

STUDENT SATISFACTION WITH THE EDUCATIONAL ENVIRONMENT: A CASE STUDY OF FPT UNIVERSITY, HO CHI MINH CITY

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ABSTRACT :

Student satisfaction is a key indicator of educational quality and institutional effectiveness. This study examines the perceptions of FPT University students in Ho Chi Minh City regarding facilities, teaching quality, digital learning platforms, and support services. Using a mixed-methods approach, the findings indicate strong satisfaction with modern infrastructure and committed lecturers, while highlighting areas for improvement, including classroom availability, internet reliability, and academic advising. Based on these insights, the study recommends maintaining regular feedback channels, implementing flexible management practices, and continuing investment in both physical and digital resources to enhance learning experiences and student engagement.

Keywords: educational environment, student satisfaction, educational quality.

1. Introduction

Student satisfaction strongly influences academic performance and institutional reputation. In the digital age, factors such as pedagogical quality, technological usability, and social interaction shape students' perceptions (Davis, 1989; Keller & Suzuki, 2004). FPT University, a pioneer in educational innovation in Vietnam, emphasizes digital transformation and modern teaching strategies like gamification. Assessing satisfaction ensures that institutional investments match student expectations (Parasuraman, Zeithaml, & Berry, 1988). This

study examines key satisfaction domains and identifies service gaps to propose strategic improvements that strengthen the overall learning environment and student loyalty.

2. Literature review

Expectancy Disconfirmation, SERVQUAL, and Technology Acceptance Model (TAM) explain student satisfaction. Satisfaction rises when experiences meet expectations (Oliver, 1980). FPT students value teaching, infrastructure, and digital platforms, but gaps in Wi-Fi, tool integration, and support lower satisfaction despite generally positive perceptions of usefulness and ease of use.

3. Research methodology

This study employs a mixed-methods approach, integrating quantitative and qualitative methods to comprehensively assess FPT University students’ satisfaction with the learning environment (De-Juan-Vigaray et al., 2024). The target group includes undergraduate students from various disciplines, selected through random sampling to ensure representation across study fields, years, and learning modes.

4. Research results and discussion

In this study, the author employed a mixed-methods approach, combining quantitative surveys with qualitative focus group discussions,

to assess student satisfaction with the learning environment at FPT University, Ho Chi Minh City. (Table 1)

The sample reflects a balanced gender mix and diverse academic backgrounds, with most participants in early years, providing practical insights into teaching, facilities, and technology. While final-year students are fewer, the group effectively represents the university’s learning environment, supporting reliable and broadly representative study findings. (Table 2)

FPT University demonstrates strong teaching quality and a supportive learning environment, earning positive student feedback. Students value

Table 1: Summary of sample demographics

Characteristic	Category	Percentage	Count
Gender	Male	54.1	81
	Female	45.9	69
Major	Business	32.4	49
	Multimedia & Comm.	24.3	36
	Software Engineering	24.3	36
	Graphic Design	10.8	16
	Other	8.1	12
Academic Year	1	48.6	73
	2	32.4	49
	3	13.5	20
	4	5.4	8

Table 2: Analysis of mean satisfaction scores

Domain	Mean	Interpretation
Teaching Quality	4.10	Highest satisfaction
Social Learning Environment	4.01	High satisfaction
Facilities	3.75	Satisfaction
Student Support Services	3.94	Moderate to High satisfaction
Overall Satisfaction	3.73	High overall satisfaction

modern classrooms and digital tools, though some infrastructure and service areas, such as Wi-Fi stability and staff responsiveness, could be enhanced.

5. Recommendation

Investing in modern physical facilities is crucial to accommodate growing student needs and ensure a conducive learning environment. Reliable, high-speed internet and stable internal networks enhance online learning and strengthen the university's technological image. Faculty development through regular training and workshops encourages innovative teaching and greater student engagement (Keller & Suzuki, 2004). Continuous collection and analysis of student feedback support timely instructional improvements and improved outcomes. Optimizing the Learning Management System and integrating digital tools facilitate flexible learning across online, face-to-face, and hybrid modes (Davis, 1989). Additionally, effective technical support and continuous training for both students and staff improve platform usability and satisfaction.

Expanding academic advising, psychological counseling, and career guidance, alongside staff communication training, ensures responsive, student-centered services that foster engagement, well-being, and institutional reputation in an increasingly digital education landscape.

6. Conclusion

This study provides a comprehensive evaluation of student satisfaction at FPT University. Results show strong satisfaction with teaching quality and modern facilities concerns about infrastructure and support services remain. Applying the Expectancy Disconfirmation Theory (Oliver, 1980), SERVQUAL (Parasuraman et al., 1988), and TAM models (Davis, 1989) clarifies that satisfaction depends on aligning student expectations with reliable services and digital efficiency. Future improvement should prioritize technology reliability, student-centered support, and faculty development (Keller & Suzuki, 2004; Dai et al., 2024). These actions will enhance both learning quality and institutional reputation in the digital education era ■

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SỰ HÀI LÒNG CỦA SINH VIÊN VỀ MÔI TRƯỜNG GIÁO DỤC: NGHIÊN CỨU ĐIỂN HÌNH TẠI TRƯỜNG ĐẠI HỌC FPT, THÀNH PHỐ HỒ CHÍ MINH

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TÓM TẮT:

Sự hài lòng của sinh viên là một chỉ số quan trọng phản ánh chất lượng giáo dục và hiệu quả hoạt động của cơ sở đào tạo. Nghiên cứu này khảo sát nhận thức của sinh viên Trường Đại học FPT tại TP.Hồ Chí Minh về cơ sở vật chất, chất lượng giảng dạy, nền tảng học tập số và các dịch vụ hỗ trợ. Sử dụng phương pháp nghiên cứu kết hợp, kết quả cho thấy sinh viên đánh giá cao cơ sở hạ tầng hiện đại và đội ngũ giảng viên tận tâm, đồng thời nêu bật những lĩnh vực cần cải thiện, bao gồm sự sẵn có của phòng học, độ ổn định của internet và công tác tư vấn học thuật. Dựa trên những kết quả này, nghiên cứu đề xuất duy trì các kênh phản hồi thường xuyên, áp dụng các phương pháp quản lý linh hoạt và tiếp tục đầu tư vào cả nguồn lực vật chất lẫn số nhằm nâng cao trải nghiệm học tập và mức độ tham gia của sinh viên.

Từ khoá: môi trường học tập, sự hài lòng của sinh viên, chất lượng giáo dục.