

Exploring Student Satisfaction On The Educational Service Quality In Higher Education In Ho Chi Minh City, Vietnam: Systematic Analysis Review

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Abstract:

The evaluation of student satisfaction with the quality of educational services in higher education institutions is a prominent area of emphasis for all universities in the digital era. The objective of this study is to analyze the aspects that influence satisfaction with educational services. The research has used a systematic analysis review methodology to examine and analyze this connection. The findings have shown that there are associations among three variables, namely the lecturer's quality, student evaluation, and supervision, which are connected to the level of student satisfaction. The present study examines the relationship between student satisfaction and service quality, the quality of the lecturer, and the supervision of the student to support the understanding of the literature on educational service satisfaction.

Keywords: *Service quality, Student satisfaction, quality of the lecturer, supervision of the student, assessment of the student.*

1. Introduction:

Currently, there are several universities in the present educational landscape. Vietnam's education system encompasses several institutions, including private schools, public schools, and foreign schools. While schools and education systems may vary, they must adhere to the requirements set by the Ministry of Education and Training in Vietnam. Each educational institution and system has distinct characteristics, although it is crucial for them to conform to the regulations established by the Ministry of Education and Training in Vietnam.

This situation has resulted in a substantial loss of human capital and potential. Based on the findings from a survey encompassing 60 industrial service enterprises in Ho Chi Minh City, the current research aimed to evaluate the extent of satisfaction among enterprises regarding the quality of students in their first year post-graduation.

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The evaluation criteria encompassed theoretical knowledge, practical skills, foreign language proficiency, working style, and professional skills (Binh, 2014).

The survey results indicated that a mere 5% of the surveyed students were rated as good, 15% were deemed to possess a decent level of competence, and 30% were evaluated as average. In contrast, the majority, comprising 40% of the participants, were considered to be at a non-satisfactory level. According to an article published in the electronic version of Tuoi Tre newspaper on May 22, 2014 (Binh, 2014). it was reported that businesses have evaluated the theoretical and practical skills based on the aforementioned study findings, it can be concluded that the quality of training in Vietnam, particularly about university credentials, is subpar. The mean rate and relative dissatisfaction show a notable elevation, with quadrilateral values of 30% and 40% respectively (Binh, 2014). Directive No. 1112/CT-BGDĐT, issued by Nguyen Kim Son, the Minister of Education and Training, pertains to the execution of essential objectives for the academic year 2022-2023. In the provided article, Mr. Son affirms the need for education to prioritize the enhancement of educational quality (1112/CT-BGDĐT, August 19, 2022,). The education sector has designated the central topic for the next academic year as "Solidarity, creativity, and the pursuit of accomplishing innovative tasks and goals, with a focus on enhancing and strengthening the quality of education and training." The provided link discusses the efforts being made to enhance the quality of education and training (1112/CT-BGDĐT, August 19, 2022,). This prompts an inquiry into the underlying reasons behind the comparatively elevated average and unsatisfactory rates since it is essential for the quality of training to align with societal demands or adhere to worldwide benchmarks. Indeed, it is evident that Vietnam's economy has established significant interconnections with major global economies, like the United States, Japan, China, and Europe. Nevertheless, it is essential to enhance the quality of higher education in Vietnam to align it with global standards. Hence, it is imperative to enhance the caliber of education to cater to societal demands. This can be achieved by devising training programs, refining the educational environment, elevating the competence of educators, and implementing effective assessment and supervision practices. By conducting qualitative research, it is possible to ascertain the essential factors that influence the quality of education and subsequently enhance student satisfaction.

When using qualitative approaches to address the issue of educational quality. The inquiry at hand pertains to the rationale for the use of qualitative research procedures. The study conducted in Vietnam has contributed to the development of several theories, including the

SERQUAL model proposed by A. Parasuraman in 1985 (Parasuraman A., 1985). The model of the customer satisfaction index proposed by Prof. Dr. Claes Fornell in 1994 (Anderson, 2000) together with its associated research challenges, has little theoretical coherence. Hence, the use of the overseas model is employed to comprehend the factors influencing the quality of higher education in Vietnam.

