



EVALUATE LEARNER SATISFACTION WITH THE QUALITY OF TRAINING SERVICES OF THE UNIVERSITY OF FINANCE - MARKETING

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ARTICLE INFO	ABSTRACT
<p>DOI: 10.52932/jfm.v15i8.524</p> <p><i>Received:</i> August 13, 2024</p> <p><i>Accepted:</i> August 27, 2024</p> <p><i>Published:</i> November 25, 2024</p> <p>Keywords: Higher education; Learner satisfaction; Service quality; Student satisfaction.</p> <p>JEL codes: A20, M31, I23</p>	<p>The objective of this research is to investigate how learner satisfaction is affected by aspects of service quality. Quantitative and qualitative research methods are used in this study. Accordingly, with a qualitative method, the study conducted in-depth interviews with 20 experts in the field of higher education to evaluate the completeness and validity of the scale. Using the quantitative method, the study conducted a survey with 1,405 learners at the University of Finance and Marketing (UFM) for the purpose of evaluating the reliability of the scale and, at the same time, being used to test the research model and proposed research hypotheses. The findings of the study indicate that learner satisfaction is influenced by eight independent components. Specifically, the most important component is image, which is followed by reliability, training programs, facilities, assurance, empathy, responsiveness, and lecturers. The research findings lead the authors to suggest that the UFM should concentrate on enhancing the university's reputation so that students feel proud of them; they should also follow through on their initial promises to students; evaluate and enhance their curricula to bring them closer to international standards, make them appropriate for students, and satisfy societal demands; To better serve students, upgrade the facilities.</p>

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1. Introduction

In the modern educational context, education is viewed as a sort of “service,” as clients (parents, learners) select the institution that best suits their needs (Pham Thi Lien, 2016). The higher the service quality of a university, the more students it will attract, and vice versa. As a result, universities generally, and the University of Finance and Marketing (UFM) specifically, place a high priority on the quality of their training programs. Almost 20,000 students are being trained by the University of Finance and Marketing in 15 primary subjects of study for bachelor’s, master’s, and doctorate degrees. In recent years, UFM has progressively improved the curriculum and training program, enhanced the quality of lecturers’ instruction, enhanced learner services, created a modern learning environment for students, created a spiritual and humane playground for students during the learning process, reduced tuition costs for deserving students, poor families, and good students, and increased student satisfaction with the university’s educational system in order to fulfill its vision and mission of producing high-quality human resources for the Southern region.

Apart from elements that assist students practically and increase learner satisfaction, UFM’s training process also includes certain elements that are shortcomings that the institution has to acknowledge in order to strengthen and increase learner satisfaction. The questions are: For what factors are students satisfied and dissatisfied with the quality of the university’s training services? What improvements does the university need to focus on to improve the quality of training services and student satisfaction? To answer the above issues, the authors conducted a survey and used quantitative analysis methods to solve this research objective. Numerous studies have been carried out to assess learner satisfaction with the quality of training services, but they have only focused on one department or training system,

specifically the study of Ha Nam Khanh Giao et al. (2013, 2020), and Pham Ngoc Duong et al. (2024) researched student satisfaction with the quality of support services... Studies have not taken into account the viewpoint of learner satisfaction with the quality of training services, nor have they carried out a comprehensive evaluation of every student enrolled in the courses at UFM. The topic “Evaluating learner satisfaction with the quality of training services of the University of Finance – Marketing” is highly urgent because it stems from the aforementioned practical issues and is being implemented concurrently with the request of the school Board of Directors to organize the collection of learners’ opinions to serve the work of improving training quality, serving quality accreditation, and building a school brand system for the period 2021-2025 with a vision to 2030. The study’s findings will help refine the theory behind measuring learner satisfaction and pinpoint the influences of various elements on how satisfied students are with the quality of training programs offered by universities. In terms of Vietnamese society, the study findings will give administrators and school boards a solid basis on which to raise student satisfaction and improve the quality of education.

2. Literature review and research hypotheses

2.1. Service quality and learner satisfaction

Service quality (SERVQUAL)

According to Parasuraman et al. (1985), clients should develop performance expectations related to service dimensions, observe performance, and then form perceptions about performance. The “gap,” or point of difference, between these two fundamental ideas is then used to compare them.

