How to Cite:
Minh, N. L. T., & Huu Ai, T. (2022). Assess the satisfaction of Van Hien University students with the service quality of Ohao smart. *International Journal of Health Sciences*, *6*(S5), 2628–2641. https://doi.org/10.53730/ijhs.v6nS5.9210

Assess the satisfaction of Van Hien University students with the service quality of Ohao smart

Nguyen Le Thi Minh
HUTECH University
Corresponding author email: Ltm.nguyen@hutech.edu.vn

Tran Huu Ai
Van Hien University
Email: aith@vhu.edu.vn

***Abstract*---**The study presents an overview of the characteristics of the research sample, a general description of the sample's response results, and the results of testing the measurement scales, the research sample has reflected the characteristics of the research crowd. The results of the scale test using Cronbach's Alpha and the EFA factor analysis help us extract the components of leadership style affecting student satisfaction: (1) Ohao Smart design and landscape, (2) Ohao Smart responsiveness, (3) Ohao Smart support service quality, (4) Food quality /reliability, (5) Ohao Smart price. The scale of research concepts has reached convergent and discriminant validity through satisfying the conditions of EFA factor analysis and Pearson correlation analysis. The test results of linear regression show that all 5 components have a leadership style that positively impacts student satisfaction at a significant value of < 0.05 (95% significance level). The model test results show that the model is suitable, there is no violation of the test assumptions, and the results of testing the hypotheses are accepted**.**

***Keywords*---**Leadership style, student satisfaction, Ohao Smart.

1. Introduction

The characteristic of the commodity economy is that there must be competition and comparison, in which the customer is the one who decides the success or failure of the business, so service quality is increasingly considered in and more concerned about businesses and customers. Service quality is one of the leading factors creating a competitive advantage. Therefore, businesses often try to provide higher quality services than their competitors. It is important to meet or exceed the service quality expectations of the target customer. Service quality has

been identified as a determining factor for market share if businesses do not fully recognize and evaluate themselves to try to rise up in terms of management capacity, investment strategy, and reasonable business improving the quality of products and services, partnerships and marketing cannot survive and develop. Therefore, regular assessment of service quality is essential for every business because this will help businesses know how customers feel, thereby getting the right solution in their business strategy.The assessment of service quality is not only conducted with large enterprises but also small business units need to pay attention.

Therefore, Ohao Smart Van Hien University is only to meet the needs in eating, studying, and relaxing necessary for customers, especially students and lecturers of Van Hien University, but Ohao Smart has also been a type of business with the challenge of many different objects in order to achieve certain sales and markets. In the future, Ohao Smart is aiming to develop into a chain of stores like famous brands: KFC, Lotteria, Jollibee so customer reviews are really necessary to help Ohao Smart day better on the road to success.

Distribution methods include food and drink, for Van Hien's staff and some outside office customers. In particular, Ohao Smart emphasizes Fast Food products and services such as chains of fast-food stores: KFC, Lotteria, Jollibee. Ohao Smart service was established in 2018 and officially operated at 613 Au Co facility, Phu Trung Ward, Tan Phu District, HCMC in 2019 with a rapidly increasing number of customers in recent years, but customers are still not really satisfied with the existing service. In fact, Ohao Smart does not really care what "God" is evaluating about me. From the above fact, combined with the need to find out the students' evaluation of the quality of the catering service of this unit, the group decided to choose the topic: "*Assess the satisfaction of van hien university students with the service quality of Ohao Smart*" as a research topic.

2. Research Objectives

2.1. General objective

Reviewing the satisfaction of the service quality of Ohao Smart at Van Hien University, period 2021-2022, based on the evaluations of students, thereby proposing solutions to improve the quality and efficiency of translation services. Service of Ohao Smart Van Hien University. At the same time, propose some measures to the management of Ohao Smart to expand the scale of serving students and customers outside the school. Since then, building the brand Ohao Smart Van Hien University sustainable development and beautiful image in the minds of students as well as from the perspective of service users.

2.2. Detail objective

- Assess the level of student satisfaction with each quality component for each service.
- Measuring the influence of the brand on students of Van Hien University.
- Learn and understand more about the brand image of Ohao Smart from the student's perspective.
- Evaluate the brand image of Ohao Smart from the student's perspective.

