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The Effects of Service Quality and Brand Image on Parents' Intention to Continue Their Children's Education: The Mediating Role of Customer Satisfaction

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Abstract: The transition from kindergarten to primary school presents a strategic challenge for integrated private schools, as positive educational experiences do not necessarily translate into parents' intention to continue their children's education within the same institution. Despite extensive research on service quality, brand image, and customer satisfaction, limited studies have integrated these factors to explain parents' continuance intention across educational levels. This study examines the effects of Service Quality and Brand Image on Parents' Intention to continue their children's education from Binekas Kindergarten to Binekas Primary School, with Customer Satisfaction as a mediator. A quantitative, descriptive-verificative, cross-sectional design was employed with 58 parents using total sampling. Path analysis and mediation testing with 5,000 bootstrap samples were conducted. Service Quality significantly influenced Customer Satisfaction ($\beta = 0.645$; $p < 0.001$), while Brand Image did not. Brand Image significantly influenced Parents' Intention ($\beta = 0.477$; $p = 0.001$), whereas Service Quality and Customer Satisfaction had no significant direct effects. Customer Satisfaction inconsistently mediated the effect of Service Quality but did not mediate Brand Image. The findings reveal an evaluation–decision gap, showing that high Service Quality and very high Customer Satisfaction do not automatically translate into stronger educational continuance intention.

Keywords: Service Quality, Brand Image, Customer Satisfaction, Parents' Intention, Educational Continuance

INTRODUCTION

The increasing competition among private educational institutions has made student retention a strategic concern, particularly for schools operating an integrated education system. Parents, as the primary decision makers in educational services, evaluate schools based on service quality, institutional reputation, learning environment, and expectations regarding their children's development (Alves & Raposo, 2010). In competitive service markets, customers also compare reputation, perceived quality, brand image, and the value offered by alternative providers before making a decision (Kotler & Keller, 2016; Tjiptono, 2019). Thus, although successive educational levels within one institution may create learning continuity and a

potential captive market, parents' decisions to continue their children's education cannot be assumed to occur automatically.

This issue is evident at Binekas School in Bandung. Binekas Playschool was established in 2007 and subsequently expanded its educational pathway through Binekas Primary School in 2016. However, internal data show that the proportion of Kindergarten B students continuing to Binekas Primary School fluctuated substantially between the 2017–2018 and 2025–2026 academic years, ranging from 30.76% to 63.04%. After reaching 63.04% in 2024–2025, the continuation rate declined to 36.51% in 2025–2026. This pattern indicates that the existence of an internal student base has not consistently translated into continuation decisions and suggests that parents reassess the attractiveness of the primary-school level even after experiencing the institution at kindergarten level.

From an educational service marketing perspective, this decision may be explained through Service Quality, Brand Image, and Customer Satisfaction. Service Quality reflects parents' evaluation of service performance through tangibles, reliability, responsiveness, assurance, and empathy (Parasuraman et al., 1988). Brand Image represents the perceptions and associations held toward an institution and contributes to how an educational offering is recognized and differentiated (Keller, 1993; Kotler & Keller, 2016). Customer Satisfaction reflects the evaluation of service performance relative to prior expectations (Oliver, 1980). In educational settings, these evaluations are formed through experiences with teacher competence, communication, facilities, safety, learning approaches, and attention to children's development. However, continuing from kindergarten to primary school represents a prospective decision in which parents evaluate a different educational level rather than simply repeat the same service experience.

Previous studies have established relationships among service quality, school image, satisfaction, loyalty, and school-choice decisions in educational contexts. Service quality has generally been found to contribute positively to customer satisfaction, including in educational services (Rusdi & Ali, 2020; Nguyen et al., 2021; Sabathelia et al., 2022). Brand image and service quality have also been associated with parents' school-selection decisions and satisfaction (Fadhilah & Sudarwanto, 2024; Pujiati et al., 2024), while customer satisfaction has frequently been positioned as a mediator of loyalty-related outcomes (Budiman et al., 2022; Setyorini et al., 2023). More specifically, Ongkowidjojo and Teofilus (2025) examined parents' intention to continue their children's next education, but their model primarily emphasized service-quality dimensions.