The author applied qualitative research by examining research articles authored by well-established scholars. This study primarily focused on observing student happiness and gathering the perspectives of prominent professionals in education. Before commencing the study, the author consulted many scholarly sources, including the work of A. Parasuraman et al. (1985, about the Serqual model, according to the Serqual model, customer happiness is achieved through ensuring service quality, which is influenced by customer perception. According to Philip Kotler (2001), customer satisfaction refers to the emotional state experienced by consumers when comparing the actual outcomes they obtain from consuming a product with their initial expectations (Kotler, 2001). The ACSI model is a comprehensive picture that illustrates the cause-and-effect relationships among several factors influencing customer satisfaction. These factors include customer expectations, perceived quality, and perceived value, which drive satisfaction. The model also incorporates the American Customer Satisfaction Index (ACSI) as a measure of customer satisfaction and the subsequent consequences resulting from this satisfaction. Satisfaction results, including client complaints, and customer loyalty (including customer retention and price tolerance), are situated on the right side (Anderson, 2000).

a. Research Objective

- Defining the Educational Service Satisfaction
- Confirm e a relationship between the Quality of the Lecturer and Educational Service Quality.
- Confirm the relationship between supervision and Educational Service Quality.
- Confirm that there is a relationship between Assessment and Educational Service Quality.

b. Research question

- What is the Service Quality Satisfaction in Higher education?
- What is the relationship between the Quality of the Lecturer and Educational Service Satisfaction?
- How is the relationship between Supervision and Educational Service Satisfaction?
- What is the relationship between Assessment and Educational Service Satisfaction?

2. Research Methodology

a. Research Philosophy

Scientific research plays an important role in human life. According to Hair et al (2013) in scientific research, the view of the person who studies science is relatively important. From the anthology point of view, are things and phenomena true or not? Furthermore, what is its existence like in the world? (Hair, Black, Babin, & Anderson, 2013). Sometimes, it is due to human subjectivity those who study science believe that things in the world need to be studied through the observation of phenomena, synthesized to build a theory. About epistemology, we will answer the question of how we can perform the recognition of things and phenomena (Hair et al., 2013). From a constructivist's point of view, it would be the opposite of positivism. Research problems are approached according to inductive reasoning (Hair et al., 2013) From the author's point of view, the problem studied is not to use proof theory, but the research problem needs to be done through synthetic methods, observation methods, and interview methods (Creswell, 2014). Thereby, the results will be systematized and based on this result, and the research problem will be built, synthesized, and analyzed to give the final results. Therefore, to learn about student satisfaction in this study, the author has used qualitative methods instead of quantitative methods.

b. Research Method Selection

In scientific research, each method has advantages and disadvantages (Malina, 2011). In this paper, the author uses qualitative methods to approach and carry out his research. The reason why the author chooses qualitative instead of quantitative methods that is one of the reasons is that many authors choose the qualitative method or the mixed method rather than the purely qualitative method. When using qualitative methods, the author wants to use such interviews and statistics of studies (Creswell, 2014). Based on the results from the qualitative study, the author wants to compare and reaffirm the results of the relationship between independent variables and dependent options – Student satisfaction. In quantitative research, if the method is used as well as the sampling method, the non-standard research model will lead to inaccurate results. From the point of view of constructivism, the view that things exist and are true is only subjective, not verified (Hair et al., 2013) With the qualitative method, things will be observed, and statistics will be based on the inductive method to build a theoretical model. Therefore, the author approached and chose a purely qualitative method to carry out this study via some methods such as open-ended End Questions, interview

data, document data, text analysis, themes, and patterns interpretation (Creswell, 2014)

c. Qualitative Design

There are numerous approaches to qualitative methods, such as case-by-case analysis and statistics. To acquire and synthesize data, we can use the method of observing phenomena followed by statistics, or we can use the interview method. Researchers construct a theoretical model by systematizing previous research results (Creswell, 2014). This study employs the qualitative methodology in that the author uses the systematic organization of prior research publications to define the relationship among three independent variables (QUALITY OF LECTURER, SUPERVISION, AND ASSESSMENT) to impact the SATISFACTION of students based on the obtained findings.

