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# Improving Student Satisfaction in The Learning Chinese as a Foreign Language in Dhaka, Bangladesh

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## Abstract

**Purpose:** This study mainly explores the impact of five dependent variables (perceived teaching quality, emotional support, student-lecturer attachment, service quality, reputation, and physical environment) on the independent variable of student satisfaction. **Research design, data, and methodology:** This study used Item-Objective Congruence (IOC) to test validity and Cronbach's Alpha coefficient to test reliability in a pilot test (n=30). Multiple linear regression was used to analyze the questionnaire survey results of 90 Chinese language students from the University of Dhaka in Bangladesh to verify whether the independent variable supports the dependent variable. Then, a 12-week strategic plan will be implemented for 30 students. Finally, paired samples T-tests were used to analyze the quantitative results and compare them before and after. **Results:** RE3 (The university has a good image) was removed from the IOC results. Then, the results of multiple linear regression showed that perceived teaching quality, emotional support, and student-lecturer attachment had no significant influence on student satisfaction. In contrast, service quality, reputation, and physical environment significantly influenced student satisfaction. Finally, the comparison results of paired samples T-tests show a significant difference in service quality, physical environment, and student satisfaction, while there is no significant difference in reputation. **Conclusions:** This study aims to improve student satisfaction with learning Chinese as a foreign language in Dhaka, Bangladesh, by studying the factors influencing student satisfaction.

**Keywords:** Student satisfaction, Strategic plan, Learning Chinese

**JEL Classification Code:** I23, J28, L2

## 1. Introduction

In recent years, exchanges, and cooperation between the two sides have also been strengthened. Expanding cooperation in culture, education, tourism, and other fields made Bangladesh the first South Asian country to sign an intergovernmental cooperation document on the Belt and Road Initiative with China. However, with the development of "One Belt and One Road," more and more Chinese enterprises are pouring into Bangladesh to carry out exchanges and exchanges in investment, infrastructure construction, business, and other aspects, and more and more Bangladeshi people are learning Chinese. Liu et al. (2014) research results indicate that when Bangladesh became independent in 1971, there were only six public universities, including Dhaka University in Bangladesh. 1992 the first private University, the University of the North and South,

was established. As of 2017, there are 135 universities in Bangladesh, 40 public and 95 private. Although the number of private universities is much larger than that of public universities, due to the high fees of private universities, poor students need help to afford the high tuition fees and have to choose public universities with low fees. From November 2017 to November 2019, the researcher was selected and trained by the Center for Language Education and Cooperation of China to teach Chinese at the Confucius Institute of the University of Dhaka in Bangladesh as a public teacher. He was also a visiting teacher at the Chinese Department of Dhaka University, where he taught Chinese undergraduates. It is convenient to make field visits to Chinese teaching in Bangladesh and collect data, hoping to help researchers better understand the satisfaction of Bangladeshi Chinese learners and become an effective and important way to evaluate the quality of Chinese education

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in Bangladesh. Liu et al. (2014) pointed out in their research that the teaching progress in Bangladesh Chinese teaching is slow, the development space of the Chinese language is limited due to the strong development of English and French, and the most important problems in the current situation of Bangladesh Chinese teaching are the loss of students and the shortage of teachers. Chi (2019) conducted a comprehensive survey on Chinese teaching at the Confucius Institute of Dhaka University in Bangladesh. However, the number of students surveyed needed to be bigger, and there needed to be an objective reflection on Chinese teaching at the Confucius Institute of Dhaka University.

This research will study the factors that affect students' satisfaction in learning Chinese in Bangladesh. As a window and bridge of language and culture exchange between China and foreign countries, Confucius Institutes have played a positive role in the process of people learning Chinese and understanding Chinese culture around the world, and have also made important contributions to the promotion of cultural exchanges between China and other countries and the development of diverse and colorful world civilization. In recent years, Chinese language education in Bangladesh has increased. Therefore, conducting a satisfaction survey among Chinese learners significantly promotes researchers' knowledge and understanding of Chinese teaching in Bangladesh.

Due to the special period of COVID-19 from 2019 to 2022, all the Chinese teachers teaching Chinese in Bangladesh left Bangladesh to conduct online teaching in China, and only a few Bangladeshi teachers continued to teach Chinese in Bangladesh. Meanwhile, students also participated in many online courses, including online HSK exams. The researchers should have fully considered the impact of this special period on students' satisfaction when conducting the survey, which may have caused some imperfections.

