

Assessment of Students' Satisfaction with Vietnamese Subjects in Some Primary Schools in Binh Duong Province



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ABSTRACT: The research addresses a notable gap in the literature, as previous studies have primarily focused on academic achievement rather than student satisfaction. The key research questions investigate the factors influencing student satisfaction, including the roles of teachers, students, and families. The research employed a quantitative method, utilizing SPSS software for data analysis. The data was collected through surveys administered to students in selected primary schools. The results highlighted several critical findings: teacher quality, teaching methods, and communication skills, significantly impacted student satisfaction. Student factors, such as interest and engagement in the subject, were also crucial. Additionally, family involvement and support played a pivotal role in shaping students' attitudes toward learning Vietnamese. In conclusion, the study emphasizes the importance of a supportive learning environment facilitated by skilled teachers and engaged families. The findings suggest that improving these factors could enhance students' satisfaction and overall experience with the Vietnamese language subject, ultimately contributing to better educational outcomes in Binh Duong province.

1. INTRODUCTION

Assessing student satisfaction with educational subjects is critical for understanding and improving the learning experience. This study focuses on the Vietnamese subject in primary schools in Binh Duong province, aiming to evaluate the level of satisfaction among students and identify key influencing factors. Understanding student satisfaction in this context is essential as it directly impacts learning outcomes and overall educational quality.

The importance of managing student expectations and satisfaction has been well-documented in educational research. Appleton-Knapp and Krentler (2006) emphasize that aligning educational services with student expectations is crucial for achieving high levels of satisfaction. This principle applies to primary education, where students' early experiences with subjects like Vietnamese can shape their future attitudes toward learning.

The Vietnamese education system has undergone significant reforms in recent years, as outlined by the Ministry of Education and Training (2018). The comprehensive general education program aims to enhance the quality of education across all subjects, including Vietnamese. Despite these efforts, there is limited research on how these reforms impact student satisfaction at the primary school level, particularly in specific provinces like Binh Duong. This study aims to fill this gap by providing empirical data on student satisfaction with the Vietnamese subject.

Previous studies have highlighted various factors that influence student satisfaction, including teacher quality, student engagement, and family support. For instance, Bui Duc Nhan (2020) found that the quality of learner support services significantly affects student satisfaction in higher education. While this study focuses on university students, similar factors may be relevant for primary school students. Additionally, Petruzzellis et al. (2006) emphasize the role of service quality in shaping student satisfaction in an international context, suggesting that educational quality is a universal concern.

The theoretical framework for this study draws on several educational psychology theories. Piaget's (2001) work on child development and language acquisition provides insights into how young learners perceive and engage with subjects like Vietnamese. Vygotsky's (1978) theory on the development of higher psychological processes highlights the importance of social interaction and teacher-student relationships in learning. These theories underscore the significance of a supportive and interactive learning environment for enhancing student satisfaction.

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To address the research gap, this study poses several key questions: What is the current level of student satisfaction with the Vietnamese subject in primary schools in Binh Duong province? What factors influence this satisfaction? How do teacher quality, student engagement, and family support contribute to students' perceptions of their Vietnamese classes?

The research employs a quantitative methodology, using SPSS software for data analysis. Surveys are administered to primary school students to gather data on their satisfaction levels and the various factors influencing them. This approach allows for a comprehensive analysis of the relationships between different variables and provides robust empirical evidence.

In conclusion, understanding student satisfaction with the Vietnamese subject is crucial for improving educational practices and outcomes in primary schools. By identifying the key factors that influence satisfaction, this study aims to provide actionable insights for educators, policymakers, and families in Binh Duong province. The findings will contribute to the broader discourse on educational quality and student engagement in Vietnam, ultimately helping to create a more effective and supportive learning environment for young learners.

