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SERVICE QUALITY LEVEL OF LANGUAGE TEST PREPARATION CENTERS IN BEIJING, CHINA

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Abstract

This research will show and reveal the factors that influence service quality level of language test preparation center in Beijing, China and find out whether these factors really influence it or not. This study beneficially improves the service quality level and language test preparation centers service quality level, so as improve the students' satisfaction with the service quality level of language test preparation centers in Beijing, China. Through investigate the service quality level of language test preparation center in Beijing, China which determine the factors that influence service quality level of language test preparation centers thus improve the service quality level. Through adopted SERVQUAL Model and questionnaire survey to find whether the result of this research is tangible, assurance and responsiveness of language test preparation have the significant relationship with the service quality level.

Key words: Service quality level, SERVQUAL Model, Language test preparation centers in Beijing China.

Declaration

I hereby declare that: I understand the meaning of "Plagiarism" and Intellectual Property Rights" and ethics related to Principles of Academic works.

This dissertation is hereby acknowledged as my own work and I have duly acknowledged use of published and unpublished works of other people from the print, electronic and other media.

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Content

Chapter 1 Introduction

1.0 Overview

This is a research study in service quality level of language test preparation centers in Beijing, China. The chapter provides the overview of the research study by providing the background of the study. Firstly, setting the phenome and discuss how serious of the service quality influence of the language test preparation centers. Next, confirming the problem statement with the statistics and literature supported. Thirdly, listing the research questions and objectives for this study.

1.1 Background

The growing demand for an international communication is a serious problem needs to be facing in China under the rapid globalization process (Gruber & Voss, 2017). Especially in the field of education, more and more Chinese students choosing to go abroad for study, with 2900,00 in 2017 and 3800,000 in 2018 (China Daily, 2018). In order to be succeed entrance foreign university, need a language test result like LELTS and TOEFL test results (McDaniel & Parizeau, 2017). This would be causing large demand training service especially for the language test preparation for those students who are planning to go abroad for study in future, because few of Chinese students can speaking and writing of a foreign language well (China Daily, 2018). Chinese students often choosing IELTS as their language proven when they are applying foreign university. Therefore, attracting many language test preparation centers to providing IELTS training service for meet those student's needs in China (O'Neill, 2015). Thus, this study related about the service quality level of language test preparation centers in Beijing, China (Deng, Wei & Zhang, 2016).

Business can not only limit to provide functional products or services to the customers under the highly competitive market, because nowadays customers are more care about the service quality level of the products or services (Parasuraman, 1988). Therefore,

business is more concerned about customer perceived value on the service quality level, especially for service industry owing to the characteristics of invisibility and intangibility (Nguyen, 2015). Many marketers know that the effective way to keep the long-term relationship is improving the serve quality level (Agarwal, Malhotra & Shainesh, 2017). Under today's market environment, customer demand not only better quality of the products, but also has better service quality level and value for their money (Chai, Ling & Piew, 2016). In order to meet the customer needs, customer's feedback for the company's product and services is very important for the company sustainable development (Lee, 2015). Thus, customer service quality surveys need to be conducted constantly for better understand what the customers' really needs, hence improving the service quality level products and services (Hogg & Gabbott, 2017).

Language test preparation centers became industrialized in China in the late 1980s and early 1990s (Wang, 2017). Today, the continuing presence of the high -stakes consequences of tests in China a society – such as those administered around English this would be driving the Chinese students to go commercial English language test preparation center which they promised help the students get the better results and performance during the test (Chai, Ling, & Piew, 2016). Therefore, language test preparation centers are very thriving in China education domain (Fub, Gruber & Voss, 2015).

1.2 Problem Statement

Service quality level not only influence customer purchasing behavior by influencing their quality, brand or price consciousness, but also contribute to post- consumption like second purchasing, wide- spread recommendation and positive world of mouth due to customer satisfaction, loyalty and trust (Hassan, Ilias & Rahman, 2016). However, it is very important process to identify the service quality level from the customer standpoint (Lee, 2015). The literature (Deng & Kuo, 2017) related to service quality level still limited in China studies (Perin & Sampaion, 2016) have shown in other industries (Bakti, 2014). However, there is still gap, because there is a current limit

literature on language test preparation centers in Beijing China (O'Neill, 2015).

According to the statistics, China's language test preparation training market has been the largest in the world: in terms of English training services, the number of the customers choosing these commercial language test preparation center for training exceeds more than 300 million (China daily, 2018). English language training centers account for one -third of China 141,000 business educational training school – 50,000 English language training school distributed 700 cities across the country (China daily, 2018). It varies from small English language training centers to large chains like New Oriental schools by 2017 (New oriental annual report, 2017).

Despite of its rapid development, China language test preparation training market also has a lot of problems (McDaneil & Pariseau, 2017). Owing to market access is very easy, this would lead to these uneven qualifications of language test preparation centers training providers, teacher's lack of professional qualifications and skills, provision of poor physical infrastructure, teachers and students do not interactive and uneven service qualities and so on (Gulshan &Paul, 2015). After a period of language training Students cannot get their expected scores as the language test preparation centers promised, students are usually unsatisfied with the language test preparation service (Bojei & Guliling, 2018). All these factors were considered as low service quality level in language test preparation market, which would be serious influence healthy development of language test preparation market (Gruber, Szmigin & Voss, 2017).

1.3 Research objectives

The main purpose is to improve the service quality and provide a reference for the language test training market.

RO1: To determine the relationship between physical infrastructure with service quality level in language test preparation centers in Beijing, China.

RO2: To determine the relationship between service performance with service quality

level in language test preparation centers in Beijing, China.

RO3: To determine the relationship between teacher and student relationship with service quality level in language test preparation centers in Beijing, China.

RO4: To determine the relationship between curriculum with service quality level of language test preparation centers in Beijing, China.

1.4 Research questions

RQ1: Does provision of physical infrastructure has a significant relationship with service quality level in language test preparation centers in Beijing, China?

RQ2: Does performance of service professionally has a significant relationship with service quality level in language test preparation centers in Beijing, China?

RQ3: Does teacher and student relationship has a significant relationship with service quality level in language test preparation centers in Beijing, China?

RO4: Does curriculum has a significance relationship with service quality level in language test preparation centers in Beijing, China?

1.5 Significance of study

The significance of this research is to show and reveal the factors that influence the service quality level of language test preparation centers in Beijing, China. Through the empirical research on service quality level of language test preparation centers in Beijing, the research has a comprehensive understanding of the service quality level of languages test preparation in Being. On the other hand, this research can be used as a marketing strategy for the enterprises in the languages test service domain. Thus, this study has an important significance.

Under the rapid globalization, in order to meet the demand of increasing international

communication, more and more Chinese students choosing foreign university for study. Therefore, taking a foreign language test is a basic requirement for the foreign university accepted, which causes huge demand for language test service in China. However, the widespread phenomenon of Chinese student's demand for taking language test preparation courses, the empirical research in the context of China is still limited, this research can fill the gap for the service quality level of language test preparation center in China.

1.6 Scope of the study

This research can provide a focused study on the service quality level for language test preparation centers in Beijing, China. The Scope of the study is to improve the service quality level of language test preparation centers in Beijing, China. Partially, this research can contribute to understanding the phenomenon of service quality level of language test preparation centers in Beijing, China through focuses on three interrelates aspect: provision of physical infrastructure, performance of service professionally, teacher and student relationship.

Firstly, introduction of language test preparation center's phenomenon in China. Then literature about service quality will be presented as a theoretical foundation, in which 4 factors suitable service quality to formulate a framework for measuring service quality level of language test preparation centers in Beijing, China. Thirdly, in methodology party presents how to collect and analyzed data. Fourthly, the result of the student survey will be presented. Lastly, make conclusion and recommendations, give suggestions for future study.

1.7 Organization of Thesis

1.7.1 Chapter 1: Introduction

This chapter introduce the context of language test preparation centers in China, problem statement, limitations, research objectives, research questions, significance of

the study and justify the reason for doing this research.

1.7.2 Chapter 2: Literature Reviews

The theoretical framework was be introduces in this chapter and the hypothesis for further study, in order to well known the relationship between dependent variables and independent variables. Besides that, it is also review that the existing empirical studies on service quality level of language test preparation centers to build the current understanding of service quality level of language test preparation center's research and the gaps need to be focused.

1.7.3 Chapter 3: Research Methodology

This chapter introduce the research methodology that used for the data collection and data analysis. The research method and questionnaire design to be used and followed with actual data collection for ensure the data effectiveness and reliability.

1.7.4 Chapter 4: Data Analysis and Interpretation

Chapter 4 reports the results analysis for this research through the data collected from respondents. First part analysis demographic information through the data collect from the respondents. Second part analysis the mean of groups in each demographic variable by the method of one-way ANOVA measured. Third part analysis the frequency of each independent variable through descriptive analysis. Final part analysis the significance of hypothesis generated through using multiple regression.

1.7.5 Chapter 5:Conclusion and Recommendation

This chapter represents the achievement and contribution to this study and to decide the effectiveness of service quality level in the language test preparation centers in Beijing, China. In the end, coming up with the study limitation and recommendation future study.

1.8 Operational definition

Key terms	Definitions
Service quality	Service quality is indicated as an essence for establishing and sustaining favorable relationship with customers and therefore it can be considered as an antecedent to satisfaction according to Bingne, Moliner and Sancher (2016).
SERVQUAL Model	SERQUAL is a multi-dimensional research instrument, designed to capture consumers expectations and perceptions of a service along the five dimensions that reliability, responsiveness, assurance, empathy and tangibles that are believed to represent service quality (Parasuramance, 1988)
Physical infrastructure	In economics, in order to meet the service customers, using resource like skills, ingenuity, and experience, service providers benefit the customers in the service transaction which have no physical goods from the seller to buyers (Ahamd, 2017).
Service performance	Performance of services are occupations in the tertiary sector of the economy requiring special training in the arts or sciences (Middlehurst & Woodfield, 2015). In

	professional education service, it requires teachers need to holding professional licenses like a Postgraduate certificate (Nasar, 2017).
Teacher and Student relationships	Successful teachers are those people who can maximize the student's learning potential ability (Carvalho,2015). It is very essential for keep a good relationship between teacher and student in the quality teaching and student learning (Gardiner, 2017).
Curriculum	Curriculum can help the teachers in their language teaching, it can help the students to understand the concept of the stage (Chan & Tan, 2015)

Figure1 : Operational definition

Chapter 2 Literature review

2.0 Literature review

This chapter would review literatures about service quality level. First of all, delimiting service quality level in global view and local view. Next, analyzing influencing factors of service quality, which is provision of service physically, performance of service professionally and offering of behavioral relationship. After that, list the service quality gaps in the literature. Then presenting how was Servqual model theory supported this study. Lastly, the framework work for this study would be presented and specific hypothesis would also be identified.

2.1 Service quality level

Zeitham and Bitner (1996) states that service quality for the customer expectation is to delivery of superior or excellent service. Service quality is regard as providing and accomplishing customer's satisfaction (Baron & Kenny, 2016). In the service quality industry, service quality was considered as a critical issue (Stafford & Wells, 2015). The service process was the key factors for the customers evaluate the service quality (Babakus & Boller, 2017). The customers' expectations and service company experience will influence the Service quality level (Bei & Chiao, 2017). During the Service transaction, company want to maintaining economy competitiveness, they should be providing the service can meet the or exceed the customer needs with high service quality (Huam, Rasli & Shekarchizadeh, 2016). For the company, the company's profitability and long-term economic competitiveness will be increased from the improved service quality level to the customers (Hui & Wang, 2016).

2.1.1 Global view of service quality level

The concept of service that aroused considerable interest and debated in the literature

review, owing to no overall consensus emerging on either, it would lead to difficulties defining and measuring it (Holfold & Reinders, 2015). Except for this, there are many different definitions to explanation what is the service quality (Marteh, 2016). The most frequently used to defined service quality is related to meets customer needs or expectations (Mitchell & Lewis, 2015). Parasuraman (1988) identified five dimensions that customer perceive in the service quality: reliability, responsiveness, assurance, empathy and tangibles.

➢ **Reliability**

Reliability refers to the service provided accurately, punctuality, and credibly from the company (Parasuraman, 1988). This needs consistency in the execution of the service, respect for the commitment as well as abided by promises to the customers (Huam, Rasli & Shekarchizadeh, 2016). Reliability is considered to be the most determinant factor that influence customer's perceptions of service quality (O'Neill, 2015). It means that company has fulfilled its commitments on service provision, price, and problem solving (Venetis, 2017).

➢ **Responsiveness**

This standard measure the ability to solve the problem quickly, effectively handle the customer complaints and is willing to help customers and meet the customers' needs (Parasuraman, 1988).

➢ **Tangibles**

Tangibles are referring to the images of the facilities, machines, equipment, attitude of staffs, manuals, materials, and information systems of the bank (Berry, Parasuraman, & Zeithaml, 1985). In other worlds, tangibles refer to the influence of physical facility, equipment, personnel and communication on customer (Kamalanabhan, Rajendran & Sureshchandar, 2016).

➤ Assurance

Assurance refers to through professional services, excellent technical knowledge, attitude, good communication skills and attitude courtesy create trust and credibility to the customers, leading the customers to believe that the service quality of the company (Parasuraman, 1988). It enables customers to increase confidence and security in the service quality of the company (Gabbot & Hogg, 2017).

➤ Sympathy

Sympathy refers to making the customers always feel as 'guest' and welcome at any time through providing the best preparation for customers, consideration, and caring (Ford & Josephy, 2016）. The essence of the empathy is treating the customers as individuals (Dabholka & Overby, 2015).

Owing to the competing on the services dimensions of the augmented product or services, making the people realizing the growing importance of service quality, moreover, some scholars have researched the issues of measuring and managing the service quality (Tetreault, 2017). However, comparing measuring the good quality, service quality is more difficulty to measure, owing to it belongs to the intangibility of services (Gronroos, 2018). Thus, customer perceived services and evaluated service quality for the company more difficult to understand (Zeithaml, 1996).

Booms and Liew (1983) states that how well the service quality meet the customer expectations is the main measure of the service quality. In order to conform to the customers' expectations, quality service requires to be delivering (Parasuraman et al. 1988). Lewis (1983) stated that comparing consume expectations with actual service performance will result in service quality perceptions.

According to Bearden and Teel (2018) state, service quality and customer satisfaction is a positive relationship. The real customers were created by the positive relationship, increases efficiency, market share, profit, sales volume, revenue increase, reduces cost-

effectiveness and retains customers (Anderson & Sullivan, 2017). Satisfied customers typically do not change their service providers (Edden, 2016). Hence, the cost of retaining existing customers is much lower than the cost of attracting new customers (Edden, Kalafatis & Mathioudakis, 2016). These satisfactions were spread through positive word of mouth by the customers as a free promotion staff, affecting non-existent customers who want to contact with the organization (Bitner, Gronroos & Zeithmal, 2013).

