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### Research on Factors Affecting Students' Satisfaction with the Quality of Training Services of Asian International Primary School, Junior High School and High School in Vietnam: High School Level

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#### Abstract

The study was conducted to identify the factors of service quality measurement training at the high school level - Asian International School in the HCMC, Vietnam. Accordingly, the model identifies 5 factors including School Image, Teaching Team, Facilities, Curriculum and Support Team with a regression coefficient from large to small that

corresponding impact on the satisfaction of students at the high school level is 0.626, 0.416, 0.178, 0.176 and 0.146 respectively. Since then, some administrative implications have been proposed to school leaders to improve training to increase the satisfaction of students at high school - Asian International School.

**Keywords:** Satisfaction, Quality of Service, Quality of Education, High School

#### 1. Introduction

The continuous development of society entails the development of fields, of which education is one of the key fields. "Education is the National Policy", is the central goal of Vietnam, so improving the quality of education, which is the core of the quality of training services, is always focused on by schools. In the current context, equipping high school students with sufficient knowledge and skills is one of the key issues, helping students achieve positive results in important exams as well as participate in learning after graduation, as a foundation for nurturing future talents for the development of the country. Therefore, to satisfy the needs of students, creating satisfaction of students on training service quality is always a matter of special attention for schools.

At Primary School, Junior High School and High School - Asian International School with more than 20 years of establishment and development, the mission of the school is to equip students comprehensively in terms of ethics as well as knowledge and skills of the Vietnam Program and the International Program, helping them integrate with the development trend of society and becoming a global citizen. In addition, there are still some issues that need to be improved to enhance the training program, thereby attracting more students to enroll.

Stemming from the above reasons, the author conducted research and analyzed the level of satisfaction and factors affecting the satisfaction of students with the quality of training at the Asian International School, thereby helping to propose implications to improve the level of satisfaction of learners while improving the quality of training of the school.

#### 2. Subjects and Scope of the Study

The survey subjects are high school students (from grade 10 to grade 12) of high school level - Asian International School. Scope of the study: The study is conducted at high school campuses - Asian International School in the HCMC, Vietnam. The implementation period is from 09/2022 to 02/2023.

#### 3. Research Methodology

The study has a combination of both qualitative and quantitative research. Qualitative research was conducted through interview techniques based on prepared outlines for leaders working at high school campuses of Asian International School. Quantitative research with a sample size of 210, through the method of collecting data using Google Docs, is sent to each survey subject. Quantitative research methods aim to test the estimation model and verify the proposed research hypotheses.

## 4. Theoretical

### 4.1 Theory of reasoned action

The theory of reasoned action (TRA) was proposed by Fishbein and Ajzen in 1975 and derived from previous research on social psychology, persuasion models, and attitude theories. Studying TRA theory in relation to the assessment of students' satisfaction for training service quality of Asian International School. One of the important conditions that determine students' satisfaction when using school services is attitudes and behaviors in experiencing training services as well as identifying behavioral trends of students. Therefore, individual students' perceptions along with standards of expectations when participating in school constitute personal behaviors and motivations for students to evaluate service quality and decide whether to continue attending school.

### 4.2 Theory of planned behavior

Developed from the theory of reasoned action, the theory of planned behavior (TPB) was initiated by Ajzen in 1991. It aims to improve the predictability of TRA theory by adding to the cognitive factor model of behavior control which offers many advantages in predicting and explaining an individual's behavior in a certain context.

The TPB theoretical model is applied to assess the behavior of individuals, in detail, students toward school training services. Because the digital era is booming today, students have many choices about a suitable school. For example, there is the competition to attract students, especially from international schools is increasingly fierce. Understanding the psychology and behavior of students is one of the most important issues of each educational unit, the power of students has been growing and playing an important role in assessing the quality of training services.

### 4.3 Service and service quality

According to Zeithaml (2000) [22], services are behaviors, processes, and ways of doing things to create value for customers to satisfy customer needs and expectations.

It can be understood that services are products of labor, which do not exist in the material provided by one party to another to meet and satisfy the needs of customers.

Arambewela and Hall (2009) [11] argue that service quality can help organizations attract new customers and retain existing customers because service quality has an impact on customer satisfaction. Therefore, organizations must focus on perceived service quality determinants because service quality is a prerequisite for customer satisfaction. Service quality is defined as perceived quality because of the difference between customer service expectations and perceptions of actual service performance (Gruber *et al.*, 2010) [16].

