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SERVICE QUALITY IN EDUCATION OF INTERNATIONAL
DEPARTMENT OF HEBI SENIOR SCHOOL FROM STUDENTS'
PERSPECTIVE

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The purpose of the research was to analyze and improve the service quality in education in International Department of Hebi Senior School. The target organization can improve their image to existing and potential customers with this development work. The partial challenges of this study were: 1) to collect responds from three aspects: teachers, students and parents. 2) To clarify the principles of Total Quality School Model implement in the target organization.

The deductive approach was used in this research and the empirical data was gathered with a qualitative method. Both primary and secondary data was used in order to fulfill the purpose of the research. The empirical findings represent the primary data which was gathered through both personal interviews and questionnaires; meanwhile the secondary data was gathered from literature, Hebi Senior School's website and some articles.

The topics discussed in the theoretical part of the thesis include the issues of service quality, measurements, and total quality management in education. This part of the thesis relies heavily on professional literature.

Finally, the thesis offered two recommendations which are new evaluation system for teachers and psychological lessons for parents and students. But considering Chinese education background and current situation, the new evaluation system offered by International Department were difficult to implement in the whole school. According to the development of the education in China, and the report which is named <Plan of National Education reform and development for 2010-2020>, the thesis believes that this new evaluation system can meet the future development of education.

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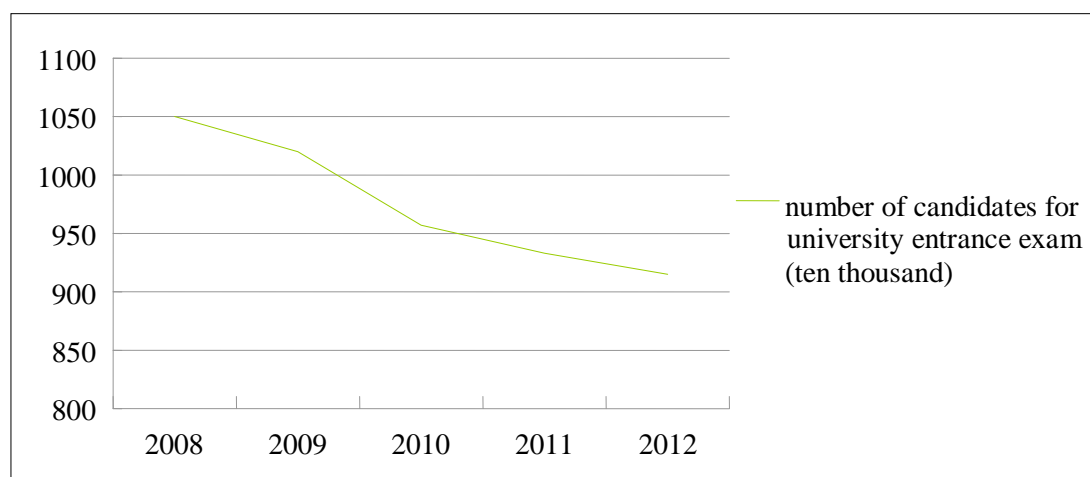
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1 INTRODUCTION OF THE RESEARCH

This chapter starts with a general background of Chinese education industry and problem specification in the target organization in the research, then is the reason why this topic has been chosen.

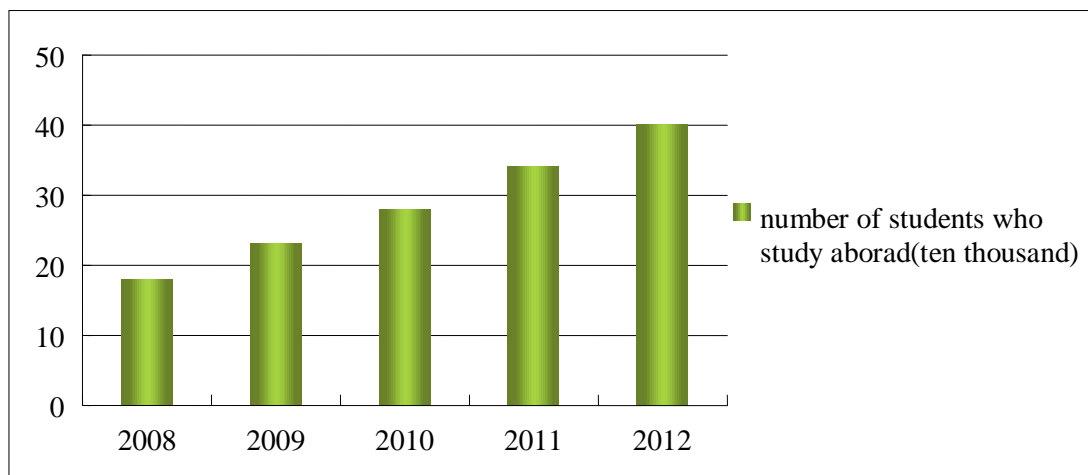
1.1 Background

Peak Evening News, reports that the China Education Online has released a report which is called "2012 merit investigation report". In this report, it shows that in the past four years, the total amount of students who take the national college entrance examination declined 1.4 million. Quitting exam and registration has become a common phenomenon at the moment. In contrast, the amount of students who choose to study abroad is keeping a growth of 20%, the number is an average annual growth, and most of them are high school graduates(website of Sohu Education 2012). It can be seen that studying abroad is becoming more and more popular. Figure 1 and figure 2 below describe it clearly(website of Tianjinwe 2012):



2008 year 1050 ten thousand
 2009 year 1020 ten thousand
 2010 year 957 ten thousand
 2011 year 933 ten thousand
 2012 year 915 ten thousand

Figure 1: Amount of candidates for university entrance exam from 2008-2012



2008 year 18 ten thousand
 2009 year 23 ten thousand
 2010 year 28 ten thousand
 2011 year 34 ten thousand
 2012 year 40 ten thousand

Figure 2: Amount of students who studying abroad from 2008-2012

Under this background, many high schools and training schools provide some services which are related to study abroad for students. Whereas, there is no unified standard for the service quality for those kind of schools.

1.2 Problem specification

When International Department of Hebi Senior School was established, it was just a new kind of class for everyone. However, they do not know what the students and parents expect, what kind of study could meet their requirements. Therefore, the problem discussion led to the research topic:

Service quality in education of International Department of Hebi Senior School from students' perspective.

1.3 Purpose of the research

The purpose of the research is to describe and analyze the service quality in education of International Department of Hebi Senior School. International Department could improve their image to exist and potential students and parents with this development work. After improvements, they could offer a more positive learning environment for students, and positive working environment for staffs.

2 EDUCATION SYSTEM IN CHINA

Chinese education has a long history. This chapter talks about a general background and problems of education area in China, as well as the plan of education development for future years, especially for the secondary senior education.

2.1 General background of Chinese education

Since the People's Republic of China was founded on the 1st of in 1949, China established education development road of socialism with Chinese characteristic, and built the world's largest education system. It protects the rights of millions of people to accept education. Besides, investment in education has a significant growth. School conditions improved significantly and education reform is deepening gradually.

In 1986, a compulsory education law was published by the Chinese government ---- making nine years of education mandatory for all Chinese children. Nine years of compulsory education (from primary school to junior middle school) have been implemented nationwide. The details have been shown clearly in the table of Chinese education system (Table 1).

Table 1. Chinese education system

Education Phase	Length of Schooling	Age	Investors
Pre-school Education	Without specific regulations	3-5	Private, individuals
Elementary Education	6 years	6-11	Local government
Secondary Education	6 years	12-17	Local government
Tertiary Education	3 or 4 years, it depends on the kind of school(university)	18-26 or even older	Provincial and central
Continuing Education	Without		

In the current stage, the local government is playing a key role in compulsory education, while central and provincial governments are dominant in higher education. The National Ministry of Education is the supreme educational administrative body in China, and it is responsible for carrying out the relevant laws, regulations, guidelines and policies.

Nowadays, the world is undergoing great changes and major adjustments: the multi-polarization of the world, in-depth development of economic globalization, scientific and technological progress and intense competition for talents. China is at a critical stage of reform and development. Industrialization, urbanization and internationalization are further developing, at the same time, the pressures of population, resources and environment are growing, mode of economic development are accelerated transforming. All of those are highlighted that the importance and urgency of improving the quality of national and cultivate innovative talents. (Plan of National long-term Education Reform and Development for 2010-2020, 4)

2.2 The problems existing in Education in China

Facing unprecedented opportunities and challenges, China clearly recognizes that the education does not fully meet the requirements of national economic and social development. There are some problems existing in the Chinese education area.

