Finding Factors To Influence Educational Service Satisfaction Of Students In Higher Education In Ho Chi Minh City, Vietnam

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Abstract:
In the present day, ensuring student happiness has become a crucial priority for educational institutions, including schools and universities, necessitating continuous attention and improvement. The objective of this study is to establish a correlation between student happiness and the quality of educational services.   84 samples were gathered from several colleges in Ho Chi Minh City, Vietnam. The data collection was conducted using a quantitative technique and analyzed using SPSS software. The data indicate that student satisfaction is influenced by two factors: the competence of the lecturer and the evaluation of students.

Keywords: *Service quality, educational service quality, student satisfaction, quality of a lecturer, supervision, assessment.*

1. Introduction:

Modern civilization is always changing. Social changes are needed to accommodate demand. Education is crucial to a nation's growth and society. Education must change rapidly to meet society's development needs. Modern times are marked by industrialization and globalization. Note that we live in age 4.0, a time of digital breakthroughs. Our social structures have changed greatly throughout this age. Comprehensive training programs educate the workforce with high-quality and advanced skills needed to fulfill society's changing requirements. The goal is to build a team of experts. High-quality education must be promoted. Education in emerging countries like Vietnam needs special attention. Getting a top-notch education that meets global standards demands hard work. However, universities worldwide aim to improve education and teaching. Instructors, facilities, and instructional resources may boost children's learning results and experience. Educational institutions must stress their role as learning facilitators to improve student achievement. Thus, the dilemma is how to deliver comprehensive and excellent education to pupils that meet their needs and choices. According to

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Phuong (2021), the SERQUAL model was used to assess several service quality dimensions. The findings indicated that the service provider demonstrated tangible empathy, trust, and responsiveness in terms of their service capability. The four criteria mentioned above together contribute to the overall happiness of students. The function of tangibles and dependability in student satisfaction is of significant importance (Phuong, 2021). Many Vietnamese research demonstrate that This research study shows that papers evaluate education quality by evaluating several distinct criteria. Does the presentation content match the instructional outline? How qualified are lecturers? Does the student monitoring and evaluation program follow international standards? The lecturer's teaching approach also meets university and global educational standards for knowledge dissemination diversity and efficacy. This project aims to construct a methodology and utilize surveys to review student satisfaction and educational quality.

2. Literature Review:

a. Theory Framework
• Service Quality Satisfaction:
According to Oliver (1997), customer satisfaction is attained when consumers obtain what they seek (Oliver, 1997). The suggestions proposed by Oliver (1997) have a common perspective that the whole customer experience impacts customer happiness. As the progression of experience occurs, the character of satisfaction also transforms. It is quite unlikely for a consumer who first expresses satisfaction to maintain their satisfaction, especially within businesses characterized by intense competition in delivering exceptional customer experiences (Oliver, 1997). The SERVQUAL model, developed by Parasuraman, Ziethaml, and Berry in 1985 (Parasuraman A., 1985) serves as the basis for this analysis. Five service quality dimensions explain the idea. An organization's capacity and consistency to satisfy customer demands is dependability. Quick issue response, precise product delivery, and affordable prices are included. Product reliability assumptions often affect a company's performance. (Parasuraman A., 1985)**.** Tangibility is a company's ability to communicate service excellence. A company's headquarters, personnel's clothes and demeanor, marketing materials, and customer service department all affect its physical quality.   (Parasuraman A., 1985)**.** Company empathy benefits consumers and displays concern. A company's caring boosts customer loyalty. Companies' response to customers is their timeliness. Responding quickly to customer requests, comments, inquiries, and concerns is responsiveness. Quality organizations prioritize customer pleasure by responding quickly. (Parasuraman A., 1985). Assurance

assesses client confidence in a corporation. It's particularly critical for services clients may need assistance understanding or valuing since it demands faith in the service organization's capacity to provide. A "service" is assistance or job execution. Staff must understand the value of client trust to keep them. (Parasuraman A., 1985)

According to Philip Kotler (2001), Customer satisfaction is the emotional state customers feel while assessing if product results match their expectations. Kotler uses abstract ideas like joy and aggravation, but they may be constrained. (Kotler, 2001). Anderson et al. (2000) show that about American Customer Satisfaction Index. The cause-and-effect ACSI model shows client expectations, perceived quality, perceived value, satisfaction (ACSI), and results. Right side: consumer satisfaction (complaints, loyalty, retention, and price tolerance). (E. F. Anderson, Claes, 2000).