Segoro (2013) [20] argues that service qualities are the benefits that consumers receive in terms of quality and quantity when consuming certain products or services. Dib and Alnazer (2013) [12] admit that the ultimate purpose of providing quality service is to ensure that customers are satisfied with the service and service provider experience.

### 4.4 Quality of educational services

Service quality in education is described as a measure of how responsive educational institutions are to match the needs and expectations of their clients (Govender, Veerasamy & Noel, 2012) [15].

Training service quality is the top issue of educational institutions and learners. Currently, with the continuous development trend of all fields in society, training service quality is a great concern for individuals, families, and society. Therefore, improving training service quality is inevitable for each educational institution.

### 4.5 Satisfaction

Customer satisfaction involves measuring the service or product provided to meet customer expectations (Anwar & Louis, 2017) [10].

In the field of education, measuring learners' satisfaction is an important tool to develop an independent assessment of education quality. Each educational institution has a strategy and implements specific educational tasks. Therefore, improving training in the context of integration 4.0 is an inevitable trend.

Many researchers suggest that learners are customers of educational services rather than products in the education market (Goralski & Tootoonchi, 2015) [14]. Therefore, when they use educational services, creating satisfaction is always a necessary issue and an important task of educational units.

### 4.6 The relationship between service quality and satisfaction

The relationship between the perception of quality and customer satisfaction is of particular importance to the service sector. In a competitive environment, it is important for service organizations to properly understand the fundamental factors that determine customer satisfaction in terms of service quality.

Service quality is recognized as a prerequisite for establishing and maintaining satisfactory relationships with customers. Customers are not only interested in the tangible aspects of the products offered to them in the service sector, but they are also interested in the intangible aspects of these products in the process of providing services. In the field of education, the most important responsibility of educational institutions is to manage all aspects of services by improving learners' satisfaction by enhancing service quality (Helgesen, 2006) [17].

Therefore, organizations must focus on the determinants of service quality because it is the premise for customer satisfaction (Lassar *et al.*, 2000) [18].

## 5. Review of Related and Research Model

Sepideh *et al.* (2013) [21] point out that the important factors and impacts on students' satisfaction with service quality are consultant services, curriculum, faculty quality, facilities and financial & tuition aid. Examining the relationship between academic service quality and student satisfaction, Agustin *et al.* (2016) [7] showed that educational service quality in universities is defined by factors including teaching facilities, libraries, internet services, administrative services, faculty quality, and student welfare services that have a significant impact on students' satisfaction. They have a moderate level of satisfaction with these services.

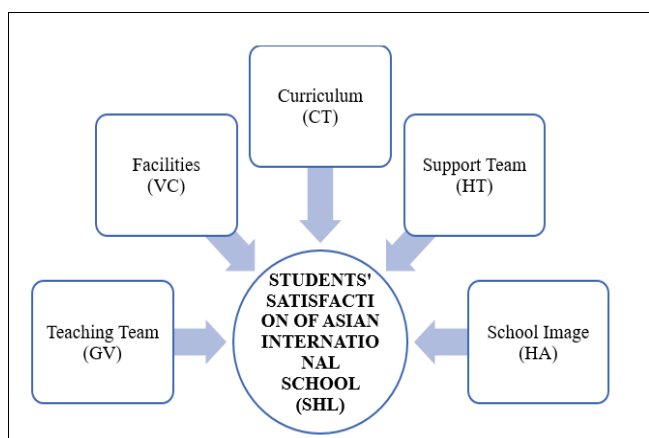
To explore the factors of service quality that impact students' satisfaction at HEI Institute of Higher Education in Ghana, Precious *et al.* (2018) [19] found that there are 3 groups of factors affecting students' satisfaction with service quality, including academic service quality and facilities, faculty quality and curriculum quality. Dunja (2018) [13] based on synthesizing and developing studies on factors

affecting students' satisfaction with service quality as well as students' general satisfaction and word-of-mouth behavior. The results of the study indicate that factors about service quality including teaching staff, curriculum, facilities, support staff (administrative staff), and school image all have an impact on satisfaction and word of mouth of students.