- Outdated content and teaching methods
- Heavy academic burden on students
- It is difficult to promote quality-oriented education
- Students' abilities of adapting the social and employment or entrepreneurship are poor, shortage of innovative, practical and versatile personnel.
- Imperfect mechanism of the education system, the school's lack of vitality
- Education structure and layout are unreasonable, as the development of education is uneven between urban area and rural area; moreover, the development of education is lagging in the poverty-stricken areas and ethnic minority areas.
- Lack of investment in education, it is not yet been fully implemented that the position of giving priority to develop education.

(Plan of National long-term Education Reform and Development for 2010-2020, 4)

2.3 Development plan of senior secondary education

In order to solve those problems, Center Ministry of Education published the development plan of high school education. There are three main objectives.

First of all, accelerate the speed of universal high school education. Because the phase of high school education is a critical period of development for students, and this period has a special significance for improving the quality of national and cultivate innovative talents. In this stage, schools should pay more attention to cultivate students' abilities of autonomous learning, self-reliance and adapting the society, as well as overcome the tendency of examination-oriented education.

Then, improve the overall quality of high school students. Promote curriculum reform in depth, implement the curriculum program fully, and ensure students fully completed the courses which the Ministry of Education published. Furthermore, establish a scientific and comprehensive evaluation system, create the guidance system for students' development, and give guidance to students about psychology, academic and their ideal.

The last one is to promote the diversified development of high school. Promote the diversification of the school system and expand the access to quality resources, to ensure the diversification of the school system or training modes to meet the development needs of different students. Moreover, discover ways to cultivate innovative talents. (Plan of National long-term Education Reform and Development for 2010-2020, 9)

3 INTRODUCTION OF INTERNATIONAL DEPARTMENT

This chapter introduces the subject of the research by presenting the background information of the chosen organization, International Department of Hebi Senior School. It includes basic information about the school, the idea why this department should be built, and the problems in this department.

3.1 Background of International Department of Hebi Senior School

Hebi Senior School was established in 1958, which is the best high school in Hebi, Henan province. It has the strongest qualified teachers and the best learning environment in Hebi. There are 412 staffs and 91 classrooms. In Hebi Senior School, the students are persisting in the spirit of "keep simple and calm, make self-improvement" (website of Hebi Senior School 2012). For Hebi people, Hebi Senior School has a good reputation and image. From parents' opinion, studying in Hebi Senior School means that the students have more opportunities to enter a better university, especially Qing University and Peking University. In 2009, president of Hebi Senior School, ChunchengZhai was considering how to make the school better, ChunchengZhai agrees with the opinion that the urgent job for education is cultivating international, modernize and innovative talents. Under this point of view, Hebi Senior School prepares to establish International Department in 2010. Finally, after the school got the permission from the local board of education, International Department becomes a part of Hebi Senior School. International Department is built on

the idea of “providing more opportunities to study for students, at the same time, cultivate the students’ abilities of supporting themselves and adapt the society(Liu, personal communication on 10.7.2012). After the department established last year, International Department started to recruit students in the fall of the same year.

3.2 The problems existing in International Department of Hebi Senior School

Although Hebi Senior School has a good reputation, it didn’t attract too many students for the newdepartment. For the first year, there only 25 students applied International Department. International Department has been existing for one year. They have 23 students for the first year at the moment, and in this year, only 19 students applied to this department.During the first year, because the teacher did not manage it well, International Department left a bad image to students and parents. Meanwhile,president of Hebi Senior School pay more attention to this department, he allocated the best teachers of school to teach these students.(Liu, personal communication on 10.7.2012)

4 METHODS TO COLLECT INFORMATION

This section gives a description of the purpose of chosen methods and techniques that used for collecting the data, then explain the meaning behind this. Furthermore, present some problems encountered in this research process.

4.1 Research approach

According to Patton (1984, 13), there are two methodological approaches; the qualitative approach and the quantitative approach. Most qualitative approach said by the author that they permit the researcher to study selected issues in depth and detail. Furthermore, the data in this kind of approach is collected from fieldwork with the form of conversations and observations, instead of numbers. (Patton 1984, 10).

While quantitative approach, on the other hand, requires the use of standardized measures so that the varying perspectives and experiences of people can be fit into a limited number of predetermined response categories to which numbers are assigned. It involves a questionnaire or a survey and the numerical analysis of data. It would be obviously that the qualitative research approach is better than another regarding to our research area and concerned knowledge. To completely understand how's the service quality in education of International Department of Hebi Senior School; it needs to research ideas from students, teachers and parents.

4.2 Research strategy

In this research, the author chose International Department of Hebi Senior School to study how is the service quality in education in this department. Thus, the author argues to use the limited case study to conduct the study. According to Yin (2003. 79), case study is an empirical inquiry that investigates a contemporary phenomenon within its real life context are not clearly evident. with the case study research strategy, a researcher can ask question like "how" or "why" about the particular events that the researcher know limited. As the author aimed to collect available empirical data together with using those existed theory of quality in education to analyse the issue thoroughly. The author believes that the limited case study research strategy is the most suitable solution to answer the research question.

4.3 Choice of theories

The theories used in this paper have been selected from a variety of secondary data. Some articles have been used to express the main idea behind the theories, these are, "Quality in Education" written by Jerome S. Arcaro, and Jerome S. Arcaro agreed the model -- Total Quality School Model that is going to implement in International Department. Besides, other articles have been used for the investigation such as "Service Quality from research perspectives" written by Benjamin Schneider & Susan S. White.

4.4 Data presentation and analysis

As mentioned above, the research approach is more qualitative in nature, the best way to produce any suggestions about the research is to combine both the theories and the empirical findings. Thus, a descriptive approach has been adopted. The reason was that under the geography, and time frame limitation, the interviews conducted were semi-structured, the topics, interviewees and questions to be asked were prepared in advance prior to the actual interview. The information collected during the interviews with the department responsible people and parents has provided us insight about the department. The authors have tried to make the paper coherent so that the empirical findings follow the structures of the theoretical framework, making it easier for the reader to comprehend the paper.

4.5 Choice of data collection

Yin (2003) suggested that there are mainly two different types of sources that the data can be collect from, a primary and a secondary source (Yin, 2003, 83). Besides, the source of data collection in order to write this paper has been both primary. Primary data in which authors choose interviews, which is most common method to collect data for business paper.

Yin (2003) stated that the interview is one of the most significant sources of information when applying a case study in a research process. In this research, the researcher has decided to conduct semi-structured interviews both by face to face and email, with certain topics that the interviewees in International Department are interested in. All the questions used can be found in APPENDX 4.

The theoretical framework in this paper is based on secondary data in form of literature. The author have searched for well-known and respected authors within the field of Education, finally the author used the literature named “ Quality in Education” written by Jerome S. Arcaro. The databases used for collecting published materials were Google Scholar. When searching for articles and literature, some main key-

words have been used such as “quality in education”, “promote education institution”, “service quality”, etc.

5 SERVICE QUALITY AND TOTAL QUALITY SCHOOL MODEL

In this chapter, the theories suitable for this paper are discussed. It continues to explain quality, starting from definition of quality in general, service quality and customer satisfaction, the quality in Education, Total Quality Management in Education, and TQM school model.

5.1 Definition of quality

‘Quality is an ambiguous term. On the one hand, everyone knows or thinks they know what quality is. On the other hand, formulating a comprehensive and uniform definition is a big – if not insurmountable – problem’ (Kasper, van Helsdingen & de Vries 1999, 184).

Quality has no specific meaning except when it is related to a specific function and/or object. Thus, quality is not a fixed concept, it is dynamic and changeable, and it keeps changing along with the change of time, place and used object, they have different characteristics and measurements for different objects.

There are some different ways to approach the definition of quality: the philosophical approach, the technical approach and the user-based approach. In this chapter, it mainly focuses on the user-based approach.

This approach is to define quality, in which the quality of a product or service is determined by its user. This definition of quality takes the view that quality is subjective and hinges on the individual perceptions of customers. The quality of a product (or service) is high when customers say it is- and this is not always when the product conforms to technical criteria. (Schneider & White 2004, 10)

Overall service quality

There are number of different “definitions” as to what is meant by service quality. One of them is that service quality is the ‘sum total’ of the customer’s perception of the service is at the center of service quality research (Schneider & White 2004, 46). It means that the service work is able to meet the level of users’ requirements. It is also a minimum level for enterprise. They provide it for customers to make them satisfied. Service quality also could be defined that the difference between customers’ expectations of service and perceived service. If expectations are greater than performance, and the received quality is less than satisfactory, then it is occurred the situation of customer dissatisfaction (Arash 2012, 2).