## 2. Literature Review

### 2.1 Perceived Quality of Teaching

Deming and Edwards (1982) mentioned that quality can be predicted. Crosby et al. (1990) defined quality as complying with the specification requirements. Quality has been defined in applicability (Juran, 1974). Zeithaml (1988) stated that perceived quality is the customer's evaluation of the overall advantages and disadvantages of the product. Based on the cognitive psychology theory, this paper puts forward the concept of customer perception of service quality. It holds that service quality is a kind of customer perception determined by comparing customer service expectations and perceived performance.

Amal and Stephen (2022) pointed out that student satisfaction models come from various fields, including marketing, service management, and quality management. Sporen et al. (2013) stated that many universities have begun to measure student satisfaction and use questionnaires to study student satisfaction. The research results can promote teaching reform and students' experience, thus affecting retention efficiency and support rate.

**H1:** Perceived quality of teaching has a significant influence on student satisfaction.

### 2.2 Emotional Support

Emotional support was first proposed by medical psychologist Vosburg (1972), who defined it as the emotional encouragement and support that patients receive from medical staff, relatives, and friends during the treatment of disease, such as expressing concern, love, and support. Wehlage and Rutter (1989) defined teacher emotional support as a process in which teachers express positive attention to students, understand and help students solve problems such as academic emotions and growth confusion.

Misra et al. (2003) noted that the emotional support of social, university, and families plays an important role in establishing international students' mental health. Cho and Yu (2014) proposed that emotional support among international students is reflected in the university's help to them, such as providing guidance to students and the maladjustment caused by differences in educational systems or providing financial assistance to students to guide them to establish good relationships with students and teachers from different countries.

**H2:** Emotional support has a significant influence on student satisfaction.

### 2.3 Student-Lecturer Attachment

Crosby et al. (1990) noted that service encounters occur between customers and service providers. Moore and Gagne (1993) defined student-lecturer attachment as when teachers impart knowledge, students' questions are solved, and students are motivated to learn. Chepchieng et al. (2006) defined student-lecturer attachment as a kind of support when students think teachers put their rights and interests in an important position. The interaction between students and lecturers in colleges and universities is one aspect of academic integration. The interaction between students and other university staff is one aspect of society. The combination of academic and social is the core to attracting students (Peterson et al., 1997). The quality of students' educational experience is influenced by teachers' professional skills in the classroom (Hill et al., 2003).

**H3:** Student-Lecturer attachment has a significant influence on student satisfaction.

## 2.4 Service Quality

Service quality consists of technical and functional quality. Service quality refers to the difference between customers' expectation of service and their perception of actual service (Parasuraman et al., 1988). Cronin and Taylor (1992) defined service quality as the customer's attitude towards service behavior.

Higher education is one of the institutions that contribute the most to service quality research (Falk & Fischbacher, 2006). Birukta (2017) mentioned that customers are the only spokesman for judging service quality, and organizations with high service quality can not only meet customers' needs but also maintain economic competitiveness.

**H4:** Service quality has a significant influence on student satisfaction.

## 2.5 Reputation

First, they put forward the concept of reputation and advocated viewing enterprises from a humanistic perspective (Bayton, 1959). Corporate reputation is the perception of an organization in customer memory, like a filter that affects the operation of an enterprise (Lai et al., 2009). Reputation can help to gain the attitude of group support. When an organization with a good reputation receives negative impacts, customers are more likely to actively eliminate and filter the impacts (Davidson & Davis, 1990). Ahearne et al. (2005) noted that reputation is one of the important indicators of university ranking and plays an advantageous role in the competition of the higher education market. Students will consider reputation factors when choosing and prefer to choose prestigious schools.

**H5:** Reputation has a significant influence on student satisfaction.

## 2.6 Physical Environment

Johnson and Lomas (2005) defined the physical environment as a series of spaces, formal and informal learning environments. Thomas (2010) thought the physical environment design considers that there will be a series of learning activities. Ryu and Han (2010) examined the physical environment as closely related to human behavior. Booms and Bitner (1981) mentioned that the physical environment is very important in the service industry, affecting personal behavior and the image of service providers.