2. METHOD STUDIES

This study employs a quantitative research design to evaluate students' satisfaction with the Vietnamese subject in primary schools in Binh Duong province. Data were collected using a structured survey questionnaire administered to a sample of students across selected schools. The survey included items measuring various dimensions of satisfaction, such as teacher quality, student engagement, and family support. The collected data were analyzed using SPSS software. Descriptive statistics were used to summarize the general levels of satisfaction, while Cronbach's Alpha statistics indicate the reliability of the Likert scale; frequency and satisfaction statistics help teachers, students, and families change the way they teach, learn, and support students in the learning process. This methodological approach provides a comprehensive understanding of the factors impacting student satisfaction, allowing for data-driven recommendations to improve the educational experience in primary schools.

3. RESEARCH CONTENTS

3.1. Theoretical basis

The theoretical basis for studying the current status of listening and speaking skills development in primary school students through the Vietnamese subject is based on educational theories, linguistics, developmental psychology, and teaching methods. Here are some important theoretical bases:

Jean Piaget's theory of language development. Jean Piaget (2001) believes that language development is part of general cognitive development. Children learn language through stages of cognitive development and practical experience. At primary school age, children are in the stage of beginning to understand abstract concepts and think logically. This has a direct impact on the way children develop listening and speaking skills. (Piaget, 2001)

Lev Vygotsky's social learning theory. Lev Vygotsky (1978) through social learning theory emphasizes the role of the social environment and interaction in language development. He believed that children learn language through social interaction, especially through the support of adults and peers. He argued that "every function in a child's development occurs at two levels. First, the social level and then the personal level. This is true for self-awareness, logical memory, and the formation of concepts. All higher functions originate from real interpersonal relationships" (Vygotsky, 1978, p. 56). In this, Vygotsky (1978) was also interested in the "zone of proximal development". In this concept, Vygotsky refers to the gap between what children can do alone and what they can do with the support of others. This support can help children develop listening and speaking skills more effectively. (Vygotsky, 1978, p. 86).

Theory of effective communication skills: "Communication is the activity of establishing and operating relationships between people to satisfy certain needs" (Chu Van Duc (editor), 2005, p. 13). The principles of effective communication include clarity, brevity, coherence, accuracy, and appropriateness. Therefore, applying communication theory in education helps students develop communication skills and at the same time, through which they can evaluate and improve their communication skills in the future.

Erik Erikson's theory of developmental psychology. Erik Erikson believes that a person's life consists of 8 stages of psychological development. Which, the period from 6-12 years old is the period of "industry vs. inferiority". During this period, children need to feel competent and confident in learning and social activities. Developing good listening and speaking skills helps children feel more confident in communication and learning and at the same time gain recognition from family, teachers, and friends, making them more confident in the future. (Truc Nguyen, 2022)

In addition, there is Abraham Maslow's motivation theory (Maslow Motivation Theory). According to Maslow, "the need for self-improvement -> the need for respect, recognition, social status -> social needs (feeling of intimacy, love, communication) -> safety needs (wanting to be protected, to be at peace...) -> physiological needs (hunger, thirst)" (Tuyet Nhi, 2019).

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Therefore, for children of primary school age (6-12 years old), the need for respect and self-affirmation (esteem needs) is an important part of their development. When children feel confident in their listening and speaking skills, they will be more confident in their learning and social communication activities. Based on the above theory and method, we propose the following questionnaire to assess the level of student satisfaction with the Vietnamese subject in some primary schools in Binh Duong province.

3.2. Questionnaire content

The questionnaire includes 15 questions with 3 independent variables (student factors, teacher factors, and family factors).

Scale used: Likert scale (5 levels)