5.2 Dimensions of quality

Previous researchers, such as: Gronroos (1990), Lehtinen and Lehtinen (1991), and Ghobadian *et al.* (1994); stated that quality dimensions could be classified into few groups. According to Gronroos's opinion, dimensions of quality has been classified into three groups, which are: technical quality, functional quality and corporate image. Technical quality is measured regardless of customers' point of view; functional quality is related to the interaction between provider and recipient of service; and corporate image is the dimension which combined technical quality and functional quality, it is concerned to the overall picture of an organization perceived by the customer, such as: price and reputation of the company or organization. Lehtinen and Lehtinen (1991) supported Gronroos's opinion, they put forward a similar argument which are physical quality, interactive quality and corporate quality. But, Ghobadian *et al.* (1994) indicated different categorization of quality dimensions with other recent researcher. From Ghobadian *et al.* point of view, they proposed "outcome" and "process" as the dimensions of quality, that related with the quality of the outcome of the service.

5.3 Quality in Education

Nowadays, quality is the most important topic of discussion in education. There are probably as many different ideas about quality as there are schools. Whether parents or school teachers, when they talk about how to improve quality of education, often it means how to improve students' scores or grades. In these kinds of schools, the responsibilities for improving the quality of education rests with the teachers. Usually, teachers only focus on one aspect of a student's education: helping the student learn more knowledge, and retain the knowledge.

According to Jerome S. Arcaro's point of view, he said that when quality begins as an isolated project in a school or classroom, it is less likely to influence the overall quality of education (1995,56). For example, one teacher has been actively implementing quality in her classroom for the past seven years. She was instrumental in helping another teacher develop his understanding of quality. However, the quality effort at the school has been confined to the quality teacher's classroom. Many of the fellow teachers are reluctant to accept the quality challenge. This type of implementation of quality is called little-quality.

In contrast, Big-Q quality schools make everyone responsible for quality. People are provided with the tools they need to change the way they work in order to improve the quality of their output. People are responsible for reducing waste and inefficiency. As a result of the effort, they create a better learning and working environment. To begin with, let's look at what quality focus for education.

Service quality dimensions:

Gronroos (1978), Lehtinen and Lehtinen (1992) and Parasuraman *et al.* (1985) stated the view: service quality can be classified into multi-dimensional. According to Parasuraman *et al.*, service dimensions that used in the education are as follows and has modified by Ghobadian *et al.* in their research:

Customisation refers to how well the institution could meet customers' satisfaction, and Courtesy is associate with the attitude of the staff, which includes the politeness,

respect, consideration and friendliness shown to the customers by the contact personnel (Ghobadian *et al.*, 1993)

5.4 Approach in measuring quality

There are two main approaches in measuring quality, they are: SERVQUAL and SERPERF. The most popular one is SERVQUAL model which proposed by Parasuraman. And SERPERF is simpler and straightforward which just measure on the current level of performance.

SERVQUAL was developed by Zeithaml, Parasuraman and Berry in the mid eighties. It measures the difference between what is expected from a service encounter and the perception of the actual service encounter (Parasuraman *et al.*, 1988).

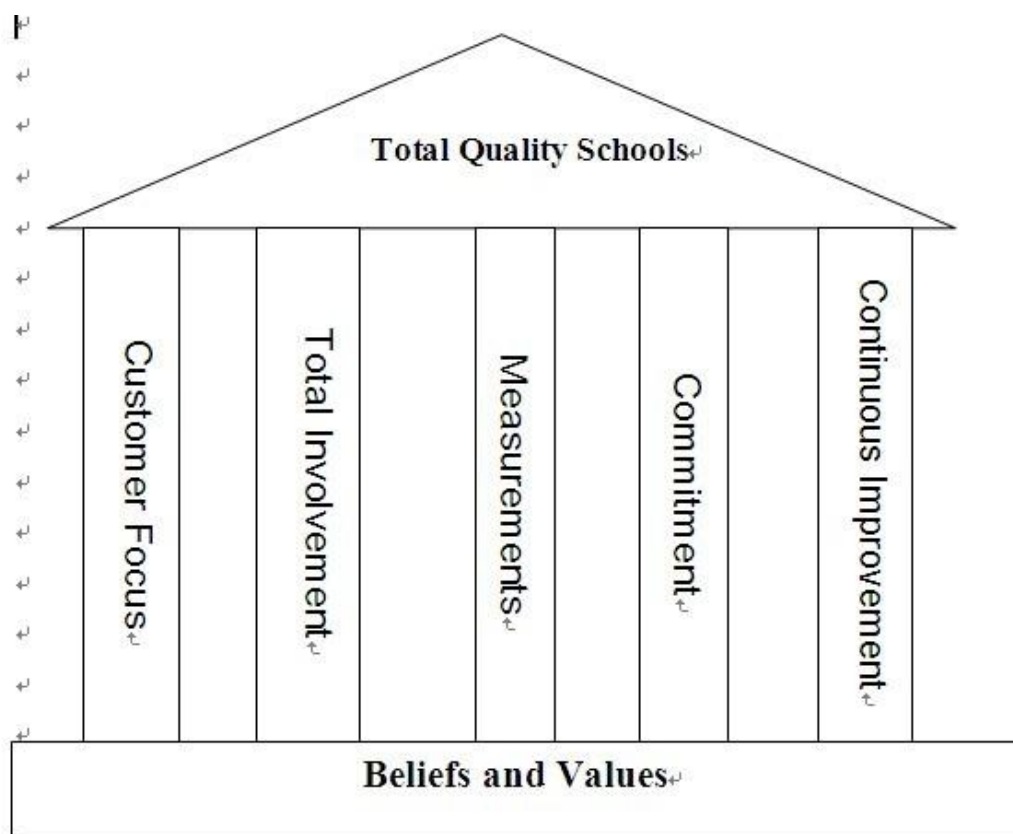
$$\text{Service quality} = \text{Perception} - \text{Expectation}$$

The SERVQUAL instrument is actually a survey form containing 22 items, each item measuring both the perception and the expectation of a particular service attribute. (Kay C. Tan & Sei W. Kek, 2004)

SERPERF is an improvement from SERVQUAL model, it is initiated by Parasuraman *et al.* Likert scale has been used in this model, it requires customer to rate the performance of provider, extending from (1) strongly disagree, to (7) strongly agree.

5.5 Total Quality School Model

Table 2. Total Quality School Model



5.5.1 Characteristics of Total Quality School

To begin with, a quality school has five characteristics according to the picture described above. These characteristics are based on the school's beliefs such as trust, cooperation, and leadership.

Then, quality in education requires a commitment to customer (students and parents) satisfaction and a commitment to creating an environment in which staff and students

can do their best work. Therefore, it is necessary to understand what each pillar (characteristic) in the picture represents.

Customer focus

In a Total Quality School, everyone is both a customer and a supplier. Students and their families are the school's customers. They are the main beneficiaries of school work. Parents are also suppliers to the education system. And it is the responsibility of the Total Quality School to work with parents to optimize the students' strengths and minimize the potential for failure.

Total involvement

According to Jerome's opinion, everyone in the Total Quality School must participate in the quality transformation. Quality is not just the school board or superintendent's responsibility. Quality demands that everyone contribute to the quality effort.

Measurement

From Jerome's point of view, this is an area where most schools fail. Many good things are happening in education today, but the education professional involved in the process become so focused on solving problems that they fail to measure the effectiveness of their efforts.

Commitment

The superintendent of schools must be committed to quality. If they are not, the quality transformation process should not be initiated, because it will fail. Everyone, include students need to support the quality efforts.

Continuous improvement

Schools must do things better tomorrow than they did yesterday or do today. Education professional must constantly be on the lookout for ways to prevent problems from occurring (Jerome S. Arcaro p.32).

5.5.2 Evaluation process

In each school, assessment is the required task per term. Generally, the traditional tests which only evaluate how many facts can be spewed back. Evaluation must begin to consider process as well as product.

The students are part of the evaluative process as well. Students must begin to take responsibility for assessing how much they have really learned, how they can apply their knowledge, and where improvements can be made. Most of teachers have crammed for a test and then promptly forgotten the information. Teachers have all been unprepared for something at some time because we had not recognized the need to pay attention. Only the students themselves really know how much they have learned.

According to Jerome S. Arcaro's idea, in a quality classroom, a checklist of daily group observation form helps the students to become more aware of what they are doing. A daily observation can be modified for any age group. For young students, simple questions and smiling or frowning faces are appropriate. For older students, a multiple-choice format is useful. Open-ended questions provoke reflection by older students but present greater difficulty in converting to grade scores (Jerome S. Arcaro, p42).

6 PRESENTATION OF INTERVIEW DATA

This section shows the results of interview and satisfaction survey from three aspects, which are teachers, students and parents. The interviewees are 22 students, 4 teachers and 15 parents. And 29 students answered satisfaction survey. But, not everybody is willing to share their ideas. The interview questions and satisfaction survey can be found in Appendix 3.

6.1 Summary of students' interview

The interview was held on 14th, 18th and 20th of September by the responsible person in the department. Ten to fifteen minutes for each student.