- Review some evaluation opinions and propose some marketing measures to Ohao Smart management based on research and analysis results to help build Ohao Smart brand for sustainable development and a beautiful image in the future from the student's point of view as well as from the point of view of service users

3. Literature Review

The concept of service quality

Garvin (1984) identified five ways to understand the concept of "quality" as follows: (1) Transcendent way: Quality is intrinsic superiority; it reflects what is "best". (2) Production-based approach: service quality is the assurance of service delivery according to specifications or designs in accordance with the professional skills of the supply staff and management staff. A quality service will not fall short of specifications. (3) User-based approach: a service or a product that meets user requirements is a quality service. (4) Product-based approach: quality is based on quantity and considers only measurable characteristics. In most cases, more equals better and thus higher quality. (5) Value-based approach: service quality is a category of value and price, by considering the proportional relationship between service features and value creation and price.

According to Babakus and Boller (1992), service quality is seen as “an umbrella structure with distinct scales”, opposite, although there is no real consensus on what these scales are. Various scholars have proposed several scales of service quality. Sasser et al. (1978) list seven service attributes, namely: (1) security; (2) consistency; (3) attitude; (4) completeness; (5) conditions; (6) availability, and (7) training. Gronroos (1978, 1982, 1984) suggested that service quality includes three dimensions, that is, technical quality, functional quality of the process itself, and company image**.**

Characteristics of service quality

- Transcendent: For customers, quality service is a service that shows its superiority in comparison to other services. It is this preeminence that makes service quality a competitive strength of service providers.
- Product specificity (Product led): Service quality is the sum total of the core aspects crystallized in products and services that create the characteristics of products and services. Therefore, high-quality service products will contain more "superior features" than low-level service products.
- Process or supply led: Service quality is associated with the process of performing /delivering services to customers. Service implementation, service style, and service delivery will determine the good or bad service quality.
- Customer satisfaction (Customer led): Services created to meet customer needs. Service quality must necessarily satisfy customer needs and take customer requirements as the basis to improve service quality.
- Value creation (Value led): Service quality is associated with the values created to serve customers. It is futile and worthless to provide services that customers consider to be of poor quality.

Satisfaction concept

There are many different definitions of student satisfaction as well as quite a lot of debate about this definition. Many researchers think that satisfaction is the difference between students' expectations and the actual perception received:

- According to Finn (1991): satisfaction or disappointment after consumption, is defined as the student's response to the perceived difference between pre-consumption expectation and actual perception about the product after consuming it.
- Hoyer and MacInnis (2001) suggested that satisfaction can be associated with feelings of acceptance, happiness, help, excitement, and joy.

According to Hansemark and Albinsson (2004): "Student satisfaction is an overall student attitude towards a service provider, or an emotional response to the difference between what students expect, anticipation and what they receive, for the fulfillment of some need, goal or desire".

The concept of Leadership Style

Leadership is a process by which one person influences others to achieve a certain goal, and at the same time directs the organization towards cohesion. In addition, leadership is often defined as a process by which one individual influences a group of other individuals to achieve a common goal (Northouse, 2007, p. 3).

The results revealed that transformational leadership positively influences employees 'perception of organizational reputation, not only directly but also indirectly, through empowering employees. Leadership behaviors, such as communicating a shared vision and high-performance expectations, providing an appropriate role model, fostering collaboration among employees to achieve collective goals, stimulating new perspectives and ideas, emphasizing the quality of rrelationships with employees, and showing concern about employees 'individual feelings and welfare, directly cultivate employees'favorable overall attitudes toward the organization(Rafferty & Griffin, 2006)

Overview of previous research models

Research by Alan Wilson et al., (2012), on "The relationship between service quality and satisfaction". Regarding the relationship between student satisfaction and service quality, it was initially recommended that service quality is a precursor to student satisfaction, with little attention being paid to these works' wholes or specific exchange. Several experts have found observational support for the perspective of the aforementioned point (Claes & Michael D., 1996); where student satisfaction comes after service quality. With regards to student satisfaction and service quality, scientists have been more precise about the importance and estimation of service satisfaction and quality. Satisfaction and service quality have certain things in a similar way; however, satisfaction is a more far-reaching idea, although service quality focuses specifically on service

measurements (Alan et al., 2012)

