



Educational Quality as Everyday Experience: A Servqual Approach in Public Primary Schools in Hanoi

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ARTICLE INFO	ABSTRACT
Published Online: 06 July 2026	In the context of public primary schools in urban areas increasingly moving toward a high-quality orientation, educational quality is no longer assessed only through learning outcomes, but also through the educational service experience of parents and pupils. This study examines the current state of educational service quality in three high-quality-oriented public primary schools in Hanoi through the SERVQUAL model. Data were collected from 372 parents using a questionnaire survey and were processed through quantitative techniques, including Cronbach's Alpha, EFA, descriptive statistics, Pearson correlation, and multiple linear regression. The findings show that parents evaluated the schools' educational service quality relatively positively, especially in teachers' service competence and the stability of teaching activities. Yet support for pupils' individual needs remained the component receiving lower evaluations than the others. Regression analysis indicates that service competence and responsiveness exerted the strongest influence on parental satisfaction. The study shows that educational quality in high-quality-oriented public schools is increasingly formed through everyday interactions between schools and parents, rather than through material conditions or learning outcomes alone.
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1. INTRODUCTION

In recent years, educational quality has become one of the central concerns in the reform of Vietnam's general education system. Alongside the demand to improve teaching and learning quality, public primary schools in large urban areas are facing growing pressure to respond to the diverse needs of parents and pupils. Within this context, the high-quality-oriented school model has emerged as a developmental pathway aimed at improving school management, enhancing the learning environment, and increasing learner satisfaction (Ali et al., 2016; De Jager & Gbadamosi, 2010).

In Hanoi, many public primary schools have received substantial investment in facilities, supplementary curricula, and pupil-support activities under a high-quality orientation. In practice, however, investment in physical infrastructure does not automatically mean that educational service quality is positively assessed by parents. For parents of primary school pupils, educational experience is shaped not only by academic results, but also by the entire process of interaction with the school, including the learning

environment, support for pupils, teachers' service attitudes, information feedback, and the school's attentiveness to pupils' individual needs (Hill, 1995; Oldfield & Baron, 2000).

The changing expectations of parents mean that schools are increasingly viewed not merely as educational institutions, but as systems providing public educational services. In this model, parents do not evaluate quality only through academic achievement; they also do so through their satisfaction with the overall educational experience offered by the school. This shift makes educational service quality an important issue in contemporary school governance (LeBlanc & Nguyen, 1997; Sultan & Wong, 2013).

Although educational service quality has been widely studied internationally, most studies have focused on higher education or private educational institutions. Research on service quality in high-quality-oriented public primary schools in Vietnam remains relatively limited. Many domestic studies have mainly addressed learning outcomes, teaching quality, or curriculum reform, without fully examining educational service experience from the

perspective of parents (Owlia & Aspinwall, 1996; Lagrosen et al., 2004).

At the same time, the rapid development of high-quality-oriented public schools in major cities has created the need for appropriate assessment tools to measure how far schools meet parental expectations. Among service quality assessment models, SERVQUAL is regarded as one of the most widely used and broadly applicable models in education (Parasuraman et al., 1988; Buttle, 1996). This model approaches service quality through five dimensions: tangibles, reliability, responsiveness, assurance, and empathy. Applying SERVQUAL in educational research allows for a relatively comprehensive assessment of the factors that constitute the educational service experience of learners and parents (Cronin & Taylor, 1992; Abdullah, 2006).

Drawing from these issues, this study examines the current state of educational service quality in high-quality-oriented public primary schools in Hanoi through the SERVQUAL model. The study was conducted at three primary schools: Doan Khue Primary School, Gia Thuy Primary School, and Do Thi Viet Hung Primary School. Survey data were collected from pupils' parents to assess their perceptions of the components of educational service quality.

The study pursues three main objectives. First, it evaluates the current state of educational service quality in high-quality-oriented public primary schools. Second, it analyzes parents' perceptions of each component of the SERVQUAL model. Third, it identifies the factors that strongly influence parental satisfaction with the schools' educational services.

The findings are expected to add empirical grounding to research on quality management in public education in Vietnam. They also provide further evidence for educational managers as they seek to improve educational service quality and refine the high-quality-oriented school model within the current context of urban education (Clemes et al., 2008; Yeo, 2008).

