

ปัจจัยใดที่ส่งผลต่อความพึงพอใจของนักศึกษาในสถาบัน
อุดมศึกษาเอกชนของเมืองย่างกุ้ง ประเทศเมียนมาร์?
การศึกษาลักษณะของหลักสูตร คุณภาพการเรียนการสอน
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What factors influence student satisfaction in
the private higher education sector of Yangon,
Myanmar? An examination of the program
profile, quality of learning and teaching, quality
of services, and infrastructure

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บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อสำรวจปัจจัยที่มีผลต่อความพึงพอใจของนักศึกษาในสถาบันอุดมศึกษาเอกชนเมืองย่างกุ้ง ประเทศเมียนมาร์ โดยพิจารณา 4 ตัวแปร ได้แก่ หลักสูตร คุณภาพการเรียนการสอน คุณภาพการให้บริการ และโครงสร้างพื้นฐาน การวิจัยใช้วิธีเชิงปริมาณ คำนวณขนาดตัวอย่างตามสูตรของ Yamane รวบรวมข้อมูลโดยใช้แบบสอบถามจากนักศึกษาที่ลงทะเบียนเรียนในสถาบันอุดมศึกษาเอกชนเมืองย่างกุ้ง การทดสอบสมมติฐานโดยวิธีถดถอยพหุคูณ และการวิเคราะห์ความแปรปรวนทางเดียว ผลการศึกษาพบว่า ผู้ตอบแบบสอบถามส่วนใหญ่เรียนสาขาบริหารธุรกิจ รองลงมา คือ วิศวกรรมศาสตร์และเทคโนโลยีสารสนเทศ และนิยมรูปแบบการเรียนการสอนแบบในห้องเรียน นักศึกษาปริญญาโทมีระดับความพึงพอใจสูงกว่านักศึกษาปริญญาตรีอย่างมีนัยสำคัญทางสถิติ ($p < 0.05$) ผลการทดสอบสมมติฐาน พบว่า หลักสูตร (H1) มีผลต่อความพึงพอใจของนักศึกษาบางส่วน ส่วนคุณภาพการเรียนการสอน (H2) คุณภาพการให้บริการ (H3) และโครงสร้างพื้นฐาน (H4) มีผลต่อความพึงพอใจของนักศึกษาอย่างมีนัยสำคัญทางสถิติ ($p < 0.001$) ผลการศึกษาชี้ให้เห็นว่า การนำกลยุทธ์ที่มุ่งเน้นผู้เรียนมาใช้ โดยการปรับปรุงคุณภาพการเรียนการสอน การยกระดับคุณภาพการบริการ และการพัฒนาโครงสร้างพื้นฐาน เป็นสิ่งสำคัญต่อการเพิ่มความพึงพอใจของนักศึกษาและเสริมสร้างความสามารถในการแข่งขันของสถาบันอุดมศึกษาเอกชนในเมืองย่างกุ้ง

คำสำคัญ: ความพึงพอใจของนักศึกษา คุณภาพการเรียนการสอน คุณภาพการให้บริการ สถาบันอุดมศึกษาเอกชนเมียนมาร์

Abstract

This study aims to explore factors affecting student satisfaction in private higher education institutions in Yangon, Myanmar. Four variables were investigated consisting of curriculum, teaching and learning quality, service quality, and infrastructure. A quantitative research approach was employed, with sample size calculated using Yamane's formula. Data was collected through questionnaires administered to students enrolled in private higher education institutions in Yangon. Hypotheses were tested using multiple regression analysis and one-way analysis of variance. The findings revealed that the majority of respondents were enrolled in business administration programs, followed by engineering and information technology, with a preference for traditional classroom-based teaching and learning. Master program' students demonstrated significantly higher satisfaction levels than undergraduate program' students ($p < 0.05$). Hypothesis testing results indicated that curriculum (H1) had a partial influence on student satisfaction, while learning and teaching quality (H2), service quality (H3), and infrastructure (H4) had statistically significant positive influences on student satisfaction ($p < 0.001$). The findings highlight that adopting a student-centered strategy through improving learning and teaching quality, enhancing service quality, and improving infrastructure are essential for improving student satisfaction and strengthening the competitiveness of private higher education institutions in Yangon.

