

# THE APPLICATION OF KANO METHOD IN UNDERSTANDING DETERMINANTS OF STUDENT SATISFACTION

● DOAN THU TRANG

## ABSTRACT:

As competition in higher education sector has increased in recent years, higher education institutions focus more on satisfying demands of students. Prior research indicates that there are qualitative differences between factors that determine students' satisfaction and dissatisfaction with teaching quality. This study used the Kano method to explore professors' characteristics which students take for granted (must-be factors) and which can be potentially favored (attractive factors). Based on a sample of 163 students of a university in Vietnam, this study's empirical findings reveal that, on the one hand, professors who have a good sense of humor and can provide different teaching methods will be highly valued by students. On the other hand, being inconsistent and not transparent in designing courses and grading system will lead to significant dissatisfaction of students.

**Keywords:** Educational service, student satisfaction, teaching quality, Kano method.

## 1. Introduction

The significant increase in both number and sizes of higher education institutions in Vietnam in recent years has clearly made the higher education industry more competitive. This forces universities and colleges to pay more attention to meeting the requirements and satisfaction of students – their major customers. Students' satisfaction is important to higher educational institutions as it not only reflects the educational services but is also closely related to the growth of the institutions. Satisfied students may attract new students by getting involved in positive word-of-mouth communication with their friends and family members. In addition, satisfied students may also come back and enroll in other courses provided by the institutions (Guolla, 1999; Shank, 1995). The necessity of understanding students' satisfaction and its determinants is even more crucial to Vietnam higher educational institutions as in a recent study on 105 students of a Vietnam university, Pham (2017) found that only about 26% of students in the sample feel satisfied

while 35% of them feel dissatisfied with their enrollment at the university. Moreover, 40% of students in the sample refused to recommend the university to their family members and friends. Surprisingly, while some Vietnam universities conduct annual surveys to collect feedback from students on their educational services, not many academic studies focus intensively on factors influencing students' satisfaction (Pham, 2017).

Among the factors that have significant impact on student' satisfaction, the quality of teaching staffs, particularly lecturers or professors<sup>1</sup>, has been explored in many studies as one of the most important determinants (Hill et al., 1993; Pozo-Munoz et al., 2000). In the higher education industry, if universities are regarded as service providers and knowledge and skills are standard services that they offer, professors can be perceived as the middle men who deliver lectures, involving knowledge and skills, to the customers that are students. Therefore, the quality, behaviors and attitudes of professors and their lectures should play a key role in determining

the level of students' satisfaction. As suggested by Gruber and colleagues (2010), the more effective the professor is, the more satisfied students will be. However, the perception of an "effective professor" may vary among professors and students. How professors consider to be "effective" and good for students may not really be "effective" in the students' opinions. Therefore, insights on how students expect an "effective professor" should be will offer many practical implications to higher educational institutions. These understandings and knowledge may not only help lecturers to improve their own teaching quality but also assist the university in building a set of criteria for teaching staffs and facilitate the recruitment procedure.

Taking into account the above reasons, we devote this research to explore the question: "What are the characteristics of effective professors, from the perspective of students?" To answer this question, we apply Kano model, a methodology developed by the professor Noriaki Kano in the 1980s (Kano, 1984). According to Kano, determinants of customers' satisfaction are not always one-dimensional. There are factors that lacking them can causes customers' extreme dissatisfaction but fulfilling them does not enhance customers' satisfaction because customers consider these functions as prerequisites of the product or service, which should obviously be with the product/service. In contrast, there are factors that customers do not explicitly require but will be very happy if the product/ service has them. The most remarkable advantage of Kano method is that it helps us to distinguish these different categories of customer satisfaction determinants.