Despite these findings, important gaps remain. Empirically, the effect of Brand Image on behavioral intention has produced inconsistent results across contexts. Conceptually, Customer Satisfaction has been more frequently examined as a mediator of loyalty than of parents' intention to continue their children's education. Contextually, limited attention has been given to the transition from kindergarten to primary school within the same institution, where parents make a new prospective decision after accumulating experience as existing customers. Most importantly, an integrative model gap remains because previous studies have not sufficiently combined Service Quality and Brand Image as antecedents, Customer Satisfaction as a mediator, and Parents' Intention to Continue Their Children's Education as the outcome within this specific educational transition.

Accordingly, the state of the art of this study lies in examining educational continuance as a distinct post-experience decision process. Unlike studies focusing primarily on initial school choice, satisfaction, or loyalty, this study examines parents who have already experienced educational services at the kindergarten level but must make a renewed decision regarding the next educational level. The model integrates Expectation-Confirmation Theory (Oliver, 1980), Customer-Based Brand Equity (Keller, 1993), and the Theory of Planned Behavior (Ajzen, 1991) to explain how experienced service evaluations, institutional perceptions, and satisfaction jointly relate to continuation intention.

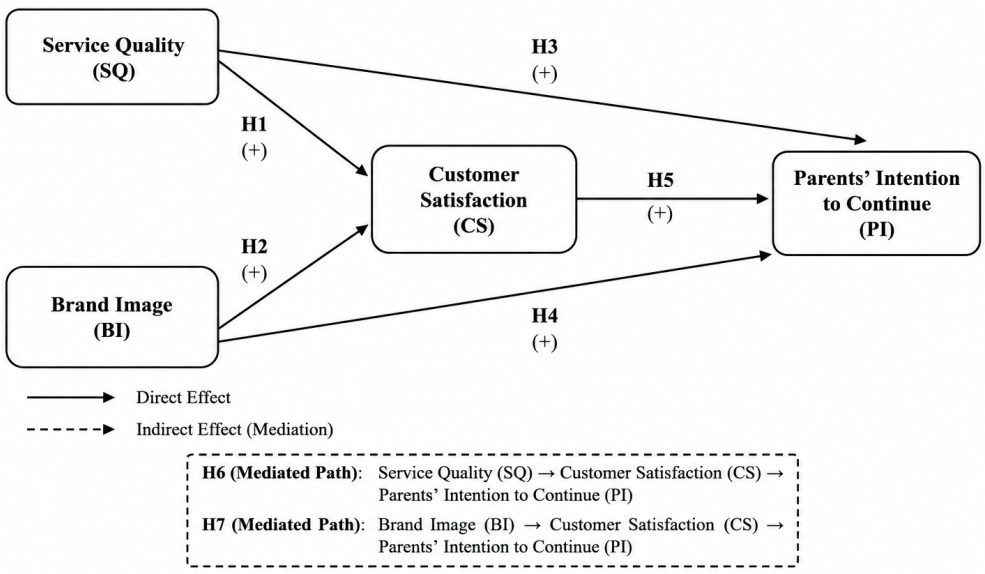
Therefore, this study aims to examine the effects of Service Quality and Brand Image on Customer Satisfaction and Parents' Intention to Continue Their Children's Education from Kindergarten to Binekas Primary School. Specifically, it investigates whether Service Quality and Brand Image influence Customer Satisfaction; whether Service Quality, Brand Image, and Customer Satisfaction influence Parents' Intention; and whether Customer Satisfaction mediates the effects of Service Quality and Brand Image on Parents' Intention.