Keywords: Student Satisfaction, Quality of Learning and Teaching, Quality of Services, Myanmar Private Higher Education Institutions

Introduction

The global landscape of higher education has witnessed a substantial growth of private institutions over the past decades. This expansion is a worldwide phenomenon, reflecting huge shifts in educational demand and policy. Private higher education institutions now enroll more than 50% of students globally; a significant increase from 28% in the year 2000 (Tilak, 2025). This dramatic rise is largely driven by a combination of factors, including the liberalization of education policies, limited public sector capacity, and the rising demand for tertiary education in both developed and developing nations. Governments have increasingly taken privatization as a strategy to meet growing educational needs, while students and families seek more diverse, flexible, and market-responsive learning options. These dynamics highlight the central role of private providers in shaping the future of global higher education (Qureshi & Khawaja, 2021; Tilak, 2025).

The Higher Education (HE) system in Myanmar comprises various institutions and colleges that offer professional and specialized education under many different ministries, such as the Ministry of Science and Technology (MOST), Ministry of Health (MOH), and Ministry of Transport and Communications (MOTC), including the Ministry of Education (MOE) (Phyu & Siriwato, 2022). Myanmar's higher education system is experiencing transformation yet confronts significant challenges regarding quality, governance, and accessibility (Phyu & Siriwato, 2022; World Bank, 2023).

In today's increasingly competitive higher education landscape, institutions face growing pressure to provide high-quality, capable, and socially valuable graduates (Tilak, 2025). The search of competence in human capital has driven universities and colleges to continuously improve the quality of their offerings. The quality of services has become an essential aspect in institutional success, directly affecting student satisfaction and overall educational outcomes. The quality of services is a multiple-dimensional element that covers the quality of classroom learning and instruction, the quality of institutional services, and the quality of infrastructure available to students (Onditi & Wechuli, 2017; Prakash, 2018; Sitanggang et al., 2021).

Student satisfaction is widely recognized as a multidimensional construct that varies across study environments and industry contexts. It encompasses a range of interrelated factors, including academic quality, institutional support, and personal circumstances (Wong & Chapman, 2023). As competition becomes more intense among institutions, understanding the factors that contribute to student satisfaction has become essential to institutional sustainability and quality assurance (Weerasinghe & Dedunu, 2017). This study aims to examine the factors influencing students' satisfaction in private higher education institutions, focusing on program profile, learning and teaching quality, services provided by the institutions, and the suitability of physical premises and facilities. This research intends to offer practical insights for institutional leaders and policymakers to improve educational experiences,

promote student engagement, and improve the competitiveness of Myanmar's private higher education sector.

This research holds both theoretical and practical significance. Academically, it deepens the understanding of student satisfaction by examining factors such as program profile, quality of learning and teaching, quality of service, and infrastructure within private higher education institutions in Myanmar. The study contributes to the broader body of knowledge on institutional effectiveness and student-centered education. Practically, the findings offer actionable insights for educational leaders and policymakers. Institutions that recognize and strategically respond to the interconnectedness of these factors can foster more satisfying student experiences, leading to improved retention, increased enrollment, and a stronger institutional reputation.

Research Objectives

1. To examine the influence of program profile on student satisfaction towards private higher education institutions in Yangon, Myanmar.
2. To investigate the influence of quality of learning and teaching on student satisfaction towards private higher education institutions in Yangon, Myanmar.
3. To examine the influence of quality of services on student satisfaction towards private higher education institutions in Yangon, Myanmar.
4. To investigate the influence of infrastructure on student satisfaction towards private higher education institutions in Yangon, Myanmar.

Review of the Literature

The demand for private higher education in Myanmar has rapidly increased, particularly in Yangon, the capital and educational hub of the country. The programs available focus on business, information technology, and engineering. However, private institutions are struggling to meet quality assurance standards and face limited recognition compared to public universities. As a result, private higher education in Myanmar encounters challenges regarding its credibility both locally and internationally, as well as its competitiveness within the national landscape (World Bank, 2023).

In the higher education sector, the student is considered a primary consumer. The perception of students as consumers has emerged partly due to the growing marketisation of higher education, coupled with the rising financial investment students are required to make in pursuit of their academic qualifications (Tomlinson, 2017). Therefore, student satisfaction is recognized as a measure for evaluating the educational process and a dependable indicator of quality of teaching at higher education institutions (Ramsden, 1991).