- *Service Quality Satisfaction in education*
According to Berry (1995), "Service is one of the crucial elements that strengthens good values and may have an impact on a university's performance (Berry, 1995). The knowledge of student happiness is an essential instrument for enhancing the quality of services provided by universities and colleges. According to Oldfield and Baron (2000), "higher education may be considered as a "pure service," implying that it has all of the qualities of a service (Oldfield & Baron, 2000). According to Firdaus (2006), educational institutions such as universities and colleges must make efforts to evaluate service quality and comprehend the multitude of factors that impact overall service quality. This understanding is essential for these institutions to design their services effectively (Bahian, 2021). According to the study conducted by Bahian (2021), it was observed that students majoring in Education had higher levels of satisfaction than their counterparts in the fields of Technology and Engineering (Bahian, 2021). Butt and Rehman (2010) discovered that the most significant element in student satisfaction in higher Education is instructor competency (Butt & Rehman, 2010). According to Kanan (2006), the level of personal satisfaction is influenced more by interpersonal connections rather than the intellectual substance of the program (Chen, 2006). Chen (2006) discovered that high compensation and a positive work environment are major variables in the happiness of higher education personnel (Chen, 2006). The articles together indicate that there are apprehensions about the educational quality in Vietnam. According to Hung (2020), it is emphasized that Vietnam's allocation of substantial resources towards education necessitates a commensurate focus on enhancing the quality and efficacy of such investments to align with the nation's potential. (Hung, 2020). The study by Nguyen et al. (2018)

primarily examines the impact of several variables on the quality of education in high schools rather than universities. Specifically, the authors investigate the influence of curriculum, teaching personnel, facilities, and school services on educational outcomes. (Nguyen & Dang, 2018). Lan (2011) praised Vietnam's fundamental education accomplishments but stressed the need to address educational quality issues, notably equal access for economically disadvantaged youngsters. The articles conclude that Vietnam's education quality faces difficulties ranging from general investment effectiveness to specific factors affecting high school and higher education service quality. (Lan, 2011)

According to Wahid (2005), students rated good lecturers as competent, communicative, reliable, responsive, and understanding (Wahid, 2005). Sokoli et al. (2017) highlight the difficulty of quantifying teaching quality and how credentials affect teaching effectiveness (Sokoli & Koren, 2017). According to Omar and Arif (2020), Epistemic quality access to higher education is modeled after pedagogical access's predictive value for student performance (Omar & Arif, 2020) Genuine access entails providing every student with the chance to acquire the specified curriculum and showcase their accomplishments resulting from their education (S. N. Elliott, Kettler, Beddow, & Kurz, 2011). Pace el at. (2019) highlights the need to provide formal training to staff members who oversee students in student affairs (Pace, Merkle, Beachnau, & Blumreich, 2019). It also proposes that supervisor behaviors should be determined by evaluating the supervisee's degree of growth and performance (Pace et al., 2019).

- ***Quality of lecturer and educational service satisfaction:***

According to Bui (2019), facilities, work characteristics, pay, and growth opportunities all have an impact on how satisfied lecturers are with their jobs (N. T. Bui, 2019) Tai (2020) observed that work satisfaction and organizational trust favorable influence on the commitment of lecturers to their institution (Tai, Singh, & Hieu, 2020) Ha (2023) emphasized the significance of public service motivation as a moderator in the connection between work satisfaction and the teaching efficiency of university lecturers. In addition, Chi (2022) examined the variables that influence student satisfaction with the quality of higher education services. These variables include teaching personnel, facilities, service capacity, educational activities, student support activities, and educational programs (Chi, 2022) These data indicate that the quality of lecturers is a key factor in influencing the level of satisfaction with educational services in Vietnam.

