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DISSERTATION

EVALUATING PERCEIVED SERVICE QUALITY IN CHINESE LANGUAGE EDUCATION: A SERVQUAL-BASED STUDY OF ESCOLA CHINESA DE LISBOA

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Abstract

This research aims to assess the service quality of Escola Chinesa de Lisboa by applying the six-dimensional Chinese education service quality evaluation model - tangibility, reliability, assurance, empathy, responsiveness, and locality, providing a comprehensive framework for evaluating student perceptions of service quality. This study investigates how these dimensions influence overall student satisfaction, with particular emphasis on students' experiences at school. A quantitative approach was adopted, utilizing a questionnaire based on the SERVQUAL model, adapted specifically for the Chinese language education context. Data were collected from a sample of 132 students through both online and offline surveys, ensuring a comprehensive representation of the student body. Descriptive statistics, correlation analysis, and regression techniques were employed using SPSS 27.0 and Excel to analyze the data and determine the relationship between service quality dimensions and student satisfaction. The findings offer valuable insights into the key drivers of student satisfaction and provide practical recommendations for improving the service quality at Escola Chinesa de Lisboa.

Keywords: Chinese language education, Service quality, Student satisfaction, SERVQUAL model, Perceived service quality, Educational service quality

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1. Introduction

1.1 Relevance of the Topic

1.1.1 Introduction to Chinese Language Education

Xi Jinping's report to the 20th CPC National Congress highlighted the role of international Chinese language education in promoting Chinese culture and enhancing global understanding of China. In this new era and journey, it is crucial to actively develop international Chinese language education to help enhance China's cultural soft power, promoting Chinese culture globally, and strengthening the influence of Chinese civilization (Fan & Zhu, 2022).

Chinese language education began with the overseas Chinese community, focusing on preserving cultural connections. As China's global influence grew, the scope expanded to a broader international audience eager to learn Chinese as a second language. This shift from "Overseas Chinese Education" to "Chinese Language Education" in the 20th century was driven by political, ethnic, and cultural factors. Since the 1990s, geopolitical changes and China's rise have fueled global enthusiasm for learning Chinese, leading to its revival worldwide. However, this growth faces challenges, including political, economic, cultural, and religious factors, as noted by Chen (2011). These challenges require strategic responses to ensure the sustainable development of Chinese language education globally.

Wang (2020) conducted a quantitative study on the development of Chinese language education in Europe, particularly focusing on model overseas Chinese schools. Although these schools have grown rapidly in numbers and scale, they face challenges such as limited funding and insufficient localized teaching materials. Their development is closely linked to China's international rise and Sino-European relations (Wang, 2020).

Building on the existing frameworks for assessing educational service quality, this study adopts the six-dimensional Chinese education service quality evaluation model developed by Liping (2020). This model will be applied to evaluate the service quality of Escola Chinesa de Lisboa, focusing on students' perceptions of the school's services. The six dimensions—tangibility, reliability, assurance, empathy, responsiveness, and locality —offer a comprehensive framework for understanding the key factors that contribute to students' satisfaction and overall service quality.

1.1.2 Importance of Service Quality in Education

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Customer satisfaction is essential to the survival of any business. Education is no exception. For example, a study conducted in Ghana identified when students perceive high-quality services, they experience greater satisfaction with their educational journey, which is crucial for their overall engagement and retention (Amoako et al., 2023).

High-quality services not only enhance satisfaction but also help retain students, a study focusing on higher education institutions in Mauritius found that technical service quality and perceived value significantly influenced student satisfaction and loyalty (Teeroovengadum et al., 2019). This indicates that institutions that prioritize service quality are more likely to retain students, as satisfied students are less likely to transfer or drop out.

In education, service quality encompasses more than just course content and teacher professionalism; it also includes well-maintained facilities, efficient administrative services, and a comprehensive student support system. The importance of these aspects is emphasized by findings from studies in Vietnam, which identified teaching staff competence and the adequacy of facilities as key determinants of student satisfaction in higher education services (Hai, 2022). High-level service provision can create a comfortable and convenient learning environment, thereby enhancing students' overall educational experience.

1.1.3 Overview of Escola Chinesa de Lisboa

According to the "Overseas Investment Cooperation Country (Region) Guide - Portugal (2023)," the latest population census data released by the National Institute of Statistics of Portugal in March 2023 indicates that the total population of Portugal is 10,344,800, a decrease of 2.1% from a decade ago. In terms of gender distribution, males account for 47.57%, while females account for 52.43%. The five cities with the largest populations are Lisbon (545,900 people), Sintra (385,700 people), Villa Nova de Gaia (303,900 people), Porto (231,800 people), and Cascais (214,100 people), in that order.

The latest data from the Portuguese Immigration Service shows that the total number of Chinese immigrants in Portugal is 27,839, which accounts for 4.7% of the approximately 590,000 immigrants in Portugal. Chinese nationals and overseas Chinese are primarily concentrated in the Lisbon and Porto areas. In recent years, the number of Chinese nationals and overseas Chinese living in Portugal has not only continued to grow but has also made significant progress in social integration. Despite this growth, most

Chinese nationals in Portugal have a relatively low level of formal education and are predominantly engaged in the clothing, department store, and catering industries.

However, they place a high value on their children's education, especially in maintaining their Chinese language skills. They believe that mastering Chinese is essential to preserving their cultural heritage and maintaining connections with their homeland. The transmission of Chinese culture through language is viewed as a key aspect of ensuring continuity across generations. Unfortunately, the number of Chinese schools in Portugal is limited, and most are privately founded. Even the largest Chinese school in Lisbon faces development challenges.