3. Qualitative Research Conduction

a. Educational Service Satisfaction

Title	Abstract Summary	Author /Year	Citation
Student Satisfaction of Service Quality Education in Jember.	The characteristics of assurance, dependability, responsiveness, and empathy are crucial factors that determine the level of performance expected by the students.	N. Qomariah, 2014	(Qomariah, 2014)
Students' Opinions of Service Quality in the Field of Higher Education	Female respondents exhibited more satisfaction with the service quality qualities of the University compared to male respondents.	Janardhana Gundla Palli, Rajasekhar Mamilla, 2014	(Palli & Mamilla, 2012)
The Impact of Service Quality on Students' Satisfaction	The School of Business must prioritize addressing students' requirements by offering personalized assistance in resolving the distinctive obstacles faced by each student.	Faustina Oduro Twum, Williams Kwasi Peprah, 2020	(Twum & Peprah, 2020)
The Empirical Analysis of the Education Service Quality and Student Satisfaction	There is a favorable correlation between the quality of the school service and the contentment of the students.	Guo Fan, 2014	(Fan, 2014)
Job Satisfaction of Educationists: An Important Antecedent for Enhancing Service	Job satisfaction plays a crucial role in improving the service quality of university lecturers in the education sector.	M. Waqas, T. Qureshi, Farooq Anwar, Sara Haroon, 2012	(Waqas, Qureshi, Anwar, & Haroon, 2012)

Quality in the Education Sector of Pakistan			
Education Management: Educational Service Quality and Customer Satisfaction Index amongst Public Higher Educational Institutions	Structured equation modeling shows six factors that determine student satisfaction with higher education in Vietnam. Personnel competence, facility and instructional resource quality, service capacity, educational activity effectiveness, student support, and education program comprehensiveness.	Za'faran Hassan, A. Yusof, 2015	(Hassan & Yusof, 2015)
Factors Affecting Student Satisfaction with Higher Education Service Quality in Vietnam	In Vietnam, six variables affect student satisfaction with higher education services, according to structural equation modeling. These comprise personnel competency, facility and instructional resource quality, service capacity, educational activity efficacy, student support activities, and education program comprehensiveness.	Pham, 2019	(Pham, Limbu, Bui, Nguyen, & Pham, 2019)

Multiple researchers have shown a positive association between the provision of educational services and the level of satisfaction experienced. Qomariah (2014), the main researcher of the study, found that pupils generally reported satisfaction with the education services (Qomariah, 2014). The characteristics of certainty, reliability, responsiveness, and empathy were found to be substantial and work well. However, there is room for improvement in terms of satisfaction with specific features. Palli et al. (2012) found that students were content with the quality of service in terms of reliability, confidence, physical appearance, and understanding, but they were more pleased with the level of promptness (Palli & Mamilla, 2012). In a following study conducted by Twum et al. (2020), it was found that students exhibited significant levels of satisfaction with the service quality attributes of assurance, tangibles, and responsiveness (Twum & Peprah, 2020). Fan (2014) established a clear and affirmative correlation between the excellence of educational services and the contentment of students. More precisely, enjoyment was closely linked to tangibility, guarantee, practicality, and reliability (Fan, 2014). Upon studying and aggregating the material of the writers above. The

pleasure of educational services was shown to be associated with the attributes of tangibility, dependability, certainty, responsiveness, and empathy. According to research conducted by some writers. The author has shown a correlation between service satisfaction. Topics of concern include the oversight and evaluation of educational standards, the competence of instructors, and the evaluation of student performance. Additional information will be presented and substantiated.