- ***Supervision and educational service satisfaction:***

A study conducted by Thi et al. (2021) revealed a correlation between student satisfaction with the quality of education services, including factors like access to education services, facilities, educational environment, activities, and results, and their happiness with educational outcomes (Thi et al., 2021). Chi 2022 recognized several variables, including teaching personnel, facilities, capacity to cater to students, educational activities, student support activities, and educational programs, that impact student satisfaction with the quality of higher education services in Vietnam (Chi, 2022). In addition, Son et al. (2018) discovered that elements such as tangible attributes, assurance, dependability, empathy, and responsiveness within the SERVQUAL model have a role in influencing students' satisfaction with higher education services (Sơn, Ha, & Khuyen, 2018).
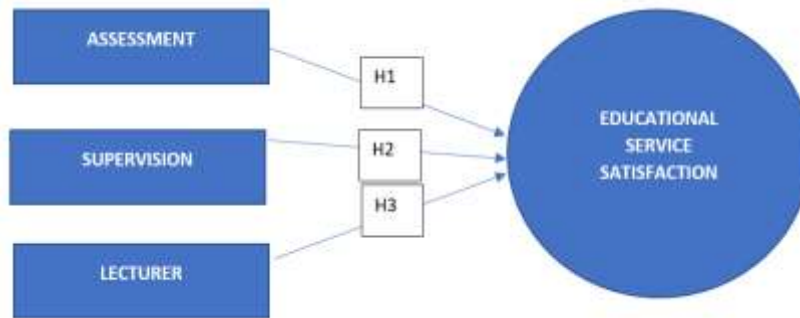
- *Assessment of educational service satisfaction:*

Bui (2022) discovered a noteworthy correlation between the perceived quality of service, contentment, and loyalty among students enrolled in a public institution (H. T. T. Bui et al., 2022) According to a study by Lien (2017), five factors affect how satisfied students are with the caliber of training services These variables include empathy, assurance, tangibles, dependability, and responsiveness (Lien, 2017). Luong (2021) investigated the influence of support services on student happiness and discovered many aspects, including library services, food service, financial assistance, departmental support, and extracurricular activities, that affect student satisfaction (Luong & Thong, 2021). The el at. (2021) established a five-dimensional model to measure student satisfaction with higher education services in Vietnam. The study emphasized the considerable influence of instructional activities on satisfaction with educational results (Thi et al., 2021)

Several Vietnamese research studies have shown that training quality factors consistently affect student satisfaction. Support services, training, and extracurriculars are important. The school provides several courses taught by qualified teachers. Courses, texts, and other amenities might affect student satisfaction. Instructors should be assessed for professional qualifications, communication abilities, and training program currency.

b. Conceptual Model

Based on the literature of the Serqual model, American Customer Satisfaction Index and adopted from Pichyada Pheunpha's research (2020) (Pheunpha, 2019) The conceptual model is built as below:

c. Hypothesis

H1: There is a significant relationship between the measurement and assessment of service quality and educational service satisfaction

H2: There is a significant relationship between lecturer quality and educational service satisfaction

H3: There is a significant relationship between supervision service quality and educational service satisfaction

c. Objectives of the study

To conduct this research, the research objectives of this article as the following:

- to identify factors that impact on the educational Service Satisfaction
- to analyze the students' satisfaction with service quality

d. Research question

What variables influence the educational Service Satisfaction?
How to analyze the students' satisfaction with service quality?

3. Research Method

a. Research Philosophy

When discussing the field of science, people often highlight a prominent concern related to scientists, namely that science facilitates the pursuit of empirical investigation aimed at uncovering the reality of phenomena. Nevertheless, it is important to acknowledge that the reality is. The determination of subjectivity in research is contingent upon the perspective of the researchers. Researchers universally believe that their research continues to persist in our surroundings. The discipline concerned with the nature of existence and the fundamental categories of reality is often referred to as ontology in the field of inquiry. Each researcher has their point of view. Furthermore, a considerable number of scholars claim that valuable insights may be derived from the conducted study. Within the discipline of epistemology, we will be dealing with the inquiry about

how one acquires knowledge of those matters. These are the approaches via which the methods are executed. Positivism is a philosophical perspective that employs a logical technique to establish connections by using the law of cause and effect, which is grounded on theoretical frameworks. Hence, the researcher implemented the deductive approach in this study to examine the impact of independent factors on the dependent variable. The independent variable in this study comprises teaching, program content, supervision, and quality of lecturer, whereas the dependent variable is the educational service quality.

b. Selection of Quantitative Method
The author adopts a logical technique for examining the correlation between cause and effect in their investigation. The study will use an optimistic approach to examine causation and generate research findings. When doing a study on this issue, researchers will examine the phenomena that have been seen in practical settings inside universities. In the realm of education, the dynamic between students and university lecturers is characterized by a range of interactions that may be both good and negative. Hence, the author aims to investigate the correlation between pedagogical approaches, curriculum material, and student management practices, alongside the impact of teacher quality on the provision of educational services. This will be achieved by examining the influence of independent factors on dependent variables.

