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BACHELOR OF BUSINESS ADMINISTRATION (HONS.)

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"CUSTOMER EXPERIENCE AND SATISFACTION TOWARDS THE QUALITY OF COUNTER SERVICE IN MAHSA LEARNING CENTRE SARAWAK"

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SARAWAK

JUNE 2019

LETTER OF SUBMISSION

Susanna Sora Anak Timorty Takin
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Sarawak.
22nd April 2019

Sir Abang Sulaiman Bin Abang Naim
First Advisor, Lecturer of UiTM
Univeriti Teknologi MARA, Sarawak

Dr. Siti Mardinah Binti Abdul Hamid
Second Advisor, Lecturer of UitM
Universiti Teknologi MARA, Sarawak

Dear Sir/Mdm,

SUBMISSION OF RESEARCH PROPOSAL

This is my research project paper on Customer experience and satisfaction towards the quality of counter service in MAHSA Learning Centre Sarawak to fulfill the requirement as needed by the Faculty of Business Management, Universiti Teknologi MARA (UiTM).

2.   This research focus on customer experience and satisfaction towards the quality of counter service in MAHSA Learning Centre Sarawak that related on the five dimensions that has been produce. I hope that this study is extensive enough and have specifically met all the requirements needed. Thank you for all the cooperation given by both research advisors in the process of completing this report.

Thank you.

Yours sincerely,

SUSANNA SORA ANAK TIMORTY TAKIN
2016438354
Bachelor of Business Administration (Hons) (Marketing)

AUTHOR'S DECLARATION OF ORIGINAL WORK

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Title of Research Project Paper :	CUSTOMER EXPERIENCE AND SATISFACTION TOWARDS THE QUALITY OF COUNTER SERVICE IN MAHSA LEARNING CENTRE SARAWAK.

I, _____ hereby declare I am the writer of this work;

✓ I understand what plagiarism and aware of the university's policy in this regard

✓ I declare that this research script is on my own original work. Where someone else's work was used due acknowledgment was given and reference was made according to faculty requirement.

✓ Any use of any work in copyright exists was done by way of fair dealing and for permitted purposes and any excerpt or extract from, or reference to or reproduction of any copyright work has been disclosed expressly and sufficiently and the title of the work and its authorship have been acknowledged in this work;

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ACKNOWLEDGEMENT

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CUSTOMER EXPERIENCE AND SATISFACTION TOWARDS THE QUALITY OF COUNTER SERVICE IN MAHSA LEARNING CENTRE SARAWAK

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ABSTRACT

The purpose of this research is to examine a customer experience and satisfaction towards the quality of counter service in MAHSA Learning Centre Sarawak. The independent variables involved in this research are tangibility, assurance, reliability, responsiveness and empathy while the dependent variable is customer satisfaction. To obtain data from respondents will used the quantitative research and there was 150 respondent involved in this research. Data obtained were than analysed using Statistical Package for Social Science (SPSS) version 22. Moreover, this research will be undertaken for the advantage of the MAHSA Learning Centre Sarawak which the results of this study can be used as a source of information on how to further improve its current service so that its customer will be satisfied with the service rendered in the future.

Keywords: Customer Experience and Satisfaction, MAHSA Learning Centre Sarawak, Counter service, Tangibility, Assurance, Reliability, Responsiveness and Empathy.

CHAPTER 1: INTRODUCTION

1.1 INTRODUCTION

This chapter is about customer experience and satisfaction towards the quality of counter service in MAHSA Learning Centre Sarawak. This chapter was discuss the background of the study, research problem statement, research questions, research objectives, and research scope of the study, research significance and research limitation and constraints and the definition of terms.

1.2 BACKGROUND OF STUDY

This study aims to examine customer experience and satisfaction towards the quality of the counter service in MAHSA Learning Centre Sarawak. Counter service is the main functions to communicate and face with the customer wants from the service provided by MAHSA Learning Centre Sarawak. The customer service efficiency is the prime goal for service-oriented organizations, such as contact centres, service desks and call centres. It is also an important objective for any organization since it encompasses all relations and transactions with customers.

Therefore, counter service of MAHSA Learning Centre Sarawak have to strive to deliver to their customer not only the product or service but also 'quality' and 'satisfaction' to align with their objectives as a whole. MAHSA Learning Centre Sarawak is committed to providing quality education that puts customers at the frontiers of knowledge in diverse disciplines through systematic and professional management in line with international industry benchmarks. Customer service is a process that can be optimized and made more efficient through the prudent choice of tools and the application of the right skills. (Sam Miller, 2009). This study, however, focuses only in counter service at MAHSA Learning Centre Sarawak. The counter service played its role to deliver a good quality service to ensure every complaining from the customers can be reduced and solve with properly. Quality of counter service that offers by any organizations to the customers can contribute to building their image and successful organizations.

1.3 PROBLEM STATEMENT

According to (RBosch, 2005), many organizations are faced with significant challenges in the area of customer service and service delivery both internally and externally. Every

customer have a different impression and expectations towards the service provider, include the MAHSA Learning Centre Sarawak counter services. If the customer not satisfied with the MAHSA Learning Centre Sarawak's quality service or counter service, customer start to complaining. From the researcher's observation, since reseacher also doing practical at MAHSA Learning Centre Sarawak, customer complaining about counter service of MAHSA Learning Centre Sarawak can be 'directly' (facebook of MAHSA University Sarawak, staff) and 'indirectly' (survey, customer or part-time student). Directly means customer complain about the MAHSA Learning Centre Sarawak counter service direct to MAHSA Learning Centre Sarawak's Facebook and directly to the staff with dissatisfied's face. While Indirectly means, customer's complain through MAHSA Learning Centre Sarawak questionaire. Too much complaining from customer means that the MAHSA Learning Centre Sarawak counter service are not being well manage.

Table 1. Part-time student and customer's rate towards MASHA Learning Centre Sarawak quality service.

	Part-time Student		Customer (Any Visitor who come to MAHSA for service)	
	Frequency	%	Frequency	%
Very Good	3	15	3	15
Good	4	20	4	20
Satisfied	4	20	5	25
Poor	4	20	2	10
Very Poor	5	25	6	30
Total	20	100	20	100

Based on the graph above, its shows result from randomly interview for the counter service provided by MAHSA Learning Centre Sarawak. 20 respondents of part-time students and any

people who come to MAHSA Learning Centre Sarawak were randomly selected for this research. The result is, six students from customer evaluate the counter service provided by MAHSA Learning Centre Sarawak is Very Poor contribute to 30%, while only 5 students from part-time students assess that the service counter provided by MAHSA Learning Centre Sarawak on their university are very poor, its about less 5% than customer rates. From this result researcher try to identify the poor counter service provided by MAHSA Learning Centre Sarawak that contribute to the customer satisfaction. SERVQUAL will use in this study to identify the customer experience and satisfaction towards the quality service provided by MAHSA Learning Centre Sarawak.

1.4 RESEARCH QUESTIONS

This research is to identify the customers' experience and satisfaction towards the quality of the counter service in MAHSA Learning Centre Sarawak. Therefore, there are several research questions that need to find out while conducting this research.

RQ 1: What are the customer experience and satisfaction towards the quality of counter service in MAHSA Learning Centre Sarawak?

RQ 2: What are the factors that influence customer satisfaction towards the quality of counter service in MAHSA Learning Centre Sarawak?

RQ 3: What are the recommendations and suggestions from customer to improve the quality of counter service in MAHSA Learning Centre Sarawak?

1.5 RESEARCH OBJECTIVES

The objective of study on quality of counter service in MAHSA Learning Centre Sarawak. Research objectives should have the identified specific issues or problems that need to be studied and these problems often termed as dependent and independent variables (Voon B. H., 2012). The research objectives of this study are:

RO 1: To determine customer experience and satisfaction towards the quality of the counter service in MAHSA Learning Centre Sarawak.

RO 2: To identify factors that influence customer satisfaction towards the quality of counter service in MAHSA Learning Centre Sarawak.

RO 3: To identify recommendation and suggestion from customer to improve the quality of counter service in MAHSA Learning Centre Sarawak.

1.6 SCOPE OF THE STUDY

This study are conducted among customers that come to MAHSA Learning Centre Sarawak. The respondent for our study are the people who come to MAHSA Learning Centre Sarawak. Apart from that, the part-time student at MAHSA Learning Centre Sarawak also one of the target group in this study. This study attempts to analyse and better understanding the quality of counter service provided by MAHSA Learning Centre Sarawak customers.

Questionnaires was distributed to the selected respondents during working hours and also during weekends which are the most appropriate times because the availability of the respondents during those times is high. The area of this study are cover the overall about customer experience and satisfaction towards the quality of counter service in MAHSA Learning Centre Sarawak. This study are focus on customers that come to MAHSA Learning Centre Sarawak.

1.7 SIGNIFICANCE OF THE STUDY

This study is important especially to analyze the service quality provided by MAHSA Learning Centre Sarawak that was enhance customer satisfaction. This study are to identify the measurement to assess the service quality that was explain the customer satisfaction towards the service provided. As mentioned earlier, service has become one of the important to build organization image to the customer. To build a good image, organization need to identify and create quality service to the customer. So, provide good quality service can contribute to the customer satisfied.

This study of the service quality of counter service in MAHSA Learning Centre Sarawak is significant because it can provide feedback regarding the counter service at MAHSA Learning Centre Sarawak. This is because it can provide data and information on the performance of counter service in MAHSA Learning Centre Sarawak. The feedback given was about the facilities at the counter. The information about staff on duty at the counter are also be revealed in this study. This study are add the information and understanding to the very under research topic of the customer satisfaction toward service provided by MAHSA Learning

Centre Sarawak. By that, this study was to identify the level of service and quality that was create customer satisfied. In addition, this study are identify which dimension among five elements that will affect customer satisfaction and dissatisfaction.

1.8 LIMITATION OF STUDY

The disadvantage of conduct this study is that there will be some challenges occur. It could be the limitation or constraint of situation could not be avoided. To carry out the research, the limitations and problems faced are stated below:-

1.8.1. Time Constraint

The proposed completion time for research was within (3) three months, which is a short time to gather enough pieces of information. At the same time doing this research, the researcher also having practical for the last semester. As a consequence, the information collected might be insufficient. The researcher just has a weekend to focus on gathering information as much as possible and implement it.

1.8.2. Cooperation from respondents

Respondents are required to complete the questionnaire on the spot and not focus on the questions given. Some of the respondents also may not be very helpful and may refuse to co-operate. This effect the accuracy of the data and information obtained from the respondents.