Several studies have examined the level of satisfaction with educational services in Ho Chi Minh City, Vietnam. According to Thuy et al. (2021), students at the University of Technology and Education expressed a high level of satisfaction with e-wallet services (Thuy, Kiệt, Cuong, Quy, & Trung, 2021). The main reasons contributing to their satisfaction were convenience, safety, dependability, and customer approach. Chi (2022) delineated six determinants that impact student contentment with higher education services, including instructional personnel, amenities, educational initiatives, and support initiatives (Chi, 2022). Quang et al. (2022) highlighted the significance of educational quality aspects in student satisfaction during the COVID-19 epidemic at Ho Chi Minh City University of Physical Education and Sports. In their study conducted in 2020, Le emphasized the influence of training service quality on student satisfaction, specifically at public colleges in the city (Quang & Hieu, 2022).

Inclusion, studies highlight the importance of many elements in influencing satisfaction with educational services in Ho Chi Minh City. The Satisfaction of students included in this context comprises the proficiency of the teaching personnel, the quality of the facilities and teaching materials, the ability to provide services, the efficacy of educational endeavors, the accessibility of student support initiatives, and the comprehensiveness of educational programs in Vietnam (Pham et al., 2019). Some of these researches have answered the question: *What is the Service Quality Satisfaction in Higher education?*

b. Supervision and educational Service Satisfaction

Developing a Measure of Students' Satisfaction with a Supervisor	A new approach to the measurement of satisfaction with the relationship with an academic advisor may be established.	Regina Navira Pratiwi, Aisyah Ratnaningtyas, Y. Wijaya, 2018	(Pratiwi, Ratnaningtyas, Wijaya, Novendawati, & Sitasari, 2018)
Capturing the Effect of Supervisory Services on Students'	Supervision, directly and indirectly, brings improvements in students' academic and non-academic performances.	R. Begum, M. Asrar, M. Younes, A. Chishti	(Begum, Asrar, Younes, & Chishti, 2015)

Academic Performance			
Happy to Work! A Study on Satisfaction of Academics with the Role of Supervision of Their Leaders in the University	Abstract summary The absence of consultation, freedom, and authority incited dissatisfaction among interview respondents.	K. M. Noor, Adnan Mat Junoh	(Noor & Junoh, 2012)
Education Management: Educational Service Quality and Customer Satisfaction Index amongst Public Higher Educational Institutions	Academics and administrators at higher educational institutions can use this technique to allocate organizational resources and prioritize their efforts.	Za'faran Hassan, A. Yusof, 2015	(Hassan & Yusof, 2015)
Vietnamese Students' Satisfaction toward Higher Education Service: The Relationship between Education Service Quality and Educational Outcomes	This study validated a five-dimensional Vietnamese theoretical model of student satisfaction with higher education. In this paradigm, the research also examined student satisfaction with education services and educational outcomes. Researchers found that Hue University's student satisfaction model with education service matches the theoretical model's five dimensions: access to education services, facilities and teaching equipment, educational environment, educational activities, and educational outcomes.	Dinh, H. V. T., Nguyen, Q. A. T., Phan, M. H. T., Nguyen, T., & Nguyen, H. T. (2021).	(Dinh, Nguyen, Phan, Nguyen, & Nguyen, 2021)

The research together indicates that satisfaction with supervision in educational environments varies. Noor et al. (2012) showed that academics had varied reactions to their contentment with supervision, highlighting concerns such as equity, guidance, and absence of involvement in decision-making (Noor & Junoh, 2012). Pratiwi et al. (2018) constructed a metric to assess the level of contentment among students with their supervisors. The measurement, based on