The positive impact of the practice service quality model is a competitive advantage that benefits the company, better morale employees, customer retention and loyalty customer satisfaction, economic growth and profit, employee incentive and foresight, supporting advertising efficiency, more productivity and reduce the cost (Boksberger & Melsen, 2015).

The customer loyalty can make the company get more profit (Babakus & Boller, 2017). For organizations, it's important to realize that customers may also change due to the attractiveness of their competitors (Edden, kalafatis & Mathioudakis, 2016). Because they offer better service, more personalized service and higher quality for their provided product and service (Kunst & Lemmink, 2017). In this case, the customer will not switch because the service is satisfied (Ganesan & Russell, 2018). Service company managers should be aware that some customers will still change services, even if they are satisfied with the previous service providers (Keaveney, 2015).

2.1.2 Service quality level in China

Service quality is a form of measurement that used to measure how well a service is been delivered to customer (Wang, 2017). Service is referring to how well the business serve its customer and whether the service provided meet customer expectation and needs (Helgesen & Nesset, 2017). Nowadays, service quality had become more and more important for corporate or company to achieve sustainability (Prybutok, Qin & Zhao, 2016). It is because too many companies are offering the same products or

services (Hung, 2016). Customer have too many choice or option to select (Nguyen, 2012). For example, there are too many steamboat restaurants that customer can freely select which restaurant they want to dine in (McDaniel & Parizeau, 2017). China are famous of having the lowest rating for service quality (Wang, 2017). Although China are one of the developed countries but due to high number of populations, the service quality provided to customer whether is restaurant, hotel, hospital and the rest of the industries are not up to expectation or meet customer satisfaction (Seto, 2015).

Hotel is referring to companies that offer accommodation as their products (Chowdury, Sogra & Zahid, 2015). China hotel had medium rating for service quality (Venetis, 2017). It is still at level which can be accepted by local citizen (Kek & Tan, 2016). However, Chinese need to assess and identify which parts they can revamp and improve so that customer is satisfied with their service (Deng, Kuo & Wu, 2017). Customer satisfaction will be the factor that will affect repeat purchase decision (Mahammad, Mosahab & Ramayah, 2017). Local citizen feedback that although the hotel provides medium service, buy still get customer because of the number of people at China (O'Neill & Palmer, 2015). Therefore, most of the hotel does not view service quality as one of the important factors to be taken into serious consideration (Chowdury, Sogra & Zahid, 2015).

Majority of local citizen who had visited China and dine in at China restaurant gave all negative comments and feedback (Venetis, 2017). It is because of the attitude, attire and service provided by China waiter and waitress (Du & Tang, 2015). Feedback from local is that China staff really are rude and have no patience even when taking orders, it seem like they are not satisfied and want us to place order quickly so that they could sit down and rest (O'Neill, 2015). Since they pay for it then they deserve to receive greater and better service, owing to they are the consumers and customers (Hui, Lo & Wang, 2017).

Service quality will be taken much more serious by local especially if the industry is hospital (Malhotra, Ulgado & Wu, 2017). Hospital at China does not get good rating from local too (Seto, 2016). It is because local feedback that China hospital staff also

rude and lack of patience (Dhar, 2015). Nurse and doctors supposed to be extremely patience and have high level of tolerance (Boshoff, Mels & Nel,2017). China government and hospital related group should really investigate how to improve current service quality and change local impression (Du & Tang, 2016).

China will need to re-look into the service quality provided by companies from all industries to tourists and customers (Etchart & Harte, 2017). China government had strictly announced that they want to improve their current bad rating service quality to become better (Kattra & Weheba, 2016). It is because China is one of the tourism places which tourists pretty much like to visit because of its historical building and story (Kara & DeShields, 2016). Furthermore, China also have the biggest geographical place based on the world map if compared with the rest of the countries (Dabholkar, 2015). China will need to improve service quality from hotel, restaurant and products company (Brochado, 2016). It is because if company provide bad service quality to customer and it will leave negative impression and image to tourist (Baron & Kenny, 2016). Mouth of words will spread quickly which is faster than virus and in a glance of eye China reputation in the worldwide platform will be affected (Helgeson & Nesset, 2017).

2.2 Influencing factors of service quality

When providing the services to the customers, their perception of the service quality determines the success of the organization (Govender, 2015). Min and Misha (2015) agreed to that service quality depends one's need and expectation of the service and how the service meets with the expectation (Berthon, Nel & pitt, 2017). The perceptions that customer formation is critical to the service organization, because the services provided are intangible and depend on a perception (Armstrong, 2017).

Zeithaml (2015) state that understanding customers' expectations is the first and most important step when delivering the service quality, and then identify some specific factors that influence expectations including provision of service physically, performance of service professionally, offering of behavioral relationship. Thus, for this

study, as a moderating variable, student expectations should be included to gauge the probable of this variable on the student perception of service quality of language test preparation center in Beijing, China (Gulshan & Paul, 2015).

2.2.1 Physical infrastructure

A metal -analysis of large number of studies on large – scale students shows that the more students in a class, the lower the student's grade (Glass & Smith, 2015). Class size are also negative influence on other important variables, like the quality of physical learning environment, students' attitude and conducive to learn which of they behave (O'Neill & Wright, 2015). For these negative variables have a big influencing for younger students comparing the smallest students who are 18 years old and above, but the influencing is still quite substantial in language test preparation center (Chan, Goh & Tan, 2015). Paton-Saltzberg and Lindsay (2017) found that one class size enrolled 50 -60 students get less mark comparing those enrolling less than 20 (Ahmad & Buchanan, 2017). Large size classes not only have negative influence on students' performance, but also have negative impact on the quality of student participation (Lucas, 2016).

For education industry, internet is considered as most influential technical factor towards physical infrastructure for language test preparation centers (Chai, Ling & Piew, 2016). The limitation of regions and fixed class hours can be breaking by the Internet and multimedia technology (O'Neill, 2015). Except for this, it is not only providing a variety of methods for large -scales standardized education industries, but also provide a platform for the language test preparation centers for attract the consumers from the provision of service physically (Boksberger & Melsen, 2015). The advantage of using internet for language test preparation centers were easily enroll the coursers, listen to the course's samples for students, however the drawbacks were the teaching method did not innovate frequently and only transferred the courses into video lack of the teaching and studying atmosphere (Hassan, Ilias & Rahman, 2016). Therefore, it would influence the service quality level of provision of service physically in language test

preparation center (Hussain, Kandampully & Nadiri, 2017).

Lastly, inadequate material resources were also causing the service quality level of language test preparation center to the customers was low (Middlehurst & Woodfield, 2015). Like inadequate building, good number of classrooms, playground, infrastructure, toilet facility, laboratory with sufficient equipment and staffrooms (Bakti, Metasari & Sumaedi, 2016).

2.2.2 Service Performance

Teachers should have teaching qualifications like a Postgraduate Certificate or something similar (Middlehurst & Woodfield, 2015). Teachers who have this qualification is considered to be rated more highly by the students comparing those teachers who have no this qualification (Nasar, 2015). The students concerned the difference between these two types of teachers might be the relate to the professionalism or commitment to teaching, however, there was no control group in the study (Das & Mamun, 2016).

Teachers play an important role in the service performance for the service quality level of the language test preparation centers (Kalafatis & Ledden, 2015). The teachers when providing performance of service professionally for students on the language test preparation should have professional knowledge background of the specific language test areas (Chai, Ling & Piew, 2016). On the other hand, the teachers should have an ability to making the class time more innovative and inspiration (Chan & Tan, 2015). These kinds of teachers would have influenced the performance of service professionally towards qualtiy level of professionally towards the language test preparation centers (Kek & Tan, 2017).

The teachers in the language test center were utilize their own personal experience, both in the education and language test for teaching, became the teacher's own advantages in the classroom and they come up with the suggestion on the language test preparation

was focused on the students (Guliling & Sambasivan, 2016). Comparing those teachers in the school who are strictly followed by textbooks, the teacher in the language test preparation center who have their own experiences in real language test examination situation, knowing what the students' really needs in the English test (Deng & Zhang, 2016). Therefore, those teachers who are working in the language test preparation center and have overseas educational background was considered as an asset and one of factors influence the service quality (Bei & Chiao, 2015).

On the other hand, inefficiency in teaching will also influence performance of service professionally (Ferrin, Kim & Rao, 2015). As an effective teacher needs to be lifelong learning and strengthen his knowledge (Lee, 2017). As it known to all, a good institution is made up of those qualified teachers (Martin & Ponder, 2015). Therefore, abundant material and good library facility should be supplied to the teachers which will help them improve their proficiency and competency (Rundle, 2018).

Teaching method is another factor influencing the service performance (Sumaedi, 2016). The curriculum framework should be design like this way which it is can be useful and to the society (Venetis, 2017). The qualitative teaching learning material, multimedia, IT and OHP should be used in the usually teaching activities to improving the service quality of language test preparation center in the market (Voss et. al (2017).

2.2.3 Teacher and Student relationship

Offering of a behavioral relationship is one of the factors influence the Service quality level of language test preparation center (Carvalho & Mota, 2015). For example, the amount of classroom contact time has little relevant with the educational quality, regardless of what has happened during those teaching hours, what the teaching model is, and what would bring the results of the quantity and quality of independent study hours (Chiu & Sun, 2015). Independent study time large reflects class contact time: when the teacher has less teaching in the class then the students would study more (Ford & Joseph, 2015). On the contrary, when the students to reduce the learning time, the

total number of class, hours are similar except for the ratio of teaching time to study time (Gardiner, 2017).

Reorientation included the learning communities, where the students can get experience from others who are taking the test preparation courses before, at the same time, students can gain reinforcement from the motivation reorientation (Ham, 2018).

One of the advantages for the test preparation course was can get the chance to meet some other students who are also in the application process (Ahmad & Buchanan, 2017). Discussing and exchanging of ideas through the goals and experiences sharing (Carman & Spring, 2014). Thus, communities are usually made up of students or teachers – and serve as a platform for interactive and discussion (Holfold & Reinders, 2015). The communities provided virtual and real to facilitate discussions for the students, while, students can according to their need to choose online chat groups, forums or face to face to use (Bowden, 2015).

Information and resources sharing among the peers and teachers was aimed for participation in learning communities (Brochado, 2016). The following 2 reasons are the students' statement that when valued the resources share in this communities: first, students could utilize these useful resources for them test preparation which they had not been aware before (Daffer, Ganesan & Russell, 2017). Second, students shared the resources of teacher reviewed and recommended, given the vast resources available on the market (Hung, 2012). The teachers initiated the learning communities served as an extra extension of classes, it helps the students to prepare the English test and learning (Malhotra, Ulgsdo & Shainesh, 2017).

The language test preparation center of New oriental in Beijing, China that they collect the student's evaluation about it (Kattara & Weheba, 2017). Many students said that test preparation can help can get experience of inspiration, encouragement, and mental support from the training center teachers when the students are preparing test (Seto, 2015). For the students to say, it is more like a ritual to attend the test preparation,

because most of the students want to be equipped with "spiritual powers" (Chowdhury & Zahid, 2016). For those students want to study abroad, motivational reorientation became an anticipated and expected right of passage to be experienced (Dabholkarr, 2015).

When the language test preparation teachers sharing their own experiences or previous student successful experience, it encourage the students the enthusiasm，because the students could see in those who are successful (Deshield & Kara, 2017). Understanding the results achieved through efforts of others and how previous students succeed in encouraging students to work harder (Chai, Ling & Piew, 2016).

2.2.4 Curriculum

The curriculum is designed to support teacher's efforts in language teaching, which is just a program that details set on how to teach students (Venetis, 2017). It serves as a guideline to make the students understand the concept it stage (Chan & Tan, 2015). Therefore, for the languages test preparation centers, it is not only influencing the service quality, but also influence the customers satisfaction (Nartheh, 2015). Teachers especially in the language test preparation centers pay more emphasis on curriculum design, because it influences the student's acceptance and application what they are teaching (O'Neill, 2015). Therefore, influence the student's evaluation the service quality of the institutional services. It would also influence the organization future development. For the education industry especially in language test preparation centers, curriculum is the most important sectors (Chai, Ling & Piew, 2016).

Learning theories plays an important role the education process (Kalafatis & Ledden, 2015). It is not only influencing the design of the curriculum, but also influence the instruction and assessment (Holfold & Reinders, 2015). Therefore, learning theories are important in supporting the education process as well as influence the service quality level of teaching (Gual & Paul, 2015). Teachers in the education often put more emphasize on the feeling, imagination, intuition, and other aspects that can conducive

to help the students understand the teaching content (Venetis, 2017). Thus, learning theories are important in the curriculum.

In teaching, the influence of learning theory is that teachers should put forward their own teaching methods to help students understand the teaching contents (Kalafatis & Ledden, 2015). Teacher should put forward teaching methods suitable for the different type of student's needs (Holfold & Reinders, 2015). That means teachers should have taken time understand and got to know the students in class and try to meet the student's needs in the teaching process (Ahmad & Buchanan, 2017). Expect for this, teachers should come up with best methods like conceptualization, reflection and experiment to help the students understand their teaching contents better (Kalafatis & Ledden, 2015). As an instructor of the curriculum, teachers can utilize different experiments in the class like music, visual body movement, sound, verbal lecturing and so on to meet the different student's needs (Holfold & Reinders, 2015). Through this method effective applied in the class, the service quality in teaching especially in language teaching will be improving (Gual & Paul, 2015).

To evaluate the service quality of education service is good or not, teacher usually use the method of assessment for the students, in order to test the effective of the design and implementation of the curriculum. In order to come up with suitable assessment, techniques, teachers should have understood the student's different needs and learning styles (Ahmad & Buchanan, 2017). Owing to the different students have different learning styles as well as teachers cannot gave the different assessment test, teachers should utilize and used various techniques in the assessment that would assist the students developed the learning skills (Brochado, 2016).

Above three mentions aspects are composed of curriculum. It means that curriculum must be clear as well as the curriculum must be targeted at the students, and the assessment of the curriculum content must be provided (Gabbott & Hogg, 2017). Therefore, the provision of the curriculum must be based on the above learning method. These would influence the service quality of the education industry (Brochado, 2016).

For language test preparation centers, strengthen the design of the curriculum not only influence the quality of teaching services, but also influence the brand image of the language test preparation centers (O'Neill, 2015).