1.8.3. Availability of information

There is limited access to the University's information whereby the University is reluctant to give some information about the University which they think might be confidential and sensitive to some of the people in the organization.

1.9 DEFINITIONS OF TERMS

1.9.1. MAHSA University

MAHSA University is a private medical university in Selangor. MAHSA Learning Centre Sarawak was established in April 2011. MAHSA Learning Centre Sarawak is situated at Wisma TEK's building. Now the MAHSA Learning Centre Sarawak is offering three major courses that consist of Bachelor of Science Nursing Practice Development (Hons), Bachelor of Science Health Practice Development (Hons) and Bachelor of Environmental Health (Hons) or part-time basis.

1.9.2. Customer Experience

Customer experience is the impact that you give to your customer, the result in how the customer thinks of your brand, across every level of the customer journey. The positive customer will come back for future because they believe our product or service can make them satisfaction. Customer experience is important to sustain the growth of business because the good experience customer will recommend the product or service to his or her family and friend.

1.9.3. Customer Satisfaction

According to (Kotler, Keller, Leong, Ang, & Tan, 2012), customer satisfaction is a person's feeling of pleasure or disappointment resulting from comparing a product's perceived performance (or outcome) in relation to his or her expectations. Satisfaction is the pleasure that you feel when you do something or get something that you wanted or needed to do or get. (SINCLAIR, 2009). If you do something to someone's satisfaction, they are happy with the way that you have done it. Satisfactory is something that acceptable to you or fulfils a particular need or purpose (SINCLAIR, 2009).

1.9.4. Counter Service

A counter is a long narrow table or flat surface at which customers are served (SINCLAIR, 2009). Counter service is the way in which you or your employees deal with the customer in over-the-counter and face to face situations is critical to all ongoing aspects of your future relationship with them. (Affairs, 2006). Counter service generally covers any type of service where the customer comes to your business. It is not just confined to sales counters or checkouts in shops, but includes service counters, inquiry desks, claims counters, front office reception areas, booking counters and so on. (Affairs, 2006). Counter service of MAHSA Learning Centre Sarawak have to strive to deliver to their customer not only the product or service but also 'quality' and 'satisfaction' to align with their objectives as a whole.

1.9.5. Quality service

According to (Pariseau & McDaniel, 1997)Quality service is defined as that in which the consumer's perception of service performance meets or exceeds their expectation of what the service firm should do. Your services are the things that you do or the skills that you use in your job, which other people find useful and are usually willing to pay you for. (SINCLAIR J. , (2009))

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

Published articles, journals and books were collected to investigate the theories and past empirical studies which are related to this study. This chapter consists of a literature review, review of relevant information from other researchers and also the theoretical framework.

2.2 LITERATURE REVIEW ON DEPENDENT VARIABLE

2.2.1 Customer Satisfaction

Most people would agree that customers are the most important part of business no customers, no business. It means that without the customer, our product or service it will not give advancement to them (Sharma, 2011). According to (Kotler, Keller, Leong, Ang, & Tan, 2012), customer satisfaction is a person's feeling of pleasure or disappointment resulting from comparing a product's perceived performance (or outcome) in relation to his or her expectations. (Sharma, 2011) In order to be successful, a business must know who its customers are and what the expectations of those customers are for the product or service the business sells. Customer satisfaction could be observed by customer identification difference on product, sale and service.

Customer complains or feels dissatisfaction towards the service and product will contribute to customer satisfaction (Lin, 2008). According to (Sharma, 2011) Customer complaints are like medicine. Nobody likes them, but they make us better. Actually, customer complaints are probably more like preventative medicine because they provide advanced warning about problems. So, from that complaining, any improvement can be implemented to the product or even the service provided to the customers. For examples, part-time student of MAHSA Learning Centre Sarawak claim that the service of the counter service in MAHSA Learning Centre Sarawak is very bad. They claim the staff are unfriendly and having a poor attitude.

2.3 LITERATURE REVIEW ON INDEPENDENT VARIABLES

2.3.1 SERVQUAL

According to (A. Parasuraman, Leonard L. Berry, Valarie A. Zeithaml, 1991) SERVQUAL is explaining as the comparison between service performance and service expectation. SERVQUAL provides technology for measuring and managing service quality (Buttle, 1995). With this model, it can measure the quality of service provided for employees.

SERVQUAL differentiates the service quality construct distinguishing between functional service quality (doing things nicely) and technical service quality (doing things right). (H Maddem, Dr R S Maull, Dr P A Smart, P Baker). The above-mentioned ten dimensions have been integrated into only five ones. Researchers agreed on the fact that these dimensions are appropriate ones which help reveal the customers' satisfaction. The underlying model of SERVQUAL by Parasuraman with five dimensions was used by this particular study in order to evaluate the impact of service quality provided by MAHSA Learning Centre Sarawak counter service on customer satisfaction. This compound word consists of the two words 'Service' and 'Quality', these five dimensions include ;

   (a) Tangibles

   Tangibles include the physical evidence of the service. Its include physical facilities, the appearance of personnel, tools or equipment used to provide the service, physical representations of the service, such as a plastic credit card or a bank statement, and other customers in the service facilities (A. Parasuraman, 1985). The employees of MAHSA Learning Centre Sarawak can evaluated from their apprearance, tools and service facilities. The employees must have a good communication skills to represent the service to customers. The staff in MAHSA Learning Centre Sarawak have to dress well to serve customers, the counter services should provides numbering queuing system and provides a comfortable waiting area.

   (b) Assurance .

   According to (A. Parasuraman, Leonard L. Berry, Valarie A. Zeithaml, 1991) assurance is the knowledge and courtesy of employees and their ability to convey trust and confidence. If you give an assurance that something is true or will happen, you say that it is definitely true or will happen, in order to make them feel less worried. (SINCLAIR J. , (2009))The service providers are expected to be the expert of the service they are delivering. If the services provider is good but the customers do not understand, their confidence in that services provider will be lower. To make its success, the employees have to knowledgeable and dependable. The employees should be friendly and professional in explaining information to customers.

   (c) Reliability

   Reliability involves consistency of performance and dependability. It means that the firm performs the service right the first time. It also means that the firm honours its promises.

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(c) Reliability

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Specifically, it involves accuracy in billing, keeping records correctly and performing the service at the designed time. (A. Parasuraman, 1985) To make the services provider success the MAHSA Learning Centre Sarawak have to provide services as promised, give caring services and performed the service efficiently.

(d) Responsiveness

Responsiveness concerns the willingness or readiness of employees to provide service. It involves timeless of service, mailing a transaction slip immediately, calling the customer back quickly, and giving prompt service (eg, setting up appointments quickly) (A. Parasuraman, 1985). The level of responsiveness in serving the customers or any visitor in the MAHSA Learning Centre Sarawak can be evaluated from the speed of service and sensitivity to customer concerns. Successful businesses will continually search for ways to improve in all these areas which same as to others University. If the others University treats their customer right, there won't be any dissatisfaction among them.

(e) Empathy

The caring, individualized attention provided to the customer (A. Parasuraman, Leonard L. Berry, Valarie A. Zeithaml, 1991).Empathy is the ability to share another person's feelings and emotions as if they were your own. (SINCLAIR J. , (2009))The staff in MAHSA Learning Centre Sarawak should used simple language that customers can understand. Besides, MAHSA Learning Centre Sarawak counter service staffs have to give personal attention while serving the customers and the staffs are willing to listen to customers problem.

2.4 RESEARCH FRAMEWORK

A model framework is presented that divides these customer responses into five dimensions (tangibility, assurance, reliability, responsiveness and empathy) and takes an in-depth look at each dimension in turn. There are two variables for this study. The variables are service quality and customer satisfaction. The quality service is an independent variable and customer satisfaction are a dependent variable. Customer satisfaction is depending on the service quality provided by MAHSA Learning Centre Sarawak counter service was measured by the customer.
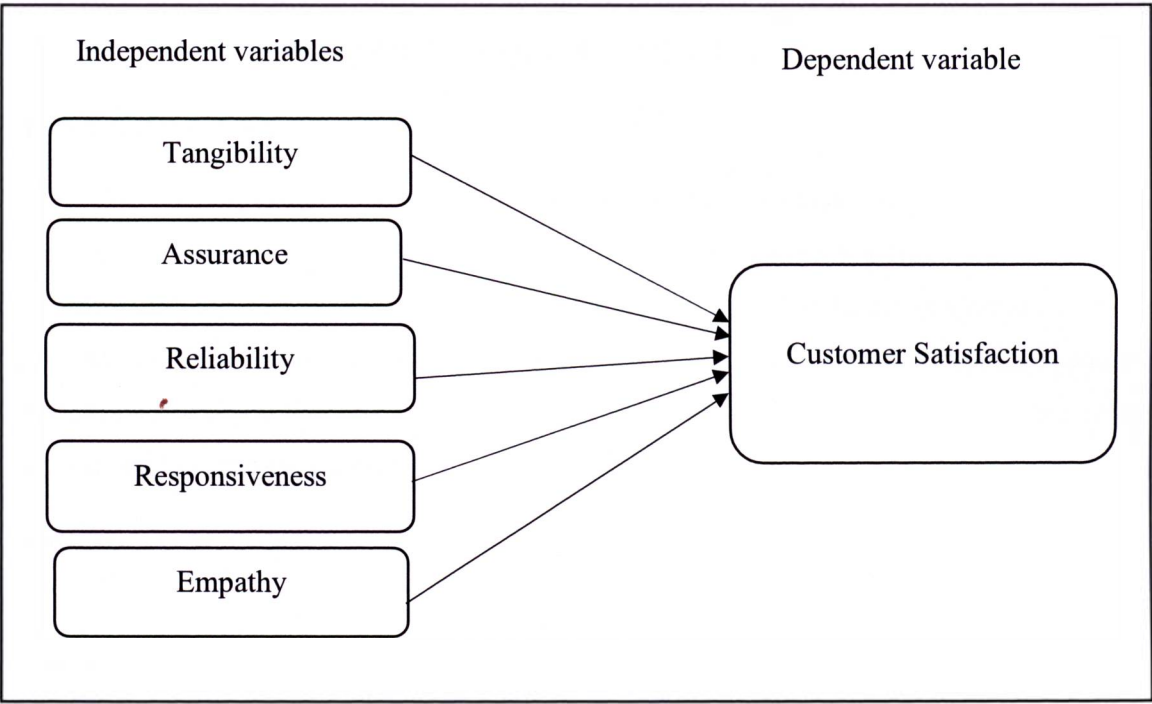
Figure 2: Customers Satisfaction towards the quality of counter service in MAHSA Learning Centre Sarawak Research Framework.