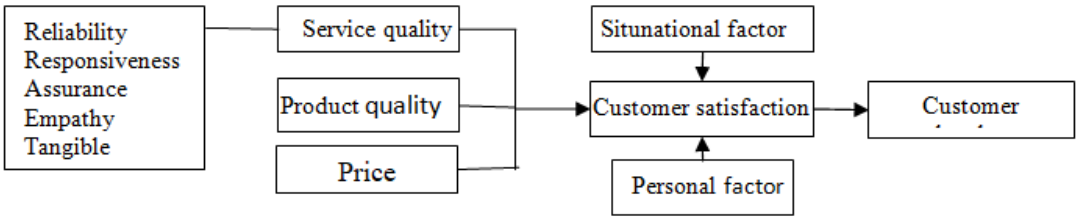

Figure 1: Customer perceptions of quality and customer satisfaction
Source: Alan Wilson et al., (2012)

Parasuraman was a pioneer in service quality research (1985). The success of research creates a breakthrough means for businesses to get results for the quality of their service through research into customer reviews-service users. Servqual model is a combination of 2 words Service and Quality, which is considered by many researchers to be quite comprehensive. After that, the Servqual Model continued to improve by focusing on the concept of "Perceived Quality" ofconsumers. Customer perception of quality is the most objective assessment of service quality.

Parasuraman's research suggests that Service Quality is the gap between customers' expectations about the service they are using and the actual perception of the service they enjoy. The author has established the Gap Model in service quality as a basis for service standardization and service quality assessment. From there, as a basis for proposing measures to overcome poor quality in services. The model with 7 quality loopholes is shown in the following diagram:

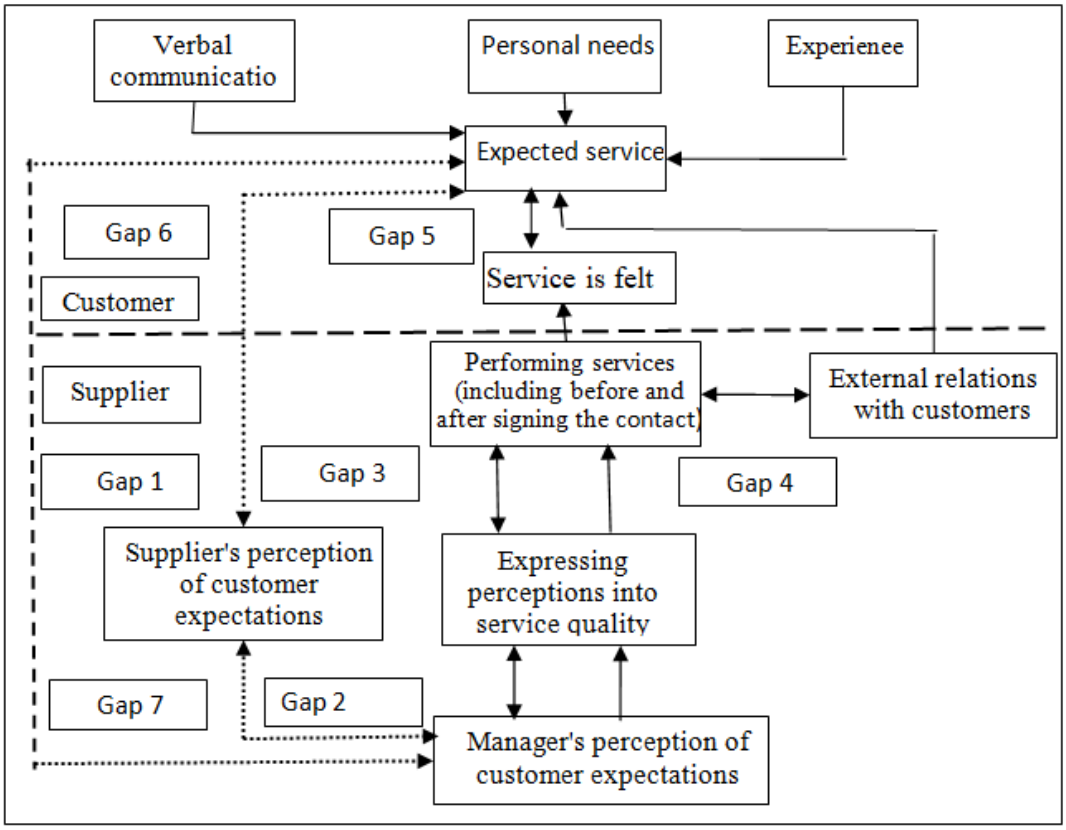

Figure 2 According to Koenraad Tommissen (2008) - Management Consulting: A New Perspective)

4. Research model and hypothesis

Based on the theoretical models of Alan Wilson et al., (2012), (Claes & Michael D., 1996), and Finn (1991) research works of previous scholars. The proposed research model assessment of student satisfaction at the university Van Hien on service quality of Ohao Smart includes:

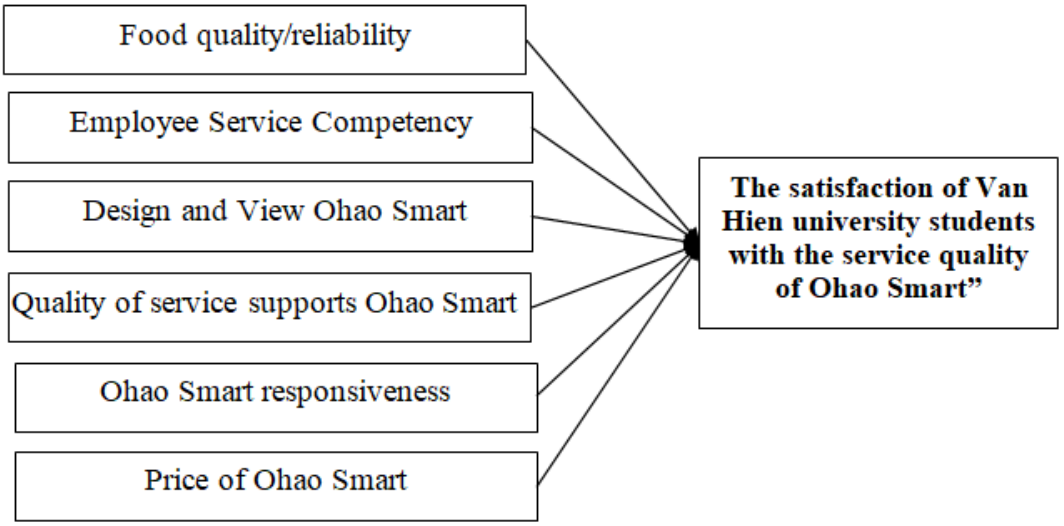

Figure 3: Research model

Table 1: Summary of inheritance scales of researchers

Food quality/reliability (FD)	*Alan Wilson et al., (2012)*
Employee Service Competency (ASC)	*Andrew A. Brogowicz (1990)*
Design and View Ohao Smart (DW)	*Alan Wilson et al.,(2012)*
Quality of service supports Ohao Smart (QSS)	*Andrew A. Brogowicz (1990)*
Ohao Smart responsiveness (OSR)	*Alan Wilson et al.,(2012)*
Price of Ohao Smart (POS)	*Andrew A. Brogowicz (1990)*

(Source: Compiled by the author)

Suggested research hypothesis

The literature review on service quality scales shows a wide diversity in the number of scales, the study applies the Andrew A. Brogowicz et al., (1990) model; was developed and Alan Wilson et al (2012), to measure the Ohao Smart service quality of Van Hien University. This model includes 6 components as follows: (1) Food quality/reliability, (2) Employee Service Competency, (3) Design and View Ohao Smart, (4) Quality of service supports Ohao Smart, (5) Ohao Smart's supporting service quality, (6) Price of Ohao Smart.