2.3 Gaps in the literature

Researchers Beaumont (2016) stated that assessing the service quality in education from the student's perception are very important, thus this study needed (Narteh & Owusu-Frimpong, 2017). Moreover, with the students' perception of the service quality about the language test preparation center that claimed would attribute to them achieved success on the English test, specifically they get the benefit from the practice of language test preparation center (Mahamad, Mosahab & Ramayah, 2017). Through the analysis of the relevant variable in the previous literature, there is not enough information about the service quality level of language test in Beijing, China (Hung, 2015). There is some literature (Chai, Ling & Piew, 2016) about other countries' private education institution, however, it is still limited (Nguyen, 2015) especially from China's perspective. The Literature related to vocational education as a service provider to its students as well as literature about student's loyalty in Malaysia Private Higher Education Institution, through perceived value, price fairness and service quality positively and to measure how does it influence student loyalty (Rundle, 2015). The literature (Deng, Kuo & Deng, 2017) related to service quality level is still limited in China though studies (Perin & Sampaio,2012) have shown in other industries that specific factors such as (Tan, 2017) influence the service quality level in the specific industry (Bakti, 2016). There is still a gap in the literature whereby studies that specifically focused on languages test preparation center in Beijing, China could not be found at the moment, although such research might be available (O'Neill, 2015). Therefore, in this study mainly considered the relationship of provisions of physical infrastructure, performance of service professionally, teacher and student relationship in language test preparation center in Beijing, China (Wright & O'Neill, 2015)

2.4 Fundamental theory

SERVQUAL is considered as a tested tool applied in various contexts (Buttle, 2016). Recently, more language test training center sector has paid more attention to quality through increasing competition and greater consumer demands (Ford, 2015). In respond, more and more institutions and scholars have been working to solve these quality issues and undertaken research in order to address some of the key concerns (Baron & Oldfield, 2015).

It is regard as a key issue of service quality in the service industry, which is especially important for English language training providers (Stafford &Wells, 2017). This is because that they need to provide homogeneous English courses (Baron & Kenny, 2016). Furthermore, service quality is both related to satisfaction and loyalty directly and indirectly (Bloemer, De Ruyter & Peters, 2015). As a result, companies that offer better service quality than their competitors will certainly have a greater chance of success (Gruber, 2015).

Today, education companies offer the same type of English language courses, but the service quality is different (Kalafatis & Ledden, 2015). In addition, customers today are more knowledge of alternative plans and expectations for the services are increasing (Das & Mamum, 2016). In Order to compete with the competitors, service quality can be considered as a useful tool (O'Neill, 2015). Several aspects can be defined it "the ability to meet the needs and expectations of customers", or "the overall characteristics and features of a service or product that evidenced its ability to meet given demands" (Bergman & Klefsjo, 2016).

Today one reason for customer change idea is that the company failed to provide for better and more efficient customer service (Narthe & Owusu, 2015). The services include pre-sales service and after-sales service (Lewis & Mitchell, 2016). when the customer is dissatisfied with the service that provided by the company, they would be forced to change the supplier (Nguyen, 2016). It is essential for service quality to retain

customers and has positive meaning (Gabbott & Hogg, 2017). The company provides service based on the requirement of customers, retaining customers, reducing production costs and increasing productivity (Ancheh, 2016). Hence, the SERVQUAL model is supporting the phenomenon under study in this research in order to ascertain the extent of service quality level in language test preparation center in Beijing, China (O'Neill, 2015).

2.5 Conceptual Framework
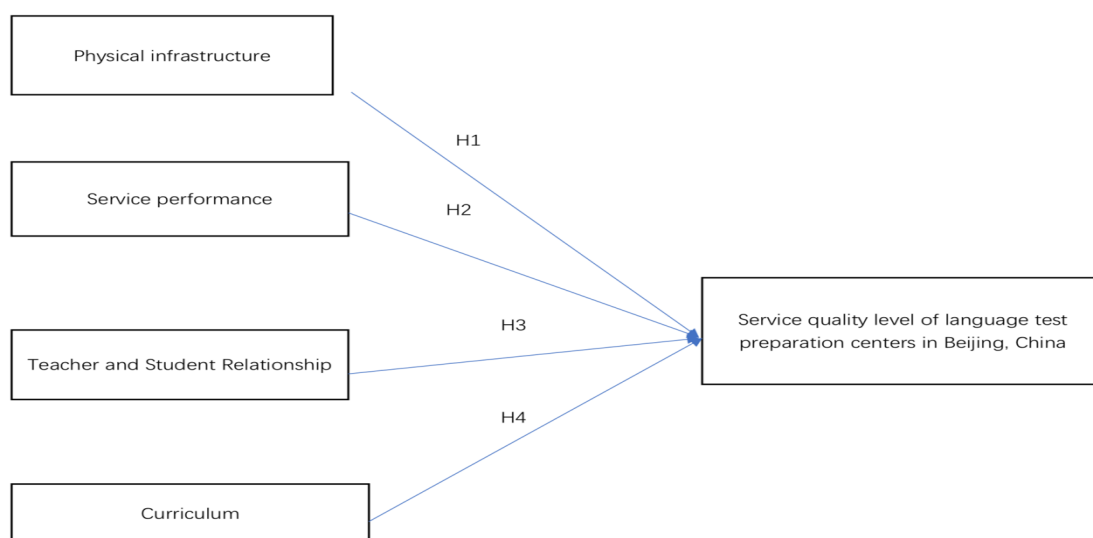
Figure 2: Conceptual Framework

The above conceptual framework has been extracted to the composite service quality dimension provided Parasuraman (1988) with the literature on service dimensions for education institution.

2.6 Research hypothesis

H1: Physical infrastructure has a positive relationship with service quality level of language test preparation center in Beijing, China.

H2: Service performance has a positive relationship with service quality level of language test preparation center in Beijing, China.

H3: Teachers and Student relationship has a positive relationship with service quality level of language test preparation center in Beijing, China.

H4: Curriculum has a positive relationship with service quality level of language test preparation centers in Beijing, China.

2.7 Conclusion

All in all, the literature review emphasizes the importance of service quality in the language test preparation center. When the company provide the service meet the customers' need and expectation, then the brand image would be in the customer's mind and the company can get a well profit. For the marketer, they also need to aware of the challenge from the competitor's provided the service quality. In addition, providing of service physically, performance of service professionally, offering of behavioral relationship these factors should be focus, because these factors influence the service quality in the language test preparation center. Owing to in education industry, students valued the institution service quality according to whether those teacher's professionalism, efficacy and offering behavioral relationship for interactive and communicate with the students is a criterial standard for the them to evaluate this institution service quality.

Chapter 3 Research Methodology

3.0 Overview

This chapter will introduce the research methodology. The contents of the study include purpose of the study, types of investigation, extent of researcher interference, measurement and measures, unit of analysis, sampling design, time horizon, data collection method and data analysis. For data collection using the questionnaire table to present. Lastly, presenting the purpose of the measures and rules of thumbs. The data processing and methodology has been divided into following major sections, Pilot and preliminary test, reliability and validity test, descriptive analysis, one-way ANOVA, multiple regression analysis, Beta coefficient test will be used in testing research hypotheses.

3.1 Research Design

The research method can be using the quantitative approach (Bezzina & Sauders, 2016). Deductive approach will be use in this research, beginning with a general level with theory and building the hypothesis based on the theory then testing it (Leonard and Ambrose, 2015). Deductive method is most often use in the research, because it can contribute to well understand the connection between reality and theory (Bell & Brymand, 2017). In terms of conclusive research, it can be using under the given situation for evaluating, determining and choosing the best course of action for provides verify insight (Anderson, Hair & Tatham, 2015). Excepted for this, the degree to marketing variables associated and percentage in specified population exhibition can be estimated by the conclusive research (Briks &Malhotra, 2016)

Therefore, hypothesis can be testing the relationship between service quality and the factors influence service quality. This research analysis base on the literature review which has mention in Chapter 2(Rives & Sheeran, 2017). In terms of validate the

hypotheses developed for this research, empirical information needs to be collected （Yurdusev, 2014） .

On the other hand, for the study setting a bout the study the phenomenon will be non - contrived (Rives & Sheeran, 2017). Because researchers cannot manipulate the environment in which conducting the research in the natural environment and setting (Cooper & Schinder, 2015). For the correlation study should be under the non-contrived set environment, due to study should base on the natural environmental which refers to non- contrived (Harrison,2017)

3.2 Unit of Analysis

Unit of analysis is a major entity of analysis for the research, presenting the relationship between the dependent variables and independent variables (Case & Hunter, 2015). Yurdusev (2015) statement that researching individuals can contribute to produce more value, owing to individuals are the most complex and typical units (Mavareck, 2016). The overall outcomes of the study are according to the sample unit, because it is the key elements (Sedgwick, 2017). Owing to the researching focus on the service quality level of languages test preparation centers in Beijing, China. However, focus group are students, so the unit of analysis is individual (Rupp, 2015).

3.3 Sampling Method

The information about the population can be gained from the sampling and meanwhile no need to examine the population entirely (Smith, 2015). A valid and defensible technique can be providing through correct sampling method where it can representation of the study from the sample population (krejcie & Morgan, 1970). In order to avoid biasness in the particular biasness in the study and right target population selected is very important for sampling which shows the seeking attribute for achieving the reliable and accurate results (Anderson, Hair & Tatham, 2015).

Nonprobability samples that are unrestricted are called convenience samples (Dattalo,

2017). It is usually to test ideas from the samples and achieve the ideas about some new area of interest (Daniel, 2017). In this study, data will be collected using convenience sampling as a non-probability sampling method (Cooper & Schindler, 2015). The reason for choosing the convenience sampling is because the method permits specific location where in this study language test preparation centers are relevant factors need to be considered (Smith, 2015).

Except for this, convenience sampling is the best choice for this study owing to the limited time and resources doing this resource, convenience sampling can be collected data efficiently and quickly (Bougie and Sekaran, 2016). Students who want to prepared language test and attended language test preparation centers are most suitable sample population to participate this survey, because they are the best group for elevate the service quality level (Bezzina & Saunders, 2016). In terms of questionnaires, it will be through the online distributed for three weeks (Peffers, Rothenerger & Tuunanen, 2018).

3.4 Sample Size

According to the Cohen Statistical Power Analysis, it is a popular method to calculate the required sample size in behavioral science. According to Cohen's study, significance level of criterion, effective size, desired power, estimated variance and sample size these 5 factors need to be considered in order to perform statistical analysis (Smith, 2015).

Cohen's statistical power analysis takes advantage of the relationship between the five factors involved in statistical inference (Dattalo, 2017). If needed to be determined the sample size, it can estimate any given statistical test by specifying the values of the other four factors (Ruppy, 2015). When Cohen's statistical was applied for determined the sample size, the goal of the analysis is to calculate enough sample size for optimization under the time and money constraint (Dail, 2016). In this research according to Cohen's sample size table, the minimum sample size is 137 owing to maximum number of arrows pointing at a construct is 4.

The number of individual samples measured and observed in the survey or experiment refers to the sample size (Dattalo, 2017). The sample size selection is the key to determine the success or failure of the projection, because the results from small sample are unreliable, however, collect large samples need a lot of time and resources (Park, 2016). This study focuses on the service quality level of language test preparation centers (Kak & Tan, 2014). In 2017, the number of students choose language test preparation center is estimate 13 million in Beijing, China (Chai, Ling & Piew, 2016). Owing to the project time is limited, the focus on the whole target population is not feasible.

However, according to the studies of Krejcie and Morgan (1970), if the population more than 1 million, the minimum sample size is 384 (Smith, 2015). Because this project only has 3 months to complete it and the data is too large to collect, therefore, during this study, it should be getting a sample instead of the entire population. (Rivis & Sheeran, 2017). However, more samples are needed to achieve statistical significance for response rate and usable data (Dattalo, 2017). But, according to the previous research about the service quality, most of the research minimum sample size 384, therefore, in this research will be the same (Krejcie & Morgan, 1970)

3.5 Questionnaire Design

Questionnaire design is often used to collect data for the particular phenomenon need to be researched, it attributes to better understand the respondents view through the measure the public behavior, opinion and experience (Campell, 2016). On the other hand, questionnaire design should also need to be designed simple with clearly instructions, so as to the respondents easily understand the questionnaire description (Bezzina & Saunders, 2016)

3.6 Measurement

As a part of the research, measurement is the observing and recording the data collected

(Bryman and Bell, 2015). The measurement in this study include the statistical analysis are descriptive analysis about demographic information, factor analysis, pilot test, preliminary test and hypothesis testing.

3.6.1 Descriptive analysis

Descriptive analysis is describing and summarizing the quantitative data according to the designed segments and categories base on all frequency data collected (Firestone, 2017). It could identify the respondent's demographic background and frequency of dependent and independent variables (Bezzina & Saunders, 2016). The data can be presented clearly by providing the location and each variable also can be spread through the descriptive analysis (Cooper & Shindler, 2015). Mode, median and mean can measure the location while range and standard deviation can be measured the spread (Mevareck, 2016)

3.6.2 Pilot test

Weakness in design and instrument can be detect through the conduct of pilot test and provide proxy data for selection of a probability sample (Smith, 2015). Therefore, subjects can draw from the target population and for the designated for data collection can through simulated the procedures and protocols (Bezzina & Saunders,2016). If the study conducts by mail, the pilot test should also need to be mailed (Cooper & Schinder, 2015). In order to ensure the quality of the questionnaire, researchers can through conduction pilot test to identify the wrong statistical date and make timely corrections (Fireston, 2017). Students who are non-representativeness of the population attributes which threaten the external validity of and reliability of findings that can used as subjects in measurement development research (Burnett & Dunne, 2015)

Preliminary test also known as pilot study or pilot survey (Zaslavsky, 2016). The purpose of conduct pilot study is to eliminate or remove questions that will affect the research from achieving its original objectives (Karanges &Lings, 2015). In shorts,

preliminary test is conducted to find out the research proposition. Before do a full-scale research project, pilot test can help and improve the research design (Burnett & Dunne, 2015). As conclusion, pilot test is necessary in research project and useful in building groundwork in research project.

3.6.3 Reliability Analysis

Sekaran and Bougie (2015) stated that when the measurement results repeated several times are still consistent it would be reliability. In reliability analysis, the reliability of data collection can be reflecting the consistency and the consistency of test variables throughout the study reflected the internal consistency (Cooper and Schindler, 2015). Bouige (2015) states that the popular consistency test can be use Cronbach's Alpha. According to the Zikmund et al. (2013), the higher the internal consistency, the value of Cronbach's Alpha closed to 1.

The Cronbach's value below 0.7 is consider not reliable (Ruppy, 2015). If not, the particular item must be removed and Cronbach's Alpha coefficient for that particular component affected must be computed again to get a new Cronbach's Alpha coefficient (Corley & Gioia, 2017). On the other hand, the value is higher 0.7 is acceptable, and value exceed 0.8 are consider good (Copper and Schindler, 2015). Therefore, if the data collection more reliable, the higher value of Cronbach's Alpha it its (Bezzina & Saunders, 2016). The below table are show the Rule of Cronbach's Alpha Measurement:

Cronbach's alpha	Internal consistency
$0.9 \leq \alpha$	Excellent
$0.8 \leq \alpha < 0.9$	Good
$0.7 \leq \alpha < 0.8$	Acceptable
$0.6 \leq \alpha < 0.7$	Questionable
$0.5 \leq \alpha < 0.6$	Poor
$\alpha < 0.5$	Unacceptable

Figure 2:(Source: George & Mallery, 2015)

3.6.4 Validity Analysis

Respondents fully understanding the meaning of the questions is very important for the questionnaire data collection (Bougie and Sekaran, 2016). Therefore, small number of people can do the pre-investigation before the questionnaires are sent out (Campbell, 2017). About the grammar, meaning, structure suggestions will be collected and adopt to the questionnaire. Thus, the face validity and construct validity can achieve the requirement (Gel & Miao, 2015). At the same time, the indicators according to the specific situations classified and most of the indicators which were used in the questionnaire would be refer to the previous study (Fireston, 2017). Therefore, the content validity and empirical validity would meet the requirements (Cooper and Schindler, 2015).