Source: *Adapted from A. Parasuraman, V. A. (1985). A Conceptual Model of Service Quality and Its Implications for Future Research.*

The figure 2 above shows the relationship between the dependent and independent variables. The dependent variable for this research is customer satisfaction whereas the independent variables are tangibility, assurance, reliability, responsiveness and empathy. This dimension was taken for this study as customer seems do not satisfy in many ways MAHSA Learning Centre Sarawak handling the service. As a result, the dimension was produced as to identify the satisfaction of the customer. Furthermore, this research was undertaken for the benefits of the MAHSA Learning Centre Sarawak which the results of this study can be used as a source of information on how to further improve its current service so that its customer will be satisfied with the service rendered.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter explains the research method that the researcher used to collect the data from respondents. In this topic, the researcher will explain how the researcher conducts and get the information regarding the quality of counter service in MAHSA Learning Centre Sarawak. Other than that, the researcher will explain what kind of method is used to design the research. Besides that, the researcher will also discuss how the researcher can get information regarding the topic. In this chapter, primary data and secondary data will be used and conduct.

3.2 RESEARCH DESIGN

A research design the detailed outline for the gathering and analysis of data and information based on the research questions and objectives (William G, et al., 2017). For this study, the research designs are such as follows;

3.2.1 Exploratory Research

Exploratory research is utilized when the study has very little data. In order to conduct this study, the researcher is required to use an appropriate research design tool; hence the researcher will employ the use of exploratory research for the purpose of this study. The nature of the problem of this study is related to the respondent, to determine customer experience and satisfaction towards the quality of the counter service in MAHSA Learning Centre Sarawak. Exploratory research can be used for generating the idea, as it eases the precise data collection about respondent as well as to evaluate the data collected. In the end, information is easily disseminated and is able to be understood. A good research design will ensure the research project was conducted effectively and efficiently.

3.2.2. Quantitative Research

The quantitative data research method is a research methodology that seeks to quantify the relevant data gathered and generalize the results from the sample to interest population (Malhotra, 2010). Quantitative research method is being used in this research which the data gathered from respondents was quantified to survey on customers' satisfaction for service in MAHSA Learning Centre Sarawak. Meanwhile, this research was use questionnaire to obtain the information responses from respondents on customer satisfaction towards the quality of counter service in MAHSA Learning Centre Sarawak.

3.3 RESEARCH INSTRUMENT

3.3.1. Survey Questionnaire

A set of questionnaire was used as the survey instrument for collecting the data in this study. The questionnaire actually consists of four sections; namely **Section A**, **Section B**, **Section C** and **Section D.**

(a) Section A

Section A covers the demographics details and characteristic of the respondent itself. This section covering on criteria namely gender, age, race, education, job position, the main reason for assistance from MAHSA Learning Centre Sarawak counter and times visited MAHSA Learning Centre Sarawak counter service per month. This demographic characteristic was the analysis of factors which can contribute later to the improvement of service performance of counter service provided by MAHSA Learning Centre Sarawak.

(b) Section B and Section C

Strongly Disagree   **Strongly Agree**

| 1 | 2 | 3 | 4 | 5 |

Both section, B and C will be constructed by using Likert Scale, a scaling technique formulated on the basis of a 5- point bipolar scale and is an essential tool to aid the respondents in responding promptly to questionnaire given. 15 questions in section B and 5 questions in section C are constructed based on the area of service quality, as summarized as Parasuraman using the SERVQUAL Concept to increase customer experience.

(c) Section D

Section D consists of open-minded question regarding the suggestions or opinion given by the respondents. This section represents the alternative way to improve the counter service in order for MAHSA Learning Centre Sarawak to achieve total student satisfaction.

3.4 SAMPLE DESIGN

Sample design is determined before data are collected. There are many sample designs from which a researcher can choose which some designs are relatively more precise and easier to apply than others. (Lupakisyo, 2014). Researcher must prepare a sample design which should be dependable and appropriate for the research study.

3.4.1. Sampling Technique

Sampling technique involves any procedure that used a small number of the item or uses part of the population to make a conclusion from the whole population. The sampling technique that is used for this research is Convenience Sampling.

(a) Convenience Sampling

Convenience Sampling is the selection of a sample of participants from a population based on how convenient and readily available that the group of participants is. It is a type of nonprobability sampling that focuses on a sample that is easy to access and readily available (Salkind, 2010).

3.4.2. Target Population

A population is the whole group that will be focused on. The total population in Sarawak is 2.77 million in year 2017 (Government of Sarawak, 2018). As the department of statistics will updating their population statistic for every ten years. Meanwhile, this study aimed are the people who come to MAHSA Learning Centre Sarawak. Apart from that, the part-time student at MAHSA Learning Centre Sarawak also one of the target group in this study. The populations to be expect involved in this study was 150 customers from Sarawak who had experience and the opinion towards the service provided by MAHSA Learning Centre Sarawak.

3.4.3. Sampling Size

According to (Sekaran and Roger Bougie,2013) a sample size between 30 to 500 would be sufficient. The sample size for this study is 150, means that 150 respondent namely customers at MAHSA Learning Centre Sarawak will be tested for the purpose of this study. Each of the selected respondents received the same questionnaire design to be tested.

```
 G*Power 3.1.9.2                                           —    □    ✕

File   Edit   View   Tests   Calculator   Help

Central and noncentral distributions    Protocol of power analyses

[1] -- Tuesday, June 11, 2019 -- 17:14:25
F tests – Linear multiple regression: Fixed model, R² deviation from zero
Analysis:    A priori: Compute required sample size
Input:       Effect size f²                  =  0.15
             α err prob                      =  0.05
             Power (1-β err prob)            =  0.80
             Number of predictors            =  5
Output:      Noncentrality parameter λ       =  13.8000000        Clear
           , Critical F                      =  2.3205293
             Numerator df                    =  5
             Denominator df                  =  86               Save
             Total sample size               =  92
             Actual power                    =  0.8041921        Print
```

Figure 3: G*Power Analysis

For this research, there are five dimension that been found to measure the customer satisfaction which are the tangibility, assurance, reliability, responsiveness and empathy. As to make sure the number of the data had to be collected for this research, this study use the G*Power analysis to analyze the number of questionnaire to be distribute. G*Power is a stand-alone power analysis program for many statistical tests commonly used in the social, behavioral, and biomedical sciences (Faul F. , Erdfelder, Lang, & Buchner, 2007). Meanwhile, this G*Power was created as a general self-contained power analysis program for statistical tests usually used in social and behavioral research (Faul F. , Erdfelder, Lang, & Buchner, 1996). G*Power analysis software 3.1.9.2 is used to determine the sample size of this research, the effect size of "f square" 0.15, α error prob 0.05, power (1-β err prob) 0.80 with a number of 5 predictors, based on the result from G*Power, 92 respondents is the minimum sampling size for this research. Therefore, 150 questionnaires was distributed to the customer visit the MAHSA Learning Centre Sarawak.

3.5 DATA COLLECTION TECHNIQUE

Data collection technique are an integral part of research design. There are several data collection techniques with their own advantages and disadvantages. In conducting this study, both primary and secondary data will be utilized.

3.5.1. Primary Data

In my research, the primary data was gathered and assembled specifically for the research project at hand. My primary data was obtained by using questionnaire and personal

interviews, as the main instrument to measure and collect data from the respondent by using a short length interview, which took five to ten minutes to complete. Primary data is the original data collected for a specific research goal (Hox & Boejie, 2005). For this study, primary data was obtained by distributing the questionnaire to the respondent due to its convenience, inexpensive, and greater anonymity.

3.5.2. Secondary Data

Secondary data is the data originally collected for a different purpose for another research question (Hox & Boejie, 2005). In order to collect secondary data, different journals and articles were used from different articles sources like Emerald Insight, Google Scholar, Science Direct and Some document on the internet due to the nature of accessibility, save time and cost reduction to obtain the data.

3.6 OPERATIONAL DEFINITION TABLE

The operation definition table is a study that comes out an operational table which determines the survey of the customers' satisfaction. As for this, the questionnaire item was developed based on table 2 below. Therefore, the sources from the dimension are different.

Table 2: Operational Definition Table

Dimensions	Item	Source
Tangibles	1.1 Well Dressed 1.2 Numbering queuing system 1.3 Comfortable waiting area	Cronin and Taylor, 1992 Johns and Howards, 1998
Assurance	2.1 Knowledgeable and dependable 2.2 Friendly and courteous with me 2.3 Professional in explaining information	Cronin and Taylor, 1992
Reliability	3.1 Providing services as promised 3.2 Giving caring service 3.3 Performed service efficiently	Cronin and Taylor, 1992
Responsiveness	4.1 Ready respond the request 4.2 Provide the information of any delays 4.3 Prompt and timely service	Cronin and Taylor, 1992 Sultan and Simson, JR 2000

Empathy	5.1 Giving personal information	Cronin and Taylor, 1992
	5.2 Listen to the problem	Johns and Howards,
	5.3 Using simple language	1998
Customer satisfaction	6.1 Numbering queuing system	Chen and Tin, 2001
	6.2 Overall operating hour	Sultan and Simson, JR
	6.3 Facilities in the waiting area	2000
	6.4 Speed of the service	
	6.5 Overall performance of service quality	

3.7 PILOT STUDY

Pilot testing or study was conducted to see the validity, the time taken to fill up the questions, common understanding and interpretation of the questions by different target population and it's depending on the data collection method for this study. In order to ensure the respondents understanding the question in the questionnaire, twenty (20) sets of questionnaire was distributed among customer of MAHSA Learning Centre Sarawak for the pilot study. Cronbach's Alpha will be used to check the reliability of the questionnaire.

Table 3: Cronbach's Alpha Coefficient Range

Range	Strenght of Association
<0.50	Unacceptable
0.50 – 0.60	Poor
0.60 – 0.70	Moderate
0.70 – 0.80	Acceptable
0.80 – 0.90	Good
0.90 – 1.00	Excellent

Source: *Adapted from Kothari, C. (2012).*

3.8 ANALYSIS OF DATA

The findings of this study was analyzed using the Statistical Package for Social Science (SPSS) software. Specifically, the profile of the respondents was analyzed using frequency analysis and percentage analysis while other findings was analyzed using the correlation, regression analysis and mean analysis. Other than that, the researcher is also required to analyze the findings manually when certain data cannot be analyzed using SPSS such as the recommendations and suggestions provided by the respondent. As we can see the table 4 below shows the measurement of research objective.