Applying the instruction from Kano method, we designed a special set of questionnaires and sent them to 163 students of a university in Vietnam. Findings from the survey indicate that being consistent and transparent in designing course lectures and grading system, having good presentation skills and being easily to approached are the three factors that have greatest impact on students' dissatisfaction, hence, require most intention from the university and professors. In addition, professors would receive more bonus points if they have a good sense of humour and can vary their teaching methods over lectures. Although the research was conducted only in Vietnam, we hope that these findings will offer more insights on

students' expectations on their "ideal lecturers" and serve as a meaningful reference for universities and lecturers to adapt their teaching methods, curriculum and the like. In addition, with this study, we also want to encourage scholars to apply different empirical methods in exploring determinants of customer satisfaction, particularly in high education service.

The remaining of the paper proceeds as follows. Section 2 provides theoretical background, in which we describe the important role of professors in determining students' satisfaction and explain Kano method in details. Section 3 discusses the set of proposed characteristics of effective professors. Section 4 and 5 present data collection, data analyses and empirical results. Section 6 concludes.

## 2. Theoretical background

### 2.1. Students' satisfaction and professors' roles in determining students' satisfaction in higher education

Higher education has long been considered as a complex service in many prior studies (Curran & Rosen, 2006; Davis & Swanson, 2001; Eagle & Brennan, 2007). As educational services are mainly intangible, the professor's teaching efforts are "produced" by professor and "consumed" by students (Shank, 1995). On the one hand, educational service has several characteristics that are similar to a normal service. For instance, each student has his/her demands or requirements for contents of lectures or attributes of his/her professor, which are the same as requirements for the customers for the service provider. However, on the other hand, there are distinct differences between educational service and other services. First, students are rather "partners" than "customers" in this kind of service. This implies that students as customers must take a huge responsibility for their own education and cannot just consume what they receive from professor, university or any higher educational institutions as the service provider (Svensson & Wood, 2007). Second, students are also considered as "co-creators of the value" because the success of the educational service's "products" depends on both professors and students, as service provider and customers (Cooper, 2007; Vargo & Lusch, 2004). Under the guidance of a professor, the students with different levels of knowledge-acquiring ability will have very different learning outcomes. In short, no matter which role the students

play in the educational service, i.e., as “partners” or “co-creators of value”, they have significant contribution in creating a valuable learning experience in general and good teaching quality in particular.

As educational service has been becoming increasingly competitive in recent year, the quality of higher education was seriously taken into account by higher educational institutions. Prior research suggests that quality in higher education is very hard to be defined and measured because each and every stakeholder in educational service, namely students, professors, universities, government and so on, regards quality different depending on their interests (Harvey & Green, 1993). Nevertheless, customers' (i.e., students') perceived quality of higher educational service has still been considered as among the most important ones to higher educational institutions. Since service quality is considered to be the difference between customers' expectation and actual performance (Zeithaml et al., 2006), the quality of higher educational service can be defined as “the difference between what a student expects to receive and his/her perceptions of actual delivery” (O'Neill & Palmer, 2004: 42).

The above definition implies a close connection between students' satisfaction and educational quality. The better universities can fulfill students' expectation, the better the quality and higher students' satisfaction will be (Browne et al., 1998; Guolla, 1999). In order to do so, the institutions should have thorough understandings on students' expectation. A large research stream has focused extensively on exploring this topic, i.e. what is included in students' expectation at educational service and which factors can have an impact on their satisfaction. Making students satisfied is especially important to the growth of higher educational institutions due to several reasons. First, satisfied students can attract new students by giving them positive feedbacks for the course that they have enrolled. Second, satisfied students may come back in the future and register for other courses organized by the institutions (Guolla, 1999; Marzo-Navarro et al., 2005; Schertzer & Schertzer, 2004). In addition, Guolla (1999) points out that overall course satisfaction is positively related to raising funds for the university and higher student motivation.