3.6.5 Factor analysis

Factor analysis is an exploratory technique that used to a set of observed variables in order to discover the underlying factors that produced these observed variables (Mevareck, 2016). The purpose of the function is to review the validity of factors and to determine whether there is a need to reduce the number of constructs (Firestone, 2017). On the other hand, it can test the sampling is adequate or not (Dattalo, 2017). In this research, the sample capacity is 38 owing to the sample size is 384.

In order to check the items under the consideration are related to each other, Bartlett's test of sphericity will be used for determining the items whether items are suitable for further analysis or not (Bezzina & Saunders, 2016). The rule of thumb if the KMO bigger than 0.6, it means that the sampling adequacy (Firestone, 2017). If the KMO less than 0.6, it shows that have samples, but not enough (Corley & Gioia, 2016). Lastly, if the KMO did not appear, it proved that meet the requirements (Bezzina & Saunders, 2016).

For factor loading, it determined that all the items in the questionnaire are considered

to be usable and acceptable for further study. The rule of thumb is for every item in the must be bigger than 0.6 (Gorley & Gioia, 2016). According to Copper and Schindler (2015) as well as Hair and Anderson (2015), Black and Latham (2010) , during the pilot test if the factor loading bigger than 0.5 ,however , less than 0.6 , for pilot test can keep the items and need to change the questions .On the other hand , if the factor loading less than 0.5, the items need to be removed or changed (Mevareck, 2016).

Eigenvalues is to ensure that the construct is variable and acceptable for the study. For the construct and dimensions must be more than 1, in order to be valid and the number of Eigenvalues must be more than 1 and equal to the construct and dimensions (Hair, Anderson & Tatham, 2015). According to Tabachnick and Fidell (1996) only Eigenvalues above 1 is worth analysis for statistical significance, because any value below 1, means that the variability of the construct is low (Cooper & Schindler, 2015). Thus, will skew the results of the findings. Therefore, further investigation using various validity test is requiring finding out which of the factor has a low variance, because Eigenvalues test was unable to provide the details of low variability and in the table, it need to extra test (Bezzina & Saunder, 2016).

3.6.6 Hypothesis testing

Hypothesis test serve as the research purpose (Copper & Schindler, 2015). In shorts, the main reason to do this research is to answer the hypothesis which had set earlier (Bonett & Wright, 2015). Hypothesis testing begin after research hypothesis had been devised or created (Bezzina & Saunders, 2016). For example, the research is to find out whether different teaching method will bring different outcome (Mosonyi & Ogawa, 2015). The research hypothesis will be student performance improved when they attend less seminar classes (Corely & Gioia, 2016). The research will be conducted to find out whether the hypothesis is true that less seminar classes will improve student performance (Mevereck, 2016). Hypothesis testing is one of the process where statistics is used to assist in determine the probability that a specific hypothesis is true or null (Andraszewicz & Wagenmakers, 2015). Hypothesis test will evaluate two statements

and determine which statement is best supported by the sample data (Bonett & Wright, 2015).

➢ **One-way ANOVA**

One-way ANOVA is one of the commons used statistical analysis by college and university students in their thesis and assessment (Peffers & Rothenberger, 2018). One-way ANOVA main function is to compares the sample means for k groups (Statistics, 2015). The purpose of One-way ANOVA test is to distinguish or differentiate two groups from each other significantly in one or more characteristics (Kim, 2017). According to González-Rodríguez, Colubi and Gil (2016), One-way ANOVA also known as single factor analysis where there is only one factor or independent variable involved in the research. However, Statistics (2015) had stated that One-way ANOVA could only be used when the data had successfully passed six assumptions. The six assumptions are as below;

Assumption 1: Dependent variable must be measured at interval ratio

Assumption 2: Consists of more than one independent groups.

Assumption 3: Consists of independence of observations

Assumption 4: No significant outliers.

Assumption 5: Dependent variable must be approximately distributed into each independent variable category

Assumption 6: Homogeneity of variances.

➢ **Multiple Regression Analysis**

Sekaran and Bougie (2015) states that multiple regression analysis belongs to the most common form of linear regression analysis. Multivariate linear regression can be

explaining the relationship between continuous dependent variable and two or more independent variables (Zaslavsky, 2016). In order to prove the hypothesis was accepted or not, this study tested the hypothesis through regression analysis (Bell & Bryman, 2015). According to the rule of the thumb, if the result is greater than 0.5, it proves that the model is suitable for this study (Cooper & Schindeler, 2015). However, if the result is less than 0.5, it means that the framework is considered to be unsuitable to explain the phenomenon (Gastwirth and Gel, 2015). If the result is near to 1, it turns out to be the stronger the model fit for this study (Zaslavsky ,2016).

- **Beta coefficient test**

In terms of Beta coefficient, it shows which of factors has a highest influence power and predictive value on the phenomenon (Firestone, 2017). The rule of thumb in Beta coefficient is the beta coefficient can be negative or positive (Cooper & Schindler, 2015). If the beta coefficient is positive, it means that the outcome variable will be increase if one-unit increase in the predictor variable (Bezzina & Saunders, 2016). On the other hand, if the beta coefficient is negative, it means that variable will be decrease. (Zaskavsky ,2016).

3.7 Conclusion

This chapter provides the research method and measurement for this study. Quantitative research will be adopted in this research and collected data using questionnaire from 384 respondents. The target population in this research is Chinese students. This measurement of this study includes factor analysis, pilot test, reliability and validity test, descriptive analysis, one-way ANOVA, multiple regression test, beta coefficient test. Except for this, in order to measure the reliability and validity, several methods were investigated before the inspection assumption during data analysis

Chapter 4 Data analysis and interpretation

4.0 Overview

This chapter explained the result of the study. The questionnaire data were collected through online. The target population are the Chinese students who attend the language test preparation centers in Beijing, China. These data were collected would using SPSS to analyze. Firstly, analysis the reliability of the data collected from the respondents. Then using descriptive analysis analyzed the demographic information of the respondents. For factor analysis determines influence the service quality level of language test preparation centers in Beijing, China. Except for this, the hypothesis test is to test whether the relationship exists between the variables and whether the framework would explain the phenomenon.

4.1Descriptive Analysis

Characteristics	Frequency	Percentage (%)
Gender		
Male	201	52.3
Female	183	47.7
Age		
18-24	103	26.8
25-31	121	31.5
32-38	97	25.3
38 above	63	16.4
Education Level		
High School	18	4.7
Diploma	81	21.1
Degree	261	68.0
Post-Graduate	24	6.3

Average Grade		
Excellent	38	9.9
Very Good	91	23.7
Good	103	26.8
Sufficient	152	39.6

Table 1: Profile of the Respondents

The data of the respondents' profile is computed and shown in the table above. In this research, it has involved 384 respondents. Among these 384 respondents, 201 of them are males and 183 are females. Our respondents are mostly coming from the age group 25 to 30, which are 121 people. We had realized that most of the people among age group 25 to 30 is willing to learn more, especially the English language so that they have more capable than the others. Among these 384 respondents, 261 of them have at least a Degree holder. This indicate that the higher education qualification in the Beijing population. Study tells us that the people who do not enhance and learn something new, they will be easily replaced by the others in this world. Nevertheless, among these respondents, 103 of them are good and 152 people think that their average grades are at good and sufficient level respectively. This figure is covered half of the respondents. This is because the English language is not the first language for them. Besides, English language is also not a popular and general language that must be spoken in China.

In the next, the respondents are requested to complete the 30-items questionnaire. These 30 items are categorized into five variables, which are physical infrastructure, service performance, teacher and student relationship, curriculum and service quality level. In this part, the mean value and standard deviation of each item is stated. Besides, the skewness and kurtosis of the item also computed in the table. The details of the data had shown in the Appendix.

Item	Mean	Std. Deviation	Skewness	Kurtosis
Physical infrastructure				
Academic facilities are adequate in the language test preparation centers.	3.79	1.116	-0.834	0.112
The language test preparation centers have up to date equipment.	3.92	1.250	-1.016	-0.172
The physical facilities in language test preparation centers are visually appealing.	4.30	1.051	-1.633	2.229
Suitable class size in the language test preparation centers.	3.79	1.391	-0.874	-0.673
There are adequate study areas in the language test preparation centers.	3.61	1.421	-0.528	-1.194
Tools and instruments used to provide the services in the language test preparation centers are attractive.	3.95	1.098	-0.569	-1.018
Service performance				
The teachers in the language test preparation centers are capable to give lecture and presentation.	3.74	1.236	-0.616	-0.665
The language test preparation centers have a knowledgeable and highly qualified academic staff.	3.50	1.254	-0.218	-0.891
The teacher's coursework given in the language test preparation centers are in compliance with the module requirements.	4.26	1.116	-1.718	2.220

The teachers in the language test preparation centers focused on the learning outcome for the subjects throughout the training.	4.15	1.124	-1.299	0.865
The teachers in the languages test preparation centers encouraged the students to participate and give feedback during class.	3.75	1.262	-0.578	-0.743
The teaching and learning process is correct and accurate as what the language test preparation centers promised and up to date.	3.80	1.319	-0.658	-0.971

Teacher and Student Relationship

The employees in language test preparation centers have knowledge to answer the student's questions relating to the course.	3.79	1.115	-0.819	0.090
The employees in language test preparation centers provide the feedback about the student's progress.	3.91	1.252	-1.001	-0.203
The employees in language test preparation centers provide individual attention.	4.30	1.026	-1.537	1.906
The employees in language test preparation centers under the specific needs of the students.	3.80	1.390	-0.887	-0.648
The employees in the language test preparation centers deal with	3.61	1.421	-0.528	-1.194

students in a caring, and courteous manner.				
The lecturers and students communicate well in the language test preparation centers.	3.94	1.099	-0.562	-1.029

Curriculum

The curriculum can fulfil the student's need.	3.73	1.243	-0.590	-0.720
The curriculum provides by the language test preparation centers are primary knowledge required by the students.	3.46	1.278	-0.218	-0.903
The language test preparation centers offer courses with flexible curriculum	4.29	1.095	-1.821	2.682
The language test preparation centers offer highly reputable curriculum.	4.16	1.116	-1.326	0.973
The teachers in the language test preparation centers will be explained the curriculum at the beginning of the course.	3.71	1.249	-0.527	-0.749
The curriculum provided by the language test preparation centers are useful for preparation the language test.	3.63	1.347	-0.462	-1.177

Service quality level

The language test preparation centers operate excellent counselling	3.73	1.243	-0.590	-0.720

services.

The language test preparation centers provide useful information related to the student's needs.	3.95	1.099	-0.572	-1.019
The language test preparation centers and its employees still keep their promises to give the best services and advise related to the academic matters.	3.68	1.412	-0.526	-1.224
The language test preparation centers solved the inquires or complaints are dealt with efficiently and promptly.	4.17	1.114	-1.335	1.005
The language test preparation centers are willing to take the opinions of students.	3.76	1.263	-0.586	-0.739
The language test preparation centers are willing to take the opinions of students.	3.74	1.378	-0.605	-1.105

Table 2: Descriptive statistics

Based on the findings above, the mean values of these items are ranged between 3.50 and 4.30. Most of the respondents are giving rate between "Neutral" and "Strongly Agree". The skewness values are ranged between -1.718 and -0.218. While the kurtosis values are ranged between -1.224 and 2.682. In statistics, the probability distribution of a random variable for the mean can be measured by the skewness (Clayton & Hills, 2013). In terms of the standard bell curve, the kurtosis can explain the height and sharpenss. The values for skewness and kurtosis between -2 and +2 are considered acceptable in order to prove normal univariate distribution.

4.2 Pilot Test

In order to evaluate the reliability and validity of the data obtained for a research purpose; a pilot test always has to be conducted (Mosonyi & Ogawam, 2015). This is a small-scale preliminary which will help access and improve the study design prior to performance of a full-scale research project (Gambichler, 2015).

4.2.1 Reliability Test

Reliability refers to a research approach which used to evaluate the consistency of a measure (George & Mallery, 2011). Using Crobach's Alpha to measure the internal consistency (Mosonyi & Ogawam, 2015). After the reliability test, validity test will next to be conducted. Validity test is measure of the degree to which scores represent the variable to be expressed (Gambicher, 2015). It is about the judgment made by researcher. And, in the judgment of whether a set of items is valid, the researcher will take reliability into account.

In this research, we calculate the Cronbach's Alpha of the items, including independent variables, which are physical infrastructure, service performance, teacher and student relationship, curriculum and dependent variable – service quality level. As a whole, the Cronbach's Alpha obtained is 0.846. Normally, if the value is bigger than 0.7or higher, it would be considered acceptable because it has high internal consistency.

Cronbach Alpha	No. of items
0.846	5

Table 3: Reliability Analysis

Therefore, we can conclude that the above Cronbach's Alpha of the items is reliable and valid. This has enabled us to continue with the research. On the other hand, we also analyses the corrected item-total correlation and Cronbach Alpha for each dimension and the results had shown below:

Dimension	No. of items	Corrected Item-Total Correlation	Cronbach Alpha
Physical Infrastructure	6	0.566	0.838
Service Performance	6	0.732	0.795
Teacher and student relationship	6	0.575	0.835
Curriculum	6	0.709	0.801
Service Quality Level	6	0.704	0.800

Table 4: Corrected Item-total correlation and Cronbach Alpha for each dimension

Table 4 shows that the Cronbach alpha values for the five dimensions ranged from 0.795 to 0.838. Besides that, the value for dependent variables of service quality level is 0.800. These values are used for assessing the reliability and validity of the measures whether indicate adequate internal consistency (Quansah, 2017). Based on table 4 findings, all the independent variables and dependent variable the shows a good inter-item consistency.

The Item-total correlation was conducted as part of confirmatory factor analysis. The value obtained for the item-total correlation for five dimensions are between 0.566 and 0.732. These values indicate a strong item-total correlation (more than 0.3). On the other hand, the item-total correlation of the dependent variable, service quality level is 0.704 which also indicates a strong reliability and validity.