Escola Chinesa de Lisboa, founded in 2000, is Portugal's largest Chinese school. It aims to teach Chinese language and culture to local Chinese children and international students. The school's goal is to enable students to communicate, read literature, and write in Chinese. The curriculum includes a two-hour Chinese class every weekend, homework taking about an hour per week, and semester exams.

In addition to regular coursework, the school offers free reading, recitation, and chorus courses for students interested in Chinese culture. As of April 2024, the school enrolls over 820 students, including local Portuguese, and offers more than 60 classes, both offline and online, including special programs for teaching Chinese as a foreign language. The school employs over 40 part-time teachers who maintain high quality, known for their integrity, enthusiasm, responsibility, and care for students' growth. This has earned the trust of parents and the community.

1.2 Research Overview

This study evaluates the service quality of Escola Chinesa de Lisboa using Liping's (2020) six-dimensional model, which includes tangibility, reliability, assurance, empathy, responsiveness, and locality. The main objective is to identify factors influencing students' perceptions of service quality and to propose actionable recommendations for improvement.

This thesis is structured as follows: Chapter 1 introduces the background and relevance of the topic. Chapter 2 reviews the literature on service quality and its application in education. Chapter 3 outlines the research design, data collection, and analysis methods. Chapter 4 presents the findings and discusses their implications. Chapter 5 discusses the implications, compares the results with existing literature, and provides practical recommendations and conclusions.

2. Literature Review

2.1 Theoretical Framework

2.1.1 Service Quality

Service quality refers to customers' overall assessment of how well a service meets their expectations (Parasuraman et al., 1988). It combines "service," which is intangible and does not involve ownership, and "quality," recognized as a key factor in achieving efficiency, business success, and customer satisfaction. Unlike goods, services have unique characteristics such as intangibility and variability. These differences require a specialized framework for evaluating service quality (Ramya et al., 2019).

Over the past few decades, research has significantly advanced our understanding of service quality and its impact on customer satisfaction and loyalty. Service quality is no longer just an evaluation of the service process but a comprehensive perception of the gap between the service provided and customer expectations. This perception influences customer satisfaction, loyalty, and future behavior. Grönroos (1984) first defined service quality as a dynamic process in which consumers compare their expectations with the service received, establishing the central role of customer expectations in the evaluation of service quality. Parasuraman et al. (1985) refined service quality into ten dimensions (see Appendix 1), including reliability, responsiveness, competence, and tangibles. These dimensions provide a framework for measuring service quality, though over time they have been reduced to five core dimensions: reliability, responsiveness, assurance, empathy, and tangibles. In conclusion, research on service quality is critical for businesses to improve customer satisfaction and loyalty, thereby securing a competitive advantage. Future studies should explore factors, methods, and strategies for further enhancing service quality research.

Further developments by Ahmady et al. (2019) consolidate insights from multiple service quality models, including the Technical and Functional Quality Model, SERVQUAL, Synthesized Model of Service Quality, SERVPERF, Antecedents and Mediator Model, and Attribute Service Quality Model. Each of these frameworks offers a unique lens on evaluating service quality, particularly in industries where customer perception is dynamic and multifaceted. Table 1 presents these dimensions from a range of service quality perspectives.

Table 1

Dimensions of service quality from the perspective of different models

Service quality dimensions	Service quality models
Technical (outcome) quality: Quality of what consumer receives as a result of their interaction with the service firm and is important to them and to their evaluation of the quality of service.	Technical and functional quality model
Functional (process) quality: How the customer gets the technical outcome. This is important to them and to their views of the service they have received.	
Image: Expected to build up mainly by technical and functional quality of service including the other factors (traditions, ideology, rumours, pricing and public relations).	
Physical quality: Refers to the tangible aspects of the service.	Lehtinen et al.
Interactive quality implies the interaction that occurs between the customer and the service supplier, or its representative.	
Corporate image: Refers to the image the supplier has in mind of its current and potential clients, and all the other types of publics.	
Reliability: The ability to perform the promised service dependably and accurately.	Service Quality Model (SERVQUAL), Parasuraman et al.
Assurance: The knowledge and courtesy of employees and their ability to convey trust and confidence.	
Tangibles: The appearance of physical facilities, equipment, personnel and communications.	
Empathy: The provision of caring, individualized attention to customers.	
Responsiveness: The willingness to help customers and to provide prompt service.	
Access, aesthetics, politeness, helpfulness, respect, beautification, comfort, commitment, communication, strength and competence, courtesy, flexibility friendliness,	Netemeyer et al.

functionality, integrity, reliability, responsiveness, security.	

2.1.2 Perceived Service Quality

Perceived service quality represents a customer's subjective assessment of the service they receive, and it is primarily formed by contrasting what they expect with what they experience. This dynamic is particularly pivotal in sectors like education, where how students perceive the quality of educational services has a direct impact on their satisfaction and, ultimately, their loyalty. Understanding perceived service quality in this context requires examining the personal benchmarks students use when evaluating the services provided to them. These benchmarks are often influenced by past experiences, anticipated outcomes, and personal needs.

Gronroos's (1984) influential framework helps to dissect the concept of perceived service quality by distinguishing it into two main dimensions: technical quality, referring to the tangible outcome of the service, and functional quality, which concerns how the service is delivered. This model reveals that perceived service quality is not merely about the result; it is equally about the process and interaction involved in delivering the service.

For instance, in education, students don't just evaluate the effectiveness of the content delivered in the classroom (the technical aspect); they also assess how the education is presented, which involves teaching style, engagement, and responsiveness (the functional aspect).

