FACTORS IMPACTING UNIVERSITY STUDENTS' SATISFACTION WITH THE BUDDHA PAINTING CREATION COURSE: A CASE STUDY IN A COLLEGE OF FINE ARTS AND ART DESIGN IN SICHUAN, CHINA

Yang Zhang

Ph.D. Candidate in Arts, Music, Sports, and Entertainment Management, Graduate School of Business and Advanced Technology Management, Assumption University, Bangkok, Thailand

Corresponding author e-mail: yang_zhang25@outlook.com

Received: 21 January 2025

Revised: 25 February 2025

Accepted: 9 March 2025

Abstract

This study investigates factors influencing college students' satisfaction with the Buddha painting creation course in a fine arts college in Sichuan, focusing on competence, reliability, responsiveness, administration, helpfulness, and learning outcomes as predictors. A pilot test (n=30) ensured validity and reliability using the project-objective agreement index and Cronbach's Alpha. The main study (n=90) employed quantitative methods and multivariate regression analysis to confirm significant relationships. Results indicated competence, responsiveness, and administration significantly impacted satisfaction, while reliability, helpfulness, and learning outcomes did not. A paired sample T-test (n=30) post-strategic plan revealed significant improvements in competence, responsiveness, and administration, highlighting their role in enhancing satisfaction and educational outcomes.

Keywords: Satisfaction, Competence, Responsiveness, Administration, Reliability

Introduction

This study examines factors influencing college students' satisfaction with courses on Buddhist painting, emphasizing their role in understanding and preserving Buddhist culture. Buddha painting, a critical aspect of Buddhist art, conveys the tradition's connotation and spirit, fostering cultural appreciation and integration. Attasalini (1897) underscores its significance, stating, “There is nothing better in the world than the art of painting.”

Drawing on prior studies, satisfaction is influenced by the alignment between students' expectations and experiences (Vo, 2021; Yussoff & Nayan, 2020). Elliott and Shin (2002) highlight that educational experiences and outcomes shape satisfaction, while Duque and Weeks (2010) emphasize the importance of educational quality and resources. Navarro et al. (2005) identify curriculum management, teaching staff, and methods as central to satisfaction.

This study involves students from Mianyang Normal University in Sichuan, focusing on competence, reliability, responsiveness, administration, helpfulness, and learning outcomes

as potential determinants of satisfaction. Employing qualitative and quantitative methods, it assesses the impact of strategic planning across three stages: pre-strategic, strategic, and post-strategic. The ultimate goal is to enhance understanding of student satisfaction with Buddha painting courses and their broader cultural significance.

Literature Review

1. Satisfaction

Oliver (1981), a different researcher, defines satisfaction as a consumer's assessment of the value of the enjoyment derived from hierarchical fulfillment. Similarly, Spreng and Singh (1993) define "satisfaction as an emotional response to the experience of a product or service." What is meant by a student? The notion of "consumer satisfaction" (Blackmore, 2009) and "students as consumers or partners" (Bienefeld & Almqvist, 2004) have been introduced into education. It is believed that students have a significant role in tutor evaluation. What is the level of satisfaction among students? According to acknowledged research, student satisfaction is primarily understood as a "short-term attitude" resulting from students' evaluations of their educational experience and environment (Alsheyadi & Albalushi, 2020).

2. Competence

After Prahalad and Hamel (1990) first proposed the concept of “competency,” Stalk et al. (1992) and Tampoe (1994) extended the concept of “competency.” It is possible to divide competencies into different groups. According to Mulder (2012), competence is a general term for a person's management ability under certain circumstances. In their research, Mäkinen and Annala (2010) illustrate how the concept of 'competence' is linked to various frameworks and criteria for improving learning assessment outcomes. The European Qualifications Framework (EQF) emphasizes personal responsibility and autonomy. It defines competence as “the ability to apply knowledge, skills and personal, social and/or methodological competencies in a work or study environment for professional and personal development.”

H1: Competence has a significant impact on satisfaction.

3. Reliability

Reliability is "the stability or consistency with which we measure things" (Robson, 2002). Reliability was defined by Shanujas and Ramanan (2023) as the fourth aspect of service quality, encompassing graduate satisfaction with the quality assurance system, curriculum practices, and current certification for social recognition. According to Parasuraman et al. (1991), tangibles, assurance, responsiveness, and empathy were key components of the service delivery process and their relationship to reliability. Patterson (1979) defines reliability as "the state of being trustworthy." In the study of Mamilla et al. (2013), the capacity to deliver the promised service consistently and precisely is known as reliability. Reliability, in its broadest definition, is the university's ability to fulfill its commitments on price, problem-solving, delivery, and service.

