

**EDITOR IN CHIEF**

**NGUYEN BACH KHOA**

**DEPUTY EDITOR IN CHIEF**

**SECRETARY OF EDITORIAL OFFICE**

**PHAM MINH DAT**

**EDITOR IN ENGLISH**

**NGUYEN THI LAN PHUONG**

**EDITORIAL SCIENTIFIC COUNCIL**

Dinh Van SON - Thuong mai University, Vietnam - President

Pham Vu LUAN - Thuong mai University, Vietnam - Vice President

Nguyen Bach KHOA - Thuong mai University, Vietnam - Deputy President

**THE MEMBERS**

Vu Thanh Tu ANH - Fulbright University in Vietnam, USA

Le Xuan BA - Centural Institute for Economic Managerment, Vietnam

Hervé B. BOISMERY - University of La Reunion, France

H. Eric BOUTIN - Toulon Var University, France

Nguyen Thi DOAN - Vietnam Learning Promotion Association, Vietnam

Haasis HANS - Dietrich - Institute of Shipping Economics and Logistics (isl) Bremen - Germany

Le Quoc HOI - National Economic University, Vietnam

Nguyen Thi Bich LOAN - Thuong mai University, Vietnam

Nguyen Hoang LONG - Thuong mai University, Vietnam

Nguyen MAI - Vietnam Economist Association, Vietnam

Duong Thi Binh MINH - University of Economics HoChiMinh City, Vietnam

Hee Cheon MOON - Korean Trade Research Association, South Korea

Bui Xuan NHAN - Thuong mai University, Vietnam

Luong Xuan QUY - Vietnam Economicst Association, Vietnam

Nguyen Van Song - Vietnam National University of Agriculture

Nguyen TAM - California State University, USA

Truong Ba THANH - University of Danang, Vietnam

Dinh Van THANH - Institute for Trade Research, Vietnam

Do Minh THANH - Thuong mai University, Vietnam

Le Dinh THANG - University of Québec à Trois Rivières, Canada

Tran Dinh THIEN - Vietnam Institute of Economics, Vietnam

Nguyen Quang THUAN - Vietnam Academy of Social Sciences, Vietnam

Le Nhu TUYEN - Grenoble École de Managment, France

Washio TOMOHARU - Kwansei Gakuin University, Japan

Zhang YUJIE - Tsinghua University, China

# Journal of Trade Science

ISSN 1859-3666

Volume 6

Number 1

April 2018

## CONTENTS

Page

1. **Khoa, N. B.** - A Study on Learners' Satisfaction with English Training Quality in Language Link Vietnam 3
2. **Hieu, P. D.** - Earnings management of listed companies on Vietnam Stock Market: an empirical study and identification of influencing factors 15
3. **Thuy, V. X.** - Factors affecting income of Board of Executives: Evidence from listed companies on Ho Chi Minh City Stock Exchange 26
4. **Lan, M. T. and Hung, T. H.** - Building Capacity Framework for Leaders of the Public Administrations in Hoa Binh province 37
5. **Thai, N. V. and Trang, B. T. Q.** - The Application of IDIC Model in Customer Relationship Management at Tourism Accommodation Establishments of 3 Stars or Higher in Vietnam 45
6. **Ha, D. B.** - Evaluating Factors Influencing the Organization of Accounting Information System in Commercial Enterprises in Hanoi 62

# A STUDY ON LEARNERS' SATISFACTION WITH ENGLISH TRAINING QUALITY IN LANGUAGE LINK VIETNAM

**Nguyen Bach Khoa**  
Thuongmai University  
Email: nbkhoa@tmu.edu.vn

Received: 6<sup>th</sup> April 2018

Revised: 16<sup>th</sup> April 2018

Approved: 20<sup>th</sup> April 2018

Customer satisfaction with service quality and value has long been a topic of concerns by many scholars and enterprises. This research aims to examine the impacts of different components of service quality on demand satisfaction of learners at Language Link Vietnam via the application of the research model by Gronroos (1984) and the modified model by N.B.Khoa and N.H.Viet (2014). The research uses a data set made up by 256 learners in various training programs provided by Language Link Vietnam with 4 service quality components of technical quality, functional quality, positioning quality and relationship quality of English training services. Qualitative research and quantitative research have been conducted with a measurement set including 36 observation variables of 4 independent variables and 6 observation variables of 1 dependent variable. The findings indicate that these variables have direct and significant impacts on learner demand satisfaction capacity in the following order: functional quality, technical quality, positioning quality, relationship quality; these 4 components can explain 76.8% of variations in learner demand satisfaction capacity in Language Link Vietnam

**Keywords:** Demand satisfaction; service quality, foreign language training service, Language Link.

## 1. Theoretical background

### 1.1. Training service and foreign language training service

At present, many activities happening in our life have been referred to as 'service'. These activities take place in various sectors, at different levels.

According to P. Kotler, service is a special kind of product/market with different features from tangible products and can be understood as an act of performance that one party can offer to another that is essentially intangible and does not result in the ownership of anything and its production may or may not be tied to a physical product [7].