**H6:** Physical environment has a significant influence on student satisfaction.

## 2.7 Student Satisfaction

Annamdevula and Bellamkonda (2016) defined student satisfaction as when a person's subjective assessment gives an advantage to their situations and consequences. Student satisfaction can be described as the short-term attitudes of students in educational situations (Elliott & Healy, 2001). Appuhamilage and Torii (2019) defined student satisfaction as a measure of how well faculties and universities achieve their wishes and targets.

Amal and Stephen (2022) pointed out that student satisfaction models come from various fields, including marketing, service management, and quality management. Spooen et al. (2013) stated that many universities have begun to measure student satisfaction and use questionnaires to study student satisfaction. The research results can promote teaching reform and students' experience, thus affecting retention efficiency and support rate.

## 3. Research Methods and Materials

### 3.1 Research Framework

The theoretical and conceptual frameworks describe the research path, create a theoretical basis, and construct variables (Adom et al., 2018). The conceptual framework aims to design a blueprint and mentality for the research and ensure that the research results are directive property. Grant and Osanloo (2014) noted that the conceptual framework is advanced research on the field of investigation, which is connected with the research hypothesis. Clark and Ivankova (2016) mentioned that research can be expressed in a conceptual framework, and researchers have developed their conceptual framework mainly based on the previous theoretical framework, and there is an integration between the theoretical framework and the conceptual framework.

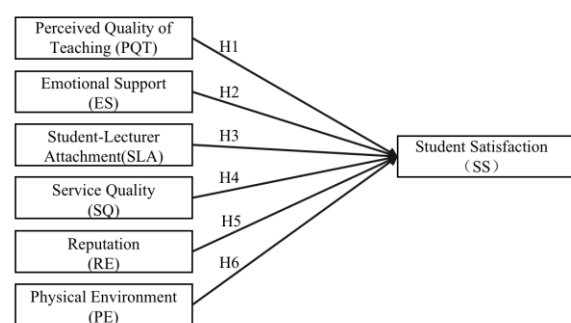


Figure 1: Conceptual Framework

**H1:** Perceived quality of teaching has a significant influence on student satisfaction.

**H2:** Emotional support has a significant influence on student satisfaction.

**H3:** Student-Lecturer attachment has a significant influence on student satisfaction.

**H4:** Service quality has a significant influence on student satisfaction.

**H5:** Reputation has a significant influence on student satisfaction.

**H6:** Physical environment has a significant influence on student satisfaction.

### 3.2 Research Methodology

This section will introduce detailed research methods for each stage. Starting from reading a large amount of literature and combining it with my research, this study's independent and dependent variables are determined. The design aims to find the current problems and then determine the factors affecting students' satisfaction in learning Chinese to determine the necessity of improvement. Mixed research methods were used in this study. Based on quantitative data, this study explores the factors that affect the satisfaction of Chinese learners in Bangladesh. Quantitative research is the basis of this study, and data are collected through online questionnaires and Internet tools. At the same time, using the questionnaire survey and personal interview method, the information of 90 Chinese learners from Dhaka University in Bangladesh was statistically analyzed as the main sample. To investigate the factors influencing student satisfaction with learning Chinese as a foreign language in Dhaka, Bangladesh. Combined with the strategic plan, the research is carried out from the pre-strategic, strategic, and post-strategic plans. Before the strategic plan, the focus is on finding problems, analyzing the current situation, determining the purpose and significance of the research, and providing guidance for improvement in the next stage. The strategic planning stage is the implementation process of a series of interventions. In this process, the researcher exists in a non-participating and objective role. Strategy requires you to make trade-offs when competing and to choose what not to do. Strategic positioning attempts to achieve sustainable competitive advantage by preserving a company's distinctive characteristics. It means performing different activities from rivals or similar activities in different ways. A company can outperform rivals only if it can establish a difference that it can preserve. It must deliver greater value to customers, create comparable value at a lower cost, or do both. An important part of planning is resource allocation. This is how resources such as finance, people, assets, equipment, and buildings achieve a particular

objective.

The collected data were statistically analyzed using Jamovi, version 2.3. The questionnaire was used to collect data. A new questionnaire was designed based on the reading and summary of many research literature on satisfaction and Chinese learning. This questionnaire aims to investigate the satisfaction of Bangladeshi students learning Chinese as a foreign language and to explore the factors affecting satisfaction. It is mainly composed of six parts. Perceived quality of teaching, emotional support, student-lecturer attachment, service quality, reputation, and physical environment.

