



THAI NGUYEN UNIVERSITY
Socialist Republic of Vietnam



SOUTHERN LUZON STATE UNIVERSITY
Republic of the Philippines

**STUDENTS' SATISFACTION ON THE SERVICE QUALITY PROVIDED BY
COLLEGES OF THAI NGUYEN UNIVERSITY:
A PROPOSED FORMATION PROGRAM**

A Dissertation Outline
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Southern Luzon State University, Lucban, Quezon, Philippines
in Collaboration with
Thai Nguyen University, Socialist Republic of Vietnam

In Partial Fulfillment of the
Requirements for the Degree of
Doctor of Philosophy in Educational Management

By
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APPROVAL SHEET

In partial fulfillment of the requirements for the Degree of
Doctor of Philosophy in Educational Management

this research study entitled “Students’ Satisfaction on the Service Quality Provided by Colleges of Thai Nguyen University: A Proposed Formation Program” has been submitted by Nguyen Tat Thang - Victor, and is hereby recommended for oral examination.

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Title : **STUDENTS' SATISFACTION ON THE SERVICE QUALITY PROVIDED BY COLLEGES OF THAI NGUYEN UNIVERSITY: A PROPOSED FORMATION PROGRAM**

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ABSTRACT

This study examines the level of students' satisfaction on the service quality provided by colleges of Thai Nguyen University. The exploration and comparison of possible differences in terms of level of students' satisfaction across gender, origin, monthly family income and the college inrolled. Data were collected based on EDUSERVQUAL tool that has been modified from SERVQUAL instrument. The EDUSERVQUAL tool consists of nine dimensions namely: Instructional services, auxiliary services, ancillary services, learning support facilities, tangibles, responsiveness, reliability, assurance, and empathy. The finding of this study reveals that service quality is a vital factor that determines the level of student satisfaction and showed that the following dimensions: instructional service, followed by empathy, reliability, auxiliary service, ancillary service, and learning support facilities were the 6 most important dimensions and had significant positive relationship with students' satisfaction level. Furthermore, the study also find the following factors: "the wifi network and the internet service quality"; followed by the item "soft skills are equipped for students"; "the college's audio visual/media center functions well"; "when you have a problem, college shows sincere interest in solving it"; "college gives you individual attention"; "food services

are available and guaranteed by food safety standards”; “book store and market are available”; “when college promises to do something by a certain time, it does so” had significant positive relationship with students’ satisfaction level.

In terms of respondent profile (gender, origin, monthly family income and college enrolled), 15 out of the 43 items (factors) in EDUSERVQUAL tool is significant correlated with college enrolled, and 12 out of the 43 items (factors) is significant correlated with monthly family income. The finding of this study showed that the college enrolled seems the strongest and had significant positive relationship with EDUSERVQUAL dimensions, followed by monthly family income. Gender and origin were less importance with the former significantly predicting. Finally, to propose some suggestions program that could further enhance students’ satisfaction on the service quality.

They may adapt the formation program proposed by the researcher.

Chapter I

INTRODUCTION

For a long time, higher education (HE) institutions have preferred to focus on their internal academic needs rather than to view students as their main clients. This viewpoint has served them well as long as the demand was greater than the supply. In modern competitive environments, service quality is more importance in the competitive formula of both organizations and countries. Education sector is becoming services for people in which global and local levels combine, thus a standardized offer is modified by local specificities. Service quality has been put forward as a critical determinant of competitiveness (Lewis, 1989). Currently, people often hear about poor client service experience than good client service one, and negative word - of - mouth can have a devastating effect on an organization's efforts to attract new clients. Clients who have experienced poor service will often reveal their experience to other people, therefore this may lead to a reduction in potential and permanent clients. Thus, a good service quality will be more likely to attract new clients as well as to maintain regular clients.

In colleges, students are considered as the "short-duration clients" and they are the clients of education service. They play an active role in helping the college identify the providers and improve the service quality. Hence, identifying the determinants of service quality from the perception of students being considered as the primary clients is important, and one of a primary goal of HE should be done is to develop the satisfaction of clients (students).

Besides, during the last over two decades, measuring service quality in HE has become increasingly important for attracting and retaining tuition-based returns (Angell et al., 2008). Therefore, it is vital for HE institutions to actively monitor the service quality and safeguard the interests of stakeholders through the fulfilment of their real needs and wants. (Zeshan, 2010; Al-alak, 2009). In order to attract students, serve their needs and retain them,