H2: Reliability has a significant impact on satisfaction.

4. Responsiveness

Universities generally define responsiveness as "meeting the needs of students, employers, and the community." A new study from the FEFC Inspectorate (FEFC, 1996) states that most universities meet their objectives in this area. In the study of Shanujas and Ramanan (2023), responsiveness is defined as the dimension of satisfaction and service quality of college students' help desk. Communicate with effective feedback loops when dealing with student inquiries. In addition, in the study of Ahmed et al. (2010), the object of responsiveness is the group of teachers. Responsiveness is how teachers respond to students' learning and other needs, solve their problems, help them complete tasks, and improve their academic performance.

H3: Responsiveness has a significant impact on satisfaction.

5. Administration

Administration means “management, administration” and can refer to any form of managerial behavior, including public management and business management. D. Howland proposed a similar explanation for public administration, stating in his research that “management” is managing public affairs executed by all state agencies and government departments (Howland, 2016). On the other hand, the development of the education management profession coincided with the “management revolution” of commerce, industry, and government in the late 19th and early 20th centuries—the development of educational management as a discipline. In Adkison (1981) study, educational management was defined as a profession undertaken by individuals who admire and resemble business people and industrialists. The content of educational management courses covers the theoretical aspects of school organization and management, as well as their relevance to current practices in the Cyprus education system.

H4: Administration has a significant impact on satisfaction.

6. Helpfulness

On Helpfulness, Helpfulness is an indicator of service contact from a different perspective. The essence of helpfulness is social interactivity. It represents the relational bonds (emotional orientation), relational motives (cognitive effort), and relational constraints (social norm enforcement) of human behavior. Grayson (2007) defines learning as activities and specific skills students focus on to acquire knowledge (Brookfield, 1984).

H5: Helpfulness has a significant impact on satisfaction.

7. Learning outcomes

Vakkari (2016) defines “learning” as outcomes such as acquiring new knowledge or modifying preexisting abilities, attitudes, and beliefs. Learning outcomes are defined as A category that meets Bloom et al. (1956) in the cognitive domain (Anderson & Krathwohl, 2001) in Tetteh (2016) study. Students' decisions affect their learning outcomes, which are essential

components of education. Students require ongoing information on their study and learning habits to make these decisions (Berry, 2008). Learning outcomes are a broader concept representing several components of success at the student, curriculum, and institutional levels (Trowler, 2010). "Student learning outcomes," following Ewell (2001) definition, are defined in terms of the specific knowledge, skills, and abilities acquired by a student rather than the end (or result) of his or her participation in a particular set of university experiences.

H6: Learning outcomes has a significant impact on satisfaction.

Research Framework

The basic theories for reference in this study include Darawong and Widayati (2022) theoretical research framework for Improving student satisfaction and learning outcomes through the Service quality of online courses, which provides three key dimensions for the research: reliability, competency, and responsiveness.

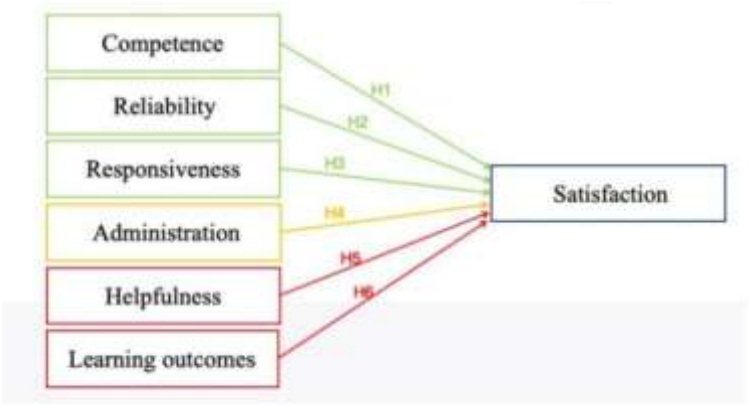

Figure 1 Conceptual Framework

The hypotheses of the research variables based on the conceptual framework are;

H1: Competence has a significant impact on satisfaction.

H2: Reliability has a significant impact on satisfaction.

