The Relationship between Customer Relationship Management and Customer Satisfaction:
A Study on Private Higher Education Institutions in Sri Lanka

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Abstract

The purpose of this research is to study the relationship between customer relationship management (CRM) practices and customer satisfaction in the private higher education institutions (HEIs) offering undergraduate degree programmes in Sri Lanka. The results revealed that CRM practices have a positive effect on customer satisfaction. The sample is restricted to only for the private HEIs offering undergraduate degree programmes in Sri Lanka. However, there is limited research that reveals the relationship between CRM and Customer Satisfaction in private HEIs. Given the evergrowing importance of the education industry in Sri Lanka as a developing country, the results of this study could help policy makers of the surveyed private HEIs to realise the importance of CRM practices to increase customer satisfaction. This study serves not only to clarify the relationship between CRM and customer satisfaction, but also to explain the moderating effect of Gender and Age group of students in this relationship.

Keywords – Customer relationship management, Customer satisfaction, Higher Education Institutions

1.   Introduction

Customer relationship management (CRM) has become a component part of business strategy and is not considered only as a marketing tool (Ueno, 2006). The strategy supports management decision making, while using the existing information in the organisation and, more importantly, the use of information technology for the marketing programmes of the organisation. CRM is a concept was introduced in the 1990s in the United States. It has been accepted, applied and used in many successful organisations all over the world, without taking into consideration any geographical boundaries. The negative opinions raised on the concept were very low percentages all over the world, and if so, it was due to a mis-interpretation of the concept. The understanding of CRM was solely on profit generation, and therefore, should not be the objective, but will help organisations to retain their existing customers longer. It is recommended to incorporate the same in the long-term strategic plan.

Customer satisfaction is based on the "critical service attributes" of the organisation. Especially on service organisations pre-, during and post-service delivery these attributes are encountered by customers and conclude the satisfaction levels of the service obtained. Moreover, it is important to understand and practice excellent service strategically for customer satisfaction, and this contributes the 'bottom line' of the organisation (Lonial & Raju, 2015). Customers expect higher service standards in the products or services that they use. Therefore it is essential to maintain the best customer service levels in establishing, developing and maintaining long-term relationships. Management of the organisation also has to be focused on the customer satisfaction as key attributes in all organisational strategies.

The zero point is transaction marketing in a relationship scale, and the other end of the scale are the buyers, sellers or any other parties who will come as a related unit. In traditional marketing management and microeconomic theory, these disciplines explain that the zero relationship of marketing is the price relationship: in other words, one has to lower the price more the better induce customers to buy. However, this basic stratagem has become invalid in modern day marketing. Nevertheless, there are three significant concepts that can be derived from that simple root, and still found serviceable in the modern paradigm, namely, relationships, networks and interaction. To underscore the point, (Gummesson, Return on relationships (ROR): the value of relationship marketing and CRM in business-to-business contexts, 2004), states that "Establishing and maintaining relationships is not a new fundamentalist religion confronting the old fundamentalism of microeconomic theory (all is price), traditional marketing management (marketing mix, consumer goods), and traditional accounting (historical financial data)".

The relationship between organisation and customer is a subject that emerges with market genesis. Since the end of the 90's a new "buzzword", or phrase, related to this topic has been present in organisations: Customer Relationship Management (CRM). This phrase is closely connected to Relational Marketing and Enterprise Information Systems. CRM results from the increase in competitiveness amongst companies, the advent of the information age, higher product quality, changing life styles, globalisation, amongst other factors. Today, CRM is an item in the organisation's agenda and a relevant subject to study in the academic environment (Strandvik, Holmlund, & Grönroos, 2014).

2.   Problem statement

Customer relationship management (CRM) enhances organisational performance through identifying, acquiring, building and maintaining excellent relationships with customers (Haghshenas & Ahmadi, 2015). CRM is a strategy that every organisation practices in order to be in contact with existing and potential customers (Mohammad, Rashid, & Tahir, 2013) and (Sin, Tse, & Yim, 2005).

CRM been practiced among many service sector organisations across the world. For example, the banking sector, in order to maintain long lasting relationships (Hussain, Hussain, Hussain, & Sajid, 2009), insurance organisations to improve and maintain relationships through trustworthy behaviours, commitment towards service and two-way communication (Roberts-Lombard & Plessis, 2012), the hotel industry, to improve performance with the use of CRM dimensions (Mohammed & Rashid, 2012), the healthcare sector, to facilitate business processes by organising, automating and coordinating interactions with patients (Anshari & Almunawar, 2012), nursing homes, in order to improve residents satisfaction through improved service quality (Wang, 2013), and more importantly, the higher education sector, in order to enhance satisfaction and improve retention through a student-centred focus to increase loyalty (Seeman & O'Hara, 2006).

Customer satisfaction is an important aspect in doing business - and all organisations should pay more attention in this area. Organisations have to consider and address the issues on customer needs and differentiation in order to have effective relationships. Customer service is an important role for all the staff of the organisation in order to identify, differentiate and then interact with customers to offer better service at all times (Berndt, Herbst, & Roux, 2005).

An effective CRM strategy has to be in place to meet the organisational effort to acquire, retain and gain customer profitability of the specific group of customers. Functional and technical service quality are contributing factors that influence the perception of overall service quality that the customer expects (Grönroos, A Service Quality Model and its Marketing Implications, 1984) and (Gounaris S. , 2005).

Institutions are competing with each other to recruit as many students as they can into their academic programmes. A very large amount of money is spent in the recruitment process. However, the retention rate of these numbers of students is alarming low (Crosling, Heagney, & Thomas, 2009). Private HEIs in Sri Lanka admit that they do undertake many programmes to satisfy the needs of their customers – the students (Peiris, 2007). Despite all these efforts, many registered students do not stay the full duration of their study in the Institutions they have enrolled and this has been revealed in many discussions and information sharing sessions.

New Institutions are being setting up in Sri Lanka to satisfy the high demand in the market place (Gamage, 2012). Currently, there is a rapid growth in the number of private education institutions in Sri Lanka. To-date, there is very limited research in Sri Lanka, to determine the effectiveness of CRM on customer satisfaction in terms of the students in HEIs. Therefore, a study needs to be carried out to evaluate the current CRM practices on customer satisfaction and make recommendations for an improved student relationship management in the HEIs in Sri Lanka.

There are many different expectations that students' have from their respective institutions. To name a few, we would include; continuous communication relevant to lecture schedules, academic work flow, degree completion plan, and examination mechanisms; and programme delivery structures with assessment criteria, standards of the faculty/lecturers, infrastructure facilities, examination standards - and the overall service quality. A study of the gap between expectations and experience, and the students' perception on issues of concern, should be focused on. Therefore, the statement of the problems is then… **"…despite the many attempts to institute CRM practices, why do students remain dissatisfied"**.

3.   Definitions

3.1   Customer Relationship Management (CRM)

CRM is "A comprehensive strategy and process that enables an organisation to identify, acquire, retain and nurture profitable customers by building and maintaining long-term relationships with them," (Sin, Tse, & Yim, 2005). The CRM definition follows from relationship marketing and is elicited as "CRM is the values and strategies of relationship marketing – with particular emphasis on customer relationships – turned into a practical application" (Gummesson, 2002a, p. 3, cited in (Gummesson, Return on relationships (ROR): the value of relationship marketing and CRM in business-to-business contexts, 2004)). CRM is an enterprise approach that makes the link with the organisation and customers to enhance relationships.

