CONSUMER EVALUATION OF MBA PROGRAM QUALITY: A PRE-AND POST-PROGRAM EXPERIENCE COMPARISON BETWEEN AMERICAN AND THAI BUSINESS SCHOOLS

Dr. Warangkana Adisornprasert, DBA

Department of Business Administration, Srinakharinwirot University

ABSTRACT

This study was a cross-cultural study of students who are planning to enroll in either American or Thai business schools, as well as MBA students who have already enrolled in either American or Thai business schools. The purpose of this research was to examine the importance of various dimensions of educational program-quality expectations and program-perceptions as experienced by students from different countries, and the extent to which perceived program quality contributed to the overall satisfaction of students with their MBA program. The results of this study showed that the students' perceived program quality is positively related to their satisfaction. All MBA students would like to have more class interaction and work as a group so that they would be able to exercise and develop their communication as well as leadership skills. In addition, business schools should revise their curriculum by emphasizing more on using case studies as a method of teaching and learning. This would help students improve their analytical and critical thinking skills; thus, they would be able to use these skills in the real work situations effectively and efficiently.

INTRODUCTION

Delivering quality products or services requires a basic understanding and good strategy of the critical dimensions and cues that consumers use to judge quality. The same applies to business schools as well. Business schools need a well-defined and focused mission strategy that is customer-oriented in order to stay competitive.

Competition among various business schools has become fiercer. With the changing in demographics, declining government funding, and increasing competition, many universities have developed aggressive marketing campaigns to attract new students as well as maintain enrollments (Berger and Wallingford, 1996; Comm and LaBay, 1996; Licata and Frankwick, 1996).

Business schools are examining their strengths and weaknesses, analyzing the environment, including their competitors, suppliers, and customers through program selection, development, promotion and evaluation. Therefore, it is appropriate and beneficial to focus on the students' needs when setting strategic direction for the organization.

LITERATURE REVIEW

To service-based organizations, customers' expectations play a pivotal role in judging an organization's service. For those wishing to manage service quality, it is most important to have some understanding of customer expectations, how such expectations

develop, and their significance in relation to service quality. Parasuraman, Zeithaml, and Berry (1985) stated that customers assess service quality by comparing what they want or expect with what they perceive they are getting. Therefore, it is essential that customers form accurate expectations and those service organizations, in turn, deliver these services at or above the level of these expectations. The success of a service organization will depend on how well it meets or exceeds customer expectation. An understanding of the elements that affect the measurement of customer expectations would assist service organization managers who wish to build a competitive edge in the marketplace (Clow, and Vorhies, 1993).

Olson and Dover (1979) defined customer expectations as pretrial beliefs about a product or service that serve as standards or reference points against which product or service performance is judged. In most literature, consensus existed that expectations serve as standards with which subsequent experiences are compared, resulting in evaluations of satisfaction or quality (Bolton and Drew, 1991; Oliver, 1980; Winer, 1985; Zeithaml, Berry, and Parasuraman, 1993). Knowing what a customer expects is the first and possibly most critical step in delivering quality service. Being wrong about what customers want can mean losing a customer's business when another organization hits the target exactly. Being wrong can also mean expending money, time, and other resources on things that don't count to the customer (Zeithaml and Bitner, 1996).

In the absence of any information, prior experiences of service will be completely diffuse. In reality, however, customers have many sources of information that lead to expectations about upcoming service encounters with a particular organization. These sources include prior exposure to the service, word of mouth, expert opinion, publicity, and communications controlled by the organization such as advertising, personal selling, and price, as well as prior exposure to competitive

services (Zeithaml, Berry, and Parasuraman, 1993).

