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公司形象、教學品質與服務品質關係之研究：

以蒙古語言學校為例

INVESTIGATE THE RELATIONSHIP AMONG CORPORATE IMAGE,  
TEACHING QUALITY, AND SERVICE QUALITY: EVIDENCE OF LANGUAGE  
SCHOOL IN MONGOLIA

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本人認為杜恩君已完成南華大學企業管理學系管理科學碩士班之碩士養成教育，符合訓練水準，並具備本校碩士學位考試之申請資格，特向碩士資格審查小組推薦其初稿，名稱：公司形象、教學品質與服務品質關係之研究：以蒙古語言學校為例，以參加碩士論文口試。

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## ABSTRACT

Due to the world is changing fast, learning a second language opens up a ton of career opportunities. In the period of growing business, providing excellent quality service in language schools section plays increasingly important role. The purpose of this study is to investigate the relationship among corporate image, teaching quality, and service quality in the language schools in Mongolia. In fact, teaching quality and service quality are considered as a major factor contributing to school's success and enhancing their corporate image. Not only increasing competitive advantages, it also gains customer retention. Thus, companies /language schools/ need to conduct customer's survey with a view of using analyzed results to identify attributes of potential improvements. The survey included 50 questions were issued to a sample of 268 customers at these seven language schools. The findings of the research result are as follows: (1) both the teaching quality and service quality have a positive influence on the corporate image; (2) corporate image is positive correlated to teaching quality and service quality.

**Keywords:** Corporate image, teaching quality and service quality

**關鍵詞:** 企業形象, 教學品質, 服務品質

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# **CHAPTER ONE**

## **INTRODUCTION**

In this chapter, research background and motivations, research objectives and thesis structure are discussed.

### **1.1 Research Background and Motivations**

Learning a second language opens up a ton of career opportunities and is one of the important crucial in one's success. To have a brighter future it is a must that a person is well educated. More organizations than ever are running business in many of countries around the world, nevertheless it is difficult to do it without hiring globally minded people who can speak at least one foreign language. Even small, local companies, chances are that the ability to speak a second language will set a person apart from other applicants.

On the other hand, for some education is a prerequisite to have a better life or quality of life. Parents always ensure that they send their children in a prestigious language schools hoping that the children can learn foreign languages for establishing their future study. Thus, running language schools are increasing rapidly in competitive business year by year in Mongolia.

Language schools around the world highlight company image, teaching quality and service quality as their main tasks. There are many factors that positively influence to company image and may affect the choice on which language school to study or acquire education. It could be the teaching quality and service quality. Most of people came up with a solution or decision where to study.

Consequently, the relation between corporate image, teaching quality and service quality is one of the most important issues of language schools. The purpose of this study is to investigate the relationship among corporate image, teaching quality, and service quality. In addition, to evaluate teaching and service quality which factor can be positively affect to schools' corporate image.

Many of language schools recognized the importance of their corporate image and tended to manage it from a marketing or an advertising perspective. However, it's not always have the impact they have hoped for. By the attitudes and behaviors of employee with whom they interface in their dealings with organizations influence to corporate image. According to Gold (2001), suggests that to compete effectively, organizations have to obtain new knowledge that will help them to position themselves more favorably in their chosen markets. It is clarified that knowledge about an organization's corporate image, when that is sufficiently defined and measured, could be a great advantage in this regard.

According to Labini & Zinovyeva, (2014), discussed many universities around the world have a completed view of research and teaching. Teachers at the frontier of knowledge can then teach update materials more effectively and their courses can influence the appropriate problems to be taught. On the other word, teaching can be considered alternatives, effort required and given the time for teaching excellence, and can even reflect different natural abilities.

Service quality attitudes of higher education has concentrated on effective course delivery mechanisms, and the quality of courses and teaching (Bourner, 1998). The mechanisms for measuring service quality of courses and programs often depend on research instruments (e.g. student feedback questionnaires) conceived by representatives of the higher education

institutions to provide data which address various externally set audit criteria. Furthermore, it is recognized that the general factors which make up service quality (e.g. the physical environment, or the availability of academic staff) are perceived in a similar way by students.

## **1.2 Research Objective**

The research's objective aims to understand which factors are influence to the corporate image and relationship among corporate image, teaching quality and service quality in Mongolian language schools as the following:

- Find out how customers feel teaching and service quality
- To determine specific elements of corporate image in choosing that language school
- To identify factors relationship between teaching and service quality
- To analyze the role of teaching quality and service quality in influencing to corporate image

## **1.3 Research Process**

Figure 1.1 describes the process of conducting research. The research are undertaken following by 6 steps. First of all, the research problem should be identified clearly. Thereby, the author can determine the objective of research. After that, continued by constructing the questionnaire before issuing to customer. After collecting the survey, it's necessary to process and analyze the data. Finally, the thesis will be written.

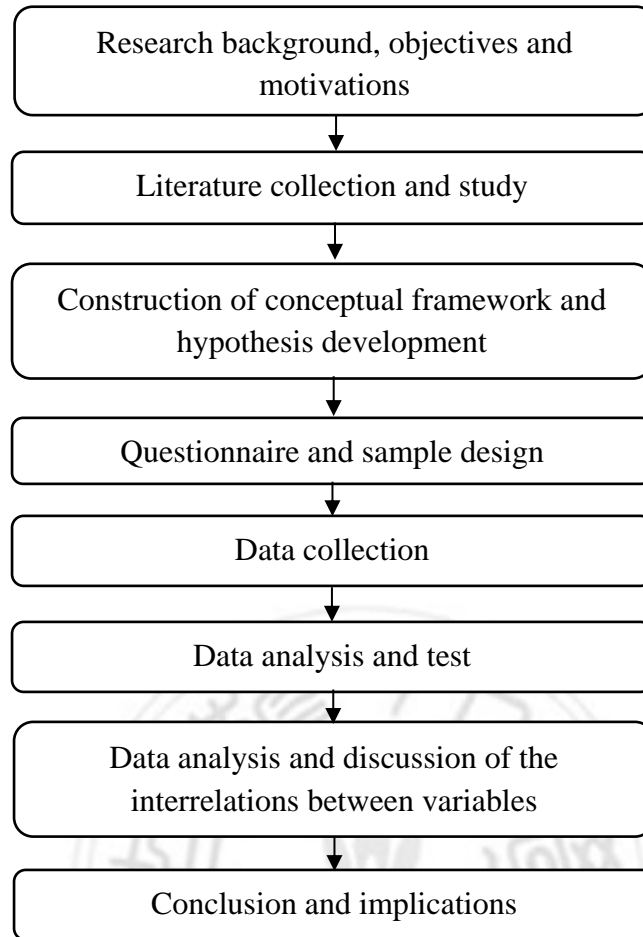


Figure 1.1 Research procedure

Source: Original Study

## 1.4 Thesis Structure

The study includes five chapters:

Chapter 1 release an overview of some background information, the motivation, research objectives and structure of thesis.

Chapter 2 presents the literature review about corporate image, teaching quality and service quality.

Chapter 3 mentions about the methodology using in this thesis.

Chapter 4 discusses the empirical and analyses the results.

Chapter 5 refers the conclusions and give some suggested solutions.

# **CHAPTER TWO**

## **LITERATURE REVIEW**

Chapter two provides the theoretical foundation of the study by addressing the areas that are critical in establishing the underpinnings for the study. The chapter begins with an introduction to corporate image before mentioning about some teaching and service quality previous studies.

### **2.1 Importance of Corporate Image**

Every company has an image, whether planned or not and a good image can offer much to an organization by (Gregory, 1991 & 1999). Image can create value and impacts on consumer's behavior, however could include perceptions, which may or may not reflect the objective truth (Ferrand & Pages, 1999). Furthermore, in order to define the corporate image is that how outsiders expect about the company. According to Brown et al., (2006) and Wijk Niet (1997) the insiders of company are not able to manage fully the corporate image, but generally it is impacted by the choices and actions created by the management, especially by the communication managers. As highlighted Balmer (2008), the corporate image is very important which identifies the success of the company. Most of people want to buy products or want to use of services of the company that has 'best name' and is well known than company they do not realize or that has a bad reputation. After the year of 1980, the way towards brands has changed (Kapferer, 1997). Earlier 1980, firms usually wanted to buy for instance a producer of chocolate, after 1980, firms desired to buy a brand. "This feature is very significant; in the first case companies want to buy production capacity and in the second they wish to buy a place in the mind of the consumer".

Thus, according to Van der Grinten (2010) audiences of the corporate image that have of the company is a significant. Investors, potential employees, customers, the government, and pressure groups are included in the audience. Each groups have distinctive attraction and a dissimilar relationship with companies, so the corporate image usually contrast between the different groups. The image of organization is based on an individual's previous experience with them and certain influence of different information sources that circulate around them, such as word-of mouth, tabloids, PR news, and their overall brand image and CRS such as sustainability (Ostrowski, O'Brien & Gordon, 1993).

1. According to Mastebroek (2004), the corporate image exists of four components: The visual features: what people are realize about organization arrangement and it is able to be consistently? How the company office looks?

2. The cognitive features: when people approach to communicate with organization, what did they already realize about the organization? What did they expect from the organization?

3. The affective features: what feelings do they stimulate from organization?

4. The perception of the organization: Based on the experience and emotions, what they think about the organization?

According to Vinocur (2001) & Gooch (1999), considers that “image is everything” and Lewis (2001) claims reputation is an asset of immense value that allows organizations to charge a premium for their products and services. Schroff (2002) agrees saying that a good image can compel consumers to prefer a product to a lower-priced though equally good one.