Table 4. Research Objectives and Measurement

No.	Research Objectives	Type of Measurement
1	To determine customer experience and satisfaction towards the quality of the counter service in MAHSA Learning Centre Sarawak.	Pearson Correlation
2	To identify factors that influence customer satisfaction towards the quality of counter service in MAHSA Learning Centre Sarawak.	Regression analysis and Descriptive statistic (mean analysis)
3	To identify recommendation and suggestion from customer to improve the quality of counter service in MAHSA Learning Centre Sarawak.	Suggestion

3.8.1. Correlation Analysis

The study of how variables are correlated is called correlation analysis. Pearson Correlation Coefficient indicates the strength of association between two metric variables measured. Correlation is primarily concerned with finding out whether a relationship exists and with determining its magnitude and direction. (Robert, 2006). Accordingly, correlation studies are attempts to find the extent to which two or more variables are related. However, for the correlation analysis is used for this study as to measure the research objective as shown in the table 4.

3.8.2. Regression Analysis

A statistical technique for estimating the change in the metric dependent variable due to the change in one or more independent variables, based on the average mathematical relationship between two or more variables is known as regression. For this regression measurement was used to measure the research objective as shown in table 4. Regression describes how an independent variable is numerically related to the dependent variable (Surbhi, 2016).

3.8.3. Suggestion

Meanwhile for research objective number 3 which is shown in table 4 was analyze by suggestion from the respondent who were giving the comment or opinion on the MAHSA Learning Centre Sarawak counter service. Suggestion is a proposal offered for acceptance or rejection from the respondent. However, any recommendation or comment was used in suggestion to improve the MAHSA Learning Centre Sarawak counter service.

CHAPTER 4:DATA ANALYSIS AND FINDINGS

4.1 INTRODUCTION

This chapter presents the result of this study consisting of the demographic data the respondents , level of customer's experience and satisfaction and their recommendation about the quality of counter service in MAHSA Learning Centre Sarawak.

4.2 RELIABILITY TEST

4.2.1. Reliability Analysis for pilot Study

Reliability is the degree to which measures provide consistent results and are free from error (William G, et al., 2017). Reliability also indicates the dependency of all the items to one another.

Table 5. Reliability Test Analysis

Dimensions	No. of Items Before Deletion	Cronbach's Alpha
Tangibles	3	0.715
Assurance	3	0.876
Reliability	3	0.849
Responsiveness	3	0.743
Empathy	3	0.771
Overall reliability	**15**	**0.940**

From the table 5 above, the result for reliability analysis that was obtained from this research which was tested on 20 respondents. Its show that the overall cronbach's alpha reliability is 0.940 which can be concluded that all the items results in excellent reliability because all the cronbach's alpha value is above 0.70. Therefore, there is no items in the questionnaire will be deleted as the cronbach's alpha is more than 0.70.

4.2.2. Actual Distribution Reliability Test

As we can see the table below, it's show the result of reliability actual distribution of questionnaire to all the 150 respondents that were distributed to them.

Table 6. Actual Distribution Reliability Test

Dimensions	No. Of Items	Cronbach Alpha
Tangible	3	0.705
Assurance	3	0.713
Reliability	3	0.739
Responsiveness	3	0.733
Empathy	3	0.733
Overall	15	0.892

Based on the table 6 above, reliability has the highest Cronbach alpha compare with the rest. Its cronbach alpha score 0.739. For the second and third are responsiveness and empathy with the same score of 0.733. Then, followed by assurance with score 0.713. Meanwhile the lowest score is 0.705 which is the tangible. As a result, the total reliability for this variable is 0.892. It can be concluded that all the items results in good reliability because all the Cronbach's Alpha value is above 0.70. Therefore, further analysis can be preceded.

4.3 SECTION A: BACKGROUND INFORMATION

This section presents the personal data 150 customer, who visited counter service of MAHSA Learning Centre Sarawak. The profile covers the gender, age, race, education level, job position, main reason go MAHSA Learning Centre Sarawak counter and times visit MAHSA Learning Centre Sarawak counter per month. (refer table 7)

Table 7. Demographic Profile of Respondents (150 Persons)

Demographic	Number of Respondents	Percentage (%)
Gender :		
Male	73	48.7
Female	77	51.3

Age :		
20 years or below	41	27.3
21-30 years	62	41.3
31-40 years	45	30.0
41 years-above	2	1.3
Race :		
Melayu	34	22.7
Chinese	42	28.0
Bidayuh	40	26.7
Iban	34	22.7
Others	0	0
Education Level :		
SPM or below	54	36.0
Diploma	43	28.7
Degree	42	28.0
Master	10	6.7
PhD	1	0.7
Job Position :		
Private Sector Staff	44	29.3
Government Sector Staff	26	17.3
Student	80	53.3
Others	0	0
Main Reason :		
Welfare	36	24.0
Scholarship Interviews	47	31.3
Registration	50	33.3
Student Service Scheme	17	11.3
Others	0	0
Time Visited :		
1-3	72	48.0
4-6	43	28.7
7-9	29	19.3
10-12	5	3.3
13 or more	1	0.7

The findings shows that there were female customers (51.3%) compare to male customers (48.7%). The largest age group was 21-30 (41.3%). Majority (28%) of the respondents were Chinese. The largest job position group was the students (53.3%). (36%) most of the respondents are from SPM or below students and the main reason customer seek assistance from counter service in MAHSA Learning Centre Sarawak is for registration.

4.3.1   Profile of Respondents

(a)   Gender

Table 8. Number of Respondents based on Gender

Gender	No. Of Respondents
Male	73
Female	77
Total	150

Figure 4. Number of respondents based on Gender
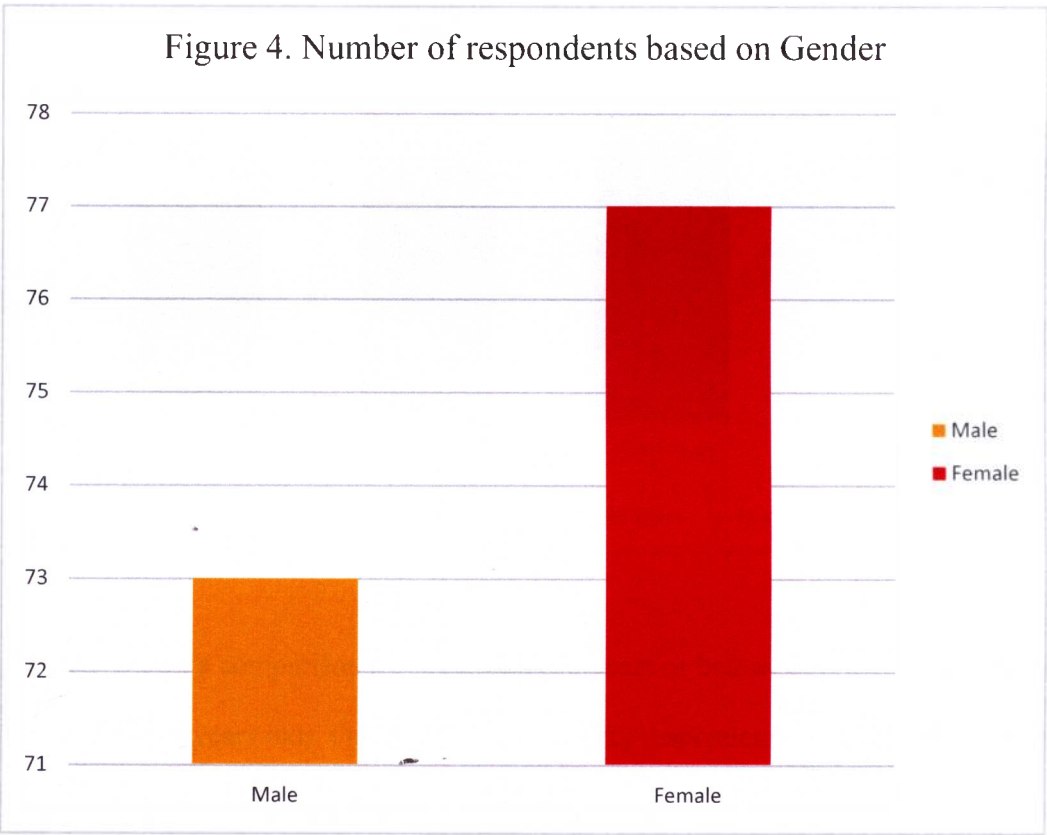
From the figure above, it shows that most of MAHSA Learning Centre Sarawak's customers are female. There are 77 person are females (51.3%) and 73 person are males (48.7%) visited MAHSA Learning Centre Sarawak counter service. Its shows that female are more actively participate in this survey and shows their satisfaction towards the MAHSA Learning Centre Sarawak service.

(b)   Age

Table 9. Number of respondents based on age

Age Group	No of respondents
20 years or below	41
21-30 years	62
31-40 years	45
41 years - above	2
Total	150

Figure 5. Number of respondents based on Age
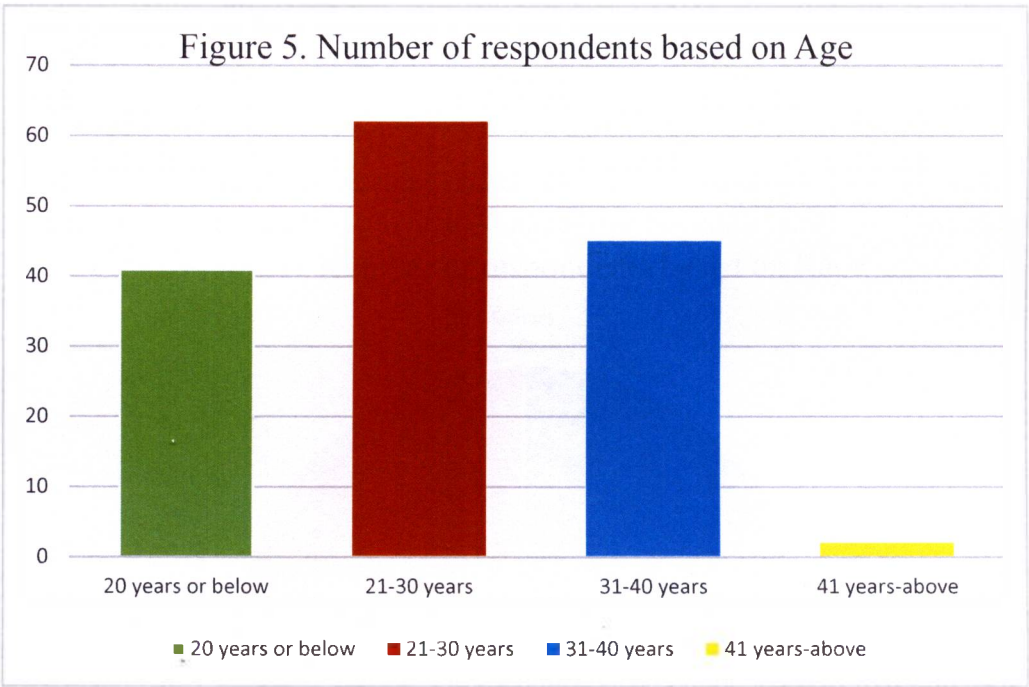
Figure 5 shows a comparison by age group (20 years or below, 21-30 years, 31-40 years, 41 years and above years old). Out of one hundred fifty respondents, statistics shows that 21-30 years as the highest amount, that is 62 person who receives the service from the counter service of MAHSA Learning Centre Sarawak. Followed by 31-40 years old with 45 person contribute the second highest. The third highest is range age 20 years or below with 41 person. Lastly, there are only 2 person who are ages in range 41 years and above. Its shows that most of the age in range 21 to 30 years are showing their satisfaction towards the MAHSA Learning Centre Sarawak service.