H3: Responsiveness has a significant impact on satisfaction.

H4: Administration has a significant impact on satisfaction.

H5: Helpfulness has a significant impact on satisfaction.

H6: Learning outcomes has a significant impact on satisfaction.

Research Methodology

This study focuses on the satisfaction factors of fine arts students in a Sichuan Province college regarding their Buddha painting creation course. A three-part questionnaire was used: screening questions, a 5-point Likert scale assessing six hypotheses, and demographic questions (e.g., gender, grade). A pilot test was conducted with 30 respondents, and reliability

was confirmed using Cronbach's Alpha. A total of 90 responses were collected and analyzed with Jamovi. The study also involved pre- and post-course strategic planning surveys, analyzed via paired sample T-tests. This approach ensures a comprehensive examination of the research objectives.

Research Population, Sample Size, and Sampling Procedures

1. Research Population

Non-probability sampling methods, such as judgment sampling and quota sampling, were used to select fine arts majors at the School of Fine Arts and Art Design, Mianyang Normal University, Sichuan Province, especially sophomores and juniors who have taken basic painting theory courses as research objects. The researchers distributed questionnaires and collected data through an online questionnaire platform. Table 1 provides an overview of the specific sampling used in this study. The researcher conducted a questionnaire survey from February to December 2023. Sifting through the data ensured that the target population was appropriate. They are sophomores majoring in fine arts from the Fine Arts College of Mianyang Normal University in Sichuan.

2. Sample size

The researcher randomly implemented a pilot survey of 30 students and verified reliability by pilot test. Afterward, the researcher identified 90 fine arts students as the research population, obtained 90 effective responses, and then conducted a survey through multiple linear regression to determine the relationship between independent and dependent variables. Finally, the researchers selected 30 volunteer students in the strategic plan design phase.

3. Sampling Procedures

The researcher conducted several sampling and related sampling procedures as follows:

Sampling 1: Sampling for pilot survey and pilot test The Researcher randomly sampled 30 students by asking them to fill out the survey questionnaire and give feedback on the pilot survey and pilot test.

Sampling 2: Sampling for Pre-survey

The researchers conducted a sample survey of 90 art students in different courses and issued paper questionnaires for pre-survey. The researchers then checked all the responses and confirmed that 90 were valid. Sampling 3: Sampling for strategic plan

The researcher randomly selected and sampled 30 voluntary students to Participate in the strategic plan.

Research Instruments

1. Design of Questionnaire

The questionnaire was designed in three steps.

Step 1: Focused on gathering demographic data, such as gender and class, to

understand respondents' characteristics.

Step 2: Assessed six dimensions of student satisfaction: Competence, Reliability, Responsiveness, Administration, Helpfulness, and Learning Outcomes, using adapted questions from Darawong and Widayati (2022), Mercedes Navarro et al. (2005), and Das et al. (2019).

Step 3: Involved implementing the Objective Consistency Index (IOC) to ensure validity.

2. Components of Questionnaire

Survey questionnaire items were composed of the following three parts:

Part 1: Screening Questions. There were screening questions to filter out the non-research population.

Part 2: Basic info Questions. Questions were asked to obtain basic information about the research population, including gender, major, grade, and so on.

Part 3: Pre-survey Questions. A total of 90 graduate students with Sophomore Fine Arts majors were asked questions to determine their current IV and DV levels.

3. IOC Results

Three experts in this study were invited to give IOC ratings, including two university professors with extensive art experience and one expert with a doctorate. The items need to be reconsidered if the score is under 0.67, and the items with 0.67 or more could be maintained (Carlson & da Silva, 2003). The scores for all dimensions in this study exceed the standard of 0.67.

4. Pilot survey and Pilot test results

The researcher randomly implemented a pilot survey of 30 students by asking them to fill out the questionnaire and give feedback. Afterward, the researcher implemented Cronbach's Alpha's internal consistency reliability test, in which values should be equal to or greater than 0.7 (Nunnally & Bernstein, 1994). Therefore, the table below demonstrates the approved results for the high reliability of each construct.

