

EDUCATION SERVICE QUALITY FACTORS AS DETERMINANTS OF STUDENT SATISFACTION IN PRIVATE UNIVERSITIES IN HO CHI MINH CITY

● NGUYEN BA THANH

ABSTRACT:

This paper aims to examine the dimensions of education service quality in private universities in Ho Chi Minh City that affects student satisfaction. The quantitative methods are employed in this study with the primary data collected through five dimensions of education service quality. The sample of 393 students studying in these universities is selected for analysis in 2018. The previous researches are canvassed thoroughly using for theoretical foundations. This research uses five variables to measure the education service quality in private universities including organizing and administrating, qualification of lecturer, training and teaching program, physical facilities and equipment, extracurricular activities. The results of study pinpoint that there is not a substantial correlation between administrating and the student satisfaction. However, the rest of variables have positive and statistical significant influence on student satisfaction.

Keywords: Satisfaction, primary data, private university, multiple regression analysis.

1. Introduction

Nowadays, higher education is considered a marketing perspective in which learners are customers. Many universities always provide services that respond to the needs of the markets especially needs of learners. The universities provide services, the students as the main service receiver who may provide good feedback on their service. Student satisfaction is considered as one of the important conditions in service marketing. It is also the prerequisite fact to attract students at the beginning of the school year. In addition, it plays a vital role in the success of private universities.

Therefore, the purpose of this study is to investigate the relationship of dimensions of education service quality in private universities in Ho Chi Minh City that affects student satisfaction. Also, there are more useful and reliable suggestion can be given to the educational managers, the policy-makers to formulate effective policies to run the university.

2. Review of related literature

2.1. Student satisfaction

There are different definitions of satisfaction in services and consumer marketing literature. In this regard, Oliver (1997) clarifies satisfaction as

completely affording satisfaction, which means consumers perceive that consumption fulfills some of their need, desire and goal. Satisfaction can be described as consumer sense of outcomes. Today, this definition has been extended to the context of higher education. A lot of empirical studies have been studied about the determinants of student satisfaction. The study realized that universities needed to know whether their students satisfied with the campus learning environment.

2.2. Organizing and administrating

Organizing and administrating is considered the quality of supervision and feedback from academic staff. Successful universities realize that academic staff is very important to newcomers who may be received many good advices for curriculum, dormitory. Considering this view, Harvey (1995) believes that good organizing and administrating positively contribute to student satisfaction.

2.3. Qualification of lecturer

The qualification of the lecturer is the vital roles in student satisfaction. It may be influence student's choice of university and student satisfaction. According to Dill, D. D. (2007), good university teachers may be provided more useful knowledge, skills, class notes and reading the materials, depth of lecture and teacher feedback on their work. Also, they can create a pleasant atmosphere which makes students more satisfied. Similarly, this view is supported by Nadiri (2011) and Gardner (1985).

2.4. Training and teaching program

A Training and teaching program is defined as the basic component of an academic program. In terms of this, Marshall (1987) realized that good training and teaching programs enhance student learning. Also, these should be meaningful, valuable, and beneficial to learner career prospect. Likewise, Gordon (2005) and Elliott (2003) are supported this perspective.

2.5. Physical facilities and equipment

Sohail and Shaikh (2004) confirmed that physical facilities and equipment such as layout, lighting, classrooms, appearance of buildings and the overall cleanliness which were significantly participate to students' concepts of quality service.

Modern educational facilities such as library, textbooks, learning and living environments are reliable equipment to support and sustain teaching and learning quality (Mavondo et al., 2000).

2.6. Extracurricular activities

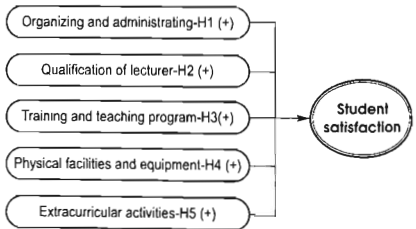
Extracurricular activities provide a setting that maintains student involvement and allows them to develop additional skills and gain recognition (Feldman and Matjasko, 2005). When students are attended in extracurricular activities, they tend more positive self-concept than students do not visit to this activities. Moreover, Duque and Weeks (2010) demonstrate that student satisfaction is positively influence by this factor.