(c)   Race

Table 10. Respondent by Race

Race	No. Of Respondents (%)
Melayu	22.7
Chinese	28.0
Bidayuh	26.7
Iban	22.7
Others	0
Total	100

Figure 6. Number of respondents based on Race
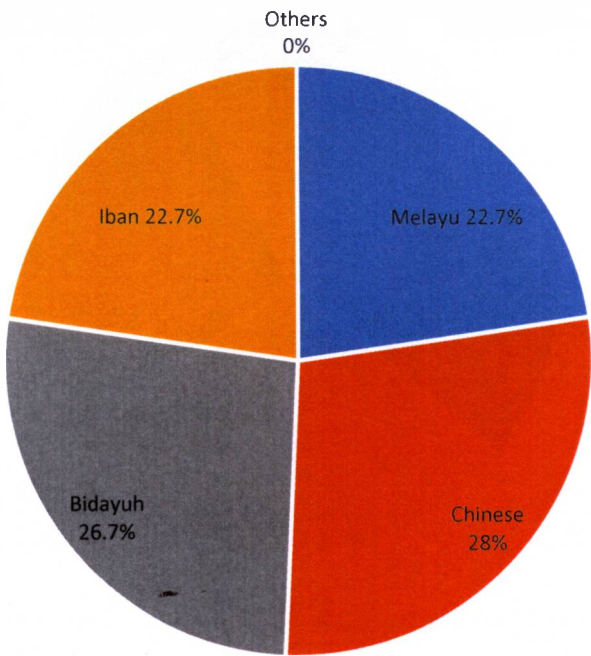
Figure 6 above shows the result comes out, its shows that majority race are Chinese which is 28% (42 person). Then followed by the second highest is Bidayuh which is 26.7% (40 person). Meanwhile, the smallest amount who participate in this survey are Melayu and Iban with 22.7% (34 person).

(d)   Education Level

Table 11. Education Level of Respondents

Education Level	No .of Respondent (%)
SPM or below	36.0
Diploma	28.7
Degree	28.0
Master	6.7
PhD	0.7
Total	100

Figure 7. Number of respondents based on Education Level
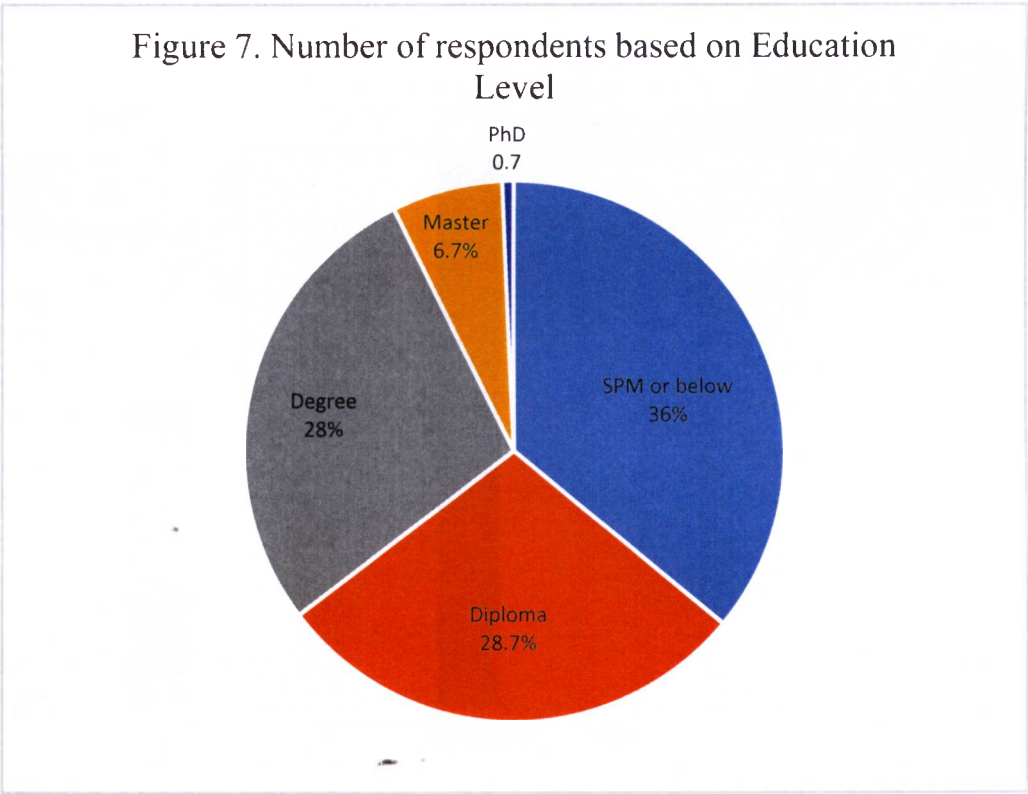
Figure 7 above provides education level from respondents based on percentages. Its shows that the majority education level is SPM or below with the highest percentages is 36%. It because the MAHSA Learning Centre Sarawak was targeting more to school leavers. Then followed by the second highest is Diploma which is 28.7%. Followed by Degree 28%, Master 6.7% and the smallest percentages is PhD which is 0.7%.

(e)   Job Position

Table 12. Number of respondents based on Job Position

Job Position	No .of Respondent
Private Sector Staff	44
Government Sector Staff	26
Student	80
Others	0
Total	150

Figure 8. Number of respondents based on Job Position
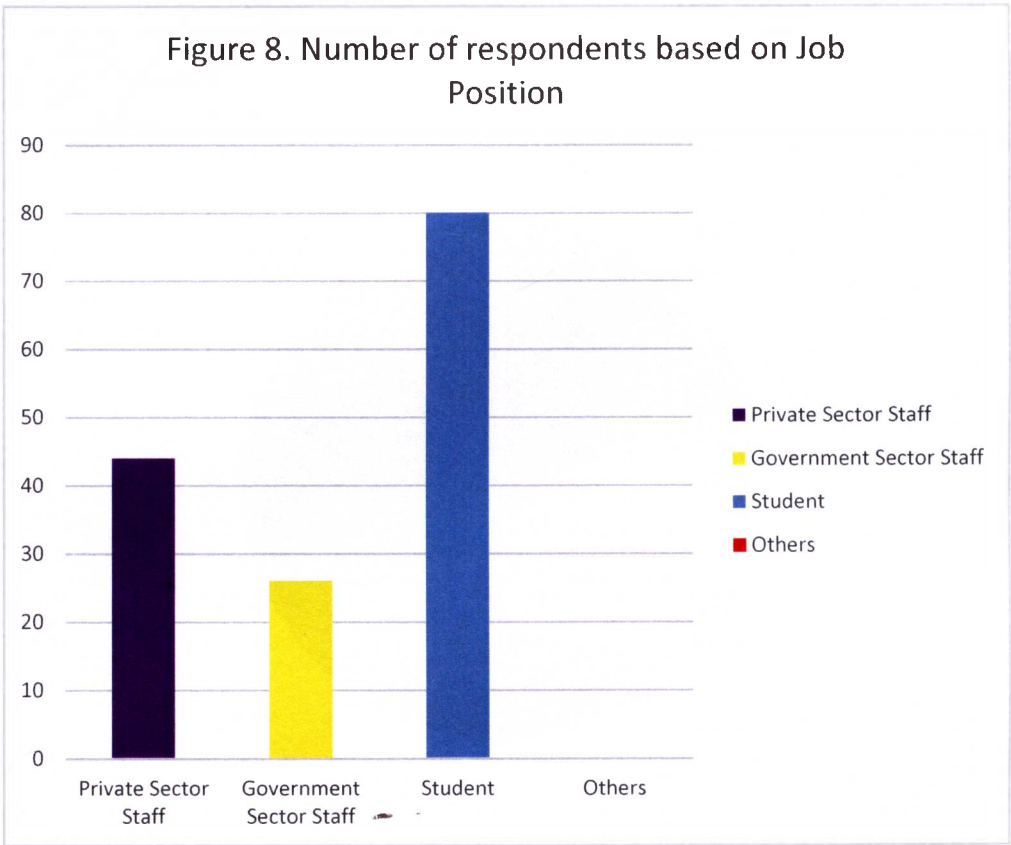
Based on the figure 8 above, we can see the result shows of the job position. We can see that most of the respondent who joins in this survey is from student which is 80 person (53.3%). Meanwhile the job position of the private sector staff is 44 person (29.3%) and followed by the government sector staff is 26 person (17.3%).