4.3 Factor Analysis

The relationship between variables for complex concepts can be evaluating by the factor analysis, such as personal information or psychological scales (Andraszewicz & Scheibehenne, 2015). Observing the variables haver similar patterns of response, owing they are all associated with a latent is the key concept of the factor analysis (Zaslavsky,

2016). In this part, the data obtained will be tested by the KMO and Bartlett's test of spherecity, factor loading and Eigenvalue test.

a. KMO and Bartlett's test of spherecity

By using SPSS statistical tool, we obtain the table as shown below:

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.657
Bartlett's Test of Sphericity	Approx. Chi-Square	3435.791
	df	10
	Sig.	.000

Table 5: KMO and Bartlett's Test

The table 5 shows two tests that have been conducted, which are Kaiser-Meyer-Olkin Measure of Sampling Adequacy and Bartlett's Test of Sphericity. The Kaiser-Meyer-Olkin Measure of Sampling Adequacy is a statistic tool that evaluates the proportion of variance in variables that might be cause by underlying factors (Zaslavsky, 2016). When the value close to 1.0, it shows that the data can be useful (Mosonyi & Ogawam, 2015). However, when the value is less than 0.5, it proves the results cannot be used (Gambichler, 2015). Base on the figure as shown in the table, which is 0.657, it indicates that this factor analysis could be useful.

On the other hand, Bartlett's test of sphericity evaluates the hypothesis, in which the correlation matrix is an identity matrix, it is showing that the variables are unrelated and therefore unsuitable for structure detection. When the values less than 0.05 of the significance level, it proves that a factor analysis may be useful with the data. Based on the figure as shown in the table, we can conclude that all factor analysis is useful with the data.

b.Factor Loading

Component Matrix[a]

	Component	
	1	2
PHYSICAL_INFRAS TRUCTURE	.647	.761
SERVICE_PERFORM ANCE	.886	-.387
RELATIONSHIP	.653	.757
CURRICULUM	.873	-.435
SERVICE_QUALITY	.866	-.305

Extraction Method: Principal Component Analysis.

a. 2 components extracted.

Table 6: Factor Loading

The table above shows the loadings extracted values of each item under 2 variables of the five variables on the two factors extracted. Base on the table, the rotation of each principal component contained in the title of the corresponding factor loading were bigger than 0.6, it means that the four components represent the four independent variables used in this research which are physical infrastructure, service performance, teacher and student relationship and curriculum. When the value of the loading is high , the more factor contribute to the variable . Therefore, the items in each component have been constructed for the independent variables.

b. Eigenvalue

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.143	62.850	62.850	3.143	62.850	62.850
2	1.584	31.672	94.522	1.584	31.672	94.522
3	.226	4.511	99.034			
4	.046	.920	99.954			
5	.002	.046	100.000			

Extraction Method: Principal Component Analysis.

Table 7: Total Variance Explain

The number of extracted factors whose sum should be equal to number of items which are subjected to factors analysis is Engenvalue (Andraszewicz & Scheibehenne, 2015). The Eigenvalue table has been divided into three sub-sections, i.e. Initial Eigen Values, Extracted Sums of Squared Loadings and Rotation of Sums of Squared Loadings (Mevareck, 2016). The purpose is concerned with extracted Sum of Squared Loading (Zaslavsky, 2016). According to the table 7the first factor accounts for 62.850% of the variance, the second 31.672%.   All the remaining factors are not significant.

4.4 Hypothesis testing

4.4.1 One Way ANOVA

Analysis of variance (ANOVA) can determine whether the means of three or more groups are different (Kim, 2017). The equality of means in ANOVA test can be use F-test (Beaton & Karanges, 2015). The findings of One-Way ANOVA are stated below:

a. Physical Infrastructure – Service Quality

ANOVAªª

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	19.902	1	19.902	43.942	.000[b]
	Residual	173.011	382	.453		
	Total	192.913	383			

b. Service Performance – Service Quality

ANOVAªª

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	125.048	1	125.048	703.879	.000[b]
	Residual	67.865	382	.178		
	Total	192.913	383			

c. Teacher and Student Relationship – Service Quality

ANOVAªª

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	20.663	1	20.663	45.825	.000[b]
	Residual	172.250	382	.451		
	Total	192.913	383			

d. Curriculum – Service Quality

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	131.013	1	131.013	808.503	.000[b]
1	Residual	61.901	382	.162		
	Total	192.913	383			

Table 8: ANOVA

From the tables shown above, it could tell us whether there is a statistically significant difference between the group data. We can see that the significance value is less than 0.05，therefore, there is a statistically significant difference in the each variable which are physical infrastructure, service performance, teacher and student relationship and curriculum with the service quality. It can conclude that each variable has same importance influence the service quality level of language test preparation centers in Beijing, China.

4.4.2 Multiple Regression Analysis

In order to predict the value the variable base on the value of two or more , multiple regression analysis can be used (Zaskavsky, 2016). The variable we want to predict is known as the dependent variable while the variables we are using to predict the value of the dependent variable are called the independent variables (Peffers & Tuunanen, 2018). The multiple regression analysis had been conducted as shown in the Appendix. In this part, a table had been computed for the R square value.

Path	R^2
Physical Infrastructure – Service Quality	0.103
Service Performance – Service Quality	0.648
Relationship – Service Quality	0.107
Curriculum – Service Quality	0.679

Table 9: Multiple regression analysis

From the table, we can see that R square value is 0.648, which means that 64.8% of the model fit and determine the relationship. Therefore, curriculum has significant positive regression weights that indicating students more focus on the curriculum of the language test preparation centers and curriculum has a significant influence the service quality level of language test preparation centers.

4.4.3 Beta Coefficient Test

In research, the beta coefficient test is to show which of factors has a highest influence power and predictive value on the phenomenon (Stephanie, 2016). The value can be positive or negative in the beta coefficient test (Wolski, 2014). When get stronger the effect, it means that the higher absolute value of the beta coefficient (Ellis & Hasse, 2015).

    a. Physical infrastructure

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	2.491	.206		12.101	.000	2.086	2.896					
	PHYSICAL_INFRASTRUCTURE	.346	.052	.321	6.629	.000	.243	.448	.321	.321	.321	1.000	1.000

a. Dependent Variable: SERVICE_QUALITY

    b. Service performance

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	.190	.139		1.363	.174	-.084	.463					
SERVICE_PERFORMANCE	.943	.036	.805	26.531	.000	.874	1.013	.805	.805	.805	1.000	1.000

a. Dependent Variable: SERVICE_QUALITY

c. Teacher and Student relationship

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	2.453	.207		11.842	.000	2.046	2.861					
RELATIONSHIP	.355	.052	.327	6.769	.000	.252	.459	.327	.327	.327	1.000	1.000

a. Dependent Variable: SERVICE_QUALITY

d. Curriculum

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	.026	.136		.195	.846	-.240	.293					
CURRICULUM	.995	.035	.824	28.434	.000	.926	1.063	.824	.824	.824	1.000	1.000

a. Dependent Variable: SERVICE_QUALITY

Dimension	Beta Coefficient
Physical Infrastructure – Service Quality	0.321
Service Performance – Service Quality	0.805
Teacher and student relationship – Service Quality	0.327
Curriculum – Service Quality	0.824

Table 10: Beta coefficient

Based on the findings above, the curriculum shows the strongest effect with the service quality, which is a beta coefficient value of 0.824. Next, the service performance is the second highest, which is 0.805. After that, it is followed by the teacher and student relationship and physical infrastructure, which are 0.327 and 0.321 respectively. Therefore, among four of the dimensions, we could summarize that the curriculum is the major factor when the students in learning center to access the service quality level. The students nowadays will prefer the creative way to learn new knowledge.

Curriculum is one of the preferable ways for them to learn. For example, the students can learn the name of the botanical plants when visiting to a botanical farm. Secondly, the knowledge of the mentors is also important when the students accessing the service quality.

4.5 Summary of the findings

Hypothesis	Hypothesis Statement	Result
H1	Physical infrastructure has a positive relationship with service quality level of language test preparation centers in Beijing, China.	Fail to reject
H2	Service performance has a positive relationship with service quality level of language test preparation centers in Beijing, China.	Fail to reject
H3	Teacher and student relationship has a positive relationship with service quality level of language test preparation centers in Beijing, China	Fail to reject
H4	Curriculum has a positive relationship with service quality level of language test preparation centers in Beijing , China .	Fail to reject

Table11: summary of hypotheses testing results

Chapter 5 Conclusion and Recommendations

5.0 Findings and Discussion

5.0.1 Demographic Factor

The data of the respondents' profile is computed and shown in the table above. In this research, it has involved 384 respondents. Among these 384 respondents, 201 of them are males and 183 are females. Our respondents are mostly come from the age group 25 to 30, which are 121 people. We had realized that most of the people among age group 25 to 30 is willing to learn more, especially the English language so that they have more capable than the others. Among these 384 respondents, 261 of them have at least a Degree holder. This indicate that the higher education qualification in the Beijing population. Study tells us that the people who do not enhance and learn something new, they will be easily replaced by the others in this world (Xu, 2005). Nevertheless, among these respondents, 103 of them and 152 people think that their average grades are at good and sufficiency level respectively. This figure is covered half of the respondents. This is because the English language is not the first language for them. Besides, English language is also not a popular and general language that must be spoken in China (Jin and Cortazzi, 2002).

5.0.2 Hypothesis Testing

Hypothesis 1: H1 can be accepted. Physical infrastructure has a positive relationship with service quality level of language test preparation center in Beijing, China. Physical infrastructure was influencing the service quality level of language test preparation centers, like building, up to date equipment, whether the facilities equipment was visual appealing, class size.

Hypothesis 2: H2 can be accepted. Service performance has a positive relationship with

service quality level of language test preparation centers in Beijing, China. The language test centers teachers can give well presentation and lecture, have knowledgeable and high qualified academic qualifications, compliance with the module requirements, focus on the outcome for the subjective and give the student feedback, all these factors will influence their service quality.

Hypothesis 3:H3 can be accepted. Teachers and Student relationship has a positive relationship with service quality level of language test preparation center in Beijing, China. Like teachers have knowledge to answer the student's question, focus on the specific needs of the students and also can deal with the students in a caring and courteous manner influence their service quality in the language test training market.

Hypothesis 4: H4 can be accepted. Curriculum has a positive relationship with service quality level of language test preparation centers in Beijing, China. For example, the curriculum can meet the students' needs, have flexible curriculum and highly reputable curriculum will highly affect the service quality level of language test preparation centers.

Research question will be answered through hypothesis testing which conducted by using SPSS. The Cronbach's Alpha of the items is reliable and valid. This had allowed us to proceed further with the research. The Cronbach alpha values for the five dimensions ranged from 0.795 to 0.838. Besides that, the value for dependent variables of service quality level is 0.800. These values are used for assessing the reliability and validity of the measures whether indicate adequate internal consistency (Quansah, 2017). Based on above findings, the all of factors shows a good inter-item consistency.

The confirmatory factory analysis including the Item-total correlation. The value obtained for the item-total correlation for five dimensions are between 0.566 and 0.732. These values indicate a strong item-total correlation (more than 0.3). On the other hand,

the item-total correlation of the dependent variable, service quality level is 0.704 which also indicates a strong reliability and validity.

Based on the findings above, the curriculum shows the strongest effect with the service quality, which is a beta coefficient value of 0.824. Next, the service performance is the second highest, which is 0.805. After that, it is followed by the teacher and student relationship and physical infrastructure, which are 0.327 and 0.321 respectively. Therefore, among four of the dimensions, we could summarize that the curriculum is the major factor when the students in learning center to access the service quality level. The students nowadays will prefer the creative way to learn new knowledge. Curriculum is one of the preferable ways for them to learn. For example, the students can learn the name of the botanical plants when visiting to a botanical farm. Apart from that, curriculum give more flexibility to students so that they could communicate and do sharing with each other (Jenkins, 2013). Sharing among students will increase their understanding as they explain in a way which students at their same age ease in understanding. Secondly, the knowledge of the mentors is also important when the students accessing the service quality.

Based on the findings above, the mean values of these items are ranged between 3.50 and 4.30. Most of the respondents are giving rate between "Neutral" and "Strongly Agree". The skewness values are ranged between -1.718 and -0.218. While the kurtosis values are ranged between -1.224 and 2.682. In statistics, the values for skewness and kurtosis between -2 and +2 , it shows that it can be accptable in order to prove normal univariate distribution.

5. 1Research Implications

The main implication of this research is improving service quality of language test preparation center. By improving service quality, it means customers satisfaction towards language center is solved. If customer satisfaction had no issue, then language center sales will be increase and number of complains will be reduced (Viberg &

Grönlund, 2015). Service quality level of language test preparation center is importance as customer will not send their child or invest on language center that seem to be not dependable. Therefore, this research is vital for language center future.

Next implication of this research outcome is to help language test preparation center to realize on which part improvement should be done. The research findings showed that curriculum is one of the preferable ways for them to learn.   Secondly, the knowledge of the mentors is also important when the students accessing the service quality. Thus, language center should focus to do improvement on this area so that service quality of language test preparation center can be improved.

5.2 Limitations of Research

The first limitation of this research is insufficient sample size for statistical measurement. Researcher would like to suggest future researcher to increase sample size because sufficient sample size will conclude more valid research result. In this research, the sample size used are 384 respondents.

Students who want to understand the exam and its procedures can benefit from the short-term language test preparation courses, because this kind of course teaching helps the student to be familiar with the examination section and the examination procedures as well as helps the students reduce the anxiety caused by limited knowledge in exams. However, for the short -term language training class, it is more suitable for the students who have more confidence for their English skills. Therefore, it cannot to be the measure the service quality of one language test preparation centers, if the students test scores cannot achieve the test scores as they expected.

Second limitation of this research don't have so many previous research studies on this language test training market topic. It can find that not many studies had been published on service quality level of language test preparation centers. Since the past studies are extremely less, researcher had developed an entirely new research typology (Viberg and

Grönlund, 2015).

Third limitation of this study is techniques used to collect the data. In this research, data gathered from respondents are through distribution of questionnaire and past research. However, there are other technique which could be used to gather data such as interview, observation and documentation. Data gathered using interview and observation will be more valid compared to questionnaire as researcher will have interaction session with respondents (Viberg & Grönlund, 2013). In this research, questionnaire is the only technique which had been used to gather data due to short timeline had been provided to complete this study.

5.3 Recommendation

Recommendation for future research of this research is to increase sample size for statistical measurement. Researcher would like to suggest future researcher to increase sample size because sufficient sample size will conclude more valid research result. In this research, the sample size used are 384 respondents. For future research, it can be increased from 384 to 768 respondents. By having 768 sample size, the outcome or result obtained will be more accurate and valid. It is because statistical tests usually required a large sample size to confirm the sample can representative of a population (Tomlinson & Whittaker, 2015).

Second recommendation for future research is to encourage researcher to conduct more similar study or research on this topic. It is because research had faced quite lot of challenges in sourcing for citation and reference as not many studies had been published on service quality level of language test preparation center , in order to help the market of language test preparation centers improve the service quality.

Third recommendation for future research is to increase techniques used to collect the data. In this research, data gathered from respondents are through distribution of questionnaire and past research or secondary data. However, there are other technique

which could be used to gather data such as interview, observation and documentation. Data gathered using interview and observation will be more valid compared to questionnaire as researcher will have interaction session with respondents. In this research, questionnaire is the only technique which had been used to gather data due to short timeline had been provided to complete this study. Future researcher can execute questionnaire and interview in earlier stage to gather data and complete within timeline.

