

## Overview Study on Learner Satisfaction with the Quality of Higher Education in Vietnam in the Period 2013-2023



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**ABSTRACT:** Applying the systematic review method, we found 28 studies on satisfaction with training quality. Screening and excluding inappropriate studies, we have 10 studies that are used for analysis in this article. The results of the analysis show satisfaction studies conducted at an educational institution or a particular discipline. The convenience sampling method along with data collection techniques by email and direct survey is the method used by many selection studies. The type of research the authors used is mainly a cross-sectional study combining quantitative and qualitative. Through the analysis of reliability tests, exploratory factor analysis and multivariable regression, the authors have assessed the impact of these factors on learners' satisfaction with the quality of training create. Through these studies, we find that the factor "Training program" is the factor that has the strongest impact on learners' satisfaction and satisfaction is not affected by characteristics such as gender, age, and other characteristics other points of the learner. Finally, we also noted that in Vietnam, there is no unified model built based on the set of criteria for evaluating the training quality of the Ministry of Education and Training. Therefore, education and training management institutions and experts in this field need to research to come up with an optimal model for assessing satisfaction with the quality of training for learners.

**KEYWORDS:** satisfaction, learners, training quality, higher education institutions, Vietnam

### 1. INTRODUCTION

The decisive factor for the existence and development of an educational institution is the satisfaction of learners with the quality of training. The quality of training must be assessed by current or used learners, not by educational institutions. From the perspective of educational economics, higher education is now considered an important service in providing training services to attract learners to their institution. Improving the quality of training services is a process that needs to be continuously implemented in the development strategy of each higher education institution. Evaluation of service quality through the opinions of learners is very necessary and has been researched by many scientists, educational institution managers, and educational management agencies. Through the results of these studies, educational institutions, management agencies and other interested parties such as families and society have grounds for an objective assessment of whether the products provided to learners meet their requirements and social needs when learners enter the labor market. In Vietnam, there has not been a model built specifically for assessing learners' satisfaction with the quality of training at educational institutions. Previous studies used a toolkit developed on the service quality assessment toolkit of foreign researchers. Therefore, the research toolkit of the studies is not consistent, which leads to the satisfaction assessed at educational institutions being heterogeneous, having no common ground and not applicable to educational institutions of other sex. Therefore, our research goal is to understand and analyze the author's published results and draw out the strengths and limitations of these studies and propose factors that should be used in assessing student satisfaction and which factors are not important.

### 2. THEORETICAL BASIS

#### 2.1. Service quality

Currently, there are many authors who have studied service quality, leading to the concept of service being defined according to the understanding of each author. According to Anh (2019), service is an activity with the purpose of serving human needs and services are heterogeneous, have no physical form, and cannot be separated and stored (p.62). The contact between the supplier and the user, together with the internal activities of the supplier in response to the user's needs, results in the service (ISO 8402,

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2000). According to Grönroos (1984), service quality is made up of three factors: functional quality, technical quality, and corporate image (pp.36-44). Thus, service quality is the result of the user's evaluation of the supplier's product.

### **2.2. Education Quality**

Authors Cheng & Tam (1997) argue that the quality of training is the characteristic of a series of inputs, going through a process to the output of the education and training system. Quality training provides services that satisfy learners' needs (pp.22-31). According to Thanh (2011), training quality is the positive result of all the elements constituting the training system and the process of operating it in each environment. According to Ngoc & Thien, the quality of training is assessed through the degree to which the training objectives set out for the training program have been achieved (Thuy, 2013, p37). According to the author Duc, the quality of training is the result of the training process, which is reflected in the characteristics of the learners' qualities, personality values, labor values and professional capacity after graduation corresponding to the training objectives set out (according to Thuy, 2013, p37). Author Thuy (2013) argues that the quality of training is characterized by the product being "Human workers" and at the same time, the quality of training is also the result of the training process (pp.37-43). According to Trung (2020), training quality is "a training product that meets the training goals and output standards that schools have set forth, meets the needs of learners and the needs of society". Thus, we have made the comments of many authors about the quality of training. In general, the authors believe that the quality of training is a product or service that is formed after a process with many catalysts. In our opinion, the quality of training is the commitment of the higher education institution to properly implementing the training objectives and meeting the training program output standards and the requirements of society.

### **2.3. Satisfied**

Customer satisfaction is a customer's attitude towards a service provider. Oliver (1981) states that satisfaction is the customer's response to having their wants fulfilled. Satisfaction can be an emotional response at the time the customer receives the service with the difference caused by their prediction (Hansermark and Albinsson, 2004). Or according to Zeithaml & Bitner (2000), customer satisfaction is their evaluation of a product or service that meets their needs and desires. The British author (2019) said that "customer satisfaction is the fact that customers base their knowledge on a product or service to form subjective judgments or judgments" and it is formed based on the customer's experience (pp.62-79). Thus, satisfaction focuses on service users' perceptions of the satisfaction of their needs and desires about that service.