Implementing a successful community image program is important for effective business communication (Wells et al, 1999), however Vendelo



(1998) claims even further and says it is necessary if customers are to consider them capable and reliable suppliers of product. He adds that organizations acquire a good image by doing a good job. Thus, people's experience with the company will lead to references and, where such loyalty is nurtured, affiliations will develop which will further enhance the organization's image. This can happen quickly and be rather inexpensive.

### **2.1.1 The Management of Corporate Image**

Gottschalk, editor (1993) has accumulated many cases to clarify the importance of managing corporate image, especially in the face of and in response to crises, and projecting a positive image through advertising campaigns is not enough. The company has to display integrity in its response as well as continuing to produce the goods in terms of quality and service. Reid (2001) claims that, if a crisis occurs, ignoring or attempting to mislead the media is very likely to backfire. Myers (1999), Kahn (1999) and Shannon (2000) agree. Even in the worst cases, when the facts have been collected and examined, an admission of guilt together with an announcement of what initiatives have been taken to solve the problem and ensure it does not recur, can enhance corporate image capital. In dealing with the media, it is generally best to appoint a designated spokesperson who can communicate in a caring and concerned manner. This can have a very positive influence on public perception (Battey, 2000). Dowling (Twite and O'Keeffe, 2000) claims a good corporate image can "provide a second chance in the event of a crisis" enabling any loss in market share to bounce back.

### **2.1.2 Corporate Self Image, Projections and Perceptions**

Corporate identity is expressed in corporate culture and "expresses the shared identity of our entire global company. It helps ensure that we all

pursue the same goals and that we all pull in the same direction” (McCune, 1999). Whilst the corporate culture determines how things are done, the corporate self-image is how its employees feel about what it does. Many organizations have espoused values that purport to express the identity they believe they have; but these are not always the values-in-use as perceived by its employees. Their self-image of the organization may be rather different to that which the organization’s managers seek to project. However, even such managers are not always successful in projecting the image they intend.

Strout (2000) says managers are not trained actors and their sincerity does not always come across in a thirty-second news interview, especially when they are apologizing for something the company has done wrong. However, it helps if at the same time they explain what they are doing to fix the problem. A senior manager may be highly visible to the general public now and then, usually following a crisis that affects the public (Newman, 2001; Massey, 2001), but most employees interface with the customers directly and indirectly on a daily basis. The image of the company each projects to the public is not necessarily the same. Sometimes, too, an organization’s espoused values are contradicted by its values-in-use.

The research of Massey (2001) indicates that, if this is the case, it can do serious damage to an organization’s corporate image by diminishing its legitimacy. Suchman (1995) defines legitimacy as “a generalized perception or assumption that the actions of an entity are desirable, or appropriate within some socially constructed system of norms, values, beliefs, and definitions”. It is a means by which organizations attempt to gain stakeholder support for organizational actions and depends for its success on effective communication with those stakeholders. Companies that produce regular crisis responses across stakeholders could improve their legality, while organizations that produce inconsistent crisis responses could decrease theirs by Massey (2001).

Wilson (2001) says retail organizations should appoint a chief image officer responsible for every customer touchpoint, from signage to store design. However, this ignores the impact corporate culture has on corporate image. Similarly, D'Amico (2001) talks about the importance of brand imaging as a means of differentiating a generic product from its competitors and promoting corporate image; but this, too, ignores the other factors that may have an even greater impact on corporate image such as customer service, employees' attitudes, business ethics, social conscience, and organizational and sub-group cultures.

According to Morley (1998), such international companies may have to project several different corporate images aimed at acquiring positive perceptions of it from countries with varying values and different cultures. Chajet and Shachtman (1991) examine even foreign governments have to be concerned with their image. This underscores the need for a sound understanding of the dynamics of corporate image and the development of a model that will illustrate those dynamics and facilitate the research, management and development of corporate image.

## **2.2 Teaching quality**

Most of the higher institutions depend on concise in order to evaluate teachers' improvement to students; they used to collect student survey. As a result, from United States (US) national survey in 1999 for Economic administration, student evaluations are important and generally very useful for evaluating teaching quality (Becker and Watts, 1999). However, this method can be evaluate only teaching effectiveness.

Why they use teaching' evaluation is that they believe teacher's performance or their effectiveness can be determined by the teaching evaluations. Wachtel (1998) highlighted that the institutions strongly

distribute opinions about the reliability of teachers. It is significant that use an anonymous questionnaires to support institutions for hiring or promote teachers.

Actually, West (2010), and Weinberg et al. (2009) identified that students usually give high score for teachers which teachers give them higher grades. According to Carrell and West (2010), contemporary grades and student evaluations are positively correlated to each other, however negatively correlated with grades in subsequent courses. Based on the students' evaluations, it shows that punish professors who need to improve their deep knowledge for increasing their performance better in future courses. According to Braga et al. (2014), although using teaching evaluation are sufficient, there is some issues to influence. On the other hands, it is not enough to explain that teachers can influence to students' learning even there is a positive correlation among satisfaction and grades.

Furthermore, student evaluations are more concerned and pay more attention them for improvement in the US university system. It is critical that best universities has to be identified the effectiveness of teacher at the market level.

Therefore, attributes of teacher effectiveness is recognized and it has focus on the high schools. Comparative effectiveness between school and teacher are examined in order to compare their value added to student studying. Value-added models generally use to examine the significance of teacher quality to management of institutions by standardized test scores. The outcomes scores provide the result of teaching efficiency, personality difference, and a temporary orthogonal error in this model. Goldhaber and Hansen (2010) consider the value-added method, and determine there is a statistically significant relationship between teachers' value-added effectiveness measures and student accomplishment in their classes. In

addition, students preferred to high-value-added teachers increase their chance to study university and gain higher salaries (Chetty et al., 2014). Rothstein (2010) illustrated that the measure from value-added models can be explained about the correlation between the students tasks to teachers and other element of test scores. In usual procedure, classroom tasks cannot be external, and depend on usual controls.

Hattie and Marsh (1996) determine the evidence of past studies in the US and conclude that there is a small however positive correlation between different measures of teaching quality and research, although the results change greatly across the studies in their sample. Currently, Marsh and Hattie (2002) identified an ineffective relation between research and teaching, while Stack (2003) presents a positive and significant relation, as long as non-linearity is allowed in the econometric tests. In addition, Hoffmann and Oreopoulos (2009) determine that using Canadian data and a value-added method for measuring teaching performance, between research and teaching focused university instructors doesn't have a strong correlation, because of effective and non-effective teachers in each group.

According to Braga et al. (2014) occupy data for students' enrollment the 1998–1999 academic year in the Management, Economics, and Law and Management programs from Bocconi University in Italy. Utilizing a value-added approach, that lecturers who are more creative in research can be less efficient when research quality is measured by the H-index. Nevertheless, the influence of teaching effectiveness is significant and the average difference in following performance between students evaluated to the best teacher and to the worst is approximately 5.6% of the average grade. Definitely, the most comprehensive study relating teacher quality is by (Labini, & Zinovyeva, 2014).

## 2.3 Service Quality

Evans and Lindsay (2005) determine that quality is assumed as “all the attitude and characteristics of a product or service which support its capacity to satisfy confident needs”. Regarding to definition is absolutely adjust with the suggestion who signify that quality is “the property or set of properties basic to a product or service that has the capacity to satisfy the requirements of the consumer to that it is intended”. However, after the 1980s, the business field started using understandable and strongest definition that still dominate, motivated by the customer: “quality is covering or exceeding the expectations of the customer” (Evans & Lindsay, 2005).

Although, it is ordinary to discovery products in markets which are completed by services with the material support of a product. Moreover, it is significant to recognize the three following attributes basic to services, which purpose their management, adhered to high quality criteria, to grow into more complex than in the case of products. Firstly, services are indefinite. This creates it more complex to build requirement regarding the technique to produce their production and standardize their quality. In addition, the limits that the customer use to assess them may be hard to determine and may change from person to person. Secondly, the services are heterogeneous. Given the characteristics of people its participants-providers and costumer-the supplies of a service can be different from one day to another and from one customer to another.

Establishing the foregoing, the only valid criteria to evaluate the quality of a service are those concluded by the very customer in capacity of their expectations for the service, their individual demands, the treatment they accepted, the time and effectiveness in the service, between other attitudes. Specific evaluation can only made a posterior, as it is impossible to do a quality control effort earlier to the particular understanding of the service by

the customer (Jaráiz & Pereira, 2014). As a result, for some authors, service quality can understand as the difference made by the customer between his expectations and the understanding of the service that was accepted.

### **2.3.1 SERVQUAL model**

The SERVQUAL (SERVice QUALity) model patented by Parasuraman, Zeithaml, and Berry (1988) that is an essential reference for service quality. Quality can explain as a joined process when mention to the service ground. Firstly, this process starts with the approach acquired through market studies and those that instructions build following the customer expectations, which in turn are arrangement through communication with other customer of the service based on their demands and individual experiences, furthermore to what the company conveys (Figure 2). In the requirements that guarantee the service quality, the senior management idea can occurred. The requirements are followed exactly when supplying the service, same that the customer will evaluate or notice based on their expectations.

As Parasuraman et al. (1988) developed a model from the formulation of the following research questions: How does the customer measure the service quality? Does the customer make a direct global evaluation or make first assess the specific stages of the service? If the customer employs the latter, what are the different stages that they utilize to assess the service? These researchers realized to answer these questions in an inclusive field study, ten common criteria and attributes was founded that the customer use when perceiving the service quality: dependability, professionalism, approachability, security, responsiveness, sympathy, communication, validity, understanding and knowledge of the customer, and tangible elements (Ruiz, 2006).

