A STUDY OF CUSTOMER SATIFACTION IN SOCIAL LEARNING CENTRE IN MALAYSIA

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ABSTRACT

This study will identify main theme contribute to customer satisfaction in social learning centre from u3e centre, PAWE, private and NGOs day care. In quantitative study, 250 operators targeted as sample size of population. A minimum of 150 sample size (Krejcie, 1970) were involved in this study within PAWE, u3e, private daycare centre or pondok day care activities. On a stratified simple random method, this study has selected Klang Valley and Selangor targeted sample size of population of an operator. In qualitative study, according to stratified purposeful method, 10% of 150, the sample size of operator (centre of learning) were involved which is 10 to 15 for interview and observation. Therefore ten (10) occupants is targeted as a sample size for interviews and two (2) home care centers in Klang Valley and Selangor for observation for the period of 6 months from October 2019. The interview theme result was to occupant is to identify factor of customer expectation on physical facilities and services and observation on the facilities and services towards performance.

Key words: active elderly, physical, mental and spiritual, skills, knowledge, talent and programmable activities, U3e (Long life learning) and PAWE (Social activities)

INTRODUCTION

The study begin with problem statement, research questions, study objective, theories involved in this study, the conceptual framework of study, the stratifies purposeful sampling, the stratifies purposeful characteristic (Qualitative), research instrument and method, thematic analysis, schedule of interview and observation, customer expectation, perceived quality and perceived value. Data collection and interview to participant and observation on facilitates and services begin here. The end phase of this study is findings and conclusion.

PROBLEM STATEMENT

The participant satisfaction on facilities and services offered in long life learning centre and programme activities for active elderly should be monitored timely as technology and physical facilities and equipment revolutionized. There are challenges in identifying customer expectation, perceived values and perceived quality (Füller, 2008) as technology, physical facilities and equipment revolutionized and required timely responses from participant. (V.K., 2006) Customer experiencing is an indication of dissatisfaction or suggestion to ensure the services offered has been obtained from the infrastructures and physical facilities in the room or hall. (V.K., 2006) In achieving timely responses from participant on participant satisfaction through product service systems, a comprehensive management of learning centre data system is significantly in order to access timely and updated information (Romero, 2007) before identifying the factor in customer satisfaction.

RESEARCH QUESTIONS

1. What are factors contributing to the participant satisfaction?
2. What are the thematic and sub thematic items contribute to participant satisfaction?

STUDY OBJECTIVES

It is a challenge to organize, managing and monitoring courses offered to elderly participants'. A feedback or forum is required in analysis to improvise existing courses suitable with the requirement and objective of the long life learning, programmed and activities. Fuller (2008) overstates the significant of dissatisfaction orientation from customer perspective in terms of performance within predetermined standards would be a solution towards identifying the expectation of elderly participants' in the centre. This study will carry out further investigation towards the objectives of this study:

1. To determining factors that contribute to participant satisfaction in social learning centre.
2. To identify the items of thematic and sub thematic items contribute to participant satisfaction.

THEORIES OF CUSTOMER EXPECTATION

Three (3) variables determine customer satisfaction is including customer expectation, perceived quality and perceived value. In changing people's mindset and changing local authorities' management mindset, the question of interviews would be in the main theme of:

1. On customer expectation, the personalized instructor or facilitator, human technological tools (Medium) and labor division and high quality, practical courses and manual.

2. On perceived quality, the personalized instructor or facilitator, human technological tools (Medium) and labor division and high quality, practical courses and manual.
3. On perceived value, the personalized instructor or facilitator, human technological tools (Medium) and labor division and high quality, practical courses and manual.