METHOD

This study employed a quantitative, descriptive-verificative, and cross-sectional design (Creswell, 2014; Sekaran & Bougie, 2020) to examine the relationships among Service Quality, Brand Image, Customer Satisfaction, and Parents' Intention to Continue Their Children's Education from Kindergarten to Binekas Primary School. The study was conducted at Binekas School in Bandung, Indonesia, in July 2026. Total sampling was applied to the entire population of 58 parents of Kindergarten B students, resulting in 58 respondents. Data were collected through a self-administered questionnaire and supported by internal school records.

The questionnaire used a five-point Likert scale. Service Quality was measured using 22 SERVQUAL items covering tangibles, reliability, responsiveness, assurance, and empathy (Parasuraman et al., 1988). Brand Image comprised 13 items covering types, favorability, strength, and uniqueness of brand associations (Keller, 1993). Customer Satisfaction was measured based on Oliver (1997), while Parents' Intention comprised 12 items based on the Theory of Planned Behavior, covering attitude toward behavior, subjective norm, perceived behavioral control, and intention (Ajzen, 1991). All items met the validity criterion of Corrected Item-Total Correlation > 0.30. Cronbach's alpha coefficients were 0.987, 0.982, 0.941, and 0.968 for Service Quality, Brand Image, Customer Satisfaction, and Parents' Intention, respectively, indicating high internal consistency.

The hypothesized relationships are presented in Figure 1. H1–H5 represent the direct effects among the constructs, whereas H6 and H7 examine the indirect effects of Service



Source: Research Model Developed for This Study

Figure 1. Research Model and Hypothesized Relationships

Note: (+) indicates the expected direction of the relationship.

Quality and Brand Image on Parents' Intention through Customer Satisfaction.

Data were analyzed using IBM SPSS Statistics. Descriptive statistics were used to summarize respondent characteristics and study variables, while path analysis was employed to test the hypotheses at a significance level of 0.05 after assessing normality, multicollinearity, and heteroscedasticity (Ghozali, 2021). Mediation was initially assessed using the Sobel test and subsequently confirmed using PROCESS Macro Model 4 with 5,000 bootstrap samples and a 95% percentile confidence interval (Hayes, 2022). An indirect effect was considered significant when the confidence interval excluded zero. The Kruskal–Wallis test was additionally used for exploratory comparisons across respondent characteristics and was not used to determine the main hypotheses.

RESULTS AND DISCUSSION

The descriptive results indicate a marked contrast between parents' evaluation of their current educational experience and their intention to continue to the next educational level. Customer Satisfaction recorded the highest mean (M = 4.323), followed by Service Quality (M = 4.201) and Brand Image (M = 3.873), while Parents' Intention was notably lower (M = 3.371). Within Customer Satisfaction, Emotional Response was the strongest dimension (M = 4.466), whereas Expectation Confirmation was the lowest (M = 4.172). For Parents' Intention, Attitude Toward Behavior was the strongest dimension (M = 3.546), while Behavioral Intention was the weakest (M = 3.115).

Table 1. Descriptive Results of Research Variables

Variable	Mean	Category	Highest Dimension	Lowest Dimension
Service Quality	4.201	High	Assurance (4.315)	Empathy (4.169)
Brand Image	3.873	High	Favorability of Brand Associations	Types of Brand Associations
Customer Satisfaction	4.323	Very High	Emotional Response	Expectation Confirmation
Parents' Intention	3.371	Moderate	Attitude Toward Behavior	Behavioral Intention

This descriptive pattern already suggests that favorable evaluation of the experienced service does not automatically translate into a strong continuation decision. Parents may report very high satisfaction with Binekas Kindergarten while remaining less committed to Binekas Primary School. The gap between M = 4.323 for Customer Satisfaction and M = 3.371 for Parents' Intention therefore provides an early indication that satisfaction and continuation intention represent different stages of evaluation.

Before testing the hypotheses, the regression models satisfied the assumptions of normality, absence of problematic multicollinearity, and homoscedasticity. All three models were statistically significant, as shown in Table 2.