According to Nguyen Bach Khoa (1995), "Service is seen as a set of utilizing effects of an identified labor activity which can exist as an independent or an inte-

gral part of the commercialization of a certain physical product to satisfy the demand of an organization and /or individual [8].

Meanwhile, Phung Huu Phu (2016) states that "The concept of education and training service has both narrow and broad meanings. The broad meaning covers the entire education and training activities in the service sector. Under the General Agreement on Trade and Service (GATS) that Vietnam was committed to upon its accession to World Trade Organization (WTO), education and training are classified into service sector. In its narrow meaning, education and training service goes closely with specific education and training activities. Different elements and processes will make up the education and training process. These may be physical elements (such as equipment, facilities, etc.),

non-physical (such as teaching methods, knowledge transferring process, etc.) or elements that combine the features of these elements (such as studying materials, training curriculum, etc.) [11].

Up to now, there has not yet specific and detailed definition of foreign language training service. However, based on the concept of service, foreign language training service can be understood as "a package of service in which suppliers provide knowledge and supplementary activities to supply "utilizing effects" to learners in order to satisfy their demand for learning and developing specific foreign language competence."

### 1.2. Service quality

For its importance, service quality is a subject that draws much attention and also raises lots of debates in marketing field over many past decades. If service quality is considered as a measurement scale, its quality should be described by the components that constitute the quality. According to Ghobadian et al. (1994), quality is identified as "good features packaged in a product or service" [3]. Parasuraman et al. (1988) combine this view with fundamental characteristics of services as intangibility and heterogeneity and state that "service quality is a measurement of how well the provided services meet the expectations of customers" [1, Page 42]. In service sectors, the supply of services "beyond customer expectation" is the ongoing innovation process from "quality is perfectness, quality is value to quality is the conformity with standards and most recently, quality is the reach or/and beyond the reach of customer expectations" [10, Page 206].

In short, despite different views and approaches to the definition of service quality, it can be generalized that service quality is the combination of features and characteristics of a service that impact on its ability to satisfy the explicit or implicit demand [9].

The definition and measurement of service quality is a topic that draws the attention of many researchers. Via different approaches, they have come out with various definitions as well as research models. The most salient ones include the following: the three-component model (product, process, service environment) by

H.Oh (1999); SERVQUAL by A. Parasuraman et al. (1988) and its modification - SERVPERF by J. Coronin and S. Taylor (1992) with 5 components: reliability, response, guarantee, empathy and visibility; model by C. Gronroos (1984) and its modification by N.B.Khoa & N.H.Viet (2014) [8] with 4 service quality frames: technical quality (what service mix is provided?); functional quality (how are services provided?); positioning quality (how do distinctive and differentiated features of training services impress learners?); relationship quality (how are services related to customers and public?)

### 1.3. Satisfaction of service customer demand

According to (Parasuraman et al., 1988; Spreng et al., 1996) customer satisfaction is the response of customers towards the perceived differences between known experience and expectations. This can be understood as the previous experience of customers on services and the results after services are provided. More specifically, satisfaction is the feelings, emotions of customers when their demand, is met, their desires or needs are fulfilled or exceeded in the process of using services provided by the enterprise. Customer satisfaction will result in their loyalty and decision to continue buying and using that enterprise's products.

Satisfaction is gained upon the comparison between the benefits and capacity that products bring and the earlier expectations of customers. 3 possibilities may result: [7]

- + Customers are satisfied when capacity of products absolutely matches their expectations.
- + Customers are highly satisfied when capacity of products totally exceeds their expectations
- + Customers are not satisfied when capacity of products falls under their expectations

Customer satisfaction may be categorized into 3 main types with different impacts on enterprises: [4]

Positive demand satisfaction: this satisfaction is positive and comes from the increasing demand for services provided by enterprises. These customers are likely to become loyal customers if enterprises give them a trust that enterprises will continue to improve their services. Given the constant demand of cus-

tomers, enterprises will have better motivation to improve their service quality.

**Stable demand satisfaction:** this state comes from the satisfaction of demand and the comfort with products provided by enterprises. Customers with stable demand satisfaction usually do not want to change the current modes of service provision and they are willing to continue using the services provided by enterprises.

**Passive demand satisfaction:** in this case, customers are not satisfied due to the feelings that their proposals to enterprises for service improvement are impossible. These customers will lose their belief in enterprises so they do not want to contribute opinions or feedback and do not care about efforts made by enterprises.

Some enterprises operating in service sectors believe that service quality and customer satisfaction are the same. But many studies have proved that these are different concepts, as mentioned in the research by Zeithaml & Bitner (2000): "*There always exist differences between customer satisfaction and service quality if they are considered from the approach of cause-effect analysis, especially in service sector. Service quality has narrower meaning than customer satisfaction*" [13]

According to (Cronin and Taylor, 1992; Yavas et al, 1997; Ahmad and Kamal, 2002) service quality plays a vital role to customer satisfaction. Service quality is the initial step for enterprises to build up customer demand satisfaction. Therefore, in order to raise customer satisfaction, enterprises should first of all improve their service quality. Between service quality and customer demand satisfaction always exist correlations, service quality comes first and determines customer satisfaction. These cause-effect relationships are the main research subject of the study on demand satisfaction with English training service quality in Language Link Vietnam.