2. LITERATURE REVIEW AND THEORETICAL FRAMEWORK

Within the current context of educational reform, schools are increasingly understood not merely as institutions transmitting knowledge, but as environments providing comprehensive educational services for pupils and parents. This shift has become particularly pronounced in large urban areas, where parental expectations no longer stop at academic performance but extend to the entire schooling experience, including the learning environment, safety, pupil support, and the quality of interaction between families and schools (LeBlanc & Nguyen, 1997; Sultan & Wong, 2013). In many cases, educational quality is not perceived through isolated achievement indicators, but through the school's capacity to

sustain a stable and trustworthy learning experience within pupils' everyday lives.

This transformation has led many studies to approach schools as service delivery systems rather than solely as institutions of knowledge transmission. From this perspective, parents and pupils are regarded as subjects directly experiencing educational service quality through their daily interactions with teachers, administrators, and the learning environment (Hill, 1995). This tendency is especially visible in urban education, where parents increasingly evaluate schools through response speed, support capacity, and the degree to which teachers accompany pupils throughout the learning process (Oldfield & Baron, 2000).

Among approaches to service quality, SERVQUAL remains one of the most influential models in modern service research. Parasuraman et al. (1988) argue that service quality is not determined entirely by the technical characteristics of a service, but emerges from the gap between users' expectations and their actual experiences. From this foundation, the SERVQUAL model proposes five core dimensions—tangibles, reliability, responsiveness, assurance, and empathy—to measure customers' perceptions of service quality.

SERVQUAL, however, has also generated extensive academic debate. Grönroos (1984) argues that service quality does not reside solely in the final outcome, but is formed throughout the entire process of interaction between organizations and service users. From this perspective, service experience operates more as a process than as a fixed state. Buttle (1996) further critiques SERVQUAL by noting that, despite its broad applicability, the model does not always remain stable across different contexts because users' expectations continuously shift according to social environments and service types. This debate becomes especially important in education, where learning experience is strongly shaped by social relations, emotion, and prolonged interaction between families and schools.

When introduced into educational research, SERVQUAL continued to be adjusted and expanded in multiple directions. Owlia and Aspinwall (1996) argue that educational quality cannot be fully assessed through the logic of commercial services because education simultaneously involves academic, organizational, social, and psychological dimensions. Lagrosen et al. (2004), meanwhile, emphasize that educational quality is a multidimensional construct in which factors related to the relationship between learners and schools often exert stronger influence than purely material conditions.

Another line of debate focuses on whether SERVQUAL is sufficiently capable of capturing the specificity of educational environments. Cronin and Taylor (1992) argue that actual perceptions of service quality are

more significant than the gap between expectations and experience, leading them to propose SERVPERF as an approach emphasizing users’ directly perceived performance. Abdullah (2006) extends this debate by arguing that educational environments require more context-specific measurement tools rather than simply transferring service models from business into education. From this position, HEdPERF was developed to reflect more clearly the characteristics of higher education environments, including academic support, academic management, and student relations.

Despite these debates, most studies continue to show that factors related to interaction and learner support exert stronger influence than material conditions alone. Clemes et al. (2008) indicate that educational satisfaction is significantly shaped by perceptions of academic support and schools’ responsiveness. Yeo (2008) likewise argues that educational quality does not operate as a fixed product, but resembles an ongoing process of “blending” among learning environments, professional competence, and communicative experience within schools.

In recent studies, responsiveness and the capacity to sustain relationships with learners have increasingly been treated as central elements of educational quality. De Jager and Gbadamosi (2010) show that even when the same measurement model is applied, learner satisfaction may vary considerably depending on social context and the operating conditions of particular educational systems. Ali et al. (2016) further emphasize that educational service quality influences not only satisfaction, but also learners’ trust, institutional image, and sense of attachment to educational institutions.

Although international studies on educational service quality have become relatively abundant, most continue to focus on higher education or private educational institutions. Research on high-quality-oriented public primary schools in Vietnam remains relatively limited, particularly within urban educational contexts where parents are increasingly involved in evaluating school quality. This gap suggests the need for further studies approaching educational quality not merely as learning outcomes, but as an everyday interactive experience formed among parents, pupils, and schools.

