



## SOLUTIONS IMPROVING THE STUDENTS' SATISFACTION: A CASE OF TAY DO UNIVERSITY IN CAN THO CITY VIET NAM

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### ABSTRACT

*The study results showed that there were 450 students who interviewed and answered 24 questions. The researchers had analyzed KMO test, the result of KMO analysis used for multiple regression analysis. This paper conducted during the period from April, 2011 to October, 2013 at Tay Do University (TDU) in Can Tho city. The regression analysis results showed that there were five factors, which included of factors following: image value; trained knowledge; training program value; Reliability value and social activity of students' satisfaction with 5 % significance level. In addition, the research result was processed from SPSS 20.0 version. The above - mentioned things, the researchers had five solutions in order to enhance the students' satisfaction of the Tay Do University (TDU) in Can Tho city. The researcher had supposed the main objectives of this study were to:*

*1. The first objective, the researchers had to identify and test factors that affect students' satisfaction towards the quality of training service and determine the most important factors that affect students' satisfaction.*

*2. The second objective, the researchers had to propose solutions for increasing the students' satisfaction to the quality of training service at Tay Do University (TDU).*

**Keywords:** Tay Do University, training quality, service quality and students' satisfaction.

### **Introduction**

Improving the quality of education and training is a common pursuit of providers and practitioners of education and training in many countries in the developing and developed worlds. Symptomatic of the prevalence of the quest for quality are the various references in the popular and academic press, and in analyses of international agencies of education and

training reform initiatives to national qualifications frameworks; training funds; and utility of workplace and institutional training in developing suitable skills, knowledge and attitudes.

In addition, students' satisfaction surveys are important in ascertaining whether colleges and universities are fulfilling their mission. It is well known that the most important product of educational institutions is qualified graduates. In order to best prepare students so that they are sought after by employers upon graduation, an effective curriculum is needed. Students must understand the value of their education and be satisfied with their overall experience in order to promote and support their higher educational institution as a student and as an alumnus. Satisfaction is a relevant measure because many studies have demonstrated that other factors being equal, satisfied individuals are likely to be willing to exert more effort than unsatisfied individuals.

With the above mentioned things, the researchers had chosen: "***SOLUTIONS IMPROVING THE STUDENTS' SATISFACTION: A CASE OF TAY DO UNIVERSITY IN CAN THO CITY VIET NAM***" as a paper for applying in educational administration.

## **Literature review**

### **Service Quality**

The concept of quality has evolved from "excellence" to "value", to "conformance to specification" and to "meeting and exceeding customer expectations" (Reeves & Bendnar, 1994, p - 441). The first two definitions of quality are quite similar in that they both have common views on assess and measurg the quality of both products or services, whereas the third is more appropriate for assess only the quality of products (Pariseau & McDaniel, 1997).

Issues related to the measure the quality of services were the subject of a large number of investigations by practitioners and academics over past 25 years due to its intangible and complex nature (Prabha et al. 2010).

Prabha et al. (2010) also found that studies on measuring the service quality of educational institutions had been the focus of increased attention during the last few years due the level of competition among the educational institutions and the increasing demand for excellence in education. Due to the relatively abstract nature of services as compared to products, measurement of service quality and its characteristics are difficult and present a complicated task for the academics and practitioners (Parasuraman et al., 1988; Carman, 1990). However, service quality studies have been published frequently in service marketing literature and measure of service quality and the development of an instrument for measuring has been an ongoing topic of discussion (Parasuraman et al., 1985; 1988). Service quality was also to explore as to what extent a service is adequate to meet the customer's needs and wants (Lewis & Mitchell, 1990; Dotchin & Oakland, 1994).

Service quality may be conceptualized as customers or consumers overall feeling about the superiority or inferiority of the services they received from the service provider (Zeithaml et al., 1990). The most commonly referred to definition of service quality is the difference between customer expectations of what a customer will receive from a service provider and the perceptions about the services received by customer from the service provider (Parasuraman et al., 1988).

### Methods of research

The preliminary study for students was conducted in June - December 2012, using qualitative methods to interview 30 students to examine the content and meaning of the words used in the scale.

Following this, the formal study was conducted from June to October 2013, using qualitative methods to interview 450 students at TDU by questionnaire to examine the content and meaning of the words used in the scale.

Data collected were tested by the reliability index (excluding variables with correlation coefficients lower < 0.30 and variable coefficient Cronbach's alpha < 0.60), factor analysis explored (remove the variable low load factor < 0.50).

