

The Relationship between Secondary Students Perceived Service Quality and Loyalty toward Science and Language Cram School

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ABSTRACT

This study explores the expected and actual service quality perceived by junior high school students in science and language cram schools, and examines the relationship between the cram school's service quality and student's loyalty. Based on P.Z.B. service model and SERVQUAL scale as a framework and opinions supplemented by students' and cram school's staffs, a questionnaire for cram school's service quality was developed. Results are shown as followed: 1. The service quality of science and language cram schools contains six constructs including responsiveness, affinity, credibility, assurance, equipment, and environment. 2. Female students' have higher expectation of responsible service than male students'. 3. Grade 7 students have higher expectation of credible service than grade 9 students'. 4. Female students' perceive higher service quality in responsiveness, credibility, and equipment than male students'. 5. Grade 7 students perceive higher service quality in credibility than grade 9 students'. 6. There are significant discrepancies of service quality between provided by science and language cram schools and perceived by junior high school students, ranging from affinity, environment, assurance to responsiveness. 7. Five gaps of science and language cram school's service quality including responsiveness, affinity, credibility, equipment, and assurance have significant impact on student's loyalty. In order to enhance service quality, this study suggests science and language cram schools should actively care students, understand student's needs, help students to solve problems, strengthen teacher's professional literacy and communication skills, and create a better learning environment.

Keywords : expected service quality ; perceived service quality ; customer loyalty

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