Based on the above, the hypotheses are stated as follows:

H1: Food quality/reliability positively affects students' satisfaction with Ohao Smart service quality.

H2: Employee Service Competency quality positively affects students' satisfaction with Ohao Smart service quality

H3: Ohao Smart design and view positively affect students' satisfaction with Ohao Smart service quality.
H4: Quality of service supports Ohao Smart positively affects students' satisfaction with Ohao Smart service quality.
H5: Ohao Smart's responsiveness positively affects students' satisfaction with Ohao Smart service quality.
H6: Price of Smart Ohao affects students' satisfaction with Ohao Smart service quality

5. Methodology

The study uses two research methods: qualitative research and research quantitative.

Qualitative research
- Qualitative research is used to explore, adjust models, add observed variables and measure research concepts. This study was conducted through interview techniques, and group discussions to find out the most common opinions on the factors affecting student satisfaction with Ohao Smart service quality.
- Preliminary research is a qualitative discussion, group members together give preliminary questionnaires, descriptive statistical methods to collect opinions of students from the faculties of Van Hien University on the translation quality service of Ohao Smart. Then, consult with faculty guidance and complete a formal research questionnaire.

Quantitative research
- Research is done through quantitative research techniques
Interview with:
+ Direct survey form on 18-25/3 2022: 173 suitable samples
+ Online survey on 3/2022: 250 suitable samples
- Forming a questionnaire designed based on a 5-level Likert scale to assess student satisfaction with the service quality of Ohao Smart at Van Hien University.
- From the official research questionnaire to collect and analyze survey data, descriptive statistics and draw conclusions and discussions.

Research tools
In the study, there are 31 questions that are quantitative questions, according to Bollen (1989), the minimum sample size is 155 (31x5). However, to ensure a sufficiently large sample size and reliable results in T-test and Anova analyses, the study sample should be around 200.
With the output of 450 questionnaires, 440 questionnaires were entered into SPSS 24 software. Using SPSS tools such as checking the validity of data, and checking blank data for cleaning. data. After data cleaning, 17 questionnaires were invalid and of poor quality, 423 questionnaires were used for analysis and testing, reaching 96.13%.
Finally, we tested the reliability of the scale using Cronbach's Alpha, EFA. The results of the linear regression analysis show the relationship between the factors constituting service quality impact on customer satisfaction

6. Results

Preliminary quantitative research results

The results of the reliability analysis show that the Cronbach's Alpha coefficient of the scales is above 0.70. The lowest is the Process scale (ASC = 0.780), and the highest is the Design and landscape scale (DW = 0.881). Considering the total correlation coefficient, it shows that the observed variables have quite a close correlation coefficient between the observed variables (the lowest is the observed variable QSS5 with a total correlation of 0.472 and the highest is OSR5 has a total variable correlation of 0.808). The results are presented in Table 1

Table 2: Preliminary assessment results of the reliability of the scales

No	Components	Number of variables	Cronbach's Alpha	Corrected Item-Total Correlation
1	Food quality/reliability (FD)	6	0.844	0.542
2	Employee Service Competency (ASC)	4	0.780	0.555
3	Design and View Ohao Smart (DW)	4	0.881	0.499
4	Quality of service supports Ohao Smart (QSS)	4	0.788	0.472
5	Ohao Smart responsiveness (OSR)	5	0.835	0.593
6	Price of Ohao Smart (POS)	4	0.880	0.659
7	Student Satisfaction (SS)	4	0.744	0.457
	Total	31		

Source: Author's calculations

Exploratory Factor Analysis (EFA)

In this study, the author uses EFA exploratory factor analysis method to extract 27 component variables into a number of component factors (Hoang Trong et al., 2008) to measure whether the student satisfaction scale

- As a result of EFA, there are 23 observed variables in 6 components of the impact of the student satisfaction extracted into 6 components with KMO = 0.718 with 23 observed variables so the EFA is suitable. Chi-square statistics of Bartlett's test reached 8214.874 with a significance level Sig = 0.000; Therefore, the observed variables are correlated with each other,with an eigenvalue of 1.461 and extracted variances of 68.619%, which proves that the analytical data is suitable for EFA, satisfactory.