Among the numerous determinants of students' satisfaction, teaching staffs play a key role. An

“effective” professor can motivate students to engage in the lessons, inspire them to learn and develop their performance at the universities (Marzo-Navarro et al., 2005; Pozo-Munoz et al., 2000). Prior research has figured out many characteristics of effective professors. Some of the most notable characteristics include communication skills, enthusiasm, empathy, rapport and caring to students' needs (Gruber et al., 2010). It is interesting to learn from prior literature that being knowledgeable and having expertise in the teaching field are only two in dozens of different characteristics that students expect a professor to have. Moreover, excellent teaching appears to be influenced more by the professors' personality than the knowledge they provide in class (Moore & Kuol, 2007). In addition, it is important to study characteristics of effective professors from the students' point of view. As Joseph and colleagues (2005) points out, traditional approaches to investigate students' satisfaction mainly choose the criteria based on the standards of administrators or academics, understandings from the standpoint of students – the primary target customers are crucial.

## 2.2. Kano method

In the 1980s, professor Noriaki Kano invented a method, which was then named after him, to analyse the product development and customer satisfaction (Kano, 1984). The purpose of the method is to distinguish three types of requirements that affect customer preferences. These requirements are as follows.

(1) *Must-be requirements are the requirements that have to be included in the features of a product.* The customers will be very disappointed if these requirements are not fulfilled. However, the fulfilment of these requirements will not increase customer satisfaction as these requirements are considered to be prerequisites of products or services. Must-be requirements are minimum level that producers, or service providers must reach to satisfy their customers.

(2) *One-dimensional requirements:* Regarding one-dimensional requirements, the customer's satisfaction degree is proportional to the fulfilment of these requirements, or vice versa, that is, the customer's dissatisfaction degree is proportional to the ignorance of these requirements. Put in other words, the higher fulfilment of these requirements gains, the higher customer's satisfaction will be.

(3) *Attractive requirements*: This type of requirements has the strongest influence on customer satisfaction. Fulfilling these requirements produces a larger satisfaction degree than fulfilling one-dimensional requirements does. However, if these requirements are not met, customer will not be dissatisfied.

By categorizing determinants of customers' satisfaction into three different groups as above, Kano method offers at least two significant advantages. First, the three categories of requirements will produce a better recommendation for producers, or service providers, on which requirements should be more focused on than the others. More precisely, producers or service providers should first make sure that their products or services have all of must-be requirements since missing these requirements will lead to significant dissatisfactions. Next, they can consider among one-dimensional and attractive requirements based on the satisfaction and dissatisfaction coefficients of these factors and depending on their strategic goals. Second, Kano's method will offer valuable help in the product development stage. In the event that two product requirements cannot be fulfilled in same time due to technical or financial reasons, the feature that has a greater influence on customer dissatisfaction should be carried out first as lacking these features can cause severe consequences.

### 3. Proposed characteristics of efficient professors

The first step to apply Kano method is to propose a list of functions or requirements that customers may expect a product or service has. Then in the next step, a questionnaire will be designed to explore how each of these requirements can influence customers' satisfaction and dissatisfaction. In our case, this list would be the characteristics that students expect an efficient professor should have. Based on reviewing prior literature on characteristics of efficient professors, we propose the following seven factors.

(1) *Expertise (Practical experience)*: Su & Wood (2012) states that it is necessary for lecturers to have practical knowledge in the subject area that they teach. For students, experiences regarding what are happening in real life make the lectures more realistic and attractive. In addition, many students still think that the knowledge they have learned in university is too theoretical and is not very helpful

for their future work. Therefore, by sharing practical experiences, and more importantly, showing students how knowledge from textbooks is related and useful for real life matters can make students more satisfied with the lectures.

(2) *Approachability*: This factor indicates whether it is easy for students to "get approach" to their professors and have professors' assistance with answering their questions (Browne et al., 1998). A frequent complaint from students is that professors only focus on delivering the lessons, while ignoring students' questions or matters with understanding the lessons. Particularly, in Asian culture, where the relationships between lecturers and students are highly hierarchical, students are even sometimes "afraid" of talking to or asking their lecturers with their questions. Therefore, we suppose that if a lecturer is open, friendly and always willing to help students solve the problems they do not understand (or willing to answer students' questions), students will be more satisfied.