The term expectation as a comparison standard is commonly used in two different ways: what customers believe *will occur* in a service encounter and what customers *want to occur* (Cadotte, Woodruff, and Jenkins, 1987).
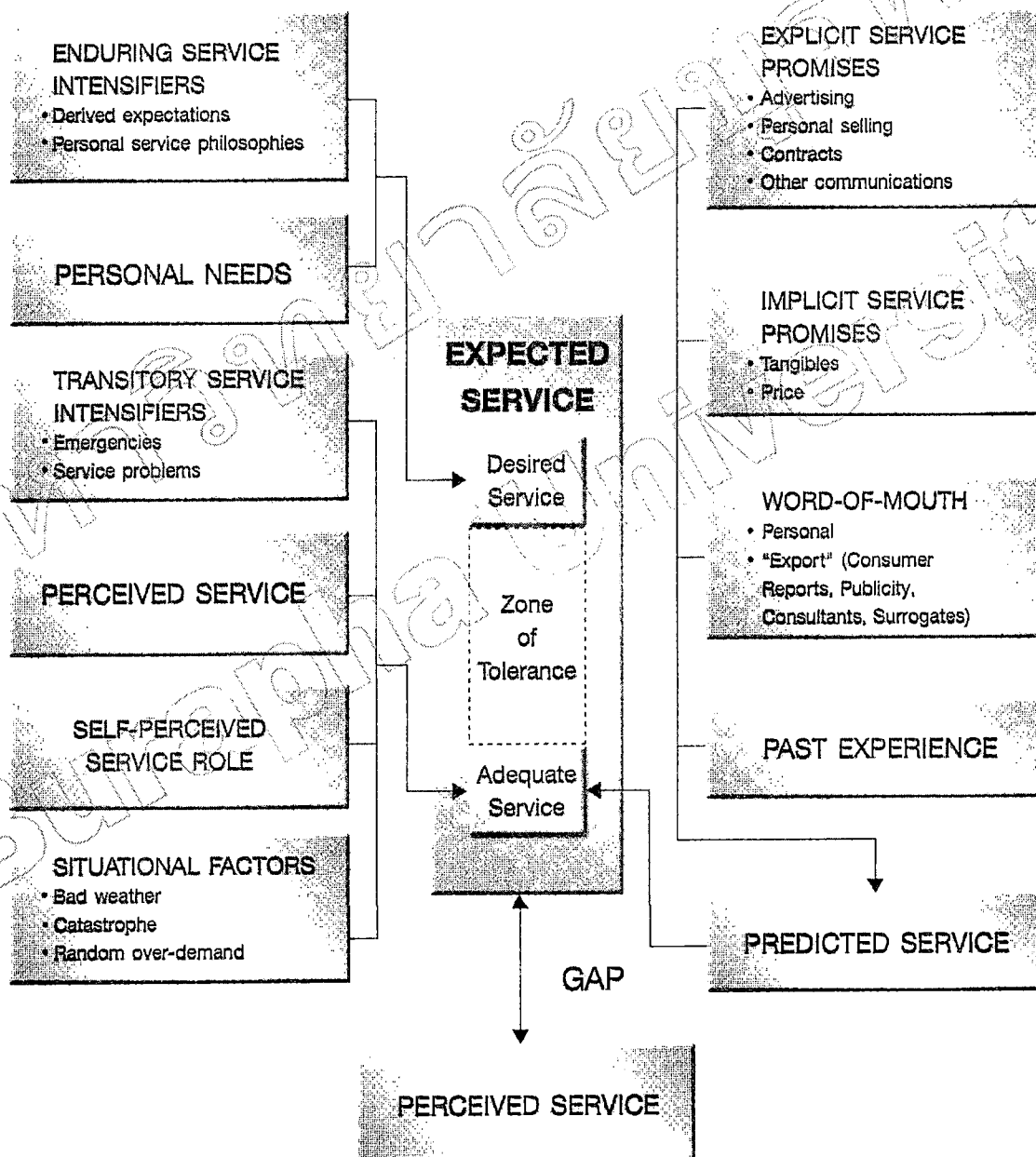
Based on the results of focus groups, Zeithaml, Berry, and Parasuraman (1993) indicated that customers' service expectations exist at two different levels: a desired level and an adequate level (see Figure 1). The desired service level reflects the service customers hope to receive. This is a blend of what customers believe "can be" performed and what "should be" performed. Desired service is similar to what Liechty and Churchill (1979) viewed as the level of performance customers ought to receive, or deserve, given a perceived set of costs. Recognizing the desired level of service is not always possible because customers have a minimum level of service that they will tolerate. This is called their adequate of tolerance that customers are willing to accept and the predicted level of service customers expect to receive (Oliver, 1980; Zeithaml, Berry, and Parasuraman, 1993). The adequate service level reflects what customers find acceptable. It is, in part, a function of customers' assessment of what the service "will be." This level of expectation is comparable to Miller's (1977) minimum tolerable expectation, the bottom level of performance acceptable to the customer, as well as Woodruff, Cadotte, and Jenkins' (1983) experience-based norms.

Zeithaml, Berry, and Parasuraman (1993) concluded that prior to purchasing a service, consumers hope to receive a particular level of service. In addition to this desired level, customers have in mind the adequate or minimal level of service they will accept as meeting their expectations. Between the desired level and the adequate level of service is a zone of tolerance and somewhere in this zone is the expected or predicted level of service the customer really expects.