Table 1 Pilot Test Result

Variables	No. of items	Sources	Cronbach's Alpha	Strength of association
Competence	4	Prahalad and Hamel (1990)	0.742	Good
Reliability	4	Robson (2002)	0.817	Very Good
Responsiveness	5	Ahmed et al. (2010)	0.873	Very Good
Administration	3	Howland (2016)	0.832	Very Good
Helpfulness	3	Grayson (2007)	0.888	Very Good
Learning outcomes	3	Vakkari (2016)	0.829	Very Good
Satisfaction	3	Oliver (1981)	0.713	Good

Results and Discussion

1. Demographic Information

Demographic data were collected from 90 second-year Fine Arts and Art Design students. Among them, 33 (36.7%) were male, and 57 (63.3%) were female, indicating a female majority. Regarding fields of study, 40 students (44.5%) majored in heavy color painting, 31 (34.4%) in white stroke, and 19 (21.1%) in mural painting. Table 2 presents a detailed breakdown of this demographic information.

Table 2 Demographic Profile

Entire Research Population (n=90)		Frequency	Valid Percent
Gender	Male	33	36.7%
	Female	57	63.3%
Major	Sketch painting course	31	34.4%
	Heavy color painting course	40	44.5%
	Mural painting course	19	21.1%
Total		**90**	**100%**

Table 3 Demographic Profile (Ext.)

Entire Research Population (n=90)		**Frequency**	**Valid Percent**
SP Participants (n=30)		**Frequency**	**Valid Percent**
Gender	Male	**10**	**33.3%**
	Female	**20**	**66.7%**
Major	Sketch painting course	**0**	**0**
	Heavy color painting course	**30**	**100%**
	Mural painting course	**0**	**0**
Total		**30**	**100%**

2. Results of multiple linear regression

The multiple linear regression analysis using Jamovi 2.3.12 showed that Competence, Responsiveness, and Administration significantly impact Satisfaction, with p-values less than 0.05. Standardized regression coefficients indicate a positive correlation between these variables and Satisfaction, while Reliability and Learning Outcomes negatively correlate with Satisfaction. The model's R^2 value of 0.483 demonstrates strong explanatory power, with Competence, Administration, and Responsiveness showing the most substantial impact on Satisfaction.

Table 4 The multiple linear regression of five independent variables on teacher's job satisfaction

Variables	**Standardized Coefficients Beta**	**t**	**P-value**	**R**
Competence	0.3242	2.486	0.015	0.483
Reliability	-0.0538	-0.483	0.630	
Responsiveness	0.2385	2.088	0.040	
Administration	0.3073	2.737	0.008	
Helpfulness	0.0110	0.113	0.910	
Learning outcomes	-0.0414	-0.400	0.690	
Dependent variable: ssatisfaction				

Note: p-value <0.05*

In sum, H1, H3, and H4 were supported for the first seven hypotheses, while H2, H5, and H6 were not supported. The questionnaire analysis of 90 graduate students reveals that Competence, Responsiveness, and Administration are at a relatively higher-than-average level, whereas Reliability, Helpfulness, and Learning outcomes are at a relatively lower-than-average level. Overall, Satisfaction (SA) remains at an average level. The current scenario indicates that

the lower levels of Reliability, Helpfulness, and Learning outcomes have reduced the overall level of satisfaction among students at the School of Fine Arts and Design, Mianyang Normal University. In these circumstances, the researcher removed the independent variable Reliability, Helpfulness, and Learning Outcomes and made related adjustments. Therefore, the hypotheses were developed in stages based on results from multiple linear regression analyses. Afterwards, Strategic plan was conducted to follow below hypotheses:

H7: There is a significant mean difference in competence between pre-SP and post-SP.

H8: There is a significant mean difference in Responsiveness between pre-SP and post-SP.

H9: There is a significant mean difference in Administration between pre-SP and post-SP.

3. SP Intervention Stage

The SP Intervention plan lasted for 26 weeks. It was based on quantitative and qualitative data collected at the pre-SP stage to achieve the purpose of this research, which was to use the Strategic Plan (SP) to enhance the College of Fine Arts. Art Design in Sichuan, Chin University students' satisfaction with the Buddha painting creation course in a Researcher illustrated SP intervention chronologically, as illustrated in Table 5

Table 5 Implementation time and activities as a SP

No.	Time and Duration	Implementation keywords
1	Week 1	Pre-Strategic plan: Survey Online questionnaire
2	Week 2	Lecture on the artistic creation of Buddha statues
3	Week 3-4	Watch the students' works of other Buddha painting creation courses
4	Week 5-6	Students and teachers share their viewing experience
5	Week 7-18	Teachers give lectures and Students begin to take courses on the creation of Buddha painting.
6	Week 19-22	Hold an exhibition of Buddhist painting creation
7	Week 23-24	Collection of experimental data
8	Week 25-26	Analysis and evaluation based on questionnaire survey data