The significance of service quality and the impact of the SERVQUAL instrument are made evident by looking closely at the language used in the expectations and perception scales. The survey’s expectations portion is predicated on

allusions to a perfect business that offers superior customer service. Hence, the SERVQUAL instrument exemplifies the essence of service quality, particularly in relation to its contrast with customer service excellence. Using information on several services, Parasuraman et al. (1985, 1988, 1991) developed a measure of service quality (SERVQUAL) to resolve the apparent discrepancy between product and service quality (Cronin & Taylor, 1992). Service quality is the gap between customers' expectations about the service and their perception of the results when using the service (Parasuraman et al., 1985, 1988). Service quality is the consumer's perception (feeling) about the results of the service (Cronin & Taylor, 1992). The interactions that take place between clients and staff members of the service provider are a reflection of the quality of that service (Svensson, 2002). According to the findings of several references, including Parasuraman et al. (1985), Hanaysha et al. (2011), Othman et al. (2017), and Mwiya et al. (2017), the following dimensions and indicators of training service quality factors are found to exist: (1) Tangible: indicators of the completion of educational facilities, buildings, lecture halls, the teaching process; (2) Reliability: staff service to ensure smooth courses, student discipline, teaching time discipline, and lecturer accuracy; (3) Responsiveness: faculty response to student learning issues, administrative staff response to issues pertaining to administrative services, and students' seamless learning process; faculty preparedness and willingness to support students' seamless learning; administrative staff preparation and willingness to support students' seamless learning; (4) Reassurance: the capacity to receive and attend to grievances from students; the promptness and precision with which the information system delivers its findings to students; (5) Empathy: occurs in the setting of lectures given to students, when faculty members support their learning, and when administrative personnel show concern for the education of their students.

Learner satisfaction

Students make up the majority of the clients in any type of higher education setting, public or private. A higher education institution's ability to give its students the greatest possible service may be determined by looking at their overall customer satisfaction rate. According to Jiewanto et al. (2012) and Mwiya et al. (2017), student satisfaction is an antecedent variable that influences trust behavior, loyalty, re-enrollment, and student decisions (Azam, 2018). In addition, several literature reviews on customer satisfaction point out that there is disagreement over what constitutes satisfaction as a concept of service quality, and that, generally speaking, there is no precise tool available in higher education institutions to measure student satisfaction (Danjuma & Rasli, 2012). Nonetheless, a lot of studies define customer satisfaction; one such research is that conducted by Fornell et al. (1996), which states that reliability is proof of an organization's capacity to deliver a promised service with accuracy and precision; responsiveness shows a readiness to assist clients and deliver assistance quickly; the degree of worry and care that a business or organization shows for its clients is referred to as empathy; assurance is the capacity to boost client confidence and the breadth of expertise and civility exhibited by staff members; facilities, tools, personnel, and communication channels are examples of tangibles (Kundi & Nawaz, 2014).

The relationship between service quality and learner satisfaction

The findings of the numerous research that have been carried out to look into the service quality of educational institutions, particularly in higher education institutions, indicate that learner satisfaction is determined by the elements related to service quality. The relationship between service quality and customer (student) satisfaction has a variety of structures and varying degrees of correlation, according to Kundi and Nawaz's

(2014) empirical research. These include strong positive relationships (Annamdevula, 2012; Annamdevula & Bellamkonda, 2016; Bakrie et al., 2019); moderately significant positive relationships (Khattab & Fraij, 2011; Putu et al., 2018); and weakly significant positive relationships (Dib & Alnazer 2013; Chandra et al., 2019).

2.2. Learner satisfaction with training service quality

The sustainable development of university training institutions is facilitated by learner satisfaction with the quality of training services. Numerous scholars, like Ho and Wearn (1996), who created HETQMEX, or the “Higher Education Total Quality Management Model of Excellence,” have explored these challenges. The benefits of TQM (total quality management) and its practical application in higher education are demonstrated by research, as evidenced by the TQM excellence model in higher education (HETQMEX), which is built around the fundamental ideas of service quality put forth in the research components: leadership, commitment, total customer satisfaction, total participation, education and training, problem ownership, rewards and recognition, error prevention, and teamwork.

A significant correlation was found between all SERVQUAL dimensions and student satisfaction in other studies that used the model. Hassan (2008), for example, looked at student satisfaction and service quality at Malaysian universities; Malik (2010), at Pakistani higher education institutions; Asaduzzaman et al. (2013), at private universities in Bangladesh, also looked at these factors using a sample of 550 business students; Sultan and Wong (2010), at Japanese universities, developed and empirically tested a performance-based higher education (PHed) service quality model; Kundi and Nawaz (2014) used a sample of 200 students and the case study of Gomal University in Pakistan to examine the effects of quality and service on student satisfaction at higher

education institutions. Consequently, Rashid et al. (2021) examined the relationship between student satisfaction and the SERVQUAL model's five components as well. The results of the study show that the eight aspects of reliability, efficiency, capacity, effectiveness, competence, assurance, management of unusual situations, semester, and curriculum have a significant influence on student satisfaction.