Customers' service expectations are characterized by a range of levels bounded by desired and adequate service rather than a single level. This tolerance zone, representing the difference between desired service and the level of service considered adequate, can expand and contract within a customer (Zeithaml, Berry, and Parasuraman, 1993). This zone of tolerance is very important to managers because it identifies the sensitivity level of customers to variations between desired and adequate service levels. To obtain repeat purchase, service organizations must consistently perform at or near the desired level of service and at or above the anticipated level of service.

Figure 1: Nature and Determinants of Customer Expectations of Service

Source: Zeithaml, Berry, and Parasuraman, 1993

The zone of tolerance can vary from customer to customer, and potentially, from transaction to transaction for the same customer. Some customers had a narrow zone of tolerance. requiring a consistent level of service from service providers. where as other customers tolerated a greater range of service. There are many different factors that lead to the narrowing or widening of the tolerance zone. Some factors are controlled by the company and others are controlled by customers. Zeithaml, Berry, and Parasuraman (1993) found that an individual customer's zone of tolerance increases or decreases depending on a number of factors, including company-controlled factors such as price. In addition, the customer's zone of tolerance may also vary for different service attributes. Parasuraman, Zeithaml, and Berry (1988) stated that customer evaluation of service quality occurs along five dimensions: reliability, responsiveness, assurance, empathy, and tangibles. Thus, customers might have narrower zones of tolerance for some dimensions than for others.

Although extensive research has been conducted in the measurement of service quality and customer satisfaction, very little research has been conducted on the measurement of customer expectations of service from which judgments concerning quality and satisfaction are made. The research that has been conducted had either manipulated consumer expectations, measured customer expectations prior to the experience, or measured customer expectations after the experience (Anderson, 1973; Cardozo, 1965; Olson and Dover, 1979; Stayman, Alden, and Smith, 1992; Tse and Wilton, 1988). Within the satisfaction/dissatisfaction literature, various approaches for conceptualizing consumer expectations have been proposed. Each conceptual based on a different theoretical foundation. The most prominent conceptual definition utilizing expectancy theory (Tolman, 1932) was that customers expectations are predictions made by the customer concerning the outcome of a service transaction or exchange (Leichty and Churchill,

1979; Miller, 1977; Oliver, 1980). Other researchers using equity theory (Adams, 1963) and the ideal point models of customer preference and choice (Holbrook, 1984) have proposed the normative concept of ideal expectations defined as the *wished-for level of performance* or the desired level of performance (Miller, 1977; Swan and Trawik, 1980).

Past research has provided very little information about the nature and stability of consumer expectations. Most researchers would agree that expectations prior to a service encounter impact customers' evaluation of the service performance and customer satisfaction (Bitner. 1990; Cronin and Taylor. 1992; Oliver and DeSarbo, 1988; Parasuraman, Zeithaml, and Berry, 1985, 1988; Stayman, Alden, and Smith, 1992; Tse and Wilton, 1988). Therefore, it is essential first to examine the stability of customer expectations over time.

According to Berry and Parasuraman (1991), the passage of time per se should not be viewed as a causal factor. Rather, other factors, such as customers acquiring additional information, may change expectations from one measurement to the next. These factors can influence expectations both positively and negatively. They suggested that customer expectations are not stable enough to be used as a base for development of marketing and operational plans. Clow and Vorhies (1993), however, argued that customer expectations are stable, at least in the short term. Therefore, managers can survey their customers' expectations and then develop plans and objects to meet these expectations. As a result, marketing plans can be developed to suggest to customers what to expect from the organization, with operational plans ensuring that customer expectations are met or exceeded. Most marketers assumed that customer expectations could be changed by the judicious use of the marketing mix variables in the long run. Thus, it is essential to fine tune operational implementation of these programs.