Among the factors influence the customer expectation that contributing to customer satisfaction is personalized instructor or facilitator, human technological tools (Medium) and labor division and high quality, practical courses and manual. Theory of customer expectation holds both satisfaction and dissatisfaction orientation from customer perspective in terms of performance within predetermined standards. (Füller, 2008) These include customer's predictive expectations where the satisfaction level is a result of the difference between expected and perceived performance. By observing and imitating others, the process of learning in the context of social learning and behavior would demonstrate new behaviors that could be learned from the environment through observation. (Füller, 2008) This study pertain two (2) model of online and face to face learning over six (6) pillars of social learning concept. (Bandura, 1978) Among the value added that embedded into the services offered in long life learning and programme activities would be:

1. Personalized instructor / facilitator
2. Human technological tools (medium) and labor division
3. High quality, practical courses and manuals

THE CONCEPTUAL FRAMEWORK OF STUDY

According to Wilson (2006), the hierarchy of activity is very valuable in research into information seeking behavior as shown in figure 1. As the framework of theory of activities applies, the concept of theory from previous journal entitled "A study of performance in social learning centre in Malaysia" draws that, the goals mediates between motivate and condition whereby motivates generates activity of learning; goal result in action and condition determines operation. The distinction between activity, actions and operations could give a broader perspective to the role of information behavior in human life. (Wilson, 2014) The role of information seeking could be more realistic when it is not understood as an activity, but a set of actions that support some higher level activity. (Allen D. e., 2011) The essential needs for learning aspect requires values which has been mention in four (4) of six (6) pillars above which are FL-Mental, SL-Interaction, PL-Physical and TL-Tools. Figure 1 below demonstrates the major factors or theme determine the customer satisfaction.

Figure 1: The secondary model of social learning centre: customer satisfaction
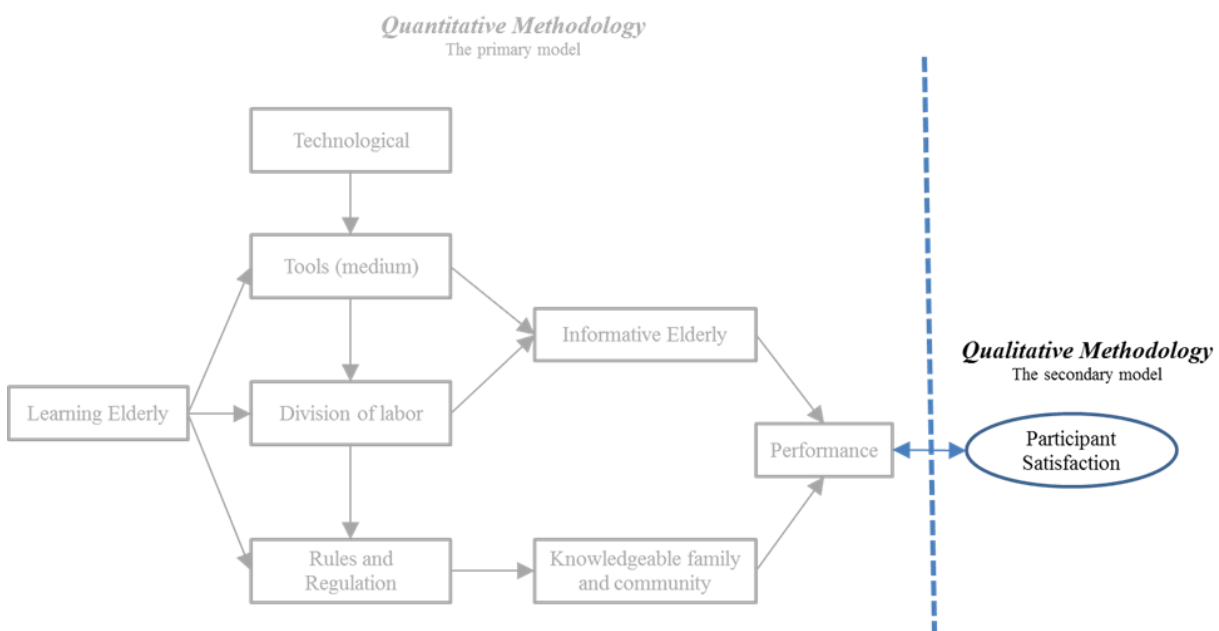
THE STRATIFIED PURPOSEFUL SAMPLING