The design of the questionnaire is the basis of the data analysis. The IOC implementation process is an effective means to consider the credibility of the questionnaire, and professionals in the field, such as associate professors or those who have obtained a doctorate, score each item. The questionnaire was sent electronically to five professionals for a rating. Then, the reliability of the data was verified. Multiple linear regression analysis was used to verify whether the relationship between the samples' independent and dependent variables was significant. Cronbach alpha coefficient was used to test the internal consistency of the questionnaire and all items. The higher the reliability coefficient, the more consistent, stable, and reliable the results are.

### 3.3. Research Population, Sample Size, and Sampling Procedures

#### 3.3.1 Research Population

The population of this research are students learning Chinese as a foreign language in the Chinese Department of the Institute of Modern Languages, Dhaka University, Bangladesh. There will be four classes for undergraduates, one for first-year students and seniors, each with about 30 students, and four will include 120 students. There are three language training groups (beginner, intermediate, and advanced) with about 220 students. These students will be the subjects of this study.

#### 3.3.2 Sample size

In regression analysis, many researchers say there should be at least ten observations per variable (Hair et al., 2014). Therefore, the minimum sample size is 70 respondents. Consequently, the selected sample size is 90 respondents through the work that the researcher teaches to establish a relationship with the research sample.

#### 3.3.3 Sampling Procedures

The researchers will use the convenient sampling method in the non-probability sampling method and the stratified



sampling method in the probability sampling method. Among the 340 people surveyed, 30 will be selected at the undergraduate level, 60 will be selected at the language training level, and a total of 90 people will be sampled.

The judgment sampling method is adopted when making the strategic plan. According to the results of the questionnaire survey, representative samples are purposefully selected, and in-depth interviews are conducted to provide a reference for the strategic plan.

Researchers will collect student information through offline questionnaires, online Wenjuanxing apps, and social software.

### 3.4 Research Instruments

#### 3.4.1 Design of Questionnaire

The key to the questionnaire is to design a questionnaire with high credibility, effectiveness, and reasonable content, select appropriate research objects, and carry out scientific implementation. A questionnaire is a form of questions composed of a series of prepared questions to explore the opinions of the sample around the research topic. The questionnaire in this study is a research tool designed to investigate student satisfaction with learning Chinese as a foreign language based on literature. Previous literature includes student satisfaction, perceived teaching quality, reputation, physical environment, service quality, emotional support, and student-lecturer attachment.

The questionnaire has three parts. The first part is the basic information of the statistical sample. It is necessary to know the gender, age, program, and years of the respondents. This part is designed to understand the general situation of the respondents and can be used to compare their opinions. In order to better understand the respondent's characteristics. The number represented means 5(Strongly Agree), 4 (Agree), 3(Neutral), 2(Disagree), 1 (Strongly Disagree). The questionnaire consists of 28 questions in 7 dimensions: student satisfaction (4 questions), physical environment (4 questions), perceived quality of teaching (3 questions), emotional support (5 questions), student-lecturer attachment (3 questions), service quality (5 questions), reputation (4 questions).

The third part is targeted questions for students learning Chinese as a foreign language. This section has eight questions from Wareerat (2016) Questionnaire on the satisfaction of Chinese undergraduate students of Roi Ee Rajabhat University in Thailand.

#### 3.4.2 Components of Questionnaire

Researchers can choose from many quantitative tools; however, no matter which type is chosen, it must have both external and internal disinfection for the study to be valid. Validity refers to the accuracy and authenticity of

measurement, which means that the measurement tool or means can accurately measure the authenticity of the measured thing. Validity analysis is used to explain the questionnaire design's rationality and whether the questionnaire's internal structure is in line with expectations. Hoyt et al. (2006) mention that internal validity is based on the tool's ability to accurately and efficiently measure what it is supposed to measure.

#### 3.4.3 IOC Results

In this research, the item-objective congruence (IOC) index is used to judge the validity of the questionnaire content. Rovinelli and Hambleton (1976) pointed out that the IOC collects the expert's opinions to verify the instrument's validity. In general, IOC requires at least two experts. This research invited five experts in related fields to evaluate the questionnaire's conformity. Experts gave a score of -1 to RE3, believing that this project was the same as RE2, and the final IOC score was 0.60, which was less than 0.67, so RE3 was deleted. All the other items passed the IOC test, and the final number of items was 27.

