

Factors Affecting Student Satisfaction With The Quality Of Training Services At The Department Of Tourism, Tay Do University

Nguyen Tai Loi¹, Nguyen Thanh Phuong^{2*}, Tran Thanh Khoe³, Tran Thi Thu Van⁴,
Nguyen Van Dinh⁵

¹Admissions and Communications Department, Tay Do University, Can Tho, Vietnam

^{2,3,4,5}Nam Can Tho University, Can Tho, Vietnam

Email: Nguyenthanhphuong099@gmail.com

*Corresponding Author

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ABSTRACT

The research aims to analyze the factors influencing the satisfaction of the current students about the quality of educational services at the Department of Tourism, Tay Do University. The study proposes solutions to enhance the satisfaction of students about the quality of educational services at the Department of Tourism, Tay Do University. The topic evaluated the reliability of the scale with 45 observed variables. After eliminating variables that did not meet the research requirements, exploratory factor analysis was conducted to identify factors and adjust the research model accordingly. Subsequently, the author conducted multivariate regression analysis to determine the influence of factors on student satisfaction. The research results show that there are 7 factors influencing student satisfaction: Curriculum (CTDT); Tuition fees (HP); Enthusiasm of staff (CBNV); Student support (HT); Facilities (VC); Teaching competence of lecturers (NLGV); Ability to fulfill commitments (CK). Among these, Facilities and Curriculum have the most influence on satisfaction. Based on the analysis results, the author proposes solutions to enhance the satisfaction of students about the quality of educational services at the Department of Tourism, Tay Do University for each specific factor group.

Keywords: factors, student satisfaction, Tourism Department students, Tay Do University

1. INTRODUCTION

In recent years, the Covid-19 pandemic has erupted and impacted the entire world, causing disruptions in various activities, including education (Abbasi et al., 2020), significantly affecting industries, particularly the Tourism sector. Consequently, the number of students enrolled has been decreasing. To survive and thrive in the competitive educational environment, it's crucial to focus on student satisfaction with the quality of educational services. According to Diamantis and V.K. Benos (2019), student satisfaction with courses is vital and depends on various factors such as curriculum, teaching methods, faculty, course materials, social experience, and intellectual experience provided by educational institutions to students. Moreover, in modern quality management, customer orientation plays a predominant role. One of the determinants for the survival and development of businesses in general and educational institutions in particular is customer satisfaction with the quality of services-products provided by the institution (Nguyen Khai Hoan and Nguyen Phuong Thao, 2017). This is also a crucial factor in determining the quality of educational institutions in the market (Parahoo et al., 2016). Therefore, researching student satisfaction with the quality of educational services has attracted the attention of many researchers both domestically and internationally.

In domestic research, notable works include the study by Le Thi Huyen Tram (2020) on student satisfaction with educational services at the Language Center - Duy Tan University. Another example is the study by Tran Thi Phuong Thao et al. (2022) on the factors influencing student satisfaction with the quality of educational services at Van Hien University. As for international studies, examples include the impact of service quality on student satisfaction by Naser Ibrahim Saif et al. (2018) and service quality and student satisfaction at an Organizational University in Malaysia by Anantha Raj A. Arokiasamy (2018).

The author was aware of the importance and conducted this research for the Tourism Department at Tay Do University. The objective is to analyze the factors influencing the satisfaction of Tourism Department

students at Tay Do University with the quality of educational services, aiming to propose solutions to enhance the quality of education and satisfy the customers, who are the students.

2. RESEARCH METHODS

2.1. Scales

Previous studies on customer satisfaction with services often applied the research model of the SERVQUAL service quality model (Parasuraman, 1988), which is the most common and widely used research model in marketing studies. According to Parasuraman, service quality cannot be generally determined but depends on the customer's perception of that service, and this perception is considered across multiple factors. The Servqual model is built on the perception of service quality as a comparison between expected values and perceived customer values. Servqual examines the two main aspects of service quality: service outcomes and service delivery processes, studied through twenty-two dimensions of five criteria: Reliability, Responsiveness, Tangibles, Assurance, and Empathy. This is the research model that the author inherits to conduct the study. This study will use the SERPERF scale through 07 service quality components with 38 observed variables and the student satisfaction scale consisting of 04 observed variables with a 5-point Likert scale: (1) strongly disagree and (5) strongly agree, as follows:

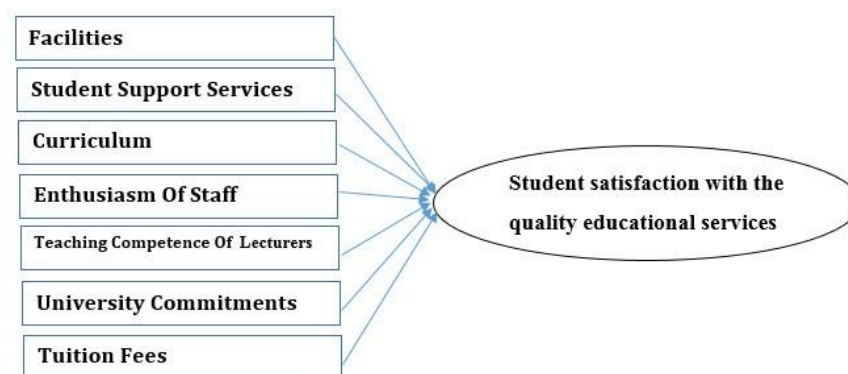


Figure 1: Proposed Research Model

Hypotheses

- Hypotheses regarding the relationship between the components of educational activities' quality and student satisfaction:

- + H1: The better the facilities, the higher the level of student satisfaction.
- + H2: The more student support, the higher the level of student satisfaction.
- + H3: Updated and innovative curriculums lead to higher student satisfaction.
- + H4: The more enthusiasm of staff, the higher the level of student satisfaction.
- + H5: The higher teaching competence leads to higher student satisfaction.
- + H6: More suitable tuition fees lead to higher student satisfaction.
- + H7: The better the implementation of commitments by the university, the higher the level of student satisfaction.

2.2. Sample Selection Method and Sample Size

The sampling method of the topic is a convenient sampling method, meaning that data is collected based on convenience or accessibility to the subjects, where investigators are most likely to encounter subjects for interviews.

There are various perspectives on determining sample size. Some researchers believe that the minimum sample size is 5 observations per parameter to be estimated (Bollen, 1989 – cited by Nguyen Dinh Tho and Nguyen Thi Mai Trang, 2003). According to this viewpoint, with 42 observed variables, the minimum sample size for the study is $n = 5 \times 42 = 210$. Therefore, to ensure a sufficient number of representative observations for the study and to anticipate invalid survey responses, the author chooses the number of survey questionnaires to be 220. The survey was conducted from May to September 2022.

2.3. Data analysis method

From the data collected in the responses of 220 students regarding the factors influencing student satisfaction with the quality of educational services at the Tourism Department, Tay Do University, the author group conducted a review, eliminating questionnaires that did not meet requirements or did not

have statistical significance (Thin, D. Q., Phuong, N. T., Van, T. T. T., Huyen, D. T. N., Khoe, T. T., & Van Dinh, N. 2024). Protecting Consumer Rights in the Sharing Economy-Practice through the Airbnb Tourist Accommodation Sharing Model. *Journal of Ecohumanism*, 3(6), 2133-2139.. The SPSS software was used to analyze the collected data: descriptive statistics were used to describe the observed variables, the reliability of the scale was evaluated using Cronbach's Alpha coefficient, exploratory factor analysis (EFA) was conducted to test the validity of the scale, correlation analysis, multiple regression analysis was performed to test the causal relationship between independent and dependent variables, hypotheses regarding the relationship between independent variables and dependent variables were tested, and differences in means were tested based on individual characteristics. The results of the analysis will provide an overview of satisfaction with the quality of educational services and the relationships between these factors.

3. RESEARCH RESULTS

3.1. Research sample statistics

The initial number of survey questionnaires conducted was 220. There were 6 incomplete questionnaires so we discarded them. Thus, the valid number of survey questionnaires is 214. Among the 214 students surveyed, they are in the 4th year (course 13), 3rd year (course 14), and 2nd year (course 15), with 4 majors: Vietnamese Studies (Tourism major), Tourism and Hospitality Management, Tourism and Hotel Management, all under the Department of Tourism at Tay Do University. The Department of Tourism surveyed 152 females (accounting for 71.03%) and only 62 males (accounting for 28.97%). When surveyed, only 30 students indicated that their hometown was in Can Tho, accounting for 14.02%, while the rest were from provinces in the Mekong Delta region and other provinces and cities. Therefore, the majority of students live in rented accommodations, with 173 individuals (80.84%), while the small remaining, 41 individuals, live with their families or relatives (accounting for 19.16%).