Furthermore, the learning environment and the quality of support services also shape students' perceptions. It becomes crucial for educational institutions to address both dimensions—technical and functional—to align closely with student expectations. Doing so can lead to improved satisfaction and deeper loyalty, key goals for any institution focused on long-term success.

By understanding these two dimensions, institutions can better focus their efforts on both the tangible outcomes (like academic results) and the softer, experience-based aspects (like student-teacher interactions), ultimately fostering a holistic improvement in service quality.

2.1.3 SERVQUAL Model

The SERVQUAL mode, developed by Parasuraman et al. (1985), is a widely recognized framework for measuring the quality of service in various industries, including education. It assumes that the quality of service is determined by the gap

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between the customer's expectations and the perception of the service received (Parasuraman et al., 1988). This gap analysis can help organizations identify areas for improvement to improve the overall quality of service, as reflected in the service quality dimensions (see Table 2).

Table 2

Service Quality Dimensions and Their Descriptions

Tangible	Physical aspects of the service provision, such as the appearance of facilities, equipment and personnel.
Reliability	Services that perform reliably and accurately.
Responsiveness	Willing to help customers and provide timely service.
Assurance	The knowledge and courtesy of the employees, and their ability to inspire confidence and trust.
Empathy	Providing caring, individualized attention to the customer.

These dimensions, as illustrated in Appendix 2, explain how perceived service quality is shaped by comparing expectations with perceptions, influenced by external factors. Building on the insights from the SERVQUAL model, Ahmady et al. (2019) propose an integrated model of educational service quality (see Appendix 3). This model combines dimensions such as technical and functional quality, image, and satisfaction—key aspects emphasized across various frameworks. Ahmady et al. (2019) also introduces unique educational perspectives, such as the Student Relationship Lifecycle (SRLC) and Student Relationship Management (SRM), which are particularly relevant in higher education settings where customer relationship management concepts are adapted to the educational context.

2.2 Service Quality in Education

Service quality is a critical concept across various sectors, including education. In this context, it encompasses not only the effectiveness of teaching and the innovation of course design but also the richness and accessibility of learning resources. Moreover, it involves a commitment to continually optimizing the overall educational environment to enhance student experience.

This section explores how delivering high-quality educational services serves as a key driver of student satisfaction. It further underscores the positive correlation between satisfaction and student retention, as well as academic performance. Studies conducted

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by various scholars, utilizing authoritative service quality assessment models such as SERVQUAL and HEdPERF, provide significant insight into the multidimensional nature of educational service quality and its influence on students' perceptions of satisfaction.

2.2.1 Importance of Service Quality in Education

Service quality in education is crucial for several reasons. First, it directly impacts student satisfaction and loyalty. Research shows that when students perceive high-quality services—characterized by effective teaching practices, supportive interactions with faculty, and adequate learning resources—they are more likely to stay engaged and committed to their studies (Ramya et al., 2019). This finding highlights the need to continually assess and improve service quality within educational institutions. As Ahmady et al. (2019) highlight, the assessment of service quality should be based on the customer's perception. This customer-oriented view aligns with modern quality theories, which emphasize that quality must address actual customer needs rather than merely adhere to classical compliance standards. In the context of education, this approach is essential, as the quality of educational services is perceived through students' experiences and expectations.

Furthermorer, the competitive landscape in education requires institutions to differentiate themselves by providing superior service quality. As Khan et al. (2021) note, responsiveness and assurance are key dimensions that significantly influence student satisfaction in higher education settings. Institutions that excel in these aspects are better positioned to attract and retain students.

Abdullah (2006) designed the HEdPERF model specifically for higher education, comparing it to the more general SERVPERF model. HEdPERF was developed to capture the unique aspects of service quality in an educational context. The study used empirical methods to evaluate the performance of both models, focusing on how effectively they measure student satisfaction and perceived service quality. The findings suggest that HEdPERF more accurately reflects the quality of services in higher education than SERVPERF, indicating that specialized models may be more appropriate for specific industries.

2.2.2 Dimensions of Service Quality Evaluation in Education

The SERVQUAL model has been extensively used to measure service quality across a wide range of industries, including education. In the context of higher education, researchers have adapted the SERVQUAL framework to assess students' perceptions of

service quality. For instance, Tan and Kek (2004) refined the traditional SERVQUAL model to better suit higher education environments. They identified five essential dimensions of service quality: tangibility, reliability, responsiveness, assurance, and empathy, all of which play a pivotal role in the educational context.

Further development came in 2011, when Long Sanping emphasized that students should be viewed as the core evaluators of higher education service quality. He constructed a student-centered evaluation index system based on empirical research, building upon the five conventional dimensions of SERVQUAL. Sanping also introduced service innovation as a key dimension, thereby expanding the scope of evaluation in higher education.

Liping (2020) conducted a comprehensive study involving two primary components: interviews with providers of Chinese language education services and surveys assessing students' satisfaction levels. Utilizing both the SERVPERF and SERVQUAL models, and accounting for the unique characteristics of Chinese language education at Guizhou Normal College, L developed a service quality evaluation framework tailored specifically to Chinese language education. This framework includes six dimensions: tangibles, reliability, assurance, empathy, responsiveness, and locality. This modified scale provides a more tailored approach to evaluating service quality within the education sector, particularly in addressing the specific needs of students.