#### 3.4.4 Pilot survey and Pilot test results

Cronbach's Alpha (CA) reliability coefficient is used in this research. CA is a rationality index used to test the credibility of questionnaires and is widely used in empirical data analysis. Measure the internal consistency of each indicator of the tool. The higher the coefficient, the higher the tool's reliability. In basic research, the reliability should be at least 0.80 to be acceptable; in exploratory research, the reliability should only be 0.70 to be acceptable; between 0.70 and 0.98 is high reliability, while below 0.35 is low confidence and must be rejected.

The CA coefficient is the average of all possible half-reliability, and it is only an estimate of the lower bound of the reliability test. That is, if the CA value is large, there must be a higher reliability, but if the CA value is small, it cannot be determined that the reliability is not high (Dai, 2018).

First, 30 respondents were given a 27-question questionnaire for reliability testing. All projects have been tested with Cronbach's alpha coefficient, and all item's coefficients are greater than 0.6, which is an acceptable level so all items can pass the reliability test.

**Table 1:** Pilot Test Result

Variables	No. of Items	Sources	Cronbach's Alpha	Strength of Association
Perceived Quality of Teaching (PQT)	3	Deming and Edwddwards (1982)	0.871	Acceptable
Emotional Support (ES)	5	Vosburg (1972)	0.754	Acceptable

Variables	No. of Items	Sources	Cronbach's Alpha	Strength of Association
Student-Lecturer Attachment (SLA)	3	Crosby et al. (1990)	0.823	Acceptable
Service Quality (SQ)	5	Taylor (1992)	0.784	Acceptable
Reputation (RE)	3	Bayton (1959)	0.850	Acceptable
Physical Environment (PE)	4	Johnson and Lomas (2005)	0.846	Acceptable
Student Satisfaction (SS)	4	Annamdevula and Bellamkonda (2016)	0.862	Acceptable

## 4. Results and Discussion

### 4.1 Results

#### 4.1.1 Demographic Profile

The research subjects were students studying Chinese at Dhaka University, Bangladesh, including degree students and non-degree students aged between 20 and 35. The basic information of the respondents can be summarized as follows:

**Table 2:** Demographic Profile

Basic information		Frequency	Percent
Gender	Male	49	54.4%
	Female	41	45.5%
Programs	Academic education	58	64.4%
	Language training	32	35.5%

#### 4.1.2 Results of multiple linear regression

Jamovi conducted multiple regression analyses. In the significance test, the P-values of service quality, reputation, and physical environment were all less than 0.05, indicating that the dimensions of these three independent variables significantly impacted the dependent variables of student satisfaction. In addition, the P-values of perceived teaching quality, emotional support, and student-lecturer attachment were greater than 0.05, indicating that the hypothesis was not supported. The R<sup>2</sup> value is (0.679), indicating the explanation degree of the independent variable to the dependent variable; the closer the value is to 1, the higher the explanation degree is, which means that the independent variable can explain 67.9% of the reasons leading to the

change of the dependent variable. The Beta values of the five independent variables, except teacher-student attachment, were less than 0, indicating that the perceived teaching quality, emotional support, service quality, reputation, and physical environment were positively correlated with the dependent variables. In contrast, student-lecturer attachment was negatively correlated with student satisfaction.

**Table 3:** The multiple linear regression of five independent variables on student satisfaction

Variables	Standardized Coefficient Beta	t	P-value	R	R <sup>2</sup>
Perceived quality of teaching	0.059	0.533	0.595	0.824	0.679
Emotional support	0.173	1.549	0.125		
Student-Lecturer attachment	-0.036	-0.361	0.719		
Service quality	0.358	3.608**	<.001		
Reputation	0.247	3.053*	0.003		
Physical environment	0.189	2.323*	0.023		
Dependent variable: Student satisfaction					

Note: p-value <0.05\*, p-value <0.001\*\*

In summary, the above quantitative results show significant differences in service quality, physical environment, and student satisfaction between the strategic plan's current and expected situation but no significant differences in reputation.

There are a total of 10 hypotheses in this research. Hypotheses 1-6 were tested with multiple linear regression. Hypotheses 1-3 were not supported. Hypotheses 7, 9, and 10 in the strategic plan were tested and supported by the quantitative and qualitative results; hypothesis 7 was not supported. As shown below:

H7: There is a significant mean difference in service quality between Pre-Strategic and Post-strategic stages.