(3) *Empathy (responsiveness)*: Responsiveness is considered as the readiness to assist customers and provide appropriate service (Zeithaml et al., 1990). In education perspective, this term implies the ability to handle students' demand and their feedback efficiently. It helps lecturers find out needs and wants of the students, suitable class hours or individual attention. Responsiveness is also used to judge the attitude and punctuality of teaching staffs in order to support students. This characteristic is different to the second characteristic (approachability) to the extent that this characteristic is more about understanding and sharing with students with matters they have.

(4) *Sense of humor*: According to findings from Lantos (1997), humorous teacher is an important determinant of students' satisfaction. Humor is defined as a characteristic of having ability to tell amusing stories or making fun of discussed issues. Students in the class of such a lecturer are more likely to get the points of the lesson than their counterparts under the guidance of a lecturer that do not have such an attribute. In our questionnaire, we measure this characteristic by asking how students feel if their lecturer has a good sense of humor, and could provide many fun facts or fun examples to illustrate the theories.

(5) *Reliability*: Reliability is necessary to serve customers dependably and accurately. In our case,

this characteristic implies that the lecture provides a clear syllabus with fair grading system from the beginning of the course and is always fair and consistent in their behaviors and evaluation though the course. In prior literature, this characteristic was claimed to be one of the fundamental factors, that has highly impact on students' satisfaction (Pariseau & McDaniel, 1997).

(6) *Variety of teaching methods*: In order for students to understand lectures thoroughly, the lecturer's role is not only to answer their questions

designed our questionnaire survey following the style of Kano method. In this questionnaire, for each chosen requirement or variable, a pair of questions is formulated with five different ways of answers. The first question is called functional question, which concerns the customer's reaction if the product has the requirement. The second question is called dysfunctional question, which concerns the customer's reaction if the product does not have the requirement. An example of a couple of questions is in Table 1 below.

Table 1. Examples of functional and dysfunctional question

<p>If a lecturer has a lot of practical experiences which are related to knowledge from the textbook and he/she can share those experiences in the class, how do you feel? (Functional form of question)</p>	<ol style="list-style-type: none"> <li>1. I like it that way</li> <li>2. It must be that way</li> <li>3. I am neutral</li> <li>4. I can live that way</li> <li>5. I dislike that way</li> </ol>
<p>If a lecturer does not have many practical experiences, therefore, they mainly focus on teaching knowledge from the textbook, how do you feel? (Dysfunctional form of question)</p>	<ol style="list-style-type: none"> <li>1. I like it that way</li> <li>2. It must be that way</li> <li>3. I am neutral</li> <li>4. I can live that way</li> <li>5. I dislike that way</li> </ol>

but also to explain in the easiest-to-understand and most attractive way (Browne et al., 1998). Even though lecturers have professional qualifications, if professors cannot interpret in different ways and just repeat the same method several times in a lesson, the students will get bored. Moreover, various explanations make lectures more interesting, attract students' attention and help them understand the lesson better.

(7) *Good presentation skill*: According to James (2015), in classroom environment, effective presentation skills are important for improving communication and creating positive learning experiences, which helps students to understand clearly and memorably. It also helps teacher communicate complex information in simple and interesting ways to keep students engaged. Having good presentation skills also gives lecturers the ability to summarize what they want to impart in an explicit way, thus saving working time.

#### 4. Data collection and data analysis

##### 4.1. Data collection

With the set of seven characteristics of efficient professors, as proposed in the previous section, we

The above questions were designed for the first characteristic, which is "having practical experiences". Other pairs of questions were made with the same format as this example pair of questions. As we choose to test seven characteristics, the questionnaire survey has fourteen questions in total. We then delivered the printed questionnaires to 163 students in a university in Vietnam. The response rate was 100%.

##### 4.2. Data analysis

After receiving the surveys, we coded the answers of each respondent based on the evaluation table provided by Kano (1984) as follows. (Table 2)

In our example, suppose a student gave the answer "(1) I like it that way" for the functional question and answer "(3) I am neutral" or "(4) I can live with that way" for the dysfunctional question. We then combine these two answers together in the evaluation table and arrive at category A. It means that practical expertise factor is an attractive factor from the view point of the student. If the answer falls in category M or category O, it means that the focused requirement or feature is considered as a must-be or one-dimension requirement.