5.4 Areas of Future Study

As this study is conducted on Beijing, China, future study can try to conduct study on different country such as Malaysia, Australia and so on. It is to compare the research outcome whether it had the similar result. The research may also be conducted on different states such as Nan Jing, Tian Jing and so on (Oxford, 2013). There is more area which future research can do research on. The study or research outcome conducted and obtained can beneficial to the language test preparation center owner as they can do improvement so that service quality can be improve and customers are satisfied.

On the other hand, future study should contribute factors that influence the service quality level of language test preparation centers, especially with respect to the curriculum design and service performance in language test preparation centers. My findings show that the curriculum design which can not meet students specific needs would be received the strong evaluation from the students as well as teacher's who have not professional service performance.

Lastly, balance between business profit and educational value and prioritize educational value for the recruitment criteria were closely related to contextual factors that influence the service quality level of language test preparation centers. In order to understand how factors within these language test preparation centers influence the service quality in future study, it can using a comparison research design to further examine the factors influence the service quality of language test preparation centers.

5.5 Conclusion

Chinese students are eager to succeed in English language test, especially for those international English language test, owing to these tests decided to them whether they have qualifications to go abroad for study. Therefore, this situation can produce a huge financial contribution to China's language test preparation centers industry, because the test preparation centers puts forward an enticing argument that test preparation courses and practices can help students achieves high scores. However, insufficient empirical evidence regards to what students experienced at language test preparation centers in China context and was neither able to describe or present what good service quality does the language test preparation centers provided, nor to contributed to understand language test preparation centers' phenomenon in China.

On the other hand, helping Chinese students achieve success on the language test as well as improve the service quality of language test preparation centers, language test preparation market should strengthen the organization physical infrastructure, service performance , teacher and student relationship and curriculum design . Even though the language test scores did not improve immediate from the short -term training from language test preparation, it doesn't mean service quality in language test preparation centers has problem. However, students can receive value from language test preparation centers like appropriate focus, strategies and recourses so as to improve their English skills.

Hamp -Lyons (1998) argued that the problem of the language test preparation centers cannot be solved, but it can help better understand the research. This study contributes to understanding the problems of service quality level of language test preparation centers in Beijing, China, and explores the factors that influence the service quality level of language test preparation centers. Even though this study may not be solving the current problems, the understanding of the influencing factors could help the language test training market improve the service quality.

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Appendix1: Questionnaire

Dear Respondents:

I am a final year student of Master of Business Administration (MBA), INTI international University, Nilai Campus. I am conducting a research regarding service quality level of language test preparation centers in Beijing, China. The purpose of this study is investigating the factors influence the service quality level of language test preparation centers in Beijing, China.

I would like to invite you to participate and complete this questionnaire. Your answers will be treated with strictest confidentially and only used in this research. This questionnaire includes 34 questions and will take 8 minutes to finish it. Before answering the questions, please read the instructions carefully.

I would be grateful if you could take time to answer this questionnaire, I deeply appreciate your assistance in participating this survey, it would be contributed to the success of the survey.

Thank you

亲爱的受访者：

我是英迪大学 NILAI 校区工商管理硕士生。 我正在进行一项关于北京语言培训中心服务水平质量的研究。这个研究的目的是调查影响北京语言培训中心的服务质量水平的因素。

我想邀请您参加并填写这问卷。你的答案将严格保密，仅用于本研究。该问卷包含 34 题仅需 8 分钟完成。在回答问题之前， 请你仔细阅读说明。

如果你能抽出时间回答这份问卷，我将不胜感激，非常感谢您的参与本次调查，将有助于调查的成功。

谢谢你！

Instruction: Please read the following questions carefully and answer all questions with tick in appropriated box.

说明：请仔细阅读以下问题并回答，请在适当的方框中打上对号。

1	**Gender 性别** Male 男 Female 女
2	**Age 年龄** 18-24　18 岁到 24 岁 25- 31　25 岁到 31 岁 32-38　32 岁到 38 岁 38 above 38 岁以上
3	**Education level: 教育程度** High School 高中 Diploma 专科 Degree 本科 Post -graduate 研究生
4	**Average grade 平均等级** Excellent　优秀 Very good 非常好

Good 好
Sufficient 一般

Instruction: please read the following questions carefully and answer all questions with tick in the appropriated box

说明：请仔细阅读以下问题并回答，请在适当的方框中打上对号。

Scale indicator				
1	2	3	4	5
Strong Disagree 强烈反对	**Disagree** 不同意	**Neutral** 一般	**Agree** 同意	**Strongly Agree** 强烈赞同

Section A: Physical infrastructure (Bakti, Metasari and Sumaedi, 2015)	**Scale**				
Academic facilities are adequate in the language test preparation centers. 语言能力测试培训中心的学术设施充足。	1	2	3	4	5
The language test preparation centers have up to date equipment. 语言能力测试培训中心有最新的设备。	1	2	3	4	5
The physical facilities in language test preparation centers are visually appealing. 语言能力测试培训中心设施具有具有视觉吸引力。	1	2	3	4	5
Suitable class size in the language test preparation centers. 语言能力测试培训中心的班级规模适合。	1	2	3	4	5
There are adequate study areas in the language test preparation centers. 语言能力测试培训中心有足够的学习领域。	1	2	3	4	5

Tools and instruments used to provide the services in the language test preparation centers are attractive. 用于语言能力测试培训中心提供服务的 工具和仪器很有吸引力。	1	2	3	4	5
Section B: Service performance (Middlehurst and Woodfied, 2017)	**Scale**				
The teachers in the language test preparation centers are capable to give lecture and presentation. 语言能力测试培训中心的老师具有讲课和演讲能力。	1	2	3	4	5
The language test preparation centers have a knowledgeable and highly qualified academic staff. 语言能力测试培训中心拥有知识渊博且高素质的学术人员。	1	2	3	4	5
The teacher's coursework given in the language test preparation centers are in compliance with the module requirements. 语言能力测试培训中心的老师提供课程 设置符合教学模式要求。	1	2	3	4	5
The teachers in the language test preparation centers focused on the learning outcome for the subjects throughout the training. 语言能力测试培训中心的老师关注整个培训期间培训者的学习成果。	1	2	3	4	5
The teachers in the languages test preparation centers encouraged the students to participate and give feedback during class. 语言能力测试培训中心的老师鼓励学生在课堂上参与并提供反馈。	1	2	3	4	5
The teaching and learning process is correct and accurate as what the language test preparation centers promised and up to date. 教学和学习过程是正确和准确的， 正如语言能力测试培训中心承诺的。	1	2	3	4	5
Section C: Teacher and Student Relationship (Caralho and Motan, 2018)	**Scale**				
The employees in language test preparation centers have knowledge to answer the	1	2	3	4	5

student's questions relating to the course. 语言能力测试培训中心的老师具备知识回答学生有关课程相关的问题。					
The employees in language test preparation centers provide the feedback about the student's progress. 语言能力测试培训中心的员工提供有关学生进度的反馈。	1	2	3	4	5
The employees in language test preparation centers provide individual attention. 语言能力测试培训中心的员工能够关注个人。	1	2	3	4	5
The employees in language test preparation centers understand the specific needs of the students. 语言能力测试培训中心的员工了解学生的具体需求。	1	2	3	4	5
The employees in the language test preparation centers deal with students in a caring, and courteous manner. 语言能力测试培训中心的员工以关怀和礼貌的方式与学生打交道。	1	2	3	4	5
The lecturers and students communicate well in the language test preparation centers. 讲师和学生在语言能力培训中心能够进行良好的沟通。	1	2	3	4	5
Section D: Curriculum (Chan and Tan, 2015)	**Scale**				
The curriculum can fulfil the student's need. 课程满足学生的需求。	1	2	3	4	5
The curriculum provides by the language test preparation centers are primary knowledge required by the students. 语言能力测试培训中心提供的课程是学生所需的基本知识。	1	2	3	4	5
The language test preparation centers offer courses with flexible curriculum. 语言能力测试培训中心提供灵活的课程设置。	1	2	3	4	5
The language test preparation centers offer highly reputable curriculum. 语言能力测试培训中心提供高质量的课	1	2	3	4	5

程。					
The teachers in the language test preparation centers will be explained the curriculum at the beginning of the course. 语言能力测试培训中心的老师将会在课程开始的时候解释课程设置。	1	2	3	4	5
The curriculum provided by the language test preparation centers are useful for preparation the language test. 语言能力测试培训中心提供的课程对于语言测试的准备很有用。	1	2	3	4	5
Section E: service quality level	Scale				
The language test preparation centers operate excellent counselling services. 语言能力测试培训中心提供优质的咨询服务。	1	2	3	4	5
The language test preparation centers provide useful information related to the student's needs. 语言能力测试培训中心提供与学生需求相关的有用信息。	1	2	3	4	5
The language test preparation centers and its employees still keep their promises to give the best services and advise related to the academic matters. 语言能力测试培训中心及其员工信守承诺，提供与学术事宜相关的最佳服务和建议。	1	2	3	4	5
The language test preparation centers solved the inquires or complaints are dealt with efficiently and promptly. 语言能力测试培训中心能够及时有效的解决考生的疑问和投诉。	1	2	3	4	5
The language test preparation centers are willing to take the opinions of students. 语言能力测试培训中心愿意接受学生的意见。	1	2	3	4	5
The language test preparation centers provide the chance to develop student's ability to prepare the language test.	1	2	3	4	5

语言能力测试培训中心提供了发展学生语言测试准备的机会。					

Appendix 2 Turnitin Result

Match Overview ✕

8%

| ‹ | | › |

1	Submitted to INTI Inter... Student Paper	1% ›
2	Submitted to University... Student Paper	1% ›
3	Submitted to Kolej Univ... Student Paper	1% ›
4	eprints.utar.edu.my Internet Source	<1% ›
5	prestigegwl.org Internet Source	<1% ›
6	Young Consumers: Insi... Publication	<1% ›
7	Submitted to Higher Ed... Student Paper	<1% ›
8	www.projectguru.in Internet Source	<1% ›
9	Submitted to City Unive... Student Paper	<1% ›

Appendix 3.MBA Project log

PROJECT PAPER LOG

This is an important document, which is to be handed in with your dissertation. This log will be taken into consideration when awarding the final mark for the dissertation

Student Name:	**ZHAO WANG YAO**
Supervisor's Name:	Dr. ABIDAH SAAD
Dissertation Topic: Service quality level of language test preparation centers in Beijing, China	

SECTION A .MONITORING STUDENT DISSERATION PROCESS

The plan blow is to be agreed between the student & supervisor and will be monitored against process made at each session.

Activity	Milestones /Deliverable Date									
	22/01	29/01	20/02	26/02	5/03	12/03	19/03	26/03	2/04	8/04
Determine the tile of the study	✓									
Determine the research framework		✓								
Elaborate the relationship between iv and DV			✓							
Determine the sampling process				✓						
Determine the research methodology					✓					
Determine the data analysis and tools						✓				
Determine the chapter 3							✓			
Determine the chapter 4								✓		
Determine the chapter 5									✓	
Confirm the PPT slide										✓

Section B. Recording of Meetings

The expectation is that students will meet their supervisors up to Ten times and these meetings should be recorded.

SECTION C. RECORD OF MEETINGS

The expectation is that students will meet their supervisors up to seven times and these meetings should be recorded.
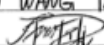
Meeting 1

Date of Meeting	24/ 01 / 2019
Progress Made	Introduce my Project
Agreed Action	According to the feedback adjust it
Student Signature	ZHAO WANG YAO
Supervisor's Signature	

Meeting 2

Date of Meeting	31 /01/ 2019
Progress Made	Review of chapter one
Agreed Action	Modify the chapter one
Student Signature	ZHAO WANG YAO
Supervisor's Signature	

Meeting 3

Date of Meeting	21 / 02/ 2019
Progress Made	Review of chapter 2
Agreed Action	Modify the chapter 2
Student Signature	ZHAO WANG YAO
Supervisor's Signature	

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Meeting 4

Date of Meeting	28/ 02 / 2019
Progress Made	Discuss Research framework
Agreed Action	Redesign research framework
Student Signature	ZHAO WANG YAO
Supervisor's Signature	

Meeting 5

Date of Meeting	7 / 03 /2019
Progress Made	Review of chapter 3
Agreed Action	Modify the chapter 3
Student Signature	ZHAO WANG YAO
Supervisor's Signature	

Meeting 6

Date of Meeting	14 /03/ 2019
Progress Made	Prepare proposal defense
Agreed Action	Making changes according to the feedback
Student Signature	ZHAO WANG YAO
Supervisor's Signature	

12

Meeting 7

Date of Meeting	21/ 03 / 2019
Progress Made	check the Questionaire
Agreed Action	Modify the Questionaire
Student Signature	ZHAO WANG YAO
Supervisor's Signature	

Meeting 8

Date of Meeting	28 / 03 / 2019
Progress Made	Distributed questionaires and collected
Agreed Action	Proceed with statistical analysis
Student Signature	ZHAO WANG YAO
Supervisor's Signature	

Meeting 9

Date of Meeting	4 / 04 / 2019
Progress Made	Review of chapter 4 and 5
Agreed Action	Modify the chapter 4 and 5
Student Signature	ZHAO WANG YAO
Supervisor's Signature	

13

Meeting 10

Date of Meeting	10 / 04 / 2019
Progress Made	Final Review the chapter 1 to 5
Agreed Action	Submit the complete dissertation
Student Signature	ZHAO WANG YAO
Supervisor's Signature	

Section D. Comments on Management of Project

(to be completed at the end of the dissertation process)

Student Comments

Thanks the supervisor patiently guiding me through the whole project, from the study I learned a lot and improvement on the project, it will be useful for my future.

Supervisor Comments

Signature of Student		Date	
Signature of Supervisor		Date	9/4/2019
Ethics Confirmed		Date	

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Appendix 4: Example of Spine and Cover of the Thesis

ZHAO WANG YAO MASTER OF BUSINESS ADMINISTRATION 2019	**SERVICE QUALITY LEVEL OF LANGUAGE TEST PREPARATION CENTERS IN BEIJING, CHINA** **Name:** **ZHAO WANG YAO** **Student Number:** **I14005370** **Course Code:** **MGT7998** **Program:** **MBADI** **Supervisor:** **Dr. ABIDAH SAAD** **MASTER OF BUSINESS ADMINISTRATION** **FACULTY OF BUSINESS , COMMUNICATION & LAW** **INTI INTETNATIONAL UNIVERSITY** **2019**

Appendix 5 Declaration

<div align="center">**Declaration**</div>

I hereby declare that: I understand the meaning of "Plagiarism" and Intellectual Property Rights" and ethics related to Principles of Academic works.

This dissertation is hereby acknowledged as my own work and I have duly acknowledged use of published and unpublished works of other people from the print, electronic and other media.

