# Service Quality and Level of Student Satisfaction Toward Online Learning in Private Institutions, Myanmar

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**Abstract:- This research focuses on service quality and level of student satisfaction toward online learning in Private Institutions, Myanmar. The study uses descriptive and inferential statistics to analyze quantitative data from 30 Private Institutions in Myanmar, selecting a random sample of 309 students. The study found that student levels are positively and significantly influenced by tangibility, responsiveness, empathy, and assurance, with responsiveness and empathy being dominant factors. Student satisfaction and service quality have a greater indirect effect. According to the study, there is a greater correlation between student satisfaction and online learning than between the two. It adds to the body of knowledge regarding customer satisfaction and service quality. The results may help Myanmar's policy efforts to raise the caliber of higher education services and increase student satisfaction with online learning in private institutions in the country.**

***Keywords:- Service Quality, Online Learning, Students' Level, Student Satisfaction.***

## I. INTRODUCTION

The various avenues that students have access to today's educational institutions' learning systems warrant careful consideration when determining how to draw in and keep students. Higher education institutions must look for innovative and efficient methods to draw in new students, keep the ones they already have, and build closer bonds with them in order to obtain a competitive edge. Due to increased competition in the education sector, private higher education institutions are placing a greater emphasis on how satisfied their online students are. The administrators' plan for student retention includes developing recruiting strategies to draw in new students and establishing productive learning environments in order to establish a connection between online learning and academic success.

Quality issues are raised by the expansion of online education, the creation of innovative delivery methods, the convergence of online and on-campus learning, and the worldwide influence of this service trade. Higher education will become more and more competitive as a result of this trend. Consumers will demand quality assurances for these educational services given the dizzying array of new learning opportunities, such as online learning, that are readily available in the market. This would lead to disputes between online education providers and service-providing nations regarding the caliber of online courses. Academic circles have been debating what quality is and how to guarantee it in online education for some time now.

## II. RATIONALE OF THE STUDY

Online education is highly competitive, chaotic, and fragmented these days. Private educational institutions strive to deliver exceptional service quality because it fosters positive relationships with students, increases their loyalty to the institution, and helps them establish a strong market position. For the service industries, which are often blamed for unethical business practices, poor service quality, and dissatisfaction with online learning in Private Institutions, Myanmar, quality of service is especially crucial.

Providing high-quality service is one of the main obstacles that service providers must overcome in order to succeed and maintain a competitive edge (Mohamud, Khalifa, Abuelhassan, & Kaliyamoorthy, 2017). (Srivastava, Sharfuddin, &Datta, 2012; Yeo & Li, 2012). Thus, when developing a university's offerings, one of the most important questions to ask is, "What does higher education institution service quality mean to students?" (Durvasula et al., 2011). The general public, businesses, policymakers, and students all want to know more about this topic. Enhancements to postsecondary education will foster the growth of human capital and raise housing incomes and overall productivity. From a wider angle, the economy as a whole—rather than just one individual—uses the product of higher education institutions, which is education (Grbac & Meler, 2009). Enhancing the caliber of higher education institutions benefits society as a whole as well as individual students. This is because education affects each student individually.

## III. OBJECTIVES OF THE STUDY

The main objectives of the study are;

- To examine the Service quality and level of student satisfaction toward online learning in Private Institutions, Myanmar.
- To identify the effect of the Service quality and level of student satisfaction toward online learning in Private Institutions, Myanmar.
- To explore the Service quality and level of student satisfaction toward online learning in Private Institutions, Myanmar.

## IV. METHOD OF STUDY

The purpose of this study is to examine the degree of student satisfaction with online learning in private institutions in Myanmar as well as the service quality. An observational research design will be used to watch participants and phenomena in a research setting, observing how the subjects make decisions and respond to situations in their natural environments. A random sample of private institutions will be chosen, and the cluster sampling method will be used. Data for this study will come from both primary and secondary sources. A 5-point Likert scale, with 1 denoting strongly disagree and 5 denoting strongly agree, is used to rate each item. A score of 4 is considered to be indifferent.