"Customer Relationship Management is a comprehensive strategy and process of acquiring, retaining, and partnering with selective customers to create superior value for the company and the customer. It involves the integration of marketing, sales, customer service, and the supply-chain functions of the organisation to achieve greater efficiencies and effectiveness in delivering customer value," (Parvatiyar & Sheth, 2002).

Many scholars have completed research on CRM and considered different definitions for their studies. All different definitions revolve around CRM and relationship marketing perspectives, which discuss supplier/ buyer-seller relationships and the benefits that organisations accrue, as well as customers receive as a result of those relationships. Therefore, CRM would be one of the essential concepts necessary to inculcate in organisational culture/ value system as core of the organisational strategy. The working definition of CRM for HEIs, in terms of this research, is, *"CRM is the process of minimising the gap between the expectations and experiences of the students as customers by offering excellent services with equitable relationships at all times within the value system of the organisation".*

3.2   Customer satisfaction

Customer satisfaction and service quality are separate dimensions to be explored in service sector organisations (Lu, Berchoux, Marek, & Chen, 2015). Customer satisfaction is defined as "an overall evaluation, based on the customer's total purchase and consumption experience with a good or service over time"(Anderson, Fornell, & Rust, 1997). In the marketing literature, customer satisfaction has been recognised as an important part of corporate strategy (Fornell, Johnson, Anderson, Cha, & Bryant, 1996)and a key driver of firm long-term profitability and market value. "Satisfaction is contented feeling of a customer after comparing performance (outcome) to the expectation related to the aspects that are offered" by the product purchased (Sugiati, Thoyib, Hadiwidjoyo, & Setiawan, 2013). The relationship between satisfaction and loyalty is defined as "a highly satisfied customer generally stays loyal longer, buys more as the company introduces new products and upgrade existing products, talk favourably about the company and its product, pay less attention to competing brands, and is less sensitive to price, provides product or service ideas to the company, and costs less than new customers because transaction is routine"(Kotler, Marketing Management Millenium Edition, 2000).

The working definition of customer satisfaction for HEIs, in terms of this research study, reads as, *"Satisfaction is an overall customer attitude towards a service provider, or an emotional reaction to the difference between what customers anticipate and what they receive, regarding the fulfilment of some needs, goals or desires".*

4.   Empirical literature review

The published literature emphasises on the concepts of CRM and customer satisfaction is discussed in this section.

4.1   Customer relationship management (CRM)

The principle concept behind the CRM practices in an organisation is to utilise the resources in an efficient and effective manner to acquire and retain the profitable customers by initiating, building and maintaining relationships. A good CRM strategy will take the business vision and apply it to the customer base by asking the following questions:

- What products and services are we offering now, and will offer in the future?
- In what markets?
- What customer groups will these products and services appeal to?
- Which of these are of most value to the organisation?
- What additional needs do the most valuable customer groups have?
- In what different ways can we be managing our business to deliver better to customers?

CRM is extremely important across the world to meet the ever-changing expectations of customers, as well as the changes in the markets. The necessity to maintain excellent relationships through relationship management and excellent customer service are two of the essential components in an organisation's strategy to achieve a "sustainable competitive advantage". Organisations will have to be ready to implement a CRM strategy in order to build relationships with customers and ensure excellent customer service (Berndt, Herbst, & Roux, 2005).

The need to justify the impact of CRM on organisational performance in the boardroom has never been more important. Shareholders expect value for their investments. Organisations have invested large sums of money in people, processes and technology in order to absorb the CRM culture. The promises of the CRM paradigm are enormous. There is the need to develop a universally accepted holistic framework for the measurement of CRM activities in order to justify the investments of CRM (Ueno, 2006).

Measuring customer satisfaction and managing customer service, while classifying and categorising customers, investing in training programmes in CRM systems, maintaining a continuous dialog with customers, setting achievable/realistic targets and assessing performance for the staff to meet the demands with the market competition and more importantly maintain the quality of services, have been key components the organisation needs to strengthen when implementing a CRM system. CRM is a strategic business and process issue; not merely a technology solution, as most often conceived in practice. The CRM process is a continuous learning process, where information about an individual customer is transformed into a customer relationship (Osarenkhoe & Bennani, 2007).

Customer satisfaction in service organisations is mainly based on developing a quality relationship with customers. Customer loyalty is one of the indicators for profitability. Earning trust and commitment from the customers is part of the challenge for service organisation. Relationship marketing is the basis upon which effective communication and conflict handling is built on. CRM practices in service organisations will have an effect on customer loyalty and, as a result, customer satisfaction can be ensured with effective service delivery (Ndubisi, Wah, & Ndubisi, 2007).

The integration of a customer-centric approach should be a fundamental strategy for the organisations in order to be competitive in the market. CRM systems will help the organisation to understand the needs of the customers and serve them accordingly to gain competitive advantage through the remarkable developments that are happening in all customer segments. The technological aspect of CRM is not the key function necessary for better relationships. It is important to realise that the management perspective of CRM is the most essential element in a CRM system that will then realise the expected benefits (Smith & Chang, 2010).

There are seven processes important for the development of process-level CRM: Targeting management, Customer information management, Production/service customisation, Expansion management, Referrals management, Termination management and Win-back management. Furthermore, the measurement of CRM processes consists of Customer satisfaction, Customer Loyalty and CRM outputs. Therefore, CRM is a most effective strategy for the self-evaluation of the organisational processes and to develop an execution strategy in order to win the customers, based on the organisational structure and the business process (Öztayşi, Sezgin, & Özok, 2011).

Frow and Payne, (2012) surveyed over 200 companies and found that, while many companies use the term CRM in their everyday discussions, less than 10 per cent of companies formally develop, communicate and use value propositions. All firms have some form of a value proposition, be it implicit or explicit, and the researcher would argue that the lack of specifically focused formal activities involving the development of a superior value proposition is likely to impede many enterprises' marketplace success.

Trust, commitment, two-way communication and conflict handling are the main components that contribute to the organisation of CRM. When the organisation shows evidence of honest and trustworthy behaviour, commitment towards excellent service, conveys accurate information through effective communication, and handles conflicts in a professional manner, customer relationships will be improved tremendously. Satisfied customers will become loyal to the organisation and, ultimately, the organisation benefits through profits (Roberts-Lombard & Plessis, 2012).

The five key dimensions to measure CRM effectiveness includes, "…organisational commitment, customer experience, a process-driven approach, reliability and technology orientation". CRM has become the core business strategy of these organisations to enhance business performance. Customer satisfaction and customer loyalty are the concepts that will support in cross selling function of the other services of the organisation (Padmavathy, Balaji, & Sivakumar, 2012).

The CRM determinants of customer engagement, customer interaction and competitor activities directly influence customer retention of the organisation. Social networks have become an essential tool for communication in the current online business environment. Effective social networks will support such organisations to communicate with the customers effectively and, as a result, it ensures high level of customer retention. The Internet has become a widely used promotional tool by every organisation to portray corporate image, as well as assisting in communication with existing and prospective customers. Implementing CRM thorough social networks is the way forward for these organisations to gather and share information (Behravan & SabbirRahman, 2012).