Program profile: The diversity across higher education institutions is amplified by differences in academic levels, teaching methods, and program offerings. These differ-

ences illustrate the unique missions, target demographics, and strategic interests of each organization. Moreover, educational approaches vary from conventional lecture-based instruction to interactive, hybrid, and online learning modes (Sabela et al., 2023). Institutions providing a wide range of courses and elective choices generally enhance student happiness, especially with the selection of majors that correspond with personal interests and professional aspirations. Moreover, students from different cultural origins frequently present differing levels of readiness, influenced by previous educational experiences, individual perspectives, cultural expectations, and set values (Wong & Chapman, 2023). The first hypothesis is proposed:

H1: Program profile has an influence on student satisfaction towards private higher education institutions in Yangon, Myanmar.

Universities and colleges worldwide increasingly depend on evaluations from students as an essential component in evaluating educational productivity, including quality of learning and teaching. Ruiz Esteban and Santos del Cerro (2020) state that student input plays an important role in assessing classroom quality. Student satisfaction and perceptions of instructional quality are critical indicators adopted by colleges and universities that guide faculty development and enhance educational results. This dependence on student feedback signifies a wider transition towards student-centered quality assurance models in higher education, wherein learners are perceived not merely as users of knowledge but as active contributors to the academic experience. Latip et al. (2020) explored how students' perceptions of lecturer competency influence their satisfaction and loyalty toward the institution. The results revealed that lecturer competency; particularly in subject knowledge, teaching skills, and professional behavior, has a significant positive impact on student satisfaction. Furthermore, the research demonstrated that student satisfaction acts as a mediating factor, meaning that competent lecturers not only directly enhance satisfaction but also indirectly foster greater institutional loyalty through that satisfaction. The second hypothesis is proposed as follows:

H2: Quality of learning and teaching has an influence on student satisfaction towards private higher education institutions in Yangon, Myanmar.

The quality of services in this study refers to the services delivered by the institution's personal to students and other stakeholders. Sadiq Sohail and Shaikh (2004) examined the opinions of students of service quality in business education through the SERVQUAL model, covering aspects such as tangibles, reliability, responsiveness, assurance, and empathy. Their findings indicated that interpersonal factors—specifically responsiveness, assurance, and caring, are the most significant impact on student happiness. Students prioritized rapid assistance, knowledgeable personnel, and individualized attention. The study of Douglas et al. (2006) examined student satisfaction at a UK university by identifying the institutional factors that most influence students' perceptions of quality. They found that teaching quality, course

content, and support services; including administrative efficiency and responsiveness, were important drivers of satisfaction. Students placed high value on effective communication, access to learning resources, and the professionalism of academic staff. Additionally, the study emphasized the importance of listening to student feedback and using it to inform continuous improvement in service delivery. The third hypothesis is proposed as follows:

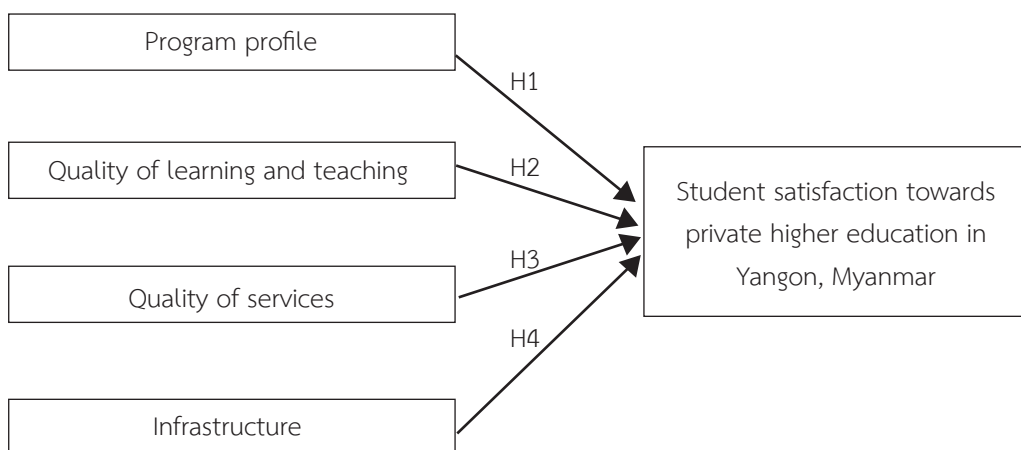
H3: Quality of services has an influence on student satisfaction towards private higher education institutions in Yangon, Myanmar.