This study has considered three (3) agencies of PAWE, u3e, private centre activities. Through stratified simple random method, the total of 250 has been the targeted sample size of population of an operator (centre). A minimum of 150 sample size (Krejcie, 1970) should be collected. A total of 150 participants were involved in this study that runs similar programme. Through the stratified purposeful method accumulates 10% participant of 150 minimum sample sizes of operator were involved in interview and observation from two (2) centers in Klang Valley and Selangor. Both states representing all agencies fairly with 80 and 70 simple size required.

THE STRATIFIED PURPOSEFUL CHARACTERISTIC (QUALITATIVE)

The populations of Chinese, Malay and Indian are fairly distributed in u3e, PAWE and DBD, private daycare centre in Klang Valley and Selangor. A 100 per cent response rate was achieved from ten (10) occupants' and two (2) centres from Klang Valley and Selangor. The stratified purposeful sampling characteristics will be analyzed next.

Part 1: There were ten (10) sample characteristics observed in this part of study i.e. Gender (M=Male and F=Female); Race (M=Malay, C=Chinese, I=Indian); Age group (50-60, 61-70, 71 and above) and Education background (LowEdu=Diploma, SPM and below and HighEdu=Degree and above). Customer Expectation is the comparison measurement on how the occupant experiencing facilities and services. Perceived quality is customer's perception of quality of facilities and services relative to substitute. Perceived value is customer's evaluation in experiencing quality or desirability of facilities and services compared to peers. All measurement is done before and after using it with the same scale. The customer satisfaction in the context of this study has been identified as the consistency in experiencing facilities and services which is significant throughout the years of operation.

1. 80/150 = 6 samples collected in Klang Valley where 4 samples from u3e, 1 sample from PAWE and 1 samples from private day care were collected. Overall characteristic including Gender; Race; Age group and Education background.

2. 70/150 = 4 samples collected in Selangor where 3 sample from PAWE and 1 samples from private day care were collected. Overall characteristic including Gender; Race; Age group and Education background.

Finally, the total sample of the Klang Valley and Selangor (i.e. 10 samples) was analyzed. Overall, the total sample characteristics for the Klang Valley and Selangor showed typicality in several demographic levels: Gender (M=Male and F=Female); Race (M=Malay, C=Chinese and I=Indian); Age group (Below 50, 50-60 and 61-above); Education background LowEdu = Diploma, SPM and below, HighEdu = Degree and above) as shown in table 1 below:

Table 1: Sampling characteristic of occupant in Klang Valley and Selangor area (Interview)

Characteristic	Details	Participant	Percentage (%)
Gender	M=Male	5	50%
	F=Female	5	50%
Race	M=Malay	1	10%
	C=Chinese	6	60%
	I=Indian	3	30%
Age group	Below 50	0	0%
	50-60	3	30%
	61-above	7	70%
Education background	LowEdu=Diploma, SPM and below	10	100%
	HighEdu=Degree and above	0	0%

Part 2: There were two (2) sample characteristics observed in this study i.e. Centre Id/Name (Id or Name); Customer Expectation is the comparison measurement on how the occupant experiencing facilities and services. Perceived quality is customer's perception of quality of facilities and services relative to substitute. Perceived value is customer's evaluation in experiencing quality or desirability of facilities and services compared to peers. All measurement is done before and after using it with the same scale. The customer satisfaction in the context of this study has been identified as the consistency in experiencing facilities and services which is significant throughout the years of operation.

1. 1 sample collected in Klang Valley from u3e. Overall characteristic including Centre Id/Name, State, Customer Expectation, Perceived quality and Perceived value.

2. 1 sample collected in Selangor from PAWE Overall characteristic including Centre Id/Name, State, Customer Expectation, Perceived quality and Perceived value.