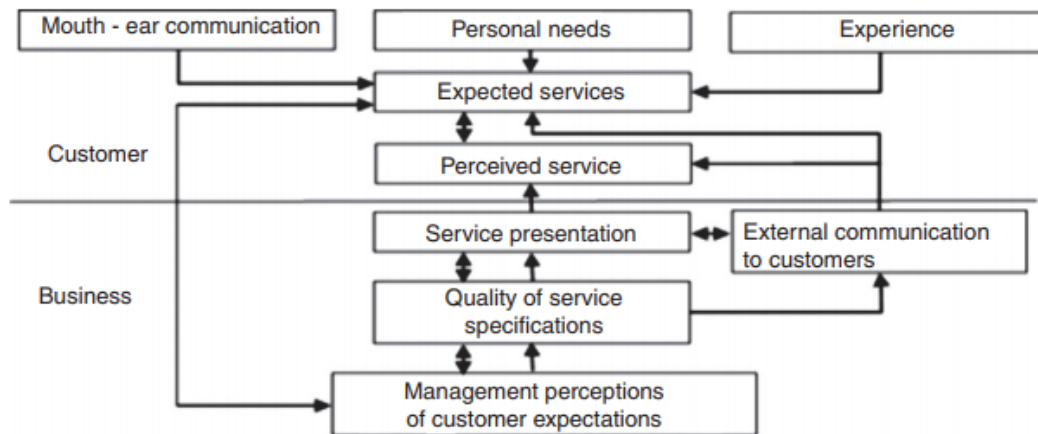


Figure 2. Conceptual model of service quality

Source: Adapted from Parasuraman, Zeithaml, and Berry (1985).

The authors examined a powerful correlation between several dimensions, they definite to combine some into others, reaching the final suggestion of a model with five criteria: tangible elements, reliability, responsiveness, safety (which consist of professionalism, sympathy, validity and security), and empathy (which consist of approachability, communication and perception of the customer). Although, these five dimensions are important for the application of the model, they are not equally essential from the costumer perspective.



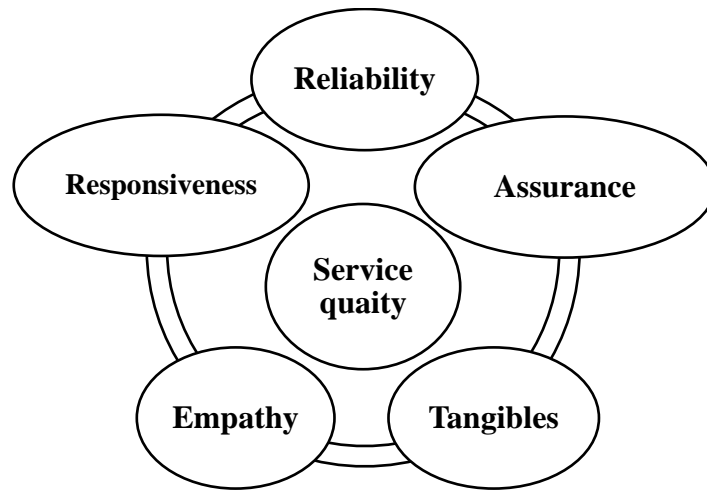


Figure 3. SERVQUAL model

Source: Adapted from Parasuraman, Zeithaml, and Berry (1985).

Regarding to instrument, SERVQUAL model cover the five dimensions to measure and make use of a survey consist of 22 items. The expectations of the customers according the service, furthermore to implementing the same 22 items, however adapted to a company in specific so that the customer can determine their perception of the service.

# CHAPTER THREE

## RESEARCH METHOD

This chapter introduces the whole process conducted in this study. The research's aims to examine relationship among corporate image, teaching quality and service quality. In addition, what qualities are positively affect to corporate image of language schools and examine the correlation between teaching and service quality in Mongolia.

### 3.1 The research framework and hypotheses

According to the literature review and hypotheses as developed, the study formulates the research framework that is illustrated in Figure 3.1. There are three major variables and following three hypotheses are considered for testing in the in the research framework.

*Hypothesis 1: Teaching quality has positive effect on Corporate Image*

*Hypothesis 2: Service quality has positive effect on corporate Image*

*Hypothesis 3: There is a significant relationship between Teaching Quality and Service Quality*

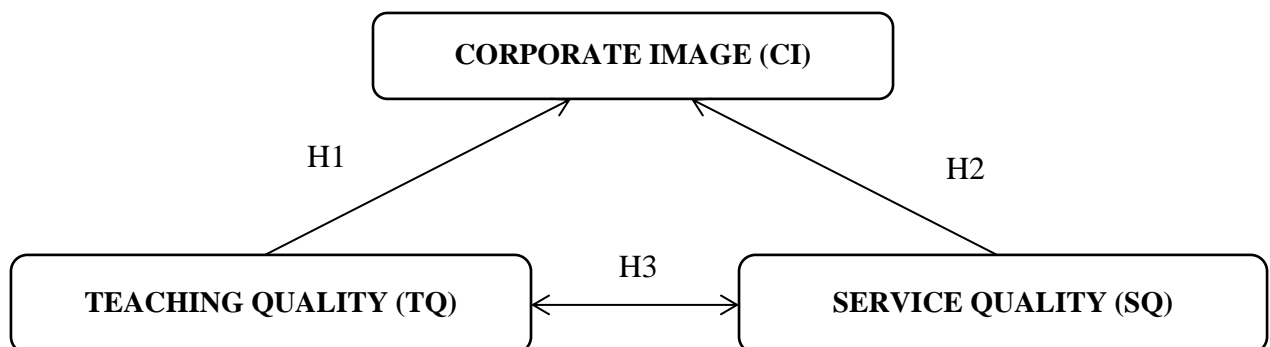


Figure 3.1 Research model

Source: Original Study

### 3.2 Questionnaire Design and Pre-test

The questionnaire designs are based on the contractual framework which measure influence of teaching quality and service quality on the corporate image for selecting language school (Refer to Appendix 1). The Course Experience questionnaire was used for identifying teaching quality and SERVQUAL questions were used to measure service quality. The SERVQUAL model was developed in the mid 1980's by well-known academic research in the field of services marketing, namely Zeithaml, Parasuraman & Berry (1998). Statement in Perceived Image questionnaires are designed to ascertain the perceptions and feelings the target audiences have of the organization.

The questionnaire design consists of 50 questions, including 7 questions about respondent's background and 15 questions about teaching quality, 15 questions about service quality and 13 questions about respondent's behavior of identifying school image in Mongolia. All the survey questions were multiple choices questions.

The survey questionnaire is divided into two different sections which including "Section A for background information such as age group, education level, income, and gender. "Section B is included the corporate image and teaching quality and service quality questionnaire. A five – point Agree – type was used with "1" meaning "Strongly Disagree" and "5" meaning "Strongly Agree" The questionnaire is written in English and translated it into Mongolian.

The questionnaire was pre-tested to check for the comprehensibility of the instructions, construct, and wording. The questionnaire checked among 30 students from different language schools by online and hardcopy in Mongolia. Consequently, this trial data is analyzed in reliability test to get internal consistence of each items and factors. The Cronbach's  $\alpha$  is used as

measurement and the criteria was above than 0.7 for factors. In the result of analyzes, Cronbach's  $\alpha$  of three constructs meet settled criteria. For the coding of the survey questionnaire is attached in Appendix 1.

### **3.3 Data Collection**

To accomplish the data collection it was preceded in Mongolia. The data collecting process was started on 18<sup>th</sup> of October 2017, which took about ten days to finish gathering the questionnaires, and it was completed on 27<sup>th</sup> of October 2017. The questionnaire was collected from seven different language schools in Ulaanbaatar City namely High Process Language Center, Study Education Center, Santis Education Services, Jet school of English, Talk Talk English, Absolute School of English, and Wizard English Language School. 280 paper questionnaires were given to students through hardcopy in seven different language schools. 268 usable observations were collected in this survey. The researcher asked her colleagues and friends to conduct a survey to the identified Mongolian language school.

The data sources are mostly from primary and secondary. For primary data the researcher did a survey in Mongolia with 268 respondents were surveyed. The secondary data were from the past research articles related to corporate image, teaching quality and service quality. Internet, books and journals were used to gather data.

### **3.4 Sampling**

Learning foreign languages and finding good language school are not an easy decision. Corporate image is most important factor for attracting customers in their school. It takes time to gather information before a person can make the right decision. Several factors may influence a person decision

in learning language. This research was done to look for relevance of teaching quality and service quality in education, which plays a significant influence.

For the sampling method that was chosen for this research is the convenience sampling method because the survey question was given to random respondent from specific areas. As a researcher in order to gather the information from the respondents, the survey was given away students from different language schools in Mongolia.

### **3.5 Data Analysis Methods**

To examine the hypotheses, this study used SPSS 23.0 software as major tools to support us for analyzing collected data. In order to analyze data, the following data analysis methods adopted.

#### **3.5.1 Descriptive Statistic Analysis**

To better understand characteristics of sample, Descriptive Statistic Analyze is used to illustrate the means and standard deviation of each characteristic of each sampling such as tenure and democratic.

#### **3.5.2 Factor analysis and reliability test**

Components factor analysis with Varimax rotation and Reliability test will be used to canvass the collected data to purify the measurement scales and to identify their dimensionality and to confirm the reliability of each research factors.