Table 2. Model Fit and Explanatory Power

Model	Endogenous Variable	R	R^2	Adjusted R^2	F	p-value
Model I	Customer Satisfaction	0.723	0.523	0.506	30.198	<0.001
Model II	Parents' Intention	0.498	0.248	0.221	9.089	<0.001
Model III	Parents' Intention	0.540	0.292	0.252	7.414	<0.001

Model I was statistically significant ($F = 30.198$; $p < 0.001$) and explained 52.3% of the variance in Customer Satisfaction ($R^2 = 0.523$; adjusted $R^2 = 0.506$). This indicates that Service Quality and Brand Image jointly provide substantial explanatory power for parents' satisfaction. In contrast, Model II explained only 24.8% of the variance in Parents' Intention ($R^2 = 0.248$; $F = 9.089$; $p < 0.001$).

When Customer Satisfaction was added in Model III, explanatory power increased to 29.2% ($R^2 = 0.292$; adjusted $R^2 = 0.252$; $F = 7.414$; $p < 0.001$). Thus, adding satisfaction improved the explained variance by 4.4 percentage points, but 70.8% of the variance in Parents' Intention remained outside the model. This difference indicates that continuation intention is structurally more complex than satisfaction with the current educational experience. The direct-effect results are presented in Table 3.

Table 3. Direct Effect Hypothesis Testing

Hypothesis	Relationship	β	t	p-value	Decision
H1	Service Quality → Customer Satisfaction	0.645	5.68	<0.001	Supported
H2	Brand Image → Customer Satisfaction	0.124	1.096	0.278	Not Supported
H3	Service Quality → Parents' Intention	0.288	1.634	0.108	Not Supported
H4	Brand Image → Parents' Intention	0.477	3.376	0.001	Supported
H5	Customer Satisfaction → Parents' Intention	−0.302	−1.818	0.075	Not Supported

The Effect of Service Quality on Customer Satisfaction

Service Quality had a strong positive and statistically significant effect on Customer Satisfaction ($\beta = 0.645$; $t = 5.680$; $p < 0.001$), supporting H1. The magnitude of the standardized coefficient indicates that Service Quality is the dominant predictor of satisfaction in Model I. This result is also consistent with the model-level evidence, where Service Quality and Brand Image jointly explained 52.3% of the variance in satisfaction.

The result suggests that parental satisfaction is primarily grounded in experienced service performance. This interpretation is reinforced by the descriptive finding that Assurance was the highest-rated SERVQUAL dimension ($M = 4.315$), indicating that competence, professionalism, safety, and trust are central to parents' positive evaluations. The finding is consistent with Nguyen et al. (2021), Sabathelia et al. (2022), Stribbell and Duangekanong (2022), and Zulganef and Hodijah (2023), all of whom reported that better service quality is associated with stronger satisfaction. Conceptually, this result is consistent with expectation-confirmation logic, in which satisfaction develops when experienced performance confirms or exceeds prior expectations (Oliver, 1980).

Accordingly, Service Quality in this study operates primarily as an experience-based mechanism. Parents' satisfaction is shaped less by abstract perceptions of the institution and more by the educational service they have directly experienced during kindergarten.

The Effect of Brand Image on Customer Satisfaction

Brand Image showed a positive but statistically non-significant effect on Customer Satisfaction ($\beta = 0.124$; $t = 1.096$; $p = 0.278$), and H2 was therefore not supported. Compared with the substantially stronger effect of Service Quality ($\beta = 0.645$; $p < 0.001$), the contribution of Brand Image to satisfaction was relatively weak when both predictors were considered simultaneously.

This finding differs from previous studies reporting significant relationships between institutional or corporate image and customer satisfaction, including in educational service contexts (Winarno et al., 2020; Budiman et al., 2022; Pujiati et al., 2024). It also contrasts with Zulganef and Taruna (2024), who found that Brand Image positively influenced Customer Satisfaction in an e-commerce context. The difference may be explained by the object of evaluation. In previous studies, image and satisfaction generally referred to the same service object, whereas in the present study Customer Satisfaction primarily reflects parents' accumulated experience with Binekas Kindergarten, while Brand Image is oriented toward Binekas Primary School as the prospective next-level option. This distinction provides a plausible explanation for the weak and non-significant relationship found in this study.