### Research results

#### Descriptive Statistics for the students' satisfaction at Tay Do University (TDU)

**Table 1: Descriptive Statistics for the students' satisfaction at Tay Do University (TDU)**

QUESTIONS	N	Mean	St Error
Q2. You completely satisfied the degree from TDU will allow you to earn a good salary	407	3.14	.052
Q3. You completely satisfied the degree from TDU will allow you to achieve your career goals.	407	3.26	.051
Q4. In your opinion, the knowledge that you got after graduating from TDU will be a steady foundation for you to study higher.	407	3.25	.048
Q5. The knowledge that you have acquired at TDU will allow you to get a good position in the future.	407	3.30	.048
Q7. You are really interested in getting acquainted with friends from other places.	407	3.44	.048

**Table 1: Continued**

Q8. TDU' outside activities provide your practical experience and useful knowledge.	407	3.41	.049
Q9. You are really interested in helping the poor, older persons and children	407	3.25	.048
Q10. You completely satisfied when you have studied new things from TDU	407	3.40	.049
Q12. You completely satisfied that the trained knowledge of TDU increased the value of Bachelor diploma.	407	3.18	.044
Q13. You completely satisfied about the textbooks for teaching and science researching	407	3.13	.046
Q14. You completely satisfied about the TDU that was interested in changing the training program for meeting not only enterprises' demand but also social demand.	407	3.24	.049
Q15. You completely satisfied about the evaluation result of science research at TDU	407	3.27	.046
Q16. The information that on the website of TDU is always promptly and quickly updated for science research and resources meet the learning needs of students	407	3.20	.046
Q17. You know a lot of new things from TDU's staffs	407	3.30	.049
Q18. The major knowledge of TDU satisfies your needs	407	3.51	.051
Q19. TDU provides you the suitable major knowledge	407	3.67	.052
Q20. In your opinion, it is worthwhile to invest four years to obtain a bachelor degree.	407	3.50	.055
Q21. You are really pleased to choose TDU' program for your study.	407	3.22	.047
Q22. You really love your practicum knowledge of the program at TDU.	407	3.24	.045
Q24. You are a student of TDU; you are really confident and powerful such as English skills, Computer skills.	407	3.20	.046
Q25. You are really pleased to learn soft skills of the program at TDU	407	3.20	.047
Q26. At TDU, You satisfy not only science research environment but also studying environment	407	3.24	.047
Q32. You are satisfied with training service quality of TDU	407	3.48	.051

Q33. If you have a chance for studying at this university again, you will choose TDU	407	3.62	.052
Q34. You completely satisfied when you will introduce TDU to your friends..	407	3.46	.055

(Source: The researcher's collecting data and SPSS)

Table 1 showed that there were 407 students processed and Mean was around 3.0

### Exploratory Factor Analysis

Test KMO and Bartlett shows two tests that indicate the suitability of your data for structure detection. The Kaiser-Meyer-Olkin Measure of Sampling Adequacy is a statistic that indicates the proportion of variance in your variables that might be caused by underlying factors. Reliability test: offer mainly Cronbach's alpha methods to show how well the measurements in a set of variables are well correlate with each other.  $KMO > 0.6$ .

The KMO results showed that Kaiser-Meyer-Olkin Measure of Sampling Adequacy was statistically significant and high data reliability ( $KMO = 0.861 > 0.6$ ). This result was very good for data analysis. Cumulative percent was statistically significant and high data reliability was 80.180 % ( $> 60\%$ ).

The Structure Matrix for the factors of the students' satisfaction at Tay Do University had 5 Components. Component 1 (X1) was Image Value (Empathy), Component 2 (X2) was Trained Knowledge (Assurance), Component 3 (X3) was Training Program Value (Tangibility), Component 4 (X4) was Reliability Value and Component 5 (X5) was Social Activity (Responsiveness) of the students' satisfaction at Tay Do University.