(f)   Main Reason

Table 13. Reasons seek for assistance from MAHSA Learning Centre Sarawak counter service

Reasons	Number of respondent (%)
Welfare	24.0
Scholarship Interviews	31.3
Registration	33.3
Student Service Scheme	11.3
Others	0
Total	100

Figure 9. Number of respondents based on Main Reason
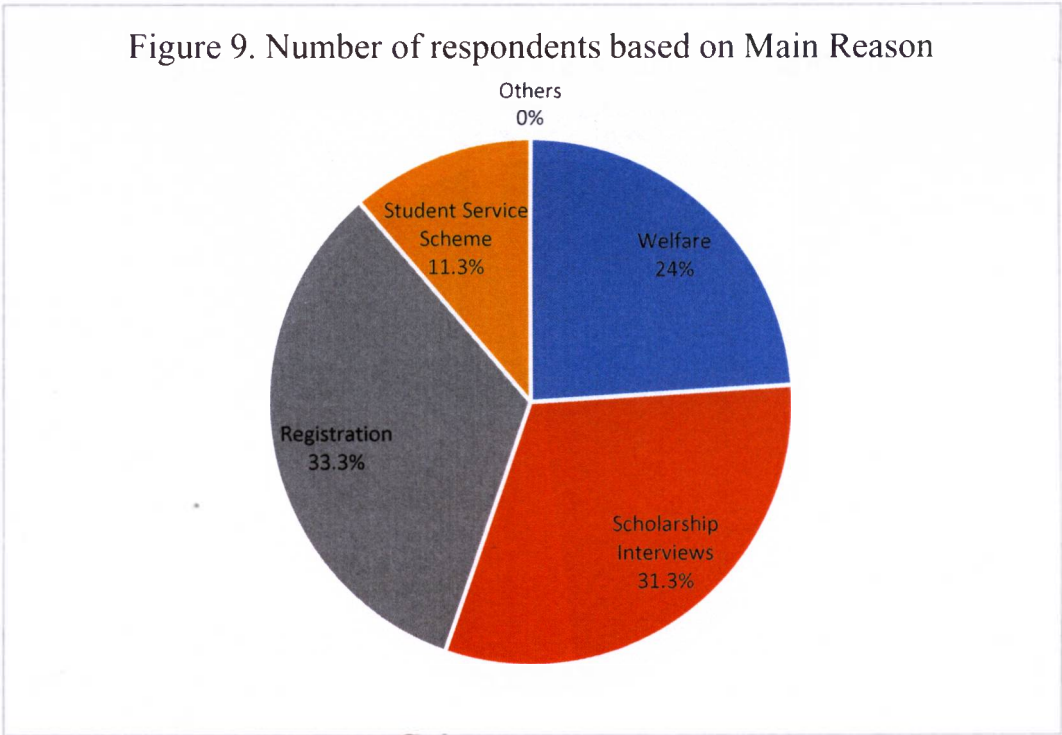
Figure 9 shows the main reasons customer seek for assistance MAHSA Learning Centre Sarawak counter service is for registration with the highest percentages is 33.3%. Its because MAHSA Learning Centre Sarawak was the only one branch in Sarawak. Followed by scholarship interviews reason with 31.3%. While reason for student service scheme were lowest percentage with only 11.3%.

(g)   Visiting the MAHSA Learning Centre Sarawak counter service

Table 14. Frequency Visiting MAHSA Learning Centre Sarawak counter service

Times	Number of Respondents (%)
1-3	48.0
4-6	28.7
7-9	19.3
10-12	3.3
13 or more	0.7
Total	100

Figure 10. Number of respondents based on time visited
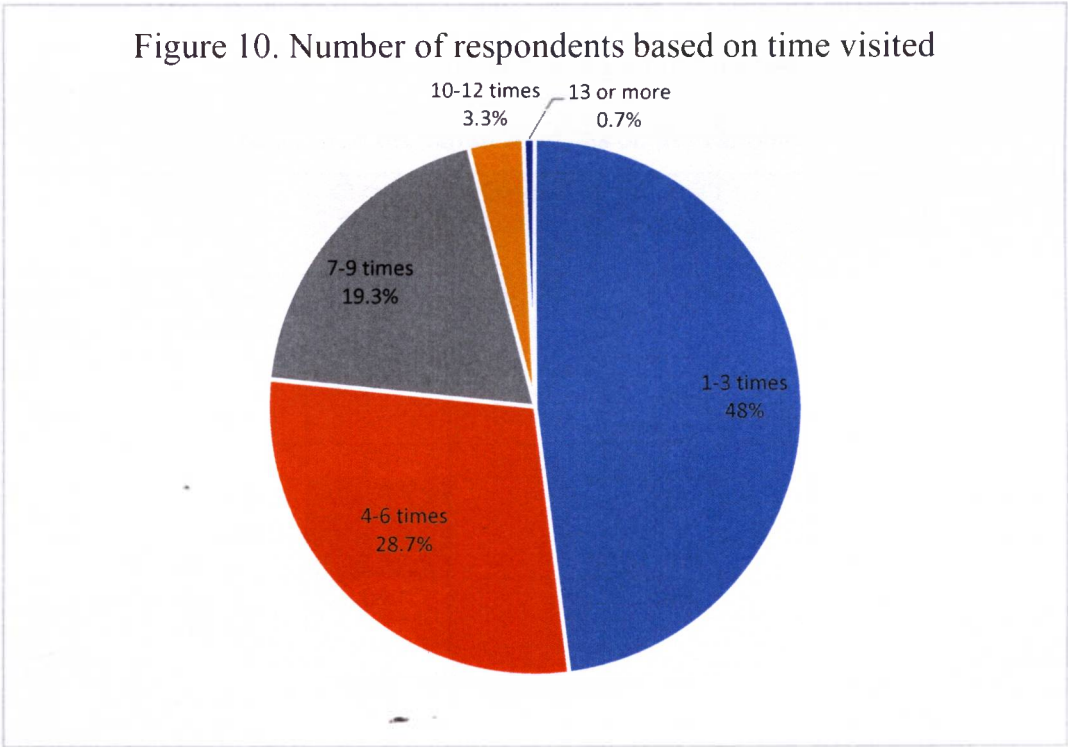
From pie chart above, 48% respondents came to MAHSA Learning Centre Sarawak only 1-3 times, respondents who visit 4-6 times contribute the second higest which is 28.7% . Followed by 7-9 with 19.3%%, 10-12 with 3.3% and 13 or more with 0.7%.

4.4 SECTION B: CUSTOMER EXPERIENCE

This section presents about the customer's experience towards service quality of counter service in MAHSA Learning Centre Sarawak. Service quality consist of tangibility, assurance, reliability, responsiveness, empathy and customer satisfaction. 150 respondents were find and asked to questionnaire and rate each statement towards their experience of service quality of counter service from MAHSA Learning Centre Sarawak. A 5- point Likert scale was used, ranging from 1(strongly Disagree) to 5 (Strongly Agree). While an Open Ended was designed at the end of the questonnaires in order to provide customer's recommendations for MAHSA Learning Centre Sarawak counter service quality.

4.4.1 CORRELATION ANALYSIS

RO 1: To determine customer experience and satisfaction towards the quality of the counter service in MAHSA Learning Centre Sarawak.

Table 15. Correlation Analysis on the variables

		Overall Tangibles	Overall Assurance	Overall Reliability	Overall Responsiveness	Overall Empathy
Overall Tangibles	Pearson Correlation	1	.479**	.530**	.629**	.567**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	150	150	150	150	150
Overall Assurance	Pearson Correlation	.479**	1	.525**	.601**	.545**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	150	150	150	150	150
Overall Reliability	Pearson Correlation	.530**	.525**	1	.613**	.546**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	150	150	150	150	150
Overall Responsiveness	Pearson Correlation	.629**	.601**	.613**	1	.669**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	150	150	150	150	150

Overall Empathy	Pearson Correlation	.567**	.545**	.546**	.669**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	150	150	150	150	150

The table 15 above shows the relationship between the dimensions with the customer satisfaction including how strong the relationship is, whether it's negative or a positive relationship, a test on the Pearson Correlation was done. Therefore, a bivariate correlation analysis was carried out in which each variable item was analyzed with the average values of the related variable item. The stronger the correlation is, the greater the concurrent validity of the test is.

SUMMARY OF CORRELATION TEST ANALYSIS

Table 16. Summary of Correlation Analysis

TANGIBLES VS	CORRELATION SCORE
Assurance	0.479
Reliability	0.530
Responsiveness	0.629
Empathy	0.567
ASSURANCE VS...	**CORRELATION SCORE**
Tangibles	0.479
Reliability	0.525
Responsiveness	0.601
Empathy	0.545
RELIABILITY VS...	**CORRELATION SCORE**
Tangibles	0.530
Assurance	0.525
Responsiveness	0.613
Empathy	0.546
RESPONSIVENESS VS	**CORRELATION SCORE**
Tangibles	0.629
Assurance	0.601
Reliability	0.613
Empathy	0.669

EMPATHY VS...	CORRELATION SCORE
Tangibles	0.567
Assurance	0.545
Reliability	0.546
Responsiveness	**0.669**

From the table 15 and 16 above, it shows the scores of the correlation test among all the dimensions. However, the responsiveness and empathy has the highest score of correlation which is 0.669. This shows that this relationship is the strongest relationship among the rests. Meanwhile, the lowest score is 0.479 which are the tangibles and the assurance. It shows that the relationship is least affecting to each other. Other than that, for the other variables show that there are positive relationships with each other.

4.5 SECTION C: CUSTOMER SATISFACTION

In order to know the important factors that can contribute to the customer satisfaction towards the quality of counter service in MAHSA Learning Centre Sarawak, the scores that are achieved in customer satisfaction surveys are used to create a customer satisfaction index.

4.5.1 MULTIPLE REGRESSION

RO 2: To identify factors that influence customer satisfaction towards the quality of counter service in MAHSA Learning Centre Sarawak.

Table 17. Regression Analysis for Customer Satisfaction

Model summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.759ª	.576	.562	.40689
a. Predictors: (Constant), OVERALLEMPATHY, OVERALLASSURANCE, OVERALLTANGIBLES, OVERALLRELIABILITY, OVERALLRESPONSIVENESS				
b. Dependent Variable: OVERALLCUSTOMERSATISFACTION				

Regression analysis was used to assess the strength of association among the variables and being measured by the coefficient of determination, r^2 (Malhotra, ., 2010). The linear regression test of the model disclosed that R Square of the model is 0.576. It illustrates that 57.6% of the variance in the customer satisfaction has been significantly explained by tangibles, assurance, reliability, responsiveness and empathy in this research. Meanwhile, the remaining 48.4% cannot be explained. That means there were explained by other factors that can influence customer satisfaction towards the quality of counter service in MAHSA Learning Centre Sarawak.

Table 18. The Relationship between Variable (Standardized Coefficient Based on Beta Value)

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	.167	.314		.531	.596
	OVERALLTANGIBLES	.243	.060	.299	4.066	.000
	OVERALLASSURANCE	.049	.083	.043	.594	.554
	OVERALLRELIABILITY	.184	.078	.172	2.353	.020
	OVERALLRESPONSIVENESS	.254	.100	.220	2.531	.012
	OVERALLEMPATHY	.211	.090	.183	2.345	.020

a. Dependent Variable: OVERALLCUSTOMERSATISFACTION

The table 18 showed the findings of significant value for each variable. The result shows all the independent variables had relationship with dependent variable. According to (Sekaran, (2000))the significant below of $p < 0.05$ is generally accepted conventional level in social science research. The finding shows all p-value for each independent variable are below 0.05. The significant value for tangibles, reliability, responsiveness and empathy are below than 0.05 (significant value at p-value<0.05) which means that variable is positively strong relationship. Meanwhile, the significant value for assurance are more than 0.05 which means that variable is negative week relationship. There shows the all variables except assurance are influencing the customer satisfaction towards the quality of counter service in MAHSA Learning Centre Sarawak.