interdependence theory, demonstrated strong validity and reliability (Pratiwi et al., 2018). Anantadjaya et al. (2017) examined the degree of contentment among students in educational establishments, emphasizing the need to enhance the provision of services by instructors and administrative personnel (Anantadjaya, Granita, Nawangwulan, Nurhidayah, & Astagini, 2017). In a study by Sagir et al. (2021), satisfaction with educational services at a particular faculty was assessed. The overall satisfaction level was deemed good, while there were areas that might be improved, such as physical facilities and the thesis guidance process. (Sagir, Abubakar, & Septiani, 2021). According to the study conducted by some researchers, the author has shown a correlation between satisfaction with educational services and the supervision of students. Various elements have been identified as impacting student satisfaction with higher education services in Ho Chi Minh City, Vietnam. The factors included in this category are the teaching personnel, infrastructure, capacity to cater to students, educational initiatives, student support initiatives, and educational curricula (Chi, 2022). The quality of educational and training services is a crucial factor in determining student satisfaction (Quang & Hieu, 2022). These results indicate that a thorough approach to educational administration, with a specific emphasis on these aspects, is essential for enhancing student satisfaction with higher education services in Ho Chi Minh City.

In conclusion, the outcome has responded to the inquiry about the correlation between supervision and Educational Services Satisfaction to answer the question: How is the relationship between Supervision and Educational Service Satisfaction?

c. Quality of Teacher and Educational service satisfaction

Title	Abstract	Author /Year	Citation
School staffing and the quality of education: Teacher adjustment and satisfaction	The primary factors contributing to satisfaction were positive staff interactions, desirable student attributes, individual accomplishments, and the overall atmosphere of the institution.	A. J. Watson, Neville Hatton, D. S. Squires, I. K. Solim, 1991	(Watson, Hatton, Squires, & Soliman, 1991)
Investigation and Analysis of the Satisfaction Degree of Teaching Service in Universities	The pupils' satisfaction with the school's teaching service is generally excellent.	Yang Fang, 2021	(Fang, 2021)

Analysis of Student Satisfaction Against Teacher Services at SMA Sabilurosyad Malang	The quality of services at the SMA Sabilul Rosyad Malang institution still needs to be improved.	Sarah Emmanuel Haryono, Henni Anggraini ,2021	(Haryono & Anggraini, 2021)
The significance of the teacher's job satisfaction in the process of assuring quality education.	The majority of teachers express contentment with their chosen vocation.	Aija Peršēvica, 2011	(Peršēvica, 2011)
Enhancing the Quality of Teacher Satisfaction	The variables contributing to teacher satisfaction and dissatisfaction differed according to gender, experience, and job position.	S. Dinham,1994	(Dinham, 1994)
Application of structural equation modeling to examine the relationship between educational quality and student feeling of satisfaction: a case study of the Faculty of Economics at VHU. Van Hien University Journal of Science.	Application of structural equation modeling to examine the relationship between educational quality and student feelings of satisfaction: a case study of the Faculty of Economics at VHU	Tran Ai (2016)	(Tran, 2016)

According to the studies, there is a strong correlation between satisfaction and the quality of educational services. According to (Watson et al., 1991) teachers in their second year of employment expressed a significant level of happiness, particularly in terms of their relationships with colleagues, the characteristics of their students, their achievements, and the overall atmosphere of the school (Watson et al., 1991) According to Fang (2021), the study primarily examined university teaching services and determined that student satisfaction was generally high. The study identified that satisfaction levels were impacted by factors such as the content, setting, style, and team of the teaching services (Fang, 2021). In a study conducted by Haryono (2021), the researcher investigated the level of satisfaction among

students with the services provided by their teachers at a certain high school. The study revealed that the teachers' proficiency in articulating students' skills, executing effective teaching methods, comprehending student requirements, and managing student situations were crucial determinants (Haryono & Anggraini, 2021). According to Peršēvica (2011), they examined the connection between teacher work satisfaction and the quality of education, emphasizing the importance of interpersonal interactions in attaining high quality. Collectively, this research indicates that the happiness of teachers and educational service providers is crucial in guaranteeing the provision of high-quality education (Peršēvica, 2011). According to Ai (2016), Lecturer's quality plays an important role in the relationship between educational quality and student feeling of satisfaction (Tran, 2016). The academic service pleasure of students in Ho Chi Minh City, Vietnam, is greatly influenced by the caliber of lecturers. Elements like a lecturer's commitment, their happiness at work, and the degree of organizational trust they feel have a big impact on their performance and the subsequent level of student satisfaction (Tai, Singh, & Hieu, 2020).