The *infrastructure* of educational institutions includes physical facilities (buildings, classrooms, libraries), equipment, utilities, technology (computer and internet access), amenities (common areas, sports facilities), and safety and security features. These facilities enhance the learning environment, facilitate access to education, promote operational efficiency, foster community engagement, and enhance attendance (Barrett et al., 2019). Research conducted by Elliott and Healy (2001) highlights the crucial role of institutional aspects in shaping student satisfaction. Their findings reveal that student centeredness, campus climate, and instructional effectiveness are among the most influential factors contributing to students' overall educational experience. Instructional effectiveness relates to the quality of teaching, curriculum delivery, and faculty engagement, directly impacting students' learning outcomes and their satisfaction. The fourth hypothesis is proposed as follows:

H4: Infrastructure has an influence on student satisfaction towards private higher education institutions in Yangon, Myanmar.

Figure 1

Conceptual Framework of the Study



Research Methods

This study employed a quantitative research design, emphasizing numerical data and statistical analysis to investigate student satisfaction within private higher education institutions in Myanmar. The research focused specifically on institutions located in Yangon, the capital city, which serves as Myanmar's primary commercial and educational hub. The city also offers convenient access to student communities and university administrators, facilitating effective data collection. Yangon hosts a diverse array of academic institutions offering both undergraduate and postgraduate programs. As of 2025, the city is home to 44 licensed higher education institutions, encompassing public and private universities, colleges, and specialized schools. For this study, students from five private institutions in Yangon were invited to participate through social media groups, using a structured questionnaire as the data collection instrument.

The sample size was determined using Yamane's (1967) formula at a 95% confidence level, resulting in a target of 384 respondents. To ensure the reliability of the instrument, internal consistency was assessed using Cronbach's Alpha (α), the most widely accepted measure for evaluating whether multiple items within a scale consistently reflect the same underlying construct (Cronbach, 1951). Establishing internal consistency is essential for enhancing the validity and overall accuracy of the research findings.

A purposive sampling technique was employed to ensure that the data collected reflected the perspectives of students enrolled in private higher education institutions. Questionnaires were distributed to student groups across five private colleges in Yangon that offer recognized higher education qualifications. Prior to distribution, formal permission was obtained from the group representatives, thereby ensuring ethical compliance and co-operation. This approach allowed the study to target participants who were most relevant to the research objectives (Best & Kahn, 2003).

This study adheres to the established ethical guidelines to protect participant rights and maintain the integrity of the research process. The research proposal and the questionnaire received formal approval from the relevant human research ethics committee, in accordance with curriculum and institutional standards. Prior to participation, individuals are informed about the study's aims and procedures, ensuring full compliance with informed consent principles. Participation is entirely voluntary, with individuals free to withdraw at any stage without consequence. All collected data is securely stored using encrypted systems and is exclusively used for academic research purposes.

Results and Discussion

A total of 406 completed questionnaires were utilized for the purposes of data analysis in this study. In terms of gender distribution, 43.8% are male, while the majority (56.2%) are female (Table 1). Regarding age, the largest segment falls within the 24–26 age

range, accounting for 32.2%, followed closely by those aged 21–23 at 30.3%. Individuals aged 18–20 represent 20%, while both the 27–29 and 30-and-above age groups each comprise 6.7%. The smallest group includes those under 18, making up just 3.9%.

Table 1

Demographic Characteristics of The Respondents

Category	Percentage (%)	Category	Percentage (%)
Gender			
Female	56.2	Male	43.8
Age			
< 18	3.9	24.26	32.2
18-20	20	27.29	6.7
21-23	30.3	30 and above	6.7

Table 2 displays the program profile for the respondents. The program in this study includes academic level, current major respondents enrolled, and learning mode. The majority of respondents are studying the bachelor's degree program at 47.0%, followed by the diploma at 34.2%. A smaller percentage are enrolled in the master's degree program (11.6%), while 7.1% are studying for a certificate qualification. Over half of the respondents (50.2%) specialize in business administration. Engineering is the second most common field (29.6%), followed by Information Technology (17.0%), and 3.2% in Digital Marketing. In terms of learning mode, more than half of the participants (54.4%) engage in on-site learning. Hybrid learning, which combines online and face-to-face instruction, accounts for 33.7%, while fully online learning is the least common, reported by 11.8% of respondents.