##### **1. Factor Analysis**

The aim of this analyze is the underlying variance structure of a set of correlation coefficients for summarizing data and exploratory or confirmatory purpose. In this study, measurement items with factor loadings greater than

0.6 will be selected as the member of a specific factor. Besides, Eigen value with above that one and Explained variance (accumulative) is bigger than 60 percent will be accepted as factor of its variable.

## 2. Reliability test

Item-to-total correlation estimates the correlation of each item to the sum of the remaining items within one factor. Items with correlation lower than 0.5 will be deleted. Cronbach's alpha ( $\alpha$ ) will be engaged to test the internal consistency of each factor. Factors with  $\alpha$  is greater than 0.7 are assumed that they have high reliability.

### **3.5.3 Interrelationship between Research Variables**

#### 3. 1. Independent Sample T-test

This is used to compare the means of one variable for two groups of cases. In this study, independent sample t-test is used to check the difference between two groups of gender.

#### 4. 2. Analysis of Variance (ANOVA)

One-Way Analysis of Variance (ANOVA) is a technique used to compare means of two or more samples; it is a method to test the equality of three or more means at one time by using variance.

### **3.5.4 Pearson product-moment correlation coefficient**

It is used as a measure of the linear correlation between two variables, providing a value between +1 and -1. Accordingly, where 1 is total positive correlation, 0 is no correlation, and -1 is total negative correlation.

### **3.5.5 Multiple Regressions**

Multiple regressions analysis will be used to analyze the relationships between a single dependent variable and several independent variables to understand of the relationships between all the variables and to test mediator

and mediator roles in this study. Following criteria are used in the regression analysis.

1. R square > 0.1
2.  $\beta \neq 0$ ;  $t > 1.96$
3. Correlation among independent variables
  - R square and Adj- R square < 0.5
  - F value >4; p-value is significant

VIF  $\leq$  2 (Variance Inflation factor)



## **CHAPTER FOUR**

### **RESULT AND ANALYSIS**

This research model aimed to investigate the relationship between corporate image, teaching quality and service quality. Sampling data consists of 268 participants that is collected through hardcopy. I have tried to collect more than 250 participants from the seven different language schools in Mongolia. In the present study, descriptive analyze is utilized to describe sampling characteristics as well as factor analysis and reliability test are used to explore the underlying variance structure of a set of correlation coefficients and internal consistency respectively. In addition, Pearson correlation is to measure of the degree of linear dependence between two variables. For analyzing the relationships between a single dependent and independent variables, this study used multiple regressions analyze with SPSS -23. In one word, this chapter presents the result of descriptive analyze, factor analyze, reliability test, Pearson correlation and multiple regression based on research hypotheses.

#### **4.1 Descriptive Statistics**

This section will support overview information of participants in term of their gender, age, education level, location and income.

##### **(1) Gender:**

The table 4.1 shows the frequency statistics of gender and age in the language schools. According to the table, the proportion of female is higher than male fluctuating 54.9% and the gender consist of 45.1% male. In



Mongolia, female prefer to study in language schools is much higher than male.

Table 4.1 Frequency Statistics of Gender

No	Items	Frequency	Valid Percent
1	Female	147	54.9%
2	Male	121	45.1%
<b>Total</b>		<b>268</b>	<b>100.0</b>

Source: Original Study

**(2) Age:**

As shown table 4.2, the student at the aged of 19 to 25 accounted for the highest percentage and it respectively is 40.3%. The number of student aged 36-above ranked for the lowest among the ages. The period of 36-above is the extent of time that people have already learnt foreign languages and have stable jobs.

Table 4.2 Frequency Statistics of Age

No	Items	Frequency	Valid Percent
1	Below 18	59	22.0%
2	19-25	108	40.3%
3	26-35	71	26.5%
4	Above 36	30	11.2%
<b>Total</b>		<b>268</b>	<b>100.0</b>

Source: Original Study

### (3) Location:

The table 4.3 presented information of student's home location. From the table, students who live in urban area ranked for highest percentage 69.4%. It appearance 1 of 3 population live in urban area in Mongolia.

Table 4.3 Frequency Statistics of Location

No	Items	Frequency	Valid Percent
1	Urban area	186	69.4%
2	Country area	36	13.4%
3	Area between urban and country	46	17.2%
<b>Total</b>		<b>268</b>	<b>100.0</b>

Source: Original Study

### (4) School entity:

The table 4.4 indicates frequency statistics of participant's school entity. According to the table, student who studies in domestic language schools is 97.4 of all of the participants the highest percentage.

Table 4.4 Frequency Statistics of School entity

No	Items	Frequency	Valid Percent
1	Domestic	261	97.4%
2	Foreign	7	2.6%
<b>Total</b>		<b>268</b>	<b>100.0</b>

Source: Original Study

**(5) Education level:**

According to the table 4.4, most participants are educated the following level: High school and below (50.4%), Undergraduate (44.8%), Graduate (4.1%), Post graduate and above (0.7%).

Table 4.5 Frequency Statistics of Education level

No	Items	Frequency	Valid Percent
1	High school and below	135	50.4%
2	Undergraduate	120	44.8%
3	Graduate	11	4.1%
4	Post graduate and above	2	0.7%
<b>Total</b>		<b>268</b>	<b>100.0</b>

Source: Original Study

Table 4.6 Frequency Statistics of Family's monthly income (\$US)

No	Items	Frequency	Valid Percent
1	Below 300\$	149	55.6%
2	301-600\$	68	25.4%
3	601-900\$	48	17.9%
4	901 and above	3	1.1%
<b>Total</b>		<b>268</b>	<b>100.0</b>

Source: Original Study

**(6) Income:**

According to the table 4.6, participant's monthly income ranged from below to 300 (\$US) had highest percentage with 55.6% while the lowest percentage was 901 and above (\$US) as rate with 1.1%.

### **(7) Influence of choice:**

The following table 4.7 shows what influences to participant to select their language school choice. According to the table, when students choose their language school, they prefer their own decision first which had highest 71.3%. Secondly, parents' decision can influence to their choice as rate with 11.9%.

Table 4.7 Frequency Statistics of Influence of choice

<b>No</b>	<b>Items</b>	<b>Frequency</b>	<b>Valid Percent</b>
1	Own decision	191	71.3%
2	Parents'	32	11.9%
3	Friend or relatives	19	7.1%
4	Other social media promotion	20	7.5%
5	Word-Of-Mount	5	1.9%
6	If other, please specify	1	0.4%
<b>Total</b>		<b>268</b>	<b>100.0</b>

Source: Original Study

## **4.2 Factor Analysis and Reliability Test**

Factor analysis and Reliability test are conducted in this study for verifying the dimensionality and reliability of the variables. Factor analysis is initially used to choose the items with higher factor loading and then to compare with the theoretically suggested items for examining the staple structure of the data. After factor analysis, reliability test is organized to furnish the internal consistency measurement to each variable as well as it

patronizes the multi-collinearity among variables besides Cronbach's alpha asserts the internal consistency of each construct.

Table 4.8 illustrates the questionnaire items and the results of factor analysis and reliability test with detail explanation.

Table 4.8 Factor analysis and Reliability test

Construct	Variables	Items	Factor Loading	Eigen value	Accumulative Explanation %	Item-to-Total Correlation	Cronbach's $\alpha$
Teaching quality	<b>(Goal and Standards)</b>			<b>3.144</b>	<b>62.88%</b>		<b>0.851</b>
	tg13	The lecturer made it clear right from the start what they expected from students	0.843			0.73	
	tg15	Overall, I'm satisfied with the teaching quality of this language school	0.858			0.753	
	tg3	My lecturers are extremely good at explaining things	0.75			0.609	
	tg12	I have usually had a clear idea of where I am going and what is expected of me in this course	0.76			0.624	
	tg14	My course has stimulated my enthusiasm for further learning	0.746			0.606	
	<b>(Teaching and Skill Development)</b>			<b>3.484</b>	<b>58.07%</b>		<b>0.852</b>
	tq6	As a result of my language course, I feel confident about tackling language related problems	0.793			0.673	
	tq1	The lecturer normally give me helpful feedback on how I am doing	0.683			0.545	
	tq8	The lecturer seems more interested in testing what I have memorized than what I have understood	0.731			0.468	

Construct	Variables	Items	Factor Loading	Eigen value	Accumulative Explanation %	Item-to-Total Correlation	Cronbach's $\alpha$
	tq5	The course has helped me develop my ability to communicate in foreign language	0.612			0.719	
	tq7	The course has sharpened my skills (listening, writing, reading, and speaking)	0.861			0.767	
	tq2	The lecturer of this course motivate me to do my best work	0.781			0.668	
	<b>(Reliability and Responsiveness)</b>			<b>6.144</b>	<b>61.44%</b>		<b>0.93</b>
<b>Service quality</b>	sq3	Staffs are well-dressed/neat (appropriate clothing for their position)	0.684			0.632	
	sq4	Materials associated with course delivery (such as handbooks, notices, notice boards, signs) look good and attractive	0.764			0.702	
	sq5	This faculty provides its services at the time it promises to do so	0.803			0.757	
	sq6	When I have a problem, administrative staff show a sincere interest in solving it	0.788			0.723	
	sq7	Academic staff have the knowledge to answer my questions relating to course provision	0.768			0.712	
	sq9	This faculty provides its services within the time one might reasonably expect	0.786			0.73	
	sq10	Services are performed right the first time	0.789			0.729	
	sq11	I am dealt with promptly when requesting assistance	0.875			0.84	
	sq13	Administrative staffs are polite	0.832			0.78	
	sq14	Academic staff are willing to give	0.733			0.665	