2.3 Previous Studies on Chinese Language Education

At the 5th World Conference on Chinese Language Education (December 19-20, 2023), participants emphasized the importance of overseas Chinese language education as a platform for advancing Chinese culture and promoting international cultural exchange. The conference, with 600 representatives from 70 countries, focused on improving the quality of Chinese language education and integrating linguistic instruction with cultural dissemination.

Representatives from overseas Chinese schools highlighted the growing global interest in Chinese language education and pledged to strengthen the link between language proficiency and cultural heritage. They recognized the unique role of these schools in preserving Chinese culture and promoting exchanges between China and other nations.

Hu Peikang, principal of Xinjinshan Chinese School in Australia, described the conference as a "timely rain," offering a valuable platform for global educators. Zhang

Yimei, a teacher from Chile's Zhijing Chinese Association, praised the conference for reaffirming the benefits of combining online and offline teaching methods, which helped boost confidence in the development of overseas Chinese schools.

The performance of Chinese language education in various countries is influenced by several factors, including political, economic, and cultural environments. Below are the key characteristics of Chinese language education in different regions:

In Southeast Asia, Malaysia has a comprehensive Chinese language education system, ranging from primary schools to tertiary institutions, with strong community support for preserving Chinese culture. In contrast, Singapore treats Mandarin as a second language, limiting its role as a primary language of instruction. This difference stems from the two countries' language policies and cultural identification. Yao (2017) notes that these varying developments are influenced by language policies, cultural ties, and socio-economic conditions. Malaysia's robust system contrasts with Singapore's more limited approach, and the prevalence of dialects in some overseas Chinese communities further challenges the expansion of Chinese education. Yao also highlights issues like reliance on materials from mainland China or Taiwan, which may not suit local needs, and the shortage of qualified teachers, recommending improved teacher training, localized textbooks, and better integration with local cultures.

In Europe and North America, Chinese language education began post-World War II, with the Netherlands, the UK, and Germany as early adopters. By the 21st century, the number of Chinese language schools in Europe grew significantly. In 2008, nearly 300 schools served around 30,000 students across Europe (Xu, 2018). Spain saw its Chinese schools rise from 9 in 2000 to around 80 by 2023 (Ma, 2016). By 2020, the UK had 59 Chinese language schools, with over 23,000 students enrolled (Li et al., 2021). In Portugal, the Confucius Institute, established in 2008 at the University of Lisbon, has played a crucial role in Chinese language education, registering over 18,000 students by 2023 and offering various cultural programs and HSK exams. Escola Chinesa de Lisboa, the largest Chinese school in Portugal, contributes to the expansion of Chinese education, with over 820 students as of April 2024 (People's Daily, 2023).

Hong (2019) explored the historical development and current challenges of Chinese language education in the United States in his "Report on the Development of Chinese Education in the U.S." The development of Chinese education in the U.S. can be divided into four stages, as shown in Table 3:

Table 3

Historical Development of Chinese Language Education in the U.S.

19th century to 1965	Chinese-operated schools primarily serving Chinese children.
1965 to 1990	With new immigration laws, Chinese classes evolved into formal Chinese schools.
1990s	The educational systems from Taiwan and mainland China took shape, creating both competition and cooperation.
Post-2006	Mainstream schools began offering Chinese immersion programs, significantly increasing the number of Chinese learners.

The report pointed out that despite the growth in the number of Chinese schools, challenges remain, such as a lack of qualified teachers, inconsistent curriculum standards, insufficient cultural education, and funding shortages .

In conclusion, after reviewing previous studies on Chinese language education, I found that these studies share many similarities. The main issues highlighted are as follows: First, most Chinese language schools do not have their own independent campuses and often rely on other institutions or venues for teaching. These schools typically offer weekend classes, which, strictly speaking, are not fully-fledged schools but rather language tutoring centers. The term "school" is used out of convenience.

Second, the shortage of qualified teachers is a pressing issue, especially the lack of high-quality educators. Chinese language teachers can generally be divided into four categories, as shown in Table 4:

Table 4:

Types of Chinese Language Teachers

Teachers who have received a Chinese education overseas and hold advanced degrees.
Teachers hired from China, including those dispatched by the Chinese government and volunteers.
Teachers with a basic understanding of Chinese who have received minimal training to qualify for teaching.
Teachers with limited Chinese proficiency who have not received formal training but are

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hired or volunteer to teach.
Non-Chinese teachers proficient in the language.

Most school leaders and teachers lack systematic professional training and have insufficient knowledge of pedagogy and psychology. They also lack in-depth research on teaching methods. Due to the scarcity of teachers, many schools are forced to lower their standards when selecting teachers, which severely impacts the quality and effectiveness of teaching.

Regarding textbooks, Chinese language schools in Europe face significant deficiencies, which is another major reason for the slow progress and low quality of teaching. Previous studies indicate that the sources of textbooks used by Chinese language schools in Europe are diverse, including materials from mainland China, Hong Kong, and Taiwan, as well as locally produced textbooks. For example, in the 1990s, the Dutch government organized the creation of a set of Chinese language textbooks for preschool to sixth-grade students that integrated local Dutch cultural elements, using both traditional and simplified Chinese characters, Dutch translations, and Pinyin annotations.

The diversity of textbooks has resulted in significant differences in their use across European Chinese schools. Many schools switch between several different sets of textbooks from preschool to secondary levels, with discrepancies in the use of traditional versus simplified characters and inconsistent content. Some textbooks are not suitable for the learning needs of overseas Chinese students, while others are mismatched with the linguistic and cultural environment of the host country, diminishing students' interest in learning. Furthermore, there is a shortage of supplementary teaching materials and extracurricular reading materials for students.