## 2. Research hypotheses and research model

This study employs service quality model developed by N.B.Khoa & N.H.Viet (2014) for 3 main reasons:

- *Firstly*, this model is modified from the model of C. Gronroos (1984) to measure the expectation capacity of customers when buying and using services. This model combines and exploits the strengths of the 3-component model by H.oh and SERVPERF model.

- *Second*, this model adds two components of relationship quality and positioning quality to the model of C. Gronroos (1984), it is therefore expected to be suitable for Vietnam's service sector which is currently at "growth" phase in its lifecycle, thereby increasing R2 adjusted of the impacts of service quality on customer satisfaction with the services.

- *Third*, this model can be implemented more easily and suitably in training services in general and foreign language training services in particular.

The qualitative analysis of the impacts of training service quality components and learner satisfaction enables the formation of the 4 following research hypotheses:

+ *Hypothesis 1:* Technical quality of foreign language training services has direct and positive impacts on learner satisfaction.

+ *Hypothesis 2:* Functional quality of foreign language training services has direct and positive impacts on learner satisfaction

+ *Hypothesis 3:* Positioning quality of foreign language training services has direct and positive impacts on learner satisfaction

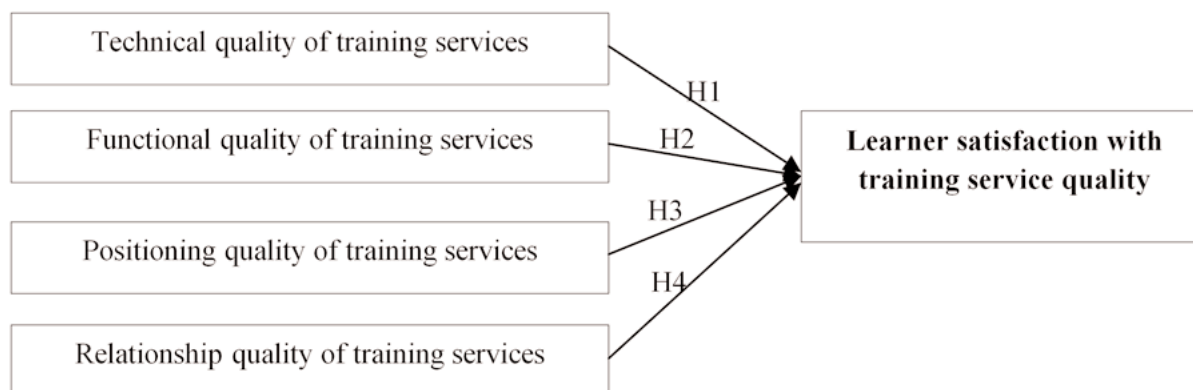
+ *Hypothesis 4:* Relationship quality of foreign language training services has direct and positive impacts on learner satisfaction

Based on the impacts of the afore-mentioned foreign language training service components and research hypotheses, the following research model was set up (Figure 1)

### *i. Research design*

The research was designed by setting up measurement scales, identifying research sample and sample collection methods.

Based on theoretical grounds, 4 components to measure training service quality are established with 44 observation variables and learner demand satisfaction capacity is measured by 6 observation variables.



(Source: Model developed by N.B.Khoa and N.H.Viet [9])

**Figure 1:** Research model on learner satisfaction with foreign language training service quality at specialized centres

Preliminary research was conducted with sample size  $n=14$  with consultancy of opinions from experts, observation variables were adjusted to be more appropriate with Vietnam foreign language learning market. The set of research measurement scales were reduced to 41 observation variables for 4 training service quality components and 6 observation variables for learner demand satisfaction capacity. Specific observation variables were measured via Likert 5-point which range from 1 = disagree to 5 = agree. Particularly, the official measurements include:

- Technical quality (TQ) consists of 11 observation variables from TA1 to TA11: Diversity of training programs; Online and offline information technology system; Classroom facilities; Class sizes; Training locations; Self-study and entertainment space; Academic evaluation methods; Testing modes; Consultancy and study support services; Studying materials; Community activities for learners.

- Functional quality (FQ) consists of 12 observation variables from FQ1 to FQ12: (Practical competence; Teaching methods; Attentions to and sharing with learners; Enthusiasm and dedication; Responsibility with learners; Communication; Prompt Feedback) of teaching staff; International-standard training curriculum; Training programs made for learner order; Provision of information on learning programs and schedules to learners; Appropriate learning timetable; Abundant international-standard learn-

ing materials and courses.

- Positioning quality (PQ) consists of 9 observation variables from PQ1 to PQ9: Distinctive differentiations and standardization of training programs; Respects to learners and learners' privacy; Suitable customization; Quality/price correlations; International-standard studying materials; Internationalization of academic results/certifications; Rate of foreign teachers; Quality of Vietnamese teaching assistants; Professionalism and internationalism in service provision.

