malaysian employers graduates of country.	English language proficiency, communication skills, analytical skills, and critical thinking.	Employers find that graduates cannot be admired and marketability is less dependent on core skills than employability skills and intrinsic personality and attitude towards graduates.
Mane and Miravet (2016)	Using the job requirements approach and matched employer employee data to investigate the content of individuals' human capital.	Prove that returns to employability skills vary depending on the position of the employee at the firm.	Problem solving, client communication, high level communication, planning skills, horizontal communication, numeracy skills, technical knowledge and literacy skills.	Employability skills bring positive returns and are not neglected by any job.
Mohd Hazwan Mohd Puad (2015)	The Role Of Employability Skills Training Programs In The Workforce Of Malaysia.	Reviewed the perceptions of educators, employers, and new graduates on the role of skills training programs in Malaysia's workforce.	Discipline and integrity, interpersonal skills, and professionalism, creativity and innovation, teamwork, lifelong learning, the ability to apply knowledge, and knowledge in certain engineering disciplines.	The importance of training programs to improve skills, minimize unemployment, and develop Malaysia's workforce.

Table 2: Related Studies to Employability Skills (Cont.)

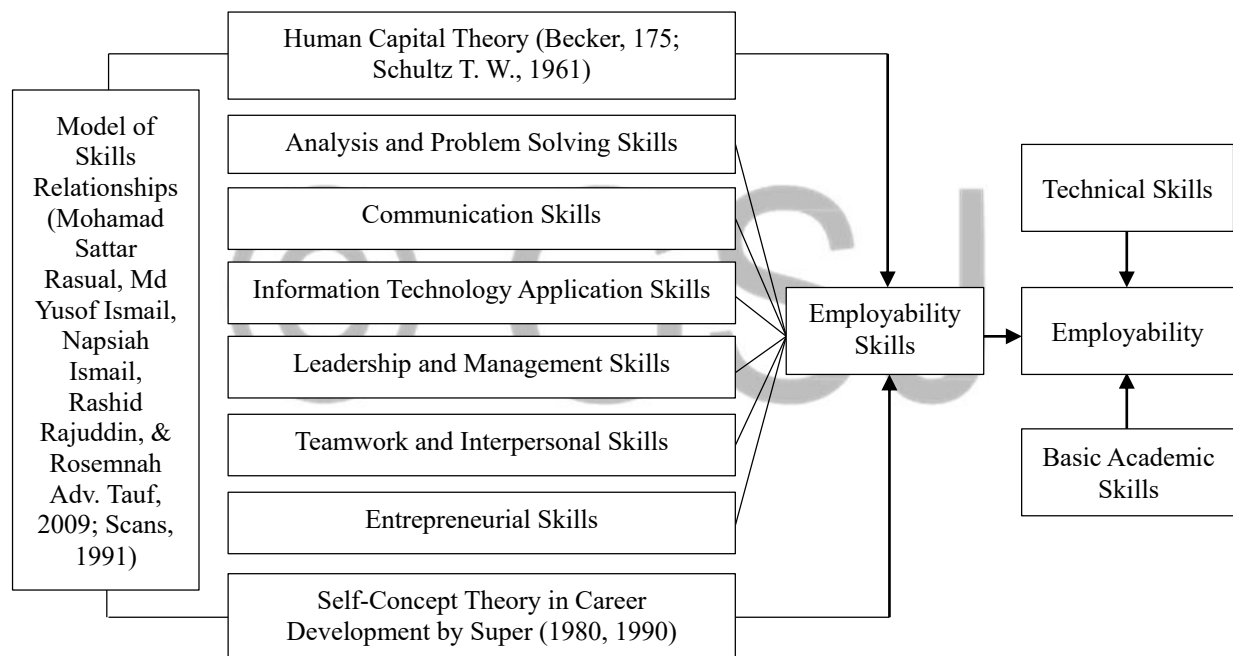
Researcher	Research Topic	Research Objectives	Employability Skills	Research Results
Erabaddag Gishan Tharanga Sumanasiri, Mohd Shukri Ab Yajid, and Ali Khatibi (2015)	Conceptualizing Learning and Employability “Learning and Employability Framework”.	Propose the new employability model of "Learning framework and employability".	Imagination/Creativity, Adaptability/ Flexibility, Willingness to learn Independent, working/autonomy Working in a team, Ability to manage others, Ability to work under pressure, Good oral communication, Communication in writing for varied purposes/audiences, Numeracy, Attention to detail, Time management, Assumption of responsibility and for making decisions, Planning, coordinating and organizing ability, Ability to use new technologies.	Learning and Employability are mutually supportive and complementary constructs.
Aida et al. (2015)	Critical Success Factor of Graduate Employability Programs.	Reviewed whether the content or context of the graduates' employability program has been successful in enhancing the potential of graduates in Malaysia.	Reliable, responsible, problem solving, social skills, collaboration, Creativity, negotiating, action planning and networking.	Verifying that graduates' employability programs should emphasize on contextual approaches.