1. Very satisfied. 2. Satisfied. 3. Normal. 4. Dissatisfied. 5. Completely dissatisfied

Part A. General information	
Gender:	
1. Male	
2. Female	
Grade:	
1. Grade 1	
2. Grade 2	
3. Grade 3	
4. Grade 4	
5. Grade 5	
School:	
1. Primary School Phu Hoa 1 Primary School, Tran Van On Street, Phu Hoa Ward, Thu Dau Mot City, Binh Duong Province	
2. Primary School Hoa Phu Primary School, Zone 2, Hoa Phu Ward, Thu Dau Mot City, Binh Duong Province.	
3. Primary School Tran Van On Primary School, Thoi Hoa Ward, Ben Cat City, Binh Duong Province	
Part B. Satisfaction assessment	
Likert scale with 5 levels:	
1. Very satisfied. 2. Satisfied. 3. Normal. 4. Dissatisfied. 5. Completely dissatisfied	
I. Teacher factors	
1. The teacher uses lively teaching methods, helping students to be interested in class,	1 - 2 - 3 - 4 - 5
2. The teacher creates conditions for students to participate in group discussions and express their opinions.	1 - 2 - 3 - 4 - 5
3. The teacher encourages students to ask and answer questions during class.	1 - 2 - 3 - 4 - 5
4. The teacher provides timely and useful feedback to students.	1 - 2 - 3 - 4 - 5
5. The teacher uses many supporting teaching aids such as pictures, videos, and games.	1 - 2 - 3 - 4 - 5
II. Student factors	1 - 2 - 3 - 4 - 5
6. Students feel confident when speaking in front of the class.	1 - 2 - 3 - 4 - 5
7. Students actively participate in group activities.	1 - 2 - 3 - 4 - 5
8. Students have good listening skills when the teacher lectures.	1 - 2 - 3 - 4 - 5
9. Students can express their opinions clearly and coherently.	1 - 2 - 3 - 4 - 5
10. Students enjoy listening and speaking activities.	1 - 2 - 3 - 4 - 5
III. Family Factors	1 - 2 - 3 - 4 - 5
11. Families encourage and support students to practice listening and speaking skills	1 - 2 - 3 - 4 - 5
12. Families create conditions for students to participate in extracurricular activities to develop listening and speaking skills.	1 - 2 - 3 - 4 - 5
13. Families regularly talk and encourage students to share their thoughts.	1 - 2 - 3 - 4 - 5
14. Families support students in doing homework and practicing listening and speaking skills.	1 - 2 - 3 - 4 - 5
15. Families provide materials and tools to support students in developing listening and speaking skills.	1 - 2 - 3 - 4 - 5

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Survey period: from February to April 2024 during the period of leading primary education students to practice teaching at the above schools.

Total number of survey forms:

- Distributed: 427 forms.
- Collected: 361 forms.

3.3. Analysis of satisfaction and factors affecting primary school students' satisfaction with the Vietnamese language subject in primary schools

3.3.1. Level of satisfaction with the teacher factor

The teacher factor group includes 5 observed variables: GV1. The teacher uses lively teaching methods to help students get excited during class. GV2. The teacher creates conditions for students to participate in group discussions and express their opinions. GV3. The teacher encourages students to ask and answer questions during class. GV4. The teacher provides timely and useful feedback to students. GV5. The teacher uses many supporting teaching aids such as pictures, videos, and games.

3.3.1.1. Reliability of Cronbach's Alpha scale

Table 1. Reliability results of the scale according to Cronbach's Alpha

Reliability Statistics				
Cronbach's Alpha	N of Items			
.860	5			
Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
GV1	14.64	10.176	.590	.854
GV2	15.24	10.252	.607	.849
GV3	15.30	10.129	.628	.844
GV4	14.70	9.137	.786	.803
GV5	14.70	9.137	.786	.803

Cronbach's Alpha: 0.860

Number of Items: 5

Interpretation:

Cronbach's Alpha of 0.860: This indicates a high level of internal consistency for the scale, which is above the commonly accepted threshold of 0.7. This suggests that the items are reliably measuring the same underlying construct.

Item-Total Statistics:

- Items GV4 and GV5 have the highest corrected item-total correlations (0.786) and would decrease Cronbach's Alpha the most if deleted (0.803). This indicates that these items are strong contributors to the scale's reliability.

- Items GV1, GV2, and GV3 also have relatively high corrected item-total correlations, with values ranging from 0.590 to 0.628. Removing any of these items would decrease the overall reliability, as indicated by the Cronbach's Alpha if item deleted values being lower than the current Cronbach's Alpha of 0.860.