The four components of CRM; key customer focus, technology-based CRM, CRM organisation, and knowledge management, has a significant positive impact on service quality. For instance, in a study of the satisfaction experienced by residents of nursing homes found that two factors were instrumental, and satisfaction can be achieved by providing improvements on "…physical environment quality (PEQ) and interaction quality (IQ)". Healthcare organisations that have higher interactions with the staff and their customers as the patients stay for longer durations as residents to obtain healthcare services were also a target of the study. The physical environment and interaction quality of the staff members has to be developed to meet the needs of residents in more a caring manner (Wang, 2013)

Customers and their relationships are the key focus of CRM. When the organisation is committed to offer excellent service to the customers, customer loyalty enhances things immeasurably. Customer satisfaction and commitment is influenced by the customer orientation. The use of information technology is necessary to execute customer-centric management in order to practice effective CRM. Internet usage will also help organisations to practice a "customer friendly corporate culture" (Bang & Kim, 2013).

CRM is one of the best strategies to focus on in the service sector in order to be ahead in the current highly competitive business environment. There are four dimensions of CRM; customer orientation, CRM organisation and knowledge management and technology based CRM. Organisational performances are measured through learning and growth performance, financial performance, customer performance and internal process performance. It is evident that organisations have to pay special attention to improve their own internal processes to cultivate a customer-oriented culture, with the involvement of employees, as well as top management in order to gain competitive advantage (Mohammad, Rashid, & Tahir, 2013).

Effective CRM will result in student satisfaction in the University perspective. A parent relationship management and student life-cycle management has a positive impact on students' willingness to recommend the university to other potential customers. Customer satisfaction will lead to enhancing business performance by ensuring higher profitability. CRM has to meet the expectations of customers, especially the students in higher education institutions (Oluseye, Tairat, & Emmanuel, 2014).

Customers are the greatest vital asset in the organisation. A higher service quality will ensure higher customer satisfaction. Customer knowledge will be gathered through customer relationships. Service quality is explained by effective communication and higher service standards with the best product or service. CRM also has a mediating effect on customer knowledge and service quality (Tseng & Wu, 2014).

CRM is becoming a core business strategy of organisations. Customer relationships will have to further strengthen in order to understand the customers better and service them in an efficient and effective manner. Maintaining personal relationships will help the organisations to get to know more about the customers and will not override the development of new digital and social media platforms (Lipiäinen, 2015).

There is a significant relationship amongst CRM and organisational performance. Organisations develop strategies to satisfy the customers through CRM systems. The CRM dimensions of CRM organisation, knowledge management, customer orientation, CRM based on technology; which, in turn, expects better organisational performance, measured by financial, customer, internal processes, and training and growth aspects. In this way, CRM is used to improve the strategic purpose on customer information management (Haghshenas & Ahmadi, 2015).

This section can be summarised by avowing that CRM is the "…strategic, process-oriented, cross-functional, value-creating for buyer and seller," process which helps the organisation to achieve greater financial performance and gain competitive advantage (Lambert, 2010).

4.2   Customer satisfaction

Customer is delighted, when their expectations have been exceeded by the purchase made on the product or service. Literature suggests that "customer delight is a better measure of customer relationship management than customer satisfaction". Delighted customers will share the experience through word-of-mouth, which is free promotion and definitely generate higher revenues and increase loyalty. Relationship marketing supports to establish long-term relationships with customers and in return to ensure profitability to the organisation. Marketing expenses to attract new customers will reduce tremendously when the organisation makes an effort to retain existing customers. Therefore, "delighting customers is a very effective mechanism to retain customers and can lead to higher profitability" (Torres & Kline, 2006).

Customer satisfaction plays an important role in the highly competitive market of the online purchasing environment. Customer service officers have to be skilful to handle every request, customer concern or customer complaint with regard to the purchases made. Satisfied customers will become to the loyal to the organisation or the brand that they then experienced, and as a result, the benefit to the organisation is multiplied by increasing the revenue. More importantly, the reference of the satisfied customer through word-of-mouth is invaluable to the organisation by expanding the customer base without an additional marketing cost (Ha & Janda, 2008).

Customer satisfaction is highly influenced by the service quality of the provider.Perceived value, trust and service quality has significant impact on customer satisfaction. Customer loyalty is influenced by trust, switching cost and customer satisfaction. Functional and emotional values are important aspects of the perceived customer value. Customer satisfaction has direct links with the social and emotional values but they are not significant for the mobile instant message (MIM) service in China. Age and gender of the customers has a moderating effect on the relationship of trust and customer satisfaction (Denga, Lu, Wei, & Zhang, 2010).

Customer satisfaction contributes to the organisational profitability while ensuring competitive advantage. Service quality and customer satisfaction are inter-related concepts which enhances loyalty, positive word-of-mouth and repeat purchase. Application of American customer satisfaction index (ACSI) to measure the "overall customer satisfaction (OCS), expectation disconfirmations (ED), and desire disconfirmation (DD)" for the mobile services in Macedonia confirms that "…. service quality has a direct impact on customer satisfaction"(Angelova & Zekiri, 2011)

Customer satisfaction has become the key critical success factor for any business entity. Customer service is one of the main components in an organisation's marketing strategy. Therefore, the customer service is the only element that facilitates the differentiation among the crowd and employees with the essential skills and competencies that are essential requirement in the organisation. Customer service skills have to be included in the marketing mix as well, as a vital strategy for the organisation in order to ensure customer satisfaction (Abu-ELSamen, Akroush, Al-Khawaldeh, & Al-Shibly, 2011).

Quality assurance has become the key element in the education environment across the world. Student satisfaction is of the utmost importance to consider, as students are also key stakeholders on the organisation. Institutions will benefit by the feedback of students in numerous ways. Evaluating the service standards through the feedback is one of the remarkable elements. It is evident that students are the beneficiaries, or the co-producers of the service of education, and it is vital to provide a satisfactory learning environment for students in order to be satisfied customers (O'Driscoll, 2012).

Technology-related critical success factors (CSFs) are very important in terms of CRM practices for financial services sector organisations. Customer satisfaction is measured through the commitment and trust on the organisation business practices. It is essential to obtain employees perspective on customer satisfaction. The use of technology for data warehousing, information systems, data mining and coordinate CRM implementation will provide the service standards of the organisation and, as a result, raises the trust on the organisation and the ultimate satisfaction of the customers (Jan & Abdullah, 2014).

Customer satisfaction is an investment that the organisation has to recognise as an intangible asset of the organisation's balance sheet. Firm value on the stock price as well as CEO's wealth on long-term incentive compensation increases tremendously when the customers are satisfied with the product or the service offered by the organisation. Customer satisfaction will have an incremental benefit to the organisation and therefore, the incentives of managers have to be linked with the intangible aspect of customer satisfaction along with the performance (Basuroy, Gleason, & Kannan, 2014).

Product identity, which can be explained through brand identity, improves the customer satisfaction with positive experience. Effect of the identity as a function of product experience to be further researched to understand the correlations. The common understanding is that well-known brands deliver its promise to customers to meet the expectations and definitely the customers will be satisfied with the product or the service purchased. The brand commitment and identity are directly related with each other. Customer perception towards the product identity is linked with the performance, which is the value given to the customer. Therefore, customer expectations have to be monitored and evaluated at all times to ensure positive experience(Chowdhury, Desai, & Bolton, 2014).

Customer orientation is a process where there are three phases, namely:, strategy, measurement and analysis, and implementation. Implementation has the strongest influence on customer satisfaction. Financial results of the organisation is directly associated with the customer satisfaction. There is a very strong relationship between customer orientation and customer satisfaction. The data collected on the customer satisfaction has to be used at the implementation phase to ensure better financial results for the organisation. Managers have to analyse the data in an effective manner to improve organisational performance (Olsen, Witell, & Gustafsson, 2014).