To *et al.* (2021) [5] studied the factors affecting students' satisfaction with the service quality in the Ho Chi Minh City of Food Industry. As a result, there are 4 factors (Training Program, Teaching Staff, Facilities, and Support Team) that affect students' satisfaction with the quality of training at the school. Dong (2021) [2] explores the factors affecting satisfaction in terms of the quality of training service provision at Hanoi College of Industrial Economics. The results of the study showed that the factors include Programs, learning materials; Teachers, facilities; Service prices are factors that have an impact on students' satisfaction with training service quality.

Pham (2016) [4] studied the components affecting training service quality and the level of impact of those components on students' satisfaction at the University of Economics - Hanoi National University. The study found that the components of training quality (training programs; service abilities of school staff and facilities) have a similar relationship with the learner's satisfaction. Van (2021) [6] with a study aimed at measuring training service quality in private universities in Ho Chi Minh City has identified factors affecting students' satisfaction including Lecturer Expertise, Tuition Perception, Training Program, Learning environment, Service management, and Brand image.

Ha and Tran (2020) [3] assessed factors affecting the satisfaction of students with training service quality in Basic Science subjects at Saigon Technology University. Accordingly, the study showed that there are 4 factors affecting students' satisfaction that are arranged in descending order of strength including Course cost, Teaching staff, Training program, and Facilities. In summary, studying the factors affecting the satisfaction of students about training service training, the authors all have the same opinion that the better the training service quality, the increase in the satisfaction of students. Through the opinions of previous researchers, the author inherited and selected to study the model with 5 factors including Teaching staff, Facilities, Curriculum, Support Team, and School Image (Fig 1).



Source: Author, 2023

Fig 1: Model of research on factors affecting student satisfaction with the quality of training services at Asian International School

## 6. Research Results

### 6.1 Sample description statistics

In a survey of 210 students, there were 118 male, accounting for 56.2%, and the remaining 92 were women, accounting for 43.8% (Table 1). There were 63 students in grade 10 participating in the survey, accounting for 30.0% of the proportion, 82 students in grade 11, accounting for 39.0% of the rate, and the remaining 65 students in grade 12, accounting for 31.0% of the proportion (Table 1).

Table 1: Description statistics

		Frequency	Percent	Cumulative percentage
Gender	Male	118	56.2	56.2
	Female	92	43.8	100.0
	Total	210	100.0	
Grade	Grade 10	63	30.0	30.0
	Grade 11	82	39.0	69.0
	Grade 12	65	31.0	100.0
	Total	210	100.0	

Source: SPSS Software, 2023

### 6.2 Scale reliability testing

Scales with satisfactory Cronbach's Alpha coefficient results are greater than 0.6 and corrected item-total correlation are all greater than 0.3 (Table 2). In conclusion, all variables (25 variables) and scales (6 scales) reached reliable values and were used for subsequent analysis.

Table 2: The result of the scale reliability

Variable	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Variable	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
<b>Teaching Team scale: 0.934</b>			<b>Facilities scale: 0.840</b>		
GV1	.877	.903	VC1	.595	.821
GV2	.883	.901	VC2	.605	.818
GV3	.706	.958	VC3	.652	.805
GV4	.922	.889	VC4	.625	.812
			VC5	.741	.779
<b>Curriculum scale: 0.784</b>			<b>Support team scale: 0.831</b>		
CT1	.654	.698	HT1	.535	.841
CT2	.591	.733	HT2	.763	.738
CT3	.483	.787	HT3	.565	.829
CT4	.644	.704	HT4	.793	.726
<b>School image scale: 0.840</b>			<b>Satisfaction scale: 0.864</b>		
HA1	.570	.828	SHL1	.743	.808
HA2	.625	.814	SHL2	.728	.822
HA3	.752	.780	SHL3	.756	.796
HA4	.634	.810			
HA5	.652	.806			

Source: SPSS Software, 2023

### 6.3 Exploratory Factor Analysis

#### 6.3.1 Analysis for independent factors

The KMO coefficient reaches 0.812 (greater than 0.5) and the Sig. value in the Bartlett test reaches 0.000 (less than 0.05) which satisfied the condition. Total variance extracted 68.022% (> 50%) which satisfied the condition and extracted 5 factors with an Eigenvalue greater than 1. The factor rotation matrix with Varimax rotation retains 5 elements with a high load factor only on the original element (greater than 0.5). The results of the analysis of the factor extracting 5 independent factors denoted as F-GV, F-VC, F-HA, F-HT, F-CT correspond to the factors respectively Teaching Team, Facilities, School Image, Support Team, and Curriculum (Table 3).