Funding is critical for the operation of Chinese language schools, but financial shortages remain a major obstacle. Most schools rely on community-based funding, including donations and tuition fees, but still face financial constraints. These schools often have outdated facilities, inadequate equipment, and poor environments compared to mainstream schools, limiting their appeal and hindering the transmission of Chinese culture abroad.

2.4 Perceived Service Quality in Educational Contexts

As previous studies have shown, in modern education students, as the "customers" of education, are the most significant stakeholders. The quality of educational services largely hinges on the "moments of truth" experienced by students during their service encounters. This idea emphasizes that the ultimate goal of education is to ensure students gain knowledge. Consequently, they have increasingly become the primary evaluators of the quality of educational services.

Annamdevula and Bellamkonda (2016) introduced a service quality measurement tool named HiEduQual, specifically designed to assess perceived service quality among students in higher education institutions. Del Río-Rama et al. (2021) applied confirmatory factor analysis and structural equation modeling (SEM) techniques to validate a proposed explanatory model that examines how perceived service quality among students in higher education influences their loyalty, including retention and attraction of new students. The study identified perceived value, expected value, and satisfaction as mediating variables in this relationship.

Similarly, research by Seo and Um (2023) focused on Korean universities and redefined the SERVQUAL model to reconceptualize perceived value. Their research explored the relationships among service quality, perceived value, and student satisfaction. The findings revealed that offline service quality was more effective in generating perceived cognitive, social, and emotional values, while online service quality had a stronger impact on perceived conditional value. Ultimately, the study identified emotional and conditional values as the most significant determinants of student satisfaction.

In addition, scholars such as Liping (2020), combining elements from the SERVQUAL and SERVPERF models, have developed a six-dimensional model specifically for evaluating the service quality of Chinese language education. This model includes dimensions such as tangibility, reliability, assurance, empathy, responsiveness, and locality, as shown in Table 5, making it particularly suited for assessing the quality of Chinese language education services. This research will apply these dimensions, taking into account the specific context of Escola Chinesa de Lisboa, to evaluate its service quality.

Table 5

Evaluation Criteria for Service Quality Dimensions in Chinese Language Education at Escola Chinesa de Lisboa

Dimension	Criteria and Evaluation Focus

Tangibility	This dimension evaluates the physical facilities, such as classrooms, teaching materials, and other resources provided by the school. The criteria include the adequacy, appearance, and accessibility of these physical assets in supporting the learning environment.
Reliability	This dimension assesses the school's consistency in delivering promised educational services, including course content, schedules, and resources. Here, reliability reflects students' trust that classes and resources will be delivered as expected, ensuring a consistent educational experience.
Assurance	The assurance dimension measures the expertise and professionalism of the teaching staff. It includes teachers' knowledge, their ability to effectively communicate content, and the overall sense of trust they inspire in students. In this case, qualifications and teaching methods are key evaluation criteria.
Empathy	This focuses on the individualized attention and care that students receive, assessing whether teachers and staff demonstrate understanding and responsiveness to students' specific needs. For example, how well instructors adjust to different student learning styles and personal challenges.
Responsiveness	This dimension evaluates the speed and effectiveness of the school's responses to student requests and inquiries, whether administrative or academic. The promptness in handling issues like scheduling changes or academic support inquiries will be observed.
Locality	Given the unique context of Chinese language education, the locality dimension assesses the integration of culturally relevant content and support that helps bridge cultural differences. This includes the incorporation of local cultural elements in teaching or resources that facilitate adaptation for Chinese-speaking students.

3. Methodology

3.1 Research Design

Chinese language education services differ significantly from those of the general service industry, as well as from higher education and international student services. In studying these services, it is essential to differentiate according to the specific service context. Because Chinese education is typically a short-term, non-academic educational training program, the teaching process tends to be simpler compared to that for international students. As such, the evaluation scale should not be overly complex. Nevertheless, specialized research on Chinese education service quality remains scarce. For example, the short-term and culture-oriented nature of Chinese language education requires unique considerations for service quality assessment, especially when compared to international student education.

To address this gap, this study adopts Liping (2020) six-dimensional Chinese education service quality evaluation model, which is illustrated in Appendix 4. This model, specifically tailored for Chinese language education, covers tangibility, reliability, assurance, empathy, responsiveness, and locality, offering a comprehensive framework for evaluating service quality. Appendix 4 represents Liping's framework, adapted for this study to assess the service quality at Escola Chinesa de Lisboa.

The core objective of the study is to explore how these service quality dimensions influence overall student satisfaction and their recognition of the school. This research employs quantitative methods to analyze students' perceptions of service quality through data collection and further investigates the relationships among different service quality dimensions. The use of a quantitative approach ensures the objectivity of the results and provides reliable empirical support via large-sample data.

A Likert five-point scale (ranging from 1: "very dissatisfied" to 5: "very satisfied") is used as the primary measurement tool to evaluate students' perceptions of service quality dimensions. Research questions are designed to assess five traditional dimensions and one specific dimension of service quality, evaluating students' views on aspects such as school facilities, teacher professionalism, management responsiveness, and the reliability of classroom teaching.

3.2 Sample Selection

To ensure representative data, this study utilizes a convenience sampling method, focusing on the student population at Escola Chinesa de Lisboa. Given the nature of the research, only older students who are more likely to understand the questionnaire were

included as respondents. This approach was taken to ensure the reliability of responses and the meaningfulness of collected data in evaluating the school's service quality.