Accordingly, satisfaction in this context appears to be more experience-driven than image-driven. Parents' evaluation of the educational services they have directly experienced is more relevant to satisfaction than their perceptions of the educational level they are considering for the future.

The Effect of Service Quality on Parents' Intention

Service Quality had a positive but statistically non-significant direct effect on Parents' Intention ($\beta = 0.288$; $t = 1.634$; $p = 0.108$), and H3 was not supported. Although the coefficient was positive, the p-value exceeded the 0.05 threshold, indicating insufficient evidence that perceived service quality directly increases parents' intention to continue to Binekas Primary School.

This finding is particularly notable when compared with H1. The same Service Quality construct that strongly explained Customer Satisfaction ($\beta = 0.645$; $p < 0.001$) did not significantly explain Parents' Intention ($\beta = 0.288$; $p = 0.108$). This pattern indicates that the determinant of satisfaction is not necessarily the determinant of the subsequent educational decision.

The result differs from Ongkowidjojo and Teofilus (2025), who found that service-quality dimensions contributed to parents' continuation intention. In this study, however, the transition from kindergarten to primary school involves a different service level with different academic expectations, programs, facilities, costs, and competing alternatives. Therefore, positive kindergarten experience may build satisfaction without directly determining the next school choice.

The Effect of Brand Image on Parents' Intention

Brand Image had a positive and statistically significant effect on Parents' Intention ($\beta = 0.477$; $t = 3.376$; $p = 0.001$), supporting H4. Among the three predictors in Model III, Brand Image was the only variable with a significant direct effect on continuation intention. The coefficient of $\beta = 0.477$ also indicates a substantively stronger relationship than those observed for Service Quality ($\beta = 0.288$) and Customer Satisfaction ($\beta = -0.302$).

This result suggests that parents' intention to continue is more strongly linked to how they evaluate Binekas Primary School as a future educational option than to their previous kindergarten experience alone. From a brand-equity perspective, strong, favorable, and distinctive associations increase the ability of an offering to be recognized and differentiated from alternatives (Keller, 1993; Kotler & Keller, 2016).

The finding is also consistent with Lee et al. (2024), Parma et al. (2024), and Rabbani et al. (2024), who show that institutional characteristics and image form part of the broader school-choice and behavioral-intention process. In this study, Brand Image therefore operates as a prospective decision mechanism, helping parents evaluate whether Binekas Primary School is sufficiently attractive, credible, and differentiated as the next educational option.

The Effect of Customer Satisfaction on Parents' Intention

Customer Satisfaction had a negative but statistically non-significant direct effect on Parents' Intention ($\beta = -0.302$; $t = -1.818$; $p = 0.075$), and H5 was not supported. Although $p = 0.075$ is relatively close to the 0.05 threshold, it remains above the criterion used in this study and must therefore be interpreted as non-significant.

The negative coefficient should not be interpreted as evidence that greater satisfaction reduces continuation intention. Statistically, the study does not provide sufficient evidence to conclude that the population effect differs from zero. The appropriate interpretation is therefore that satisfaction with the kindergarten experience does not independently predict continuation intention after Service Quality and Brand Image are controlled.

This result differs from Zulganef and Nilasari (2022), who found that Customer Satisfaction played a role in linking service experience with intention to reuse the same service. The distinction lies in the decision context: the present study does not examine reuse of an identical service, but movement from kindergarten to a different educational level. Under the Theory of Planned Behavior (Ajzen, 1991), continuation intention may also depend on subjective norms and perceived behavioral control. Thus, highly satisfied parents may still reconsider family preference, financial capacity, location, academic fit, and alternative schools.

The Mediating Role of Customer Satisfaction

The indirect effects were examined using 5,000 bootstrap samples with a 95% confidence interval. The results are presented in Table 4.