22 students (only the first year) were interviewed in this department. Here, the author summarized those students' answers. It focuses on three parts which are students' expectation, their ideas about International Department and teaching style.

What the students really want to get? (What they expect?):

Like most of students' thoughts, they have the same ideas. Their expectation is simple: Teachers are like friends. One student said that: 'When I was study in the middle school, one teacher was welcomed by students, he was also a young teacher just graduated from university. Of course, he did not have a lot of practical experience, but we liked his class. And, he liked play or chat with us after the class. He gave us the feeling that he is not only a teacher for us, but also a friend who would like to listen to us to complain about other teachers or something. However, the teachers in Hebi Senior School, they are too serious to communicate, and they left the room after class.'

For some students, they do not know what they expect from the department. They come here to study because of their parents, as their parents told them study in this department, in this school. Whereas, some of students, they expect they could accept by a university in China or oversea after three years' study in Hebi Senior School. They are willing to learn, they want to improve their English skill level. And they said: 'the school life is busy, we have a lot of homework to do, and we feel we do not have enough time to play. Apart from this, our study is poor right now, we know that some teachers do not like us, but we hope that the teachers do not often blow us.'

Students' ideas about International Department:

'International Department, the first time when I heard it, I have no idea about it, I think it is another 'ZhiDu Class'.'

----- Zhang, one student in International Department

The first feeling which is International Department gives students and parents are that this is a new way to earn money for Hebi Senior School. Students who want to study in this senior school but they did not meet the requirements, then they can pay more money to apply this department and they can enjoy the same learning environment and qualified teachers. Until now, there are some students still do not understand what does International Department really do.

Teaching style:

About the teaching style, almost students do not know what kind of teaching style is suitable for them. The students respond that the teaching style is traditional method; it does not have any change for the teaching style from primary school to high school. The traditional way is that the teacher stand in front of class and writes tips on the blackboard, and students make notes. As the school life from seven o'clock in the morning until ten o'clock in the evening, they feel tired and cannot concentrate on the whole class. Thus, some students are sleeping during the class. Even the foreign teachers make games in the class, but because of the traditional culture, the result is not quite well.

6.2 Summary of teachers' interview

Teachers' interview was held in the meeting on the 17th of September, only interviewed English teachers.

"Students do not listen during the class, and they have no interests in studying."

----One of English teacher in International Department

This summary comes from all the English teachers in International Department. The teachers believed that students have a lot of pressures, and students feel boring in the school's life. Some young teachers expressed that they are willing to change their teaching method, but they are worried about students' academic performance. Due to the tension of study, they want to organize some activities for students, like hiking or

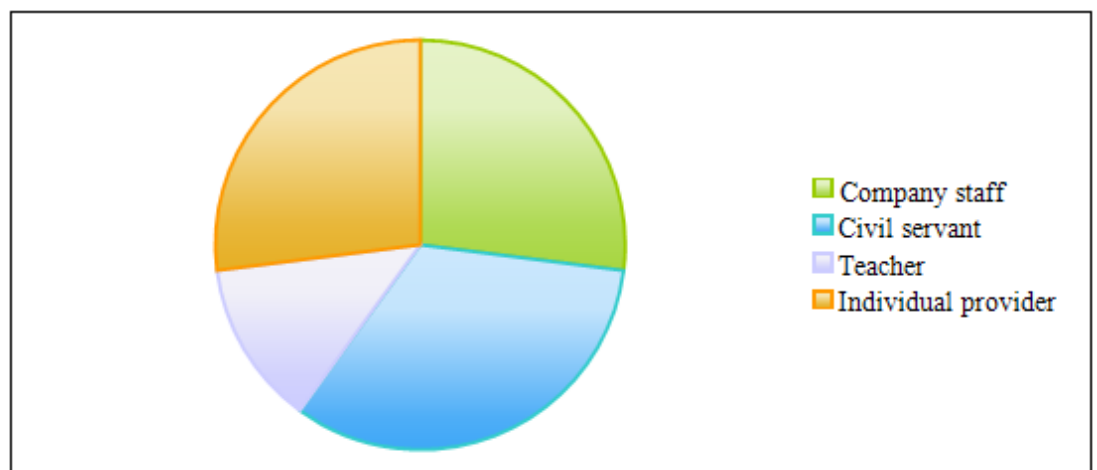
boating, etc. But considered from different perspectives, school managers cannot approval.

Apart from this, school often stress the enrollment rate, teachers also have pressure, the only thing we could do is that helping them to learn more knowledge and maintain the knowledge as possible as they can.

6.3 Summary of parents' interview

In China, not all parents like coming to school. Most of them agree with the teachers are the responsible person for studying. And, some parents are busy with their work or business. Thus, it is difficult to interview parents. The department invited students' parents to come to school and have a meeting (22th of September) to discuss their children's study. This summary is summarized from the idea of these parents. The results come from 15 people. And in this meeting, teachers asked parents' idea about psychological counseling for parents and students.

According to different occupations and educational levels, parents have different ideas on students' study. The following picture shows 15 parents' occupation, and a summary of parents' educational background.



Company staff 27%
Civil servant 33%

Teacher 13%
Individual provider 27%

Figure 3. Type of occupations of students' parents in International Department

From parents' point of view, the most problem they discussed is almost parents do not have time to care about students' study as they are busy with work and families. Some parents also agree with that they have no ideas about how to educate students. Few parents agree with that the meaning of the tuition fee is that school has the responsible for their children. Moreover, parents also said that students have a lot of pressure during their studies, and they do not have time to rest on weekends.

7 ANALYSIS OF DATA

In this chapter, the primary data have been analyzed, and explain the reasons why this situation occurred, and a short conclusion for the department. The data in this chapter, are come from satisfaction survey. 29 students both the first year and the second year. The range of age is from 15-17 years old. As the result is difficult to shown in one picture. Thus, the data have been divided into three parts and showed out.

7.1 SERVQUAL analysis

As mentioned above, 15 parents took this instrument. The instrument includes 22 questions, it can be found in Appendix 1 and 2. The results showed below.

Table 3. SERVQUAL scores for the services of International Department in 2012

Dimensions	Expectation	Perceptions	Gap scores	Weightings	Weighted average
Tangibles	5.46	5.15	-0.31	12.7	-0.26
Reliability	5.67	4.27	-1.4	15.9	-1.48
Responsiveness	5.33	4.65	-0.68	17.3	-0.78
Assurance	6.0	5.98	-0.02	22.5	-0.03
Empathy	5.55	4.71	-0.84	31.6	-1.77

The research on measuring service quality has focused primarily on how to meet or exceed the external customers' expectations, and has viewed service quality as a measure of how the delivered service level matches consumers' expectations. These perspectives can also be applied to the employees of a firm and in this case, other major gaps could be closed in the service quality gaps model (Kang *et al.* 2002). If Q is positive, it means service quality is higher than previous level or general level; if Q is negative, that means service offered did not meet the requirements of customers, it

must be improved as soon as possible; if Q is approaching zero, it means the service offered by organization just to satisfy the customers demand.

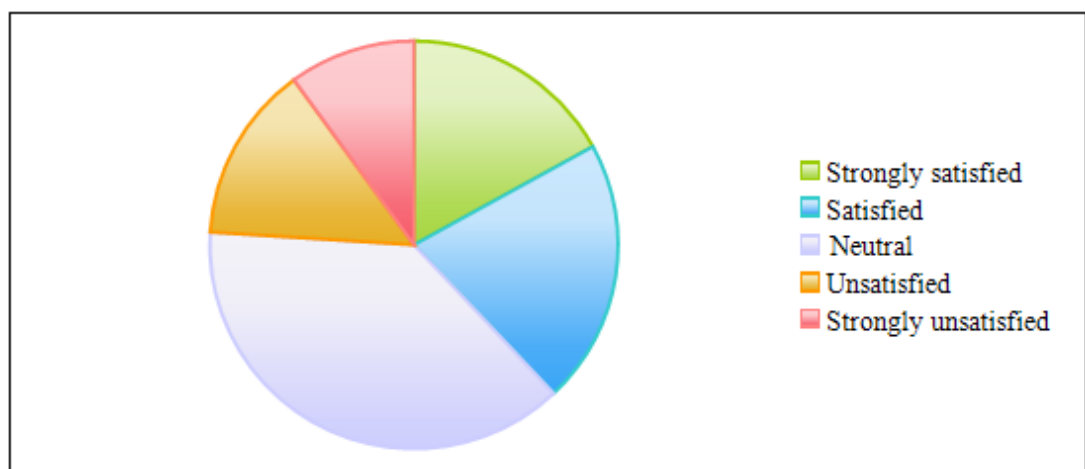
From the above table, it showed there are five service quality dimensions, they are: tangibles, reliability, responsiveness, assurance and empathy. These five dimensions in Education represent:

- Tangibles: facilities, equipment and appearance of school staffs
- Reliability: teacher and school have the ability to perform the promised service dependably and accurately
- Responsiveness: teachers and staff are willing to help students and parents.
- Assurance: teachers' ability to inspire trust and confidence
- Empathy: communication with students and parents, caring them, and understand them

In this table, the number is negative for these five dimensions, which means International Department of Hebi Senior School did not meet parents' expectation, the school does not understand the specific demand of parents.