- Relationships quality (RQ) consists of 9 observation variables from RQ1 to RQ9: Easy accessibility and contacts with teachers and staff; Timely supports when learners in trouble; Professionalism in managing learners' profiles; Deep knowledge in system and procedures; Polite communication; Serving attitudes of security guards; Response to learners' feedback for service improvement.

- Learner satisfaction capacity (LS) consists of 6 observation variables from LS1 to LS6: Learning at Language Link is up to expectation; Language Link is an ideal centre for learning English; Feeling satisfied when studying at Language Link; Willing to pay tuition fees to receive high-standard service quality; Recommending Language Link to friends and acquaintances; Choosing Language Link to learn if desiring to learn more in the future.

*ii. Research sample and data collection*

To identify sample, the researcher employs the sampling rules of Hair et al. (2006) which stipulates that each observation variable takes 5 respondents. Therefore, the minimum sample size is  $47 \times 5 = 235$ . The delivered questionnaires numbered 300, collected 262, valid 256.

As such, this research has a sample of 256 learners of Language Link Vietnam. Samples were chosen by quota method, combining with criteria on learning programs and age groups.

Survey investigators are teaching staff in English classes in Language Link Vietnam. The survey was conducted directly by delivering questionnaires to respondents. Survey time lasted from July to October 2017.

**3. Research findings**

**3.1. Overview on establishment and development of Language Link Vietnam**

Since 1990, Vietnam's economy has gone through stable growth. This has called for higher demand for human resources. Besides professional knowledge, foreign language competence has become an important requirement for laborers to work and gain success in the context of international integration. Catching this trend, Language Link - a British education organization - has decided to invest in Vietnam with the goals of educating English and supporting the development of human resources for the country.

Language Link Vietnam was founded in 1996 under Decision No.2809/QĐUB by Hanoi People's Committee and operates under Business License No.GP77/GDCN by Hanoi Department of Education and Training. On April 5th 2002, Language Link Vietnam received license to establish a 100% foreign

invested company under Decision No.2255/ĐTNN issued by Vietnam Ministry of Investment and Planning . Over its 20 years of operation, Language Link Vietnam has developed into one of the leading education organizations in Vietnam, providing customers with a wide variety of training forms.

As to its target marketing strategies, Language Link Vietnam selects the two target markets:

First, English cooperation programs: in this market, its main competitors are cooperation programs from other language centres, including programs of Binh Minh, DynEd, Apollo, etc.

Second, traditional English training classes: in this market, there are many other centres providing these services. Its major rivals include ILA, British Council, Apollo, Apax, ACET, etc.

About its legal position, Language Link Vietnam is a one-member limited company with 100% capital invested by Language Link London, its total capital values US\$8,000,000. Language Link Vietnam is leading in human resource training in Vietnam. Its success attributes to dozens of thousands of learners in the past 20 years (see Table 1)

**Table 1:** Language Link business results from 2014 to 2016

Indicators	Year		
	2014	2015	2016
Annual revenue (USD)	8,798,000	10,609,000	11,176,950
Annual costs (USD)	6,660,000	8,318,000	8,831,316
Annual profit (USD)	2,138,000	2,291,000	2,345,634

(Source: Finance management department, Language Link Vietnam)

**3.2. Sample descriptions (see Table 2)**

**3.3. Research measurement testing**

Cronbach's Alpha and Exploratory Factor Analysis (EFA) were used to evaluate the inner consistency of research concepts.

*i. Testing via Cronbach's Alpha coefficient*

Testing results indicate that 41 observation variables reach requirements for reliability as Cronbach's

**Table 2:** Research sample descriptions

Characteristics	Frequencies	Percentage (%)
<b>Gender</b>	<b>256</b>	<b>100.00</b>
Male	125	48.83
Female	131	51.17
<b>Learning duration</b>	<b>256</b>	<b>100.00</b>
< 1 year	80	31.25
1 -2 years	94	36.72
> 2 years	73	32.03
<b>Age groups</b>	<b>256</b>	<b>100.00</b>
< 18years old	121	47.27
18-35years old	85	33.20
> 35years old	50	19.53
<b>Occupations</b>	<b>256</b>	<b>100.00</b>
Teaching assistants and head teachers at primary level	26	10.16
Students at secondary and high school levels	95	37.11
Students at colleges and universities	72	28.12
Staff at state offices	35	13.67
Staff of enterprises	28	10.94

(Source: data processed via SPSS 18.0)

(\*)With primary students (<10 years old), indirect surveys were conducted via teaching assistants and head teachers.

Alpha is >0.6., Corrected Item-Total Correlation is > 0.3, Cronbach's Alpha if item deleted is > 0.6 and is not higher than Cronbach's Alpha of independent variable.

#### ii. Testing via EFA analysis

According to Hair & et al. (1998), "Factor analysis is a statistical analysis method used to deduce a multi-variable set to a group so that they are more significant but still contain most of the contents of the original variables" [6]

\* Testing the measurement of components of foreign language training service quality reveal the following results:

Principal Component analysis was used for factor analysis. Varimax factor rotation was also used. Method used to measure the compatibility of samples was KMO and Bartlett test.