3.3.1.2. Average statistics of research data

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
GV1	361	1	5	4.01	.966
GV2	361	1	5	3.40	.932
GV3	361	1	5	3.34	.936
GV4	361	1	5	3.94	.979
GV5	361	1	5	3.94	.979
Valid N (listwise)	361				

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Observed Variables	Criteria	Average
GV1	The teacher uses lively teaching methods, helping students to be interested in class,	4.01
GV2	The teacher creates conditions for students to participate in group discussions and express their opinions.	3.40
GV3	The teacher encourages students to ask and answer questions during class.	3.34
GV4	The teacher provides timely and useful feedback to students.	3.94
GV5	The teacher uses many supporting teaching aids such as pictures, videos, and games.	3.94

Interpretation of Descriptive Statistics Mean

GV1 (4.01): Indicates that the average response for GV1 is slightly above 4, suggesting a generally positive response.

GV2 (3.40): The average response is closer to neutral but still positive.

GV3 (3.34): Similar to GV2, the average response is slightly positive but closer to neutral.

GV4 (3.94) and GV5 (3.94): Both items have the same mean, suggesting similar average responses which are quite positive.

Standard Deviation

GV1 (0.966): Indicates a moderate spread around the mean, suggesting some variability in responses.

GV2 (0.932): Similar to GV1, indicating a moderate spread in responses.

GV3 (0.936): Also shows moderate variability around the mean.

GV4 (0.979) and GV5 (0.979): Both items show similar variability, slightly higher than GV1, GV2, and GV3.

Summary

Variability: The standard deviations are all below 1, indicating relatively consistent responses across items. GV4 and GV5 have identical means and standard deviations, suggesting they are perceived very similarly by respondents.

Overall Positive Responses: The mean scores for all items are above 3, indicating generally positive responses.

Consistency: The relatively low standard deviations, particularly for GV4 and GV5, indicate consistent responses.

3.3.1.3. Frequency distribution table and satisfaction rate for Teacher Factor

Obs	Very satisfied		Satisfied		Normal		Dissatisfied		Completely dissatisfied		Evaluate
	No	%	No	%	No	%	No	%	No	%	
GV1	136	7.53	25	1.39	124	6.87	73	4.04	3	0.17	Very satisfied
GV2	10	0.55	46	2.55	138	7.65	130	7.20	37	2.05	Normal
GV3	6	0.33	130	7.20	64	3.55	126	6.98	35	1.94	Satisfied
GV4	5	0.28	31	1.72	148	8.20	60	3.32	117	6.48	Normal
GV5	5	0.28	31	1.72	148	8.20	60	3.32	117	6.48	Normal
Total	29	1.61	197	10.91	688	38.12	449	24.88	442	24.49	Normal

The above results show that: most students feel "Normal" about the Teacher Factor at three primary schools in Binh Duong province. In which, factor GV1 (Teachers use lively teaching methods, helping students to be interested in class) is highly appreciated as "Very satisfied". Factor GV3 (Teachers encourage students to ask and answer questions during class) is appreciated as "Satisfied". Other factors are GV2 (Teachers create conditions for students to participate in group discussions and express their opinions); GV4 (Teachers provide timely and useful feedback to students), and GV5 (Teachers use many supporting teaching aids such as pictures, videos, and games) are appreciated at the "Normal" level.

3.3.2. Satisfaction level with student factors

The student factor group includes 5 observed variables: HS1. Students feel confident when speaking in front of the class. HS2. Students actively participate in group activities. HS3. Students have good listening skills when the teacher lectures. HS4. Students can express their opinions clearly and coherently. HS5. Students enjoy listening and speaking practice activities.

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3.3.2.1. Reliability of the Cronbach's Alpha scale

Reliability Statistics				
Cronbach's Alpha	N of Items			
.853	5			
Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
HS1	12.51	9.562	.683	.820
HS2	11.86	9.716	.569	.848
HS3	12.48	9.322	.694	.816
HS4	13.32	8.791	.701	.814
HS5	13.35	9.021	.690	.817

Cronbach's Alpha: 0.853

Number of Items: 5

Interpretation:

Cronbach's Alpha (.853): This value is above the generally accepted threshold of .7, indicating good reliability.

Corrected Item-Total Correlation: Values range from .569 to .701, showing that all items have a moderate to strong correlation with the total score.