Finally, the total sample of the Klang Valley and Selangor (i.e. 2 samples) was analyzed. Overall, the total sample characteristics for the Klang Valley and Selangor showed typicality in demographic levels and data observation: Centre's profile including the Id/Name of centre, State, Customer Expectation, Perceived quality and Perceived value. The Field Report Observation is to identify the facilities provided from observations and the result visualized the theme from the observation.

Table 2: Sampling characteristic of operator in Klang Valley and Selangor area (Observation)

Characteristic	Details	Participant	Percentage (%)
Centre Id	Centre name and location, state		
State	Klang Valley (80) or Selangor (70)	150	100%

Customer Expectation	The comparison measurement on how the occupant experiencing facilities and services.	u3e 1 PAWE 1	100%
Perceived quality	The customer's perception of quality of facilities and services relative to substitute.	u3e 1 PAWE 1	100%
Perceived value	The customer's evaluation in experiencing quality or desirability of facilities and services compared to peers.	u3e 1 PAWE 1	100%

RESEARCH INSTRUMENT AND METHOD

The qualitative method of this study uses an interview and observation for data collection. Interview the occupant required closed ended structured interview to obtain the participants' experience in class. (Sandelowski, 2015) Besides, it provides easy answer between 'yes or no'. By means, a set of questionnaires was ideally prepared for this research with its objective which sets to answer three research questions in this study that is aimed to be concluded within five (10) minutes the most every interview. An interview will be conducted to ten (10) occupants from two (2) selected centers in Klang Valley and Selangor. An observation on facilities and services provided and promised made by the operator will be conducted in two (2) premises in Klang Valley and Selangor. Infrastructure in seminar or class facilities is including physical facilities and internet connection. The interviews and observations will be look into the four (4) out of six (6) pillars or criteria involved. Arranging what has been transpired on interview consists of transcribing notes (Langdridge, 2013) will be included if available since the interview is closed ended.

INTERVIEW QUESTIONAIRES SECTION

The customer expectation, perceived value and perceived quaslity were measured through (Spangenberg & Theronon Development of Thepi, 2006) questionnaire. Demographic question is including all characteristic of participant which is gender, race, age group and education background. A cross sectional quantitative research method has been used within ten (10) participants from u3e and PAWE where six (6) in Klang Valley and four (4) in Selangor for the purpose of data collection.

THEMATIC ANALYSIS

Data interviewed from participants and observation over the infrastructures, facilities and services offered, this study uses thematic analysis. NVIVO ver. 12 used to visualize the factor of customer satisfaction between customer expectation, perceived quality and perceived value. In the context of this study thematic analysis will be to follow what is reflected in a study to enable an individual's point of view to be thoroughly described in terms of their experiences, beliefs together with perceptions. (Pope, 2000) This study underpinned negotiations and participation theme towards changing people's mindset and changing local authorities' management mindset in determining the factor towards customer satisfaction.

Over five (5) strands of themes integral to social learning frames the evidence for the synthesis using some meaningful criteria or rules created especially for the study to assist in making comparisons. (LeCompte, 2000) Within five (5) essential learning strands in social learning are reflection, systems orientation and thinking, integration, negotiations and participation, (Kamaruddin, 2013) as shown in table 3 below:

Table 3: Interpreting and comparing similar actors' perception which match with other perspective

Theme from qualitative interview and observation	Main Constraint
System orientation	Limited platforms for discussion
Integration	Limited integration with local authorities
Negotiations	*Changing people's mindset*
	Changing local authorities' management mindset
Participation	*Lack of public participation*
Reflection	Limited discussion with only those involved or willing to participate

Source: (Kamaruddin, 2013)

SCHEDULE OF INTERVIEW AND OBSERVATION

Data collection for interview occupant was took place in early January 2020 until end of January 2020. An interview will be conducted to ten (10) occupants from two (2) centers in Klang Valley and Selangor. A closed ended interview for ten (10) occupants is used to verify and justify on infrastructures, facilities and services in terms of customer satisfaction. Data collection for observation facilities and services is early October 2019 until end of December 2019. An observation on facilities and services provided and promised made by the operator will be conducted in two (2) premises form u3e and PAWE in Klang Valley and Selangor. Facilities in seminar or class are including physical facilities and internet connection. Services conducted by trained, skill and talent elderly to become instructor or facilitator. The observation will be placed in the classroom to observe the reaction of the participant accordingly towards the trial courses attended.