Table 1: Observational Sample Statistics

Criteria	Description	Frequency (number of observation)	percentage (%)
Gender	Female	152	71,03
	Male	62	28,97
Accommodation	Boarding house	173	80,84
	family/relatives	41	19,16
Hometown	Can Tho	30	14,02
	provinces in Mekong Delta	160	74,77
	Other provinces/cities	24	11,21

Source: Survey data from 214 students of the Tourism Department, 2022

3.2. Results of analyzing the reliability of the scale

The scale of independent variables and student satisfaction with the quality of educational services is assessed using two tools: the Cronbach's Alpha reliability coefficient and exploratory factor analysis (EFA).

Table 2: Results of Scale Reliability Testing

Variable	Corrected Item - Total Correlation	Cronbach's Alpha-if deleted
Cronbach's Alpha facilities = 0,872		
VC1	0,621	0,857
VC2	0,757	0,838
VC4	0,657	0,852
VC5	0,650	0,854
VC6	0,588	0,862
VC7	0,686	0,849
VC8	0,597	0,860
Cronbach's Alpha student support services= 0,832		

HT1	0,642	0,799
HT2	0,686	0,780
HT3	0,690	0,775
HT6	0,654	0,797
Cronbach's Alpha Curriculums = 0,821		
CTDT1	0,727	0,742
CTDT2	0,631	0,784
CTDT3	0,691	0,754
CTDT5	0,551	0,817
Cronbach's Alpha Enthusiasm of staff = 0,902		
CBNV1	0,772	0,876
CBNV2	0,799	0,866
CBNV3	0,791	0,869
CBNV4	0,758	0,881
Cronbach's Alpha Teaching competence of lecturers = 0,824		
NLGV1	0,607	0,796
NLGV2	0,630	0,788
NLGV4	0,731	0,739
NLGV5	0,629	0,787
Cronbach's Alpha Tuition = 0,837		
HP1	0,686	0,786
HP2	0,736	0,738
HP3	0,679	0,797
Cronbach's Alpha The university fulfilled its commitment = 0,826		
CK1	0,648	0,784
CK2	0,695	0,761
CK3	0,575	0,814
CK4	0,695	0,761

(Source: Survey data from 214 students of the Tourism Department, 2022)

The observed variables VC3, HT4, HT5, CTĐT4, NLGV7, NLGV6, NLGV3, CK5 were removed because the total correlation coefficient of these measurement variables is less than 0.30. Thus, the Cronbach's Alpha value will be higher, the reliability test results show that all factors have Cronbach's Alpha coefficients > 0.60 (ranging from 0.79 to 0.90). The remaining observed variables are suitable for the subsequent exploratory factor analysis (EFA).

3.3. Exploratory factor analysis - EFA

The results of the factor rotation matrix for the independent variables show that 30 observed variables still maintain 7 factors as in the Cronbach's Alpha scale reliability assessment. All observed variables have factor loading coefficients greater than 0.50, with a Kaiser-Meyer-Olkin (KMO) coefficient of 0.826 ($0.50 \leq KMO = 0.826 < 1.00$), indicating that the factor analysis is acceptable for the research dataset. Additionally, the Eigenvalues value of 1.122 > 1.00 indicates factor convergence.

The total extracted variance is 69.195%, which is greater than 50.00%, indicating that the EFA model is appropriate. Therefore, the results show that these 7 factors explain 69.195% of the variation in the data.

Table 3: Results of Exploratory factor analysis - EFA

No	Variables	Factors						
		1	2	3	4	5	6	7
1	VC2	0,856						
2	VC4	0,784						
3	VC7	0,714						
4	VC6	0,683						
5	VC5	0,659						
6	VC8	0,657						
7	VC1	0,644						
8	CBNV2		0,891					
9	CBNV3		0,884					
10	CBNV1		0,873					
11	CBNV4		0,859					
12	HT3			0,824				
13	HT6			0,786				
14	HT2			0,742				
15	HT1			0,703				
16	NLGV7				0,811			
17	NLGV3				0,769			
18	NLGV6				0,692			
19	NLGV2				0,637			
20	CTĐT1					0,850		
21	CTĐT2					0,804		
22	CTĐT3					0,725		
23	CTĐT5					0,628		
24	CK1						0,853	
25	CK2						0,776	
26	CK4						0,652	
27	CK3						0,608	
28	HP2							0,881
29	HP1							0,861
30	HP3							0,857
Eigenvalues = 1,122								
The total variance extracted =69,195								
KMO coefficient = 0,826								

(Source: Survey data from 214 students of the Tourism Department, 2022)

The results of the factor rotation matrix for the satisfaction scale show that 4 observed variables are grouped into 1 factor. All observed variables have factor loading coefficients greater than 0.30, with a Kaiser-Meyer-Olkin (KMO) of 0.696 ($0.50 \leq KMO = 0.696 < 1.00$), indicating that the factor analysis is acceptable for the research dataset. Additionally, the Eigenvalues value of 2.488 > 1.00 indicates factor convergence. The total extracted variance is 62.197%, which is greater than 50.00%, indicating that the EFA model is appropriate.