NAME : ZHAO WANG YAO

STUDENT ID : I14005370

SIGATURE : Zhao Wang Yao

DATE :30/04/2019

Appendix 6 Title Page

Title Page

INTI INTERNATIONAL UNIVERSITY

MASTER OF BUSINESS ADMINISTRATION

SERVICE QUALITY LEVEL OF LANGUAGE TEST PREPARATION CENTERS IN BEIJING, CHINA

Author: ZHAO WANG YAO

Student No: I14005370

Supervisor: Dr. ABIDAH SAAD

Submission Date 30/04/2019

Ethics Number:BUS/PGT/CP/04039

Final Word Count:14615

Appendix 7 : Ethic Approival Notification

University of Hertfordshire UH

SOCIAL SCIENCES, ARTS AND HUMANITIES ECDA

ETHICS APPROVAL NOTIFICATION

TO: Zhao Wang Yao

CC: Dr Abidah Saad

FROM: Dr Brendan Larvor, Social Sciences, Arts and Humanities ECDA Vice-Chair

DATE: 29/03/2019

Protocol number: **BUS/PGT/CP/04039**

Title of study: Service quality level of language test preparation centers in Beijing, China

Your application for ethics approval has been accepted and approved by the ECDA for your School and includes work undertaken for this study by the named additional workers below:

This approval is valid:

From: 29/03/2019

To: 15/04/2019

Additional workers: no additional workers named

Please note:

If your research involves invasive procedures you are required to complete and submit an EC7 Protocol Monitoring Form, and your completed consent paperwork to this ECDA once your study is complete. You are also required to complete and submit an EC7 Protocol Monitoring Form if you are a member of staff. This form is available via the Ethics Approval StudyNet Site via the 'Application Forms' page http://www.studynet1.herts.ac.uk/ptl/common/ethics.nsf/Teaching+Documents?Openview&count=9999&restricttocategory=Application+Forms

Any necessary permissions for the use of premises/location and accessing participants for your study must be obtained in writing prior to any data collection commencing. Failure to obtain adequate permissions may be considered a breach of this protocol.

Approval applies specifically to the research study/methodology and timings as detailed in your Form EC1A. Should you amend any aspect of your research, or wish to apply for an extension to your study, you will need your supervisor's approval (if you are a student) and must complete and submit form EC2. In cases where the amendments to the original study are deemed to be substantial, a new Form EC1A may need to be completed prior to the study being undertaken.

Should adverse circumstances arise during this study such as physical reaction/harm, mental/emotional harm, intrusion of privacy or breach of confidentiality this must be reported to the approving Committee immediately. Failure to report adverse circumstance/s would be considered misconduct.

Ensure you quote the UH protocol number and the name of the approving Committee on all paperwork, including recruitment advertisements/online requests, for this study.

Students must include this Approval Notification with their submission.

Appendix 8: Ethic form EC7

UNIVERSITY OF HERTFORDSHIRE

FORM EC7 – PROTOCOL MONITORING FORM

Ethics Committee with Delegated Authority (ECDA) ··.

Name of Principal Investigator
(or name of class protocol holder) ·········ZHAO WANG YAO·········

Student/Staff ID ······ I14005370·················

Programme of Study or Module Name ············MAMS··························

Title of study
(or name of class protocol) ···Service quality level of language
test preparation centers in Beijing, China··························

UH Protocol Approval Number ······BUS/PGT/CP/04039······

Date ······10/04/2019···············

Has data collection for this project been completed? YES
If NO, please explain why:

If an extension is required, a Form EC2 will need to be completed and submitted.

Have any of the participants within the study experienced or reported any of the following: (if you answer YES to any of these, you must provide the details)

Physical reaction/harm NO
Mental/emotional harm NO
Intrusion of privacy NO
Breach of confidentiality NO

If the UH Protocol Approval you were originally sent included any conditions (for example supervisor to approve interview schedule prior to data collection), were all conditions complied with? YES

If NO please include any documents and/or information with this form"

DECLARATION (overleaf)
DECLARATION

TICK THE APPROPRIATE BOXES IN EACH COLUMN

(i) Declaration by staff applicant		(ii) Declaration by student applicant	
(tick)		(tick)	
	I confirm that I have followed the approved Protocol for this study and, where appropriate, the relevant code(s) and/or practice(s) that apply	✓	I confirm that I have followed the approved Protocol for this study and, where appropriate, the relevant code(s) and/or practice(s) that apply
	Signed …………………………………….. (staff applicant) Date ………………………………………		Signed ……ZHAO WANG YAO …………………………………. (student applicant) Date …………10/04/2019……………………
		(iii) Declaration by student's supervisor	
		(tick)	
		✓	As far as I can ascertain, the student has followed the approved Protocol for this study and, where appropriate, the relevant code(s) and/or practice(s) that apply
			Signed ……Abidah Saad …………………… (student's supervisor) Date …………10/04/2019……………………

This completed form, together with any relevant documents (where applicable) must be returned to the relevant ECDA (ssahecda@herts.ac.uk   hsetecda@herts.ac.uk) when you submit your project/dissertation. Failure to submit this Form may result in a breach of the University's regulations (UPR RE01, 'Studies Involving Human Participants', refers)

Appendix 9: SPSS OUTPUT

1. Pilot Test – Reliability & Validity Test

Case Processing Summary

		N	%
	Valid	384	100.0
Cases	Excluded[a]	0	.0
	Total	384	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.846	.848	5

Item Statistics

	Mean	Std. Deviation	N
PHYSICAL_INFRASTRUCTURE	3.8937	.65970	384
SERVICE_PERFORMANCE	3.8655	.60566	384
RELATIONSHIP	3.8924	.65369	384
CURRICULUM	3.8307	.58805	384
SERVICE_QUALITY	3.8364	.70971	384

Inter-Item Correlation Matrix

	PHYSICAL_INFRASTRUCTURE	SERVICE_PERFORMANCE	RELATIONSHIP	CURRICULUM	SERVICE_QUALITY
PHYSICAL_INFRASTRUCTURE	1.000	.283	.998	.237	.321
SERVICE_PERFORMANCE	.283	1.000	.288	.952	.805
RELATIONSHIP	.998	.288	1.000	.245	.327
CURRICULUM	.237	.952	.245	1.000	.824
SERVICE_QUALITY	.321	.805	.327	.824	1.000

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
PHYSICAL_INFRASTRUCTURE	15.4249	4.422	.566	.995	.838
SERVICE_PERFORMANCE	15.4531	4.237	.732	.911	.795
RELATIONSHIP	15.4262	4.420	.575	.995	.835

CURRICULUM	15.4878	4.344	.709	.920	.801
SERVICE_QUALITY	15.4822	3.940	.704	.698	.800

2. **Descriptive Analysis – Profile of Respondents**

Statistics

		GENDER	AGE	EDUCATION_LEVEL	AVERAGE_LEVEL
N	Valid	384	384	384	384
	Missing	0	0	0	0

GENDER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MALE	201	52.3	52.3	52.3
	FEMALE	183	47.7	47.7	100.0
	Total	384	100.0	100.0	

AGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-24	103	26.8	26.8	26.8
	25-30	121	31.5	31.5	58.3
	31-37	97	25.3	25.3	83.6
	37 ABOVE	63	16.4	16.4	100.0
	Total	384	100.0	100.0	

EDUCATION_LEVEL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	HIGH SCHOOL	18	4.7	4.7	4.7
	DIPLOMA	81	21.1	21.1	25.8
	DEGREE	261	68.0	68.0	93.8
	POST-GRADUATE	24	6.3	6.3	100.0
	Total	384	100.0	100.0	

AVERAGE_LEVEL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	EXCELLENT	38	9.9	9.9	9.9
	VERY GOOD	91	23.7	23.7	33.6
	GOOD	103	26.8	26.8	60.4
	SUFFICIENT	152	39.6	39.6	100.0

Total	384	100.0	100.0	

3. Descriptive Analysis – Research Question

A1: Academic facilities are adequate in the language test preparation centers.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONG DIAGREE	21	5.5	5.5	5.5
	DIAGREE	26	6.8	6.8	12.2
	NEUTRAL	82	21.4	21.4	33.6
	AGREE	137	35.7	35.7	69.3
	STRONGLY AGREE	118	30.7	30.7	100.0
	Total	384	100.0	100.0	

A2: The language test preparation centers have up to date equipment.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONG DIAGREE	23	6.0	6.0	6.0
	DIAGREE	53	13.8	13.8	19.8
	NEUTRAL	19	4.9	4.9	24.7
	AGREE	126	32.8	32.8	57.6
	STRONGLY AGREE	163	42.4	42.4	100.0
	Total	384	100.0	100.0	

A3: The physical facilities in language test preparation centers are visually appealing.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONG DIAGREE	18	4.7	4.7	4.7
	DIAGREE	2	.5	.5	5.2
	NEUTRAL	57	14.8	14.8	20.1
	AGREE	76	19.8	19.8	39.8
	STRONGLY AGREE	231	60.2	60.2	100.0
	Total	384	100.0	100.0	

A4: Suitable class size in the language test preparation centers.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONG DIAGREE	39	10.2	10.2	10.2
	DIAGREE	58	15.1	15.1	25.3
	NEUTRAL	11	2.9	2.9	28.1
	AGREE	112	29.2	29.2	57.3
	STRONGLY AGREE	164	42.7	42.7	100.0

		Frequency	Percent	Valid Percent	Cumulative Percent
	Total	384	100.0	100.0	

A5: There are adequate study areas in the language test preparation centers.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONG DIAGREE	37	9.6	9.6	9.6
	DIAGREE	78	20.3	20.3	29.9
	NEUTRAL	35	9.1	9.1	39.1
	AGREE	82	21.4	21.4	60.4
	STRONGLY AGREE	152	39.6	39.6	100.0
	Total	384	100.0	100.0	

A6: Tools and instruments used to provide the services in the language test preparation centers are attractive.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONG DIAGREE	1	.3	.3	.3
	DIAGREE	53	13.8	13.8	14.1
	NEUTRAL	77	20.1	20.1	34.1
	AGREE	88	22.9	22.9	57.0
	STRONGLY AGREE	165	43.0	43.0	100.0
	Total	384	100.0	100.0	

B1: The teachers in the language test preparation centers are capable to give lecture and presentation.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONG DIAGREE	23	6.0	6.0	6.0
	DIAGREE	42	10.9	10.9	16.9
	NEUTRAL	91	23.7	23.7	40.6
	AGREE	83	21.6	21.6	62.2
	STRONGLY AGREE	145	37.8	37.8	100.0
	Total	384	100.0	100.0	

B2: The language test preparation centers have a knowledgeable and highly qualified academic staff.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONG DIAGREE	29	7.6	7.6	7.6
	DIAGREE	37	9.6	9.6	17.2
	NEUTRAL	159	41.4	41.4	58.6
	AGREE	30	7.8	7.8	66.4
	STRONGLY AGREE	129	33.6	33.6	100.0

		Frequency	Percent	Valid Percent	Cumulative Percent
	Total	384	100.0	100.0	

B3: The teacher's coursework given in the language test preparation centers are in compliance with the module requirements.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONG DIAGREE	23	6.0	6.0	6.0
	DIAGREE	14	3.6	3.6	9.6
	NEUTRAL	22	5.7	5.7	15.4
	AGREE	108	28.1	28.1	43.5
	STRONGLY AGREE	217	56.5	56.5	100.0
	Total	384	100.0	100.0	

B4: The teachers in the language test preparation centers focused on the learning outcome for the subjects throughout the training.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONG DIAGREE	17	4.4	4.4	4.4
	DIAGREE	23	6.0	6.0	10.4
	NEUTRAL	47	12.2	12.2	22.7
	AGREE	97	25.3	25.3	47.9
	STRONGLY AGREE	200	52.1	52.1	100.0
	Total	384	100.0	100.0	

B5: The teachers in the languages test preparation centers encouraged the students to participate and give feedback during class.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONG DIAGREE	25	6.5	6.5	6.5
	DIAGREE	35	9.1	9.1	15.6
	NEUTRAL	110	28.6	28.6	44.3
	AGREE	55	14.3	14.3	58.6
	STRONGLY AGREE	159	41.4	41.4	100.0
	Total	384	100.0	100.0	

B6: The teaching and learning process is correct and accurate as what the language test preparation centers promised and up to date.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONG DIAGREE	20	5.2	5.2	5.2
	DIAGREE	71	18.5	18.5	23.7
	NEUTRAL	47	12.2	12.2	35.9
	AGREE	75	19.5	19.5	55.5

		Frequency	Percent	Valid Percent	Cumulative Percent
	STRONGLY AGREE	171	44.5	44.5	100.0
	Total	384	100.0	100.0	

C1: The employees in language test preparation centers have knowledge to answer the student's questions relating to the course.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONG DIAGREE	21	5.5	5.5	5.5
	DIAGREE	26	6.8	6.8	12.2
	NEUTRAL	84	21.9	21.9	34.1
	AGREE	136	35.4	35.4	69.5
	STRONGLY AGREE	117	30.5	30.5	100.0
	Total	384	100.0	100.0	

C2: The employees in language test preparation centers provide the feedback about the student's progress.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONG DIAGREE	23	6.0	6.0	6.0
	DIAGREE	53	13.8	13.8	19.8
	NEUTRAL	21	5.5	5.5	25.3
	AGREE	124	32.3	32.3	57.6
	STRONGLY AGREE	163	42.4	42.4	100.0
	Total	384	100.0	100.0	

C3: The employees in language test preparation centers provide individual attention.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONG DIAGREE	14	3.6	3.6	3.6
	DIAGREE	6	1.6	1.6	5.2
	NEUTRAL	59	15.4	15.4	20.6
	AGREE	76	19.8	19.8	40.4
	STRONGLY AGREE	229	59.6	59.6	100.0
	Total	384	100.0	100.0	

C4: The employees in language test preparation centers under the specific needs of the students.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONG DIAGREE	39	10.2	10.2	10.2
	DIAGREE	57	14.8	14.8	25.0
	NEUTRAL	11	2.9	2.9	27.9
	AGREE	112	29.2	29.2	57.0

		Frequency	Percent	Valid Percent	Cumulative Percent
	STRONGLY AGREE	165	43.0	43.0	100.0
	Total	384	100.0	100.0	

C5: The employees in the language test preparation centers deal with students in a caring, and courteous manner.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONG DIAGREE	37	9.6	9.6	9.6
	DIAGREE	78	20.3	20.3	29.9
	NEUTRAL	35	9.1	9.1	39.1
	AGREE	82	21.4	21.4	60.4
	STRONGLY AGREE	152	39.6	39.6	100.0
	Total	384	100.0	100.0	

C6: The lecturers and students communicate well in the language test preparation centers.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONG DIAGREE	1	.3	.3	.3
	DIAGREE	53	13.8	13.8	14.1
	NEUTRAL	78	20.3	20.3	34.4
	AGREE	87	22.7	22.7	57.0
	STRONGLY AGREE	165	43.0	43.0	100.0
	Total	384	100.0	100.0	