In conclusion, as the contents and ideas of some researchers mentioned above, the Author has proved that there is a relationship between the Quality of Lecturer and Educational Service Satisfaction in Higher Education to answer the question of the relationship between the Quality of the Lecturer and Educational Service Satisfaction.

d. Assessment and Educational service satisfaction

Title	Abstract	Author /Year	Citation
Analysis of the Satisfaction Level of Management Services by Education Force	Job satisfaction and infrastructure were assessed by 121 education staff, including public servants and honorariums. 43% gave positive replies and 26% very good.	Wenny Pebrianti, 2022	(Pebrianti, 2022)
Indicators of Students' satisfaction with quality education services in some selected Universities in Ghana	To assess student satisfaction with campus educational services, the Student Satisfaction (SS) and Quality Assurance Questionnaire (QAQ) were created.	I. Amoako, K. Asamoah-Gyimah 2022	(Amoako & Asamoah-Gyimah, 2020)
Consumer Satisfaction for Students Based on Evaluation of	Every facet of school life affects student happiness, and the variables were prioritized: student support, logistical service, campus	Yang Qing, 2010	(Qing, 2010)

School Education Service Quality	culture, value perspectives, teaching, library, and school image		
Planning of the Evaluation System for Customer Satisfaction of Vocation Teachers By the latest regulatory developments in the ATI Polytechnic Field	If the satisfaction evaluation questionnaire suits contemporary circumstances, institutions may deliver exceptional service that meets their demands. The institution's accreditation depends on client happiness, thus a well-prepared questionnaire may assist.	Verra Syahmer, Dedy Rahmad, Yafid Hafidzh, 2022	(Syahmer, Rahmad, & Hafidzh, 2022)
Education Quality and Student Satisfaction in Private Universities: An Empirical Study of FPT University Da Nang, Vietnam	Education worries businesspeople and college students alike. Recently, education has adopted a business paradigm and moved towards private institutions. State financing for private institutions is lower than for public universities, causing problems. Service quality, student happiness, and customer and investor growth are these challenges. Due to this tendency, many people want a systematic, detailed, and accurate way to evaluate service quality.	Van Ky Long Nguyen*, Thi My Hanh Le, Thi Minh Chau Tran, Thi Hien Le, Thi Thu Hien Le, Nhu Hoa Vo, 2021	(Vo, 2021)

The previous articles provide valuable perspectives on the evaluation and contentment of educational services. In a research performed by Pebrianti (2022) on education staff, it was observed that job satisfaction, infrastructure, leadership satisfaction, work environment, career development satisfaction, and rights of educated people were evaluated favorably (Pebrianti, 2022). Amoako et al., (2020) examined the factors that contribute to student satisfaction at universities, including the instructional environment, technical environment, and psychological environment (Amoako & Asamoah-Gyimah, 2020) In Qing's (2010) study, the author examined the level of satisfaction among students in the field of education. The study identified many elements that have an impact on satisfaction, such as student management and support, logistical service, campus culture, and instructional service (Qing, 2010). Syahmer (2022) concluded by highlighting the significance of gauging student happiness in higher education institutions and the need to modify satisfaction assessment questionnaires to account for evolving service delivery procedures.

These articles emphasize the importance of evaluating and enhancing satisfaction with educational services among both education staff and students. The emphasis is on identifying and understanding the several elements that influence satisfaction levels (Syahmer et al., 2022).

In conclusion, based on the studies of some researcher above, the author has shown that there is a relationship between the assessment of student and educational Service Satisfaction that answer the question: How is the relationship between Assessment and Educational Service Satisfaction?