Table 2: Kano evaluation table

Customer requirement		Dysfunctional (negative) question				
		Like	Must-be	Neutral	Live with	Dislike
Functional (positive) question	Like	Q	A	A	A	O
	Must-be	R	I	I	I	M
	Neutral	R	I	I	I	M
	Live with	R	I	I	I	M
	Dislike	R	R	R	R	Q

\* In Table 2, customer requirement is:

A: Attractive; O: One-dimensional; B: Must-be; Q: Questionable; R: Reverse; and I: Indifferent

respectively, to the interviewee. Category I indicates that the interviewee is indifferent to this feature. The existence of this issue is not necessary and customers do not care much about this feature. The category Q is questionable answer. In general, we only get this code Q when the question does not make sense, the interviewee misunderstands the question or they choose the answer randomly.

We coded and analyzed our data using Microsoft Excel. The frequency of each answer was calculated and reported in Table III in the result section. In addition, we also calculated the customer satisfaction and dissatisfaction coefficients. Satisfaction coefficients reveal whether satisfaction can be increased by fulfilling a requirement, in our case, when the professors have a chosen characteristic. Similar logic applies to dissatisfaction coefficients. To get these coefficients, we need to apply the two following formulas, created by Kano (1984):

Extent of satisfaction:

$$\frac{A + O}{A + O + M + I}$$

Extent of dissatisfaction:

$$\frac{O + M}{(A + O + M + I) \times (-1)}$$

The satisfaction coefficient ranges from 0 to 1, implying that: if the value of the characteristic is closer to 1, it has higher impact on customers/students' satisfaction and the further the value is to 0, the less influence on them. In contrast, the dissatisfaction coefficient ranges from 0 to -1. The student's dissatisfaction increases if the value approaches to -1, i.e. analyzed characteristic is not fulfilled. The focused feature does not cause dissatisfaction if it is not met when the value gets closer to 0.

## 5. Findings and discussion

A summary of our findings is presented in Table 3. The satisfaction and dissatisfaction coefficients are plotted in Fig 1.

Results from Table 3 reveal the characteristics that professors should have to satisfy students' needs. It can be clearly seen that in the seven investigated characteristics, there are five one-dimensional factors and two attractive factors.

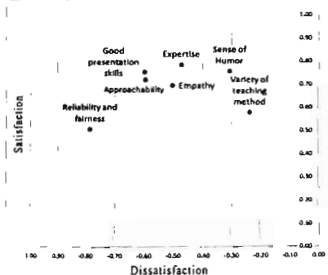
First, "expertise", "approachability", "empathy", "reliability" and "good presentation skill" are one-dimensional requirements. This means if the professors have these characteristics, the students will be more satisfied and vice versa. The most influencing factors for student satisfaction are "expertise" with satisfaction rate of 78.3%. This finding highlights the importance of professor's knowledge and particularly the strong impact of professors' practical experience on students' satisfaction. Note that although 64 students considered "expertise" as a one-dimensional requirement, an almost equal number of students in the sample (62 students) chose this factor as an "attractive". Together with the high satisfaction coefficient, these results imply that "expertise" or having many practical experiences and being able to provide them in the lectures is a very important characteristic that an efficient professor should have.

In addition, the transmission of knowledge from lecturers to students is also very important. Good presentation skills of professors help to improve communication and create positive learning experiences that allow students to understand the lesson clearly (James, 2015). Moreover, lecturers should be approachable, friendly, listen to students'

Table 3: Empirical results on characteristics of efficient professors

	Expertise	Approachability	Empathy	Sense of Humour	Reliability	Variety of teaching method	Good presentation skill
A	62	48	50	78	13	64	43
O	64	69	63	42	68	28	75
M	12	28	19	7	58	10	19
I	23	18	31	32	21	57	20
R	1	0	0	2	1	2	1
Q	1	0	0	2	2	2	5
Dissatisfaction coefficient	-47.2%	-59.5%	-50.3%	-30.8%	-78.8%	-23.9%	-59.9%
Satisfaction coefficient	78.3%	71.8%	69.3%	75.5%	50.6%	57.9%	75.2%

Fig. 1: Effects of professors' characteristics on level of satisfaction and dissatisfaction of students



needs regarding the lesson or other university problems and help students solve them. Those attributes give students the opportunity to receive the lectures in the most efficient and effective way.