H8: The same reputation between the pre-social and post-social stages is maintained.

H9: There is a significant mean difference in physical environment between Pre-Strategic and Post-strategic stages.

H10: There is a significant mean difference in student satisfaction between Pre-Strategic and Post-strategic stages.

### 4.2 Strategic Plan Process

The detailed design of the strategic plan takes six months and 12 weeks. The strategic plan contains the time, place,

participants, and specific measures. It will have three phases, one phase every eight weeks.

**Table 4:** Implementation time and activities as Strategic Plan

Phases	Duration	Strategic Plan creation activities
Diagnosis	Week 1-3	Identify team Define mission and goal SWOT analysis
Creation	Week 4-10	I Service quality · Establish a service quality evaluation system · Identify identifiable quality of service objectives · Reach a consensus on service quality and listen to students' needs for service quality
		II Reputation · More scholarship programs for students to study in China · Students are encouraged to participate in various Chinese language competitions · Strengthening the professional and research abilities of teachers
		III Physical environment · Create a research base in Bangladesh and promote the construction of a China Research Center · Create and improve infrastructure to equip all four classrooms with multimedia equipment · Provide more Chinese books and learning materials for students
Evaluating	Week 11-12	Plan adjustment and improvement, sustainability

### 4.3 Results Comparison between Pre-IDI and Post-IDI

This section elaborates on each variable's current situation and the expected situation of paired samples' T-test results and reveals the strategic plan's intervention effect.

**Table 5:** Paired-Sample T-Test Results

Variables	Mean	SD	t-value	p-value
Perceived Quality of Teaching (PQT)				
Pre-Strategic Plan	3.50	0.668	-2.893	0.007
Post-Strategic Plan	3.71	0.538		
Student-Lecturer Attachment (SLA)				
Pre-Strategic Plan	4.04	0.772	-0.372	0.712
Post-Strategic Plan	4.08	0.688		
Service Quality (SQ)				
Pre-Strategic Plan	3.57	0.944	-3.660	<.001
Post-Strategic Plan	3.96	0.509		
Reputation (RE)				
Pre-Strategic Plan	3.64	0.845	-4.650	<.001
Post-Strategic Plan	4.07	0.643		

Table 5, there is a significant difference in service quality interaction between the current situation ( $M=3.50$ ,  $SD=0.668$ ) and the expected situation ( $M=3.71$ ,  $SD=0.538$ ) condition;  $t(29) = -2.893$ ,  $p = 0.007 (<0.05)$  and the mean difference was  $-0.21$ . There is no significant difference in reputation interaction between the current situation ( $M=4.04$ ,  $SD=0.772$ ) and the expected situation ( $M=4.08$ ,  $SD=0.688$ ) condition;  $t(29) = -0.372$ ,  $p = 0.712 (>0.05)$  and the mean difference was  $-0.04$ . There is a significant difference in physical environment interaction between the current situation ( $M=3.57$ ,  $SD=0.944$ ) and expected situation ( $M=3.96$ ,  $SD=0.509$ ) condition;  $t(29) = -3.660$ ,  $p < .001 (<0.05)$  and the mean difference was  $-0.39$ . There is a significant difference in student satisfaction interaction between the current situation ( $M=3.64$ ,  $SD=0.845$ ) and the expected situation ( $M=4.07$ ,  $SD=0.643$ ) condition;  $t(29) = -4.650$ ,  $p < .001 (<0.05)$  and the mean difference was  $-0.43$ .

## 5. Conclusions, Recommendations and Limitations

### 5.1 Conclusions & Discussions

Exploring the impact of perceived teaching quality, emotional support, and teacher-student attachment on student satisfaction among Bangladesh students, it should be clarified that the literature does not directly mention these three factors' specific impact or data on student satisfaction in Bangladesh. However, we can indirectly analyze and speculate on this phenomenon based on the data analysis results of this study and some common problems in higher education in Bangladesh.