### **2.4. The relationship between training quality and satisfaction**

According to Parasuraman et al. (1988), satisfaction and service quality are two different concepts but they are closely related (pp.12-40). Cronin & Taylor (1992) argue that service quality is the most influential factor in customer satisfaction and previous studies also showed that service quality is the cause of satisfaction (Cronin & Taylor (1992) pp.55-68). Satisfaction is an outcome and service quality are causal and satisfaction is predictive and expected, while service quality is an ideal measure (Zeithaml & Bitner, 2000). Thus, we can say that service quality and satisfaction have a close relationship, when the service quality is evaluated by customers, they also feel satisfied.

## **3. METHODS**

### **3.1. Methods**

We choose the research method Systematic review in the period 2013 to 2023. The reason for choosing the milestone in 2013 was to find out the studies on satisfaction with training quality at higher education institutions. The reason is that 2013 is an important milestone when Vietnam issued Resolution 29 on comprehensive reform of education and training. Understanding the satisfaction with the quality of training after this time will help us have an overall view of the positive changes in Vietnamese education, including higher education.

### **3.2. Research subjects**

With the aim of studying an overview of learners' satisfaction with the quality of higher education in Vietnam in the period 2013 -2023, we searched all documents (Reports, research papers, theses). dissertations) published in the period from 2013 to 2023 in English, Vietnamese, and research in Vietnam. For ease of understanding and ease of presentation, we will collectively refer to the above documents as Research. The basis of our research selection was not limited in terms of research design and methods. Studies that are not fully published on the internet, lack information on the manufacturer or publication year, do not have a research location in Vietnam and have unclear reports will be excluded by us before being included in the presentation content.

### **3.3. How to find and evaluate studies**

Based on the research object, we use a tool that is an internet-connected medium to search for information with the keywords in Vietnamese and English as "satisfaction", "training quality", and "Learner". All documents found will be listed and duplicate studies

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will be removed. The documents assessing satisfaction with the quality of training but not research at higher education institutions were also removed. The remaining relevant documents are analyzed by us in this article. Specifically, the appropriate number of studies is 10 articles. All these studies ensure that there is enough data to perform analysis such as research samples, data collection methods, and tools used in assessing learner satisfaction with training quality.

### 4. RESULTS

All the studies that we consider appropriate will be analyzed in three tables by each group for the purpose of clarifying the content of the article. Group 1 is the information about the author, the year of the study, the name of the study and the toolkit to measure learner satisfaction. The second group is presented in the table, in addition to the author's name, there is also the content of the type of study, research sample and data collection techniques. The third group includes information, data analysis methods and the influence of research factors on satisfaction. Let's analyze the data presented in each table.

**Table 1: Toolkit to measure learner satisfaction with training quality**

Authors	Research name	Toolkit to measure learner satisfaction
Anh (2019)	Research on factors affecting student satisfaction with the quality of accounting and auditing training at Hanoi University of Industry	Research and develop a toolkit consisting of 5 elements: (1) Training program; (2) Serviceability; (3) Lecturers; (4) Tuition fees; (5) Facilities
Lien (2016)	Training service quality and student satisfaction the case of University of Economics, Vietnam National University, Hanoi	Research and develop a toolkit consisting of 4 components: (1) Material; (2) Training program; (3) Serviceability; (4) Lecturer
Nguyen & Nguyen (2017)	Research on the relationship between training service quality and student satisfaction at Tan Trao University	Research and develop a toolkit consisting of 5 components: (1) Reliability; (2) Level of response; (3) Service capacity; (4) Empathy; (5) Facilities
Viet (2017)	Factors affecting satisfaction with training service quality: A study from alumni of Nong Lam University in Ho Chi Minh City	Research and develop a toolkit consisting of 4 components: (1) Training program; (2) Lecturers; (3) Extracurricular activities; (4) Support Service
Giao & Tien (2016)	Student satisfaction with the quality of training services for the Work and Study system at UFM	Research and develop a toolkit consisting of 4 components: (1) Teachers; (2) Facilities; (3) Ability to fulfill commitments; (4) The interest of the University; (5) Reliability
Phan & Thù (2022)	Factors affecting the satisfaction of engineering students with training quality at Nha Trang University	Research and develop a toolkit consisting of 5 components: (1) Teaching staff; (2) Facilities; (3) Ability to fulfill commitments; (4) The interest of the school; (5) Reliability
Son (2023)	Student satisfaction with the quality of training in management information systems at the University of Finance–Marketing	Research and develop a toolkit consisting of 4 components: (1) Training program; (2) Competency of lecturers; (3)
Van (2013)	Research on factors affecting student satisfaction with training services of Van Lang Private University	Facilities for training; (4) Administrative support activities
Chau & Chau (2013)	Assessing the level of student satisfaction with the training quality of the Faculty of Economics and Business Administration, Can Tho University in the period 2012-2013	Research and develop a toolkit consisting of 6 components: (1) Training program; (2) teaching staff; (3) Facilities; (4) The interaction with the business; (5) Study expenses; (6) The role of the academic leader
Phuong & Huong (2019)	Student satisfaction about university service quality in Ho Chi Minh City.	Research and develop a toolkit consisting of 6 components: (1) Reliability; (2) Empathy; (3) Responsiveness; (4) Assurance; (5) Tangibility; (6) Price