While Escola Chinesa de Lisboa has over 820 students as of April 2024, a minimum of 100 completed questionnaires was set as the required sample size. This number was determined as the feasible minimum for obtaining statistically significant results and ensuring the practicality of data collection. By including students from different grades and course types within this selected age group, we aim to capture variations in perceived service quality. Gender, age, and years of study were balanced as much as possible to minimize bias in the analysis.

This sampling method is expected to provide a comprehensive dataset, reflecting the service quality perceptions of students with diverse backgrounds and learning needs.

3.3 Data Collection Methods

This study primarily relies on questionnaire-based data collection. The questionnaire design is based on Liping's (2020) service quality evaluation scale, combined with the SERVQUAL model. The questionnaire consists of several specific statements for each dimension, and respondents indicate their level of satisfaction on the Likert scale.

3.3.1 Questionnaire Structure

The questionnaire consists of three parts (see Appendix 5). The first section collects respondents' basic demographic information, such as gender, age, and years of study. The second section evaluates service quality across six dimensions, with statements like "The school's teaching equipment meets my learning needs" or "Teachers' methods effectively help me understand the course content." The third section assesses overall satisfaction, including an overall evaluation of school service quality and also invites participants to provide suggestions and feedback on the services of Escola Chinesa de Lisboa, aiming to help the school further improve and refine its offerings. This open-ended question allows students to freely express their feelings about the school's services and share any aspects they believe could be enhanced.

3.3.2 Data Collection Methods

As the sample consists of students from Escola Chinesa de Lisboa, data collection will be conducted both online and offline. The questionnaire will be distributed via a professional online platform, and students will access it through a link. To ensure a high

response rate, researchers will also distribute and collect paper questionnaires after classes or school activities.

3.3.3 Time Frame

Data collection is scheduled to occur over one month, with online questionnaires distributed in October 2024, followed by the collection of offline responses over the subsequent two weeks. Reminders will be issued to ensure that the target response rate is achieved.

3.4 Data Analysis Techniques

Data analysis will be conducted using SPSS 27.0 and Excel. The primary aim is to explore the relationship between various service quality dimensions and student satisfaction, identifying key factors influencing students' perceptions of service quality.

4. Data Analysis and Results

4.1 Descriptive statistics of this information

In this study, a total of 132 students participated in the questionnaire survey. After ensuring that there were no missing data and outliers, descriptive statistical analysis was performed on variables such as the participants' gender, age, time in school, education level, and Chinese learning background. The relevant results are shown in the following table (Table 3):

The formal questionnaire mainly targets students aged ten years and above at Escola Chinesa de Lisboa. A total of 132 questionnaires were distributed, online and offline, and received all of them. The reason why the questionnaire collection rate is 100% is that because there were no missing values and outliers in the collected data, and the answers to the questionnaires were not consistent, with significant differences. Another obvious characteristic of invalid questionnaires is that the time spent on filling out the questionnaire is abnormally short, significantly lower than the average completion time. Some respondents even submit the questionnaire within a few seconds, indicating that the respondents did not fill it out carefully. These questions did not appear in this survey.

The variables of the respondents' gender, age group, time at school, education level, and Chinese learning background in the questionnaire were analyzed, as shown in Table 6:

Table 6

Descriptive Statistics for Basic Information

Descriptive Statistics for Basic Information			
Variable	**Option**	**Frequency**	**Percent**
Gender	Male	61	46,2
	Female	71	53,8
Age Group	10–12 years old	38	28,8
	13–15 years old	64	48,5
	16 years old and above	30	22,7
Time at School	Less than 6 months	20	15,2
	6 months to 1 year	6	4,5
	1 to 2 years	17	12,9
	More than 2 years	89	67,4
Education Level	Primary school	17	12,9
	Middle school	73	55,3
	High school	31	23,5
	Other	11	8,3
Studied Chinese Before?	Yes	72	54,5
	No	60	45,5

In terms of gender, the sample showed a relatively balanced gender distribution, with females accounting for 53.8% and males accounting for 46.2%. In terms of age distribution, the 13 to 15-year-old group accounted for the largest proportion (48.5%), followed by students aged 10 to 12 (28.8%). Regarding learning time, most students have more than two years of learning experience (67.4%). In terms of education level, students in secondary school accounted for the highest proportion (55.3%). Finally, on the question of whether they had ever studied Chinese, 54.5% of the students had studied Chinese, which was almost the same as those who had not studied Chinese.

The above descriptive statistical results provide data support for the subsequent in-depth analysis of the service quality of Escola Chinesa de Lisboa.

4.2 Reliability and validity analysis

4.2.1 Reliability analysis

Generally speaking, a Cronbach's Alpha value higher than 0.7 is considered acceptable in social science research, indicating that the scale has good internal consistency. This study used Cronbach's α coefficient to test the reliability of the questionnaire, and imported the valid questionnaire data obtained from the formal questionnaire into SPSS.27 for reliability analysis. The results are shown in Table 7:

Table 7

Reliability Statistics

Reliability Statistics		
	Cronbach's Alpha	**N of Items**
Overall	0,968	20

Tangibility	0,885	4
Assurance	0,863	4
Reliability	0,837	4
Locality	0,787	2
Empathy	0,898	3
Responsiveness	0,831	3

It can be clearly seen that after the reliability test of the 20 evaluation indicators determined by the questionnaire, the Cronbach's Alpha coefficient is 0.968, showing a very high internal consistency. The Cronbach's Alpha coefficients of each dimension of the service quality of Escola Chinesa de Lisboa are also impressive, all exceeding the threshold of 0.7, verifying the reliability of each dimension of the questionnaire. The above results show that the questionnaire has good reliability and is suitable for subsequent analysis.