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Kurtz and Clow (1991) hypothesized that the amounts of time customers spent waiting for service also had an effect on customer's expectations. Customers who have to wait longer than they expect will change *their expectations for future service encounters. Another* important factor influencing customer expectations is the image customers have of a service provider (Gronroos, 1984). Not only does the image influence customer expectations of the organization but research has shown that customer expectations of the service provider are also affected by a consumer' image of other organizations (Cardozo, 1975). Therefore. customers inherently compare organizations within the same category in developing images of a specific organization.
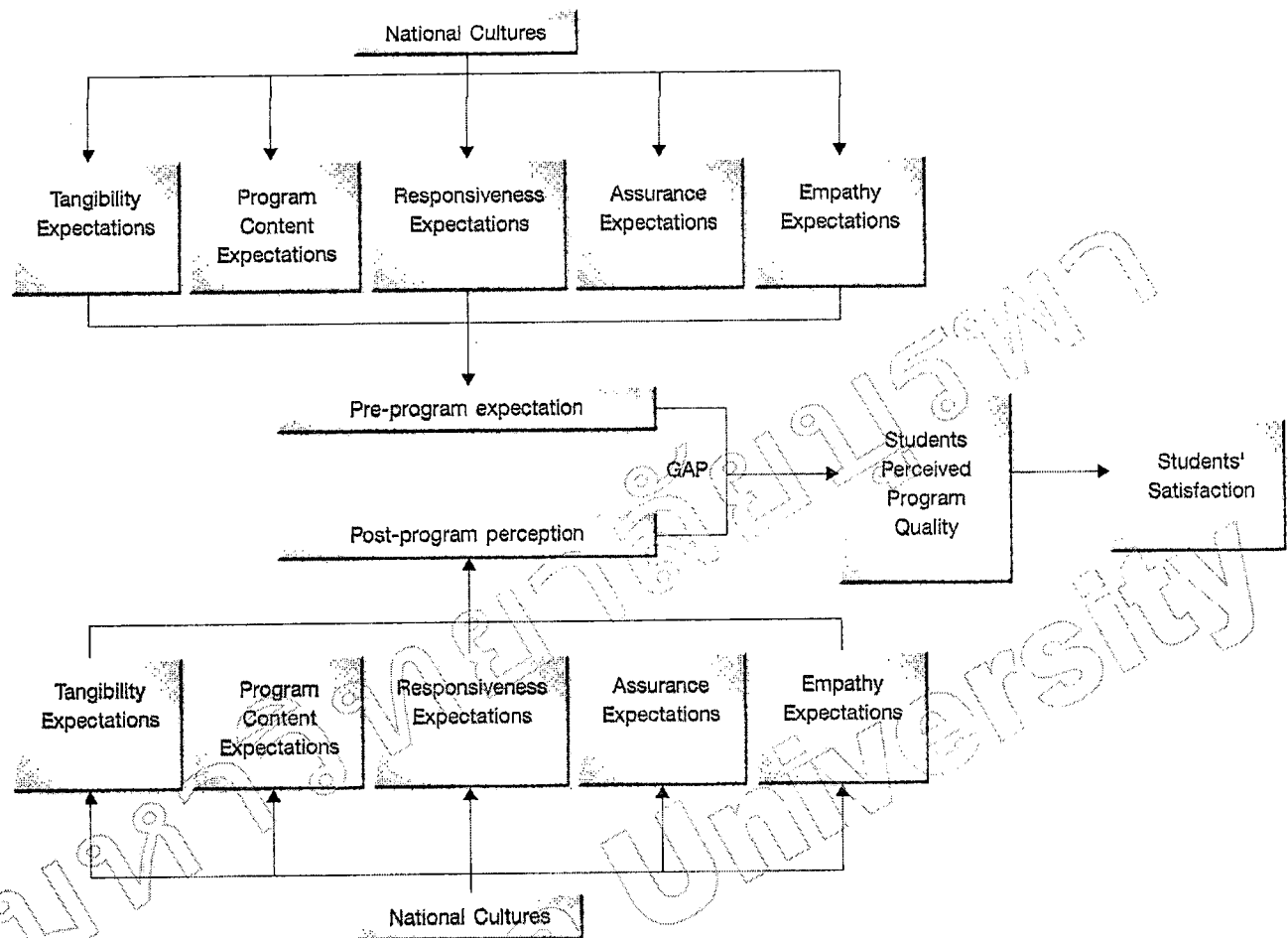
Customer expectations are affected by the consumption experience. Therefore. to be accurate, measurement of expectations should be performed prior to consumption of the service and experience should be measured after the consumption of service. It is important to be able to determine what a customer is looking for and to provide that customer with a positive experience by meeting or exceeding their service quality expectations. Clow, Kurtz, and Ozment (1998).

RESEARCH OBJECTIVES

The model for this study (see Figure 2) will be used to determine what are the expectations and perceptions of students from different countries. The difference between students' pre-program expectation and post-program perception is their perceived program quality. The model will be used to assess the dimensions of quality most important to students so that universities can use this information to improve their students' satisfaction. For the purpose of this study, the author will use four dimensions of service quality as defined by PZB, namely: tangibility, responsiveness, assurance, and empathy. The author omitted the reliability dimension of PZB model because the reliability dimension is implicitly applied to all other dimensions as a promised service. A more appropriate dimension for educational industry, the program content and course structure dimension, is substituted.

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Figure 2: Research Model

Based on the above research model, hypotheses were listed as follows:

H1: There are no significant differences between fourth-year undergraduate students who are planning to enroll in either American business schools or Thai business schools in terms of their expectations on the tangibility dimension.