Based on the standardized coefficient, the tangibles represents the highest Beta Value of 0.299. The second highest Beta Value is responsiveness with 0.220. Followed by empathy, reliability and assurance with 0.183, 0.172 and 0.043 respectively. This estimation of Beta Value notifies the amount of increase in customer satisfaction that would be predicted by a one-unit increase in the predictor namely tangibles, assurance, reliability, responsiveness and empathy. Thus, it shows that tangibles leads to the most critical effect size towards customer satisfaction followed by responsiveness, empathy, reliability and assurance.

4.5.2. DESCRIPTIVE STATISTIC (MEAN ANALYSIS)

As the table below, shows the descriptive mean analysis result from the SPSS.

Table 19. Overall customer satisfaction towards the quality service of counter service in MAHSA Learning Centre Sarawak

Dimensions	Mean
Tangibility	3.54
Assurance	4.13
Reliability	4.13
Responsiveness	4.06
Empathy	4.14
Overall mean score	4.00

Note : All items were measured on a 5-point Likert scale from 1(strongly Disagree) to 5(Strongly Agree)

Table 19 shows that overall satisfaction of customer towards the dimensions given was at high level with 4.00. Empathy shows the result of customer satisfaction was at high level

(4.14), followed by assurance and reliability (4.13), responsiveness (4.06) and tangibles (3.54). From the result above shows that staff of MAHSA Learning Centre Sarawak can help the customer's problem and ability to understand the customer want.

Table 20. Overall customer's satisfaction towards MAHSA Learning Centre Sarawak services.

Descriptions	Mean	Std Deviation
I am satisfied with the queuing system of the MAHSA Learning Centre Sarawak counter service.	3.29	1.324
I am satisfied with the operating hour of the counter service.	3.91	0.698
I am satisfied with the MAHSA Learning Centre Sarawak counter service facilities at the waiting area.	4.03	0.704
I am satisfied with the speed of the service at the MAHSA Learning Centre Sarawak counter service.	4.06	0.706
I am satisfied with the overall performance service quality of MAHSA Learning Centre Sarawak counter service.	4.18	0.696
Overall mean score	3.89	

Table 20 shows the overall of customer satisfaction towards the quality of counter service in MAHSA Learning Centre Sarawak were at high level (3.89). Most customer who visit MAHSA Learning Centre Sarawak counter service satisfied with the overall performance service quality and satisfied with the speed of the service at the MAHSA Learning Centre Sarawak counter service.

4.6 SECTION D: SUGGESTION AND RECOMMENDATION

RO 3: To identify recommendation and suggestion from customer to improve the quality of counter service in MAHSA Learning Centre Sarawak.

The table below shows the results of the suggestion and the comment from the questionnaire that had been distribute which the customer who had use the service regarding on the five variables which are the tangibles, assurance, reliability, responsiveness and empathy. However, the further explanation on the recommendation will be explained in the next chapter.

1) TANGIBLES

Provide more signage around the counter.
Give numbering queuing.
Display more brochure/pamphlets at the counter.
Prepare some entertainment medium for customer while they are waiting.
Prepare more booklets/brochures/flyers about MAHSA at the counter.
Make more advertisement about Mahsa University at Sarawak.
Making the centre bigger to support more capacity.
Make advertisement just like in radio and newspaper.

2) ASSURANCE

Display more information about MAHSA at the counter.
Be friendly as they say customer service starts with a smile.
Improve your customer interactions.
Strengthen your customer service skills.
Be friendlier.
Improve communication skills and be friendly.
Be more spontaneous.

3) RELIABILITY

Say thank you.
Enhance your customer service strategy.
Keep up the good work. It is perfectly done already the service.
Be more proactive.
Open more customer service to excellent.

4) RESPONSIVENESS

Give positive first impressions for the customer and always be ready to serve them.
Put up banners/advertisements on the wall to promote MAHSA.
Be responsive.
Give your customer a way to provide feedback.
Be punctual at work.

5) EMPATHY

Always ready to provide solutions and explain for any problems enquires from the customer.
Understand customer/student needs and seek for their feedback about the services.
Open up more channels for customer/student feedback such as prepare customer satisfaction survey or online feedbacks/complaints.
To give better understanding and information for better detail.
Encourage agent feedback.
Increase the happiness among staff.
Truly listen. Offer expertise but make sure employees are listening as much as they talk.
Ask for feedback.

CHAPTER 5: CONCLUSION AND RECOMMENDATIONS

5.1 CONCLUSION

As a conclusion, the findings shows that there were female customers compare to male customers. The largest age group was 21-30 years. Majority of the respondents were Chinese and most of the respondents are from SPM or below students and the main reason customer seek assistance from MAHSA Learning Centre Sarawak counter is for registration.

Based on the correlation analysis it has been found that all the dimensions consists of tangibles, assurance, reliability, responsiveness and empathy are positively related to customer satisfaction. But, the responsiveness and empathy has the strongest relationship among the rest which the pearson correlation score with 0.669 meanwhile the lowest pearson correlation score with the customer satisfaction is 0.479. Its mean that staff of MAHSA Learning Centre Sarawak serving the customer excactly when service are performed. Then customer also expect staff of MAHSA Learning Centre Sarawak ready to respond to customer request and give the customer prompt and timely service. The staff of MAHSA Learning Centre Sarawak can help the customer's problem and ability to understand the customer want. The customer expect staff of MAHSA Learning Centre Sarawak ready and willingness to share feeling of concern on customer's problems. However, it shows that all variables were positively affecting with each other.

Meanwhile for the multiple regressions, it shows that 57.6% of the variance in the customer satisfaction has been significantly explained by tangibles, assurance, reliability, responsiveness and empathy in this research. Meanwhile, the remaining 48.4% cannot be explained. That means there were explained by other factors that can influence customer satisfaction towards the quality of counter service in MAHSA Learning Centre Sarawak. There shows the all variables except assurance are influencing the customer satisfaction towards the quality of counter service in MAHSA Learning Centre Sarawak. Thus, it shows that tangibles leads to the most critical effect size towards customer satisfaction followed by responsiveness, empathy, reliability and assurance.

Then, the overall of customer satisfaction towards the quality of counter service in MAHSA Learning Centre Sarawak were at high level (3.89). Most customer who visit MAHSA Learning Centre Sarawak counter service satisfied with the overall performance service quality and satisfied with the speed of the service at the MAHSA Learning Centre Sarawak counter service.

5.2 RECOMMENDATIONS

Nowadays, achieving and maintaining the high level customer satisfaction is a continuous process that last in any organizations. Any small mistake that the organization makes can affect the reputation of the organization. Futhermore, the most important is to ensure the customer satisfaction remain at the high level, which is ensure the constant of good serve and continue the professionalism of work to the customers. Suggestions below is to help awareness included:

1. Encouraging for better communication skills with the customers. Staff also knowledgeable and ready to answer and serve the customer's want with properly.

2. Sales and marketing department also may ensuring that any forms and information about MAHSA Learning Centre Sarawak service could be available in their website to give feedback. So that customers can access through that website.

3. MAHSA Learning Centre Sarawak counter service also may provide numbering queing system to the customer.

4. Provide enough staff to take over counter service.

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APPENDICES

<u>**APPENDIX A-QUESTIONNAIRE SURVEY FORM**</u>

UNIVERSITI TEKNOLOGI MARA

KAMPUS SAMARAHAN, CAWANGAN SARAWAK

Dear respondents,

I am currently pursuing Bachelor of Business Administration (Hons.) in Marketing at Universiti Teknologi Mara (UiTM) and currently conducting a research entitled **"Customer experience and satisfaction towards the quality of counter service in MAHSA Learning Centre Sarawak"**. The objectives of the research are as follows:

1) To determine customer experience and satisfaction towards the quality of the counter service in MAHSA Learning Centre Sarawak.

2) To identify factors that influence customer satisfaction towards the quality of counter service in MAHSA Learning Centre Sarawak.

3) To identify recommendation and suggestion from customer to improve the quality of counter service in MAHSA Learning Centre Sarawak.

You are invited to answer this questionnaire and your participation is voluntary. Your response will be kept strictly confidential and access to the information given will be restricted to the researcher. Your cooperation is very much appreciated and will help provide the information that needed. Thank you for your valuable time. Kindly contact the undersigned if you need any further explanation.

Sincerely,

Researcher: Susanna Sora Anak Timorty Takin (0178862495)

Section A: Background Information

Please mark '√' or fill the relevant information about yourself.

1. Gender
   - ☐ Male
   - ☐ Female

2. Age
   - ☐ 20 years or below
   - ☐ 21-30 years
   - ☐ 31-40 years
   - ☐ 41 years - above

3. Race
   - ☐ Melayu
   - ☐ Chinese
   - ☐ Bidayuh
   - ☐ Iban
   - ☐ Others :_____(please specify)

4. Education Level
   - ☐ SPM or below
   - ☐ Diploma
   - ☐ Degree
   - ☐ Master
   - ☐ PhD

5. Job Position
   - ☐ Private Sector Staff
   - ☐ Government Sector Staff
   - ☐ Student
   - ☐ Others:_____(please specify)

6. What is the main reason that makes you seek assistance from MAHSA Learning Centre Sarawak counter?
   - ☐ Welfare
   - ☐ Scholarship Interviews
   - ☐ Registration
   - ☐ Student Service Scheme
   - ☐ Others:_____(please specify)

7. How many times do you visited the MAHSA Learning Centre Sarawak counter per month?
   - ☐ 1 - 3
   - ☐ 4 - 6
   - ☐ 7 - 9
   - ☐ 10 - 12
   - ☐ 13 or more

Instruction: Please indicate your degree of agreement on the following statements by circling the most suitable number based on the scale of 1 to 5.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

No	Item Description	Strongly Disagree				Strongly Agree
Tangibles						
1	MAHSA Learning Centre Sarawak counter service staff are well dressed.	1	2	3	4	5
2	MAHSA Learning Centre Sarawak counter service provides numbering queuing system.	1	2	3	4	5
3	MAHSA Learning Centre Sarawak counter service provides a comfortable waiting area.	1	2	3	4	5
Assurance						
4	MAHSA Learning Centre Sarawak counter service staff are knowledgeable and dependable.	1	2	3	4	5
5	MAHSA Learning Centre Sarawak counter service staff are friendly and courteous with me.	1	2	3	4	5
6	MAHSA Learning Centre Sarawak counter service staff are professional in explaining information and procedures to me.	1	2	3	4	5
Reliability						
7	MAHSA Learning Centre Sarawak counter service staffs provide services as promised.	1	2	3	4	5
8	MAHSA Learning Centre Sarawak counter service staffs give caring service.	1	2	3	4	5
9	MAHSA Learning Centre Sarawak counter service staffs have performed the service efficiently.	1	2	3	4	5
Responsiveness						
10	MAHSA Learning Centre Sarawak counter service staffs are ready to respond to my request.	1	2	3	4	5
11	MAHSA Learning Centre Sarawak counter service staffs tell me exactly when service will be performed.	1	2	3	4	5