The student satisfaction scale includes 4 components with EFA results, 4 component variables were extracted into 01 factor and factor loading coefficients are all greater than 0.5, so these variables are of practical significance. KMO coefficient = 0.721, so the EFA is suitable for the analyzed data, the Chi-Square statistic of Bartlett's test reached the value of 422.430 with a significance level of 0.00. at the eigenvalue, the coefficient is 2.306, so the observed variables are correlated with each other. The extracted variance is 57.644%, which is expressed by a drawn factor that explains 57.644% of the data variation. Along with the Cronbach's Alpha reliability coefficient of .744, the student satisfaction scale

meets the requirements.

Table 3: Analysis of EFA

Component						
	POS	DW	ASC	ORS	QSS	FD
POS3	0.928					
POS4	0.871					
POS1	0.810					
POS2	0.781					
DW1		0.889				
DW2		0.875				
DW3		0.782				
DW4		0.745				
ASC3			0.752			
ASC4			0.751			
ASC2			0.736			
ASC1			0.727			
ORS5				0.916		
ORS3				0.916		
ORS4				0.615		
ORS2				0.611		
QSS4					0.778	
QSS3					0.748	
QSS2					0.728	
QSS1					0.649	
FD2						0.895
FD1						0.869
FD3						0.793
Eigenvalue	6.579	3.085	2.292	1.95	1.636	1.461
Variance extract %	12.739	25.421	37.125	48.795	6.399	7.850
Reliability coefficients	0.880	0.881	0.780	0.864	0.870	0.788
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.						

Source: Author's calculations

Table 4: Summary of results EFA

Components	Number of observed variables	Reliability Alpha	Extracted variance (%)	Evaluation
Food quality/reliability	3	0.844	68.619	Qualified
Employee Service Competency	4	0.780		
Design and View Ohao Smart	4	0.881		
Quality of service supports Ohao Smart	4	0.788		

Ohao Smart responsiveness	4	0.835		
Price of Ohao Smart	4	0.880		
Student Satisfaction	4	0.744	57.644	
Total	27			

Source: Author's calculations

Evaluate and test the fit of the model

Thus, in the two-variable regression model R^2 measures the relevance of the regression function. It is the ratio of the total variation of the dependent variable y caused by the explanatory variable x. Thus, R^2 is an estimator with a coefficient = 0.652 (table 4.8). The adjusted coefficient R^2 = 0.646 means that the built linear regression model fits the data set to 64.6%, so the research model is suitable. The results show that adjusted R^2<R^2, using it to assess the relevance of the research model will be safer.

Table 3: Model Summary analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	0,726[a]	0,527	0,520	0,33634	0,527	77,161	6	416	0,000	1,113
a. Predictors: (Constant), FD, ASC, DW, QSS, OSR, POS										
b. Dependent Variable: SS										

Source: Author's calculations

Table 4: Results of Anova analysis

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	52.373	6	8.729	77.161	.000[b]
	Residual	47.060	416	.113		
	Total	99.433	422			
a. Dependent Variable: SHL						
b. Predictors: (Constant), FD, ASC, DW, QSS, OSR, POS						

Source: Author's calculations

Table 5: Linear regression analysis results

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	.956	.155		6.179	.000					
	OSR	.187	.026	.294	7.218	.000	.548	.334	.243	.685	1.460
	DW	.305	.031	.372	9.907	.000	.571	.437	.334	.809	1.236
	QSS	.155	.032	.191	4.772	.000	.499	.228	.161	.714	1.401
	POS	.059	.023	.088	2.568	.011	.152	.125	.087	.959	1.043

	ASC	.026	.029	.034	.894	.372	.334	.044	.030	.785	1.273
	FD	.065	.028	.088	2.281	.023	.382	.111	.077	.769	1.301
a. Dependent Variable: SHL											

Source: Author's calculations

7. Discussion

From Table 5, it is shown that all the factors on the scale have a positive effect (positive Beta coefficient) on Student Satisfaction (SS) with the significance level in all 6 factors having Sig. = 0.000 – 0.023, Subtract ASC scale with Sig. >0.05 (Sig.= 0.372) so there is no statistical significance. Table 5 also shows that the tolerance of variables (acceptance) is high for 0.685 or more and the VIF coefficient of all 6 factors is less than 2, meaning that multicollinearity does not occur between independent factors in the model. Figure. The results F-statistics reached the value of 77,161 from the R^2value of 0.527 and the adjusted R-value of 0.520 of the full models, at the significance level Sig = 0.000; Checking the correlation phenomenon by Durbin-Watson coefficient (1< 1,113 < 3) shows that the results are consistent with the research model.

