

The Assessment of Significant Factors Influencing Student Satisfaction and Loyalty with Grade Classification in Yunnan, China

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Received: June 20, 2023. Revised: October 12, 2023. Accepted: October 13, 2023.

Abstract

Purpose: This research aims to assess the factors influencing student satisfaction and loyalty towards the grade classification at Huayu Featured School (Chaoyang Campus) in Zhaotong City, Yunnan Province, China. The investigation is based on relationships between student support facilities, campus life and social integration, academic experiences, service quality, student satisfaction, and student loyalty. **Research design, data, and methodology:** The target population involves 500 students in grades 7 to 9, with consent from their guardians. A quantitative method is applied, using a questionnaire as a tool. The sampling techniques are judgmental, stratified random, and convenience sampling. Before collecting the data, the validity and reliability tests were conducted by the item-objective congruence (IOC) index and Cronbach alpha through a pilot test (n=50). Confirmatory factor analysis (CFA) and structural equation modeling (SEM) were used for the data analyses. **Results:** The results show that students' support facilities, campus life and social integration, academic experiences, and service quality significantly influence student satisfaction. In addition, student satisfaction significantly influences student loyalty. **Conclusions:** The findings highlighted the importance of addressing these factors to enhance student satisfaction and foster loyalty. It also provides recommendations for improving the student experience and fostering long-term commitment.

Keywords : Academic Experience, Service Quality, Student Satisfaction, Student Loyalty, Grade Classification

JEL Classification Code: E44, F31, F37, G15

1. Introduction

Abidin et al. (2008) mentioned that a predictive model was developed to classify students' abilities, which led to improved student performance and a significant increase in graduation rates. In the United States, Umansky (2016) supported that in English teaching, students are classified, and those who are not good at English are classified as English learners. The researchers also point out that this is a service specifically provided to students, but it can also be a barrier to student's access to education. In Sweden, supported dividing students into different levels of education, students can be divided into two levels, and students with higher grades will be more likely to get employment

opportunities. In Korea, mentioned that a study of schools with multiple levels of instruction was conducted and compared with schools in the United States, and the comparison is similar to comparable schools in the United States.

China's classifying of students' grades in education has also had an important impact on talent training and social development. In terms of talent cultivation, classifying students' grades in education helps cultivate talents at different levels and meet the needs of talents in various fields. Regarding social development, the diversified development model brought about by classifying students' grades in education helps promote social progress and stability (Feng, 2017). Classifying students' grades in education in China

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