Table 4: The results of EFA for the satisfaction scale

Variables	Factor 1
HL1	0,850
HL4	0,830
HL3	0,738
HL2	0,730
Eigenvalues = 2,488	
The total variance extracted = 62,197	
KMO Coefficient = 0,696	

(Source: Survey data from 214 students of the Tourism Department, 2022)

To continue with linear regression analysis, the factors resulting from the rotated matrix in EFA are denoted as follows:

- Factor "Facilities" includes 7 observed variables: VC1, VC2, VC4, VC5, VC6, VC7, and VC8, denoted as **F_VC**.
- Factor "Student Support" includes 4 observed variables: HT1, HT2, HT3, and HT6, denoted as **F_HT**.
- Factor "Curriculum" includes 4 observed variables: CTĐT1, CTĐT2, CTĐT3, and CTĐT5, denoted as **F_CTĐT**.
- Factor "Enthusiasm of Staff" includes 4 observed variables: CBNV1, CBNV2, CBNV3, and CBNV4, denoted as **F_CBNV**.
- Factor "Teaching competence" includes 4 observed variables: NLGV1, NLGV2, NLGV4, and NLGV5, denoted as **F_NLGV**.
- Factor "Tuition Fees" includes 3 observed variables: HP1, HP2, and HP3, denoted as **F_HP**.
- Factor "University fulfilled its commitments" includes 4 observed variables: CK1, CK2, CK3, and CK4, denoted as **F_CK**.
- Factor "Student Satisfaction" includes 4 observed variables: HL1, HL2, HL3, and HL4, denoted as **F_HL**.

3.4. Linear Regression Analysis

The Pearson correlation analysis results show that the independent variables are correlated with the dependent variable, except for the variable F_CBNV (Sig. value = 0.657 > 0.05) and the variable F_CK (Sig. value = 0.097 > 0.05). Therefore, only 5 independent variables, namely F_VC, F_HT, F_CTĐT, F_NLGV, and F_HP, will be included in the model to explain the dependent variable in the subsequent regression analysis step.

Table 5: Regression results

Models		Unstandardized regression coefficients		Standardized regression coefficients	Sig. Value	VIF
		B	Standard deviation	Beta		
1	Constant	0,556	0,179		0,002	
	F_VC	0,414	0,042	0,494	0,000	1,215
	F_HT	0,051	0,029	0,090	0,078	1,230
	F_CTĐT	0,089	0,035	0,133	0,013	1,340
	F_NLGV	0,141	0,042	0,169	0,001	1,209
	F_HP	0,156	0,039	0,196	0,000	1,157
Adjusted R ² = 0,552 Durbin-Watson = 2,073 The Sig. value of the F-test in the ANOVA table = 0,000						

(Source: Survey data from 214 students of the Tourism Department, 2022)

The Durbin-Watson coefficient is used to test the autocorrelation between residuals in the model. Here, the Durbin-Watson coefficient is 2.073, which falls within the range of 1.00 to 3.00, indicating no autocorrelation between the residuals in the model.

The test results for variance error shows that the Sig. values of the variables F_VC, F_HT, F_CTĐT, F_NLGV, F_HP are (0.904, 0.843, 0.841, 0.587, 0.549) > 0.05, indicating that the assumption of constant error variance is not violated.

Observing the frequency distribution of standardized residuals shows that the normal distribution of residuals approximate Mean = -1.55E-16 (The Mean is almost 0) and a standard deviation Std.Dev. = 0.988. Therefore, it can be concluded that the assumption of normal distribution of residuals is not violated.

The P-P Plot frequency chart also shows that the residuals are randomly scattered around the line passing through the expected value of 0 (the line of expectation), without following any specific pattern. Therefore, it allows the author to conclude that the assumption of normal distribution of residuals is satisfied.

The Variance Inflation Factor (VIF) value is < 2. Conclusion: There is no multicollinearity issue in the model.

The ANOVA test shows a Sig. value of $0.000 < 0.01$, indicating that the model fits the dataset well. In other words, the independent variables are linearly correlated with the dependent variable at the 1% significance level.