4. Results Comparison between Pre-SP and Post-SP

The researcher implemented a paired-sample t-test analysis on all three variables to identify whether there were any differences between Buddha painting class for students and Buddha painting class satisfaction between the pre-SP and post-SP phases. The tables below illustrate paired-sample t-test analysis on three variables as follows:

Table 6 Paired-Sample T-Test Results

Variables	Mean	SD	t-value	P-Value
Competence				
Pre-SPI	3.12	0.779	-11.25	<.001
Post-SPI	4.80	0.282		
Responsiveness				
Pre-SPI	3.03	0.755	-12.35	<.001
Post-SPI	4.75	0.0276		
Administration				
Pre-SPI	3.19	0.834	-9.65	<.001
Post-SPI	4.76	0.410		
Satisfaction				
Pre-SPI	2.92	0.824	-10.17	<.001
Post-SPI	4.72	0.456		

Table 6 illustrates the results of paired-sample t-test analysis of pre-SP and post-SP comparison as follows:

There was a significant difference in Competence (CO) between pre-SP (M=3.12, SD=0.779) and post-SP (M=4.80, SD=0.282) condition; t (29) =-11.25, p <0.001 and the mean difference was -1.68.

There was a significant difference in Responsiveness (RES) between pre-SP (M=3.03, SD=0.755) and post-SP (M=4.75, SD=0.0276) condition; t (29) =-12.35, p < .001and the mean difference was -1.73.

There was a significant difference in Administration (AD) between pre-SP (M=3.19, SD=0.834) and post-SP (M=4.76, SD=0.410) condition; t (29) =-9.65 p <0.001 and the mean difference was -1.57.

There was a significant difference in Satisfaction between the pre-strategic plan (M=2.92, SD=0.824) and post-strategic plan (M=4.72, SD=0.456) condition; t (29) =-10.17, p<0.01, and the mean difference was -1.80.

Based on the paired-sample t-test results presented above, the researcher reached the following conclusions. First, all three variables had a significant mean difference between the post-SP stage, and the researcher found that students' Satisfaction with learning about the Buddha painting course platforms has increased.

Conclusions, Recommendations, Limitations and Future Research

1. Conclusions

The results indicate that multiple factors influence sophomore students' satisfaction at Mianyang Normal University. This study adopts a combination of quantitative and qualitative

methods. Competence, Reliability, Responsiveness, Administration, Helpfulness, and Learning outcomes with the students' satisfaction. It is worth noting that Responsiveness and Administration have a particularly significant impact on student satisfaction, exceeding that of competence.

In this study, the strategic planning (SP) stage showed significant changes in student satisfaction, indicating that targeted strategic planning can effectively enhance and change students' satisfaction in learning Buddha painting courses. This underscores the importance of improving the management of teaching and the design of teaching methods in the Buddha painting course, thereby enhancing the professional abilities of teachers and students and strengthening their role in improving teaching quality and students' overall satisfaction with the course.

This study is significant because it offers valuable recommendations for schools that offer Buddha painting courses and for educators who teach them. This study helps teachers and educators better understand students' learning needs in Buddha painting courses and optimize their design and content. This is key to enabling students to experience the richness of history and traditional culture alongside modern education, thereby providing a comprehensive and innovative learning experience.

Although this study provides deeper insight into students' satisfaction with Buddha painting courses, it also has limitations. First, the research scale is limited: this study selects students from a single university in a single region as the sample, which may introduce bias and limit representativeness. Secondly, the limitation of research variables is that various factors affect students' courses, and the number of variables in this study cannot cover all the factors affecting students' satisfaction with courses. These limitations indicate that future studies should expand the geographic scope and sample size, conduct long-term follow-up and attention, and consider variables that affect the study factors to improve the reliability and generalizability of the study results.

Finally, based on the research results, several feasible suggestions and opinions are presented, which can also provide practical measures. These suggestions and measures include enhancing the interaction between students and teachers, teachers leading students to multiple field visits, providing distinctive and practical curriculum arrangements, strengthening professional technical support, and joining modern technology platforms. These measures aim to encourage students to make more effective use of a variety of Buddha painting course learning resources, improve students' learning interest and motivation, and improve students' satisfaction with learning courses to promote the sustainable development of Buddha painting courses and promote the deepening of traditional culture into the learning scope of contemporary students.

