Factors Affecting Student Satisfaction When Studying At A University In Vietnam

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Abstract

The objective of this study is to systematize and identify factors affecting student satisfaction when studying at a university. The research method is focus group discussion with experts and a student survey used for quantitative research. The study used SPSS 20.0 to analyze the reliability of the scale through Cronbach's Alpha, and EFA to test the model. Research results have determined that there are 5 factors affecting student satisfaction when studying at a u, including (1) Facilities, (2) Teaching methods, (3) Environment learning, (4) Geographical location, and (5) Brand. The results of ANOVA analysis showed that there was no difference between the survey groups on factors such as gender, age, income, and employment. In the results of this study, some management implications are proposed to improve quality and enhance student satisfaction.

Keywords: student, satisfaction, spss, university.

Introduction

To enhance the competitiveness of human resources, universities need to show their pioneering role in realizing the mission of innovation and creative entrepreneurship. To succeed in the coming decades, the education sector needs to have foresight in the context of the constantly shifting organizational forms and skills requirements. Accordingly, workers of the future will need to be capable of lifelong learning to be ready for change. In the face of a rapidly changing context, educational institutions need to rethink to improve their responsiveness and increase student satisfaction. In addition, agencies and businesses must also adapt to the changing environment and need to determine the importance of building a human resource development strategy towards the goal of sustainable development through contracts. cooperation with universities. To enhance the competition for human resources, universities need to show their pioneering role in realizing the mission of innovation and creative entrepreneurship. To succeed in the coming decades, the education sector needs to have foresight in the context of the constantly shifting organizational forms and skills requirements. workers, workers of the future will need to be capable of lifelong learning to be ready for change. In the face of a rapidly changing context, educational institutions need to rethink to improve their responsiveness and increase student satisfaction. In addition, agencies and businesses must also adapt to the changing environment and need to determine the importance of building a human resource development strategy towards the goal of sustainable development through contracts. cooperation with universities. This study aspires to assess student satisfaction and identify influencing factors to guide solutions and improve student satisfaction.

Literature review

Satisfaction is a form of satisfaction after expectations and requirements have been met, they are formed through the process of experience and accumulation. Kotler (2000) "Satisfaction is a feeling of satisfaction or disappointment of a person as a result of comparing reality received in relation to their expectations". That is, the level of satisfaction will depend on the expectations and the results received, if the expectation is higher than the actual result, the customer will not be satisfied, if the reality is equal to or higher than the expectation, the customer will be satisfied or very satisfied. Hansemark and Albinsson (2004) "Satisfaction is a customer's overall attitude towards a service provider or an emotional response to the difference between what the customer anticipated and what the customer expected. what they take in, for the fulfillment of some need, goal or want". Thus, it can be understood that customers will appear a comparison between expectations and reality and express satisfaction if the performance is as expected or unsatisfied if the reality is not as expected. In summary, research models on factors affecting customer satisfaction are listed with many factors. Aditya. K (2019) concluded that meeting the aspects of customer satisfaction and customer loyalty is the ultimate goal to be achieved for every organization, both in the manufacturing and service sectors. service. These are also fundamental elements for model building. In addition, the above studies, most of them use linear regression to analyze and evaluate the factors affecting customer satisfaction.

Research Methodology

Based on the theoretical basis and previous studies, the selection of related studies from home and abroad to propose research models and preliminary scales to measure research concepts. Qualitative research was used through the focus group discussion technique to confirm the proposed research model and preliminary scale. From the discussion results, the preliminary scale will be adjusted and supplemented into the official scale. Based on the official scale as the foundation to form the official questionnaire.

Quantitative Research: Conducted an online survey on 168 students studying at a university. Collected data is processed by SPSS and the following methods are used for data analysis: scale reliability analysis (Cronbach's Alpha), exploratory factor analysis (EFA).

The focus group discussion method allows members to freely express their views and refute previous opinions. These opinions are recorded in writing and agreed by majority. The results of this discussion are the basis to confirm the correctness of the model and build official scales to serve the survey. The focus group discussion consists of 5 members (02 lecturers and 03 experts). The aim of the preliminary study was to explore the components affecting satisfaction, together with the observed variables measuring these components. With the following research steps:

Step 1: Select members to invite to the discussion. Next, the author group discussed with these 05 members including 02 lecturers, 03 experts, based on the research model and the prepared scale.

Step 2: Discuss the content of the scale of factors affecting satisfaction to adjust the words to suit the research context and Vietnamese culture. Survey the correct understanding of the meaning of each observed variable in the interview form and adjust accordingly.