Based on the standardized Beta coefficient, we can determine the importance of service quality factors affecting student satisfaction. If the absolute value of any Beta coefficient is larger, the stronger the influencing factor in student satisfaction we see that factor (1) Ohao Smart (DW) design and landscape, has the largest standardized Beta coefficient of 0.372 (Sig. = 0.000). Next, the factors that have strong effects in order of coefficients from high to low are (2) The response of Ohao Smart (OSR) has a standardized Beta coefficient of 0.294; (3) Ohao Smart (QSS) supporting service quality has a standardized Beta coefficient of 0.191; (4) Food Quality/Reliability (FD) and the price of Ohao Smart (POS) with a Normalized Beta of 0.088 and finally (6) Employee Service Competency (ASC) with a Normalized Beta 0.034 is the smallest among the systems the beta number has the weakest effect (see Table 5).

8. Conclusion

The research is carried out on the basis of theories on the theories factors related to fundamental concepts for research, such as service for students, service quality, and constitutive factors of service quality services and student expectations. The research methods used are qualitative research and quantitative research. Based on the theory of service quality and student satisfaction. The qualitative research results show that the service quality factors affecting student satisfaction include 06 independent variable factors with 27 observed variables. Specifically: (1) Food quality/reliability, (2) Employee Service Competency, (3) Design and View Ohao Smart, (4) Quality of service supports Ohao Smart, (5) Ohao Smart's supporting service quality, (6); Price of Smart Ohao.

and dependent variable Student satisfaction consist of 4 observed variables.The research results show that there are 6 factors of service quality that affect student satisfaction and are significant at the test level (95%), so the hypotheses: H1, H2, H3, H4, H5, and H6 are accepted.

Through practical research, the topic has explored and evaluated the actual situation of factors affecting student satisfaction with Ohao Smart service quality at Van Hien University. Through survey data and analysis, it shows that students are satisfied with service quality and choose the Ohao Smart service when using it. The main reason is that students believe that at Ohao Smart, tangible facilities, quality of facilities and facilities. The quality and space of Ohao Smart are cool and clean. Especially the factor of food safety and hygiene, there is a process of checking the quality of goods, having a clear origin. At the same time, Ohao Smart's processing process ensures food safety and hygiene, which is a very important factor affecting the health of students and diners. In addition, the service capacity of Ohao Smart is also felt by students and diners with the enthusiastic and cheerful service of the service staff, and the rest of the students. However, according to the survey and analysis results, students are not satisfied with the prices of Ohao Smart, students think that the prices of products at Ohao Smart are not suitable compared to the quality, and compared to other shops outside the school. On the other hand, according to students, the current music program is not suitable for students' interests, so the satisfaction level is only average. This shows that the program content and time frame are not really suitable to attract students.

The survey results and analysis of factors affecting student satisfaction with Ohao Smart service quality will help the Ohao Smart management board to have a more holistic view of what factors students are satisfied with continue to develop and promote further what factors students are really not satisfied with to overcome as well as attract students, lecturers, staff, and outside students to use services at Ohao Smart. Thereby, it is possible to propose to the management board to replicate this model in other training institutions of the educational system of Van Hien University in particular and of the Hung Hau education system in general.

Limitations and Suggestions for Future Research

The purpose of this study is to explore the influence of factors related to student satisfaction using services at Ohao Smart, so this study also has many limitations:

- Research to select a convenient sample of agent students using services at Ohao Smart. Therefore, in order to improve the generality, further research needs to study with larger sample size.
- The study only focused on 6 factors (1) Food quality/reliability, (2) Ohao Smart's responsiveness, (3) Ohao Smart support service quality (4); Price of Ohao Smart), (5) Ohao Smart design and view, (6) Service capacity Scale Student satisfaction using Ohao Smart services, and other factors related to satisfaction service quality, etc., should also be consideredin further studies.