First-time results:

+ KMO=0.872, indicating that factor analysis is totally appropriate

+ Sig=0.000 < 0.05, indicating that variables have correlations

+ Eigenvalues=1.052 > 1 representing variations explained by each component, extracted components have the best information summary significance.

+ Total variance extracted: 67.45% (>0.5)

+ However, loading factor of variables **RQ1** (learners can easily access and contact teachers and staff), **TQ11** (there are encouragement and supports to community activities of learners), **FQ7** (teachers provide timely feedbacks to learners in learning process), **PQ2** (the centre respects learners and learner privacy), **TQ6** (There are sufficient and convenient self-study and entertainment spaces) have coefficients lower than standards at 0.5.

Therefore it is necessary to run factor analysis for the second time. In the second time, 5 observation variables (TQ6. PQ2. FQ7. TQ11. RQ1) were removed from the model.

Second-time analysis results:

+ KMO=0.871, indicating that factor analysis is totally appropriate.

+ Sig=0.000 < 0.05, indicating that variables have correlations.

+ Eigenvalues=1.355 > 1 representing variations explained by each component, extracted components have the best information summary significance.

+ Total variance extracted: 71.34% (> 0.5)

This illustrates that 71.34% of variations in independent variables can be explained by the measurement set (observation variables) of training service quality, in other words, the measurement set is the best representative for training service quality components.

As such, after 2 times of EFA analysis, 5 variables were removed from 41 observation variables, in the end 36 variables of 4 main components left. Loading

factors range from 0.562 to 0.749.

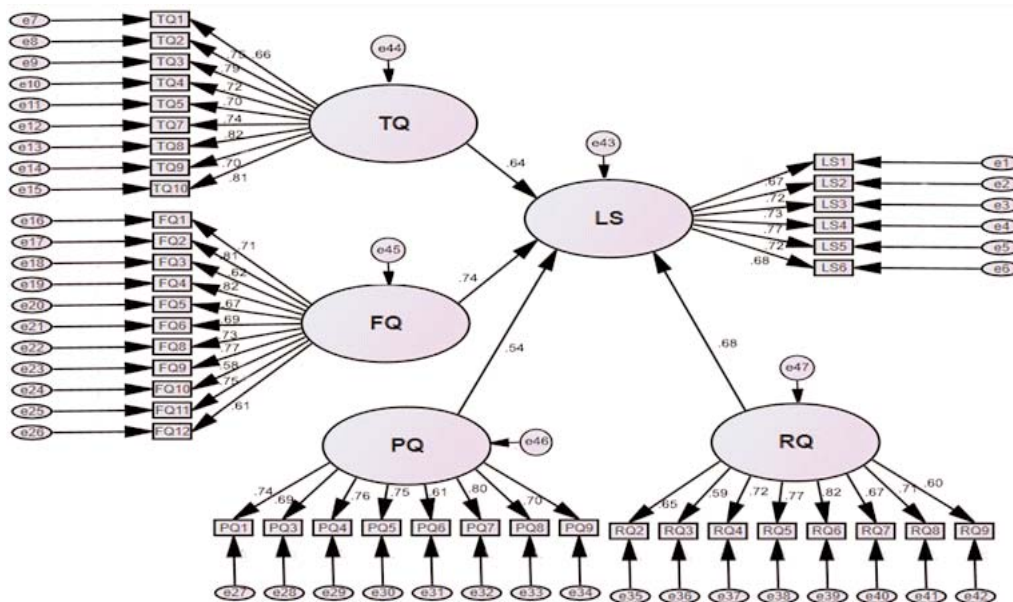
\* EFA tests on observation variables on learner satisfaction:

Observation variables of satisfaction are dependent variables. 6 variables were tested. EFA analysis produces the following results:

### 3.4. Research model testing

#### i. CFA testing

Based on the EFA analysis results, extracted factors of 2 research concepts were processed via AMOS software to identify their relationships. Results from the proposed model are described in Figure 2.



(Source: data processed via AMOS 20)

Figure 2: CFA proposed model

+ KMO=0.892, indicating that factor analysis is totally appropriate.

+ Sig=0.000 < 0.05, indicating that variables have correlations.

+ Eigenvalues=3.781 > 1

+ Total variance extracted: 73.015% > 50%.

#### iii. Correlation analysis

Pearson correlation analysis used to check the linear relationships between component variables via EFA analysis reveals that the correlation coefficient is much smaller than 0.85, indicating the existence of discriminant validity between two sets of variables. Besides, results have Sig smaller than 0.05, indicating that sets of variables are correlated and have statistical significance.

CFA analysis of the proposed model shows that Chi square is 946.893, p= 0.000, RMSEA= 0.073 < 0.08, NFI= 0.911, RFI= 0.984, IFI= 0.916, TLI= 0.956 and CFI= 0.914. As such the model has p=0.000 and other criteria meet the requirements. This illustrates that the proposed model is appropriate with the collected data.