Customer satisfaction in the banking industry have positive relationships with the CRM system, which includes service characteristics, service quality, service access level and customer complaints handling. Reducing customer waiting times, create and manage a database on customers, train employees on treating customers and reward and recognise the services of employees will result in excellent customer satisfaction in service sector organisation. Implementing an effective CRM system will result in higher customer satisfaction (Rostami, Valmohammadi, & Yousefpoor, 2014).

Customer satisfaction and corporate image are the key determinants of behavioural intensions. Customer satisfaction is influenced by service quality through perceived behavioural intentions. Further, customer satisfaction depends on the service quality through corporate image. Behavioural intentions of the customers are influenced by customer satisfaction and corporate image. Perceived service quality influenced by corporate image and perceived value. Therefore, corporate image and perceived value are the main elements of customer satisfaction in the gaming establishments in China (Wu, 2014).

Customer satisfaction and customer loyalty depends on the service quality, service convenience dimensions and perceived price fairness. Customer satisfaction also act as and mediator between service quality, convenience, perceived price and loyalty. Service convenience dimensions are measured through decision, access, transaction, benefit and post-benefit convenience. Employee behaviour, tangibility and the use of information technology are key factors on service quality. Organisations should be aware about the expectations of customers to make sure their satisfaction at any purchase(Kaura, Prasad, & Sharma, 2015).

Customer satisfaction and perceived service quality leads to loyalty towards the service offered by the organisation. Customer perception has an effect on the relationships, interaction with the service provider staff and the quality of the facilities offered. Therefore, customer satisfaction can be maximised by maintaining excellent relationships with the service-seeker and the staff. Satisfied customers are loyal to the service provider and that will help organisations to attract more customers without an extra effort. Organisations have to ensure that customer perceptions will be analysed to understand the expectations (Kondasani & Panda, 2015).

There is a very strong correlation between e-service quality and customer satisfaction. Trust that customers have for the service provider is also a contributing factor for customer satisfaction. Trust is very important aspect for the internet banking service where the security of the transactions is vital. The service provider guarantees on the privacy and accuracy of the transactions. Therefore, service quality and trust are essential for any service for ultimate customer satisfaction and to fulfil the service promise (Kundu & Datta, 2015).

Customer satisfaction has significant positive effect on service quality dimensions, namely, reliability, assurance, tangibles, empathy and responsiveness, of SERVQUAL model. Empathy has a positive effect but the relationship is not significant in the context of online banking services in Pakistan. User friendly web sites will help the customers to use the online services to satisfy existing customers as well as attract new customers. Safety and security of the online service is key aspect to ensure long lasting relationships with customers (Raza, Jawaid, & Hassan, 2015).

Customer perceived value on the service offered by the organisation depends on the customer satisfaction, service quality and corporate image. Further, there is a positive correlation among customer satisfaction, service quality and corporate image. Increase in service quality will lead to increase the customer satisfaction. Increase in customer satisfaction will elevate the corporate image. In relation to the banking sector it is needed to ensure high standards in service quality to enhance customer perception towards the services and to make sure the positive corporate image to attract new customers (Zameer, Tara, Kausar, & Mohsin, 2015)

5.   Research hypothesis

Based on the review of literature mentioned above, the following hypotheses are raised:

H1:   There is a statistically significant relationship between CRM and Customer satisfaction (CS).

H2:   The Age group of respondents moderates the relationship between CRM and Customer satisfaction.

H3:   The Gender of respondents moderates the relationship between CRM and Customer satisfaction.

6.   Research methodology

The questionnaire used to collect data was presented to academics and senior management teams five (5) private HEIs in Sri Lanka, in order to assess the reliability and validity of the measurement items in the scale. After the views of all, corrections were made to questionnaire and the correct questionnaires validity was confirmed by the mentioned group. A forty (40) student sample of the population was selected to measure the reliability as pilot study. The Cronbach's alpha was calculated for 40 filled questionnaires using SPSS software. CRM construct was measured with eight items and Customer Satisfaction was measured with eight items. All the items in the CRM and Customer Satisfaction constructs where, each item was measured on a Likert scale of 1-5, where 1 indicates 'strongly agree', while 5 indicates 'strongly disagree', to the statement. The descriptive statistics, inter-item correlation values and Cronbach's Alpha results for CRM and Customer Satisfaction are presented in Table I and Table II respectively. Age group and Gender of the students were collected as demographic data of the respondents to analyse the moderating effect of the relationship between CRM and Customer satisfaction.

Reliability measures indicate the stability and consistency of the instrument, and Cronbach's alpha is used as the measurement index. The Cronbach's alpha value is higher, which is closer to 1 (above 0.7), and is considered, as there is higher internal consistency reliability (Sekaran & Bougie, 2009). Reliability will ensure the consistency of the findings, whereas, validity is concerned with whether the findings are in line with "what they are appear to be about" (Saunders, Lewis, & Thornhill, 2009).

The reliability statics test results indicates that the Cronbach's Alpha value for the items, CRM1, CRM2, CRM3, CRM4, CRM5, CRM6, CRM7 and CRM8, is 0.927, which is more than 0.7. Therefore, it can be concluded that all the items in the construct are reliable.

The reliability statics test results indicates that the Cronbach's Alpha value for the items, CS1, CS2, CS3, CS4, CS5, CS6, CS7 and CS8, is 0.879, which is more than 0.7. Therefore, it can be concluded that all the items in the construct are reliable.

The survey on higher education institutions carried out by LIRNEasia and SL2College reveal that there are 73 Institutions in Sri Lanka offering undergraduate degree programmes. There are three broad categories – Private (46 institutions), Public non-UGC (10 institutions) and UGC (17) Institutions in Sri Lanka (LIRNEasia HEI survey, 2012). Appendix 1 is the detailed list of Institutions in Sri Lanka.

Expert opinion, obtained through pre-survey discussions and the officials of these 46 private institutions, has confirmed that the student enrolment numbers differs from one intake to another. Therefore, it is essential to consider the criteria as "…at any given time," instead of the annual figure or semester figure of the number

of students. Experts have confirmed that the student population currently studying in each Institution is between 300 to 350 students at any given time. Therefore, it can be concluded that average number of students in each institution consists of 325 students 'at any given time'. The total student population of the private higher education institutions in Sri Lanka will be 14,950 (325 x 46) students as an average number of students in private HEIs in Sri Lanka.

The entire population of 46 private HEIs is manageable in size. Therefore, it was decided that it is essential to collect data representing all the Institutions in order to obtain more meaningful results. It is essential to identify a meaningful sample for the research study (Sekaran & Bougie, 2009), (Saunders, Lewis, & Thornhill, 2009), (Ranasinghe & Fonseka, 2011). The total population of 46 private higher education institutions offering undergraduate degree programmes in Sri Lanka was selected for this study.

The student sample from the student population of 14,950 students currently studying for Degree in all 46 institutions was selected, using a random sampling method, wherein a sample of students, constituting those of different levels of study (duration in the institution) and study disciplines (degree category) in order to generalise the findings. The sample of 1000 students has been selected as the representative sample from all the 46 HEIs, in proportion to the enrolments/output. There were 521 filled questionnaires were returned and only 484 were usable for the study.