Several studies expand upon the SERVQUAL model by proposing additional components that might influence the satisfaction of learners. The outcomes of several studies do, however, occasionally contradict one another. When Douglas et al. (2006) conducted a study of student satisfaction at a university in the United Kingdom, they discovered that academic resource quality had little impact on students' satisfaction. This runs counter to the findings of Encabo's (2011) study, which examined how students in the Philippines perceived the quality and satisfaction of their education and discovered that academic resources played a significant role. Student satisfaction was measured using a 10-item instrument that was taken from Fornell et al. (1996), whereas Osman and Saputra (2019) utilized 15 items to evaluate six-dimensional consumer satisfaction. According to some research, customer satisfaction is a measure of service quality (Ganguli & Roy, 2010). Ariyanto et al. (2020) investigated how Master of Management program students' customer satisfaction was affected by service quality elements such as tangibles, responsiveness, assurance, and empathy. The findings indicate a correlation between student satisfaction and each of the SERVQUAL model's five variables. Out of these, tangibility shows a modest link with student satisfaction, while assurance, empathy, responsiveness, and reliability show a substantial correlation with student satisfaction.

Most recently, an evaluation of 162 articles on the quality factors influencing student satisfaction in higher education was carried out by Dhawan

(2022). As a result, there is a stronger association between student satisfaction and the quality of administrative services than there is with faculty, student support services, curriculum, facilities, and teaching. This study adds to our understanding of university image and how crucial it is for postsecondary educational institutions to draw in new students and keep their present enrollment. Ong and Quek's (2023) study examined how student satisfaction and loyalty at private institutions in Malaysia are affected by service quality and school image. Student loyalty and satisfaction are seen to be positively and significantly impacted by a student's trust and commitment. The favorable and considerable influence of service quality and school image on student satisfaction was also supported by research with a similar aim conducted by Chandra and colleagues (2019). Researchers in Vietnam are interested in learner satisfaction from a variety of perspectives and topics. For example, Nguyen Minh Tuan's (2012) study examined the relationship between service quality and fairness on pricing and student satisfaction at Vietnamese universities; Pham Thi Lien (2016) offered a model of factors influencing training service quality and the degree to which those factors impacted student satisfaction, examining the University of Economics (Hanoi National University); Huynh Thi Kim Duyen (2016) investigated student satisfaction with training services at the University of Finance and Accounting; and Pham The Chau (2018) examined student satisfaction at the Department of Foreign Languages, University of Foreign Languages and Information Technology, Ho Chi Minh City.

Recently, Nguyen Thi Ngoc Diep and Doan Thi Hong Nga (2020) evaluated student satisfaction with the quality of training services in the form of e-learning at Lac Hong University by applying the theory of service quality, specifically the SERVQUAL scale (Parasuraman et al., 1993) and customer satisfaction theory. Based on the research findings, there are five criteria that are ordered in descending order

that determine student satisfaction: (1) tangible means; (2) empathy; (3) trust; (4) response ability; and (5) service capacity. Many studies have been carried out at the University of Finance and Marketing to assess student satisfaction with the quality of training services; however, these studies have only looked at data from one department or training program. Teaching staff, facilities, student trust, school interest, ability to fulfill commitments, non-professional activities, professional activities, providing information, prestige, and extracurricular activities are among the factors taken into consideration, according to research by Ha Nam Khanh Giao et al. (2013, 2020). Additionally, Pham Ngoc Duong et al. (2022) examined how satisfied students were with the quality of support services.

Thus, a large number of scientists and administrators, both domestically and internationally, have studied learner satisfaction with training quality. Studies have indicated variables that impact learner satisfaction with training quality. In general, the works have discussed a wide range of learner satisfaction-related concerns and have examined and interpreted research issues in accordance with the goal, focus, and extent of each project's study in order to provide relevant elements for each research unit. The writers did discover, however, that prior research had not taken into account the viewpoint of students' satisfaction with the quality of training services at UFM and had not carried out a comprehensive evaluation of all students enrolled in the courses, programs, and majors receiving training there.

The authors propose a model of factors affecting students' satisfaction with the quality of training services at the University of Finance and Marketing, based on related theories and findings from domestic and international research on student satisfaction with the university. These factors include university's image, reliability, training programs, facilities, assurance, empathy, responsiveness, and lecturers.

2.3. Research model and Hypothesis

Research gaps have been highlighted by the findings of several of the aforementioned studies, which indicate variability in the degree of association between learner satisfaction and service quality aspects. Given the basis of distinct

issues, it is still intriguing to revise related study themes, particularly in the context of higher education. As seen in the image below, we may further improve the study conceptual model's structure based on the description given above.