Drawing from these debates, this study employs the SERVQUAL model as an analytical framework to examine parents’ perceptions of educational service quality in high-quality-oriented public primary schools. However, rather than treating educational quality solely as a matter of infrastructure or organizational efficiency, the study focuses more heavily on factors related to interactive experience, responsiveness, and support for pupils throughout everyday learning processes. This also provides the basis for examining the extent to which each SERVQUAL component influences parental satisfaction within the current context of urban education.

3. RESEARCH METHODOLOGY

This study employed a quantitative approach to evaluate the current state of educational service quality in high-quality-oriented public primary schools through parents’ perceptions. Questionnaire-based survey methods were selected because they aligned with the objective of measuring satisfaction levels and analyzing factors influencing educational service quality within school environments. The study was conducted at three high-quality-oriented public primary schools in Vietnam: Doan Khue Primary School, Gia Thuy Primary School, and Do Thi Viet Hung Primary School. These schools have large pupil populations, have received investment under quality-enhancement orientations, and maintain frequent interaction between schools and parents. The selection of these three schools was intended to reflect relatively clearly the characteristics of the high-quality-oriented public-school model within the current context of urban education.

The survey participants consisted of parents whose children were studying at the three selected schools. The selection criteria included: parents whose children were officially enrolled during the survey period; parents who directly monitored their children’s learning processes and interacted with teachers or the school; and parents who agreed to participate and fully completed the questionnaire. Questionnaires with incomplete information, identical responses across all items, or indications of inattentive answering were excluded from the dataset. A total of 420 questionnaires were distributed, of which 398 were returned. After screening and removing invalid responses, 372 valid questionnaires were retained for analysis. Among these, 128 respondents came from Doan Khue Primary School, 121 from Gia Thuy Primary School, and 123 from Do Thi Viet Hung Primary School. This sample size satisfied the minimum requirements for factor analysis and linear regression. Data were collected through two modes: direct surveys and online surveys. For direct surveys, questionnaires were distributed to parents during parent meetings and school–family coordination activities. For online surveys, questionnaires were circulated through communication groups connecting homeroom teachers and parents. Data collection took place from September 2025 to November 2025.

The research questionnaire was developed based on the SERVQUAL model, consisting of five dimensions: tangibles, reliability, responsiveness, assurance, and empathy. A total of 27 observed variables were used in the study. The tangibles dimension included five observed variables related to facilities, equipment, and the learning environment. Reliability included five variables reflecting consistency and the school’s ability to fulfill commitments. Responsiveness consisted of five variables measuring the degree of feedback and support provided by teachers and administrators. Assurance included six variables assessing

professional competence, professionalism, and teachers’ capacity to generate trust. Empathy consisted of four variables reflecting the level of individual attention and support provided to pupils. In addition, two variables measured parents’ overall satisfaction with the school’s educational services.

Observed variables were measured using a five-point Likert scale ranging from 1 “Strongly disagree” to 5 “Strongly agree.” Alongside questions assessing educational service quality, the questionnaire also collected several basic demographic characteristics of parents, including gender, age, occupation, pupils’ grade level, and the duration of pupils’ study at the school, in order to support the data analysis process. After data collection was completed, all data were coded and processed using SPSS 26.0 software. The study first conducted reliability testing using Cronbach’s Alpha to assess the internal consistency of observed variables within each factor group. Variables with corrected item-total correlations below 0.3 or variables reducing scale reliability were removed before subsequent analytical procedures.

The study then employed Exploratory Factor Analysis (EFA) to evaluate the suitability of observed variables within the SERVQUAL structure in the research context. Conditions for conducting EFA included a KMO coefficient greater than 0.5, a statistically significant Bartlett’s Test with Sig. below 0.05, and a total explained variance exceeding 50%. Following scale validation, descriptive statistical analysis was conducted to assess the current state of educational service quality in the surveyed schools through mean values and standard deviations for each factor group. Pearson correlation analysis was used to identify relationships between SERVQUAL dimensions and parental satisfaction. Finally, multiple linear regression analysis was conducted to determine the degree to which each service-quality factor influenced parents’ overall satisfaction with the school.

Through this research process, the study seeks to provide a relatively comprehensive assessment of educational service quality in high-quality-oriented public primary schools while simultaneously identifying the factors exerting the strongest influence on parents’ perceptions and satisfaction within the current context of urban education.