3. Research methodology

3.1. Research hypothesis

Based on the literature review, there is the relationship between the organizing and administrating, qualification of lecturer, training and teaching program, physical facilities and equipment, extracurricular activities and student satisfaction. Considering the reasons stated in the previous empirical studies, this study is supposing that the five dimensions of education service quality which impact student satisfaction of private universities in Ho Chi Minh City. Thus, these assumptions lead to the following alternative-hypotheses (Figure 1).

Figure 1. Hypotheses test



3.2. Sample

A convenience sampling method is employed in this study. The private universities in Ho Chi Minh City are considered the population for the research. In 2018, a total of 1,280 questionnaires were contributed to the students and 420 questionnaires were answered, accounting for

32.82%. There were 393 questionnaires for further analysis after review.

3.3. Instrument

The main goal of this study is to investigate the dimensions that influence student satisfaction. Thus, this research uses quantitative methods. To measure the effect of the 5 dimensions on student satisfaction, the questionnaires consisted of two parts: demographic information and education quality service. The questionnaires were measured using a 5-point Likert scale that ranged from strongly disagreed (1) to strongly agreed (5). It means that each questionnaire which consisted of 6 sections. (Table 1).

3.4. Validity and reliability

To test whether the instrument was to be consistent and reliable to measure the variables of the study. De Vellis (2003) confirmed that the data has been analyzed in terms of internal consistency and correlation.

The results of reliability statistics in the Table 2 show that Cronbach's Alpha values are more than 0.7. It means that instrument is to be consistent and reliable to measure the variables.

4. Results and discussion

4.1. Descriptive statistics

The results of the Table 3 indicate that in the survey samples male students accounted for the majority (56.23%) compared to female students (43.77%).

On the other hand, the number of students surveyed from the Faculty of Business Administration was 154. It

Table 1. Education service variables

Variables	Number of Items	Previous studies
1. Organizing and administrating-O	4	Law and Meyer (2011)
2. Qualification of lecturer-Q	4	Griffin et al. (2003)
3. Training and teaching program-T	4	Griffin et al. (2003)
4. Physical facilities and equipment-P	4	Law and Meyer (2011)
5. Extracurricular activities-E	5	Feldman, Matjasko (2005)
6. Student satisfaction-S	4	Gruber et al. (2010)

Table 2. Results of reliability statistics

Variables	Number of Items	Cronbach's Alpha Value
1. Organizing and administrating-O	4	0.79
2. Qualification of lecturer-Q	4	0.81
3. Training and teaching program-T	4	0.77
4. Physical facilities and equipment-P	4	0.78
5. Extracurricular activities-E	5	0.89
6. Student satisfaction-S	4	0.88

Sources: The output of SPSS 21

Table 3. Sample Descriptive Statistics

Variables	Measure	Frequency	Percent (%)
Freshman	1	40	10.18
Sophomore	2	97	24.68
Junior	3	110	27.99
Senior	4	136	34.61
Fifth year students	5	10	2.54
Sex		393	100
	Male	221	56.23
	Female	172	43.77
Faculty		393	100
Business Administration		154	39.19
Financial banking		95	24.17
Information Technology		120	30.53
Tourism & Hospitality		13	3.31
Others		11	2.80
		393	100

Sources: The output of SPSS 21

occupied 39.19%, the Faculty of I.T with 30.53%, the Faculty of Finance and Banking with 24.17%, the Faculty of Tourism & Hospitality with 3.31%, and other departments is 2.80%.

4.2. Correlation analysis

Table 4 shows that independent variables do not correlate with one another, meaning that the model does not occur in multi-collinear. But most independent variables have linear correlations with dependent variables.