Table 2

Program Profile of the Respondents

Category	Percentage (%)	Category	Percentage (%)
Academic level			
Bachelor	47.0	Master	11.6
Diploma	34.2	Certificate	7.1
Current major			
Business Administration	50.2	Information Technology	17.0
Engineering	29.6	Digital Marketing	3.2
Learning mode			
On-site	54.4	Hybrid	33.7
Online	11.8		

Table 3 presents the results of the reliability analysis conducted for the study variables. To assess the internal consistency of the measurement scales, Cronbach's alpha coefficient was employed. This statistical method is widely recognized for evaluating the reliability of multi-item constructs, with higher alpha values indicating stronger internal consistency among the items within each variable (Cronbach, 1951).

Each construct was assessed using 10 items, with Cronbach's alpha values ranging from 0.861 to 0.941. The variables "Quality of Learning and Teaching" and "Quality of Services" yielded alpha coefficients of 0.861 and 0.889 respectively, indicating acceptable levels of reliability. Meanwhile, "Infrastructure" and "Student Satisfaction" achieved alpha values of 0.900 and 0.941, signifying excellent internal consistency. These results confirm that the measurement scales used in the study are both reliable and suitable for further analysis.

Table 3

Summary of Cronbach's Alpha Values for the Variables

Variables	Items	Cronbach α	Meaning of Value
Quality of Learning and Teaching	10	0.861	Acceptable
Quality of Services	10	0.889	Acceptable
Infrastructure	10	0.900	Excellent
Student Satisfaction	10	0.941	Excellent

Multiple regression analysis and ANOVA were utilized in hypothesis testing to assess whether the identified independent variables significantly affect student satisfaction levels, the dependent variable, among students enrolled in private higher education institutions in Yangon. A one-way ANOVA was conducted to examine differences in student satisfaction across academic levels, current majors, and learning modes.

The results of the one-way ANOVA reveal significant differences in student satisfaction based on academic level, current major, and learning mode (Table 4). Academic level shows a statistically significant effect ($F = 3.66$, $df = 3, 103$, $p < 0.05$), indicating that students at different academic stages experience varying levels of satisfaction. The current major also has a highly significant impact ($F = 6.77$, $df = 3, 402$, $p < .001$), suggesting that students' fields of study influence their satisfaction levels. Additionally, learning mode demonstrates a significant effect ($F = 4.99$, $df = 2, 144$, $p < .001$), highlighting that the mode of learning, whether on-site, hybrid, or online, plays a meaningful role in shaping students' educational experiences.

Table 4*One-way ANOVA Summary of Program Profile on Student Satisfaction*

	F	df1	df2	p
Current major	6.77	3	402	<.001
Learning mode	4.99	2	144	<.001
Academic level	3.66	3	103	< 0.05

ANOVA determines whether there are overall differences among group means; it does not indicate where those differences lie. A post-hoc test is conducted following the one-way ANOVA to identify which specific group comparisons yield statistically significant differences, allowing for a more detailed understanding of which categories; academic levels, current majors, or learning modes, differ significantly in terms of student satisfaction (Best & Kahn, 2003).

Table 5*Tukey Post-Hoc Test of the Academic Level*

		Master	Bachelor	Diploma	Certificate
Master	Mean difference	—	0.326	0.153	0.0972
	p-value	—	0.037	0.618	0.946
Bachelor	Mean difference		—	-0.173	-0.2287
	p-value		—	0.159	0.414
Diploma	Mean difference			—	-0.0553
	p-value			—	0.983
Certificate	Mean difference				—
	p-value				—

The post-hoc analysis in Table 5 comparing student satisfaction across different academic levels reveals limited statistically significant differences. Students studying for a master's degree reported significantly higher satisfaction than those studying for a bachelor's degree, with a mean difference of 0.326 ($p = 0.037$). However, no significant differences were found between students studying at the master's and diploma levels (0.153, $p = 0.618$) or between the master's and certificate levels (0.0972, $p = 0.946$). Similarly, comparisons among Bachelor, Diploma, and Certificate groups yielded non-significant results.