Cronbach's Alpha if Item Deleted: These values range from .814 to .848, all below the overall Cronbach's Alpha (.853). This indicates that removing any item would lower the overall reliability, confirming that each item contributes positively to the scale's reliability.

Overall, the scale demonstrates good internal consistency, with all items contributing positively to the overall reliability.

3.3.2.2. Average statistics of research data

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
HS1	361	1	5	3.37	.870
HS2	361	1	5	4.02	.950
HS3	361	1	5	3.40	.908
HS4	361	1	5	2.56	1.007
HS5	361	1	5	2.53	.972
Valid N (listwise)	361				

Observed Variables	Criteria	Average
HS1	Students feel confident when speaking in front of the class.	3.37
HS2	Students actively participate in group activities.	4.02
HS3	Students have good listening skills when the teacher lectures.	3.40
HS4	Students can express their opinions clearly and coherently.	2.56
HS5	Students enjoy listening and speaking activities.	2.53

Interpretation:

Mean Scores:

- The highest mean score is for HS2 (4.02), indicating that students actively participate in group activities.
- The lowest mean scores are for HS4 (2.56) and HS5 (2.53), suggesting that students find it more challenging to express opinions clearly and coherently, and have less enthusiasm for listening and speaking practice activities.

Standard Deviation: The standard deviations are relatively similar, with HS4 having the highest variability (1.007) and HS1 the lowest (0.870).

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These statistics provide valuable insights into students' perceptions and behaviors regarding different aspects of their classroom activities.

3.3.2.3. Frequency distribution table and satisfaction rate for Student factor

Obs	Very satisfied		Satisfied		Normal		Dissatisfied		Completely dissatisfied		Evaluate
	No	%	No	%	No	%	No	%	No	%	
GV1	136	7.53	25	1.39	124	6.87	73	4.04	3	0.17	Very satisfied
GV2	10	0.55	46	2.55	138	7.65	130	7.20	37	2.05	Normal
GV3	6	0.33	130	7.20	64	3.55	126	6.98	35	1.94	Satisfied
GV4	5	0.28	31	1.72	148	8.20	60	3.32	117	6.48	Normal
GV5	5	0.28	31	1.72	148	8.20	60	3.32	117	6.48	Normal
Total	29	1.61	197	10.91	688	38.12	449	24.88	442	24.49	Normal

The above results show that: most students feel "Satisfied" with the Student Factor at three primary schools in Binh Duong province. Which, factor HS3 (Students can listen well when teachers lecture), HS4 (Students can express their opinions clearly and coherently), and HS5 (Students enjoy listening and speaking practice activities) are rated "Satisfied". The two factors HS1 (Students feel confident when speaking in front of the class) and HS2 (Students actively participate in group activities) are rated "Normal".

3.3.3. Satisfaction level with Family factors

The family factor group includes 5 observed variables: GD1. Families encourage and support students to practice listening and speaking skills. GD2. Families create conditions for students to participate in extracurricular activities to develop listening and speaking skills. GD3. Families regularly talk and encourage students to share their thoughts. GD4. Families support students in doing exercises and practicing listening and speaking skills. GD5. Families provide materials and tools to support students in developing listening and speaking skills.

3.3.3.1. Reliability of the Cronbach's Alpha scale

Reliability Statistics	
Cronbach's Alpha	N of Items
.789	5

Item-Total Statistics						
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation		Cronbach's Alpha if Item Deleted	
GD1	14.60	7.940	.272		.826	
GD2	14.33	6.104	.577		.747	
GD3	14.83	5.924	.648		.722	
GD4	14.78	6.003	.649		.722	
GD5	14.83	5.819	.694		.706	

Interpretation:

Cronbach's Alpha (.789): This value is close to .8, indicating a good level of reliability. It is acceptable but suggests there might be room for improvement.

Corrected Item-Total Correlation: Values range from .272 to .694, showing varying degrees of correlation with the total score. Notably, GD1 has a much lower correlation (.272), indicating it might not fit as well with the other items.

Cronbach's Alpha if Item Deleted: These values range from .706 to .826. The overall Cronbach's Alpha is .789, and removing GD1 would increase it to .826, suggesting that removing this item could improve the overall reliability of the scale.