Table 2: Related Studies to Employability Skills (Cont.)

Researcher	Research Topic	Research Objectives	Employability Skills	Research Results
Sarimah Ismail and Dahiru Sale Mohammed (2015)	Employability Skills in TVET Curriculum in Nigeria Federal Universities of Technology.	Discuss how the curriculum of one of the TVET programs at the Federal Technology University in Nigeria, Electrical Education Technology has contributed to the issue of employability.	Communication Skills, Technical Writing and Library Use.	Core skills in the curriculum do not have problem solving and decision making skills, lifelong learning skills and efficiency in TVET disciplines.
Mohamad Shukri Abdul Hamid, Rafikul Islam, and Hazilah Abd Manaf (2014)	Employability Skills Development Approaches: an Application of the Analytic Network Process.	Evaluate the importance of employability skills and identify the most effective development approaches to tertiary institutions.	Computing skills, management skills, critical thinking skills, enterprise skills and entrepreneurial skills, interpersonal skills, communication skills and analytical skills.	The ability to speak fluently in English 'is the most important skill, followed by the' ability to write effectively in English 'and' ability to think critically '
Parmjit Singh, Thambusamy, and Adlan Ramly (2014)	Assessing graduates' generic skills: An indicator of employability.	Discussing the issue of graduates' skills, generic skills and second assessment in the context of current tertiary education and suggesting models (GEMs)	Problem Solving Skills, Critical Thinking Skills, Interpersonal Skills, and Communication Skills.	The model can generate a lot of research in terms of its effectiveness and implementation .

This article finds that the findings from previous studies have emphasized on employability skills among graduates in line with the real needs and needs of employers. Discussions on past studies also show that employability skills among graduates are a key factor in ensuring employment in the labor market.

Based on the previous studies that have been discussed, this study is finally able to produce a theoretical framework of the study that can link six employability skill. These are analysis and problem solving, communication skills, information technology application skills, leadership and management skills, work teamwork and interpersonal skills and entrepreneurial skills with the workmanship and marketability of graduates. This theory framework can be shown in Figure 1:



Source: Becker, 1975; Schultz T. W., 1961; Super, 1980; Super, 1990; Mohamad Sattar Rasual, Md Yusof Ismail, Napsiah, Rashid, et al., 2009; SCANS, 1991

Figure 1: Graduates' Employability Skills Theoretical Framework

7.1.8. Relationship between Perceived Service Quality and Behavioral Intentions

Establishing a link between service quality and customer behavioral intentions is an important task for researchers and practitioners, since it is evidence for the value of service quality research. Furthermore, the relationships between specific service quality dimensions and behavioral intentions are not yet clear, due to the different service quality models used and the different contexts of the published studies (Theodorakis and Alexandris, 2008:166). In numerous researches, it has been found that quality of service affected the behavioral intentions.

The relationship between perceived service quality and several behavior intentions has been proofed in numerous studies (e.g., Boulding et al., 1993; Zeithaml et al., 1996; De Ruyter et al., 1998; Lee & Cunningham, 2001; Gracia et al., 2011; Ha & Jang, 2012). Zeithaml et al., (1996) proposed a model for the consequences of perceived quality, through which they differentiated between favorable and unfavorable behavior intentions. Behavior intentions include intention to recommend for others (e.g., Zeithaml et al., 1996; Bloemer et al., 1999), and intention to repurchase (e.g., Alexandris et al., 2002; Ranaweera & Neely, 2003; Fen & Lian, 2005; Nadiri & Hussain, 2005; Negi, 2009). These two behavior intentions are addressed in this study. The first behavior intention is the intention of recommending for others. Service recommendation, also referred to as advocacy and word-of-mouth in the customer service literature, which can be either positive or negative (Bontis et al., 2007).