**Table 3:** Results of the analysis for independent factors

Observable variable	Factor				
	F-GV	F-VC	F-HA	F-HT	F-CT
GV4	.929				
GV1	.906				
GV2	.904				
GV3	.797				
VC5		.867			
VC3		.756			
VC4		.734			
VC2		.709			
VC1		.665			
HA3			.816		
HA2			.757		
HA5			.732		
HA4			.724		
HA1			.702		
HT4				.900	
HT2				.893	
HT3				.694	
HT1				.675	
CT1					.839
CT2					.777
CT4					.691
CT3					.622
Eigenvalue	6.561	2.443	2.249	2.130	1.582
Variance Explained (%)	29.821	40.925	51.149	60.830	68.022
KMO coefficient			.812		
Bartlett's Test			.000		

Source: SPSS Software, 2023

**6.3.2 Analysis for dependent factor**

The KMO coefficient reached 0.737 (greater than 0.5) and the Sig. value in Bartlett's test reached 0.000 (less than 0.05 which satisfied the condition). The factor matrix with Varimax rotation retains only 1 element with a high load factor only on the original factor (greater than 0.5). Results from the initial 3 variables, the factor analysis extracted 1 independent factor denoted F-SHL corresponding to the

student's satisfaction factor (Table 4).

**6.4 Regression Analysis**

Multiple regression analysis resulted in all independent factors having a significant impact on the F-SHL dependent factor (Sig. value < 0.01 or 1%), including F-GV, F-VC, F-HA, F-HT, F-CT corresponding to regression coefficients of 0.416, 0.178, 0.626, 0.146, 0.176 respectively (Table 5).

**Table 4:** Analysis results for dependent factor

Observable variable	Factor
	F-S
SHL3	.895
SHL1	.887
SHL2	.879
Eigenvalue	2.360
Variance Explained (%)	78.658
KMO coefficient	.737
Bartlett's Test	.000

Source: SPSS Software, 2023

**Table 5:** Results of regression analysis

Model	Unstandardized coefficient		Standardized coefficient	t	Sig.	Multilinear statistics	
	B	Error	Beta			Tolerance	VIF
(Constant)	-4.423E-18	.041		.000	1.000		
F-GV	.416	.042	.416	10.016	.000	1.000	1.000
F-VC	.178	.042	.178	4.284	.000	1.000	1.000
F-HA	.626	.042	.626	15.066	.000	1.000	1.000
F-HT	.146	.042	.146	3.525	.001	1.000	1.000
F-CT	.176	.042	.176	4.249	.000	1.000	1.000

Source: SPSS Software, 2023



The multiple regression model is represented as follows:  
 $F\text{-SHL} = 0.416 * F\text{-GV} + 0.178 * F\text{-VC} + 0.626 * F\text{-HA} + 0.146 * F\text{-HT} + 0.176 * F\text{-CT}$

With, F-GV is the Teaching Team factor; F-VC is the Facilities factor

F-HA is the School Image factor; F-HT is the Support Team factor

F-CT is the Curriculum factor.

The regression model with 5 factors with a coefficient of determination  $R^2$  corrected to 0.640 (or 64.0%, Table 6). It means 5 independent factors of the model explained 64% (greater than 50%, according to Dinh and To, 2017) of the variation of satisfaction dependent factor, so this model can be used for research.

**Table 6:** Model suitability test

R	R <sup>2</sup>	R <sup>2</sup> calibration	Error	Durbin-Watson coefficient
.805	.648	.640	.60021692	1.908

Source: SPSS Software, 2023

**7. Management implications**

Based on the results obtained, it is necessary to focus on improving the image of the school in front of parents and the public concerned. Nextly, improving the capacity and qualifications of the teaching staff, maintaining, and increasingly providing facilities for the learning process of students and the teaching process of teachers. Furthermore, continue to strengthen and enhance the curriculum, ultimately improving the serviceability of the support team.