Construct	Variables	Items	Factor Loading	Eigen value	Accumulative Explanation %	Item-to-Total Correlation	Cronbach's $\alpha$
		students individual attention					
	<b>(Tangibles)</b>			<b>2.119</b>	<b>70.65%</b>		<b>0.791</b>
	sq1	Up-to-date equipment	0.876			0.69	
	sq2	Physical facilities are visually appealing (i.e. building and surroundings)	0.842			0.634	
	sq15	Overall, I'm satisfied with the service quality of this language school	0.801			0.578	
<b>Corporate image</b>	<b>(Agreeable and Enterprise)</b>			<b>3.942</b>	<b>65.70%</b>		<b>0.895</b>
	ci1	The language school provides high quality comfort to its customers	0.863			0.782	
	ci2	The language school has a strong positive image among its customers	0.801			0.525	
	ci3	The language school provides its customers with high quality service	0.879			0.806	
	ci4	The language school is a trendy company	0.807			0.713	
	ci5	The language school's price / quality ratio is good	0.726			0.62	
	ci7	The language school always keeps its promises	0.778			0.68	
	<b>(Competence)</b>			<b>3.268</b>	<b>65.35%</b>		<b>0.864</b>
	ci8	The language school is a company I can trust	0.662			0.552	
	ci9	The language school has a good brand position in comparison to other language school	0.839			0.732	
	ci10	The language school presents itself in a good way on social media	0.768			0.637	
	ci11	The language school offers its customers a modern service / product	0.879			0.785	

Construct	Variables	Items	Factor Loading	Eigen value	Accumulative Explanation %	Item-to-Total Correlation	Cronbach's $\alpha$
	ci13	I am proud to be studied with this language school	0.873			0.773	

Note: Factor Loading > 0.6, Eigen value > 1, Total correlation > 0.5, Cronbach's  $\alpha$  > 0.6

Source: Original Study

There are a total of 35 items in three constructs including Teaching quality (11 items), Service quality (13 items), and Corporate image (11 items).

#### 4.2.1 Teaching quality

Totally 11 items constitute Teaching quality level. Originally, this variable had 15 items and it's divided into 3 factors in the rotated component matrix. However, named as Appropriate Workload factor was removed due to Cronbach's  $\alpha$  was lower than 0.7 which contained two items. Factor loading score of all items are higher than 0.6 and any items lower than 0.6 were considered for elimination. There were two items were deleted since their factor loading less than 0.6 that tq4 (The lecturer work hard to make their subjects interesting) factor loading 0.516 in first factor, and tq9 (Feedback on my work is usually provided only in the form of marks or grades) was 0.535 in second factor. Eigenvalue of first factor was 3.144 out of 5 items and, 3.484 out of 6 items in second factor as well as those items explain its construct within 62.881% and 58.071% of Accumulative Explanation. Moreover, the Cronbach's  $\alpha$ =0.851 and 0.852 in each factor were above than 0.7 and representing a high internal consistency to the construct.



#### **4.2.2 Service quality**

There were a total of 13 items in this construct that used to explain the Teaching quality. They were combined into two factors in the rotated component matrix (first factor, Reliability and Responsiveness, includes 11 items, and second factor, namely Tangibles consists of 3 items). For the first factor, 1 item was deleted which was 0.528 and it's lower than 0.6. There were no item deleted from a factor of Tangibles due to factor loadings of all items are over than 0.6. Eigenvalue of first factor was 6.144 out of 11 items and second factor with 3 items was 2.119. According to the Accumulative Explanation, Reliability and Responsiveness factor was 61.442%, and Tangibles factor was 70.645%. Furthermore, all items to total correlation were dramatically higher than 0.5 and Cronbach's alphas of two factors signalize high internal consistence as 0.930, and 0.791 respectively in the reliability test.

#### **4.2.3 Corporate image**

11 items configure Corporate Image construct. Initially, this variable had only one factor, however it's divided into 2 factors in the rotated component matrix. For first factor, factor loadings of all the variables are higher than 0.7 and those items substantively build the construct with high Eigenvalue (3.942) and Accumulative Explanation (65.697%). Reliability test exposed all items in the construct which was contributing to high value of Cronbach's  $\alpha = 0.895$ . Factor of Reliability and Communications had 7 items, however 2 items were deleted due to factor loading lower than 0.6. Eigenvalue (3.268), Accumulative Explanation (65.352%), and Cronbach's  $\alpha = 0.864$ , thus representing a high internal consistency within Corporate image.

### 4.3 Independent Sample t-test

The Independent Sample t-test procedure compares means for two groups of cases. In this research, the 3 groups of variables could be assigned to different groups of gender in Mongolia. Table 4.9 shows the result of the different groups of gender.

As a highlighted in Table 4.9, there is no difference between female and male. It presents that students' thought were same; it doesn't matter if it's female or male.

Table 4.9 T-test for different groups of gender

Factors	Gender	Number of respondent	Mean	Std. Deviation	T-Value	P
Teaching quality	Female	147	3.678	0.612	0.537	0.527
	Male	121	3.637	0.633		
Service quality	Female	147	3.547	0.719	0.965	0.784
	Male	121	3.463	0.696		
Corporate image	Female	147	3.532	0.702	0.897	0.454
	Male	121	3.458	0.636		

Note: \*\*\*  $p < 0.001$ , \*\*  $p < 0.01$ , \*  $p < 0.05$

Source: Original Study

### 4.4 One-way ANOVA analysis

This technique is valuable for studies including two or more groups. ANOVA is used to determine if there are significant differences between two or more means at a selected probability level. One-way ANOVA was performed for identifying the significant difference groups of age among each factor.

According to table 4.10, there is statistically no significant difference between ages in all three variables. As shown the result, participants' thoughts were same even though they were classified different aged.

Table 4.10 One-way ANOVA for different groups of age

Factors	Demographic group	Number of respondent	Mean	Std. Deviation	F	Sig
Teaching quality	1. Below 18	59	3.822	0.576	2.627	0.051
	2. 19-25	108	3.553	0.677		
	3. 26-35	71	3.625	0.577		
	4. Above 36	30	3.742	0.535		
Service quality	1. Below 18	59	3.648	0.572	1.311	0.271
	2. 19-25	108	3.437	0.821		
	3. 26-35	71	3.472	0.657		
	4. Above 36	30	3.587	0.609		
Corporate image	1. Below 18	59	3.633	0.668	1.558	0.200
	2. 19-25	108	3.410	0.706		
	3. 26-35	71	3.487	0.623		
	4. Above 36	30	3.578	0.653		

Note: \*\*\*  $p < 0.001$ , \*\*  $p < 0.01$ , \*  $p < 0.05$

Source: Original Study

## 4.5 Multiple Regression

Simple and multiple regression analysis are utilized to test research hypotheses. In the research model, hypothesis H1 Teaching Quality and hypothesis H2 Service Quality to Corporate Image are examining. Hypothesis 1 focus on the Teaching Quality will positively affect to Corporate Image and H2 considered the Service Quality will positively affect to Corporate Image. Hypothesis was examined by each factor to influence on Corporate Image.

### 4.5.1 Hypothesis-H1: Teaching Quality has positive effect on Corporate Image

As table 4.11 indicates result of influence of Teaching Quality on Agreeableness and Enterprise of Corporate Image. The model 1 in a table 4.11 shows that the regression coefficient ( $\beta$ ) is 0.688\*\*\* with in significantly and coefficient of Determination is  $R^2 = 0.474$  and the adjusted  $R^2$  is 0.472, refers that 47% of the variance in Agreeableness and Enterprise of Corporate Image can be predicted from Goals and Standards of Teaching quality. F value is 239.563 ( $p = 0.000$ ) and VIF range is 1.000. In overall, it has

concluded that there are positive regression between Goals and Standards of Teaching quality and Agreeableness and Enterprise of Corporate Image.

The model 2 in a table 4.11 shows that the regression coefficient ( $\beta$ ) is 0.433\*\*\* with in significantly and coefficient of Determination is  $R^2 = 0.188$  and the adjusted  $R^2$  is 0.185. Moreover,  $F = 61.531$  ( $p = 0.000$ ) and VIF range is 1.000 which is significant. In overall, it has concluded that there are positive regression between Teaching and Skill Development of Teaching quality and Agreeableness and Enterprise of Corporate Image.

The Model 3 in table 4.11 shows that coefficient of determination ( $R^2$ ) is 0.477 and the adjusted  $R^2$  is 0.473. Thus, this model is predicting 40% of the variance in Agreeableness and Enterprise of Corporate Image. In addition,  $F = 120.721$  ( $p < 0.001$ ) is significant. As well as VIF range is 1.891.

Overall,  $\beta$  values are significant and positive whereby Teaching quality and its two factors are positively influence to Agreeableness and Enterprise of Corporate Image.

