

School efficiency and student development: Is good school suitable for every student in Vietnam?

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ABSTRACT

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This research aims to investigate the impact of school efficiency on student development and sheds light on the way that top-universities enhance students' knowledge, skills, health, and psychological development. Through interviewing and sending online questionnaires to over 2000 students from 5 top universities in Vietnam based on Ranking Web of Universities, the research results suggest the significant influence of school-related factors, student demographic factors, and students' personality on student development. Specifically, teaching quality has a positive relationship with all dependent variables except for psychosocial development. The results also illustrate that school facilities positively relate to students' satisfaction but negatively associate with their academic performance. Additionally, the research points out that boys have better psychological, mental, and physical development than girls do. At the same time, students with lower schoolyear tend to have a higher level of studying satisfaction. Furthermore, the impact of personality, including openness, conscientiousness, and extraversion, on student development is remarkable due to their significant positive connections with all five dependent variables. On the other hand, agreeable students appear to have less psychological development than those in other personality groups.

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1. Introduction

Improving students' competencies creates a massive advantage for the labor market, influencing the national development since students are vital human capital quality (Bjorke, 2017). During the last twenty centuries, training high-quality human resources to meet the market demands is an irreplaceable task for a nation due to the international economic integration process (Aljaaidis et al., 2020). Since then, governments have taken their concentration on improving national educational systems through universities' budgets and other student administration and support services. Universities take enormous responsibility for this commission because universities' objectives are to educate and equip students with necessary skills and technical knowledge before they integrate into the working environment (Idrisa et al., 2012; Ahmad & Szpara, 2005).

Besides, acquiring general knowledge and practical experiences, students should arm themselves with variously specialized, interpersonal skills and health improvement to develop comprehensively. Many researchers have emphasized the importance of interpersonal skills; as such, these skills contribute 85% to the success of a worker, while the remaining 15% is made up of hard skills. Many evidence pointing out a lack of conscious awareness in improving these skills among students from tertiary education institutions has been found (Porter, 2007; Rynes, et al., 2003; Banks, 2014), resulting in the shortages of working competencies in employers' demands. Notably, the British Association of Graduate Recruiters recently has confirmed that while students usually are academically proficient, a considerable deficiency of soft skills such as teamwork, communication, and critical reasoning is arising gradually among different graduate candidates.

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