Therefore, the author used quantitative methodologies to establish the aforementioned correlation, drawing upon pre-existing ideas that have been previously examined via the application of modeling, research, and hypothesis development to investigate the association between dependent variables and independent variables.

c. Sampling Method:
Theo Hair et al. (2013) minimum sample size (>50) and better that is (>100) and with the formula: N=5m, N = Number of sample size, m = Number of questionnaires (Hair, Black, Babin, & Anderson, 2013). According to Tabachnick & Fidell (2007), the sample size is enough to run regression analysis applied by this formula: N>50+8m N = Number of sample size, m = Independent Variable (Tabachnick & Fidell, 2013). To collect the sample for the research. The questionnaire was designed using Google Forms. After the questionnaires qualified for the content the questionnaire was sent to the students. Data were collected by sending surveys to international students. With the research questionnaire collected, students from the students of Vietnam Universities in Ho Chi Minh City.

d. Research Source

The primary data is the type of data collected by a researcher from first sources, using methods such as surveys, interviews, or experiments (Hair et al., 2013) In this research, the primary data is taken from theories such as the SEQUAL model, the American and European models of quality satisfaction, and other articles. The researcher utilizes secondary data from another study. Students are used to measure university student satisfaction with the research object. (Hair et al., 2013)

e. The questionnaire design:

Likert Scales was developed in 1932 to measure the attitude directly. The questionnaire was designed based on the 5 Likert Scales : (1. Completely dissatisfied, 2. Not satisfied 3. Temporarily satisfied 4. Satisfaction 5. Very satisfied) (Likert, 1932)**.** The content of the questionnaire was based on an adjusted questionnaire by Pichyada Pheunpha (2019) and 24 questionnaires from the SERQUAL model (Parasuraman, 1988) and adapted for educational satisfaction from (Butt & Rehman, 2010). the questionnaire was edited suitably with Vietnam's aspect (Pheunpha, 2019) After that, the questionnaire was translated into Vietnamese to send to students.

f. Pilot Study:

The questionaries were based on the content of the Serqual model of Parasuraman 1988 the research of Pheunpha (2019) and But & Rehman (2010). Therefore, all questionnaires were checked and modified with Vietnam's aspect. After modifying the content, the questionnaires were sent to 10 students to check and correct the understanding and quality of the contents of the questionnaires. After correcting and adjusting the content to fit with with environment of Vietnam. After that, all questionnaires were qualified for collecting sample size for the next study.

g. Research Response:

The target respondents of this research are the student of some universities in Ho Chi Minh City.

h.Research location:

This research was conducted in Ho Chi Minh City. Because Ho Chi Minh City many colleges and universities can help the author collect the data easily and conveniently Ho Chi Minh is one of the biggest cities in Vietnam where many students live and students and many big universities also then it can reflect the perception of students in big cities. Based on the sub-items of questionnaires, the Author has coded items as the following in SPSS software to check the model fit.

4. Findings

a. Sample results

From 4th October, 2023 to 11th October, 2023. After a week, the total sample size was 87 samples collected.   After checking the sample size, the quantity of sample size was 84. 3 sample sizes were deleted because of missing name errors.

a. Demographic Characteristics of the Student

The findings illustrated that the total of students was 84. The female students accounted for 61.9% (52 female students. While the male students were 32 students (38.1%). The result presented the academic year of a total of 82 students. The Second-year students accounted for the highest percentage (32.1 %). At the same time, first-year students were 11.9 %, as well as the fourth - year students. There were 14 students. The findings showed the departments of universities. Students from the social, education, and art accounted for 31 % (26 students). Students of economics were 15 (17.9%). While students from finance accounting were 22 (26.2%). And finally, Science & technology were 25% (21 students). The finding also presented the data of universities. Lac Hong University accounted for 38.1 % (32 students). In comparison, the students from VNU-HCM were 29 students (34.2%). Furthermore, Marketing and Finance University had 23 students (27.4%).

b. Reliability

The research tested the reliability, convergent, and Discriminant validity and ran and testing model by SPSS 2023. Cronbach's alpha was developed by Cronbach in 1951 to measure reliability or internal consistency. According to Hair, if Crombach'alpha > 0.6 the questionnaire was reliable. According to Hair (2013), Cronbach's Alpha should be larger than 0.6, which means that the variables were reliable. Looking at Table 1, the result of Cronbach's Alpha showed that All Cronbach Alpha results were larger than 0.6. Therefore, four variables were reliability.