H2: There are no significant differences between fourth-year undergraduate students who are planning to enroll in either American business schools or Thai business schools in terms of their expectations on the program content and course structure.

H3: There are no significant differences between fourth-year undergraduate students who are planning to enroll in either American business schools or Thai business schools in terms of their expectations on the responsiveness dimension.

H4: There are no significant differences between fourth-year undergraduate students who are planning to enroll in either American business schools or Thai business schools in terms of their expectations on the assurance dimension.

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H5: There are no significant differences between fourth-year undergraduate students who are planning to enroll in either American business schools or Thai business schools in terms of their expectations on the *empathy dimension*.

H6: There are no significant differences between MBA students who enrolled in either American business schools or Thai business schools in terms of their perceptions on the tangibility dimension.

H7: There are no significant differences between MBA students who enrolled in either American business schools or Thai business schools in terms of their perceptions on the program content and class structure.

H8: There are no significant differences between MBA students who enrolled in either American business schools or Thai business schools in terms of their perceptions on the responsiveness dimension.

H9: There are no significant differences between MBA students who enrolled in either American business schools or Thai business schools in terms of their perceptions on the assurance dimension.

H10: There are no significant differences between MBA students who enrolled in either American business schools or Thai business schools in terms of their perceptions on the empathy dimension.

H11: There are no significant differences between fourth-year undergraduate students who are planning to enroll in either American business schools or Thai business schools in terms of how they rank the importance of the five dimensions for the pre-program expectation.

H12: There are no significant differences between MBA students who enrolled in either American business schools or Thai business schools in terms of how they rank the importance of the five dimensions for the post-program perception.

H13: There are no significant differences between pre-program students and post-program students in terms of how they rank the importance of the five dimensions of program quality.

H14: There are no significant differences between MBA students who have already enrolled in either American business schools or Thai business schools in their satisfaction in each dimension of program quality.

H15: There are no significant relationships between students' perceived program quality and their satisfaction.

H16: There are no significant relationship between students' satisfaction and amount of tuition charged.

H17: There are no significant relationship or categorical differences between students' pre-program expectation, post-program perception and satisfaction and the demographic variables of students.

H18: Three Levels of students' pre-program expectation and post-program perception (low, moderate and high) can be best predicted from the five dimensions of program quality.

H19: There is a relative importance of each dimension of program quality which significantly predict overall students' satisfaction.

SCOPE AND LIMITATIONS OF THE STUDY

This study was conducted in two countries: Thailand and the United States of America. Sample selection in Thailand consisted of nine hundred sixty students from selected five universities in Bangkok that are offering both undergraduate and graduate degrees in Business Administration were selected. Sample selection in U.S consisted of eight hundred forty students from selected six universities in California that are offering both undergraduate and graduate degree in Business Administration were selected. Students were

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classified into Pre-and Post-MBA students. Senior undergraduate students majoring in Business Administration were identified as Pre-MBA group. Last semester/quarter MBA students from the target universities were identified as Post-MBA group.

There were three limitations related to these parameters.

1. The American sample employed in the present study was limited in Southern California schools only; therefore, a true census of the MBA student population in U.S. could have yielded different results. However, the Thai sample included students in large business schools in Bangkok. This group of participants should fairly represent the whole population of students who are planning to enroll in MBA program and students who had enrolled in MBA program in Thai business schools.

2. The study concerned itself with graduate business schools. Attempts to project the findings for this study to business schools in undergraduate level or schools other than business program should be made with caution.

3. The dimensions of program quality used in this present study were adapted from previous dimensions identified by Parasuraman, Zeithaml, and Berry (1985). There may be other important factors that affect program quality that were not identified by them.

RESEARCH METHODOLOGY

A descriptive research strategy was used in the study. The intent of this study was to study the differences between the five dimensions of pre-program expectations of fourth-year undergraduate students who are planning to do graduate work in American business schools and fourth-year undergraduate students who are planning to do graduate work in Thai business schools. The study was also designed to study the differences between the five dimensions of post-program perceptions of MBA students who have

already attended either American business schools or Thai business schools. The combined set of expectations is "pre-program expectation," and the combined set of perceptions is "post-program perception." The differences between pre-program expectations and post-program perceptions are students' perceived program quality. This perceived program quality was then used to identify a relationship with the students' satisfaction. Students were asked to answer a series of questions designed to provide definitive assessment to independent variables. The descriptive research method describes variables and tests the strengths and directions of relationships between independent variables and dependent variables. For this study, the research population was any student who is planning to enroll in MBA program and students who have already enrolled in MBA program either in American business schools or Thai business schools. There were two sample groups. The first group included fourth-year undergraduate business students who are planning to enroll in MBA program from target schools. These students were asked to answer the expectation set of the questionnaire. The second group included the last semester/quarter graduated students. They were asked to answer the perception set of the questionnaire. The sample was drawn from both public and private business schools in California and from business schools in Bangkok, Thailand, which offer both undergraduate and graduate degree in Business Administration.