7.   Statistical analysis
7.1   Demographic profile of respondents
Demographic data was collected in order to understand the respondents' status. A summary of the demographic data distribution of respondents is given in Table III. The majority of the respondents in the sample are 23 years and below, and there is an equal percentage of male and female students are enrolled in the undergraduate degree programmes of the private HEIs in Sri Lanka.

7.2   Factor analysis
There are eight items in the CRM construct. The descriptive statistics and inter-item correlation matrix are shown in Table IV. The mean values of all eight items are closer to, or more than, 3. This indicates, generally, that students are dissatisfied with the CRM practices at their HEIs. The highest correlation for each item, with at least one another item in the construct, is between 0.3 and 0.9. Therefore, all the items correlate adequately in the construct. A factor matrix for the items in the CRM construct is presented in Table V.

In the factor analysis, the KMO value was 0.903, which is considered to be excellent. A single factor was extracted that explained 41.01% of the variation in the eight items. The minimum factor loading was 0.441. The mean of the eight items was computed and saved as MCRM.

There are eight items in Customer Satisfaction (CS) construct. The descriptive statistics and inter-item correlation matrix are shown in Table VI. The mean values of all eight items are closer to, or more than, 3. This indicates, generally, that students are dissatisfied with their HEIs. The highest correlation for each item, with at least one another item in the construct, is between 0.3 and 0.9. Therefore, all the items correlate adequately in the construct. A factor matrix for the items in the Customer satisfaction construct is presented in Table VII.

In the factor analysis, the KMO value was 0.884, which is considered to be good. A single factor was extracted that explained 43.67% of the variation in the eight items. The minimum factor loading was 0.534. The mean of the eight items was computed and saved as MCS.

7.3   Factor means by demographic profile
The difference in mean scores by demographic profile for all domains is discussed in this section.

The descriptive statistics of mean scores of all domains, by gender, are presented in Table VIII.P-values of all the domains are more than 0.05, as presented in Table VIII. Therefore, there is no significant difference in the mean scores between male and female students in all the constructs tested on the conceptual framework. Irrespective of gender, CRM practices and Customer Satisfaction levels tested in the survey, none of the students are satisfied in these private HEIs in Sri Lanka.

The descriptive statistics of mean scores of all domains, by age group, are presented in Table IX. The P-values of MCRM and MCS domains are less than 0.05, as presented in Table IX. Therefore, at least one of the age group pairs is significant, in terms of the mean scores between age groups of students in the constructs of CRM and Customer satisfaction.

A multiple comparison between age groups was tested with the Tukey HSD test, and the results are presented in Table X. As presented in Table X, for the MCRM domain, the mean difference is significant in one age group category: 15 to 17 years and 18 to 20 years. For the MCS domain, the mean difference is significant in one age group category: 15 to 17 years and 18 to 20 years. Therefore, it can be concluded that CRM and Customer satisfaction have a significant difference with the age groups of students of private HEIs in Sri Lanka.

7.4   Regression analysis
The results from the simple linear regression analysis of MCS upon MCRM are shown in Table XI. MCRM is a significant predictor of MCS as presented in Table XI. The higher the value of MCRM, the higher is the value on MCS. The R square value was 0.291, which means that about 29% of the variation in MCS is explained by MCRM.

A regression equation for the effect of CRM on Customer satisfaction is presented as the Equation below,
$$MCS = 2.256 + 0.438 \,(MCRM)$$

7.5   Moderating effect test
The Gender and Age group of respondents moderates the relationship between CRM and Customer satisfaction, and was tested in the research. The findings of the moderating effects of two different demographic factors of the respondents are explained below.

The result of the effect of Gender on the relationship between CRM and Customer satisfaction is shown in Table XII. 95% of the CI values for B of MCRM on Male (0.292 to 0.466) and Female (0.409 to 0.581) overlap with each other. The p-value is less than 0.001 as presented in Table XII. Therefore, Gender does not moderate the relationship between CRM and Customer satisfaction.

The results of the effect of Age group on the relationship between CRM and Customer satisfaction are given in Table XIII. 95% of the CI values for B of MCRM on the 15 to 17 years age group (0.244 to 0.490) and the 18 to 20 years age group (0.283 to 0.498) overlap with each other. The p-value is less than 0.001. Therefore, the age group of 15 to 20 years does not moderate the relationship between CRM and Customer satisfaction. Nevertheless, 95% of the CI values of 21 to 23 years and 24 years above have significant B values do not overlap. The p-values are less than 0.001. There is a difference in the relationship of CRM and Customer satisfaction in different age groups. Therefore, it can be concluded that the age group above 21 years moderates the relationship between CRM and Customer Satisfaction.

8.   Discussion and conclusions

The results indicate a strong relationship between CRM and Customer Satisfaction. Customer relationship management (CRM) is a concept that every organisation has to practice, and it is the responsibility of these organisations to understand the expectations of their customers. Customers always demand for high quality service. Organisations have to develop the corporate culture necessary to monitor customer satisfaction and serve the customers better than ever. Going away from the traditional ways of providing services should be the way forward for modern management; this should consist of considering CRM as a strategic asset to the organisation (Smith A. D., 2006). The special characteristics of a service causes that service to be unique in relation to other competitors, which also causes more customers to be attracted to a HEI and finally will cause their loyalty. Creativity and innovation must be applied to create a specific characteristic for HEI services and achieve those characteristics before others.

8.1   Treat students as customers

Students are in the forefront of the education process. When the education becomes a commercial transaction, it compromises the goals of education by losing the focus on customers, and on long-term learning, and moreover, attention on lecturer-student relationships (Schwartzman, 2000). In the intangible nature of the package of providing education to the students, it is important to treat Education as a service. The students are the consumers, or the beneficiaries of the service, provided by both academic and non-academic staff in their Institutions. Parents and/or guardians are the indirect customer of the service, and become key stakeholders in the process. Students are the "receivers and participators" of the services of the Institution (Zhang, Han, & Gao, Empirical Study on the Student Satisfaction Index in Higher Education, 2008). Students enrolled for Degree programmes in private HEIs in Sri Lanka are receiving a service of education and making a significant 'investment' that their parents or guardians make for these programmes.

CRM facilitates the process of customer satisfaction in the private HEIs in Sri Lanka. Institutions need to be aware of the expectations of the students, and always have to make necessary arrangements for them to experience excellent service at all times. When the service quality is excellent, surely, the students will be satisfied. It is important to maintain the highest satisfaction levels at all times, and that is where CRM plays an important mediating role for ensuring satisfaction at all times.

Students of the private HEIs have to be treated as customers. The students receive the service of education from the Institution. Therefore, they expect value for money they spent for the education. The HEI's responsibility is to delight their customers with excellent service and to ensure utmost customer satisfaction. CRM will be the strategy to work on to ensure highest customer satisfaction and to gain the return on customer experience in terms of goodwill as well as the great revenue.

The common perception amongst students is that the private Institutions offer better service than public sector Institutions, as they are seen as 'paying for the Degree'. Sri Lankan public Universities have free education for Undergraduate Degrees. Students enrolled for public Universities are completing their science, arts or commerce study disciplines. Students' expectations on procedures, processes and timely services are demanding at these private HEIs. These Institutions always have to treat the students as customers. They have to understand the needs and wants of the students registered. It is recommended that staff in the Institution work towards customer satisfaction as the epitome of the service paradigm.