DATA COLLECTION

Questionnaire-based survey is not appropriate to collect information on elderly participant satisfaction. Elderly does not consistent in answering the survey design and using electronically on-screen questionnaires accessible over an intranet. Therefore achieve maximum response rates the method of interview is appropriate for participant dominated by elderly. The methodology has identified specific aspects of the service experience where which may offer a framework for response to different types of feedback from students. Qualitative data collection comprised interviews with participant or occupant and observed the facilities and services in the classroom or seminar room. Interview the occupant required structured interview that encompasses closed ended questionnaires to obtain the participants' experience in class. (Sandelowski, 2015) Besides, it provides easy answer between 'yes or no'. By means, a set of questionnaires was ideally prepared for this research with its objective which sets to answer five research questions in this study that is aimed to be concluded within five (3-5) minutes the most every interview. An interview will be conducted from ten (10) selected day care centres in Klang Valley and Selangor. An observation on facilities and services provided and promised made by the operator will be conducted in ten (10) day care centers in Klang Valley and Selangor. The observation made on the physical facilities and internet connection and services performed by trained skill and talent elderly during the class, seminar or workshop session.

INTERVIEW PARTICIPANT

Interview to participant from November till December 2019 will result to their respond to the facilities and services provided. The subject matters are the tools (medium), subject and division of labor or the instructor or facilitator involved. Closed ended question will be delivered to participant from u3e and PAWE. Besides, it provides easy answer between 'yes or no'. By means, a set of questionnaires was ideally prepared for this research with its objective which sets to answer three research questions in this study that is aimed to be concluded within five (5) minutes the most. Out of ten (10) participants 77% has been visualized a participant expecting personalized instructor or facilitator, human technological tools (Medium) and high quality, practical courses. The close ended interview has drawn the result as shown below in table 4:

Table 4: Main theme and sub-theme from qualitative interviews

Details	Main Theme	%	Sub Theme
Personalized instructor or facilitator	Personalized	100	Personalized facilitator or instructor's elderly
		55	Personalized, Talent and Knowledgeable Elderly
		35	Experience and Skillful Elderly
		10	Popular among Elderly
Human technological tools (Medium) and labor division	Technological	100	Practical e-classes, effective and efficient face to face classes and virtual meeting
		55	Practical and quality e-classes
		30	Effective and efficient face to face classes by desktop and human technological tools
		15	Virtual meeting
High quality, practical courses	Practical	100	Effective and efficient interaction with instructor or facilitator and High quality manual and notes
		75	Effective and efficient interaction with instructor or facilitator
		25	High quality manual and notes

OBSERVATION ON FACILITIES AND SERVICES

Observation has been made to all premises or properties including all that need for presentation facilities (physical facilities), manuals, and services (Instructor or facilitator in workshop). Observation will be made in the classroom of U3e and PAWE to observe the reaction of participant accordingly. The period of observation would be within 3 October 2019 until end December 2019 Time: 1:00-1:50pm the 2nd of 5 Class Sessions Purpose - Observe instructor and facilitators' method, activity and students' collaboration, instructor or facilitators - students' interaction and instructor or facilitators' assessment.