RESEARCH FINDINGS

Description of demographic categories as well as the results of hypothesis 1-5 were described in the following sections (See Appendix Table)

Tangibility expectation. Significant differences were found between the mean responses of respondents from American and Thai business schools. The mean of expectation in accessibility of computers,

adequacy of library, appealingness of campus, and safety of campus appeared to be higher for students who are planning to enroll in an MBA program in American business schools than those students who will enroll in Thai business schools. In addition, American private schools had the highest aggregate score of tangibility expectation followed by American public, Thai private and Thai public schools respectively.

What students expected in these tangibility dimensions would depend upon their prior experience with the schools. The higher in the mean of expectation in tangibility dimension evidenced that it is anticipated that American business schools have better facilities and equipment, more adequate and up-to-date journals and books in the library and the campus are more appealing than Thai business schools.

Program content and class structure expectation. Significant differences were found between the mean responses of respondents from American and Thai business schools, except the mean expectation in the degree of emphasis on experiential work. All students expected that their MBA courses will be taught primarily on experiential work as a method of teaching and learning. Lifelong learning and the ability to think at higher levels will be the standard for future employees (Kiechel, 1994). Students had a high expectation in the degree of emphasis on experiential work because they expected to transfer the skills and knowledge gained in classes to use in the reality of the business world.

It appeared that students who are planning to enroll in an MBA program in American business schools had higher expectation in the degree of emphasis on teamwork, class competition, and class interaction than those students who will enroll in Thai business schools. Interestingly, all respondents had very low expectation in the degree of emphasis on class competition. The mean of expectation in the degree of emphasis on class competition was below 3.5 for students from

American business schools and below 2.8 for students from Thai business schools. This indicated that MBA students didnt expect to compete with their classmates for grades, honors, or other awards.

On the other hand, the high expectation in the degree of emphasis on class interaction seemed to be uniform for both American schools and Thai private schools, except for those students who are planning to enroll in an MBA program in Thai public business schools. They had lower class interaction expectation than the others, but still the expectation mean was above 4.0. This evidenced that students preferred to have classroom environment where they can interact with their classmates and work in groups, where they can exercise their communication and leadership skills and exchange their opinions with one another. In addition, the high expectation in the level of availability of elective courses, on the average of 4.35 for students from American business schools and 4.54 for Thai business schools indicated that students expected to be offered with the various areas of business to fit their interests.

Responsiveness expectation. Significant differences were found between the mean responses of respondents from American and Thai business schools, except the mean expectation in school librarians. The mean of expectation in the degree of responsiveness of entire faculty, course professors, administrative staff, and school librarians appeared to be higher for students who are planning to enroll in an MBA program in American business schools than those respondents from Thai business schools. Furthermore, American private schools had the highest aggregate score of responsiveness expectation followed by American public, Thai private and Thai public schools respectively.

Liechty and Churchill (1979) viewed desired service as the level of performance customers ought to receive or deserve, given a perceived set of costs. How

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organizations price their service can also be a cue for customers to form certain expectation about the organization. In general, the higher price and the more impressive tangibles, the more a customer will expect from the service (Berry, 1980; Zeithaml, 1981). In this study, American private schools charged the highest tuition followed by American public schools, Thai private schools and Thai public schools respectively. Therefore, students would tend to expect to receive more attention and prompt response from service provider's representatives at American private schools and the expectation would diminish based upon the amount of tuition they pay. For educational organizations, service provider's representatives are entire faculty, course professors, administrative staff, and school librarians.

Surprisingly, Thai students had the highest mean of expectation in the degree of responsiveness of school librarians compared to the responsiveness expectation from other service provider's representatives. This might be due to the fact that Thai students are less skilled in their research ability. Business classes for undergraduate level at Thai business schools emphasize on theories and principles; therefore, students have little hands-on experience on how to use library effectively. Therefore, they had a high expectation with school librarians to assist them with the research.

Assurance expectation. Significant differences were found between the mean responses of respondents from American and Thai business schools and across different types of schools, except the mean expectation in professors' ability to present class materials interestingly. It appeared that students who are planning to enroll in an MBA program in American business schools had higher expectation in the degree to which professors are knowledgeable, professors' effectiveness of organization of classwork, fairness and accuracy of grading system, prior teaching experience

of professors, and proportion of classes taught by faculty with doctoral degree than those students from Thai business schools.