Table 4. Indirect Effect and Mediation Testing

Hypothesis	Indirect Relationship	Effect	BootSE	95% Bootstrap CI	Decision
H6	Service Quality → Customer Satisfaction → Parents' Intention	−0.2480	0.1239	[−0.5037, −0.0154]	Supported
H7	Brand Image → Customer Satisfaction → Parents' Intention	−0.0449	0.0484	[−0.1700, 0.0138]	Not Supported

The mediation analysis reveals that Customer Satisfaction does not operate as a uniform mechanism linking the two antecedents to Parents' Intention. As shown in Table 4, The indirect effect of Service Quality on Parents' Intention through Customer Satisfaction was statistically significant (indirect effect = −0.2480; BootSE = 0.1239; 95% CI [−0.5037, −0.0154]), as the bootstrap confidence interval excluded zero; H6 was therefore supported. However, the negative direction of the indirect effect requires careful interpretation. Service Quality strongly increased Customer Satisfaction ($\beta = 0.645$; $p < 0.001$), whereas Customer Satisfaction showed a negative but non-significant partial association with Parents' Intention ($\beta = -0.302$; $p = 0.075$). Consequently, the indirect and direct pathways operated in opposite directions, indicating an inconsistent indirect effect rather than a conventional positive mediation mechanism. This pattern does not imply that greater satisfaction reduces continuation intention; instead, it demonstrates that satisfaction with the current educational experience is insufficient to explain how positive service experiences are translated into a future school-choice decision.

This finding is particularly important when contrasted with conventional service-continuance models. Zulganef and Nilasari (2022) found that Customer Satisfaction could transmit the influence of service experience into intention to reuse the same service. In the present study, however, parents are not deciding whether to repurchase an identical educational service. They are moving from an experienced kindergarten service to a prospective primary-school offering. The mediation result therefore suggests a discontinuity between post-experience evaluation and future educational choice: high-quality kindergarten services can successfully generate satisfaction, but that satisfaction does not automatically become the mechanism through which parents commit to the next educational level.

A different pattern emerged for Brand Image. Its indirect effect on Parents' Intention through Customer Satisfaction was not statistically significant (indirect effect = −0.0449; BootSE = 0.0484; 95% CI [−0.1700, 0.0138]), because the bootstrap confidence interval included zero; accordingly, H7 was not supported. This result is consistent with the non-significant Brand Image → Customer Satisfaction path ($\beta = 0.124$; $p = 0.278$), but contrasts sharply with the significant direct effect of Brand Image on Parents' Intention ($\beta = 0.477$; $p = 0.001$). Thus, Brand Image does not appear to influence continuation intention by first increasing satisfaction. Instead, its influence is more directly associated with parents' evaluation of Binekas Primary School as a future educational option.

The result differs from Zulganef and Taruna (2024), who found that Brand Image contributed to Customer Satisfaction when both constructs referred to the same service object. In the present setting, the separation between the experienced and prospective educational levels changes this mechanism: satisfaction is anchored in parents' kindergarten experience, whereas brand image provides information for evaluating the primary school. Taken together, the mediation findings therefore refine the conventional assumption that satisfaction naturally bridges positive service perceptions and subsequent behavioral intention. In an integrated educational pathway, Customer Satisfaction appears to function primarily as an outcome of the experienced service, rather than as a consistent conversion mechanism into continuation intention. The decision to continue is more strongly associated with how parents evaluate the value and attractiveness of the educational level they are about to choose.

Taken together, the findings reveal an evaluation–decision gap in educational continuance. Statistically, this gap is reflected in the coexistence of very high Customer Satisfaction ($M = 4.323$) and only moderate Parents' Intention ($M = 3.371$), alongside the contrasting predictive roles of Service Quality and Brand Image. Service Quality strongly predicts Customer Satisfaction ($\beta = 0.645$; $p < 0.001$) but not Parents' Intention ($\beta = 0.288$; $p = 0.108$), whereas Brand Image does not significantly predict Customer Satisfaction ($\beta = 0.124$; $p = 0.278$) but significantly predicts Parents' Intention ($\beta = 0.477$; $p = 0.001$). This study therefore distinguishes an experience-based mechanism underlying satisfaction from a prospective decision mechanism underlying educational continuance, suggesting that progression from kindergarten to primary school represents a renewed school-choice decision rather than a straightforward extension of satisfaction or loyalty.