Students majoring in Business Administration (BBA) reported significantly higher satisfaction compared to those in Information Technology (IT), with a mean difference of

0.389 ($p < .001$) (Table 6). However, the difference between BBA and Engineering students showed no statistically significant variation ($p = 0.996$). Additionally, IT students reported significantly lower satisfaction than those in Engineering a mean difference of -0.3696 ($p = 0.005$), while the difference between IT and Digital Marketing was not significant ($p = 0.916$). Lastly, the comparison between Engineering and Digital Marketing showed a moderate mean difference of 0.514 showed no statistical significance ($p = 0.080$). These findings suggest that students' academic majors may influence their satisfaction levels, particularly between BBA and IT, and between IT and Engineering.

Table 6

Tukey Post-Hoc Test of the Current Major

		BBA	IT	Engineering	Digital Marketing
BBA	Mean difference	—	0.389	0.0197	0.533
	p-value	—	0.000	0.996	0.056
IT	Mean difference		—	-0.3696	0.144
	p-value		—	0.005	0.916
Engineering	Mean difference			—	0.514
	p-value			—	0.080
Digital Marketing	Mean difference				—
	p-value				—

The post-hoc analysis comparing student satisfaction across different learning modes reveals a statistically significant difference between on-site and online learning formats (Table 7). Students engaged in on-site learning reported higher satisfaction than those in online learning, with a mean difference of 0.231 ($p\text{-value} = 0.013$). However, the difference between on-site and hybrid learning (0.22863, $p = 0.161$) or online and hybrid learning (-0.00205, $p = 1.000$) showed no statistical differences.

Table 7*Tukey Post-Hoc Test of the Learning Mode*

		Offline	Online	Hybrid
Offline	Mean difference	—	0.231	0.22863
	p-value	—	0.013	0.161
Online	Mean difference	—	-0.00205	
	p-value		—	1.000
Hybrid	Mean difference			—
	p-value			—

The correlation coefficient (R) of 0.761 suggests a positive relationship between quality of learning and teaching and student satisfaction (Table 8). The coefficient of determination (R^2) is 0.579, meaning approximately 57.9% of the variance in student satisfaction can be explained by the model. The adjusted R^2 value of 0.578 confirms the model's robustness after accounting for the number of predictors. The F-statistic ($F = 547$, $p < .001$) verifies that the total regression model is statistically significant, demonstrating that the predictor, quality of learning and teaching, significantly effects student satisfaction towards private higher education institutions in Yangon, Myanmar.

Table 8*Model Summary of Quality of Learning and Teaching Predicting Student Satisfaction*

					Overall Model Test		
Model	R	R^2	Adjusted R^2	F	df1	df2	p
1	0.761	0.579	0.578	547	1	398	<.001

This result bears similarities to the research conducted by Tessema et al. (2012). Their research analyzed elements affecting college students' satisfaction with their major curriculum over a nine-year time frame, emphasizing that they involve academic quality, coursework relevance, and institutional support. Their study focused primarily on curriculum-related elements.

The regression coefficient analysis reveals that the quality of learning and teaching (Mean QLT) has a strong and statistically significant positive effect on student satisfaction (Table 9). The unstandardized coefficient (B) is 0.860, with a standard error of 0.0367, indicating a precise estimate. The standardized coefficient (Beta) is 0.761, suggesting a substantial impact on other potential predictors. The t-value of 23.40 ($p < .001$) confirms the significance of this relationship.

Table 9

Regression Model: Impact of Quality of Learning and Teaching (QLT) on Student Satisfaction

Coefficients						95.0% Confidence Interval for B	
Y	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Lower Bound	Upper Bound
	B	Std. Error	Beta				
(Constant)	0.624	0.1437	—	4.35	<.001	0.341	0.907
QLT	0.860	0.0367	0.761	23.40	<.001	0.788	0.932

The 95% confidence interval (Table 9) for the coefficient ranges from 0.788 to 0.932, reinforcing the reliability of the estimate. The constant term is also significant ($B = 0.624$, $p < .001$), indicating the baseline level of satisfaction when QLT is zero. Overall, these results highlight the critical role of learning and teaching quality in shaping student satisfaction. The equation is as follows:

$$\text{Student satisfaction} = 0.624 + 0.860 (\text{Quality of learning and teaching})$$

The results of quality of learning and teaching show similarity to the study of Weerasinghe and Dedunu (2017), who investigated how university staff performance and institutional image influence student satisfaction in selected regional universities in Sri Lanka. Their findings revealed that both academic and administrative staff play a crucial role in shaping students' perceptions of their university experience. The study emphasized that timely support, professionalism, and effective communication from staff significantly enhance satisfaction levels.