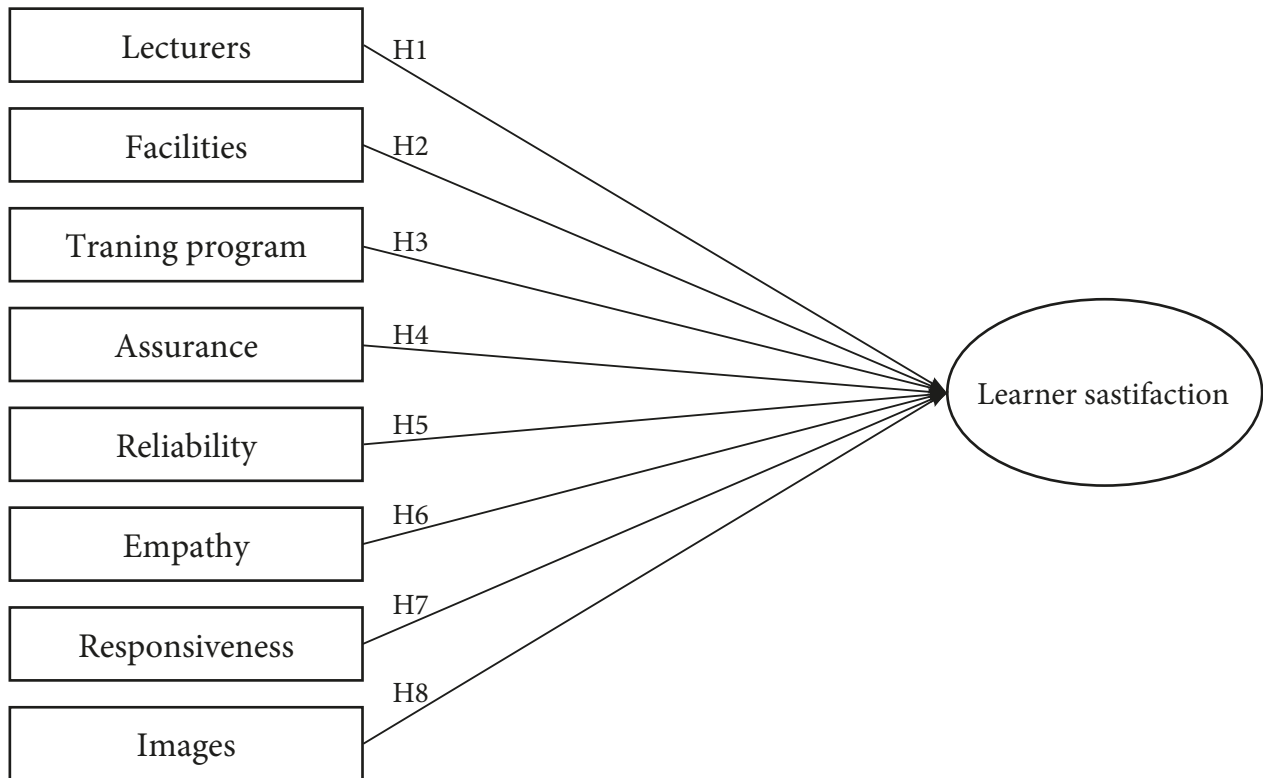


Figure 1. Proposed research model

Lecturers

The quality of education is mostly determined by lecturers, who are reflected in their qualifications, teaching expertise, adequate demeanor, appropriate assessment, and so on. Several studies have confirmed the link between student satisfaction and lecture quality. These studies include those by Ha Nam Khanh Giao et al. (2020), Dhawan (2022), Butt and Rehman (2010), DeShields et al. (2005), Gruber et al. (2010), Hanaysha et al. (2011), Lim Kok Seng and Pei Ling (2013), Martirosyan et al. (2015), Mwiya et al. (2017), Parahoo and Tamim (2012), Sakthivel et al. (2005), Trang et al. (2018), Weerasinghe and Fernando (2018),

Wilkins and Balakrishnan (2013), and Zopiatis et al. (2014). Based on the previous explanation, we may further enhance the study's conceptual model's structure, as seen in the following image. Therefore, this study assumes that there is a positive relationship between lecturers and learner satisfaction.

Hypothesis H1: Lecturers positively affects learner satisfaction.

Facilities

According to Parasuraman et al. (1988), tangibles, also known as physical facilities, are tangible objects that our senses can see or touch. According to Rusdarti (2019),

facilities rank highest among the SERVQUAL model's components in terms of impacting the satisfaction of students. According to several studies (Dutta & Dutta, 2009; Rusdarti, 2019; Shah Kamal Ideris et al., 2016; Sibai et al., 2021; Hanaysha et al., 2011; Petruzzellis & Romanazzi, 2010; Rasheed et al., 2020), well-equipped facilities would enhance students' learning experiences and ultimately increase student satisfaction. As a result, the study makes the assumption that learner satisfaction and facilities are positively correlated.