While comparing the expectation in prior teaching experience of professors within the country, it appeared that both American and Thai public schools had higher expectation than private schools. Students who are going to enroll in public schools in both countries seemed to think that their professors would have more working experience than those professors who are teaching at private schools. For Thai public schools, the average age of professors who are teaching at graduate level is 40 years old, while the average age of professors at Thai private schools is 30 years old. This indicated that the older the professor is, the more working experience he/she was expected to have. In contrast, students from both American public and private business schools appeared to have high expectation in their professors' degree. They expected that about 70% of their MBA classes have to be taught by doctoral faculty, whereas students from Thai business schools expected to be taught by doctoral faculty only on the average of 50% of the time.

Empathy expectation. Significant differences were found between the mean responses of respondents from American and Thai business schools, except the mean expectation in availability of mentoring. The mean of expectation in the availability of mentoring, adequacy of career placement service, and adequacy of counseling appeared to be higher for students who are planning to enroll in an MBA program in American business schools than those Thai respondents. This is because a service such as career placement service and counseling is a standard practice which American schools usually provide for their students. However, career placement services are seldom provided to students by Thai schools because Thai students usually rely on themselves or family connections when looking for employment.

In addition, for Thai schools, student-teacher relationship is not as close compared to American schools due to culture differences. Thai people treat seniority very seriously, they don't feel comfortable talking or discussing and ask questions openly with their professors. Nevertheless, all students expected schools to provide sufficient career placement service and counseling and advising for them. The means of all schools were above 4.20, which indicated that these are services that schools should provide to their students.

As Zeithaml, Berry and Parasuramam (1993) discovered, customers have many sources of information that lead to expectations about upcoming service encounters with a particular organization. These sources include prior exposure to the service, word of mouth, expert opinions, and publicity. Past experience is the customer's previous exposure to service that is relevant to the focal service. It includes experience with a particular service vendor, experience with other vendors within the same industry (Scott and Yalch, 1980; Smith and Swinyard, 1983; Zeithaml and Bitner, 1996). The responses of these students were based upon their expectations of the MBA program quality at their current university where they are pursing their undergraduate degree in Business Administration. Since these undergraduate students have been exposed to their school system for almost four years, they would certainly have some knowledge of their schools' capability. Thus, they might have the expectation level of what kind of service they believe they will receive from their university at the graduate program.

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APPENDIX

Table 1: Demographic Information of Respondents from American and Thai Business Schools: Age

Age	American		Thai	
	Public	Privat	Public	Privat
Pre-Program Expectation:				
Mean	26.95	24.34	21.18	21.90
Standard Deviation	5.68	4.29	1.20	1.50
Post-Program Perception:				
Mean	32.74	30.79	27.55	27.17
Standard Deviation	6.81	6.55	3.66	5.12

Table 2: Demographic Information of Respondents from American Business Schools: Nationality

Nationality	Pre-Program Expectation				Post-Program Expectation			
	American Public		American Privat		American Public		American Privat	
	Count	%	Count	%	Count	%	Count	%
Domestic Students:								
African-American	2	2.15	6	3.32	1	1.47	4	3.70
Asian-American	5	5.38	11	6.08	7	10.30	7	6.48
Caucasian/White	22	23.66	79	43.65	41	60.29	36	33.33
Hispanic-American	8	8.61	10	5.52	5	7.35	7	6.48
Pacific Islander	3	3.22	3	1.66			5	4.64
Others	1	1.07	6	3.31	1	1.47	2	1.85
Total	**41**	**44.09**	**115**	**63.54**	**55**	**80.88**	**61**	**56.48**
International Students:								
African	2	2.15	6	3.32	1	1.47	2	1.85
Asian	26	27.96	49	27.07	7	10.30	25	23.15
European	18	19.35	5	2.75	3	4.41	9	8.33
Latin American	6	6.45	6	3.32	2	2.94	8	7.41
Others							3	2.78
Total	**52**	**55.91**	**66**	**36.46**	**13**	**19.12**	**47**	**43.52**

Table 3: Demographic Information of Respondents from Thai Business Schools: Nationality

Nationality	Pre-Program Expectation				Post-Program Perception			
	Thai Public		Thai Privat		Thai Public		Thai Privat	
	Count	%	Count	%	Count	%	Count	%
Domestic Students:								
Thai	235	99.58	160	98.76	150	98.04	149	96.12
International Students:								
Bangladeshi							1	0.65
Burmese							1	0.65
Chinese			1	0.62	3	1.96	1	0.65
Indian							2	1.28
Vietnamese	1	0.42	1	0.62			1	0.65
Total	**236**	**100**	**162**	**100**	**153**	**100**	**155**	**100**