7.2 Overall satisfaction analysis

First, it has an overall evaluation for International Department. This results picked up from satisfaction survey for students. The results shown below (Figure 4):



Strongly satisfied 17%
 Satisfied 21%
 Neutral 38%
 Unsatisfied 14%
 Strongly unsatisfied 10%

Figure 4. Results of overall evaluation for International Department

From the pie chart, it obviously shows that the level of students' satisfaction for International Department is not good. Only 38% of students feel satisfied, 24% of the students feel unsatisfied, among those students, nearly half of the students feel strongly unsatisfied with this department. And 38% of students choose the option of "Neutral". They did not share their opinions or they did not have any ideas about International Department. This section analyzes the possible reasons why students are not satisfied with this department, the reasons why they are unwilling to share their ideas or do not have any ideas.

When people evaluate a company or a product, generally they are considering the brand, product quality and service. In this survey, the students evaluate International Department, it mainly from teacher's behavior and students' interests, they do not take into account the management of the school, learning environment and the quality of education. Therefore, the teachers' behavior has been analyzed here, which behavior led to students unsatisfied.

First of all, what kinds of teachers' behavior or how the behavior is make students unsatisfied? International Department is a special department in Hebi Senior School, due to it is a new department; the principal allocated some older teachers who have more than 20 years' teaching experience and some young teachers. The older teachers generally teach four or five classes. They are severe and like students who have good academic performance more than others. These teachers are influenced by the traditional thinking; they cannot understand why International Department established. From their opinion of view, students choose abroad to study because they do not have a college or university to study in China. Whereas, for young teachers, they are willing to accept reform and new ideas, but they do not have much experience. Take one of English teacher as an example, he graduated from a good university last year and came to International Department to work, but sometimes he uses inappro-

priate language and made students unsatisfied. In general, these behaviors probably could make students unsatisfied:

- Teachers are too severe; it is difficult to communicate with students.
- Teachers show bad mood in the class, and punish students.
- Teachers use inappropriate language.
- Teachers are no patience. This is the most important one.
- Teachers ignore students.

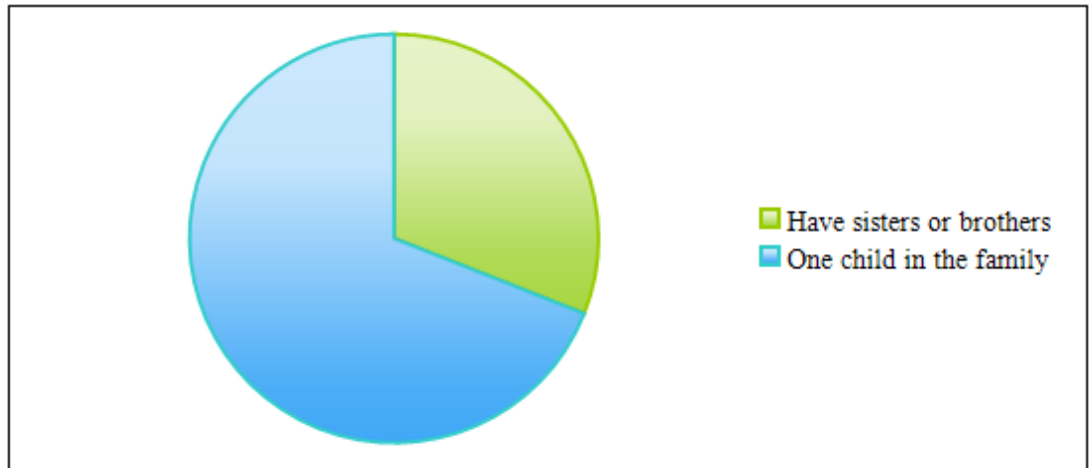
Then, before analysis the reason why students do not have idea or unwilling to share their ideas, it is necessary to understand the psychological characteristics of these students, and their growing background.

Psychological characteristics of these students:

For the students of International Department, their parents give their best to their children. The children is full of a variety of expectations. This idea give students a lot of pressure. Parents make plan for their children, give them a lot of things, but only one thing they do not give children , it is freedom.

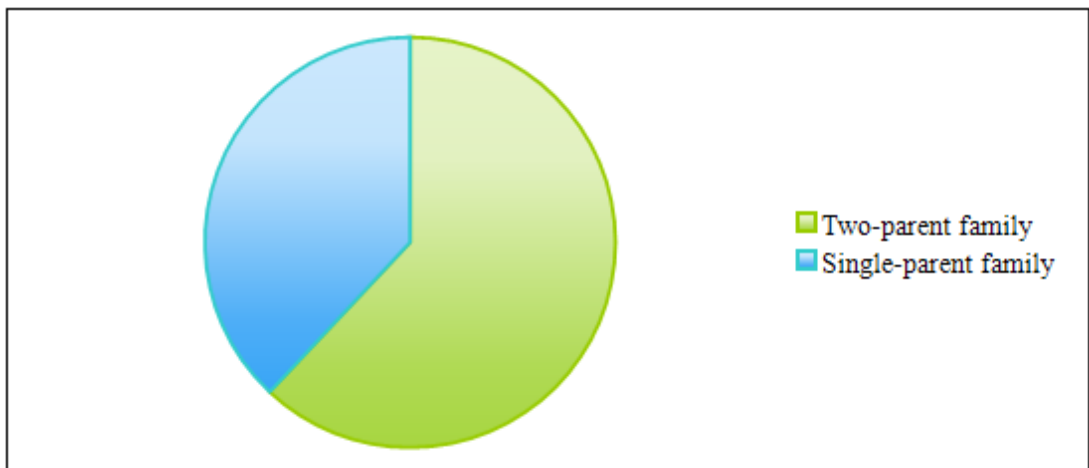
Besides, most of them do not have sisters or brothers to company with them. When they were child, variety of training courses took their free time, and their parents are busy with work. After long time, they are unwilling to communicate with their parents.

About their thinking and emotional aspects, they are impulsive and extreme; pure and fragile. During to the doting of their parents, these students have no ideas about courteous, fear and worries. Their thoughts and emotions are straightforward. They like to communicate with adults with equal identify. But, the older think they do not know how to respect others.(Song, personal communication on 16.09.2012)



Have sisters or brothers 31%
One child in the family 69%

Figure 5. Rate of one child in the family in International Department



Single-parent family 38%
Two-parents family 62%

Figure 6. Rate of single-parent families in International Department

In International Department, almost students are the only child in their families, and 38% of students are in the single-parent families (from two pictures above). For them, they need concerns more than knowledge. Therefore, in order to make teaching become more effective, teachers should learn how to make friends with students firstly, and at the same time, teachers still have to make students respect them. If the teacher teaches them follow the textbook, students would lose interests for studying, also they are unwilling to share their idea.

7.3 Service quality analysis

When people measure service quality, it is common to use SERVQUAL methodology, and as mentioned above, it has five factors which above showed (Table 3).

In this case, the author mainly analyzed their service from four aspects, which are: teachers' behavior, learning environment, school's management and quality in education.