12	MAHSA Learning Centre Sarawak counter service staffs give me prompt and timely service.	1 2 3 4 5
Empathy		
13	MAHSA Learning Centre Sarawak counter service staffs give personal attention while serving me.	1 2 3 4 5
14	MAHSA Learning Centre Sarawak counter service staffs are willing to listen to my problem.	1 2 3 4 5
15	MAHSA Learning Centre Sarawak counter service staffs used simple language that I can understand.	1 2 3 4 5

Section C: Customer Satisfaction		
No	Item Descriptions	Strongly Disagree Strongly Agree
16	I am satisfied with the queuing system of the MAHSA Learning Centre Sarawak counter service.	1 2 3 4 5
17	I am satisfied with the operating hour of the counter service.	1 2 3 4 5
18	I am satisfied with the MAHSA Learning Centre Sarawak counter service facilities at the waiting area.	1 2 3 4 5
19	I am satisfied with the speed of the service at the MAHSA Learning Centre Sarawak counter service.	1 2 3 4 5
20	I am satisfied with the overall performance service quality of MAHSA Learning Centre Sarawak counter service.	1 2 3 4 5

Section D: Suggestion and Recommendation

What are the suggestion and recommendation to improve Service Quality of counter service in MAHSA Learning Centre Sarawak?

End of the survey questions.

APPENDIX B-PILOT STUDY TESTING ANALYSIS RESULT

INDEPENDENT VARIABLE: AREAS THAT AFFECTING CUSTOMER SATISFACTION

RELIABILITY ANALYSIS FOR PILOT STUDY

1) TANGIBLES

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.715	0.782	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
BT1	8.0500	3.208	0.610	0.630
BT2	8.6500	1.292	0.635	0.684
BT3	8.3000	2.958	0.607	0.594

2) ASSURANCE

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.876	0.876	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
BA4	8.7500	1.250	0.702	0.876
BA5	8.7000	1.168	0.765	0.820
BA6	8.7500	1.145	0.817	0.772

3) RELIABILITY

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.849	0.864	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
BR7	8.7000	1.905	0.695	0.840
BR8	8.8500	1.397	0.798	0.708
BR9	8.9500	1.208	0.935	0.802

4) RESPONSIVENESS

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.743	0.751	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
BRP10	8.9500	0.892	0.611	0.614
BRP11	8.7500	1.145	0.651	0.589
BRP12	8.9000	1.147	0.476	0.761

5) EMPATHY

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.771	0.771	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
BE13	8.9500	0.892	0.611	0.614
BE14	8.7500	1.145	0.651	0.589
BE15	8.9000	1.147	0.476	0.761

6) OVERALL VARIABLES

Reliability Statistics

Cronbach's Alpha	N of Items
0.940	5

APPENDIX C-SPSS ANALYSIS RESULTS

RELIABILITY ANALYSIS

1) TANGIBLES

Case Processing Summary

		N	%
Cases	Valid	150	100.0
	Excluded[a]	0	.0
	Total	150	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
0.705	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
BT1	6.41	3.895	0.356	0.642
BT2	7.90	1.513	0.498	0.559
BT3	6.90	2.815	0.599	0.329

2) ASSURANCE

Case Processing Summary

		N	%
Cases	Valid	150	100.0
	Excluded[a]	0	.0
	Total	150	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
0.713	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
BA4	8.31	1.221	0.563	0.583
BA5	8.21	1.471	0.480	0.684
BA6	8.24	1.190	0.558	0.590

3) RELIABILITY

Case Processing Summary

		N	%
Cases	Valid	150	100.0
	Excluded[a]	0	.0
	Total	150	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
0.739	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
BR7	8.29	1.387	0.624	0.579
BR8	8.26	1.549	0.568	0.651
BR9	8.24	1.553	0.504	0.724

4) RESPONSIVENESS

Case Processing Summary

		N	%
Cases	Valid	150	100.0
	Excluded[a]	0	.0
	Total	150	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
0.733	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
BRP10	8.19	1.204	0.486	0.750
BRP11	8.11	1.215	0.653	0.530
BRP12	8.08	1.430	0.553	0.657

5) EMPATHY

Case Processing Summary

		N	%
Cases	Valid	150	100.0
	Excluded[a]	0	.0
	Total	150	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
0.732	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
BE13	8.24	1.233	0.555	0.646
BE14	8.25	1.452	0.510	0.698
BE15	8.27	1.180	0.607	0.580

6) OVERALL VARIEBLES

Case Processing Summary

		N	%
Cases	Valid	150	100.0
	Excluded[a]	0	.0
	Total	150	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
0.892	5

FREQUENCIES ANALYIS RESULT

1) GENDER

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	73	48.7	48.7	48.7
	Female	77	51.3	51.3	100.0
	Total	150	100.0	100.0	

2) AGE

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20 years or below	41	27.3	27.3	27.3
	21-30 years	62	41.3	41.3	68.7
	31-40 years	45	30.0	30.0	98.7
	41 years - above	2	1.3	1.3	100.0
	Total	150	100.0	100.0	

3) RACE

Race

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Melayu	34	22.7	22.7	22.7
	Chinese	42	28.0	28.0	50.7
	Bidayuh	40	26.7	26.7	77.3
	Iban	34	22.7	22.7	100.0
	Total	150	100.0	100.0	

4) EDUCATION LEVEL

Education Level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SPM or below	54	36.0	36.0	36.0
	Diploma	43	28.7	28.7	64.7
	Degree	42	28.0	28.0	92.7
	Master	10	6.7	6.7	99.3
	PhD	1	.7	.7	100.0
	Total	150	100.0	100.0	

5) JOB POSITION

Job Position

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Private Sector Staff	44	29.3	29.3	29.3
	Government Sector Staff	26	17.3	17.3	46.7
	Student	80	53.3	53.3	100.0
	Total	150	100.0	100.0	

6) WHAT IS THE MAIN REASON THAT MAKES YOU SEEK ASSISTANCE FROM MAHSA LEARNING CENTRE SARAWAK COUNTER?

What is the main reason that makes you seek assistance from MAHSA Learning Centre Sarawak counter?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Welfare	36	24.0	24.0	24.0
	Scholarship Interviews	47	31.3	31.3	55.3
	Registration	50	33.3	33.3	88.7
	Student Service Scheme	17	11.3	11.3	100.0
	Total	150	100.0	100.0	

7) HOW MANY TIMES DO YOU VISITED THE MAHSA LEARNING CENTRE SARAWAK COUNTER PER MONTH?

How many times do you visited the MAHSA Learning Centre Sarawak counter per month?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 - 3	72	48.0	48.0	48.0
	4 - 6	43	28.7	28.7	76.7
	7 - 9	29	19.3	19.3	96.0
	10 - 12	5	3.3	3.3	99.3
	13 or more	1	.7	.7	100.0
	Total	150	100.0	100.0	

CORRELATION ANALYSIS

Correlations

		OVERALL TANGIBLES	OVERALL ASSURANCE	OVERALL RELIABILITY	OVERALL RESPONSIVENESS	OVERALL EMPATHY
OVERALLTANGIBLES	Pearson Correlation	1	.479**	.530**	.629**	.567**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	150	150	150	150	150
OVERALLASSURANCE	Pearson Correlation	.479**	1	.525**	.601**	.545**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	150	150	150	150	150
OVERALLRELIABILITY	Pearson Correlation	.530**	.525**	1	.613**	.546**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	150	150	150	150	150
OVERALLRESPONSIVENESS	Pearson Correlation	.629**	.601**	.613**	1	.669**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	150	150	150	150	150
OVERALLEMPATHY	Pearson Correlation	.567**	.545**	.546**	.669**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	150	150	150	150	150

**. Correlation is significant at the 0.01 level (2-tailed).

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MULTIPLE REGRESSION ANALYSIS SPSS RESULT

Model summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.759ᵃ	.576	.562	.40689

a. Predictors: (Constant), OVERALLEMPATHY, OVERALLASSURANCE, OVERALLTANGIBLES, OVERALLRELIABILITY, OVERALLRESPONSIVENESS

b. Dependent Variable: OVERALLCUSTOMERSATISFACTION

ANOVAᵃ

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	32.453	5	6.491	39.203	.000ᵇ
	Residual	23.841	144	.166		
	Total	56.293	149			

a. Dependent Variable: OVERALLCUSTOMERSATISFACTION

b. Predictors: (Constant), OVERALLEMPATHY, OVERALLASSURANCE, OVERALLTANGIBLES, OVERALLRELIABILITY, OVERALLRESPONSIVENESS

DESCRIPTIVE MEAN ANALYSIS SPSS RESULTS

1) TANGIBLES

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
BT1	150	3	5	4.19	.631
BT2	150	1	5	2.71	1.398
BT3	150	1	5	3.71	.832
Valid N (listwise)	150				

2) ASSURANCE

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
BA4	150	2	5	4.07	.686
BA5	150	3	5	4.17	.607
BA6	150	3	5	4.14	.705
Valid N (listwise)	150				

3) RELIABILITY

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
BR7	150	3	5	4.11	.725
BR8	150	2	5	4.13	.682
BR9	150	2	5	4.15	.721
Valid N (listwise)	150				

4) RESPONSIVENESS

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
BRP10	150	2	5	4.00	.742
BRP11	150	2	5	4.08	.640
BRP12	150	3	5	4.11	.585
Valid N (listwise)	150				

5) EMPATHY

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
BE13	150	3	5	4.09	.689
BE14	150	3	5	4.18	.603
BE15	150	2	5	4.16	.686
Valid N (listwise)	150				

6) OVERALL VARIABLES MEAN ANALYSIS

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
OVERALLTANGIBLES	150	2.00	5.00	3.5356	.75864
OVERALLASSURANCE	150	3.00	5.00	4.1267	.53186
OVERALLRELIABILITY	150	2.67	5.00	4.1311	.57528
OVERALLRESPONSIVENESS	150	3.00	5.00	4.0644	.53190
OVERALLEMPATHY	150	3.00	5.00	4.1444	.53291
Valid N (listwise)	150				

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