The other behavior intention is labeled repurchase intentions. Repurchasing in service industry resembles retaining the old customers, which is labeled as retention. In order to attain new customers and retain the old one, the service quality is the significant instrument that can be used, which is also receiving importance in Higher Education (Ilyasi et al., 2003). The willingness to recommend and willingness to choose the institution where the service was delivered repeatedly, were implied in some literature as aspects of loyalty construct (e. g., Caruana, 2002; Purgailis & Zaksa, 2012; Hassan et al., 2013). In this regard, Henning-Thurau et al. (2001) postulate several reasons for the importance of students' loyalty in educational institutions that included retaining students, and recommending the institution, which are broadly considered as a vital success factor in service industry.

Further evidence was reported in Higher Education literature by De Jager and Gbadamosi (2010), where perceived service quality was significantly correlated with students' intention to leave the university. The effect of perceived service quality on these two behavior intentions were examined throughout the dimensions of service quality. For instance,

Hassan et al. (2013) reported significant effects of each dimension of perceived service quality on customer loyalty in the banking industry. Students' intentions to leave their university studies can be seen as a result of their experience in their universities or other reasons. Due to several reasons including their experience in their universities, some students may have intentions to leave their university studies. Therefore, it can be worthy to control for these intentions to verify the effect of perceived quality on behavior intentions.

7.1.9 Related Theories

(i) Cognitive-Affective-Behavioral Model

The need to understand the relationships among SQ, E-SAC and FBI lead the literature search to the cognitive affective-behavioral model (Bagozzi, 1992; Oliver, 1997). According to this model, customers evaluate the service rendered based on three phases namely, cognitive, affective and behavioral. The cognitive-affective-behavioral model claims the causal sequence of cognitive, affective and behavioral. Several empirical research has proven the causal sequence of cognitive, affective and behavioral phase in service context such as Choi, et al. (2004) empirically confirmed the causal sequence of cognitive (service quality and value)-affective (satisfaction)-behavioral (behavior intentions). Cronin, Brady and Hult (2000) reveals that an initial service evaluation (service quality) leads to satisfaction assessment, which in turn drives behavioral intentions. The literature also claims that the affective phase is presented as satisfaction construct. However, there is a debate about whether satisfaction is a cognitive or emotional construct (Babin & Griffin, 1998; Bagozzi, Gopinath & Nyer, 1999).

(ii) Theory of Planned Behavior

Fishbein and Ajzen's (2010) Theory of Planned Behavior (TPB) was developed to explain any specific human behavior under volitional control. TPB is one of the most influential theories in Social Psychology and has underpinned more than one thousand empirical papers (Fishbein & Ajzen, 2010). TPB has been successfully applied in several fields, such as health psychology, politics, sports, marketing, education and organizational behavior.

In its basic form, TPB assumes that any behavior can be predicted by an individual's intentions to perform such a behavior. In turn, behavioral intentions are in a function of: a) attitudes towards the behavior; b) subjective norms; c) behavioral control/self-efficacy.

Attitudes toward the target behavior are defined as a “latent disposition or tendency to respond with some degree of favorableness or unfavorableness to a psychological object” (Fishbein & Ajzen, 2010, p. 76). Attitudes include two major facets: An instrumental aspect that refers to the behavior’s perceived usefulness in terms of anticipated positive or negative consequences (beneficial vs. harmful or useful vs. useless); and an experiential aspect that covers the anticipated positive or negative feelings expected by performing such a behavior (boring vs. interesting or pleasant vs. un pleasant).

Perceived norms refer to what is considered an acceptable or permissible behavior in a group or society. Perceived norms capture the total social pressure that the environment exerts on an individual to perform (or not perform) a given behavior (Fishbein & Ajzen, 2010). This second antecedent of behavioral intentions also encompasses two sub components, namely injunctive norms and descriptive norms. The former refers to perceptions concerning what ought or should be done. The latter describes instead perceptions that significant others, such as family members, peers, friends and classmates, are actually performing (or not) the behavior under consideration.