4. RESULTS

The descriptive statistical results show that the survey sample was relatively evenly distributed across the three selected schools. Among the total of 372 parents participating in the survey, female parents accounted for a higher proportion at 68.5%, while male parents represented 31.5%. Parents aged between 31 and 40 constituted the largest group, accounting for 57.3%, followed by those aged between 41 and 50 at 28.2%. Regarding pupils’ grade levels, parents whose children were in Grades 1 and 2 accounted for a larger proportion than the remaining groups, as this stage is

typically when parents pay greater attention to learning environments and school support activities. The duration of pupils’ study at the schools mainly ranged from one to three years, reflecting relatively clearly parents’ actual experiences with educational services at the surveyed schools.

The reliability test using Cronbach’s Alpha indicates that all variable groups within the SERVQUAL model achieved acceptable reliability levels for further analysis. The tangibles dimension achieved a Cronbach’s Alpha coefficient of 0.846; reliability reached 0.872; responsiveness reached 0.861; assurance reached 0.889; empathy reached 0.835; and overall satisfaction reached 0.881. All observed variables had corrected item-total correlation coefficients greater than 0.3; therefore, no variables were removed from the research model. These results indicate that the scales used in the study possessed relatively good internal consistency and were suitable for subsequent analytical procedures.

Exploratory Factor Analysis (EFA) was conducted to assess the suitability of the observed variables within the theoretical structure of the SERVQUAL model. The results show that the KMO coefficient reached 0.913, exceeding the minimum required threshold of 0.5, while Bartlett’s Test produced a significance value of 0.000, indicating that the data were appropriate for factor analysis. EFA extracted five factors consistent with the original theoretical structure of the SERVQUAL model, with a total explained variance of 67.428%. Factor loadings for all observed variables exceeded 0.5, and no substantial cross-loading appeared among variable groups. These findings indicate that the observed variables explained the components of educational service quality relatively well within the research context.

Descriptive statistical analysis further shows that parents generally evaluated educational service quality at the surveyed schools positively. Among the five SERVQUAL dimensions, assurance received the highest mean score, with Mean = 4.18. Parents highly valued teachers’ professional competence, sense of responsibility, and ability to support pupils. Many parents considered teachers friendly, serious in their work, and capable of building trust throughout pupils’ learning processes.

The tangibles dimension achieved a mean score of 4.05. Criteria related to facilities, classroom spaces, equipment systems, and learning environments were evaluated relatively positively. Parents considered the schools to be fairly well invested in terms of classrooms, learning-support systems, and pupils’ activity spaces. Nevertheless, some respondents noted that disparities in the level of modernization among different functional areas within the schools remained relatively visible, particularly in spaces serving extracurricular activities and experiential learning.

The reliability dimension achieved a mean score of 3.97. Parents generally evaluated positively the schools’ ability to maintain stable teaching activities and implement

educational plans consistently. Items related to adherence to class schedules, the stable organization of learning activities, and the assurance of teaching content received relatively high evaluations. However, several parents reflected that changes in schedules or updates of information were not always communicated promptly at certain times.

Responsiveness achieved a mean score of 3.91. This dimension reflects the level of support and feedback provided by teachers and administrators to parents and pupils. Many parents positively evaluated the use of online communication platforms connecting teachers and families. Yet responsiveness levels remained uneven across classes, and the capacity to address emerging issues quickly still differed among schools.

Among the five dimensions, empathy received the lowest mean score, with Mean = 3.84. Although most parents believed that teachers cared about pupils, several respondents argued that support tailored to individual pupils' needs remained limited due to relatively large class sizes and heavy teacher workloads. These findings suggest that even though schools have been developed under high-quality orientations, the capacity to personalize support for pupils continues to be a challenge within the current public education environment.

Pearson correlation analysis indicates that all SERVQUAL dimensions had positive correlations with parental satisfaction at a statistically significant level of Sig.

< 0.05. Among them, assurance and responsiveness showed stronger correlation coefficients than the remaining dimensions. This suggests that parents' perceptions of educational quality depend not only on physical infrastructure, but are also strongly shaped by the school's ability to interact, support, and respond throughout pupils' learning processes.

The results of multiple linear regression analysis further indicate that all five SERVQUAL dimensions exerted positive effects on parental satisfaction. Among these, assurance demonstrated the strongest influence with Beta = 0.348, followed by responsiveness with Beta = 0.287. Tangibles, reliability, and empathy also produced positive effects, although at lower levels. The regression model achieved an adjusted R² coefficient of 0.642, indicating that the independent variables explained approximately 64.2% of the variation in parental satisfaction regarding the schools' educational service quality.