The estimate results (standardization) of main parameters are shown in Table 3, indicating that the relationships have statistical significance (p < 0.05). Therefore research hypotheses are accepted.

CFA analysis of research model shows that research hypotheses on the relations between functional quality; technical quality; positioning quality; relationship quality and learner demand satisfaction are all accepted. This means higher training service quality

**Table 3:** Testing results of relationships between concepts in the research model

Relationships	Research model			
	m	s.e.	c.r.	p
Functional quality – demand satisfaction	0.736	0.062	11.113	0.000
Technical quality – demand satisfaction	0.640	0.055	10.493	0.000
Positioning quality – demand satisfaction	0.540	0.093	9.426	0.000
Relationship quality – demand satisfaction	0.678	0.096	10.211	0.000

(Source: data processed via AMOS 20)

can result in higher learner demand satisfaction. Specifically, the hypothesis on the relations between functional quality and demand satisfaction is accepted at significance level  $p=0.000$  ( $m=0.736$ .  $s.e=0.062$ ). The hypothesis on the relations between technical quality and demand satisfaction is accepted at significance level  $p=0.000$  ( $m=0.640$ .  $s.e=0.055$ ). The hypothesis on the relations between positioning quality and demand satisfaction is accepted at significance level  $p=0.000$  ( $m=0.540$ .  $s.e=0.093$ ). The hypothesis on the relations between relationship quality and demand satisfaction is accepted at significance level  $p=0.000$  ( $m=0.678$ .  $s.e=0.096$ ).

#### ii. Multiple regression testing

According to Cooper and Schindler(2003), the multiple linear regression model can be used to test and explain for cause-effect theories. Multiple linear regression is often used as a conclusion tool to test hypotheses and forecast research value besides its description function. Therefore, multiple linear regression is a suitable method to test research hypotheses.

Multiple regression testing results reveal that:

+  $R^2=0.768$ , indicating that the regressed training service quality account for 76.8% variations of dependent variable of learner demand satisfaction. The remaining 23.2% is caused by external factors and random errors.

+ Durbin- Watson = 2.127 range between 1.5 and 2.5, therefore there is no first-order autocorrelation

+ Sig of F test is  $0.00 < 0.05$ , indicating that multi-

ple regression model is appropriate with data and can be used

+ Sig of regression tests is smaller than 0.05, indicating that independent variables can explain for dependent variables. No variables were removed from the model.

+ VIF coefficient of independent variables is smaller than 2, indicating that multicollinearity does not happen.

The research model with 4 independent variables of functional quality; technical quality; positioning quality; relationship quality and 1 dependent variable of learner demand satisfaction has significance at  $p < 0.001$ .  $F=36.054$  indicates that regression model is suitable for the collected data. Adjusted coefficient of determination reveals compatibility of 76.8% (see Table 4)

It can be seen that standardized Beta ranges from the highest of 0.455 to the lowest of 0.145 with  $p < 0.05$ . These coefficients indicate that relative importance of the service quality variables when they are inserted to the model to explain for learner demand satisfaction. The order of importance of these components to satisfaction is as follows:

Group 1: Functional quality (0.455). This is the most important component, about 3 times as important as each of the remaining components. This shows that the quality of training programs and academic quality of teaching staff are always decisive factor to the quality of English training services.

**Table 4:** Multiple regression results of training service quality and learner demand satisfaction

Variable		Beta	T value	Sig. level
Dependent	Independent			
LS	FQ	0.455	4.141	0.002
	TQ	0.169	2.096	0.037
	PQ	0.165	0.517	0.005
	RQ	0.145	2.588	0.010
R <sup>2</sup> adjusted= 0.768; F=36.054.Sig.level F=0.000				
Note: Sig. level p<0.05				

(Source: data processed via AMOS 20)

Group 2 consists of technical quality (0.169), positioning quality (0.165), relationship quality (0.145). They all have statistical significance, therefore should be cared of and guaranteed.

$$LS = 0.455FQ + 0.169TQ + 0.165PQ + 0.145RQ$$

iii. Statistical description of training service quality in Language Link Vietnam (see Table 5)

The regression analysis results go in line with research of (2006) and H.T.P.Thao & H. Trong (2007) in their studies on tertiary education service quality.

Multiple regression model:

**Table 5:** Statistical descriptions of training service quality components and learner satisfaction in Language Link Vietnam