4.2.2 Validity analysis

The KMO test and Bartlett sphericity test were used to ensure the validity of the data. The test results are shown in the following table 8:

It is generally believed that the closer the KMO value is to 1, the stronger the correlation between variables is. On the contrary, if the KMO is close to 0, it means that the correlation between variables is weak. This study used KMO and Bartlett to test the validity of the questionnaire data. The valid questionnaire data obtained from the formal questionnaire was imported into SPSS 27.0 for validity analysis. The results are shown in Table 5:

Table 8

KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0,944
Bartlett's Test of Sphericity	Approx. Chi-Square	2363,939
	df	190
	Sig.	0,000

The KMO value of the evaluation scale is 0.944, which is much higher than the general standard of 0.7. The chi-square value of Bartlett's sphericity test is 2363.939, the degree of freedom (df) is 190, and the probability of significance (Sig.) is 0.000, reaching a significant level. The level of service quality evaluation scale and questionnaire of Escola Chinesa de Lisboa has very good content validity and correlation validity, and is suitable for factor analysis.

4.3 Correlation Analysis

After completing the reliability and validity analysis, in order to further explore the relationship between the various dimensions of Escola Chinesa de Lisboa's service quality and student satisfaction, the correlation between each dimension and student satisfaction was analyzed. The following Table 9 are the Pearson correlation coefficients and their significance levels:

Table 9

Pearson Correlation Coefficients and Their Significance Levels Between Variables

Correlations							
	Student Satisfaction	Tangibility	Assurance	Reliability	Locality	Empathy	Responsiveness
Student Satisfaction	1						
Tangibility	,866**	1					
Assurance	,874**	,826**	1				
Reliability	,882**	,777**	,814**	1			
Locality	,864**	,717**	,809**	,819**	1		
Empathy	,878**	,800**	,828**	,822**	,796**	1	
Responsiveness	,867**	,714**	,818**	,809**	,838**	,859**	1
** Correlation is significant at the 0.01 level (2-tailed).							

There were significant positive correlations between all service quality dimensions and student satisfaction (p < 0.01). These correlation results reveal that each dimension of Escola Chinesa de Lisboa's service quality is highly correlated with student satisfaction, and all correlation coefficients are over 0.7, which indicates that the impact of each dimension on student satisfaction is significant.

4.4 Multiple Linear Regression

To further explore the relationship between each service quality dimension and student satisfaction, this study conducted a multiple linear regression analysis. In multiple regression analysis, multiple independent variables (such as tangibility, assurance, reliability, locality, empathy, and responsiveness) are used to predict the dependent variable student satisfaction. This analysis method involves the impact of multiple independent variables on one dependent variable. The regression analysis results are shown below (see Table 10):

Table 10

Multiple Linear Regression Analysis of the Relationship Between Each Variable and the Dependent Variable of Student Satisfaction

Multiple Linear Regression Analysis of Variables on Student Satisfaction

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0,127	0,112		1,129	0,261
Tangibility	0,289	0,05	0,296	5,753	0
Assurance	0,081	0,062	0,078	1,296	0,197
Reliability	0,199	0,055	0,2	3,595	0
Locality	0,167	0,048	0,19	3,452	0,001
Empathy	0,095	0,053	0,111	1,789	0,076
Responsiveness	0,152	0,053	0,176	2,875	0,005
R Square	0,915				
F	222,998***				
a Dependent Variable: Student Satisfaction					

Through the goodness of fit analysis of the regression model, we can see that the R-square value is as high as 0.915, which indicates that the independent variable can explain 91.5% of the variation of the dependent variable, showing that the model has a high degree of fit; at the same time, the F value is 222,998 ***, the significance level is much lower than 0.001, which further confirms the significance of the regression model, meaning that the independent variables have significant predictive power in predicting student satisfaction. In summary, the regression model performs well.

From the regression analysis results of each variable, we can see that:

The impact of Tangibility on student satisfaction has a p-value of 0, which is less than 0.05.

Assurance has no significant effect on student satisfaction, with a p value of 0.197, which is greater than 0.05;

Reliability has a significant effect on student satisfaction, with a p-value of 0, which is less than 0.05;

Locality has a significant impact on student satisfaction, with a p-value of 0.001, which is less than 0.05;

The effect of Empathy on student satisfaction is not significant, with a p value of 0.076, which is greater than 0.05;

Responsiveness has a significant impact on student satisfaction, with a p value of 0.005, which is less than 0.05.

Based on these results, we can conclude that multiple dimensions of service quality have an important impact on student satisfaction, namely, Tangibility, Reliability, Locality and Responsiveness have a significant impact on student satisfaction, while Assurance and Empathy have a significant impact on student satisfaction. The impact on student satisfaction was not significant.

4.5 Analysis of the service quality satisfaction of Escola Chinesa de Lisboa

Based on the support of the above data analysis, we can further examine the performance of Escola Chinesa de Lisboa in service provision, identify which aspects are excellent and which aspects need improvement. In this way, we can find the shortcomings of Escola Chinesa de Lisboa's services and make targeted improvement suggestions.