References

Alan Wilson, V.A. Zeithaml, M.J. Bitner, D.D. Gremler (2012). *Services Marketing: Integrating Customer Focus Across the Firm.* (2nd European Edition ed.).

Andrew A. Brogowicz, Linda M. Delene, and Andrew A. Brogowicz (1990). A Synthesised Service Quality Model with Managerial Implications. *International Journal of Service Industry Management* 1(1):27-45

Babakus, E. and Boller, G.W. (1992). An empirical assessment of the SERVQUAL scale. *Journal of Business Research,* Vol. 24 No. 3, pp. 253-68. Bateson

Bollen, K.A. (1989). "*Structural Equations with Latent Variables"*. John Wiley and Sons, Inc., New York.

Claes Fornell, Michael D. Johnson, Eugene W. Anderson, Jaesung Cha and Barbara Everitt Bryant (1996). The American Customer Satisfaction Index: Nature, Purpose, and Findings. *Journal of Marketing,*Vol. 60, No. 4 (Oct., 1996), pp. 7-18 (12

Finn, D. W. & Lamb Jr, C. W. (1991). An Evaluation of the SERVQUAL Scales in a Retailing Setting. *Advances in consumer research*, 18 (1): 483-490.

Garvin, D. (1984). Product Quality: An Important Strategic Weapon. Business Horizons, 27, 40-43.https://doi.org/10.1016/0007-6813(84)90024-7

Gronroos, C., (1984). A service quality model and its marketing implications. *European Journal of Marketing*, 18 (4) (1984), 36-44.

Hair, Jr. J. F., et al., (1998). "*Multivariate Data Analysis"* (5th edition), Prentice-Hall, Upper Saddle River.

Hansemark, O. C. & Albinson, M., (2004). Customer Satisfaction and Retention: The Experiences of Individual Employees, *Managing Service Quality*, 14 (1), pp. 40- 57

Hoang Trong, Chu Nguyen Mong Ngoc (2008). "*Statistics of application in socio-economy*" Statistics Publishing House, Ho Chi Minh City (in Vietnamese).

Hoyer, W. D. & MacInnis, D. J., (2001)."*Consumer Behaviour"*. 2nd ed., Boston, Houghton Mifflin Company

Jisook Jung et al., (2009)." Comparison of student's satisfaction on school food service environment by the eating place and gender. *Nutr Res Pract,* 3(4): 295–299.

Koenraad Tommissen (2008). "*Management Consulting-A New Perspective*" (General Publishing House 2008) -, 398 pages.

Northouse, P. G. (2007). "*Leadership, Theory and Practice*" (4th ed.). Thousand Oaks, CA: Sage Publications.

Parasuraman, A., Zeithaml, V. A., Berry, L., (1985). A conceptual model of service quality and its implications for future research. *Journal of Marketing*, 49 (3) (1985), 41-50.

Rafferty, A.E. and Griffin, M.A. (2004). Dimensions of Transformational Leadership Conceptual and Empirical Extensions. *The Leadership Quarterly*, 15, 329-354.

Sasser, W. E., Olsen, R. P. and Wyckoff, D. D. (1978). "*Management of Service Operations*". Boston: Allyn & Bacon.

Wayne D. Hoyer, Deborah J. MacInnis (2001). "*Consumer Behavior. Houghton Mifflin"*. ISBN 0618013261, 9780618013265

Rinartha, K., & Suryasa, W. (2017). Comparative study for better result on query suggestion of article searching with MySQL pattern matching and Jaccard similarity. In *2017 5th International Conference on Cyber and IT Service Management (CITSM)* (pp. 1-4). IEEE.

Rinartha, K., Suryasa, W., & Kartika, L. G. S. (2018). Comparative Analysis of String Similarity on Dynamic Query Suggestions. In *2018 Electrical Power, Electronics, Communications, Controls and Informatics Seminar (EECCIS)* (pp. 399-404). IEEE.