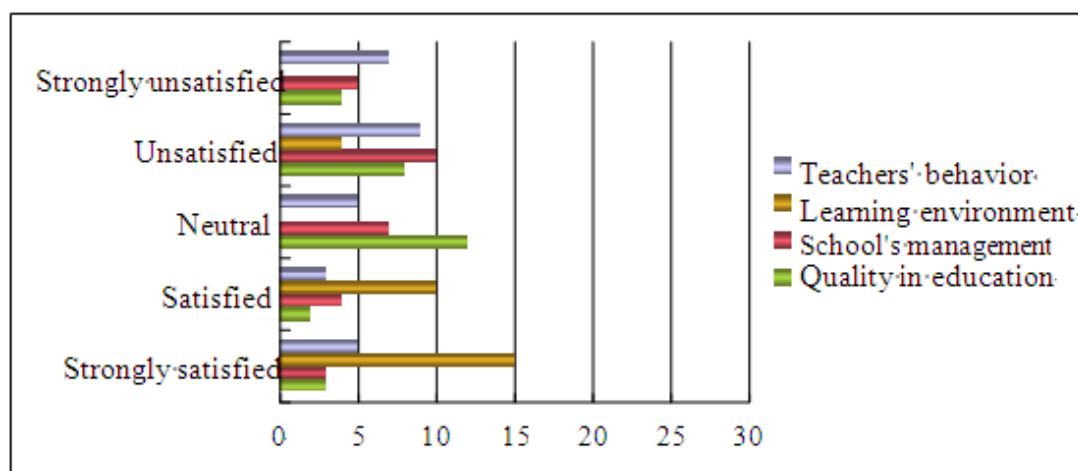


Figure 7. Results of service quality for International Department in 2012

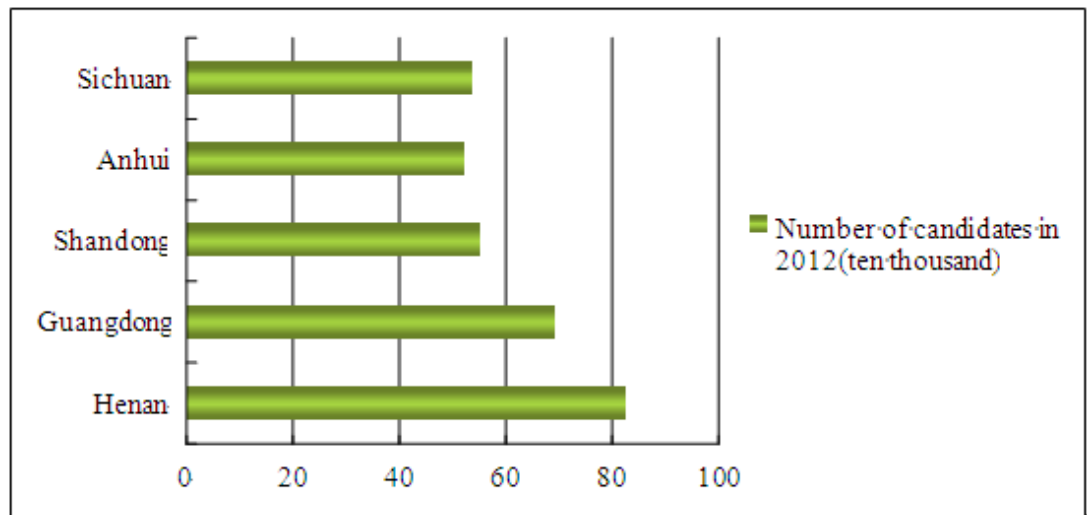
From the picture, it clearly pointed out that students are not satisfied with teachers' behavior and school's management. The previous section explained which teachers' behaviour made students unsatisfied. Then, in this part, it explains the reason why teachers have these kind of behavior.

In order to explain the reasons, it is necessary to understand the basic situation of College entrance exam in China in advance.

"Gaokao" --- College entrance exam

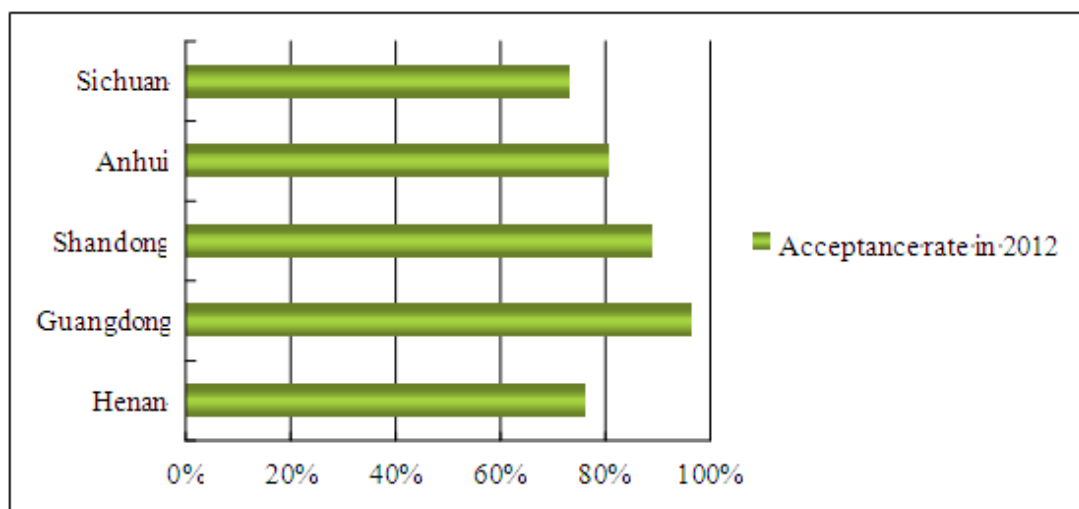
In China, the university(college) entrance examination which is called "Gao Kao". It is important for students. It is the eligibility criteria for candidates to choose university and enter university, and it is one of the national examination. College entrance

exam organized by the state, the content of the exam paper were organized by the specialized organization in the state or province, and the state choose the unified time to take the exam. The score of the exam has a directly impact on the level of the university which you can enter. It is essential to enter a better university, it almost can be said the result affect a person's life. Some educational workers said, a transcript of scores negated a student's effort in twelve years.



Sichuan 53.8(ten thousand)
Anhui 52(ten thousand)
Shandong 55(ten thousand)
Guangdong 69.2(ten thousand)
Henan 82.5(ten thousand)

Figure 8.Amount of candidates in 2012(ten thousand)



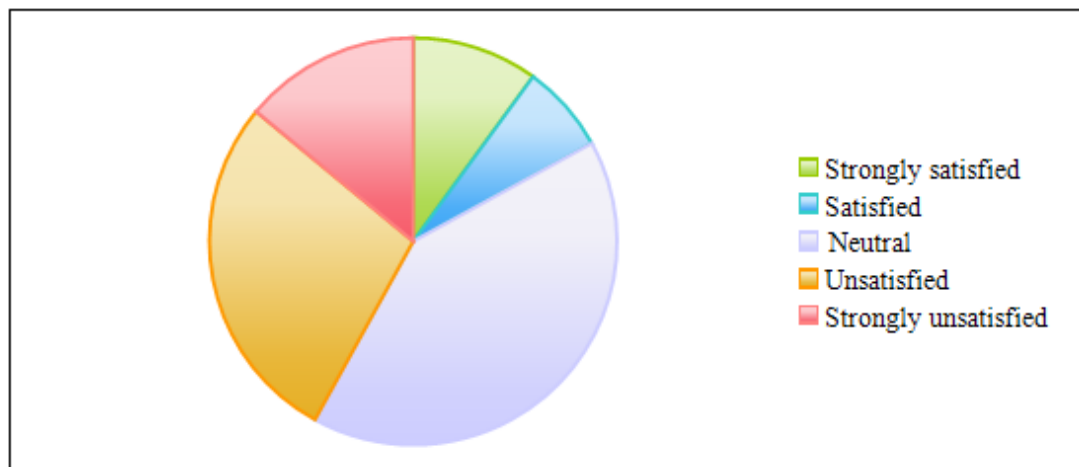
Sichuan 73.01%
 Anhui 80.80%
 Shandong 88.70%
 Guangdong 96.45%
 Henan 76%

Figure 9. Acceptance rate of College entrance exam in 2012

The top two pictures, it shows the amount of candidates and acceptance rate in five cities in 2012. The figures come from Chinese Education News(website of China Education Online college entrance service platform 2012). From the two pictures, it is not difficult to see that, the amount of candidates in Henan is more than other four cities, about 4 times. Whereas, the acceptance rate of Henan is lower than other cities. For the high schools and teachers in Henan, not only in the Hebi Senior School, but also other senior schools, teachers have a lot of pressure. In order to improve the enrollment rate of college and school's reputation, even some practices are wrong or not good, they are forced to do.

The pressure of college entrance examination is one reason, another reason is salary and bonus. Students' academic performance is related with teachers' salary and bonus directly. It leads the teacher pay their attention to the best students in the class. A person's energy is limited, when teachers' attention focus on those students, then the students do not have good scores are ignored.

7.4 Quality in education analysis



Strongly unsatisfied 10%

Unsatisfied 7%

Neutral 41%

Satisfied 28%

Strongly satisfied 14%

Figure 10. Result of quality in education in International Department in 2012

Teaching content is also one factor to evaluate a teacher or school, for example, whether the content taught is useful, have you learned something you expect to learn, etc. From this pie chart, it is easily to get a conclusion that nearly half of the students do not know how is the quality of education. Of course, students do not know what is high-quality education. Nevertheless, how is the quality in education in International Department actually?

If talk about the quality in education, the two kinds of education mode (Examination-oriented education and Quality education) should be discussed beforehand.

Examination-oriented education is an educational idea and behavior to meet the college entrance exam for purpose. It is a concentrated expression of the drawbacks of existing educational work. Under this education, it evaluates the school's quality of education through the school's enrollment rate of university, teachers' achievements and students' academic performance. The mode of examination-oriented education and exam method limit students' ability, the students trained in this education mode

are difficult to adapt the development of work and society. Nevertheless, Quality education is completely opposite with it. Quality education is a mode that improve the quality of all the aspect of students as its goal.