### Model Summary analysis about the students' satisfaction at Tay Do University

**Table 2: Model Summary analysis about the students' satisfaction**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.970	.941	.941	.24350612	1.361

a. Predictors: (Constant), X5, X4, X3, X2, X1

b. Dependent Variable: Y

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	382.223	5	76.445	1289.219	.000
Residual	23.777	401	.059		
Total	406.000	406			

a. Predictors: (Constant), X5, X4, X3, X2, X1

b. Dependent Variable: Y: the students' satisfaction

#### Analysis of regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	-1.101E-016	.012		.000	1.000		
X1	.292	.012	.292	24.147	.000	1.000	1.000
X2	.108	.012	.108	8.962	.000	1.000	1.000
X3	.120	.012	.120	9.954	.000	1.000	1.000
X4	.198	.012	.198	16.402	.000	1.000	1.000
X5	.889	.012	.889	73.584	.000	1.000	1.000

(Source: The researcher's collecting data and SPSS)

Table 2 showed that R Square was statistically significant and high data reliability. In addition, Adjusted R Square reached 94.1 %. And Durbin-Watson value is 1.361.

Table 2 showed that  $F = 1289.219$  was statistically significant and high data reliability. In addition, Significance value is **0.000**. It had statistically significant. This showed that the model was very good for explaining students' satisfaction on TDU.

Table 2 showed that all t value  $> 2$  was statistically significant and high data reliability. In addition, the regression coefficients were positive. This showed that the effects of independent variables in the same direction with the level of student satisfaction. VIF value was 1 ( $VIF < 10$ ).

## **Conclusions and recommendations**

### **Conclusions**

1. Image value factor actually affected students' satisfaction with 5 % significance level at TDU.
2. Trained knowledge factor actually affected students' satisfaction with 5 % significance level at TDU.
3. Training program value factor actually affected students' satisfaction with 5 % significance level at TDU.
4. Reliability value factor actually affected students' satisfaction with 5 % significance level at TDU.
5. Social activity factor actually affected students' satisfaction with 5 % significance level at TDU.

### **Recommendations**

#### **Component 1: Image value (Empathy) for students' satisfaction**

TDU should continue to provide the society with high quality human resources who have specialized knowledge, professional competence, qualified skills, management ability and soft skills such as computer science, foreign languages, communication, teamwork...

TDU should continue to provide the human resources with political, virtuous, and social qualities, creative abilities, sense of responsibility and good health can make them excellent managers of the society.

TDU should continue to offer an advantageous environment to cultivate talents with ability to improve knowledge, do research and take part in postgraduate programs at home and abroad.

TDU should continue to train highly qualified human resources with political awareness to serve the national industrialization and modernization in the context of economic integration and international cooperation.

#### **Component 2: Trained knowledge (Assurance) for students' satisfaction**

TDU should continue to invest in modern facilities for research and teaching in the future. Besides, TDU should continue to build many rooms for learning and science researching of the students.

TDU should continue to improve trained knowledge for students in order to help student secure good jobs more easily. Besides, TDU should continue to have well policies in order to have high trained lecturers and good environment for teaching as well as researching science.

#### **Component 3: Training program value (Tangibility) for students' satisfaction**

Training program value Provide, as necessary, having reviewed the validation results, an analysis of the changes in the knowledge, skills and attitudes of the learners to the

organization management with any recommendations deemed necessary. The review would include consideration of the effectiveness of the content of the program and the effectiveness of the methods used to enable learning that is whether the program satisfied the objectives of the program and those of the learners. So TDU should continue to improve training programs that reflect current and future social demand, especially enterprise demand. Besides, the program should continue to have many skills in order to help students have a good job in the future.

TDU should continue to train teachers in order to improve teaching quality. Each lecturer should use many different methods for teaching students. Lecturers continue to improve the knowledge that helps students understand the lessons easier.

**Component 4: Reliability value for students' satisfaction (X4)**

TDU should continue to invest scientific research and technology transfer. Besides, TDU should have a good environment for students to research and to study. TDU should continue to improve Wi-Fi system and information technology system in order to help students collect data easier.

**Component 5: Social activity (Responsiveness) for students' satisfaction**

TDU should continue to train staffs that have necessary skills for relationship with students. Besides, students should continue to improve their social activities for community.

There are many positive impacts that social activities can have on the physical, mental and social health of individuals and their communities. The overall health benefits, both physical and mental helps to control obesity, boost the immune system, diminish the risk of disease and increase life expectancy. Like improvements to our physical well-being, many studies show that participation in recreational activities is an important contributor to the mental health, quality of life and can also aid in reducing depression, relieving stress, improving self-esteem and personal growth.

The social benefits of recreation can also strengthen communities; promote social bonds and support youth and elderly. Social activities are essential for strengthening and maintaining a healthy community.

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