Hypothesis H2: Facilities positively affects learner satisfaction.

Training program

Many studies have evaluated the relationship between training programs and service quality (Athiyaman, 1997; Farahmandian et al., 2013). More specifically, training quality is one of the determining factors in students' perceptions of the quality of training services (Athiyaman, 1997; Allam, 2018; Butt & Rehman, 2010; DeShields et al., 2005; Hanaysha et al., 2011; Martirosyan et al., 2018; et al., 2005; Tessema et al., 2012; Weerasinghe & Fernando, 2018; Osman & Saputra, 2010). Therefore, this study assumes that there is a positive relationship between training programs and learner satisfaction.

Hypothesis H3: Training program positively affects learner satisfaction.

Assurance

Assurance is exhibited through educational programs or other support services like career and academic counseling. Good assurance has been found to improve learner satisfaction in numerous studies (DeShields et al., 2005; Sakthivel et al., 2005; Songsathaphorn et al., 2014; Tessema et al., 2012; Wilkins & Balakrishnan, 2013; Zopiatitis et al., 2014; Mwiya et al., 2017). Thus, it is assumed in this study that learner satisfaction and assurance are positively correlated.

Hypothesis H4: Assurance positively affects learner satisfaction.

Reliability

Parasuraman et al. (1988) defined reliability as "the ability to perform the promised service reliably and accurately". Schools need to ensure trustworthy and accurate actions are being taken to support students and gain their trust. The positive relationship between reliability and learner satisfaction has been shown in studies by many authors (Khattab & Fraij, 2011; Hanaysha et al., 2011; Johari et al., 2016; Djajanto, 2017; Molaee et al., 2013; Khan & Fasih, 2014; Vazifehdoost & Negahdari, 2020). Therefore, this study assumes that there is a positive relationship between reliability and learner satisfaction.

Hypothesis H5: Reliability positively affects learner satisfaction.

Empathy

Students' feelings toward the school and the school's capacity to provide them with care and attention are influenced by the school's empathy (Cardona & Bravo, 2012). One of the elements that has a significant impact on students' satisfaction with the quality of training services provided by an institution is empathy (Twum & Peprah, 2020; Zaineldeen et al., 2020). When staff members care about and empathize with students, it may make them feel like they are part of the company, which may improve relationships and raise satisfaction among students (Khan & Fraij, 2011; Vazifehdoost & Negahdari, 2018; Ariyanto et al., 2020; Molaee et al., 2013; Khan & Fasih, 2014; Hanaysha et al., 2011; Johari et al., 2016; Djajanto, 2017). As a result, this study assumes that there is a positive relationship between empathy and learner satisfaction.

Hypothesis H6: Empathy positively affects learner satisfaction.

Responsiveness

Employee readiness to deliver facilities and services promptly determines responsiveness (Parasuraman et al., 1985). According to Rashid et al. (2021), the satisfaction of learners will be directly impacted by an institution's perceived lack of commitment to satisfying their requirements. Expectations regarding the quality of services can be influenced by the readiness and availability of school personnel to meet the requirements of students, including their capacity for effective communication, prompt service, and unreserved service. According to studies (Khattab & Fraij, 2011; Hanaysha et al., 2011; Johari et al., 2011; Johari et al., 2016; Molaei et al., 2013; Mwiya et al., 2017; Ariyanto et al., 2020), strong staff responsiveness raises learner satisfaction. Therefore, this study assumes that there is a positive relationship between responsiveness and learner satisfaction.

Hypothesis H7: Responsiveness positively affects learner satisfaction.

Image

According to Kotler, Karen (1995), an image is a person's general perception of an item. Due to insufficient information received from a particular institution, people may view images differently (Dowling, 1988). As a result, the learner's perception of a school is part of its image. According to Kotler, Karen (1995), when it comes to student satisfaction, a school's reputation matters more than the quality of its services. Fram (1982) asserts that as universities are frequently perceived as Gestalts (an organized whole), concepts related to faculty, curricula, high-quality instruction, and the correlation between cost and quality are frequently included in university images. Numerous studies have also demonstrated the beneficial effect of school image on student satisfaction (Mazursky et al., 1987; Kazoleas et al., 2001; Arpan et al., 2003; Alves & Raposo, 2010; Nguyen & LeBlanc, 2001; Klooster et al., 2023). Therefore, this study assumes that there

is a positive relationship between school image and learner satisfaction.