CONCLUSION

Conclusion

This study demonstrates that parents' satisfaction with their current educational experience and their intention to continue to the next educational level are shaped by different mechanisms. Service Quality emerged as the primary driver of Customer Satisfaction, whereas Brand Image was the only significant direct predictor of Parents' Intention. In contrast, neither Service Quality nor Customer Satisfaction directly predicted continuation intention. The mediation analysis further showed that Customer Satisfaction did not operate as a straightforward conversion mechanism from positive service experience to future educational choice. Although the indirect effect of Service Quality through Customer Satisfaction was

statistically significant, its opposing direction indicated an inconsistent indirect effect, while no significant indirect effect was found for Brand Image.

These findings identify an evaluation–decision gap in educational continuance. Parents may be highly satisfied with the educational services already experienced while remaining selective about continuing to the next educational level. The study therefore extends the conventional service quality–satisfaction–loyalty logic by distinguishing an experience-based mechanism, through which Service Quality primarily shapes satisfaction, from a prospective decision mechanism, through which Brand Image becomes more salient in shaping continuation intention. Educational continuation from kindergarten to primary school should consequently be understood not simply as repurchase or loyalty, but as a renewed school-choice decision requiring parents to reassess the value and attractiveness of the next educational level.

Limitations

This study has several limitations. First, it involved 58 parents from a single private educational institution in Bandung, limiting the generalizability of the findings to other schools and educational settings. Second, the model explained 29.2% of the variance in Parents' Intention, indicating that other determinants of continuation decisions remain outside the model. The descriptive findings suggest that family preferences, educational costs, academic considerations, school characteristics, and external factors may warrant further investigation. Third, the cross-sectional design captured parents' perceptions and intentions during a specific decision period and therefore cannot determine how these perceptions evolve over time or whether stated intention ultimately translates into actual enrollment behavior.

Recommendations

The findings suggest that Binekas should differentiate between strategies aimed at strengthening parents' current educational experience and those intended to increase continuation to the primary-school level. Since Service Quality significantly contributes to Customer Satisfaction, maintaining consistent service delivery remains important, particularly by strengthening Empathy, which received the lowest evaluation among the service-quality dimensions. However, high satisfaction alone should not be treated as an indicator of future enrollment. Since Brand Image emerged as the significant direct predictor of Parents' Intention, greater strategic attention should be directed toward strengthening parents' perceptions of Binekas Primary School as a distinct educational choice, particularly through clearer communication of its academic value, educational characteristics, and differentiation from alternative schools.

The moderate level of Parents' Intention further indicates that continuation strategies should address the broader considerations involved in parents' school-choice decisions rather than relying primarily on their positive kindergarten experience. Accordingly, the transition from kindergarten to primary school should provide parents with sufficient information and direct exposure to evaluate the suitability and value of the next educational level before making an enrollment decision.

Future research should extend the model by examining factors beyond Service Quality, Brand Image, and Customer Satisfaction, particularly because the final model explained 29.2% of the variance in Parents' Intention. Variables related to family preferences, educational costs, academic considerations, perceived value, school characteristics, and alternative-school attractiveness may provide a more comprehensive explanation of continuation decisions. Studies involving larger samples and multiple educational institutions are also recommended to improve generalizability, while longitudinal designs could examine whether stated continuation intention ultimately translates into actual enrollment behavior. Structural

Equation Modeling may further be employed to simultaneously assess the measurement and structural relationships within an expanded model.

Author Contributions

Mira Affila contributed to the research conceptualization, literature review, instrument development, data collection, data analysis, interpretation of findings, and manuscript preparation. Fansuri Munawar contributed to the theoretical and methodological development, research supervision, interpretation of findings, and critical revision of the manuscript. Both authors reviewed and approved the final version of the manuscript.

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