Perceived behavioral control (PBC) is the third and last antecedent of behavioral intentions. PBC are defined as “the extent to which people believe that they are capable of performing a given behavior, that they have control over its performance” (Fishbein & Ajzen, 2010, pp. 154-155). This construct is conceptually similar to Bandura’s (1997) perceived self-efficacy, defined as “people’s beliefs about their capabilities to exercise control over their own level of functioning and over events that affects their lives” (p. 257). PBC includes the following two aspects: Capacity, namely an individual’s perception of having adequate external or internal sources to perform a given behavior; and autonomy, namely perceptions that possible obstacles that may be encountered in performing such behavior can be overcome. According to Fishbein and Ajzen (2010), PBC is independent from the fact that skills, sources or obstacles are internal (for instance, willpower) or external (for instance money or time). Finally, it should be noted that according to TPB, PBC can also provide a small yet significant contribution in predicting behavior together with intentions when an individual’s perceptions of control accurately reflect his or her skills or resources. Similarly, self-efficacy has been found to be positively related with actual behavior (Stajkovic & Luthans, 1998).

7.2 Empirical Related Studies

Naseem M. Twaissi and Mohammad H. Al-Kilani (2015) conducted a study to investigate the impact of perceived service quality regarding the academic side on students' behavior intentions in a Jordanian governmental university. A survey was conducted on a stratified systemic random sample of 841 students, yielding 572 participants with 68% response rate. The results show that perceived service quality as well as the tangibility and assurance dimensions affect students' intentions of recommending to study at their university. Further, perceived service quality as well as the tangibility dimension affects students' intentions of moving to study at another university. The results also proved that the two genders perceived the tangibility dimension of service quality differently, as males reported higher assessment.

Jaroslav DADO and Dejan RIZNIC (2013) in their paper, the relationships among higher education service quality and student satisfaction and their relatedness to students' behavioral intentions, attempted to examine. Structural equation model was used in the study. However, satisfaction mediates the effect of service quality and exerts more significant impact on behavioral intentions. The results indicated that university administrators should pay special attention to satisfying existing students in order to motivate them to recommend the institution to prospective students and enroll higher levels of study within the same faculty.

Parves Sultan and Ho Yin Wong (2013) studied the perception of students in regard to critical antecedents, dimensions and consequences of service quality with an aim to develop a theoretical model in the context of a university in Australia. The findings show that the critical antecedents to perceived service quality are information and past experience. There are three aspects of perceived service quality, namely, academic, administrative and facilities. Student satisfaction and student trust are found to have direct and positive relationships with perceived service quality as consequences; and brand performance and behavioral intention are found to have indirect relationships with perceived service quality mediated through satisfaction and trust. Results indicated that three separate themes and their relationships with service quality in the context of a university. These themes are: information, past experience and brand performance. Perceived service quality was found playing an important role in this theoretical model.

Musabeh Surour Hamad Binnawas, Gamal S.A. Khalifa and Amyia Bhaumick (2020) conducted a study to identify the nature of the relationship between service quality, customer satisfaction, and behavioral intention. The specific objectives of the study were to determine

the dimensions of holistic approach service quality that influence students behavioral intentions; establish the difference in service quality perception amongst universities students; determine the relationship between service quality and perceived value; determine the relationship between service quality and customer satisfaction; establish the relationship between perceived value and customer satisfaction and assess the extent to which student satisfaction and perceived value meditates the relationship between service quality and behavioral intentions.

Wan Salmuni Wan Mustaffaa, Mass Hareeza Ali @ Hamidb , Khuan Wai Bingc and Rafiduraida Abdul Rahman (2015) conducted a research to explore the important role of emotional satisfaction (E-SAC) in the relationship of service quality (SQ) and favorable behavioral intentions (FBI). This research was conducted at Malaysian Public Universities. The online questionnaire was distributed to 381 international students following the stratified random sampling. The Structural Equation Modeling (SEM) technique using AMOS software was performed to test the relationship among SQ, E-SAC and FBI. The finding reveals that E-SAC mediates the relationships between SQ and FBI with large effects size.