D1: The curriculum can fulfil the student's need.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONG DIAGREE	23	6.0	6.0	6.0
	DIAGREE	44	11.5	11.5	17.4
	NEUTRAL	92	24.0	24.0	41.4
	AGREE	80	20.8	20.8	62.2
	STRONGLY AGREE	145	37.8	37.8	100.0
	Total	384	100.0	100.0	

D2: The curriculum provides by the language test preparation centers are primary knowledge required by the students.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONG DIAGREE	34	8.9	8.9	8.9
	DIAGREE	37	9.6	9.6	18.5
	NEUTRAL	157	40.9	40.9	59.4
	AGREE	30	7.8	7.8	67.2

		Frequency	Percent	Valid Percent	Cumulative Percent
	STRONGLY AGREE	126	32.8	32.8	100.0
	Total	384	100.0	100.0	

D3: The language test preparation centers offer courses with flexible curriculum

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONG DIAGREE	23	6.0	6.0	6.0
	DIAGREE	10	2.6	2.6	8.6
	NEUTRAL	22	5.7	5.7	14.3
	AGREE	106	27.6	27.6	41.9
	STRONGLY AGREE	223	58.1	58.1	100.0
	Total	384	100.0	100.0	

D4: The language test preparation centers offer highly reputable curriculum.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONG DIAGREE	17	4.4	4.4	4.4
	DIAGREE	20	5.2	5.2	9.6
	NEUTRAL	50	13.0	13.0	22.7
	AGREE	93	24.2	24.2	46.9
	STRONGLY AGREE	204	53.1	53.1	100.0
	Total	384	100.0	100.0	

D5: The teachers in the language test preparation centers will be explained the curriculum at the beginning of the course.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONG DIAGREE	25	6.5	6.5	6.5
	DIAGREE	36	9.4	9.4	15.9
	NEUTRAL	114	29.7	29.7	45.6
	AGREE	61	15.9	15.9	61.5
	STRONGLY AGREE	148	38.5	38.5	100.0
	Total	384	100.0	100.0	

D6: The curriculum provided by the language test preparation centers are useful for preparation the language test.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONG DIAGREE	25	6.5	6.5	6.5
	DIAGREE	79	20.6	20.6	27.1
	NEUTRAL	57	14.8	14.8	41.9
	AGREE	74	19.3	19.3	61.2
	STRONGLY AGREE	149	38.8	38.8	100.0

		Total	384	100.0	100.0	

E1: The language test preparation centers operate excellent counselling services.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONG DIAGREE	23	6.0	6.0	6.0
	DIAGREE	44	11.5	11.5	17.4
	NEUTRAL	92	24.0	24.0	41.4
	AGREE	80	20.8	20.8	62.2
	STRONGLY AGREE	145	37.8	37.8	100.0
	Total	384	100.0	100.0	

E2: The language test preparation centers provide useful information related to the student's needs.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONG DIAGREE	1	.3	.3	.3
	DIAGREE	53	13.8	13.8	14.1
	NEUTRAL	77	20.1	20.1	34.1
	AGREE	87	22.7	22.7	56.8
	STRONGLY AGREE	166	43.2	43.2	100.0
	Total	384	100.0	100.0	

E3: The language test preparation centers and its employees still keep their promises to give the best services and advise related to the academic matters.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONG DIAGREE	30	7.8	7.8	7.8
	DIAGREE	79	20.6	20.6	28.4
	NEUTRAL	47	12.2	12.2	40.6
	AGREE	57	14.8	14.8	55.5
	STRONGLY AGREE	171	44.5	44.5	100.0
	Total	384	100.0	100.0	

E4: The language test preparation centers solved the inquires or complaints are dealt with efficiently and promptly.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONG DIAGREE	17	4.4	4.4	4.4
	DIAGREE	20	5.2	5.2	9.6
	NEUTRAL	49	12.8	12.8	22.4
	AGREE	94	24.5	24.5	46.9
	STRONGLY AGREE	204	53.1	53.1	100.0

		Frequency	Percent	Valid Percent	Cumulative Percent
	Total	384	100.0	100.0	

E5: The language test preparation centers are willing to take the opinions of students.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONG DIAGREE	25	6.5	6.5	6.5
	DIAGREE	35	9.1	9.1	15.6
	NEUTRAL	109	28.4	28.4	44.0
	AGREE	55	14.3	14.3	58.3
	STRONGLY AGREE	160	41.7	41.7	100.0
	Total	384	100.0	100.0	

E6: The language test preparation centers provide the chance to develop student's ability to prepare the language test.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONG DIAGREE	26	6.8	6.8	6.8
	DIAGREE	75	19.5	19.5	26.3
	NEUTRAL	45	11.7	11.7	38.0
	AGREE	64	16.7	16.7	54.7
	STRONGLY AGREE	174	45.3	45.3	100.0
	Total	384	100.0	100.0	

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
A1	384	1	5	3.79	1.116	-.834	.125	.112	.248
A2	384	1	5	3.92	1.250	-1.016	.125	-.172	.248
A3	384	1	5	4.30	1.051	-1.633	.125	2.229	.248
A4	384	1	5	3.79	1.391	-.874	.125	-.673	.248
A5	384	1	5	3.61	1.421	-.528	.125	-1.194	.248
A6	384	1	5	3.95	1.098	-.569	.125	-1.018	.248
B1	384	1	5	3.74	1.236	-.616	.125	-.665	.248
B2	384	1	5	3.50	1.254	-.218	.125	-.891	.248
B3	384	1	5	4.26	1.116	-1.718	.125	2.220	.248
B4	384	1	5	4.15	1.124	-1.299	.125	.865	.248
B5	384	1	5	3.75	1.262	-.578	.125	-.743	.248
B6	384	1	5	3.80	1.319	-.658	.125	-.971	.248
C1	384	1	5	3.79	1.115	-.819	.125	.090	.248
C2	384	1	5	3.91	1.252	-1.001	.125	-.203	.248
C3	384	1	5	4.30	1.026	-1.537	.125	1.906	.248
C4	384	1	5	3.80	1.390	-.887	.125	-.648	.248
C5	384	1	5	3.61	1.421	-.528	.125	-1.194	.248
C6	384	1	5	3.94	1.099	-.562	.125	-1.029	.248
D1	384	1	5	3.73	1.243	-.590	.125	-.720	.248
D2	384	1	5	3.46	1.278	-.218	.125	-.903	.248
D3	384	1	5	4.29	1.095	-1.821	.125	2.682	.248
D4	384	1	5	4.16	1.116	-1.326	.125	.973	.248
D5	384	1	5	3.71	1.249	-.527	.125	-.749	.248
D6	384	1	5	3.63	1.347	-.462	.125	-1.177	.248
E1	384	1	5	3.73	1.243	-.590	.125	-.720	.248
E2	384	1	5	3.95	1.099	-.572	.125	-1.019	.248
E3	384	1	5	3.68	1.412	-.526	.125	-1.224	.248
E4	384	1	5	4.17	1.114	-1.335	.125	1.005	.248
E5	384	1	5	3.76	1.263	-.586	.125	-.739	.248
E6	384	1	5	3.74	1.378	-.605	.125	-1.105	.248
Valid N (listwise)	384								

4.KMO: Bartlett's Test of Sphericity

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.657
	Approx. Chi-Square	3435.791
Bartlett's Test of Sphericity	df	10
	Sig.	.000

Communalities

	Initial	Extraction
PHYSICAL_INFRASTRUCTURE	1.000	.999
SERVICE_PERFORMANCE	1.000	.936
RELATIONSHIP	1.000	.998
CURRICULUM	1.000	.951
SERVICE_QUALITY	1.000	.842

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.143	62.850	62.850	3.143	62.850	62.850
2	1.584	31.672	94.522	1.584	31.672	94.522
3	.226	4.511	99.034			
4	.046	.920	99.954			
5	.002	.046	100.000			

Extraction Method: Principal Component Analysis.

Component Matrix[a]

	Component	
	1	2
PHYSICAL_INFRASTRUCTURE	.647	.761
SERVICE_PERFORMANCE	.886	-.387
RELATIONSHIP	.653	.757
CURRICULUM	.873	-.435
SERVICE_QUALITY	.866	-.305

Extraction Method: Principal Component Analysis.

a. 2 components extracted.

5.Multiple Regression Test

One Way ANOVA & Beta Coefficient

(a) Physical Infrastructure – Service Quality

Descriptive Statistics

	Mean	Std. Deviation	N
SERVICE_QUALITY	3.8364	.70971	384
PHYSICAL_INFRASTRUCTURE	3.8937	.65970	384

Correlations

		SERVICE_QUALITY	PHYSICAL_INFRASTRUCTURE
Pearson Correlation	SERVICE_QUALITY	1.000	.321
	PHYSICAL_INFRASTRUCTURE	.321	1.000
Sig. (1-tailed)	SERVICE_QUALITY	.	.000
	PHYSICAL_INFRASTRUCTURE	.000	.
N	SERVICE_QUALITY	384	384
	PHYSICAL_INFRASTRUCTURE	384	384

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	PHYSICAL_INFRASTRUCTURE	.	Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).

a. Dependent Variable: SERVICE_QUALITY

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.321[a]	.103	.101	.67299

a. Predictors: (Constant), PHYSICAL_INFRASTRUCTURE

b. Dependent Variable: SERVICE_QUALITY

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	19.902	1	19.902	43.942	.000[b]
	Residual	173.011	382	.453		
	Total	192.913	383			

a. Dependent Variable: SERVICE_QUALITY

b. Predictors: (Constant), PHYSICAL_INFRASTRUCTURE

Collinearity Diagnostics[a]

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions	
				(Constant)	PHYSICAL_INFRASTRUCTURE
1	1	1.986	1.000	.01	.01
	2	.014	11.904	.99	.99

a. Dependent Variable: SERVICE_QUALITY

Residuals Statistics[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	3.2396	4.2187	3.8364	.22795	384
Residual	-1.53978	1.59371	.00000	.67211	384
Std. Predicted Value	-2.618	1.677	.000	1.000	384
Std. Residual	-2.288	2.368	.000	.999	384

a. Dependent Variable: SERVICE_QUALITY

(b)   Service Performance – Service Quality

Descriptive Statistics

	Mean	Std. Deviation	N
SERVICE_QUALITY	3.8364	.70971	384
SERVICE_PERFORMANCE	3.8655	.60566	384

Correlations

		SERVICE_QUALITY	SERVICE_PERFORMANCE
Pearson Correlation	SERVICE_QUALITY	1.000	.805
	SERVICE_PERFORMANCE	.805	1.000

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Sig. (1-tailed)	SERVICE_QUALITY	.	.000
	SERVICE_PERFORMANC E	.000	.
N	SERVICE_QUALITY	384	384
	SERVICE_PERFORMANC E	384	384

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	SERVICE_PER FORMANCE	.	Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).

a. Dependent Variable: SERVICE_QUALITY

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.805[a]	.648	.647	.42149

a. Predictors: (Constant), SERVICE_PERFORMANCE

b. Dependent Variable: SERVICE_QUALITY

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	125.048	1	125.048	703.879	.000[b]
	Residual	67.865	382	.178		
	Total	192.913	383			

a. Dependent Variable: SERVICE_QUALITY

b. Predictors: (Constant), SERVICE_PERFORMANCE

Collinearity Diagnostics[a]

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions	
				(Constant)	SERVICE_PER FORMANCE
1	1	1.988	1.000	.01	.01

	.012	12.859	.99	.99
2				

a. Dependent Variable: SERVICE_QUALITY

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	2.2337	4.9067	3.8364	.57140	384
Residual	-1.30607	1.18450	.00000	.42094	384
Std. Predicted Value	-2.805	1.873	.000	1.000	384
Std. Residual	-3.099	2.810	.000	.999	384

a. Dependent Variable: SERVICE_QUALITY

(c) Relationship of Teacher with Student – Service Quality

Descriptive Statistics

	Mean	Std. Deviation	N
SERVICE_QUALITY	3.8364	.70971	384
RELATIONSHIP	3.8924	.65369	384

Correlations

		SERVICE_QUALITY
Pearson Correlation	SERVICE_QUALITY	1.000
	RELATIONSHIP	.327
Sig. (1-tailed)	SERVICE_QUALITY	.

	RELATIONSHIP		.000
	SERVICE_QUALITY		384
N		.	
	RELATIONSHIP		384

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	RELATIONSHIP	.	Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).

a. Dependent Variable: SERVICE_QUALITY

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.327^a	.107	.105	.67150

a. Predictors: (Constant), RELATIONSHIP

b. Dependent Variable: SERVICE_QUALITY

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	20.663	1	20.663	45.825	.000^b
	Residual	172.250	382	.451		
	Total	192.913	383			

a. Dependent Variable: SERVICE_QUALITY

b. Predictors: (Constant), RELATIONSHIP

Collinearity Diagnostics^a

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions	
				(Constant)	RELATIONSHIP
1	1	1.986	1.000	.01	.01
	2	.014	12.008	.99	.99

a. Dependent Variable: SERVICE_QUALITY

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	3.2232	4.2299	3.8364	.23227	384
Residual	-1.54129	1.61015	.00000	.67063	384
Std. Predicted Value	-2.640	1.694	.000	1.000	384
Std. Residual	-2.295	2.398	.000	.999	384

a. Dependent Variable: SERVICE_QUALITY

(d) Curriculum – Service Quality

Descriptive Statistics

	Mean	Std. Deviation	N
SERVICE_QUALITY	3.8364	.70971	384
CURRICULUM	3.8307	.58805	384

Correlations

		SERVICE_QUALITY	CURRICULUM
Pearson Correlation	SERVICE_QUALITY	1.000	.824
	CURRICULUM	.824	1.000
Sig. (1-tailed)	SERVICE_QUALITY	.	.000
	CURRICULUM	.000	.
N	SERVICE_QUALITY	384	384
	CURRICULUM	384	384

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	CURRICULUM	.	Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).

a. Dependent Variable: SERVICE_QUALITY

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.824^a	.679	.678	.40255

a. Predictors: (Constant), CURRICULUM

b. Dependent Variable: SERVICE_QUALITY

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	131.013	1	131.013	808.503	.000[b]
	Residual	61.901	382	.162		
	Total	192.913	383			

a. Dependent Variable: SERVICE_QUALITY

b. Predictors: (Constant), CURRICULUM

Collinearity Diagnostics[a]

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions	
				(Constant)	CURRICULUM
1	1	1.988	1.000	.01	.01
	2	.012	13.122	.99	.99

a. Dependent Variable: SERVICE_QUALITY

Residuals Statistics[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	2.1813	4.9993	3.8364	.58487	384
Residual	-1.33896	.99076	.00000	.40202	384
Std. Predicted Value	-2.830	1.988	.000	1.000	384
Std. Residual	-3.326	2.461	.000	.999	384

a. Dependent Variable: SERVICE_QUALITY

Histogram
Dependent Variable: SERVICE_QUALITY

Mean = 1.12E-14
Std. Dev. = 0.997
N = 384

4.

Scatterplot

Dependent Variable: SERVICE_QUALITY