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Conclusion

The scale shows good internal consistency overall, but **GD1** seems to be the weakest item.

Removing **GD1** could improve the scale's reliability from .789 to .826, indicating it might be beneficial to reconsider or revise this item.

This shows that families need to encourage or support students more in their studies, especially Vietnamese language in primary school.

3.3.3.2. Average statistics of research data

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
GD1	361	1	5	3.74	.677
GD2	361	1	5	4.02	.891
GD3	361	1	5	3.51	.873
GD4	361	1	5	3.56	.851
GD5	361	1	5	3.51	.860
Valid N (listwise)	361				

Observed Variables	Criteria	Average
GD1	Families encourage and support students to practice listening and speaking skills	3.74
GD2	Families create conditions for students to participate in extracurricular activities to develop listening and speaking skills.	4.02
GD3	Families regularly talk and encourage students to share their thoughts.	3.51
GD4	Families support students in doing homework and practicing listening and speaking skills.	3.56
GD5	Families provide materials and tools to support students in developing listening and speaking skills.	3.51

Interpretation:

Mean Scores:

GD2 has the highest mean score (4.02), indicating that families are most supportive in facilitating participation in extracurricular activities to develop listening and speaking skills.

GD3 and **GD5** have the lowest mean scores (both 3.51), suggesting a relatively lower level of support in frequently talking and encouraging students to share their thoughts, and providing materials and resources, respectively.

Standard Deviation:

The standard deviations are relatively similar, with **GD2** having the highest variability (0.891) and **GD1** the lowest (0.677).

Conclusion:

The data suggests that families are generally supportive in encouraging and facilitating the development of students' listening and speaking skills, with some variations in specific areas of support.

GD2 stands out as the most positively rated aspect, while **GD3** and **GD5** show room for improvement.

3.3.3.3. Frequency distribution table and satisfaction rate for Family factor

Obs	Very satisfied		Satisfied		Normal		Dissatisfied		Completely dissatisfied		Evaluate
	No	%	No	%	No	%	No	%	No	%	
GD1	1	0.06	13	0.72	219	12.13	96	5.32	32	1.77	Normal
GD2	3	0.17	59	3.27	162	8.98	116	6.43	21	1.16	Normal
GD3	6	0.33	30	1.66	142	7.87	139	7.70	44	2.44	Normal
GD4	6	0.33	30	1.66	168	9.31	119	6.59	38	2.11	Normal
GD5	7	0.39	29	1.61	152	8.42	135	7.48	38	2.11	Normal
Total	1	0.06	13	0.72	219	12.13	96	5.32	32	1.77	Normal

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Interpretation:

Overall Trend:

The majority of responses across all items are in the "Neutral" (Bình thường) category.

There is a significant portion of "Dissatisfied" (Không hài lòng) and "Very dissatisfied" (Rất không hài lòng) responses, indicating areas where family support could be improved.

GD1: Most responses are "Neutral" (12.13%), with notable dissatisfaction (5.32% and 1.77%).

GD2: Again, most responses are "Neutral" (8.98%), but with considerable dissatisfaction (6.43% and 1.16%).

GD3: "Neutral" responses are high (7.87%), but dissatisfaction is also prominent (7.70% and 2.44%).

GD4: Highest "Neutral" responses (9.31%), with significant dissatisfaction (6.59% and 2.11%).

GD5: Similar to others, with a majority "Neutral" (8.42%) and notable dissatisfaction (7.48% and 2.11%).

Conclusion:

The predominant "Neutral" ratings across all items suggest that while family support is present, it might not be strong enough to evoke more positive responses.

The notable levels of dissatisfaction indicate that there are specific areas where family support can be improved to better help students develop their listening and speaking skills.

4. CONCLUSION

Through research and data processing, the research team found that the majority of students rated from "Normal" to "Very satisfied" with the factors: Teachers, students, and families. In addition, the study also found students' dissatisfaction with some activities of teachers, families, and students themselves. Thereby, families need to participate more actively in the learning process of students with the Vietnamese subject because the dissatisfaction rate is also very high.

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