Because not all the students in this department decide to study abroad after graduated from senior school, in order to meet “Gao Kao”, teachers take the mode of examination-oriented education. If only to meet the exam, it could be said that the quality of education is good or high as scores is the main force. However, if considering the students’ future development, it is very low. As the < Plan of National Education Reform and Development for 2010-2020> mentioned, students’ abilities of adapt the social and employment or entrepreneurship is poor, they are shortage of innovative, practical and versatile personnel. Thus, the best way for International Department is combine Examination-oriented education and Quality education together.

8 RECOMMENDATION FOR INTERNATIONAL DEPARTMENT

After analyzed those data, it obviously shows that International Department should improve their service quality. They should improve their service quality from internal with staffs and external with students and parents. Suggestions described in detail in this section, and it primarily focused on two aspects.

8.1 From school’sperspective- Evaluation system for teachers

With all the demands made upon teachers, it is easy to lose sight of what is really important. When teachers lose sight of what is really important, and spend too much time and efforts on scores what is less important, then burnout will occurred.

In this case, it is easy to know, because of “Gaokao”, teachers spend all of their time and efforts on how to improve students’ scores, but ignore other aspects’ development of students. This also againstwith a report which is < National long-term Education Reform and Development Plan for 2010-2020>.

According to Jerome S.'s opinion, it is the fault of teachers when students do not learn. On the basis of idea of Total Quality School, everyone in the Total Quality School must participate in the quality transformation. Quality is not just the school board or superintendent's responsibility. Thus, it is necessary to improve the quality of teachers and evaluation system, as well as make students and parents involve the process. It is also the first thing that International Department of Hebi Senior School should do.

Previously, the author discussed that evaluation is an important part. In International Department, they are using traditional evaluation system. In general, under this evaluation system, the leader only concerned about the quality of education, and they do not care about the teachers. Leader control teachers by their power, and make teachers achieve the basic quality standards. Besides, unfair evaluation system and long-term heavy teaching tasks would make teachers have psychological pressure, also could bring negative emotional experience to teachers. The new system includes four aspects, the evaluation subject is mainly focuses on self-assessment, but students, parents, and teachers' colleagues and leaders also participate in the evaluation. The details shown below:

First of all, students and parents are important customers for school. They have rights to evaluate teachers or the school. Students are the closest people to the teachers, they have the most direct and profound feelings. The problem is that students have own emotions when they evaluating somebody or something. For example: if the student is not in mood today, then this student would give wrong and unfair evaluation for some teachers. In order to make it fair and reliable, it also includes a checklist in students' aspect.

The purpose of the checklist is to check how much the students really learned. There are three methods could be used in the checklist for different students. They are: simple questions and smiling or frowning faces, using phrases to describe what happened today; open-ended questions or a numerical rating system. The example shown below:

- The teachers ask questions like “How do you feel about what you did today?” Answers can be indicated through the use of smiley faces, like:



- The questions could be “How much did you get today?” and the answers like: a lot, quite a bit, some, not much and none.
- Open-ended questions could include “What did you do today?” “What problems you meet when you did assignment and how the problems were handled?”

This checklist form provides the documentation for further individual improvement. It is not enough to say that a student’s learning skills or ability are weak. It is much more helpful to identify and set goals for specific areas. This method is a way to evaluate teachers through the daily learning performance of students. Apart from this, students also participate to evaluate teachers’ attitude.

The second aspect is from parents’ perspective to do evaluation. Parents have vital stakes depends on the quality of school education. Thus, in theory, the evaluation of teachers should listen to the views of parents. However, parents cannot often visit school and class frequently, they are lack of deeper understanding of teachers’ behavior, moreover, most parents only care about their children’s test scores, and the cultivation of personality traits has been neglected. Considering these factors, in order to ensure the fairness of the evaluation, parents only evaluate the attitude of teachers. Additionally, parents make a summary based on their children’s study situation and recent developments.

The next aspect is from teachers’ colleague and leaders’ perspectives to do the evaluation. The first advantage is that they have professional experience and they are familiar with the teachers’ lessons, second one is that they are all teachers, and they clearly know what they should do and what they cannot do. By means of peer evaluation, they could cultivate the culture of collaboration. About leaders’ evaluation, due to the busy work in the real life, majority of principals have been away from teaching,

in here, they just give positive recommendations or advice for teachers based on their daily work, because internal motivation has a greater incentive than the external pressure for teachers.

8.2 From customers' perspective – Psychological lessons

From the parents' interview, the most discussed issue is how to educate children well. In fact, parents' behavior has been imitated by their children. It will affect their children's personality and quality.

For these reasons, International Department offer psychological lessons for parents and students, especially for parents. Teachers give them suggestions about how to educate children in a right way, and how to cultivate the ability of students' independent thinking.

The service of psychological lessons will last 8 months. It will be held once a month and lasts 2 to 2.5 hours per lesson. The detail is shown below:

Objective of psychological lessons:

- Parents have basic understanding of the psychological characteristics of their children.
- Understanding the correct approach to educate children.
- Have better understanding of students, and respect their interests.
- Cultivate students' multiple developments.

Schedule:

First lesson: psychologist list examples and data to illustrate the importance of family environment on the child's life, and psychologist have basic understanding of parents' idea.

Second and third lesson: talk about physiological characteristics and changes for different stages of children. Mainly focuses on teenagers' physiological characteristics.

Fourth lesson: how to make adjustments on their own behavior and educate method on the basis of physiological and psychological characteristics of teenagers.

Fifth, sixth & seventh lesson: according to the actual situation of International Department students, teachers and psychologists offer one-to-one counseling and analysis to parents and students; analysis students' development direction. For example: create a new plan for those students who want to study abroad. It cannot be limited to meet their exams. It is necessary to cultivate students' ability to learn or solve problem independently.

Last lesson: it is equivalent to the "Interchange Sessions". Parents give suggestions and feedback, also could share their own stories.

The basic schedule was discussed with a student whose major is psychology in Peking University, and the head teacher in International Department. The reason why this lesson lasts for 8 months is that parents need time to make adjustments on their behavior.

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The SERVQUAL instrument for parents

Expectations

Strongly disagree 1 2 3 4 5 6 7 Strongly agree

Tangibles

(E)

E1: Excellent schools will have modern looking equipments. _____
E2: Accommodations at excellent schools will be well-equipped. _____
E3: Staffs at excellent schools will be neat appearing. _____
E4: Canteen at excellent schools will be clean and broad. _____

Perceptions

Strongly disagree 1 2 3 4 5 6 7 Strongly agree

Tangibles

(P)

P1: Hebi Senior School has modern looking equipment. _____
P2: Hebi Senior School provides well-equipped accommodation. _____
P3: Staffs at Hebi Senior School are neat appearing. _____
P4: Hebi Senior School's canteen is clean and broad. _____

Reliability

(E)

E5: When excellent schools promise to do something by a certain time, they do. _____
E6: When students or parents have a problem, excellent schools will show a sincere interest in solving it. _____
E7: Excellent schools will provide the service at the time students or parents need. _____
E8: Excellent schools will create excellent management system. _____
E9: Excellent schools will provide high quality education for students. _____

Reliability

(P)

P5: When Hebi Senior School promises to do something by a certain time, it does so. _____
P6: When students have problems, Hebi Senior School shows a sincere interest in solving it. _____
P7: When students and parents need, Hebi Senior School provides the service. _____
P8: Hebi Senior School has excellent management system. _____
P9: Hebi Senior School provides high quality education for students. _____

Responsiveness (E)

E10: Staffs of excellent schools will give prompt and proper advices to students and parents. _____

E11: Staffs of excellent schools will always be willing to help students. _____

E12: Staffs of excellent schools will never be too busy to respond parents' reasonable requests. _____

E13: Staffs of excellent schools will always considering the comprehensive development of students. _____

Assurance (E)

E14: Teachers of excellent schools will have the excellent ability to teach students. _____

E15: Students of excellent schools will feel safe in the school. _____

E16: Staffs of excellent schools will respect students. _____

E17: The behavior of staffs in excellent schools will instill confidence in students and parents. _____

Responsiveness (P)

P10: Staffs in Hebi Senior School give students and parents prompt and proper advices. _____

P11: Staffs in Hebi Senior School are always willing to help students. _____

P12: Staffs of Hebi Senior School are never too busy to respond parents' reasonable requests. _____

P13: Staffs of Hebi Senior School are always considering comprehensive development of students. _____

Assurance (P)

P14: Teachers of Hebi Senior School have excellent ability to teach students. _____

P15: Students feel safe in Hebi Senior School. _____

P16: Staffs in Hebi Senior School respect students. _____

P17: The behavior of staffs in Hebi Senior School instills confidence in students and parents. _____

Empathy**(E)**

E18: The staffs of excellent schools will understand the specific needs of students and parents. _____

E19: Excellent schools will have staffs who give students personal attention. _____

E20: Excellent schools will have public time for parents to give feedback. _____

E21: Excellent schools will give students comprehensive attention. _____

E22: Excellent schools will have their students' comprehensive development at heart. _____

Empathy**(P)**

P18: Staffs in Hebi Senior School understand specific needs of students and parents. _____

P19: Hebi Senior School has staffs who give students personal attention. _____

P20: Hebi Senior School has public time for parents to give feedback. _____

P21: Hebi Senior School gives students comprehensive attention. _____

P22: Hebi Senior School has their students' comprehensive development at heart. _____

SERVQUAL IMPORTANCE WEIGHTS

Listed below are five features pertaining to schools and the service they offer. Please allocate 100 points among the five features according to how important it is to you.