Hypothesis H8: Image positively affects learner satisfaction.

3. Research method

To research and explore factors affecting learner satisfaction with the quality of training services at UFM, both qualitative and quantitative research methods are used in this study. Consequently, the study employed a qualitative methodology to assess the comprehensiveness of the content and structure of the statements on the scale through in-depth interviews with twenty specialists in the field of higher education. Using the sample technique, the study employed the quantitative approach to administer a survey to 1,405 students who were enrolled in different majors and training programs at UFM, as well as graduate students and other students (*see Appendix 1 online*). The concepts are tested using the Cronbach's alpha statistical test method for the reliability of the scale, and then exploratory factor analysis (EFA) and multivariate regression analysis methods are used to determine the reliability of the scale. Determine the impact factors and the level of impact of each factor on student satisfaction with the quality of educational services at UFM through the SPSS 26.

4. Research findings and discussing

4.1. Research findings

There were 1,500 responses from students to the survey. But after excluding unsatisfactory responses (those that lack objectivity or information), 1,405 satisfactory responses (or 93.66% of the total) remain. Of these, 1,405 students from the 2019-2022 academic year took part in the survey. There are 160 students enrolled in master's and PhD programs, while the remaining 88.6% are undergraduates. Furthermore, 43.8% of students are enrolled in formal training programs, 37.2% are enrolled in high-quality programs, 16.3% are enrolled in

special programs, and the remaining students are enrolled in high-quality full-time English programs (*see Appendix 2 online*).

Reliability test of measure scales

According to the scale's test results using the Cronbach Alpha coefficient, all scales for the dependent variable (8 observed variables) and the eight independent variables (48 observed variables) fulfill reliability (coefficients) and are thus eligible to be included in exploratory factor analysis (EFA) (the overall Cronbach Alpha > 0.6 and the total variable correlation coefficient of each scale is > 0.3) (*see Appendix 3 online*).

Exploratory factor analysis (EFA)

Research using the EFA exploratory factor analysis technique aims to reduce a set of many mutually observed variables into a smaller set of variables (called factors) so that they are more meaningful but still contain most of the information content of the original variable set. Through SPSS 26.0 software, the authors conducted tests for the group of dependent variables and the group of independent variables in the proposed research model. Eight independent factors, or 49 observed variables, were included in the exploratory factor analysis. According to the initial analysis's findings, eight representative factor groups were formed from the 49 observed variables. But QT2, the observed variable (Concern 2), was taken off the scale due to its inadequate factor loading coefficient. For the remaining 48 observed variables, the authors carried out a second exploratory factor analysis. The following are the findings of the second analysis for the 48 observed variables that make up the set of independent variables: The KMO value of 0.964, which meets the requirement of $0.5 \leq \text{KMO} \leq 1$, indicates that the study data is suitable for the EFA analysis. The representative factor and the observed variables have a linear correlation, as indicated by Sig = 0.000 (≤ 0.5). The factors' total variance is 74.460%, which satisfies the requirement of $\geq 50\%$. Furthermore, 48 observable variables were extracted into 8 representative factor groups with an Eigenvalue of 1.134 (fulfilling

the requirement > 1), and all of these groups had factor loading coefficients > 0.5.

The following are the findings of the EFA analysis for the dependent variable: The KMO coefficient of 0.943 indicates that the observed variables have a linear relationship with the representative factor, satisfying the $0.5 \leq \text{KMO} \leq 1$ criterion. Additionally, the Sig value of 0.000 (≤ 0.5) supports this finding. The observed variables are extracted into a single factor group at Eigenvalue = 5.732, attaining a total variance of 71.649 (fulfilling the requirement > 50%), in which all 08 observed variables have factor loading coefficients > 0.5 and every individual attained discrimination. Therefore, only one variable (QT2) was excluded following exploratory component analysis for the observed variables; the remaining variables were then extracted into eight independent factor groups and one dependent factor group, following the original study model proposal.

Correlation matrix

The independent variables in the matrix have sig values < 0.05, according to the results of testing the correlation coefficient between the independent variables. This indicates that the independent variables have a higher likelihood of explaining each other, so when analyzing regression, it is important to take multicollinearity into consideration. Specifically, the Durbin-Watson coefficient and VIF should be checked. However, the dependent variable and the independent variables are correlated, as indicated by the average correlation coefficient and sig. (< 0.05) between the two, which makes the independent variables eligible to be included in the regression analysis equation (*see Appendix 4 online*).