Table 4.11 Result of Influence of Teaching quality on Agreeableness and Enterprise of Corporate Image

Independent Factors	Dependent Factor 1 — "Agreeableness and Enterprise" of "Corporate Image"—(cif1)		
	Model 1	Model 2	Overall Model
Teaching quality (TQ)	Beta ( $\beta$ )	Beta ( $\beta$ )	Beta ( $\beta$ )
<i>Goals and Standards—(tqf1)</i>	0.688***	-	0.739***
<i>Teaching and Skill Development—(tqf2)</i>	-	0.433***	-0.074
R <sup>2</sup> > 0.1	0.474	0.188	0.477
Adj-R <sup>2</sup>	0.472	0.185	0.473
<i>F-value</i> $\geq 4$	239.563	61.531	120.721
<i>P-value</i> > 1.96, <i>p</i> < 0.05	0.000***	0.000***	0.000***
D-W 1.5 - 2.5	2.019	1.989	2.021
VIF Range < 2	1.000_	1.000_	1.891
T-value > 1.96	15.478	7.844	12.096
			-1.21

Note: \*\*\*  $p < 0.001$ , \*\*  $p < 0.01$ , \*  $p < 0.05$ , significantly level at  $t > 1.96$

Source: Original Study

The model 1 in a table 4.12 presents that the regression coefficient ( $\beta$  is 0.660\*\*\* with in significantly and coefficient of Determination is  $R^2 = 0.436$  and the adjusted  $R^2$  is 0.434, indicates that 43% of the variance in Competence of Corporate Image can be predicted from Goals and Standards of Teaching quality. F value is 205.321 ( $p = 0.000$ ) and VIF range is 1.000. In overall, it has concluded that there are positive regression between Goals and Standards of Teaching quality and Competence of Corporate Image.

The model 2 in a table 4.12 represents that the regression coefficient ( $\beta$ ) is 0.565\*\*\* with in significantly and coefficient of Determination is  $R^2 = 0.319$  and the adjusted  $R^2$  is 0.317. Moreover,  $F = 124.777$  ( $p = 0.000$ ) and VIF range is 1.000 which is significant. In overall, it has concluded that there

are positive regression between Teaching and Skill Development of Teaching quality and Competence of Corporate Image.

The Model 3 in table 4.12 presents that the regression coefficients ( $\beta$ ) are 0.515\*\*\* and 0.212\*\* respectively. And coefficient of determination ( $R^2$ ) is 0.459 and the adjusted  $R^2$  is 0.455. Thus, this model is predicting 45% of the variance in Competence of Corporate Image. In addition,  $F= 112.577$  ( $p < 0.001$ ) is significant.

Overall,  $\beta$  values are significant and positive whereby Teaching quality and its two factors are positively influenced to Competence of Corporate Image.

In conclusion, hypothesis 1 is supported.

Table 4.12 Result of Influence of Teaching quality on Competence of Corporate Image

Independent Factors	Dependent Factor 2 — "Competence" of "Corporate Image"— (cif2)		
	Model 1	Model 2	Overall Model
Teaching quality (TQ)	Beta ( $\beta$ )	Beta ( $\beta$ )	Beta ( $\beta$ )
<i>Goals and Standards— (tqf1)</i>	0.660***	-	0.515***
<i>Teaching and Skill Development— (tqf2)</i>	-	0.565***	0.212**
$R^2 > 0.1$	0.436	0.319	0.459
Adj- $R^2$	0.434	0.317	0.455
$F\text{-value} \geq 4$	205.321	124.777	112.577
$P\text{-value} > 1.96, p < 0.05$	0.000***	0.000***	0.000***
D-W 1.5 - 2.5	2.017	2.138	2.071
VIF Range < 2	1.000_	1.000_	1.891
T-value > 1.96	14.329	11.17	8.285
			3.41

Note: \*\*\*  $p < 0.001$ , \*\*  $p < 0.01$ , \*  $p < 0.05$ , significantly level at  $t > 1.96$

Source: Original Study

#### **4.5.2 Hypothesis-H2: Service Quality has positive effect on Corporate Image**

As table 4.13 indicates result of influence of Service quality on Agreeableness and Enterprise of Corporate Image. The model 1 in a table 4.13 presents that the regression coefficient ( $\beta$ ) is 0.808\*\*\* with in significantly and coefficient of Determination is  $R^2 = 0.652$  and the adjusted  $R^2$  is 0.651, refers that 65% of the variance in Agreeableness and Enterprise of Corporate Image can be predicted from Reliability and Responsiveness of Service quality. F value is 499.312 ( $p = 0.000$ ) and VIF range is 1.000. In overall, it has concluded that there are positive regression between Reliability and Responsiveness of Service quality and Agreeableness and Enterprise of Corporate Image.

The model 2 in a table 4.13 shows that the regression coefficient ( $\beta$ ) is 0.701\*\*\* with in significantly and coefficient of Determination is  $R^2 = 0.491$  and the adjusted  $R^2$  is 0.489. Moreover,  $F = 256.483$  ( $p = 0.000$ ) and VIF range is 1.000 which is significant. In overall, it has concluded that there are positive regression between Tangibles of Service quality and Agreeableness and Enterprise of Corporate Image.

The Model 3 in table 4.13 shows that the regression coefficients ( $\beta$ ) are 0.606 and 0.332 respectively. And coefficient of determination ( $R^2$ ) is 0.722 and the adjusted  $R^2$  is 0.720. Thus, this model is predicting 70% of the variance in Agreeableness and Enterprise of Corporate Image. In addition,  $F = 343.536$  ( $p < 0.000$ ) is significant. As well as VIF range is 1.59.

Overall,  $\beta$  values are significant and positive whereby Service quality and its two factors are positively influenced to Agreeableness and Enterprise of Corporate Image.

Table 4.13 Result of Influence of Service quality on Agreeableness and Enterprise of Corporate Image

Independent Factors	Dependent Factor 1 — " Agreeableness and Enterprise " of "Corporate Image"—(cif1)		
	Model 1	Model 2	Overall Model
Service quality (SQ)	Beta ( $\beta$ )	Beta ( $\beta$ )	Beta ( $\beta$ )
<i>Reliability and Responsiveness— (sqf1)</i>	0.808***	-	0.606***
<i>Tangibles— (sqf2)</i>	-	0.701***	0.332***
R2 > 0.1	0.652	0.491	0.722
Adj-R <sup>2</sup>	0.651	0.489	0.720
F-value $\geq 4$	499.312	256.483	343.536
P-value > 1.96, p < 0.05	0.000***	0.000***	0.000***
D-W 1.5 - 2.5	1.755	2.055	1.827
VIF Range < 2	1.000_	1.000_	1.59
T-value > 1.96	22.345	16.015	14.823
			8.119

Note: \*\*\* p < 0.001, \*\* p < 0.01, \* p < 0.05, significantly level at t > 1.96

Source: Original Study

As table 4.14 examines result of influence of Service quality on Competence of Corporate Image. The model 1 in a table 4.13 shows that the regression coefficient ( $\beta$ ) is 0.582\*\*\* with in significantly and coefficient of Determination is  $R^2 = 0.338$  and the adjusted  $R^2$  is 0.336, refers that 33% of the variance in Competence of Corporate Image can be predicted from Reliability and Responsiveness of Service quality. F value is 136.101 (p = 0.000) and VIF range is 1.000. In overall, it has concluded that there are positive regression between Reliability and Responsiveness of Service quality and Competence of Corporate Image.

The model 2 in a table 4.14 highlights that the regression coefficient ( $\beta$ ) is 0.644\*\*\* with in significantly and coefficient of Determination is  $R^2 = 0.415$  and the adjusted  $R^2$  is 0.413. Moreover, F= 188.477 (p = 0.000) and



VIF range is 1.000 which is significant. In overall, it has concluded that there are positive regression between Tangibles of Service quality and Competence of Corporate Image.

The Model 3 in table 4.14 shows that the regression coefficients ( $\beta$ ) are 0.301 and 0.460 respectively. And coefficient of determination ( $R^2$ ) is 0.472 and the adjusted  $R^2$  is 0.468. Thus, this model is predicting 47% of the variance in Competence of Corporate Image. In addition,  $F= 118.370$  ( $p < 0.000$ ) is significant. As well as VIF range is 1.59.

Overall,  $\beta$  values are significant and positive whereby Service quality and its two factors are positively influenced to Competence of Corporate Image.

In conclusion, hypothesis 2 is supported.

Table 4.14 Result of Influence of Service quality on Competence of Corporate Image

Independent Factors	Dependent Factor 2 — " Competence " of "Corporate Image"—(cif2)		
	Model 1 Beta ( $\beta$ )	Model 2 Beta ( $\beta$ )	Overall Model Beta ( $\beta$ )
<i>Reliability and Responsiveness— (sqf1)</i>	0.582***	-	0.301***
<i>Tangibles— (sqf2)</i>	-	0.644***	0.460***
$R^2 > 0.1$	0.338	0.415	0.472
Adj- $R^2$	0.336	0.413	0.468
$F\text{-value} \geq 4$	136.101	188.477	118.370
$P\text{-value} > 1.96, p < 0.05$	0.000***	0.000***	0.000***
D-W 1.5 - 2.5	1.928	1.972	1.941
VIF Range < 2	1.000_	1.000_	1.59
T-value > 1.96	11.666	13.729	5.354
			8.18

Note: \*\*\*  $p < 0.001$ , \*\*  $p < 0.01$ , \*  $p < 0.05$ , significantly level at  $t > 1.96$

Source: Original Study

## 4.6 Correlation Analysis

This study used Pearson's r statistic and hypothesis H3 was examined in Table 4.10 for examining the correlation between independent three variables.

### 4.6.1 Hypothesis-H3: There is a significant relationship between Teaching Quality and Service Quality

There are strong relationships among three major variables. Corporate Image is positive correlated to all Teaching Quality and Service Quality with acceptable correlation coefficient 0.674\*\* and 0.814\*\* separately. Teaching Quality has statistically significant positive correlation with Service Quality (0.682\*\*). Therefore, these three factors have strongly significant relationship with each other.

As a result, hypothesis 3 is supported.