**Source:** Data analysis of research papers

From the information summarized in Table 1, we see that the studies were conducted at a higher education institution or a major within the institution. Studies using the toolkit to assess student satisfaction with the quality of training vary in terms of the

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number of components and the content of the tool. For example, the British author (2019) uses a toolkit developed based on the SERVQUAL model of Parasuraman et al. (1988) but there are some changes in some components such as training programs, lecturers, and tuition fees to match the research content. Research by Phuong & Huong (2019) has just applied the SERVQUAL model of Parasuraman et al. (1988) but also built 6 more specific tools for training quality to evaluate concurrently. Thus, the authors are flexible in building a toolkit to assess student satisfaction based on the original model of authors such as Parasuraman et al. (1988) or Cronin & Taylor (1992).

**Table 2: Research Techniques and data collection**

Authors	Type of Research	Research sample	Data collection techniques
Anh (2019)	A cross-sectional study combining quantitative and qualitative	The research sample includes 285 students majoring in accounting, auditing, 3rd and 4th years, random sampling method	Collect data through questionnaires sent directly to students, eliminating error surveys
Liên (2016)	A cross-sectional study combining quantitative and qualitative	The research sample includes 160 students from different majors, random sampling method	Data is collected using an online survey sent to students via email
Nguyen & Nguyen (2017)	A cross-sectional study combining quantitative and qualitative	The study sample consisted of 396 students; the sampling method was not indicated	Official survey form collected by questionnaire sent to students online.
Viet (2017)	A cross-sectional study combining quantitative and qualitative	The sample of the study consisted of 3393 students who graduated in 2009 and 2011	Submit online survey
Giao & Tien (2016)	A cross-sectional study combining quantitative and qualitative	The research sample consists of 360 students studying by working, convenient sampling method	Send surveys directly to students
Phan & Thuy (2022)	A cross-sectional study combining quantitative and qualitative	The sample of the study consisted of 500 students studying engineering, the sampling method was not indicated	Data collection techniques were not clearly presented in the study
Son (2023)	A cross-sectional study combining quantitative and qualitative	Research sample includes 352 students and alumni of the Faculty of Information Technology, Convenient sampling method	Data was collected by distributing questionnaires directly to students and via email to alumni
Van (2013)	A cross-sectional combined qualitative study	Research sample is expected to be 300 students, the quota sampling method	Data collection using a selfadministered questionnaire
Chau & Chau (2013)	A cross-sectional study combining quantitative and qualitative	Data used in the study	Data collection techniques were not clearly presented in the study
Phuong & Huong (2019)	A cross-sectional study combining quantitative and qualitative	The study was collected from 155 economics students using the stratified method	Data collection techniques were not clearly presented in the study

**Source:** Data analysis of research papers

From the aggregated information in the table of research techniques and data collection, we see that most of the studies choose the type of research as "Cross-sectional study combining quantitative and qualitative". Van's study (2013) is the only study among the presented literature that uses the type of research "Cross-sectional combined qualitative study", however, the content of our article uses a single-section study. The part has been published by this author, the second part is the actual research results we have not found published content. Data collection techniques in these studies were direct data collection, collection via email, and online surveys. The sample size used in these studies is consistent with the number of factors used to assess student

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satisfaction with the quality of university training. Some limitations of these studies are that the sampling method and data collection method are sometimes ignored by the author, and not clearly presented, affecting the reliability of the study.