2. Recommendations

To enhance the Buddha painting course, it is essential to establish a practical teaching system that integrates theory and practice in an engaging and accessible manner for students. Universities should create art research and practice bases showcasing diverse regional art styles, allowing students to experience the charm and research value of Buddha art. Teachers play a critical role; their ability to teach effectively and manage the classroom effectively greatly influences student satisfaction, encouraging students to immerse themselves fully in the course. The course content should also be enriched to include various forms, such as wood carving, clay sculpture, and Buddhist art history, supplemented with HD animations to cater to diverse interests and provide a comprehensive understanding. Regular updates to the curriculum ensure alignment with the latest research and maintain its appeal. An interactive learning environment should be fostered by setting clear goals, organizing group discussions, and conducting workshops. Teachers can enhance students' confidence by sharing their experiences and tailoring instructional strategies to individual preferences. Monitoring progress through analytics and incorporating student feedback is vital for continuous improvement. Lastly, integrating foundational art history concepts and encouraging flexible, in-depth exploration informed by feedback can create a more engaging, efficient, and enjoyable learning experience, ultimately increasing satisfaction and understanding of the Buddha painting course.

3. Limitations and Future Research

Although this study provides insights into the satisfaction of students in the School of Fine Arts and Art Design on Buddha painting courses, due to the limitations of the study scale, the representativeness of the sample size, and the limitations of the study variables, future studies should expand the sample size, including regional expansion, consideration of cultural diversity and differences, extension of the observation period. In addition, according to the development of modern high-tech technology, the influence of science and technology is added, and the interaction of different disciplines and different majors is adopted to integrate theoretical research in the fields of art history, philosophy, religion, pedagogy, etc., to promote the innovation and development of Buddha art.

References

Adkison, J. A. (1981). Strategies to promote women's careers in school administration. *Administrator's Notebook, 29*(2), 26-36.

Ahmed, I., Nawaz, M. M., Ahmad, Z., Ahmad, Z., Shaukat, M. Z., Usman, A., & Ahmed, N. (2010). Does service quality affect students' performance? Evidence from institutes of higher learning. *African Journal of Business Management, 4*(12), 2527-2535.

Alsheyadi, A. K., & Albalushi, J. (2020). Service quality of student services and student

satisfaction: The mediating effect of cross-functional collaboration. *The TQM Journal, 32*(6), 1197-1215. https://doi.org/10.1108/tqm-10-2019-0234

Anderson, L. W., & Krathwohl, D. R. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives: Complete edition*. Addison Wesley Longman, Inc.

Attasalini. (1897). *E. Muler* (1st ed.). Pali Text Society.

Berry, R. (2008). *Assessment for learning* (1st ed.). Hong Kong University Press.

Bienefeld, S., & Almqvist, J. (2004). Student life and the roles of students in Europe. *European Journal of Education, 39*(4), 429-441. https://doi.org/10.1111/j.1465-3435.2004.00195.x

Blackmore, J. (2009). Academic pedagogies, quality logics and performative universities: Evaluating teaching and what students want. *Studies in Higher Education, 34*(8), 857-872. https://doi.org/10.1080/03075070902898664

Bloom, B. S., Engelhart, M. D., Furst, E. J., Hill, W. H., & Krathwohl, D. R. (1956). *Handbook I: Cognitive domain* (1st ed.). David McKay.

Brookfield, S. (1984). Self-directed adult learning: A critical paradigm. *Adult Education Quarterly, 35*(2), 59-71. https://doi.org/10.1177/0001848184035002001

Carlson, M., & da Silva, R. (2003). *Method, system, and program for managing multiple resources in a system* (1st ed.). Sun Microsystems Inc

Darawong, C., & Widayati, A. (2022). Improving student satisfaction and learning outcomes with service quality of online courses: Evidence from Thai and Indonesian higher education institutions. *Journal of Applied Research in Higher Education, 14*(4), 1245-1259. https://doi.org/10.1108/jarhe-02-2021-0074

Das, A., Lam, T. K., Thomas, S., Richardson, J., Kam, B. H., Lau, K. H., & Nkhoma, M. Z. (2019). Flipped classroom pedagogy: Using pre-class videos in an undergraduate business information systems management course. *Education+ Training, 61*(6), 756-774. https://doi.org/10.1108/et-06-2018-0133