Table 4.15 Correlation for Key Study Variables

No	Variables	1	2	3
1	Corporate Image	1		
2	Teaching Quality	0.674**	1	
3	Service Quality	0.814**	0.682**	1

Note: \*\*\* p < 0.001, \*\* p<0.01, \* p< 0.05, significantly level at t> 1.96

Source: Original Study

# **CHAPTER FIVE**

## **CONCLUSIONS**

In this chapter, research conclusion, managerial implications, and recommendation of future research are presented. In this first section, the research results from previous chapters are concluded. Based on those result, managerial implications are suggested. Finally, recommendation of future research are discussed.

### **5.1 Research Conclusion**

This study aimed to investigate the relationship among corporate image, teaching quality, and service quality evidencing language schools in Mongolia. Accordingly, there are three main hypotheses in this study (1) to positive impact of Teaching Quality on Corporate Image, (2) to positive influence of Service quality on Corporate Image, (3) to examine correlation between Teaching quality and Service Quality.

Several statistical analyses in SPSS are conducted to examine sampling data including Descriptive analyze, Factor analyze, Reliability test, Independent sample t-test, One-way ANOVA, Pearson Correlation and Multiple regression in this study. Descriptive analyze is used to explain characteristics of samples. In order to test if items labeled to related factors and construct, this study utilized Factor analyze and Reliability test. Moreover, Independent sample t-test and One-way ANOVA was performed for identifying the significant difference groups of gender and age among each variables. However, there were statistically no significant difference gender and ages in all three variables. As shown the result, students' thought were same; it does not matter if it is different gender and age. All variables are

indicated strong correlation between each other in the result of Pearson Correlation analyze. Finally, Multiple regression analyze is used to examine main hypotheses in tandem with results are exposed following paragraphs:

Items of Teaching Quality divided into two factors such as (1) Goals and Standards and (2) Teaching and Skill Development in the Factor analyze. The influences of both factors on Corporate Image which also divided into two factors as (1) Agreeableness and Enterprise and (2) Competence are tested in the multiple regression analyze. The outcome of the relationship between Teaching Quality and Corporate Image was direct effective. ( $\beta=0.688$ ,  $p<0.001$ ) in tandem with Goals and Standards and Teaching and Skill Development ( $\beta=0.433$ ,  $p<0.001$ ) had impact on Agreeableness and Enterprise of Corporate Image. Goals and Standards ( $\beta=0.660$ ,  $p<0.001$ ) and Teaching and Skill Development ( $\beta=0.565$ ,  $p<0.001$ ) had strongly impact on Competence of Corporate Image. In other word, both factors of Teaching Quality have influence on Corporate Image. In the relationship between Teaching Quality with two factors together and Corporate Image, relation powers of two factors are gradually dipped with ( $\beta=0.739^{***}$  and  $\beta=-0.074$ ) and ( $\beta=0.515^{***}$  and  $\beta=0.212$ ). However, there is still strong and positive effect on Corporate Image from Teaching Quality. Hypothesis 1 is supported.

According to Factor analyze, items of Service Quality divided into two factors as (1) Reliability and Responsiveness and (2) Tangibles. The influences of both factors on Agreeableness and Enterprise, and Competence of Corporate Image are examined in the multiple regression analyze. The outcome of the relationship between Service Quality and Corporate Image was direct effective and dramatically. Reliability and Responsiveness ( $\beta=0.808$ ,  $p<0.001$ ) and Tangibles ( $\beta=0.701$ ,  $p<0.001$ ) had sharply impact on Agreeableness and Enterprise of Corporate Image. Besides, Reliability and Responsiveness ( $\beta=0.582$ ,  $p<0.001$ ) and Tangibles ( $\beta=0.644$ ,  $p<0.001$ ) had

influence on Competence of Corporate Image. Particularly, both factors of Service Quality have strongly influence on Corporate Image. In the relationship between Service Quality with two factors together and Corporate Image, relation powers of two factors are positively related with ( $\beta=0.606^{***}$  and  $\beta=0.332^{***}$ ), and ( $\beta=0.301^{***}$  and  $\beta=0.460^{***}$ ). Hence, there is strong and positive effect on Corporate Image from Service Quality. Hypothesis 2 is supported.

Testing hypotheses 3, Pearson's correlation analyze examined among all variables. Teaching Quality ( $0.674^{**}$ ) and Service Quality ( $0.814^{**}$ ) were positive correlated to Corporate Image. Teaching Quality has statistically significant positive correlation with Service Quality ( $0.682^{**}$ ). Therefore, Hypothesis 3 is supported.

## **5.2 Managerial Implications**

This study contributes for enhancing the quality of language schools as well as improving the future enhancement planning and strategy. Regarding to the following factors were classified, language schools should concern about the both Teaching Quality and Service Quality factors in order to improve their corporate image. Especially Service Quality factor that has the strongest and positive effect on Corporate Image.

In addition, school should become conscious that the factor Reliability and Responsiveness ( $\beta=0.808$ ,  $p<0.001$ ) of Service Quality such as “This faculty provides its services at the time it promises to do so”, “I am dealt with promptly when requesting assistance”, and “Administrative staffs are polite”. It might make sense to recommend that needed more concern by schools. Tangibles factor was also significant that schools spend money or adding these services might be an effective way to delight customer. For each different type of customer, the schools should have the suitable adjustment.

Additionally, both factors of Teaching Quality have influence on Corporate Image. However, Mongolian language schools need to more focus on these factors in order to attract students and increase students' satisfaction.

The investigating relationship among Corporate Image, Teaching Quality, and Service Quality can provide detailed understanding of quality factors to support organization to determine the core service quality attributes for extending improvement in order to build up customer satisfaction, establish competitive advantages, and improve their corporate image. Furthermore, the analyses will allow researchers and experts to recognize the specific factors that are essential to customer satisfaction and provide direction for education industry development in the further.

From the results, it is also suggested that language schools should integrate all their organization functions and marketing activities to support their existence. Therefore, decisions of language schools have to be good knowledge of customer needs, purpose and expectations. In addition, the findings have implications for school recruitment strategies for having deeper knowledge about the students' needs and also to improve their knowledge on how to solve the influences. Teaching Quality and Service Quality are a set of manageable factors language schools use to structure its offer to the market and enhancing corporate image.

### **5.3 Recommendations for Future Research**

In term of education research, this study has already clarified two of the factors that influence schools' corporate image in Mongolia. It may extend the scope of research into many others such as examines marketing strategies on a statistical basis and involving more other countries schools would be advantageous in order to create more strong generalizations in this area. In addition, some further studies need to focus especially on corporate brand

image, given evidence of its potential significance to the importance of differential strategies required in enrolling potential students.



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**APPENDIX I**  
**QUESTIONNAIRE IN ENGLISH**  
**QUESTIONNAIRE FOR PERCEIVED IMAGE, TEACHING**  
**AND SERVICE QUALITY**

Dear respondent,

The purpose of this survey is to investigate the positive perceived image influenced by the perception of perceived teaching and service quality and its comparison. Please answer the questions clearly and honestly. The result of this questionnaire will be used for academic research only. Thanks for your time and support. Your feedback is greatly appreciated!

**Dulguun Battulga**

Graduate School of Management Sciences, Nanhua University, Taiwan

**Background**

1. Please specify your gender?  
1. Female      2. Male
2. How old are you?  
1. Below 18      2. 19-25      3. 26-35      4. Above 36
3. What is the location of your home?  
1. Urban area      2. Country area      3. Area between urban and country
4. What is your current language school entity?  
1. Domestic      2. Foreign
5. What is your highest education level?  
1. High school and below      2. Undergraduate  
3. Graduate      4. Post graduate and above

6. What is your family's monthly income? (\$US)

1. Below 300\$   2. 301-600\$   3. 601-900\$   4. 901 and above

7. Who is the main influence of your choice of selecting this language school?

1. Own decision   2. Parents'   3. Friend or relatives  
4. Other social media promotion   5. Word-Of-Mount  
6. If other, please specify\_\_\_\_\_



	<b>Please rate your degree of agreement on teaching quality of your current language school.</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Teaching	1. The lecturer normally give me helpful feedback on how I am doing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2. The lecturer of this course motivate me to do my best work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3. My lecturers are extremely good at explaining things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4. The lecturer work hard to make their subjects interesting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skill Development	5. The course has helped me develop my ability to communicate in foreign language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6. As a result of my language course, I feel confident about tackling language related problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	7. The course has sharpened my skills (listening, writing, reading, and speaking)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate Assessment	8. The lecturer seems more interested in testing what I have memorized than what I have understood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	9. Feedback on my work is usually provided only in the form of marks or grades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate Workload	10. There is a lot of pressure on me as a student in this course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	11. I am generally given enough time to understand the things I have to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clear Goals & Standards	12. I have usually had a clear idea of where I am going and what is expected of me in this course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	13. The lecturer made it clear right from the start what they expected from students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic Environment	14. My course has stimulated my enthusiasm for further learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	15. Overall, I'm satisfied with the teaching quality of this language school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<b>Please rate your degree of agreement on service quality of your current language school.</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Tangibles</b>	1. Up-to-date equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2. Physical facilities are visually appealing (i.e. building and surroundings)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3. Staffs are well-dressed/neat (appropriate clothing for their position)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4. Materials associated with course delivery (such as handbooks, notices, notice boards, signs) look good and attractive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Reliability</b>	5. This faculty provides its services at the time it promises to do so	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6. When I have a problem, administrative staff show a sincere interest in solving it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	7. Academic staff have the knowledge to answer my questions relating to course provision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	8. Administration keeps accurate records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Responsiveness</b>	9. This faculty provides its services within the time one might reasonably expect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	10. Services are performed right the first time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	11. I am dealt with promptly when requesting assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Assurance</b>	12. The opening hours are convenient for me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	13. Administrative staffs are polite	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Empathy</b>	14. Academic staff are willing to give students individual attention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	15. Overall, I'm satisfied with the service quality of this language school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Please rate your degree of agreement on perceived image of your current language school.		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
		1	2	3	4	5
<b>Image</b>	1. The language school provides high quality comfort to its customers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2. The language school has a strong positive image among its customers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3. The language school provides its customers with high quality service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4. The language school is a trendy company	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5. The language school's price / quality ratio is good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6. The language school has a strong reputation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	7. The language school always keeps its promises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	8. The language school is a company I can trust	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	9. The language school has a good brand position in comparison to other language school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	10. The language school presents itself in a good way on social media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	11. The language school offers its customers a modern service / product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	12. The language school's staff is in general friendly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	13. I am proud to be studied with this language school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**APPENDIX II**  
**QUESTIONNAIRE IN MONGOLIA**  
**ХЭЛНИЙ СУРГУУЛИЙН ИМИЖ, СУРГАЛТ БОЛОН**  
**ҮЙЛЧИЛГЭЭНИЙ ЧАНАРЫН ТАЛААРХ СУДАЛГАА**