Firstly, the image of the school is the factor ( $\beta = 0.626$ ) with the greatest impact on the satisfaction of high school students - Asian International School. Therefore, this factor should be given top and regular attention. Specifically, it is necessary to strengthen the promotion of the school's image in the mass media, and at the same time further expand the relationship between the school and local businesses through the organization of seminars, exchanges, and career counseling.

Secondly, some of the implications proposed by the author to develop the teaching staff ( $\beta = 0.416$ ) can be mentioned as follows:

- Continue to focus on fostering and improving professional qualifications. Creating conditions for teachers to have the opportunity to study at the postgraduate level and in the form of Ph.D. students.
- Fostering teaching and learning methods, skills in using teaching and learning, and improving teaching methods to give students the ability to acquire knowledge in a convenient and scientific way. Thereby forming and developing the ability of students to self-study and practice.
- Organizing competitions to innovate teaching and learning methods to exchange and learn from each other effective teaching and learning methods that are suitable to the conditions of the school.
- Because it is an international educational environment, the school needs to create conditions for teachers to experience the working environment at domestic and foreign enterprises and training institutions and participate in seminars to improve social understanding.
- Organizing activities of testing, teaching exercises, audit class regularly to exchange professional knowledge, draw experiences in teaching, and raise teachers' sense of initiative in creativity.

- Teachers are encouraged to participate and gain experience in scientific research activities. In addition, they should implement topics, and participate in scientific seminars. Thereby, they can learn knowledge and exchange experiences.

Thirdly, school leaders need to pay attention to facilities ( $\beta = 0.176$ ) such as board in each classroom, laboratory, computer, and library. This leads to creating a clean, orderly, and tidy environment worthy of the name "International". Organizing competitions on green school environmental management regularly and periodically. Ensuring facilities and buildings are not damaged; monographs are carefully preserved; and teachers or librarians are dedicated to certain items or groups of items. Those responsible for this internal workforce coordination regularly check and deal with problems before any damage arises. Upholding the spirit of cleaning for all members of the school, including students, teachers, staff, and management, leaders at the school. Prohibiting graffiti acts on the walls; planting many trees provides cool air, and shade for students to rest, play and entertain. Ensuring comfortable classroom temperatures; designing natural light sources, and harmonious electric lighting in the classroom. Ensuring the toilet is cleaned regularly, enough water for living, and sanitation.

Fourthly, the curriculum is the next factor affecting the satisfaction of students at high school - Asian International School ( $\beta = 0.416$ ). The curriculum must be in accordance with national general education standards in addition to the requirements of individual students; meeting the goal of improving the creative capacity, sincerity of the labor market, and the requirements of society in the future.

Teachers need to actively apply a variety of teaching methods and change the context and atmosphere of the classroom. Teachers, especially homeroom teachers, must regularly pay attention to students' academic achievements by monitoring students' progress through test scores (from oral exams, 15-minute tests, 1-period tests to final exams) and require improvement in subsequent tests. School manager with teachers needs to collect information about the progress of students and report back every week, and every month which have a basis to capture the progress of students. Developing programs that help students improve their learning abilities. There, students can refer to any lessons they may not fully understand when taught in class.

Finally, although it is the factor with the smallest impact, the support ability of staff ( $\beta = 0.416$ ) also needs to be developed in the context that the high school manager - Asian International School wants to further improve the satisfaction of students in terms of training quality.

The management and training support department must enhance the communication and information to students quickly and accurately. Upgrading the school's website system; establishing a school advisory that is dedicated to supporting students to promptly solve difficulties and problems. Strengthening the organization of dialogue activities with students to promptly capture their thoughts and opinions; periodically collecting opinions from students and parents and finding out the thoughts and aspirations of students and their families.

**8. Limitations and Direction of Further Research**

The study also has certain limitations: The representativeness of the sample is low when the study can

only survey 210 high school students (from grade 10 to grade 12), so the ability to generalize is not high; The study did not devote research attention to alumni subjects; Independent variables explain 64% of the degree of variation of the dependent variable, the rest (36%) is explained by other factors that have not been included in the model.

From there, the author proposes the next research direction in the future as follows: Upgrading the shortcomings; choosing the appropriate method and number of samples to improve representation; Expanding the scope of research with former graduates, so the accuracy and objectivity will be higher. Therefore, the research results will have more practical significance; Further research aims to come up with a model with a higher adjustment coefficient.

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