Table 4: Demographic Information of Respondents from American and Thai Business Schools: Major

Major	American				Thai			
	Public		Privat		Public		Privat	
	Count	%	Count	%	Count	%	Count	%
Pre-Program Expectation:								
Accounting	5	5.39	9	4.97	18	7.63	12	7.41
Finance	10	10.75	20	11.05	47	19.92	20	12.34
International Business	18	19.35	25	13.81	79	33.47	50	30.86
Management	10	10.75	41	22.65	22	9.32	12	7.41
Marketing	12	12.90	63	34.81	54	22.88	34	20.99
Others	38	40.86	23	12.71	16	6.78	34	20.99
Total	**93**	**100**	**181**	**100**	**236**	**100**	**162**	**100**
Post-Program Perception:								
Accounting	1	1.47	8	7.41	31	20.26		
Finance			20	18.52	32	20.92	24	15.48
International Business			8	7.41			23	14.84
Management	51	75	32	29.63	47	30.72	37	23.87
Marketing	15	22.06	25	23.51	43	28.10	71	45.81
Others	1	1.47	15	13.88				
Total	**68**	**100**	**108**	**100**	**153**	**100**	**155**	**100**

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Table 5: Differences in Tangibility Expectation

Tangibility Expectation	Between American and Thai Business Schools	Across Types of Schools and Countries
Accessibility of Computers	American > Thai	American Private > American Public > Thai Public > Thai Private
Adequacy of Library	American > Thai	American Private > American Public > Thai Public > Thai Private
Appealingness of Campus	American > Thai	American Private > American Public > Thai Public > Thai Private
Safety of Campus	American > Thai	American Private > American Public > Thai Public > Thai Private
Aggregate Score of Tangibility Expectation	American > Thai	American Private > American Public > Thai Public > Thai Private

Table 6: Differences in ProGram Content and Class Structure Expectation

Program Content and Class Structure Expectation	Between American and Thai Business Schools	Across Types of Schools and Countries
Degree of Emphasis on Experiential Work	No	No
Degree of Emphasis on Teamwork	American > Thai	American Public > American Private > Thai Private > Thai Public
Degree of Emphasis on Class Competition	American > Thai	American Public > American Private > Thai Private > Thai Public
Degree of Emphasis on Interaction	American > Thai	American Public > American Private > Thai Private > Thai Public
Level of availability of Elective Courses	Thai > American	Thai Private > Thai Public > American Private > American Public
Aggregate Score of Program Content and Class Structure Expectation	American > Thai	American Public > American Private > Thai Private > Thai Public

Table 7: Differences in Responsiveness Expectation

Responsiveness Expectation	Between American and Thai Business Schools	Across Types of Schools and Countries
Entire Faculty	American > Thai	American Private > American Public > Thai Private > Thai Public
Course Professors	American > Thai	American Private > American Public > Thai Private > Thai Public
Administrative Staff	American > Thai	American Public > American Private > Thai Private > Thai Public
School Librarians	No	Thai Private > American Private > American Public > Thai Public
Aggregate Score of Responsiveness Expectation	American > Thai	American Private > American Public > Thai Private > Thai Public

Table 8: Differences in Assurance Expectation

Assurance Expectation	Between American and Thai Business Schools	Across Types of Schools and Countries
Knowledgeable of Professor	American > Thai	American Private > Thai Public > American Public > Thai Private
Organization of Classwork	American > Thai	American Private > American Public > Thai Private > Thai Public
Ability to Present Class Material Interestingly	No	No
Fairness and Accuracy of Grading System	American > Thai	American Private > American Public > Thai Public > Thai Private
Prior Teaching Experience of Professors	American > Thai	American Public > American Private > Thai Public > Thai Private
Proportion of Classes Taught by Faculty with Doctoral Degree	American > Thai	American Public > American Private > Thai Private > Thai Public
Aggregate Score of Assurance Expectation	American > Thai	American Public > American Private > Thai Public > Thai Private

Table 9: Differences in Empathy Expectation

Empathy Expectation	Between American and Thai Business Schools	Across Types of Schools and Countries
Availability of Mentoring	No	American Private & Thai Private > American Public > Thai Public
Adequacy of Career Placement Service	American > Thai	American Public > American Public > Thai Private > Thai Public
Adequacy of Counseling and Advising for Students	American > Thai	American Private > American Public > Thai Private > Thai Public

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