8.2   CRM as a corporate strategy

CRM has to be incorporated in the corporate strategy of HEIs to enhance customer satisfaction through excellent service quality. Management should consider building a customer care culture in these Institutions. The HEIs have to focus on the CRM practices for the benefit of all students. Students will then feel that they belong to the HEI in which they are enrolled, not least because they receive uninterrupted services. Therefore, CRM has to use these practices to make sure that the student satisfaction of HEIs is of paramount importance, and not some kind of software system that merely collects students' data.

CRM practices will enhance the organisational performances of HEIs through identifying, acquiring, building and maintaining excellent relationships with students. Furthermore, CRM will support these HEIs by understanding the expectations of customers. Therefore, relationships with customers can be further strengthened through effective CRM practices in the HEIs. Students' data has to be integrated in a system where each faculty or school - in each department of the HEI, can access the data at any given time. The information-sharing platform should consist of student profiles, with all the relevant details. Students should expect that any staff member in the Institution has then a common understanding about student data, related to contact details, qualifications, academic performance, attendance for lectures, financial details, and so on. The findings of the study recommend that a "Student Information System" should be compulsory for each private HEI in Sri Lanka.

8.3   Customer satisfaction as a critical success factor

Customer satisfaction is an important aspect, wherein customer service is an essential component to identify, differentiate and interact with customers to then offer better service at all times. CRM has to be practiced as a core business strategy, not just a supporting function, to interact with customers and satisfy needs. The HEIs should understand the expectations of the different age groups of students and provide service accordingly. Satisfied customers will always recommend their HEIs to prospective students, and the word-of-mouth promotion will ensure sustainable growth.

It is recommended that all HEIs in Sri Lanka should consider designing and building systems that empower and involve staff, provide the necessary technological support and develop a knowledge base, through surveys, to ensure customer satisfaction in these Institutions. Therefore, the customer care culture should be inculcated in the value systems of these HEIs to service customers better and ensure customer satisfaction.

Student satisfaction surveys should be carried out in regular intervals to monitor and evaluate existing processes, while understanding student experiences and understanding the expectations of these students. The HEIs can take corrective measures when the issues are addressed in a clearer fashion, which depends on receiving customers as direct feedback. The institutions have to listen to students' concerns and support them accordingly, in order to avoid disappointments. It is further recommended that students' services

departments be further strengthened to listen to the needs of students. All the staff in these Institutions have to be trained on customer care aspects and provided with these important services. Institutions should treat students as customers, not merely as paying students enrolled as mere grist for the educational mill.

Furthermore, these HEIs should consider the intangible nature of the services they should be providing and complement the service with tangible aspects within the study environment in order to serve students better. In comparison to the tangible product that the customer purchases, the expectations of consistent service standards, at all times, is very high amongst these students. Students look forward to the best classroom facilities. The dress code of the academic and non-academic staff, also, is a tangible aspect that the Institutions have to consider in order to maintain the highest professional outlook. These Institutions have to be aware of the behaviour and expectation levels of the customer segment of the age group (15-23 years of age). This socio-economic group always looks for changes in life. Obtaining knowledge and skills by completing an Undergraduate Degree will help these students to meet the industry demand for higher employability. The HEIs have to understand the students' way of thinking, and address the importance of "earning a degree," rather than "having a degree".

Students are interested in spending time with their friends and batch-mates. The location that they "hang out" in also matters in their lifestyle. Most of the Degree programmes offered in these private HEIs in Sri Lanka are for full-timers, and students attend lectures between four to five days per week. Therefore, the student waiting areas, cafeterias, coffee machines, games, Wi-Fi connections and appropriate seating should be compulsory in order to make it a comfortable learning environment for students.

8.4   Cultivate customer care culture

The staff of the Institutions should have to be empathetic and responsive to the requirements of the students. Students always expect that there will be staff members present to obtain the services at the time convenient to their study schedule. Therefore, the job of the staff at these educational Institutions should not be limited to "normal" working hours (which is a popular misconception in the Sri Lankan context: with a set working day between 9 am and 5 pm). It is essential to consider the fact that there should be someone to assist students, whenever they need support, and the best services, at all times. The academic-staff support also represent an integral component in service delivery. The lecturers concerned should have to assist students to maintain excellent academic standards, with the academic integrity of the Degree programme being offered by the Institution.

Customer satisfaction, from the students' point of view, is that all the staff in the Institution has to be available to help students, as and when required. The management of these Institutions has to address these concerns and take corrective actions for the benefit of these students. Students always expect personalised service from their Institutions, and all the communications sent out have to be personalised. For example, Institutions should avoid terms like using "Dear Student", and instead, use "Dear [student's first name]". Furthermore, **it is recommended that customer service culture be introduced and practiced at all private HEIs to avoid disappointment.**

9.   Suggestions

There is a significant difference in enrolment and graduate output. The graduation rate is about 25% (from the student population, at any given time, to the graduate output) if there is only one graduation per year. It is interesting to note that 75% of the students do not graduate or complete their Degrees within the given time period. It can be argued that one of the reasons that students do not complete their qualification is due

to the satisfaction level of the service quality offered by the respective Institution. There can be numerous reasons that affect students' motivation and/or the completion of a degree. It is recommended that further research to be carried out in order to understand the reasons and recommend remedial measurements to correct the ongoing anomaly.

Based on the results derived from this research the following specific suggestions are presented to the senior management and the policy makers of the private higher education sector in Sri Lanka.

- Improve service element of the services on offer by reducing waiting times
- HEIs maintain student relationships with the highest excellent service quality
- CRM has to use as a practice to make sure that the student satisfaction of HEIs is of paramount importance, and not some kind of software system that merely collects students' data
- Introduce motivation systems such as financial rewards and other encouragements on the employees which will ultimately reflect in the increase of customer satisfaction
- Provide the necessary and extensive training for the staff of HEIs especially the non-academic staff on how to treat customers
- Introduce special registration policy on private HEIs operate in Sri Lanka through the Ministry of Higher Education

Considering the importance of having CRM for the betterment of the Institution, it is advisable to develop strategies according to ideas about improved profitability, year on year, particularly with the higher competition looming in the private education sector in Sri Lanka. The increasing demand for higher education to meet the industry demands for a qualified work force suggests that HEIs have to offer job-oriented qualifications. Students enrolling for these programmes will have to have a wide selection available within the country, and delivering a programme has become a common service. Moreover, there are greater opportunities in offering the right product, at the right time, with the right standards. Treating students as customers of the service of education will result in higher customer satisfaction, and furthermore, in higher student retention.

It is important to carry out research with the staff of these HEIs in order to obtain a better understanding of the CRM dimensions necessary towards developing a tradition in providing the highest standards in customer satisfaction. Qualitative data has to be collected to support quantitative findings in order to obtain a broader perspective of service quality standards for customer satisfaction. The psychological behaviour of the students and staff in these HEIs is also a very important area for future research. The active involvement of tertiary education for HEIs has to be initiated to obtain information on the current practices and to suggest further improvements for designing a more student-centred learning environment.

The future of Education sector in Sri Lanka will be based on the numbers of students remaining in full-time programmes. The increasing demand for a qualified labour force in the country means that it is essential to produce well-qualified Undergraduate Degree holders. The aspect of service delivery, as well as that of academic integrity, will be the attractive features for these, applying for places in these selected HEIs. Furthermore, the alumni of the institutionswill also strengthen the value of the qualification, and enhance loyalty to the Institution.