Although "reliability" does not increase students' satisfaction significantly compared to other variables (satisfaction coefficient is 50.6%), failing to fulfil this requirement will result in highly dissatisfaction from students. The dissatisfaction coefficient of this requirement is 78.8%, the highest in all coefficients. It can be seen that "reliability and fairness" are fundamental attributes to create student satisfaction, which is similar to previous research result by Gruber and colleagues (2015). Most students always

expect the teacher to have clear syllabus, explain clearly grading system from the beginning of the course, and give marks fairly and reasonably throughout the course.

The two remaining attributes, "sense of humour" and "variety of teaching methods" are in the category of "attractive". This means students do not explicitly ask for these two factors. However, if the professors can provide them, students will be extremely excited. Humour is not a necessary attribute for a lecturer, but it has a great influence on student satisfaction. If a professor is funny, their lectures will be interesting and help students concentrate more. Moreover, they can even make boring lecture content interesting by applying it to a funny situation (Gruber et al., 2015). This finding is consistent with Lantos (1997), which suggests that lecturers should use humour as a tool to motivate students. Similarly, 64 out of 143 students (roughly 45% of the sample) are interested in experiencing a different way of studying such as learning from case studies, simulation games / role play and so on.

In conclusion, combing results from Table 3 and Fig. 1, we can see that the three factors that are most influential to students' satisfaction are "expertise", "sense of humour", and "good presentation skills". On the other hand, although "reliability" does not have a significant impact on students' satisfaction, the lack of this characteristic can cause severe disappointment to students. Lastly, "approachability" and "empathy" are the two requirements that have relatively high coefficients in both satisfaction and dissatisfaction.

## 6. Conclusion

This research aims at exploring what determines an "efficient professors" from students' perspectives, or in other words, what characteristics professors or lecturers should have to satisfy students. We proposed seven different characteristics of an efficient professor and tested how each of these characteristics may influence students' satisfaction with Kano method (Kano, 1984). The empirical analysis was conducted with a sample of 163 students from a university in Vietnam. Findings from this analysis suggests many interesting takeaways, which can be summarized as follows.

(1) Being reliable, having good presentation skills and approachability are the most important requirements to a professor. As can be seen from Fig. 1, these three variables have highest dissatisfaction coefficients, implying that lacking these factors will lead to extreme dissatisfaction from students. Therefore, to avoid dissatisfying students, professors should first make sure to have these three characteristics, i.e.: being reliable and and fair in evaluating (grading) students' performance as well as being able to provide a clear syllabus from the beginning of the course; having good presentation and explanation skill, and being open and willing to listen and help students with their problems.

(2) Expertise and Empathy are the next two characteristics that have average dissatisfaction coefficient and above-average satisfaction coefficient. In addition, these factors are considered by students as both one-dimensional factor and attractive factor (as stated in Table III). These results imply that with these two characteristics, professors may make students very satisfied, while in contrast, missing these two characteristics can lead to dissatisfaction, although not as large as the three factors mentioned in point (1). Hence, these two characteristics should be the next ones that professors may want to armed themselves with if they want to make the students feel delightful.

(3) The last group consists of two characteristics, namely sense of humour and variety of teaching method. While having a good sense of humour and changing teaching methods during the course can make students very satisfied, lacking these two

factors does not result in significant dissatisfaction. This implies that it would be great if professors can have these characteristics, however, if they do not have them, the students are still fine.