To clarify differences among the dimensions of educational service quality, the study synthesized mean values, standard deviations, and parental evaluation levels for each SERVQUAL dimension. The results show that the dimensions did not receive uniform evaluations, reflecting disparities among material conditions, service competence, and individualized support capacity within high-quality-oriented public school environments.

Table 1. Summary of Parents' Evaluations of Educational Service Quality Dimensions

SERVQUAL Dimension	Mean	SD	Evaluation Level	Key Findings
Assurance	4.18	0.61	High	Teachers were evaluated as professionally competent and highly responsible
Tangibles	4.05	0.67	Relatively high	Facilities and learning environments were considered relatively modern
Reliability	3.97	0.70	Fairly good	Teaching activities were generally stable
Responsiveness	3.91	0.73	Fairly good	Responses to parents were relatively positive but uneven
Empathy	3.84	0.76	Moderately positive	Individualized support for pupils remained limited

Source: Authors' calculation from survey data.

The processed data indicate that parents evaluated teachers' and school staff's assurance most positively, while empathy received the lowest mean score. This suggests that the current high-quality-oriented public school model has established a relatively strong level of trust regarding professional competence and learning conditions, yet the ability to support pupils according to individual needs remains a limitation. This disparity further reflects that educational service quality depends not solely on investment in physical infrastructure, but is also closely tied to interaction quality and the level of attentiveness schools provide to pupils throughout the learning process.

The findings reveal a broader issue: although facilities and learning conditions remain important within the high-quality-oriented public school model, factors related to interaction quality, support capacity, and teachers' responsiveness exert the strongest influence on parental satisfaction. This reflects a shift in how parents currently evaluate educational quality in urban public primary schools.

5. DISCUSSION

Parents generally evaluated educational service quality at the surveyed schools positively, yet the dimensions within the SERVQUAL model did not operate according to the same rhythm. High scores in assurance and physical

facilities created the image of a learning environment that was relatively stable, well-invested, and capable of maintaining operational discipline. By contrast, the empathy dimension was significantly lower, revealing a gap between the system’s organizational capacity and its ability to closely support individual pupils within large-scale public-school environments. This finding aligns relatively closely with Owlia and Aspinwall’s (1996) argument that educational quality always simultaneously involves academic, organizational, and social-relational dimensions, within which individualized support becomes increasingly difficult to maintain consistently as systems expand in scale.

What stands out is that parents did not value schools primarily because of infrastructure, but because of the sense of “reassurance” surrounding their children’s learning processes. Many parents accepted that not every activity was perfect, yet they needed to feel that teachers were responsible, responsive, and capable of maintaining stability in everyday learning. This helps explain why assurance exerted the strongest influence on satisfaction levels. Within primary education environments, trust in teachers often matters more than the absolute modernity of physical infrastructure. This finding is relatively consistent with previous studies suggesting that perceptions of educational quality are more often formed through experiences of interaction and support than through material conditions alone (Hill, 1995; Clemes et al., 2008).

At the same time, this point also reveals a rather visible tension within the current high-quality-oriented public-school model. The system may become better funded, more tightly managed, and more professionally operated, yet when class sizes grow and workloads intensify, the capacity to attend to each pupil’s individual needs begins to thin out. Several surveyed parents still felt that support was not truly equal across pupils, particularly for cases requiring closer psychological attention or tailored learning support. This observation corresponds relatively closely with Lagrosen et al.’s (2004) analysis that educational quality often becomes most visible within everyday supportive relationships rather than solely within organizational structures or training programs.

These findings suggest that the current “high-quality” model in public schools still leans more heavily toward organizational capacity than toward individualized support capacity. Pupils may study in better environments, participate in more activities, and access more modern facilities, yet this does not necessarily mean that every pupil receives a corresponding level of personal attention. When pupil numbers are large, teachers often prioritize maintaining classroom stability before they can closely follow specific individual cases. The gap surrounding empathy, therefore, does not necessarily emerge from a lack of responsibility, but often from the operational pressures embedded within the school system itself. This also reflects the limitation that

Buttle (1996) previously noted when applying service-quality models to highly socially interactive environments such as education.