## V. SCOPE AND LIMITATIONS OF THE STUDY

➢ *The scope of the thesis will be restricted as follows;*

This study only looks at the degree level of student satisfaction toward online learning in Private Institutions, Myanmar and the quality of the services provided. The SAQUA Model, Planned Behavior Theory, and Cognitive-Affective-Behavioral Model will serve as the foundation for this investigation. The dimensions of tangibility, dependability, assurance, responsiveness, and empathy are used to gauge the quality of services. This study does not include all the variables that are related to service quality. There are some restrictions with regard to target audiences, though. Although there are a variety of stakeholders in this industry, including staff members, instructors, and others. However, only students enrolled in private universities are used in this study. Other restrictions that impact the quality of services provided and the perceptions of students are caused by unrest in the political, economic, and social security spheres.

## VI. POPULATION AND SAMPLING

The number of students enrolled in private institutions in Myanmar is the study population. This number serves to define the scope and objectives of the research as well as the type of data that will be used. It also gives an idea of the size of the total population, which is useful in determining sample size. In order to obtain the precision of estimates and the study's power to draw conclusions, a probability sampling technique will be employed to divide the population into multiple groups (cluster assume as number of private business colleges and universities or Private Institutions in Myanmar). Random groups will then be drawn by using a simple random sampling technique for data collection and analysis. A total of thirty private online learning institutions are used to select random sample groups, which represent 15% of the population.

## VII. LITERATURE REVIEW

### A. SERVQUAL Model
A vital instrument for evaluating the quality of services is SERVOUAL (Parasuraman, Zeithaml, and Berry, 1988). Managers and researchers have used this instrument extensively (Parasuraman et al., 1998) to determine customers' perceptions of the quality of service. Regardless of the type of service, consumers assess its quality using the same criteria, as stated by the authors (Parasuraman et al., 1988). How one institution views quality as a competitive advantage is what makes it stand out from the others.

### B. Reliability
The capacity to deliver the services on time and accurately is what is meant by reliability. Performance needs to meet customer expectations, which include being on time, providing the same level of customer service, and being error-free. Thus, the capacity to deliver services that are accurate, timely, and satisfy clients who visit the business, cooperative, and other locations.

*C. Responsiveness*

It is company policy to serve customers quickly and to never keep them waiting without a good reason in order to avoid damaging their impression of the quality of the service. If something goes wrong with the service, being able to handle it quickly and professionally can help to improve the perception of the quality of the service. Therefore, employees can assist clients and offer prompt services without worrying that the caliber of their work will be viewed unfavorably by clients.

*D. Assurance.*

Knowledge, amiability, and the capacity to complete tasks on the spur of the moment can ensure quality work and foster the confidence and trust of clients. Thus, give customers directions based on the knowledge that the service.

*E. Empathy*

Give each customer your undivided attention and make an effort to comprehend them. As a result, it facilitates the development of relationships with individual clients who aim to comprehend their needs.

## VIII. SERVICE QUALITY

Service quality is a comparison between service user expectations and service quality performance, according to Olsen and Wyekoff as quoted by Yamit (2001). Stated differently, there are two primary determinants of service quality: employee performance perception and expectations. (Syahbana, 2016) defines service quality as providing exceptional or superior services with the intention of meeting or exceeding customers' expectations and perceptions. If the customer perceives the quality of service to be the same as what they expected, meaning that any discrepancy is minimal or still within tolerance, then the customer will be satisfied. The act of someone else by presenting goods or services in accordance with the preferences, requirements, and expectations of customers is known as service quality.

## IX. ONLINE LEARNING

In order to improve communication amongst all parties involved in the educational transaction, communication technologies are employed in education. It is surprisingly difficult to find a precise definition of interaction in the education literature, despite the fact that it has long been recognized as a defining and essential aspect of the educational process and context. The term's widespread usage in popular culture to refer to anything from toasters to video games to vacation spots further muddies its exact definition. I will just accept Wagner's (1994) definition of interaction as "reciprocal events that require at least two objects and two actions" since I have already extensively addressed the various definitions of interaction in an earlier paper (Anderson, 2003). When these things and things happen to each other, interactions happen.

In the educational transaction, interaction, also known as interactivity, fulfills a number of purposes. These include enabling learner control, supporting program adaptation based on learner input, permitting multiple forms of participation and communication, and serving as a tool for meaningful learning, according to Sims (1999). Furthermore, the development of the learning communities advocated by Lipman (1991), Wenger (2001), and other prominent educational theorists who highlight the crucial role that communities play in learning depends on interaction. Ultimately, the importance of hearing another person's point of view—which is typically acquired through interaction—is a crucial learning element in constructivist learning theories (Jonassen, 1991) and in helping students develop mindfulness (Langer, 1989).