1. The appearance of the schools physical facilities, equipment, personnel, and communication material.

2. The schools' ability to perform the promised service dependably and accurately.

3. The schools' willingness to help students and parents and provide prompt advice.

4. The knowledge and courtesy of the schools' staff s and their ability to convey trust and confidence.

5. The caring, individual attention, which the schools offers to students.

Gender: _____

Age: _____

(Don't worry! This is anonymous! 🙊)

1. I enjoy my study life in this department.

————— ————— ————— —————

strongly disagree disagree neutral agree strongly agree

2. I am satisfied with teachers' attitude.

————— ————— ————— —————

strongly disagree disagree neutral agree strongly agree

3. My teachers communicate with me to get my idea.

————— ————— ————— —————

strongly disagree disagree neutral agree strongly agree

4. It is easy to understand what the teacher taught in the class.

————— ————— ————— —————

strongly disagree disagree neutral agree strongly agree

5. The lessons keep my interest on.

————— ————— ————— —————

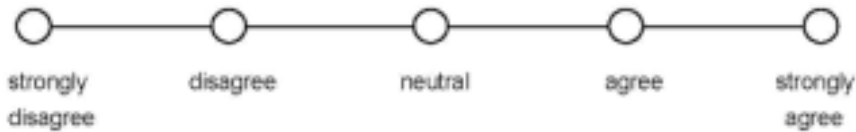
strongly disagree disagree neutral agree strongly agree

6. The quality in education meets my expectations.

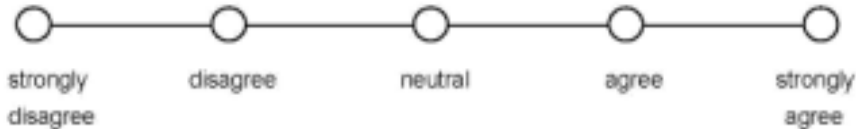
————— ————— ————— —————

strongly disagree disagree neutral agree strongly agree

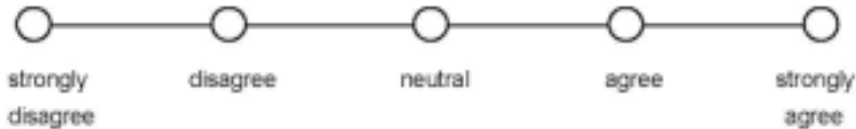
7. The head teacher organized variety of activities both in the class and outside the class.



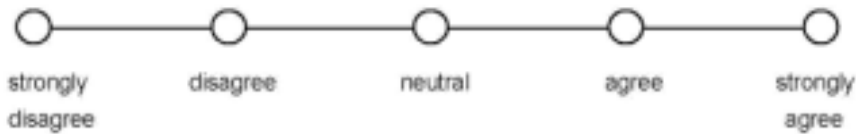
8. The head teacher not only cares about my grades, but also my mental and physical health issues.



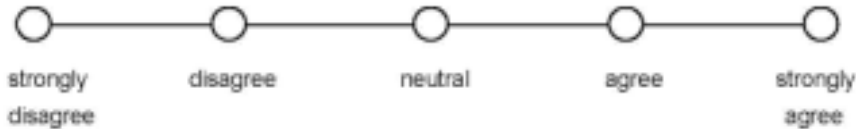
9. The head teacher calls often my parents to report my present situation.



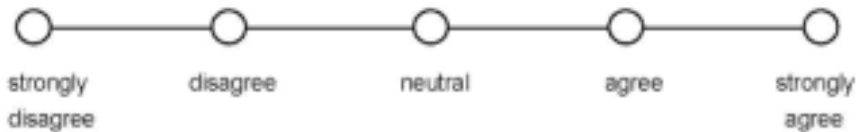
10. The head teacher ranks seats based on the grades.



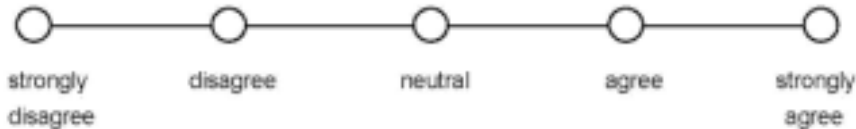
11. My teachers helps me when I meet problems.



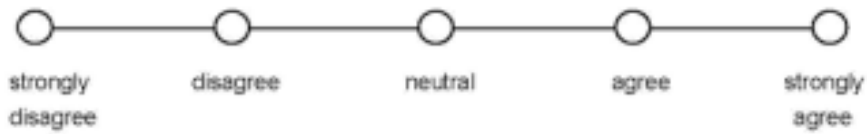
12. In addition to the knowledge of textbook, the head teacher teaches me other skills, like communication skills.



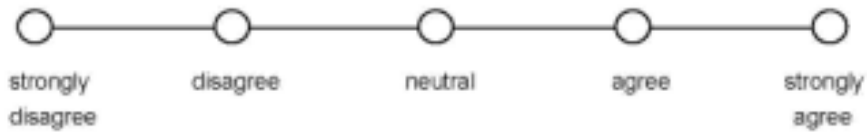
13. I am satisfied with teachers' teaching style and method.



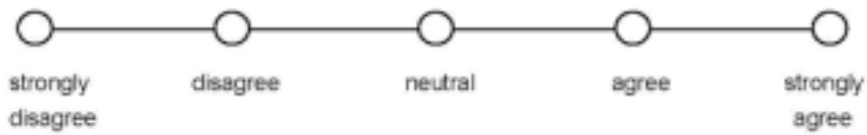
14. I am satisfied with school management system.



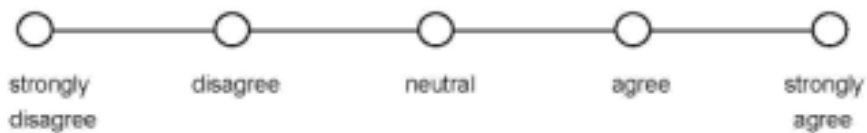
15. Teachers provide me a good learning environment.



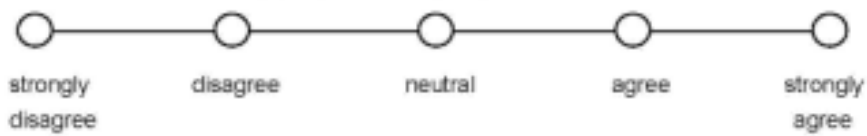
16. Teachers show their bad mood in the class.



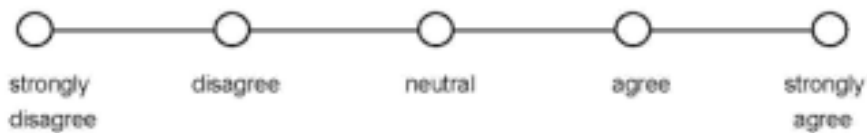
17. Teachers punish me or other students in the class.



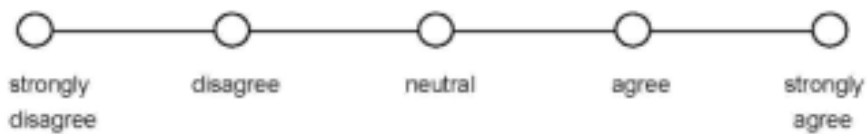
18. Teachers use inappropriate language.



19. My parents care about my studies.



20. I can feel free to express my thoughts to my parents.



21. I have enough time to sleep and rest during school week.

— — — —

strongly disagree disagree neutral agree strongly agree

22. I have a lot of stressing pressure every day in this department.

— — — —

strongly disagree disagree neutral agree strongly agree

23. All equipment is readily accessible.

— — — —

strongly disagree disagree neutral agree strongly agree

24. The classroom is crowded.

— — — —

strongly disagree disagree neutral agree strongly agree

25. Library is public for students.

— — — —

strongly disagree disagree neutral agree strongly agree

26. What aspects should International Department improve for you?

27. Feedback to International Department.