4.3. Regression analysis

A multiple regression analysis is used to examine whether independent variables statistically significance to dependent variable. Student satisfaction is used as dependent variable. (Table 5).

The results of multiple regression analysis indicate that the model is fit and exhibits positive and statistically significant relationship through F statistics. The R² indicates that various dimensions

explain 47.9% of variance in determining student satisfaction.

Table 6 outlines the results of study in which the qualification of lecturer, training and teaching program, physical facilities and equipment, extracurricular activities have significant positive effect on student satisfaction whereas organizing and administrating is not influence of the student satisfaction.

5. Conclusion and policy implications

The results of multiple regression analysis indicate that student satisfaction is impacted by the qualification of lecturer, training and teaching program, physical facilities and equipment, extracurricular activities, but not organizing and administrating. Determining which factors affect student satisfaction is very important for an educational manager. Since, this helps them make better decisions to improve the quality of education in the university ■

Table 4. Results of correlation matrix

Variables	S	O	Q	T	P	E
Student satisfaction-S	1	-.061	.123*	.221**	.251**	.103*
1. Organizing and administrating-O		1	.029	-.068	-.052	.064
2. Qualification of lecturer-Q			1	-.042	.036	-.079
3 Training and teaching program-T				1	-.073	-.070
4. Physical facilities and equipment-P					1	-.034
5 Extracurricular activities-E						1

Sources: The output of SPSS 21. (**, *) are statistically significant at 1%, 5%

Table 5. Results of multiple regression analysis

	Unstandardized Coefficients		Standardized Coefficients	R ² = .479; F=22.696 (sig.=0.00)	
	B	Std. Error	Beta	t- Statistics	Sig.
Constant	-.003	.045		-.067	.946
O	-.028	.045	-.028	-.624	.533
Q	.265	.045	.263	5.862	.000***
T	.253	.045	.251	5.596	.000***
P	.291	.045	.290	6.447	.000***
E	.109	.045	.109	2.418	.016**

Source: Results from SPSS 21. *** (**, *) are statistically significant at 1%, 5%

Table 6. Research hypotheses

Hypotheses	Conclusion
H1: Organizing and administrating has significant effect on student satisfaction	Rejected
H2: Qualification of lecturer has significant effect on student satisfaction	Supported
H3: Training and teaching program has significant effect on student satisfaction	Supported
H4: Physical facilities and equipment has significant effect on student satisfaction	Supported
H5: Extracurricular activities has significant effect on student satisfaction	Supported

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CÁC YẾU TỐ QUYẾT ĐỊNH SỰ HÀI LÒNG CỦA SINH VIÊN ĐỐI VỚI CHẤT LƯỢNG DỊCH VỤ CỦA CÁC TRƯỜNG ĐẠI HỌC TƯ THỰC TẠI THÀNH PHỐ HỒ CHÍ MINH

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TÓM TẮT:

Mục đích của bài viết này xem xét mối quan hệ của sự hài lòng của sinh viên đối với chất lượng dịch vụ của các trường đại học tư thực tại thành phố Hồ Chí Minh. Nghiên cứu sử dụng phương pháp định lượng, phân tích trên dữ liệu sơ cấp với mẫu khảo sát gồm 393 sinh viên trong năm 2018. Cơ sở lý thuyết dựa vào một số nghiên cứu trước. Chất lượng dịch vụ được đo bằng 5 biến, gồm: tổ chức quản lý, chất lượng giảng viên, chương trình đào tạo, cơ sở vật chất và hoạt động ngoại khóa. Kết quả nghiên cứu cho thấy, không tồn tại mối quan hệ giữa biến tổ chức quản lý và sự hài lòng của sinh viên. Tuy nhiên, những biến còn lại có ảnh hưởng tích cực đến sự hài lòng.

Từ khóa: Sự hài lòng, dữ liệu sơ cấp, trường đại học tư thực, phân tích hồi quy bội.