This study included 24 observed variables. The number of observations should be at least 3 or 5 times the number of variables in the EFA factor analysis. Hair, et al., (2010) suggested that the sample size should be equal to or greater than 100 and the smallest sample should have the desired ratio of 5 observations for each variable. N > 100 samples and n = 5k (k is the number of variables). The questionnaire on this topic has 24 variables. Therefore, the minimum sample size is: N = 5 x 24 = 120. Tabachnick and Fidell (2013) suggest that the sample size for regression analysis is determined: $n \geq 50 + 8m$. Therefore, for this study, the minimum sample size should be 50 + 8 x 5 = 90 observations, Tabachnick and Fidell (2013) the minimum

sample size is 90. To ensure a sample size of 120 increase 40% of the minimum sample size because during data collection will have to remove unsatisfactory questionnaires. The minimum number of questionnaires sent to the

survey is 120 x (100 + 40) % = 168 observations.

Research result and discussion

Table 1. The general information of the respondents

Demographic		Quantity	(%)
Sex	Male	150	89.29
	Female	10	5.95
	Other	8	4.76
Age	From 18 to 23 years old	100	59.52
	From 23 to 28 years old	58	34.52
	From 28 to 32 years old	8	4.76
	Above 32 years old	2	1.19
Occupation	Student	160	95.24
	Self-employed	4	2.38
	Private company emloyee	2	1.19
	Civil servant	2	1.19
Income	Under 15 million dong	160	95.24
	From 15 to under 25 million dong	2	1.19
	From 25 to under 35 million dong	2	1.19
	Over 35 million dong	0	0.00
Total		**168**	**100**

In terms of gender are mostly male with 150 surveys, accounting for 89.29%. In terms of age: Among 168 surveys, the survey with the age group from 18 to 23 years old accounted for the largest proportion with 100 surveys (with 59.52%); next is the survey group from 23 to 28 years old with 58 surveys accounting for 34.52%; Next is the survey group with the age from 28 to 32 years old (also 4.67% with 8 surveys), and the lowest above 32 years old (with 1.19%).

In terms of income, the survey group with income under 15 million/month accounted for the largest proportion with 160 surveys, accounting for 95.24%; Next is the survey group with income from 15 million to under 25

million/month with 2 surveys, accounting for 1.19%; Next is the survey group with income from 25 to under 35 million/month with 2 surveys, accounting for 1.19%. The last is the group with income over 35 million/month with 0 surveys.

In terms of occupation: the survey group of civil servants accounted for only 1.19% (accounting for 2 surveys). Next is the survey group working with private companies with 2 surveys (accounting for 1.19%); Next, the survey group is students, accounting for the highest proportion with 95.24% with 160 surveys. Finally, the self-employed survey group accounted for 2.38%, with 4 surveys (Table 1).

Table 2. Cronbach's Alpha reliability test results and KMO

Factor	Number of variables observe	Cronbach's Alpha	Coefficient minimum total	Cronbach's Alpha if the variable type	Conclusion

			variable correlation	is smallest value	
Facilities	0.783	0.504	0.687	0.783	Qualified
Teaching methods	0.912	0.728	0.864	0.912	Qualified
Environment	0.856	0.645	0.792	0.856	Qualified
Location	0.819	0.605	0.756	0.819	Qualified
Brand	0.967	0.898	0.951	0.967	Qualified
Satisfaction	0.829	0.559	0.746	0.829	Qualified

Based on the above data table commented that the factors appearing a very high level of confidence because most of the coefficients of all the independent and dependent variables are above 0.7. If the Cronbach coefficient is from 0.7 to 0.8, the scale is good. In addition, the smallest corrected item-total correlation of the variables is greater than 0.4, and the Cronbach's Alpha, if the item is deleted, is greater than 0.6, which means that the reliability of all variables is high (Table 2).

Table 3. Factor loading of independent variables

	Component				
	1	2	3	4	5
FC1	0.934				
FC2	0.914				
FC3	0.904				
FC4	0.898				
TM1		0.908			
TM2		0.903			
TM3		0.799			
TM4		0.763			
EV1			0.792		
EV2			0.787		
EV3			0.785		
EV4			0.668		
LC1				0.839	
LC2				0.779	
LC3				0.764	

LC4				0.763	
BR1					0.781
BR2					0.708
BR3					0.690
BR4					0.681

The factor rotation matrix table shows that the factor loading coefficients of the observed variables all have values > 0.6. From the above analysis, the scale has high reliability and is used for regression analysis to measure the impact of independent factors on satisfaction. Thus, the scale of factors affecting, the extracted factors are both reliable and valid. The scales are qualified for confirmatory factor analysis (Table 3).