Regression analysis

Using multiple linear regression analysis, the following procedures were used to assess the association between independent factors (lecturers, facilities, training programs, assurance, reliability, empathy, responsiveness, and image) and dependent variables

(satisfaction) in the study: (1) computing the independent variable's coefficients and slopes; (2) assessing the model's adequacy via the F-test, adjustment coefficient, and R-squared coefficient; (3) verifying multicollinearity using the VIF coefficient; and (4) searching for any violations of the regression assumption.

Regression analysis findings showed an adjusted R² of 0.745, which indicates that eight

independent factors account for 74.5% of the variance in learner satisfaction with the quality of training services at the University of Finance and Marketing. Besides, the VIF coefficients are all less than 4, thus allowing us to confirm that multicollinearity does not occur. The Durbin-Watson test value of 2.038 is in the range $1 < d < 3$, so it can be concluded that there is no autocorrelation between random errors.

Table 1. Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	-0,179	0,068		-2,631	0,009		
Lecturers	0,059	0,025	0,050	2,349	0,019	0,407	2,459
Facilities	0,100	0,021	0,102	4,820	0,000	0,405	2,468
Training program	0,127	0,025	0,122	4,995	0,000	0,304	3,286
Assurance	0,085	0,022	0,086	3,853	0,000	0,362	2,761
Reliability	0,148	0,022	0,148	6,712	0,000	0,372	2,689
Empathy	0,069	0,015	0,079	4,623	0,000	0,617	1,620
Responsiveness	0,061	0,022	0,060	2,711	0,007	0,369	2,711
Image	0,371	0,022	0,375	17,199	0,000	0,382	2,615
	R ²		0,747				
	Adjusted R ²		0,745				
	Durbin-Watson		2,038				
	F (Sig.)		514,441 (0,000)				

The research findings showed that learners satisfaction is influenced by facilities, training programs, assurance, reliability, empathy, responsiveness, and image (all factors' statistical significance is less than 0.05). According to the original predicted hypothesis, all of the factors' standardized regression weights are positive. The most significant factor affecting learner satisfaction among them is "school image" (Beta = 0.375); reliability (Beta = 0.148) and training program (Beta = 0.122) are the next most significant ones. The teacher component has the least significant effect on learner satisfaction (Beta = 0.05).

4.2. Discussion

Research results show that the quality of a school's training services can be measured

through factors such as lecturers, facilities, training programs, assurance, reliability, empathy, responsiveness, and school image. And increasing these factors can increase the level of learner satisfaction with the quality of training services at UFM. This result is similar to the results of studies such as Dhawan (2022), Rashid et al. (2021), and Ariyanto et al. (2020). The study also contributes to emphasizing the role of the image factor (learners' impression of the university) on learner satisfaction, similar to Chandra et al. (2019) and Ong et al. (2022). Especially in this study, the image factor has the strongest impact on learner satisfaction with the quality of training services at the University of Finance and Marketing.

After comparing the findings of previous research at the University of Finance and Marketing by Ha Nam Khanh Giao et al. (2020) and Pham Ngoc Duong et al. (2024), the authors found that: (1) This study is currently surveying a larger sample of learners rather than concentrating on a single department or training system; (2) The influence of several aspects (lecturers, facilities, empathy, and reliability) on learner satisfaction has been consistently studied; nevertheless, the degree of impact varies throughout studies. For instance, reliability is the component that has the least influence, and lecturers have the most impact on alumni satisfaction, according to Ha Nam Khanh Giao et al. (2020). Our study indicates that lecturers have the least influence on learners satisfaction; (3) This study emphasizes the relationship between school image and learner satisfaction with the quality of training services, which was not mentioned in the two previous studies.

To evaluate hypotheses on variations in satisfaction levels between groups of learners with various characteristics, the study employed a one-way ANOVA test. The subsequent outcomes:

Regarding learner groups' satisfaction with the quality of training services during the training years (2019, 2020, 2021, and 2022), there is no statistically significant difference.

Diverse learner groups in various training majors exhibit varying levels of satisfaction with the quality of training services (Levene test, sig. = 0.300; ANOVA test, sig. = 0.002). The descriptive statistics table indicates that, specifically, students pursuing degrees in economic mathematics, real estate, and economic law are the most satisfied, while students pursuing degrees in marketing are the least satisfied on average (mean = 3.558).

Learners in various training programs have varying levels of average satisfaction with the quality of training services (Levene test, sig. = 0.201; ANOVA test, sig. = 0.001 < 0, 05).

The learners in the Full English High Quality program are the least satisfied, while those in the Special program are the most satisfied.

5. Conclusion

Despite the development of other models, particularly for assessing service quality in the higher education sector, the SERVQUAL tool remains the most popular instrument for measuring service quality. The authors have developed a research model based on previous research with the goal of analyzing the influence of factors related to service quality on learner satisfaction at the University of Finance and Marketing (which comprises 8 factors with 57 observed variables).