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Tables generated with data analysis

Table I: The Descriptive and reliability statistics of the items in the CRM construct

	Item statistics		Inter-item correlation								Cronbach's Alpha
	Mean	Std. Deviation	CRM 1	CRM 2	CRM 3	CRM 4	CRM 5	CRM 6	CRM 7	CRM 8	
CRM1	4.30	.791	1.000								
CRM2	4.18	.958	.538	1.000							
CRM3	4.60	.591	.593	.399	1.000						
CRM4	4.45	.749	.632	.495	.765	1.000					0.927
CRM5	4.18	.958	.538	.387	.399	.495	1.000				
CRM6	4.35	.736	.608	.602	.685	.823	.602	1.000			
CRM7	4.60	.591	.593	.399	.452	.765	.399	.685	1.000		
CRM8	4.45	.749	.632	.495	.765	1.000	.495	.823	.765	1.000	

Table II: The Descriptive and reliability statistics of the items in the Customer Satisfaction construct

	Item statistics		Inter-item correlation								Cronbach's Alpha
	Mean	Std. Deviation	CS1	CS2	CS3	CS4	CS5	CS6	CS7	CS8	
CS1	4.08	.730	1.000								
CS2	4.28	.679	.682	1.000							
CS3	4.25	.670	.375	.340	1.000						
CS4	4.18	.931	.584	.449	.504	1.000					0.879
CS5	3.55	1.176	.668	.577	.379	.613	1.000				
CS6	4.20	.791	.551	.516	.390	.404	.485	1.000			
CS7	4.20	.853	.593	.744	.314	.310	.450	.699	1.000		
CS8	4.45	.714	.573	.531	.402	.457	.492	.653	.606	1.000	

Table III: The Demographic profile of respondents

		Frequency	Percentage
Gender	Male	247	51.0
	Female	237	49.0
Age	15 to 17 years	124	25.6
	18 to 20 years	189	39.0
	21 to 23 years	151	31.2
	24 years and above	20	4.1

Table IV – The Descriptive statistics and Inter-item correlation for items in the CRM

Item	Descriptive statistics		Correlations							
	Mean	Std. Deviation	CRM1	CRM2	CRM3	CRM4	CRM5	CRM6	CRM7	CRM8
CRM1	3.31	1.398	1.000							
CRM2	2.90	1.403	.350	1.000						
CRM3	3.02	1.431	.348	.456	1.000					
CRM4	3.07	1.367	.356	.343	.327	1.000				
CRM5	3.04	1.360	.424	.498	.490	.286	1.000			
CRM6	3.01	1.460	.375	.459	.546	.313	.492	1.000		
CRM7	2.97	1.403	.341	.473	.351	.321	.423	.402	1.000	
CRM8	3.00	1.450	.399	.458	.472	.384	.529	.464	.423	1.000

Table V – A Factor matrix for items in the CRM construct

Item code	Items in the questionnaire	Factor loading
	The Institution…	
CRM1	…values students' satisfaction as an important factor.	.534
CRM2	…conducts student satisfaction surveys.	.690
CRM3	…maintains accurate and updated student records.	.682
CRM4	…is concerned about the facilities offered in the learning environment to the students.	.441
CRM5	…maintains a continuous dialogue with students.	.724
CRM6	…listens and is sensitive to the needs and wants of students.	.698
CRM7	…has a process to monitor the relationships between staff and students.	.607
CRM8	…has a group of officers who are responsible for new students enrolled.	.693

Extraction Method: Principal Axis Factoring.

Table VI – The Descriptive statistics and Inter-item correlation for items of Customer Satisfaction

Item	Descriptive statistics		Correlation							
	Mean	Std. Deviation	CS1	CS2	CS3	CS4	CS5	CS6	CS7	CS8
CS1	2.99	1.047	1.000							
CS2	2.99	1.224	.484	1.000						
CS3	2.97	1.093	.562	.464	1.000					
CS4	3.02	1.077	.547	.545	.542	1.000				
CS5	3.05	1.140	.578	.508	.555	.544	1.000			
CS6	2.95	1.044	.346	.365	.378	.395	.350	1.000		
CS7	2.94	1.212	.395	.375	.366	.337	.329	.487	1.000	
CS8	3.03	1.074	.330	.364	.447	.413	.428	.550	.482	1.000

Table VII – The Factor matrix for items in the Customer satisfaction construct

Item code	Items in the questionnaire	Factor loading
	The Institution…	
CS1	…makes an effort to find out the needs of the students.	.699
CS2	…has processes to compile and integrate student data from all contact points.	.639
CS3	…has non-academic staff who maintain excellent relationships with students.	.738
CS4	…has academic staff who provide the required services to satisfy students expectations.	.718
CS5	…has a structure that is meticulously designed around student customers.	.735
	As a student, I…	
CS6	…am satisfied with the "customised services" that I receive from the Institution.	.555
CS7	…have access to all information to monitor self-progress (such as assignments, reading materials, grades and attendance records).	.534
CS8	…am satisfied with the helpfulness of staff in all departments.	.637

Extraction Method: Principal Axis Factoring.

Table VIII – The Descriptive statistics of mean scores, by Gender

Mean of construct	Gender	N	Mean	Std. Deviation	p-value
MCRM	Male	247	3.797	.963	0.183
	Female	237	3.679	.980	
MCS	Male	247	3.932	.761	0.263
	Female	237	3.852	.816	

Table IX – The Descriptive statistics of mean scores by Age group

Mean of construct	Age group	N	Mean	Std. Deviation	p-value	Difference
MCRM	15 to 17 years	124	3.533	.929	0.006	1 pair
	18 to 20 years	189	3.894	.908		
	21 to 23 years	151	3.755	1.050		
	24 years and above	20	3.438	.983		
MCS	15 to 17 years	124	3.772	.722	0.014	1 pair
	18 to 20 years	189	4.020	.763		
	21 to 23 years	151	3.870	.882		
	24 years and above	20	3.613	.422		

Table X – A Multiple comparison of MCRM and MCS – The Tukey HSD test

Dependent Variable	(I) Age Group	(J) Age Group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
MCRM	15 to 17 years	18 to 20 years	-.36178*	.111	.007	-.6486	-.0750
		21 to 23 years	-.22280	.117	.225	-.5236	.0780
		24 years and above	.09516	.232	.977	-.5029	.6932
	18 to 20 years	15 to 17 years	.36178*	.111	.007	.0750	.6486
		21 to 23 years	.13898	.105	.549	-.1319	.4099
		24 years and above	.45694	.226	.183	-.1266	1.0405
	21 to 23 years	15 to 17 years	.22280	.117	.225	-.0780	.5236
		18 to 20 years	-.13898	.105	.549	-.4099	.1319
		24 years and above	.31796	.229	.507	-.2726	.9085
	24 years and above	15 to 17 years	-.09516	.232	.977	-.6932	.5029
		18 to 20 years	-.45694	.226	.183	-1.0405	.1266
		21 to 23 years	-.31796	.229	.507	-.9085	.2726
MCS	15 to 17 years	18 to 20 years	-.24839*	.090	.032	-.4815	-.0153
		21 to 23 years	-.09822	.095	.728	-.3426	.1462
		24 years and above	.15948	.188	.832	-.3265	.6454
	18 to 20 years	15 to 17 years	.24839*	.090	.032	.0153	.4815
		21 to 23 years	.15017	.085	.295	-.0699	.3703
		24 years and above	.40787	.183	.120	-.0663	.8821
	21 to 23 years	15 to 17 years	.09822	.095	.728	-.1462	.3426
		18 to 20 years	-.15017	.085	.295	-.3703	.0699
		24 years and above	.25770	.186	.510	-.2222	.7376
	24 years and above	15 to 17 years	-.15948	.188	.832	-.6454	.3265
		18 to 20 years	-.40787	.184	.120	-.8821	.0663
		21 to 23 years	-.25770	.186	.510	-.7376	.2222

*. The mean difference is significant at the 0.05 level.