Variable/ Obs. variables	Value		Variable/ Obs. variables	Value	
	Mean	Stan. deviations		Mean	Stan. deviations
<b>FQ</b>	<b>4.18</b>	<b>0.623</b>	PQ3	4.12	0.968
FQ1	4.38	0.830	PQ4	4.25	0.789
FQ2	4.35	0.800	PQ5	4.28	0.863
FQ3	4.20	0.796	PQ6	4.18	0.867
FQ4	3.96	0.884	PQ7	4.07	0.855
FQ5	4.15	0.912	PQ8	4.11	0.811
FQ6	4.26	0.834	PQ9	4.16	0.912
FQ8	4.18	0.865			
FQ9	4.16	0.854	<b>RQ</b>	<b>4.12</b>	<b>0.703</b>
FQ10	4.02	0.802	RQ2	4.06	0.883
FQ11	4.21	0.812	RQ3	4.04	0.850
FQ12	4.13	0.901	RQ4	4.07	0.836
			RQ5	4.19	0.853
<b>TQ</b>	<b>4.50</b>	<b>0.657</b>	RQ6	4.17	0.855
TQ1	4.66	0.653	RQ7	4.33	0.804
TQ2	4.47	0.756	RQ8	3.95	0.917
TQ3	4.56	0.700	RQ9	4.12	0.903
TQ4	4.61	0.632			
TQ5	4.67	0.626	<b>LS</b>	<b>4.14</b>	<b>0.763</b>
TQ7	4.59	0.681	LS1	4.22	0.784
TQ8	4.06	0.889	LS2	4.20	0.802
TQ9	4.43	0.712	LS3	4.31	0.771
TQ10	4.20	0.864	LS4	4.06	0.843
			LS5	3.98	0.833
<b>PQ</b>	<b>4.18</b>	<b>0.712</b>	LS6	4.05	0.912
PQ1	4.25	0.833			

(Source: data processed via SPSS 18.0)

#### 4. Some suggested solutions to raise learner satisfaction with English training service quality in Language Link Vietnam

*Firstly*, solutions to improve components of training service quality in Language Link Vietnam, including:

- Improving the quality of the training programs.
- Improving the academic and pedagogic quality
- Improving the quality of relationship management and learner services.
- Improving training support and promotion programs

*Secondly*, solutions to developing integrated marketing for training service

7P Marketing model is the most effective tool to promote brands as well as build up strategies for service providing enterprises. To develop integrated marketing activities, Language Link Vietnam should pay attention to the following factors:

- Product: Language Link should improve the technical quality of training courses besides caring about customer service quality

- Price: Language Link offer courses at comparatively higher prices than the average rate of the market. Target customers of the centre are those with good income. Given its good service quality and superior teaching staff, prices charged by Language Link Vietnam are quite reasonable. However, in terms of price competition, this may incur lots of risks. Therefore, Language Link should consider policies to cut service costs and reduce course prices. Especially in Vietnam market, not just with training services, as customers often bear in mind the idea "prices go in line with quality", Language Link should come up with solutions to leverage its value chains.

- Mixed training promotion: with the development of information technology, enterprises now have more channels to promote and introduce their products. Language Link can apply some new advertising channels for their products such as SMS, advertising via Google Adwords, advertising via social networks, organizing media events, etc.

- Marketing channels: in Hanoi, Language Link has 4 centres located in convenient places with spacious areas. However, in comparison with its competitors of ILA, Apollo, Apax, etc., the training network of Language Link remains quite limited, therefore it is necessary to further invest to set up more centres in the coming time.

- Service process: for Language Link, a thorny problem at present is the teaching quality is not even throughout its centres. Training service quality is affected by foreign teaching staff while recruitment policies is each of its centres is not consistent. Therefore, it is necessary to synchronize the service process of training courses in all centres. To do so, Language Link should work out common standards on recruiting teachers and requirements for every course.

- Physical evidence: in comparison with other centres, Language Link's facilities are highly evaluated by customers, therefore Language Link should maintain this advantage by investing in facilities, updating technology, modern equipment to keep the image of a centre with professional learning environment and advanced facilities.

- Human resources: Language Link should pay attention to develop human resources by training skills for staff, building up distinctive policies to recruit high-qualified staff. Besides it should have good staff policies to retain staff and create more working motivations for them.

*Thirdly*, solutions to develop e-learning which is appropriate, friendly and can encourage learners' creativity and innovations

At present, Language Link has a professional academic staff and modern facilities which enable it to build up an e-learning program for learners. To set up this e-learning program, Language Link should pay attention to the following points:

- It is necessary to design a complete information system and online database.

- There is a professional website for learners to interact and use in their learning process.

- Online programs should be specially designed for learners who cannot learn directly at centres such as

audio quality should be clear and transparent, instructions in lessons should be detailed and easy to understand, there should be measures to remind learners to spend time on study to ensure learning quality.

- Consulting staff should keep track of online learners to offer supports when necessary, at the same time there should be incentives to attract customers.

- There should be appropriate online marketing solutions to advertise the program.

Fourthly, solutions to develop resources to raise learner satisfaction with training service quality of Language Link, including:

- Developing network and technical infrastructure and information technology for training.

- Developing and stabilizing professional English-native teachers

- Developing Vietnamese teaching staff.

Fifthly, solutions of policies to create favorable environment to develop training and raise English training service quality for English centres in general and Language Link in particular, including:

- Policies on registering and expanding operations of training centres.

- Policies on administrating foreign people working as English teachers.

- Policies on competition and protecting legal rights of learners and foreign-related English centres.

## 5. Conclusion

Here are the major results of a study on learner satisfaction with English training service quality in Language Link Vietnam.