The summary of findings above has also revealed the significant practical implication of this research. Using the above findings from this study, we hope that lectures can make meaningful adaptation to the current teaching programs, curriculum, teaching methods and so on to better satisfy students' expectation. In addition, the board of directors of universities may also use these set of requirements as the set of criteria to evaluate applicants for teaching positions at the university. Clearly, a lecturer needs to have a lot more than just professional qualifications in order to satisfy students.

Regarding theoretical contributions, we hope that this study will inspire and encourage researchers in the marketing field to use different methods to explore the same research issue in order to gain more robust results. Moreover, this study also extends the research stream on determinants of students' satisfaction by providing a more complete understanding of the way how to define an "effective professor". The document including satisfaction factors will facilitate easier summary of standard efficient professors and lead to a more complete knowledge of improving teaching quality.

Our study is, of course, not without any limitations. First, the research only explores characteristics of efficient professors from the perspective of students while could not collect data from the professors' side. Future research can take this into account and complete the research by surveying both students and teachers. In doing so, we will be able to see if there are any differences in the way how professors and students consider a professor to be "efficient". Second, a larger sample of data from students from other universities in different countries can provide a broader picture on students' expectation on their professors. Third, with the same method, i.e. Kano method, future research may explore other factors that influence students' satisfaction, not only related to teaching staffs but also the content of the lectures, programs, and so on ■



## REFERENCE:

1. Brown, N. (2004). What makes a good educator? The relevance of Meta programmes. *Assessment & Evaluation in Higher Education*, 29(5), 515-533.
2. Browne, B., D. Kaldenberg, W. Browne, and D. Brown (1998). Student as customers: factors affecting satisfaction and assessments of institutional quality. *Journal of Marketing for Higher Education*, 8(3), 1-14.
3. Cooper, P. (2007). Knowing your 'lemons': Quality uncertainty in UK higher education. *Quality in Higher Education*, 13(1), 19-29.
4. Curran & Rosen. (2006). Student attitudes toward college courses: an examination of influences and intentions. *Journal of Marketing Education*, 28(2), 135-148.
5. Davis & Swanson. (2001). Navigating satisfactory and dissatisfactory classroom incidents. *Journal of Education for Business*, 76(5), 245-250.
6. Eagle & Brennan. (2007). Are students customers? TQM and marketing perspectives. *Quality Assurance in Education*, 15(1), 44-60.
7. Gruber, T., A. Reppel, and R. Voss. (2010). Understanding the characteristics of effective professors: The student's perspective." *Journal of Marketing for Higher Education*, 20(2), 175-190. doi:10.1080/08841241.2010.526356.
8. Guolla, M. (1999). Assessing the teaching quality to student satisfaction relationship. Applied customer satisfaction research in the classroom. *Journal of Marketing Theory and Practice*, 7(3), 87-97.
9. Harvey, L., and D. Green (1993). Defining quality. *Assessment & Evaluation in Higher Education*, 18(1), 9-34.
10. Hill, Y., L. L. Lomas, and J. MacGregor. (2003). Students' perceptions of quality in higher education. *Quality Assurance in Education*, 11(1), 15-20.
11. James, J. (2015). Why Are Presentation Skills Important? [www.activia.co.uk](http://www.activia.co.uk). May 27.
12. Joseph, M., M. Yakhou, and G. Stone. (2005). An educational institution's quest for service quality: customers' perspective. *Quality Assurance in Education*, 13 (1), 66-82.
13. Kano, N. (1984). Attractive Quality and Must-be Quality. *The Journal of the Japanese Society for Quality Control*, 39-48.
14. Lantos, G. P. (1997). Motivating students: The attitude of the professor. *Marketing Education Review*, 7(2), 27-38.
15. Marzo-Navarro, M., M. Pedraja-Iglesias, and M. P. Rivera-Torres. (2005). Measuring customer satisfaction in summer courses. *Quality Assurance in Education*, 13(1), 53-65.
16. Moore, S., and N. Kuol. (2007). Retrospective insights on teaching: exploring teaching excellence through the eyes of alumni. *Journal of Further and Higher Education*, 31(2), 133-143.
17. O'Neill, M. A., and A. Palmer (2004) Importance-performance analysis: A useful tool for directing continuous quality improvement in higher education. *Quality Assurance in Education*, 12(1), 39-52.
18. Pariseau, S. and McDaniel, J. (1997). Assessing service quality in schools of business. *International Journal of Quality and Reliability Management*, 14(3), 204-218.
19. Pham, Lien T. (2017). Training Service Quality and its Effects on Student Satisfaction: Case of a Vietnam University. *International Journal of Academic Research in Business and Social Sciences*, 7(4).
20. Pozo-Munoz, C., E. Rebolloso-Pacheco, and B. Fernandez-Ramirez (2000). The 'ideal teacher'. Implications for student evaluation of teacher effectiveness. *Assessment & Evaluation in Higher Education*, 25(3), 253-63.
21. Schertzer, C. B., and S. M. B. Schertzer (2004). Student satisfaction and retention: A conceptual model. *Journal of Marketing for Higher Education*, 14(1), 79-91.
22. Shank (1995). Understanding professional service expectations: do we know what our students expect in a quality education? *Journal of Professional Services Marketing*, 13(1), 71-83.
23. Su, F. and Wood, M. (2012). What makes a good university lecturer? Students' perceptions of teaching excellence. *Journal of Applied Research in Higher Education*, 4(2), 142 - 155.