Table 1: Cronbach's Alpha result

Cronbach's Alpha	Result
LECTURER	.805
SUPERVISION	.798
ASSESSMENT	.873
SATISFACTION	.873

c. Convergent and Discriminant validity

To check the convergent and discriminant validity, all variables of LECTURER, SUPERVISION, AND ACCESSMENT were processed by SPSS with CFA (Confirm Factor Analysis) (E. F. Anderson, Claes, 2000) The author has selected the extract method by principal factor analysis. The result showed that the variables of each factor were loaded in the same column, and components were loaded in 3 columns and separately. A loading value should be larger than 0.5 (B. S. Anderson & Eshima, 2013) as shown in Table 2. The results presented that all variables were convergent validity and discriminant validity. Finally, all variables were qualified for the next study.

	Component		
	1	2	3
SUP01			.779
SUP02			.883
SUP03			.862
LEC01	.698		
LEC02	.759		
LEC03	.777		
LEC04	.855		
LEC05	.639		
ASS01		.891	
ASS02		.908	
ASS03		.849	

d. Regression Analysis

The author has used the ENTER method to run the regression analysis with 03 independent variables (LECTURER, SUPERVISION, ASSESSMENT) and a dependent variable (SATISFACTION). The results showed that the Durbin Waston ratio was 1.841 this ratio range standard is from between 0 and 4 as recommended by Durbin Waston (Durbin, 1970). According to Durbin (1970), values of this ratio ranging from 0 to less than 2 represent the presence of positive autocorrelation, whereas values ranging from 2 to 4 reflect negative autocorrelation (Durbin, 1970). This ratio (1.84) was qualified. The significance of the model was 0.00 (Hair et al., 2013) According to VIF, ratios were smaller than ten, and the multicollinearity did not happen (Miles, 2005). The significance of SUPERVISION, ASSESSMENT, and LECTURER is shown in Table 3

Table 3: Regression Analysis

Factor	Significant	Results
SUPERVISION	0.172	Rejected
ASSESSMENT	0.000	Supported
LECTURER	0.008	Supported

One of the critical ratios was R square. The result of the adjusted R square was 4.12, which means that there is a correlation between the independent variables (LECTURER, ACCESSMENT) and the dependent variable (SATISFACTION). Even though the theory of R square value should be larger than 0.5 (Sweet & Grace-Martin, 1999) this result was 4.12 proving that there is a relation between two independent variables (LECTURER, ASSESSMENT) and the dependent variable (SATISFACTION).
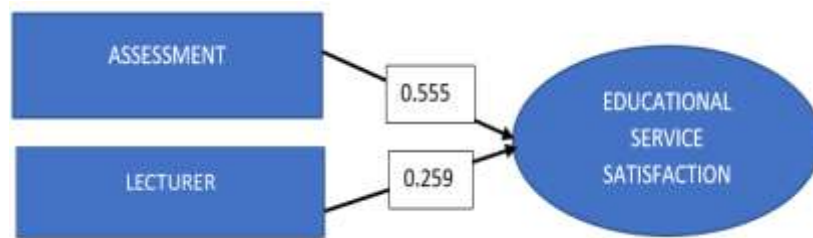

Figure: Refined model

5. Conclusion:

The author has conducted research to find factors that impact the educational service satisfaction of students, with a total of 84 students from some universities. The finding shows that three independent variables were considered. After processing the conceptual model, only factors such as measurement and assessment quality of the lecturer impact the educational service satisfaction for students.