The adjusted R-squared value is 0.552, meaning that the five independent variables included account for 52.2% of the variation in the dependent variable.

3.5. Assessing the differences in student satisfaction

Assessing differences by gender

Based on the results, the Sig. Value of the t-test is significantly greater than the 5% significance level, so the researcher concluded that there is no difference in the evaluation of student satisfaction regarding the quality of education in the Tourism Department between genders, with a significance level of 5%.

Assessing differences by courses

The test results indicate a difference in student satisfaction evaluations regarding the quality of education in the Tourism Department concerning the variable of courses. Specifically, the Sig. Value of the ANOVA test is 0.044, which is smaller than the significance level of $\alpha = 5\%$. Therefore, it can be concluded that there is a difference in student satisfaction evaluations regarding the quality of education in the Tourism Department concerning the variable of courses.

Assessing differences by programs

The test results indicate that there is no difference in student satisfaction evaluations regarding the quality of education in the Tourism Department concerning the variable of programs. Specifically, the Sig. Value of the ANOVA test is 0.747, which is significantly greater than the significance level of $\alpha = 5\%$. Therefore, it can be concluded that there is no difference in student satisfaction evaluations regarding the quality of education in the Tourism Department concerning the variable of programs.

4. CONCLUSION AND MANAGEMENT IMPLICATIONS

4.1. Conclusion

The study has identified factors influencing student satisfaction according to their level of importance: Facilities, Curriculum, Student Support, Teaching Competence of lecturers, and Commitment Fulfillment. Additionally, two variables, Staff Enthusiasm and Fees, were found to have no significant impact on student satisfaction. The research results also indicate that student satisfaction does not differ by gender or programs. However, there is a difference in satisfaction concerning courses among students.

4.2. Management Implication

Based on the findings of this study, the authors suggest management implications to help leaders assess the level of education quality response through the analyzed and tested factors.

4.2.1. Management implications for the facilities factor

The factor of facilities has the highest level of influence on student satisfaction among all factors. Students are highly satisfied with this aspect. This is understandable as Tay Do University is a private school that has undergone significant development, requiring well-equipped facilities. However, students also suggest the addition of recreational areas for entertainment purposes.

4.2.2. Management implications for the faculty competence factor

Student satisfaction with faculty competence ranks second highest, it indicates that faculty members possess suitable competence, facilitate easy comprehension, and employ scientific teaching methods. To further sustain this level of satisfaction, departmental leadership should regularly assess faculty competence based on the following criteria: Lecturers should possess extensive and in-depth subject knowledge, effective teaching skills, and the ability to convey information in an understandable manner. They should be proficient in employing various teaching methods and accurately and fairly evaluating students' learning outcomes. Additionally, the reference materials recommended by lecturers should be easily accessible to students.

4.2.3. Management implications for the curriculum factor

The curriculum has a relatively high impact on student satisfaction among factors. Thus, it demonstrates the appropriateness of the university curriculums (Khoe, T. T., Phuong, N. T., Nhien, N. T. K., & Dat, T. H. T 2024). Therefore, the school leadership needs to further leverage and develop factors of the curriculums that the school is already performing well, such as: The curriculums must focus on content relevance to the students' field of study and must be regularly updated and innovative; there needs to be an

appropriate balance between theory and practice; the curriculums' structure should be flexible to provide favorable conditions for students. Additionally, the curriculum should have clear objectives.

4.2.4. Management implications for the student support services factor

The student support factor has a significant impact on student satisfaction, indicating a relatively high level of satisfaction in this factor. Therefore, university leadership should pay more attention to students by effectively implementing the following criteria: ensuring campus security and order; ensuring that students are fully informed about teaching plans, research project implementation plans, assessment criteria for academic results and conduct, and ensuring that students receive adequate support from the university during conducting research projects and dissertations.

4.2.5. Management implications for the university fulfilled its commitment factor

The factor of fulfilling commitments to achieve a satisfactory level is quite high. During the university's development process, significant improvements have been made in areas such as creating a friendly learning environment and ensuring that the curriculum aligns well with the majors. However, the university leadership should consider the following suggestions:

- The grading system for student conduct: it should be tailored to the specific needs of students in various courses at the university.
- The learning environment: there should be increased efforts to educate students about preventing and combating social vices, as well as ensuring security and safety in terms of fire and explosion prevention.
- The leadership of the Tourism Department should monitor students' attendance and maintain regular contact with the Class Affairs Committee to get the number of absent students so it can help the leadership to promptly address problems and provide support.

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