Судалгаанд оролцогч танд энэ өдрийн мэндийг хүргэе,  
Энэхүү судалгаагаар хэлний сургуулиудын сургалтын чанар,  
үйлчилгээний чанар болон тухайн сургуулийн имижийг дээшлүүлэхэд  
ямар ямар хүчин зүйлс нөлөөлж байгааг таньж мэдэхийг зорьсон болно.  
Асуулгын хариу нь боловсролын тогтолцоог сайжруулах эрдэм  
шинжилгээний ажилд ашиглагдах учир та тодорхой, үнэн зөв хариулж  
туслана уу. Цаг зав гарган туслаж байгаад гүнээ талархаж байна.

Тайван, Нанхуа Их Сургууль, Менежмент Судлалын Сургууль  
Баттулгын Дөлгөөн

**Ерөнхий мэдээлэл**

1. Таны хүйс?  
1.Эмэгтэй 2. Эрэгтэй
2. Таны нас?  
1.18 ба түүнээс доош 2. 19-25  
3. 26-35 4. 36 ба түүнээс дээш
3. Одоо амьдран суудаг газрын байрлал?  
1. Хот 2. Хөдөө орон нутаг  
3. Хот болон хөдөө орон нутгийн дунд
4. Таны одоогийн сурж байгаа хэлний сургууль нь?  
1. Дотоодын 2. Гадаадын
5. Таны боловсролын зэрэг?  
1. Бүрэн дунд ба түүнээс доош 2. Бакалавр

3. Магистр

4. Профессор/Доктор

6. Танай өрхийн сарын орлого дунджаар? (\$US)

1. 300\$ ба түүнээс доош

2. 301-600\$

3. 601-900\$

4. 901\$ ба түүнээс дээш

7. Таныг тухайн хэлний сургуулийг сонгоход тань нөлөөлж буй гол хүчин зүйл?

1. Өөрийн шийдвэр

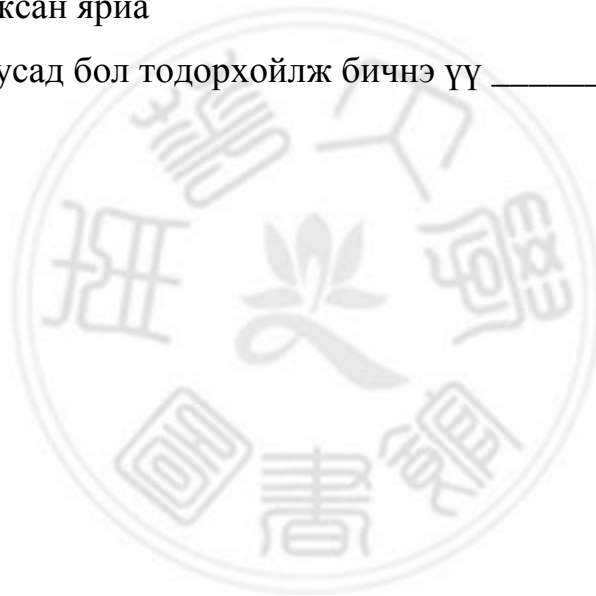
2. Эцэг эх

3. Найз нөхөд, хамаатан садан

4. Бусад олон нийтийн сүлжээний сурталчилгаа

5. Ам дамжсан яриа

6. Хэрэв бусад бол тодорхойлж бичнэ үү \_\_\_\_\_



Та өөрийн суралцаж буй хэлний сургуулийнхаа имиж, сургалтын болон үйлчилгээний чанарын талаар үнэлгээ өгнө үү Үнэлгээ өгөхдөө 1-5 хооронд дүгнэнэ үү. 1 – Огт санал нийлэхгүй 5 – Маш их санал нийлж байна	Огт санал нийлэхгүй	Санал нийлэхгүй	Чухал биш / Дундаж	Санал нийлж байна	Маш их санал нийлж байна
	1	2	3	4	5
8. Багш яаж амжилттай суралцах тал дээр хэрэгтэй зөвөлгөөнүүд өгдөг	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Багш намайг сайн суралцахад урам зориг өгдөг	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Багш аливаа зүйлийг тайлбарлахдаа маш сайн	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Тухайн хичээлээ сонирхолтой болгохын тулд багш шаргуу ажилладаг	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Энэхүү сургалт нь гадаад хэл дээр хүмүүстэй харилцах чадварыг дээшлүүлхэд надад тусалсан	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Сургалтад сууснаар гадаад хэлтэй холбоотой асуудлуудад хандахдаа итгэлтэй болсон	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Сургалт нь миний хэлний чадваруудыг хурцалж өгсөн (сонсох, бичих, унших, ярих)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Багш суралцагчдын тухайн хичээлээс юуг ойлгосоноос илүүтэй юу тогтоосоныг шалгах сонирхолтой байгаа юм шиг санагддаг	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Миний хичээлийн үнэлгээ ихэвчлэн зөвхөн дүн, үнэлгээний оноогоор хэмжигддэг	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Энэ сургалтанд суух нь надад маш их дарамттай байдаг	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Би юу сурч мэдэх ёстойгоо ойлгохын тулд хангалттай цаг царцуулдаг	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Би энэ сургалтад сууснаар юуг мэдэх, юунд хүрэхээ тодорхой мэддэг	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Багш суралцагчдад тэднээс хүсэж буй хичээл зүтгэл, үр дүнгийн талаараа эхнээс нь тодорхой тайлбарлаж, хэлж өгсөн	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Сургалт нь миний ирээдүйн суралцах урам зоригийг сэргээдэг	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Ерөнхийдөө энэхүү хэлний сургуулийн сургалтын чанарт сэтгэл хангалуун байна	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. Сүүлийн үеийн тоног төхөөрөмжтэй	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Анги танхимууд өнгө үзэмж сайтай /барилга болон сургуулийн орчин/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Ажилтанууд тохиромжтой/цэвэр цэмцгэр хувцасладаг /тухайн ажлын байрандаа тохирсон хувцас/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Сургалтын материал нь хүртээмжтэй, өнгө үзэмж сайтай /гарын авлага, дэвтэр, ном/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Анх ямар үйлчилгээ санал болгосон тэрүүгээрээ үйлчилдэг	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Надад асуудал тулгарахад сургалтын албаны ажилчид асуудлыг шийдвэрлэх хүсэл сонирхолтой байгаа нь харагддаг	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Сургалтны албаны ажилчид сургалттай холбоотой асуултад хариулах мэдлэгтэй	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Сургалтын албаны ажилчид шаардлагатай бичиг баримтуудыг хадгалдаг	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Хүсч байсан үйлчилгээг маань үзүүлж чаддаг	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Үйлчилгээний чанараа хадгалдаг	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Надад тусламж хэрэг болход асуудалгүй шийдвэрлэдэг	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Хичээллэх хуваарь нь тохиромжтой	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Сургалтын албаны ажилчид эелдэг	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Сургалтын албаны ажилчид оюутан бүртэй тулж ажиллах хүсэлтэй	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Ерөнхийдөө энэхүү хэлний сургуулийн үйлчилгээний чанарт сэтгэл хангалуун байна	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

38. Сургууль нь суралцагчдад зориулж өндөр зэрэглэлийн тав тухийг хангаж байдаг	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Сургууль нь хэрэглэгчдийн дунд маш эерэг имиждэй	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. Сургууль нь суралцагчдад өндөр зэрэглэлийн үйлчилгээг хангаж байдаг	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. Сургууль нь нэрд гарж буй компани	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. Сургуулийн үнэ болон чанарын харьцаа нь сайн	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. Сургууль нь нэр хүнд өндөртэй	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. Сургууль нь амласнаа үргэлж биелүүлдэг	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. Энэхүү сургуульд би итгэдэг	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. Сургууль нь бусад хэлний сургуулиудтай харьцуулхад чанараараа дээгүүр	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. Сургууль нь олон нийтийн сүлжээнд зөвөөр танигдсан	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. Сургууль нь орчин үетэйгээ нийцсэн сургалт болон үйлчилгээг үзүүлдэг	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. Сургуулийн ажилчид ерөнхийдөө нөхөрсөг	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. Энэхүү хэлний сургуульд суралцаж байгаагаараа би бахархдаг	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>