4. Conclusion & Discussion:

The author of the research has utilized systematic analysis to confirm the influence of antecedents on satisfaction with service quality in higher education. This was achieved by constructing conceptual models based on theories from previous researchers.

a. Student satisfaction and quality of lecturers:

The academic articles provide conflicting results about the correlation between the quality of lecturers and the level of student contentment. Sulistianingsih et al. (2018) discovered a favorable correlation between lecturer competency, learning process quality, and student satisfaction (Sulistianingsih, D Hartati, Sumartono, & Prihadi, 2018). Patras et al. (2020) also discovered a strong and meaningful impact of professor service quality on student satisfaction (Patras & Hidayat, 2020). Nevertheless, Xiao et al. (2015) revealed that the dedication of lecturers toward students' academic success and social integration had a good effect on student happiness (Xiao & Wilkins, 2015) However, it did not have a direct impact on students' views of teaching quality Aprilia (2012) discovered that the performance of lecturers and the quality of service have a substantial impact on the overall quality of education, which subsequently affects the level of satisfaction among students (Aprilia, 2012). Overall, the quality of lecturers, including their competency, service quality, and dedication, may significantly influence student satisfaction from a favorable perspective. According to Linh (2018), several factors, including professional development, pay, benefits, peers, advancement, and the nature of the work itself, have an impact on lecturers' job satisfaction, which in turn affects student satisfaction (Linh, 2018). According to Bui (2019), factors such as job qualities, amenities, and growth opportunities have a significant impact in this context (Bui, 2019). Moreover, the caliber of instructors and their engagement with students play a vital role in determining student contentment with online education (Anh, 2021).

b. Student Satisfaction and Supervision of Students:

The publications provide valuable insights into the correlation between supervision and student happiness in higher education. Fernando et al. (2005) discovered a correlation between certain supervising methods and increased satisfaction and perceived self-efficacy among counseling students (Fernando & Hulse-Killacky, 2005). In a study conducted by Helfer et al. (2013) it was shown that about 50% of engineering Ph.D. students expressed satisfaction with their supervision. This happiness was found to be associated with the supervisor's expertise and personal attributes (Helfer & Drew, 2013). The study conducted by Ismail in 2012 had a specific emphasis on postgraduate students. Its objective was to identify the many elements that contribute to effective supervision and how they impact student satisfaction (Ismail, 2012). Yuzarion et al. (2018) emphasized the need for supervision in counseling services and the use of psychological testing to augment student satisfaction with their learning experience (Yuzarion, Alfaiz, Kardo, & Dianto, 2018). According to the study by Dinh et al. (2021), educational activities, including the operation and supervision of student, is one of the important factors that impact the satisfaction of students from some universities in Vietnam (Dinh et al., 2021).

c. Student Satisfaction and the Assessment of Students:

The articles provide valuable perspectives on evaluating and quantifying student contentment that influences student satisfaction. Elliott et al. (2002) propose an alternate method for assessing student happiness using a weighted analysis of numerous items, known as the gap score analysis (Elliott & Shin, 2002). This technique offers more diagnostic value. In Ansari's 2011 study, the author examines the differences in satisfaction levels that arise from using various techniques of evaluating satisfaction. The study emphasizes the need to use suitable measurement methods (El Ansari & Moseley, 2011). Băcilă et al. (2014) primarily examines the creation of a comprehensive framework for assessing student happiness in business educational institutions, taking into account several elements that contribute to satisfaction (Băcilă, Pop, Scridon, & Ciornea, 2014). Rahmatpour et al. (2019) evaluates the psychometric characteristics of measures assessing student academic satisfaction. The study highlights advancements made in these scales but also identifies areas where validity and reliability may be further enhanced (Rahmatpour, Sharif Nia, & Peyrovi, 2019). According to Vo et al. (2021), the systematic and process play a factor in securing and improving the assessment of students and improving the student's satisfaction with educational service quality (Vo, 2021).

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