Setting: Traditional massage workshop and observer's comments:

Observation Reaction/Analysis was made in "Bengkel Urutan Tradisional" (BUT) workshop at PAWE (Pusat Aktiviti Warga Emas), Kuala Lumpur. The class consisted of eight (8) male students, all Malay ethnic from urban area in Selangor. They came from same education background (SPM and SRP). The class was quite small, so for 8 students it has got a full attention from instructor and hands on training workshop. In the discussion, ample material for BUT is given to all participants. This is including towels, mat and oil massage. Two (2) participants are in a group where 1 acting as model and 1 as a masseurs. I was quite interested in how instructor handles the workshop setting since I have experience in practicing traditional massage during 2005 until 2015 before begin my study at the university. I am excited to know how the instructor's approach in the context of beginner stage is, what the contents are, and how instructor assesses skill of his students. Specifically this observation will focus

to the method of developing skill, the class activity and students' collaboration, instructor-student interaction, and instructor's assessment. Therefore, this observation was focused on those four (4) aspects I mentioned before. In this lesson, the instructor wanted his student to review their first session of massage which they have learned in the previous workshop. To reach his goal, I think the instructor employed communicative approach, and applied some method such as task-based skill learning, and multiple techniques. The first workshop was the introduction whilst the subsequent classes will be the various techniques until the last workshop will be the conclusion and assessment. These were clearly seen, when he asked the students to demonstrate what they have learned plus their own skill in order to justify their understanding to the workshop. He also asked the students to practice with other student, and then work in peer and collaborate with other students. The use of this collaboration of the students showed us the workshop implementation technique in his learning process. Besides, he also wrote some materials and explanation about the lesson and even provided the students with handouts, instead of just explained the lesson verbally. This was actually a good example of applying multiple intelligence techniques in the process of training and learning massage skill, especially in the skill and technique workshop. The instructor used different strategies in this class, and they were obviously from the activities they did in the classroom. First, the instructor had the participant to analyze their skill of massage they have, and demonstrate it and identify the mistakes by their own. He gave chances to participant to ask him or even think critically about their skill. Second, he asked the participant to work in peers and collaborate with other participant, which give participant opportunity to assess and argue and comment critically about their friend's skill of massage. Then he also asked the participant to discuss about the review they have made for their friend. Concerning to the participant's collaboration, I believe that the teacher tried to collaborate the participant, but the participant themselves have little attention to the lesson they have, and therefore when they are asked to work with their classmates, some of them did another things, instead of really did the task their instructor gave. However, many of participants really did the task from the instructor. I noticed that they questioned their friends, even asking their instructor about the problems they had and their friend had in their session. They also jot down their assessment toward their friend's comment in the peer assessment. This was an indication, that the collaboration of the participant in that class was good and run well. Next, about the instructor-participant interaction, from the observation, I noticed that the interaction between them was very good. Teacher was not really strict in the class, and he did not really punish the participant when they forgot to follow their first technique or skill. He was also really helpful and tried to explain everything to the students. He pleased every participant to ask as many questions as they want and answered them. Therefore, I also saw that the participant were really enthusiastic to ask many question addressed to him immediately, even individually. He assisted the participant with their problems they had. And this really showed me, that the interaction between them was really good. However, when participant were assessing and collaborate together analyzing their friend's session, the instructor should not actually just stayed in front of the workshop. Since for me, I would go around the workshop and assist my participant more on the problems they have, and then I would be able to control them whether they really serious doing the task or not. In this observation, I did not notice that, and therefore, I found out that some students were not really serious doing the task; instead they take photo, record video and played with their phone, or talked other topic than assessing their friend's session. Finally, on instructor's assessment on the students' session, I understand that the teacher applied some assessment techniques in his teaching process. It seemed that he applied formal and non-formal assessment. He did really check that the participant finished their first trial massage. Then, he wanted them to finish their final session on the next morning. During the workshop, he assess the students' progress on their session by giving the peer assessment feedback, which indirectly would help him in assessing participant's session. He sometimes, questioned participant too while the participant asked him questions, which I thinks he wanted to know whether his participant understand the concepts or materials being learned. In this observation, I noticed that the instructor really wanted to keep the participant progress, from one step to another step, and that was why he wrote down the activity they will have a long a week during this term period. In conclusion, this workshop was very effective and interactive. The methods of learning were effectively employed by instructor, even he applied some techniques and strategies which help the participant understand easily the lesson being taught. Participant were actively involved and participated in the workshop activities. They felt very comfortable to ask many questions to the instructor because they have a very good relationship. They keep build it up and maintain it up during the process of the lesson. The instructor's assessment was done during the process of presenting and learning and it is continually done, in the form of formal and non-formal one.