**Table 3: Analytical methods and influence levels of factors on satisfaction**

Authors	Methods of data analysis	Factors affecting satisfaction
Anh (2019)	Reliability testing; exploratory factor analysis; Multivariate regression method	The factor that has the strongest influence on satisfaction is "Training program, $B = 0.466$ ", the second is "Ability to serve, $\beta = 0.335$ ", the third is "Ability to serve, $\beta = 0.122$ ", the fourth is "Tuition, $\beta = 0.999$ ", the last is "Facilities, $\beta = 0.082$ "
Lien (2016)	Reliability testing; exploratory factor analysis; Multivariate regression method	The factor that has the most impact on satisfaction is "Training program, $\beta = 0.346$ ", the second is the component "Facilities, $\beta = 0.330$ ", the last is the component "Serviceability, $\beta = 0.244$ ". The component "Teacher, $\beta = -0.103$ " has a negative sign, so it does not show a positive relationship with student satisfaction.
Nguyen & Nguyen (2017)	Reliability testing; exploratory factor analysis; Multivariate regression method	The strongest influencing factor is "Service capacity, $\beta = 0.318$ ", the second "Sympathy, $\beta = 0.357$ ", the third "Responsiveness, $\beta = 0.173$ ", the last is "Reliability". $\beta = 0.194$ ". For the factor "Facilities" is not recognized as a predictor of student satisfaction in the research.
Viet (2017)	Reliability testing; exploratory factor analysis; Multivariate regression method	The factor that has the greatest influence on satisfaction is "Additional services, $\beta = 0.535$ ", the second is "Training program, $\beta = 0.216$ ", the third is "Teacher, $\beta = 0.114$ ", and finally, "Extra-curricular activities, $\beta = 0.054$ "
Giao & Tien (2016)	Reliability testing; exploratory factor analysis; Multivariate regression method	The most influential factor is "Teachers, $\beta = 0.309$ ", the second is "Facilities, $\beta = 0.232$ ", the third is "Ability to fulfill commitments, $\beta = 0.218$ ", the fourth is "The interest of the school, $\beta = 0.105$ ", and finally "Reliability, $\beta = 0.101$ ". There is no difference in demographic factors for student satisfaction
Phan & Thuy (2022)	Reliability testing; exploratory factor analysis; Multivariate regression method	The factor that has the greatest influence on satisfaction is "Training program, $\beta = 0.785$ ", the second is "Teacher capacity, $\beta = 0.303$ ", the third is "Training facilities, $\beta = 0.094$ ", finally "Administrative support activities, $\beta = -0.065$ ".
Son (2023)	Reliability testing; exploratory factor analysis; Multivariate regression method	The most influential factor is "Training program, $\beta = 0.256$ ", the second "Interaction with the enterprise, $\beta = 0.189$ ", the third "Leader of the discipline, $\beta = 0.148$ ", the last one is "Cost of learning" having the least positive effect, $\beta = 0.127$ ".
Chau & Chau (2013)	Exploratory factor analysis and SEM	The most influential factor is "Teacher's style, capacity, $\beta = 0.555$ ", the second is "Facilities, $\beta = 0.480$ ", the remaining factors do not affect student satisfaction. pellets.
Phuong & Huong (2019)	Reliability testing; exploratory factor analysis; Multivariate regression method	The factor that has the strongest impact on satisfaction is "Library, $\beta = 0.227$ ", the second is "Employment consulting and placement services, $\beta = 0.212$ ", the third is "Facilities, $\beta = 0.202$ ", the fourth is "Study Counseling, $\beta = 0.173$ ", the fifth is "Canteen, $\beta = 0.138$ ", the last is "Dormitory, $\beta = 0.111$ ".

Source: Data analysis of research papers

In the table summarizing information on analytical methods and factors affecting satisfaction, we chose to study Van (2013) because there is not enough information on the influence of factors on satisfaction. Most of the remaining studies use Reliability Test, Exploratory Factor Analysis, and Multivariable Regression Method to find out the influence of factors. In the results of the above studies, we evaluate the factors that have the strongest influence on satisfaction as "Training program", the next influencing factors are usually "Service capacity and facilities". In addition, many studies have shown that the greatest influence on satisfaction belongs to the group of factors that are "lecturers, auxiliary services, and libraries". However, the number of studies choosing "Training program" with the greatest impact on satisfaction accounts for the majority. Thus, the training program is an important factor to study when assessing student satisfaction with the quality of training. The results of the studies have concluded that

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some factors have no impact or very small impact on satisfaction as "Extra-curricular activities", and "There is no difference in demographic factors for satisfaction". students", and "Cost of study has a very little impact". From these conclusions, it can be suggested that similar studies do not need to focus much on these factors.

### 4. CONCLUSION

Vietnamese higher education institutions are increasingly interested in meeting the needs and satisfaction of stakeholders, of which learners are extremely important stakeholders. Improve service quality and student satisfaction in higher education institutions not only to meet the standards of educational accreditation but also to attract learners and contribute to the existence and development of higher education institutions. Our article has overviewed the content of the studies and made comments on the content, location, sample size, tools used in measuring satisfaction, analytical methods, and impact level of the strength or smallness of each factor on learners' satisfaction with training quality. We suggest that it is necessary to build a model to support the assessment of satisfaction for educational institutions based on the set of training quality evaluation criteria issued by the Ministry of Education and Training of Vietnam.

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