Responsiveness likewise emerged as a factor exerting strong influence on parental satisfaction. This reflects changing relationships between families and schools within contemporary urban contexts. Parents are no longer concerned only with what children learn; they are equally attentive to how quickly schools respond, how teachers coordinate with families, and whether emerging issues are addressed promptly. In many cases, perceptions of educational quality are formed through very small interactions, such as the way teachers respond to messages, update learning situations, or manage classroom conflicts. This finding closely echoes Sultan and Wong’s (2013) argument that educational service experience is often sustained through continuous sequences of interaction between learners and educational organizations rather than through one-time general evaluations.

These pressures make educational activities increasingly service-oriented. Schools no longer simply maintain teaching activities; they must also sustain continuous flows of communication with parents to create a sense of accompaniment and control over pupils’ learning processes. For high-quality-oriented schools, this pressure becomes even greater because parental expectations are usually higher and more continuous than the broader public-school baseline. According to Yeo (2008), educational quality in modern contexts increasingly resembles an ongoing operational process of experience rather than a fixed educational product that can be fully evaluated through learning outcomes alone.

The data further indicate that investment in facilities, while necessary, does not automatically generate sustainable satisfaction if effective support and interaction are lacking. Several parents still expressed positive evaluations even when schools remained limited in certain physical conditions, provided they felt that teachers were responsible and that schools maintained stable connections with families. Conversely, even within modern learning environments, delayed responses or insufficient personal attention easily produced dissatisfaction. This observation is broadly consistent with Ali et al. (2016), who argue that educational service quality is closely tied to learners’ trust and sense of attachment toward educational institutions rather than to isolated material conditions.

Viewed more broadly, the current urban high-quality-oriented public-school model is attempting to maintain a rather difficult balance. On the one hand, schools must expand scale, sustain management efficiency, and meet increasingly demanding quality standards. On the other hand, parents expect more individualized support, greater interaction, and more direct attention toward each pupil. This gap creates a form of quiet pressure within contemporary

school operations, where educational quality is no longer assessed solely through academic outcomes, but through the ability to maintain an educational experience that is sufficiently stable, sufficiently responsive, and sufficiently capable of generating a sense of care for parents.

6. CONCLUSION

This study shows that educational service quality in high-quality-oriented public primary schools does not operate entirely according to the logic of infrastructure investment or the expansion of educational programs in the way schools are often publicly promoted. More prominent in parents' perceptions is the capacity to maintain operational stability, the responsiveness of teachers, and a sense of trust throughout pupils' everyday learning processes. This explains why assurance and responsiveness exerted stronger influence than purely material factors within the research model.

The article identifies a notable paradox within the development of high-quality public schools in urban contexts. As systems expand through professionalization and managerial standardization, schools' operational capacity may improve substantially, yet the ability to provide individualized support for each pupil becomes more difficult to expand correspondingly. This gap appeared particularly clearly within the empathy dimension, where parents continued to recognize limitations in schools' ability to closely follow pupils' individual needs despite considerable improvements in learning conditions. These findings suggest that educational quality in large-scale public-school environments depends not only on investment levels, but is also constrained by the operational pressures embedded within the system itself.

Another finding of the study is that educational service quality is increasingly formed through small and continuous interactions between schools and parents rather than solely through learning outcomes. Response speed, the handling of emerging problems, coordination between teachers and families, and the school's level of presence throughout pupils' learning processes are becoming important factors shaping parental satisfaction. This indicates that primary education is increasingly taking on the characteristics of an interactive service environment rather than operating solely as a traditional knowledge-transmission model.

From these findings, the study contributes additional empirical evidence regarding educational service quality within Vietnam's urban public school system, while also showing that the SERVQUAL model remains capable of reflecting changes in parental expectations toward contemporary primary education relatively clearly. Rather than viewing educational quality merely as an issue of output outcomes, the study demonstrates that parents' educational experience is formed through the entire process of interaction with schools within everyday school life.

The study nevertheless retains several limitations. Survey data were collected mainly from three schools in Hanoi and therefore do not fully reflect differences across regions or among different public-school models. In addition, the research approached the issue primarily from parents' perspectives and therefore did not fully clarify differences among the experiences of parents, teachers, and pupils within the same educational environment.

Future studies may expand the survey scope to different localities or combine quantitative and qualitative approaches to examine more deeply the operational pressures, divergent expectations, and forms of educational experience currently emerging within high-quality-oriented public-school systems.

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