24. Svensson, G. and G. Wood. (2007) Are university students really customers? When illusion may lead to delusion for all! *International Journal of Educational Management*, 21(1), 17-28.
25. Vargo, S. L., and R. F. Lusch. (2004). Evolving to a new dominant logic for marketing. *Journal of Marketing*, 68, 1-17.
26. Zeithaml, V. A., A. Parasuraman, and L. L. Berry. (1990). *Delivering Quality Service: Balancing Customer Perceptions and Expectations*. New York, NY: The Free Press.
27. Zeithaml, V., M. Bitner, and D. Gremler. (2006). *Services marketing*. New York, N.Y: Irwin.

**Received date: July 1, 2020**

**Reviewed date: July 17, 2020**

**Accepted date: July 30, 2020**

*Author information:*

**Dr. DOAN THU TRANG**

**International School,**

**Vietnam National University - Hanoi (VNU)**

## **ỨNG DỤNG PHƯƠNG PHÁP KANO ĐỂ TÌM HIỂU CÁC YẾU TỐ ẢNH HƯỞNG ĐẾN SỰ HÀI LÒNG CỦA SINH VIÊN**

**● TS. ĐOÀN THU TRANG**

**Khoa Quốc tế,**

**Đại học Quốc gia Hà Nội**

### **TÓM TẮT:**

Việc cạnh tranh giữa các trường đại học và cao đẳng tăng mạnh trong những năm gần đây đã khiến cho các trường chú ý nhiều hơn tới việc đáp ứng các nhu cầu và làm hài lòng sinh viên. Kết quả từ các nghiên cứu tiến hành gần đây đã chỉ ra rằng có sự khác biệt lớn về mặt định lượng giữa các yếu tố ảnh hưởng tới sự hài lòng và không hài lòng của sinh viên. Nghiên cứu này sử dụng phương pháp Kano để tìm hiểu rõ hơn về các yếu tố liên quan tới giảng viên và bài giảng mà có thể được sinh viên đánh giá cao hoặc làm sinh viên cảm thấy hài lòng. Với bộ dữ liệu khảo sát từ 163 sinh viên của một trường đại học tại Việt Nam, kết quả nghiên cứu cho thấy giảng viên có sự hài hước và có sự thay đổi linh hoạt trong phương pháp giảng dạy được sinh viên đánh giá cao nhất. Trong khi đó, không nhất quán và không rõ ràng trong thiết kế bài giảng cũng như cách đánh giá, chấm điểm sẽ làm giảm chỉ số hài lòng của sinh viên rất nhiều.

**Từ khoá:** Ngành dịch vụ giáo dục, sự hài lòng của sinh viên, chất lượng giảng dạy, phương pháp Kano.