The model summary (Table 10) indicates a statistically significant relationship between the quality of services and student satisfaction. The correlation coefficient (R) of 0.795 suggests a high positive association between these two variables. The coefficient of determination (R^2) is 0.632, meaning that approximately 63.2% of the variance in student satisfaction can be explained by the quality of services. The adjusted R^2 value of 0.631 confirms the model's stability after accounting for the number of predictors. Additionally, the F-statistic ($F = 693$, $p < .001$) demonstrates that the model is highly significant and provides an excellent fit for the data.

Table 10*Model Summary of Quality of Services Predicting Student Satisfaction*

					Overall Model Test		
Model	R	R ²	Adjusted R ²	F	df1	df2	p
1	0.795	0.632	0.631	693	1	404	< .001

The regression analysis (Table 11) demonstrates a statistically significant impact of quality of services on student satisfaction. The unstandardized coefficient for quality of services (QS) is 0.861, indicating that for every one-unit increase in quality of services, student satisfaction increases by 0.861 units. The standardized coefficient (Beta) of 0.795 reflects that quality of services is a predictor of student satisfaction. The t-value of 26.33 ($p < .001$) confirm the significance of this relationship. The 95% confidence interval for the coefficient ranges from 0.797 to 0.925, reinforcing the precision and reliability of the estimate. Additionally, the constant term ($B = 0.624$, $p < .001$) represents the baseline satisfaction level when quality of services is at zero.

Enhancing service quality improves satisfaction and strengthens institutional reputation through informal student advocacy. satisfied students are more likely to engage in positive word-of-mouth, recommending their institution to peers and prospective students. This illustrates the strategic value of service excellence in fostering loyalty and long-term engagement within the education sector (Rasheed & Rashid, 2024).

The regression equation is as follows:

$$\text{Student satisfaction} = 0.624 + 0.861 (\text{quality of services})$$

Table 11*Regression Model: Impact of Quality of Services (QS) on Student Satisfaction*

Coefficients						95.0% Confidence Interval for B	
Y	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Lower Bound	Upper Bound
	B	Std. Error	Beta				
(Constant)	0.624	0.1437	—	4.35	<.001	0.284	0.800
Quality of services	0.861	0.0327	0.795	26.33	<.001	0.797	0.925

With a correlation coefficient (R) of 0.815 (Table 12), the analysis indicates a positive association between infrastructure and student satisfaction. The coefficient of determination (R^2) is 0.664, meaning that approximately 66.4% of the variance in student satisfaction can be explained by the infrastructure variable. The adjusted R^2 value of 0.663 confirms the model's reliability. Furthermore, the F-statistic ($F = 798$, $p < .001$) demonstrates the statistical significance and strong explanatory power of the model.

Table 12

Model Summary of Infrastructure Predicting Student Satisfaction

					Overall Model Test		
Model	R	R^2	Adjusted R^2	F	df1	df2	p
1	0.815	0.664	0.663	798	1	404	< .001

The regression analysis reveals a statistically significant impact of infrastructure on student satisfaction. The unstandardized coefficient for infrastructure (IF) is 0.892, indicating that for every one-unit increase in infrastructure, student satisfaction increases by 0.892 units (Table 13). The standardized coefficient (Beta) of 0.815 makes infrastructure one of the most influential predictors in the model.

Table 13

Regression Model: Impact of Infrastructure on Student Satisfaction

Coefficients						95.0% Confidence Interval for B	
Y	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Lower Bound	Upper Bound
	B	Std. Error	Beta				
(Constant)	0.371	0.1281	—	2.89	0.004	0.120	0.622
Infrastructure	0.892	0.0316	0.815	28.84	<.001	0.830	0.954

The t-value of 28.84 ($p < .001$) confirms the significance of this relationship. The 95% confidence interval for the coefficient ranges from 0.830 to 0.954, reinforcing the reliability of the estimate (Table 13). Additionally, the constant term ($B = 0.371$, $p = 0.004$) represents the baseline level of satisfaction when the infrastructure variable is zero. The regression equation is as follows:

$$\text{Student satisfaction} = 0.371 + 0.892 (\text{Infrastructure})$$

Abdullah's study (2006) supported that institutional facilities had a significant impact. The study conducted a comparison between the HEdPERF and SERVPERF models for institutions in Malaysia. One of the advantages of the HEdPERF model is its inclusion of dimensions specifically relevant to the academic environment, such as facilities and infrastructure, which SERVPERF overlooks. HEdPERF recognizes that aspects like campus infrastructure, classroom conditions, library resources, and technological support contribute meaningfully to students' perceptions of service quality.