According to research findings, learner satisfaction is impacted by all eight independent factors: facilities, training programs, lecturers, assurance, reliability, empathy, responsiveness, and image. When the sig. of every component is less than 0.05, the model is considered statistically significant. The proposed hypotheses are supported by the positive standardized regression weights of the components. The image factor, reliability, training program, and facilities had the greatest beta coefficients (0.375, 0.148, 0.122, and 0.102), among them. This demonstrates the necessity for the university to focus on improving its image to instill pride in students; honor and fulfill students' initial commitments; evaluate and enhance training programs to guarantee they meet global standards and fulfill social obligations; and, in order to better serve students, modernize the facilities. Furthermore, it is vital to ensure enhancements in lecturer quality, responsiveness, capacity to serve and care for students, and supplemental services in order to elevate the standard for training and learner satisfaction. The authors' recommendations are based on the findings of the research and include:

One of the most important factors in fostering student satisfaction with UFM's training

services is the school's image. Therefore, among other things, the university has to create a vision, development goals, and clear regulations in order to concentrate on becoming a well-known organization with a distinct brand. To assist students in creating a distinctive sense of self, love, and pride in becoming UFMers, UFM must consistently utilize imagery while also successfully building the university's brand identity.

Based on the study results, learner satisfaction is positively impacted by reliability, which also has the second-largest effect component in the model ($\beta = 0.375$; $p < 0.001$). Students' satisfaction is thus significantly impacted by UFM's ability to complete responsibilities regularly. To make it simpler for students to access library data sources at any time or location, UFM attempted to build up the resources that they require to look for training materials and instructional materials. Diversifying communication channels is crucial to establishing a connection between UFM and learners, including well-known ones like email, academic counseling, and UIS. Furthermore, social networks such as Facebook, Zalo, and so on need to be used to establish interactive information channels.

The training program has a big impact on how satisfied students are with the quality of training services provided by UFM. Training programs that are highly practice-based and application-oriented, like the Special program, will increase learner satisfaction. UFM must thus regularly analyze, evaluate, and update training programs. The innovative training program must satisfy the training goals of the institution and the societal expectations and requirements of the relevant parties. UFM has to focus on and regularly evaluate the human resource needs of a wide range of stakeholders, including experts, businesses, employers, and alumni, in order to deliver training that is application-oriented. From then on, the university has a solid understanding of the path toward socioeconomic development

and is able to strengthen its training program to accommodate the demands of real-life situations and the hiring needs of businesses.

According to the research findings, facilities have a positive influence on learner satisfaction and have the fourth-largest impact coefficient in the model ($\beta = 0.102$; $p < 0.001$). In order to satisfy the demand for training that is primarily practical-oriented training, UFM must upgrade and construct LAB rooms, apply digital transformation, update and acquire technology equipment, invest synchronously and effectively in information technology systems, and establish synchronization in the school's IT infrastructure.

There is a favorable correlation between the assurance of UFM and learner satisfaction with the quality of training services provided. To enhance the knowledge, attitudes, and working styles of staff and management, the authors recommend that UFM focus on offering training and knowledge programs. Standardize administrative processes, clearly assign responsibilities, avoid overlap to improve capacity, and shorten the time to handle learners' inquiries.

The empathy that UFM offers has a significant influence on student satisfaction. Therefore, issues like the university's assistance policy, the concerns of lecturers and staff, opportunities for student-university dialogue, or the way the university comprehends students' thoughts and aspirations and solves their problems need to be prioritized in order to increase learners' satisfaction with the UFM's training services.

UFM learner satisfaction is positively impacted by responsiveness. Therefore, having a functioning method for handling queries, problems with learning, and grievances, together with UFM's continuous assistance and guidance for students, are crucial components in fostering better satisfaction among learners. In particular, improve student assistance, broaden the channels of information available to respond to inquiries from students, and

optimize procedures to address typical issues encountered by students.

One of the essential elements influencing students' satisfaction with the quality of the university's training services is the quality of lecturers. As a result, the authors suggest that UFM focus more on setting up intensive training programs and seminars so that lecturers may stay updated on new developments, industry trends, and cutting-edge techniques in the field of economics. To enhance self-awareness and integrate highly practical information into instruction, create opportunities for lecturers

to engage in hands-on learning at enterprises. Create an enjoyable workplace where lecturers are motivated to work hard, love what they do, and want to stay on to help the university enhance its brand and reputation while also providing higher-quality instruction.

Apart from the remarkable results, the research has limitations as it only evaluates students' satisfaction with the quality of UFM's training services; no survey has been conducted with other stakeholders, such as teachers, alumni, parents, and companies.

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