FINDINGS

Within January 2020 until end of January 2020, interview from ten (10) participants in Klang Valley and Selangor has visualized that customer expectation as significant need acquired by participants. As the main theme, factors contribute would be personalized instructor or facilitator, human technological tools (Medium) and labor division and high quality, practical courses. The profit making of the learning centre over the period of time liaise from the effectiveness of management and the efficiencies of management organization. To generate knowledgeable elderly and informative community it is essential to practice effective management to take meaningful and productive action from the available personalized instructor with skillful in human technological tools (Medium) to produce knowledgeable elderly and informative community. Training is acquired to develop high skill and talent to potential elderly in becoming instructor. Organization should able to implement its plan with least resources available. The efficiency of management ensures the operational sustainability with the minimum available resources. In conclusion from interview has established the efficiency organization could produce effective administrative on of learning centre.

Within October 2019 until end December 2019, observation from U3e in Klang Valleys and PAWE in Selangor reported the details of personalized instructor or facilitator despite the human technological tools (Medium) and labor division and high quality, practical courses as essential needs in learning center. The observation state that despite the facilities, tools (medium), equipments and high quality and practical courses, personalized instructor or facilitator is crucial factors in learning centre and programme activity center. Participant is responding to the quality of presentation in workshop. Satisfaction and dissatisfaction mostly can be shown in attendance time; body language shows dissatisfaction and suggestion by participant on the activities. The

interaction between instructor and participant, participant and participant and even instructor and group of participant are vital. How assessment to participants is made would be a benchmarking in identifying the good example of workshop. Tutorial or demonstration in workshop will ensure participant really understand the presentation. Quick action and post mortem should be taken by management to overcome problems of cancelation or termination of class immediately.

Base on the three (3) main themes, eight (8) sub-themes would respond to four research questions in quantitative studies. Who prepare division of labor? What is the division of labor in the context of this study? To identified the division of labor in the context of this study. What are the determinant factors contribute to the performance of social learning centre? To determine factors contribute to the performance of social learning centre? Technology and learning elderly are resources or independent variable of determinant factors towards the development of proposed social learning centre. Qualitative studies have established the personalized instructor with certain values; human technological tools (Medium) and labor division and high quality, practical courses and manuals has been the essential needs. Participants are expecting excellent values personalized instructor to conduct the workshops or classes in order to produce knowledgeable and informative elderly, community. In the end, being a personalized and knowledgeable elderly will create a new circle of influence or people surrounding. The research question requires identifying the division of labor in developing knowledgeable and informative community in the society accordingly. It requires the level of instructors (division of labor) to method of learning and subject involved, for example e-learning tools required an e-mentoring assistant where participant located at home. This is appropriate for communication learning workshop. The mental face to face classes required one (1) instructor to many participants which is appropriate for the skill workshop for example cooking, woven mat, traditional massage, alternative medicine practical workshop. The technological learning workshop which is dealing with technological tools required a face to face mentoring class which could be done in small group less than 10 participants.

CONCLUSION

This study will identify the customer expectation has shown the significant needs in both result from interview with participant and result from observation on facilities and services performed. Interview has identified the customer expectation and observation has acquired the essential need of values personalized instructor or facilitator. Observation has acquired division of instructor needed base on type of course, need of personal attention and interaction from activity between participant and instructor and participant and participant. The participation perspective would motivate and promoting the changing of people's mindset and changing local authorities' management mindset and motivate the public participation. The informative elderly generated from the learning and programme activities could motivate and influence participant, family and community surrounding to change their mindset.

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