Firstly, regarding the impact of perceived teaching quality on student satisfaction, although the reference article does not directly mention the situation in Bangladesh, generally speaking, teaching quality is one of the important factors affecting student satisfaction. However, in higher education institutions in Bangladesh, Total Quality Management (TQM) factors still need to be fully applied, which may lead to unstable and inefficient teaching quality. In addition, the lack of adaptability, weak learning ability, and weak student relationship management among college students may indirectly affect their perception of teaching quality, thereby reducing their satisfaction. Because the Chinese language is a new major in Bangladesh, students need a comparative perception of teaching quality, and based on Bangladeshi culture, learning is an independent matter that depends on their efforts. Students fully trust the professional level of the teacher. Therefore, it is speculated that perceived teaching quality does not affect student satisfaction.

Secondly, data analysis found that emotional support did not play an important role in student satisfaction. However, in higher education institutions in Bangladesh, teachers may lack emotional support for students due to cultural differences, educational systems, and other factors. This may manifest as insufficient care from teachers towards students and a lack of effective communication between teachers and students, and thus affecting students' emotional and overall satisfaction. Meanwhile, in Bangladesh, teachers receive high respect and absolute authority, so the relationship between teachers and students remains respectful and not considered intimate. For emotional support from families and society, due to the close family relationships in Muslim countries, students generally receive sufficient respect and support. Therefore, emotional support has little impact on student satisfaction in Bangladesh.

Finally, the student-lecture attachment has little impact on student satisfaction. However, in higher education institutions in Bangladesh, due to the uneven distribution of student numbers, high turnover rates, curriculum design, and the unique nature of Chinese language majors, there may be a lack of sufficient interaction and understanding between teachers and students, making it difficult to form a close attachment relationship. During the researcher's teaching period, it was observed that Bangladesh students did not develop any attachment to teachers and rarely sought help from them. From the form of teacher-student relationships, it can also be observed that teachers enjoy authority. From the student's perspective, there is a lack of concept of teacher-student relationships, which may not be important for satisfaction and is not an influencing factor.

## 5.2 Recommendations

The service level of teachers should be improved, teacher training should be regularly organized, and teaching skills and service awareness should be enhanced.

Encourage teachers to adopt interactive and participatory teaching methods to enhance students' learning experience. Improve the service quality evaluation system, establish a student feedback mechanism, collect student evaluations and suggestions for teachers promptly, and use them for personal growth and teaching improvement. Secondly, strengthen student service support, establish student service centers, and provide one-stop services such as course consultation, career planning, psychological counseling, etc. Extend service hours to ensure students receive timely help and support when needed. Regularly organize student activities, such as lectures, seminars, cultural festivals, etc., to enrich students' extracurricular lives.

Improve teaching facilities and resources, invest more resources to update and maintain teaching facilities such as classrooms, laboratories, activity rooms, libraries, etc., and

provide diversified learning resources, such as e-books, online courses, academic databases, etc., to meet students' different needs.

With the popularization and development of Chinese education in Bangladesh, there is an increasing demand for Chinese talents. Therefore, the University of Dhaka can strengthen communication and exchange with the government in education and cultural cooperation, face difficult problems, and establish development ideas. This will create a favorable space for developing Chinese majors at Dhaka University and address policy, legal, and other obstacles. At the same time, the development of the Chinese department should also be included in the normalized work agenda of high-level dialogue to ensure the orderly and efficient operation of the Chinese department so that Chinese education benefits the cultural, educational, and economic exchanges between Bangladesh and China.

## 5.3 Limitations for Future Research

Although some suggestions to improve student satisfaction were made in the previous section, real-life situations may hinder their implementation. For example, the University of Dhaka is a long-standing public university that needs to consider the opinions of multiple departments when making decisions. Even on small issues, bureaucratic decisions may be made. So, making changes and implementing them is a challenging task.

Secondly, in the literature review stage, researchers found that there needs to be more literature on the satisfaction of Bangladeshi students with learning Chinese, and it can be said that there is almost no literature available. This is mainly because Chinese language teaching in Bangladesh started relatively late, so there needs to be more literature on it. Therefore, when determining the research framework, researchers referred to literature from the same region or similar background, such as the satisfaction of international and Malaysian students learning Chinese. There may be other factors that influence the satisfaction of Bangladeshi students learning Chinese that can be further studied and analyzed.

Finally, this study was conducted at the University of Dhaka in Bangladesh, but the student satisfaction levels may differ between public and private universities. In future research, the scope of the investigation can be expanded, and further research can be conducted to cover more findings.



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