The regression analysis results revealed that all three predictors; quality of learning and teaching, quality of services, and infrastructure, have a statistically significant impact on student satisfaction within private higher education institutions in Yangon, Myanmar. Each factor demonstrated a positive relationship with student satisfaction levels, indicating that improvements in these areas are likely to enhance students' overall educational experience. The models showed high correlation coefficients and extensive explanatory power, with adjusted R^2 values exceeding 0.57 across analyses, confirming the reliability of these predictors. These findings underscore the importance of investing in academic quality, service excellence, and campus infrastructure to foster a more satisfying and supportive learning environment for students.

Table 14

Summary of Hypothesis Testing

Hypothesis	Level of Support
H1: Program profile has an influence on student satisfaction towards private higher education institutions in Yangon, Myanmar.	Partial support
H2: Quality of learning and teaching has an influence on student satisfaction towards private higher education institutions in Yangon, Myanmar.	Support
H3: Quality of services has an influence on student satisfaction towards private higher education institutions in Yangon, Myanmar	Support
H4: Infrastructure has an influence on student satisfaction towards private higher education institutions in Yangon, Myanmar.	Support

Table 14 presents a summary of the hypothesis testing results. Students enrolled in master's programs reported notably higher satisfaction compared to those pursuing bachelor's degrees. However, no significant differences in satisfaction were found between master's, diploma, and certificate students, nor among the bachelor, diploma, and certificate groups. Hypotheses related to the quality of learning and teaching (H2), quality of services (H3),

and infrastructure (H4) received full support, indicating a significant and positive impact on student satisfaction. These findings underscore the critical role of academic quality, service provision, and institutional facilities in shaping students' overall educational experiences.

Conclusion

Student satisfaction appears to be influenced by the program profile. Students' current majors show statistically significant differences in satisfaction levels, particularly between those studying BBA and IT, as well as between IT and engineering. Regarding academic level, students enrolled in master's degree programs report statistically significantly higher satisfaction compared to those at the bachelor's level. Additionally, learning mode plays a role in shaping satisfaction, with students participating in on-site mode expressing greater satisfaction than those engaged in online learning. This is similar to the study by Phyu and Siriwato (2022), which confirm that students in the city prefer to study in the classroom-based learning mode, joining class at the colleges and participating in the colleges' activities.

These findings collectively support the view that student satisfaction is not a singular outcome but a complex, dynamic construct shaped by demographic, psychological, and contextual elements within and beyond the academic sphere.

The study highlights that student satisfaction in private higher education institutions in Yangon, Myanmar is significantly influenced by a combination of academic and institutional factors. Program profile characteristics, including education level, current major, and learning mode, play an outstanding role in shaping students' satisfaction, with master's level students and those in on-site learning environments generally reporting higher satisfaction. The results of major subjects are similar to the study by Phyu and Siriwato (2022), which the majority of students chose business administration, information technology, and engineering.

The infrastructure shows the strongest effect on student satisfaction. The results are aligning with Hanssen and Solvoll's (2015) findings, which confirmed that the quality of social areas, auditoriums, and libraries were key contributors to Norwegian university students' satisfaction, whereas access to computers was not. Gloria et al. (2025) emphasize the essential effect of infrastructure on student satisfaction in terms of academic experiences and their overall well-being in the Philippines. The results suggest that the strategic investment should be in digital services, sanitation, and inclusive spaces.

Additionally, institutional dimensions such as the quality of learning and teaching, quality of services, and infrastructure show positive relationships with student satisfaction. Regression analyses confirm that these factors collectively account for a significant portion of the variance in satisfaction levels, emphasizing the importance of holistic improvements in both academic programming and campus support systems to enhance the student experience.

Based on the research design and findings, it is recommended to expand the current framework by incorporating student satisfaction, as this may foster student referrals and loyalty. Additionally, other influential factors, such as faculty support, career services, academic advising, and extracurricular activities, should be considered to gain a more comprehensive understanding of students' perceptions and experiences. To achieve deeper and more nuanced insights, integrating qualitative methods like interviews or focus group discussions is advisable. By blending quantitative and qualitative approaches, future research can enhance both the depth and practical relevance of its findings.

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