## X. LEVEL OF STUDENT SATISFACTION

This study is mainly uses descriptive and inferential statistics to analyze quantitative data from 30 online learning in Private Institutions, Myanmar, selecting a random sample of 309 students.
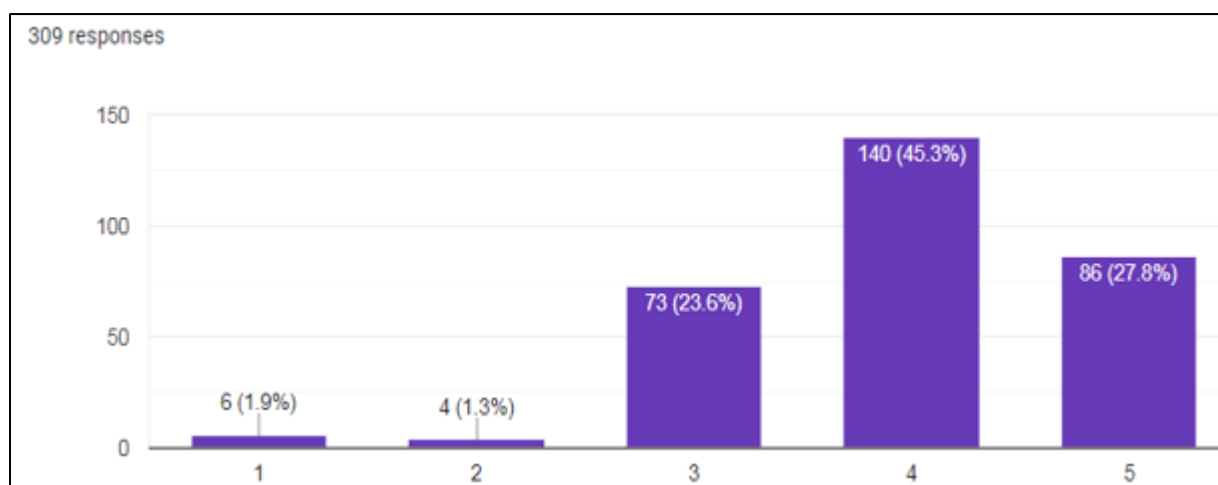


Fig 1 Level of Student Satisfaction

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- This research describes to 86 (27.8 %) level of student satisfaction toward online learning.
- This research describes to 140 (45.3 %) level of student satisfaction toward online learning.
- This research describes to 73 (23.6 %) level of student satisfaction toward online learning.
- This research describes to 4 (1.3 %) level of student satisfaction toward online learning.
- This research describes to 6 (1.9 %) level of student satisfaction toward online learning.
- All items are measured with a 5-point Likert scale from 1 = strongly disagree to 5 = strongly agree, where 4 is interpreted as a point of indifference.

## XI. CONCLUSIONS

The primary goal of this study is to investigate how level of student satisfaction toward online learning in Private Institutions, Myanmar, as well as the quality of the services provided. The study aims to observe the impact of service quality and student satisfaction on online learning. In order to accomplish these goals, a survey regarding service quality and student satisfaction with online learning in private institutions in Myanmar was administered to 309 students from 30 private institutions.

Student life cycle, facilities and infrastructure, academic and administrative support, learning experiences, assessment and performance improvement, and teaching-learning and evaluation all contribute to student satisfaction. strongly believed that the teachers are aware of their needs and that they like the syllabus and curriculum. however, the assignment and exam evaluation system was only marginally satisfied. Choose campus extracurricular and co-curricular activities as well as course curricula that align with their goals for the future and current interests. However, when it comes to information technology, including internet access and other technical issues with teaching service quality, level of student satisfaction toward online learning in Private Institutions, Myanmar.

## RECOMMENDATIONS

It is advised that curricula prioritize 21st century skills like adaptability, resilience, and creative thinking, which will enable graduates to thrive in the jobs of the future. Accordingly, the curriculum has been modified to an outcome-based modular system in Private Institutions, Myanmar, enabling students to select their own courses regardless of their major. By working with leading online open course providers, they can provide additional online learning resources and networking opportunities beyond the confines of their learning management system. These should be made available to students as an addition to their education. For example, a teacher may assign a brief lesson before class so that students can participate on their own in the discussion of important topics. Private institutions in Myanmar should be studying online the areas of growing skill needs to service quality and level of student satisfaction toward online learning in order to prepare their graduates for

training and related studies in these fields.

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