The result shows that there is a relationship between student satisfaction and the quality of lecturers as the result conducted by Sulistianingsih et al. (2018) demonstrates that both the competency of lecturers and the quality of the learning process have a favorable impact on student satisfaction. (Sulistianingsih, D Hartati, Sumartono, & Prihadi, 2018). Suarman (2015) discovered that the interaction between lecturers and students serves as a mediator in influencing the level of teaching excellence and student contentment. (Suarman, 2015). Xiao et al. (2015) proved that the dedication of lecturers to students' academic success and social integration had a favorable impact on student happiness. (Xiao & Wilkins, 2015). Patras et al. (2020) concluded that lecturer service quality positively and significantly affects student happiness, with the empathy dimension being the most relevant factor. (Patras & Hidayat, 2020).

The finding also proves that there is a relationship between student satisfaction and assessment of students. In a study conducted by Gatfield (1999), it was discovered that group projects and peer evaluation were associated with elevated levels of student satisfaction (Gatfield, 1999). Elliott et al. (2002) suggested a different method for

assessing student satisfaction by using a weighted gap score analysis with many items. (K. Elliott & Shin, 2002). In their study, Pérez et al. (2018) analyzed student satisfaction with educational quality across many academic domains and found specific areas that need improvement. (Pérez, Caraveo, & Bocanegra, 2018). According to Wiers-Jenssen et al. (2002), student happiness is influenced by factors such as academic and pedagogic quality, social environment, physical infrastructure, and administrative services.   Collectively, the articles indicate that several aspects, including group projects, peer evaluation, teacher quality, social environment, infrastructure, and administrative services, impact student satisfaction with assessment and educational experience (Wiers-Jenssen, Stensaker, & Grøgaard, 2002)

According to Yuzarion et al. (2018), using psychological test findings for supervision may result in elevated levels of student satisfaction (Yuzarion, Alfaiz, Kardo, & Dianto, 2018). In addition, Amer's 2021 study revealed that students expressed a high level of satisfaction with the academic supervision practices implemented at the College of Education. (Amer, 2021). Nevertheless, several study results have shown that supervision does not always result in student happiness inside institutions. According to Al-Naggar et al. (2012), overseas students studying in Malaysia had high levels of stress and dissatisfaction with their supervisors. This was mainly due to inadequate guidance, insufficient monitoring of their progress, and unrealistic time frame expectations. (Al-Naggar, al-Sarory, Al-Naggar, & Al-Muosli, 2012). According to Harman's 2003 study, PhD students at Australian institutions, particularly females, expressed unhappiness with their entire course experience, mostly because they were not happy with the supervision they received (Harman, 2003). This proved that the argument between the Supervision of students and student satisfaction still exists. It included that some many universities the supervision factor is also valued to support the student's satisfaction.

Appendix

Coded in SPSS	Description
ASSESSMENT	Service Quality of Measurement and Assessment
ASS01	The measurement and assessments were conducted logically with course descriptions &teaching activities.
ASS02	The measurement and assessment for assignments, and exams were clear.
ASS03	The measurements and assessments were clear and transparent.
LECTURER	**Quality of the Lecturers**
LEC01	The lecturers demonstrated a sufficient command of knowledge about their discipline

LEC02	lecturers encouraged students to develop their self and self-studying
LEC03	The lecturers demonstrated sufficiently effective teaching skills
LEC04:	The lecturers had ethics and morals.
SUPERVISION	**Service Quality of Supervision**
SUP01	I received sufficient advice regarding my academic career
SUP02	The student advisor had many sufficiently effective ways to communicate with students.
SUP03	Schedule times for meeting advisor were appropriate
SATISFACTION	**Educational quality satisfaction**
SAT01	I am satisfied that the school provided me with a high-quality education.
SAT02	I am satisfied with the quality of the teaching by the lecturer
SAT03	I am satisfied with the extent of my learning development since enrolling in this university
SAT04	I am satisfied with the administration of this University
SAT05	I am satisfied with the university's curriculum.

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	19.856	3	6.619	16.636	.000[b]
	Residual	25.463	64	.398		
	Total	45.319	67			

a. Dependent Variable: SATISFACTION
b. Predictors: (Constant), LECTURER, SUPERVISION, ASSESSMENT

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.257	.629		1.999	.050		
	SUPVERVISION	-.155	.100	-.146	-1.546	.127	.988	1.012
	ASSESSMENT	.517	.088	.555	5.882	.000	.985	1.015
	LECTURER	.298	.108	.259	2.751	.008	.992	1.008

a. Dependent Variable: SATISFACTION

CONFERENCE:

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