Duque, L. C., & Weeks, J. R. (2010). Towards a model and methodology for assessing student learning outcomes and satisfaction. *Quality Assurance in Education, 18*(2), 84-105. https://doi.org/10.1108/09684881011035321

Elliott, K. M., & Shin, D. (2002). Student satisfaction: An alternative approach to assessing this important concept. *Journal of Higher Education Policy and Management, 24*(2), 196-209. https://doi.org/10.1080/1360080022000013518

Ewell, P. T. (2001). *Accreditation and student learning outcomes: A proposed point of departure* (1st ed.). CHEA Occasional Paper.

FEFC. (1996). *College responsiveness, National Survey Report* (1st ed.). FEFC Inspectorate, Further Education Funding Council, Coventry.

Grayson, K. (2007). Friendship versus business in marketing relationships. *Journal of Marketing, 71*(4), 121-139. https://doi.org/10.1509/jmkg.71.4.121

Howland, D. (2016). The alternative order of international administration. In *International Law and Japanese Sovereignty: The Emerging Global Order in the 19th Century* (pp. 73-97). Palgrave Macmillan.

Mäkinen, M., & Annala, J. (2010). Meanings behind curriculum development in higher education. *PRIME*, *4*(2), 9-24.

Mamilla, R., Janardhana, G., & Babu, A. (2013). Customer satisfaction on reliability dimension of service quality in Indian higher education. *International Journal of Industrial and Manufacturing Engineering, 7*(12), 3210-3215.

Mulder, M. (2012). Competence-based education and training. *The Journal of Agricultural Education and Extension, 18*(3), 305-314. https://doi.org/10.1080/1389224x.2012.670048

Navarro, M. M., Iglesias, M. P., & Torres, P. R. (2005). A new management element for universities: Satisfaction with the offered courses. *International Journal of Educational Management, 19*(6), 505-526.

Nunnally, J., & Bernstein, I. (1994). *Psychometric theory* (1st ed.). McGraw-Hill.

Oliver, R. L. (1981). Measurement and evaluation of satisfaction processes in retail settings. *Journal of Retailing, 57*(3), 25-48.

Parasuraman, A., Zeithaml, V. A., & Berry, L. L. (1991). Refinement and reassessment of the SERVQUAL scale. *Journal of Retailing, 67*(4), 420-450.

Patterson, R. F. (1979). *The University English Dictionary* (1st ed.). University Books.

Prahalad, C. K., & Hamel, G. (1990). The core competence of the corporation. *Harvard Business Review, 63*(3), 79-91.

Robson, C. (2002). *Real world research* (2nd ed.). Blackwell.

Shanujas, V., & Ramanan, T. R. (2023). Do job competencies influence the satisfaction of customers? An investigation in the cooperative banking sector. *International Journal of Productivity and Performance Management, 72*(3), 809-826. https://doi.org/10.1108/ijppm-09-2020-0473

Spreng, R. A., & Singh, A. K. (1993). An empirical assessment of the SERVQUAL scale and the relationship between service quality and satisfaction. *Enhancing Knowledge Development in Marketing, 4*(1), 1-6.

Stalk, G., Evans, P., & Shulman, L. E. (1992). Competing on capabilities: The new rules of corporate strategy. *Harvard Business Review, 70*(2), 57-69.

Tampoe, M. (1994). Exploiting the core competences of your organization. *Long Range Planning, 27*(4), 66-77. https://doi.org/10.1016/0024-6301(94)90057-4

Tetteh, G. A. (2016). Effects of business school students' study time on the learning process. *Journal of International Education in Business*, *9*(2), 90-110. https://doi.org/10.1108/jieb-06-2016-0012

Trowler, V. (2010). Student engagement literature review. *The Higher Education Academy,*

11(1), 1-15.

Vakkari, P. (2016). Searching as learning: A systematization based on literature. *Journal of Information Science, 42*(1), 7-18. https://doi.org/10.1177/0165551515615833

Vo, V. V. (2021). The effect of service quality dimensions on student's satisfaction and loyalty. *ABAC Journal, 41*(1), 81-99.

Yussoff, N. M., & Nayan, S. M. (2020). Review on customer satisfaction. *Journal of Undergraduate Social Science and Technology, 2*(2), 1-6.