Despite the researcher's efforts in implementing research tasks, due to time limitation and competence, some shortcomings are unavoidable which can be dealt with in the coming time. Specifically:

Firstly, enlarging research samples to other foreign language centres to compare service quality.

Secondly, developing multi-group analysis to test if there are differences between learning purposes, motivations, levels, training programs (basic, advanced, skills, age groups, etc.)

With this study, the author hopes to make certain contributions to raising English training service quali-

ty so as to satisfy the demand of learners at Language Link Vietnam in the coming time. This study is also a useful material for researching, studying and managing English training service quality in foreign language centres as well as universities in Vietnam.

## References:

1. Parasuraman. A., Zeithaml. V.A and Berry. L.L. (1988). *A Conceptual Model of Service Quality and its Implications for Future Research*. Journal of Marketing. Vol. 49. pp. 41- 50.

2. Cronin. J.J. and Taylor. S.A. (1992). *Measuring Service Quality: Re-examination and Extension*. Journal of Marketing. Vol. 9 No. 3. pp. 55-68.

3. Ghobadian. A. Speller. S., Jones. M. (1994). *Service Quality Concepts and Models*. Int. J. Qual. Reliability Manage. 11. 43-66.

4. Firdaus. A (2006b). *Measuring Service Quality in Higher Education: Three Instruments compared*. International Journal of Research and Method in Education. Vol. 29 No. 1. pp. 71-89.

5. Grönroos. C. (1984). *A Service Quality Model and its Marketing Implications*. European Journal of Marketing. 18(4). 36-44.

6. Hair. J., Anderson. R., Tatham. P., and Black. W. (2006). *Multivariate Data Analysis*. 6<sup>th</sup>ed., Prentice-Hall. Upper Saddle River. N.J.

7. Kotler. P. and Fox. K. (1995). *Strategic Marketing for Educational Institutions*. 2<sup>nd</sup> ed. Prentice-Hall. Englewood Cliffs. NJ.

8. Nguyen Bach Khoa (2008). *Trade Marketing*. Statistics Publishing House.

9. Nguyen Bach Khoa & Nguyen Hoang Viet (2014). *Model and Measurement Frame for Quality and Values of Services in Vietnam*. Trade Science Review

10. Pariseau. S.E and McDaniel. J.R. (1997). *Assessing Service Quality in Schools of Business*. International Journal of Quality & Reliability Management. Vol. 49. pp. 41- 50.

11. Phung Huu Phu (2016). *Undertanding Some Terminologies in Documents of 12<sup>th</sup> National*

*Congress of Delegates of Communist Party*, National Politics Publishing House

12. Hoang Thi Phuong Thao & Hoang Trong (2007). *Service Value and Quality in Tertiary Education from Student Perspectives*, Journal of Economic Development, p. 38- 43.

13. Zeithaml. V.A. and Bitner. M.J. (1996). *Services Marketing*. McGraw- Hill. Singapore.

14. Website:<https://lv.edu.vn/>; <https://vi.wikipedia.org/>; <http://vneconomy.vn/>.

### Summary

Sự thỏa mãn khách hàng với chất lượng và giá trị dịch vụ là một chủ đề được quan tâm ngày càng cao của giới nghiên cứu cũng như giới doanh nghiệp. Nghiên cứu này nhằm mục tiêu xem xét tác động của các thành phần chất lượng dịch vụ đào tạo tiếng Anh

đến sự thỏa mãn nhu cầu người học tại Language Link Việt Nam thông qua vận dụng mô hình nghiên cứu của Gronroos (1984) và phát triển mô hình này của N.B.Khoa và N.H.Việt (2014). Thông qua bộ dữ liệu từ 256 người học tại các chương trình đào tạo của Language Link Việt Nam gồm 4 thành phần chất lượng dịch vụ là chất lượng kỹ thuật, chất lượng chức năng, chất lượng định vị và chất lượng quan hệ của dịch vụ đào tạo tiếng Anh. Qua nghiên cứu định tính và định lượng cho thấy với bộ thang đo 36 biến quan sát của 4 biến độc lập và 6 biến quan sát của 1 biến phụ thuộc, các biến này có tác động trực tiếp và có ý nghĩa thống kê tới hiệu suất thỏa mãn nhu cầu người học lần lượt là: chất lượng chức năng, chất lượng kỹ thuật, chất lượng định vị, chất lượng quan hệ và 4 thành phần chất lượng dịch vụ này giải thích được 76,8% sự biến thiên của hiệu suất thỏa mãn nhu cầu người học tại Language Link Việt Nam.

### NGUYEN BACH KHOA

#### 1. Personal Profile:

- Name: Nguyen Bach Khoa
- Date of birth: 26<sup>th</sup> March 1950
- Title: Professor
- Workplace: Thuongmai University
- Position: Editor in Chief - Journal of Trade Science

#### 2. Major research directions:

Strategic management - Marketing - Trade policies

#### 3. Publications the author has published his works:

- Journal of Development Economics
- International Journal of Marketing Studies
- Journal of Economic Development
- Journal of Economics Studies
- Journal of Marketing
- Internatinonal Journal of Business and Management