Table XI – A Simple linear regression analysis of MCS upon MCRM

Model	Unstandardised Coefficients		Standardised Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.256	.120		18.781	.000
MCRM	.438	.031	.540	14.074	.000

a. Dependent Variable: MCS.

Table XII – The Coefficient of Gender distribution

Gender		Unstandardised Coefficients		Standardised Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
Male	(Constant)	2.492	.173		14.379	.000	2.151	2.833
	MCRM	.379	.044	.480	8.574	.000	.292	.466
Female	(Constant)	2.032	.166		12.214	.000	1.704	2.360
	MCRM	.495	.044	.594	11.318	.000	.409	.581

Dependent Variable: MCS.

Table XIII – The Coefficient of Age group distribution

Age group		Unstandardised Coefficients		Standardised Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
15 to 17 years	(Constant)	2.475	.226		10.929	.000	2.026	2.923
	MCRM	.367	.062	.473	5.923	.000	.244	.490
18 to 20 years	(Constant)	2.499	.218		11.487	.000	2.070	2.928
	MCRM	.391	.054	.465	7.182	.000	.283	.498
21 to 23 years	(Constant)	1.802	.203		8.887	.000	1.401	2.202
	MCRM	.551	.052	.655	10.591	.000	.448	.654
24 years and above	(Constant)	3.474	.359		9.674	.000	2.720	4.228
	MCRM	.040	.101	.094	.401	.693	-.171	.252

Dependent Variable: MCS.

Appendix 1 - Higher Education Institutions in Sri Lanka

No	Status	Awards/ enrolled	HEI Name
1	Private	Degrees awarded	Academy of Design (AOD)
2	Private	Degrees awarded	AIMS College of Business & IT
3	Private	Degrees awarded	American College of Higher Education (ACHE)
4	Private	Degrees awarded	American National College (ANC Education)
5	Private	Degrees awarded	Aquinas College of Higher Studies
6	Private	Degrees awarded	Asia Pacific Institute of Information Technology (APIIT)
7	Private	Students Enrolled	Asian Aviation Centre
8	Private	Degrees awarded	Auston Institute
9	Private	Degrees awarded	Australian College of Business & Technology (ACBT)
10	Private	Degrees awarded	Brandix College of Clothing Technology (BCCT)
11	Private	Students Enrolled	British College of Legal Studies (BCLS)
12	Private	Students Enrolled	British School of Commerce
13	Private	Degrees awarded	Business Management School (BMS)
14	Private	Students Enrolled	CFPS Academy of Legal Studies (CFPS)
15	Private	Students Enrolled	CINEC Maritime Campus
16	Private	Students Enrolled	City School of Architecture
17	Private	Students Enrolled	College of Chemical Sciences (CCS)
18	Private	Students Enrolled	Colombo Institute of Research and Psychology (CIRP)
19	Private	Students Enrolled	Colombo School of Construction Technology (CSCT)
20	Private	Students Enrolled	Cosmopolitan College of Business & Technology (CCBT)
21	Private	Degrees awarded	ESOFT Computer Studies
22	Private	Degrees awarded	Gateway Graduate School
23	Private	Students Enrolled	Graduate Institute of Science & Management (GISM)
24	Private	Students Enrolled	Horizon Campus
25	Private	Degrees awarded	IDM Computer Studies
26	Private	Degrees awarded	Imperial Institute of Higher Education (IIHE)
27	Private	Degrees awarded	Informatics Institute of Technology (IIT)
28	Private	Degrees awarded	International College of Business & Technology (ICBT)
29	Private	Students Enrolled	International Institute of Health Sciences (IIHS)
30	Private	Students Enrolled	Lanka Institute of Fashion Technology (LIFT)
31	Private	Students Enrolled	London Business School (LBS)
32	Private	Degrees awarded	Londontec International
33	Private	Degrees awarded	Matrix Institute of Information Technology
34	Private	Degrees awarded	Mercury Institute of Management
35	Private	Students Enrolled	Northshore College of Business & Technology
36	Private	Degrees awarded	OpenArc School of Business and Technology Ltd
37	Private	Degrees awarded	Oxford College of Business
38	Private	Degrees awarded	Pioneer Institute of Business and Technology (PIBT)
39	Private	Degrees awarded	Regent International Institute for Higher Studies (RIIHS)

No	Status	Awards/ enrolled	HEI Name
40	Private	Degrees awarded	Royal Institute of Colombo (RI)
41	Private	Degrees awarded	Singapore Informatics
42	Private	Students Enrolled	South Asian Institute of Technology and Medicine (SAITM)
43	Private	Degrees awarded	Spectrum Institute of Science and Technology
44	Private	Degrees awarded	Sri Lanka Institute of Information Technology (SLIIT)
45	Private	Students Enrolled	University of Ballarat Sri Lanka Study Centre
46	Private	Students Enrolled	Western College for Management & Technology (WCMT)
1	Public Non-UGC	Degrees awarded	General Sir John KotelawalaDefence University (KDU)
2	Public Non-UGC	Students Enrolled	Institute for Agro-Technology and Rural Sciences
3	Public Non-UGC	Degrees awarded	Institute of Human Resource Advancement
4	Public Non-UGC	Degrees awarded	Institute of Surveying and Mapping
5	Public Non-UGC	Degrees awarded	National Institute of Business Management (NIBM)
6	Public Non-UGC	Degrees awarded	National Institute of Education
7	Public Non-UGC	Degrees awarded	Ocean University of Sri Lanka
8	Public Non-UGC	Degrees awarded	The National Institute of Social Development (NISD)
9	Public Non-UGC	Degrees awarded	The Open University of Sri Lanka
10	Public Non-UGC	Degrees awarded	University of Vocational Technology
1	Public-UGC	Degrees awarded	Eastern University, Sri Lanka
2	Public-UGC	Degrees awarded	GampahaWickramarachchi Ayurveda Institute
3	Public-UGC	Degrees awarded	Institute of Indigenous Medicine
4	Public-UGC	Degrees awarded	Rajarata University of Sri Lanka
5	Public-UGC	Degrees awarded	Sabaragamuwa University of Sri Lanka
6	Public-UGC	Degrees awarded	South Eastern University of Sri Lanka
7	Public-UGC	Students Enrolled	SwamyVipulananda Institute of Aesthetic Studies
8	Public-UGC	Degrees awarded	University of Colombo
9	Public-UGC	Degrees awarded	University of Jaffna
10	Public-UGC	Degrees awarded	University of Kelaniya
11	Public-UGC	Degrees awarded	University of Moratuwa
12	Public-UGC	Degrees awarded	University of Peradeniya
13	Public-UGC	Degrees awarded	University of Ruhuna
14	Public-UGC	Degrees awarded	University of Sri Jayewardenepura
15	Public-UGC	Degrees awarded	University of the Visual & Performing Arts
16	Public-UGC	Degrees awarded	UvaWellassa University
17	Public-UGC	Degrees awarded	Wayamba University of Sri Lanka

Source: LIRNEasia HEI survey (2012), http://www.sl2college.org/hei-survey/ accessed on 16 August 2014.