8. Organizations of the Study

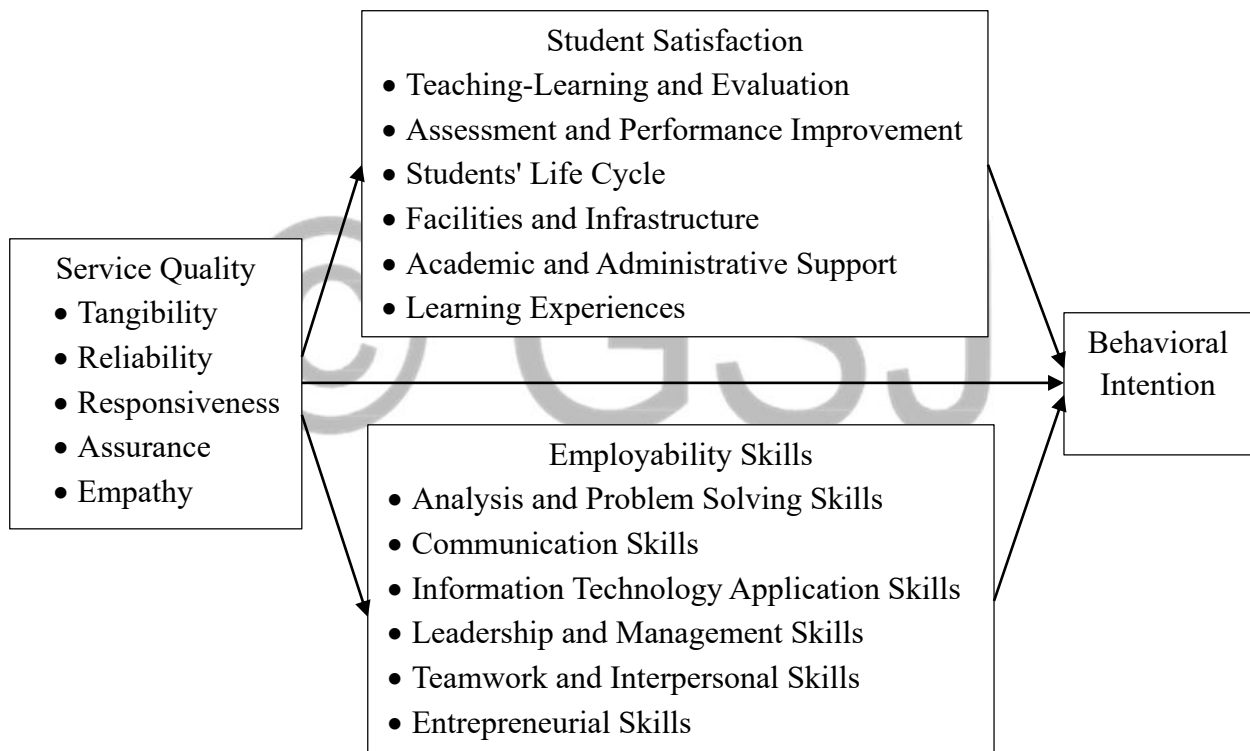
This study comprises five chapters. Chapter 1 describes introduction, background of the study, rationale of the study, objectives of the study, and organization of the study. Chapter 2 presents the literature review. It consisting of the concept of service quality, service quality in education sector, student satisfaction, perceived employability skills, behavioral intention of students and the impact of service quality on behavioral intention of students, previous studies and conceptual framework. Chapter 3 describes research design and methodology. Chapter 4 research finding, describes the industry background and empirical analysis of the effects of service quality on behavioral intention of students. In the last Chapter 5 represents conclusions based on the findings and discussion, suggestions and recommendation, and needs for further study.

9. Conceptual Framework of the Study

The conceptual frame of this study is developed from the related theoretical frameworks of various theoretical models to indicate the determinants of students' behavioral intention. This study aims to find the determinants of service quality of colleges and university

were tangibility, reliability, responsiveness, assurance and empathy. One mediator was student satisfaction which determined based on curriculum quality, service facility, financial assistance and costs, campus life and social integration. Another mediator was employability skills of students which determined based on analysis and problem solving skills, communication skills, information technology application skills, leadership and management skills, teamwork and interpersonal skills, and entrepreneurial skills. The dependent variable was intention for behavioral intention Moreover, this study also investigate the causal relationship between each variable to indicate the influence of these dimensions affecting student satisfaction and employability skills towards behavioral intention.

Figure 2: Conceptual Framework



Source: Own compilation

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