Table 4. synthesis analysis ANOVA

Variables	Levene statistics (sig)	Anova (sig)	Conclusion
Gender	0.116	0.692	There is no difference
Age	0.662	0.061	There is no difference
Income	0.524	0.066	There is no difference
Occupation	0.055	0.101	There is no difference

The above data shows that survey groups with different gender, ages, education, income, and occupation when analyzing ANOVA and Levene Statistics. Through ANOVA, the Levene Statistics Sig coefficient of all factors is higher than 0.05. It means that the variance between the choices of the factors above is not different. The Anova Sig of Gender, Age, and Occupation are also greater than 0.05 respectively 0.692, 0.061, 0.066, and 0.101. It shows that there is no statistically significant difference in the level of satisfaction of respondents from different age groups, gender, income, and occupations. The Synthesis analysis ANOVA table illustrates the reasoning that there is no difference in the factors affecting the survey groups with gender, age, and occupation differences when analyzing ANOVA (Table 4).

Recommendations

Enhance training of pedagogical knowledge and skills for teachers. Improve the professional qualifications and pedagogical skills of the teaching staff, meeting the appropriate modern teaching methods. Encourage students to self-study, self-study and through that build their own knowledge based on personal experiences and apply it directly to their learning environment. students are the center of the teaching process; the lecturer plays the role of organizing and controlling the self-learning process.

People of today's modern era always have high expectations of all standards. It is possible that for public schools, facilities are not too important due to funding constraints. However, with inter-schools, bilingual inter-schools, or international schools, this is one of the top concerns. Being able to study in an environment with spacious facilities means a lot to students. They will gradually get used to a modern, high-standard, and high-quality environment. From

there, expectations about the quality of life as well as work will be raised over time. As a result, when they grow up, no matter what field they work in, or what role they play, they will have certain standards for themselves, creating a strong motivation for capacity development.

As society is developing day by day, without modern facilities, it will be difficult to create a modern school. facilities will facilitate the application of diverse and advanced teaching methods, ignoring outdated methods and habits of fear of change. The learning environment has a significant influence on the individual's way of learning and absorbing lessons. Everyone has their own habits that contribute to shaping their own environment. More than anyone, it is the learners who know what and what the environment is suitable for themselves so that they can arrange and adjust accordingly. At the same time, when we are learning in an ideal learning environment, it is also necessary to combine it with establishing for ourselves the most effective learning methods. Focused working methods, a way of remembering lessons, or something of your own will be essential for the beginning of success. Have new and interesting creations for your own space to have an effective learning environment. Having a good environment to study and research is also one of the important factors determining the effectiveness of one's study. Therefore, for a quality learning process and high results, it is necessary to build a good learning environment.

A university's brand image and reputation are important factors influencing candidates' choice of school, current student satisfaction, and graduate loyalty. Specific learners are students, who are direct users of higher education services, they have a central role in higher education activities. There can be no higher education without learners. Furthermore, no one can provide high-quality higher education without attracting the best learners. Thus, learners who are both subjects of the university must be satisfied by the quality of educational services, which is also an important component of the educational quality and the university brand. A university branding strategy will affect learners in all 3 stages: Admission – Training – Post-training. A branded university will influence a student's decision to choose a school, as this selection process often takes place over a long period. On the other hand, university branding also has an impact on potential learners' stakeholders such as family, relatives, and friends. Thus, the university brand will be the university's flavor, helping the university attract potential learners, especially the most elite ones. The brand will give learners confidence and pride in learning, help them achieve high results and not only voluntarily comply with the school's policies and discipline, but also have activities that contribute to the development of the school. Brand development of the school. University branding will help graduates be more confident and successful at work. Brand strategy will also contribute to shortening this time, increasing the confidence and determination of graduates.

Conclusion

The purpose of this study is to determine the factors affecting student satisfaction at a university. Recommend solutions and ideas that can help improve and optimize quality. The group discussion results show that the majority of opinions believe that the factors proposed in the model are really necessary for explaining the factors affecting satisfaction. Supplementing information on demographic characteristics of interviewees to develop questionnaires for formal research and conduct interviews as an official database. The test results of Cronbach's Alpha scale show that the independent and dependent factors have good reliability. In addition, the regression coefficient is reliable enough to help the study determine that there is an impact of factors affecting satisfaction. Regarding the impact of individual characteristics in this study, the analysis results show that there is no difference affecting customer satisfaction between the observation groups with gender, age, education

level, different income, and occupation when analyzing ANOVA.

Conflict of interests

None

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