4.5.1 Overall Satisfaction Analysis

Based on the collected data, the author added up the scores of all questions in the scale for each student, and then divided it by the number of questions in the scale to calculate the average value as the satisfaction of each student. According to the questionnaire results, as shown in Figure 1, 24 people, accounting for 19.2%, were very satisfied with the overall process of receiving Chinese education services at Escola Chinesa de Lisboa; 65 people, accounting for 49.2% were relatively satisfied; 39 people, accounting for 29.5% were average; and 4 people, accounting for 3%, were dissatisfied with the service process. From the above data, it can be seen that as many as 68.4% of the respondents were relatively satisfied or very satisfied, and 29.5% of the evaluation subjects believed that the Chinese education service was average, and 3% of the evaluation subjects were dissatisfied with the service of Escola Chinesa de Lisboa. This shows that the service quality of Escola Chinesa de Lisboa has been recognized by most of the evaluation objects, but there are still some problems in some aspects, which affects the overall satisfaction. This is also the direction for future improvement of the service quality of Escola Chinesa de Lisboa.

Figure 1.

Overall Satisfaction with the Service Quality of Escola Chinesa de Lisboa

General Satisfaction with Service Quality at Escola Chinesa de Lisboa
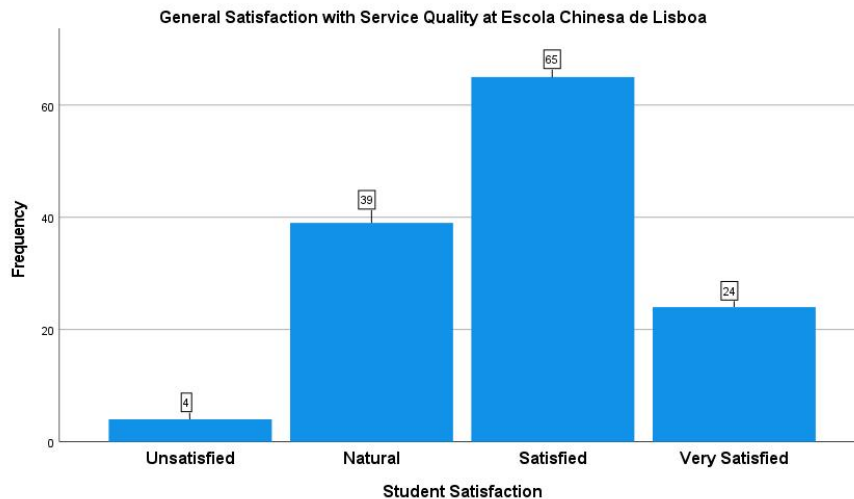
4.5.2 Analysis of Satisfaction of Each Dimension of Escola Chinesa de Lisboa

This section will analyze the satisfaction of each evaluation dimension of Escola Chinesa de Lisboa to reveal the perceived differences among respondents in different dimensions. As shown in Table 11 and Figure 2, by calculating the average score of each dimension and arranging them in descending order, it can be intuitively seen that the order of satisfaction of each dimension of Escola Chinesa de Lisboa is: Assurance (3.8674) > Reliability (3.8125) > Tangibility (3.8049) > Empathy (3.7955) > Responsiveness (3.7197) > Locality (3.6023). This result shows that respondents have the highest satisfaction with the Assurance dimension of Escola Chinesa de Lisboa, while the satisfaction with the Locality dimension is lower.

It should be noted that, as shown in Table 10, although the Assurance dimension showed a weak effect in the regression analysis (standardized coefficient of 0.078), it ranked first in the overall satisfaction analysis. This phenomenon may be due to students' trust in teachers and school administrators, as well as their subjective evaluation of service quality. Since regression analysis focuses on quantitative factors, it fails to fully capture the emotional factors and personal perceptions experienced by respondents in the educational process.

Table 11

Descriptive Analysis of Satisfaction Across Evaluation Dimensions

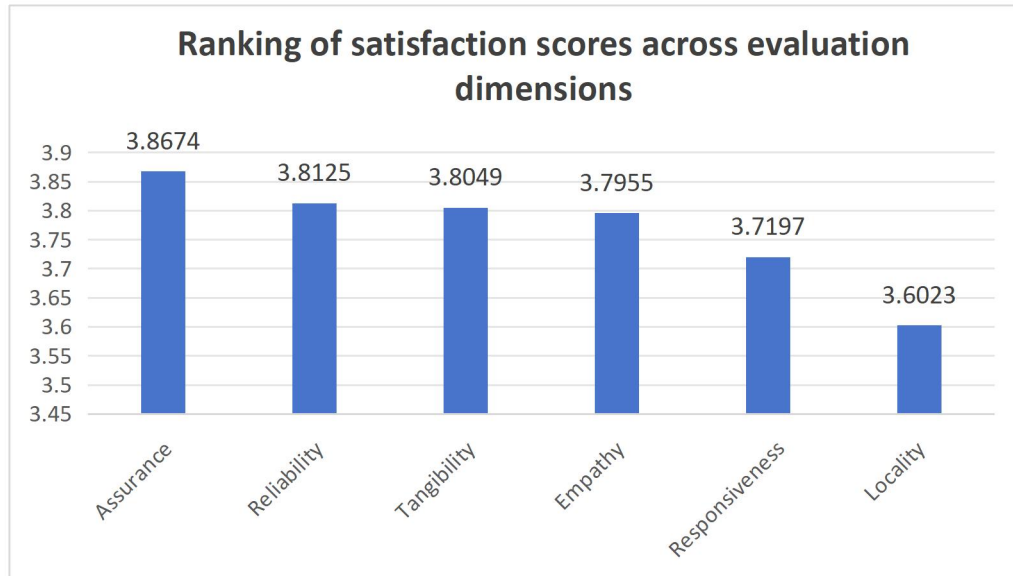Descriptive Analysis of Satisfaction Across Evaluation Dimensions

	N	Mean
Tangibility	132	3,8049
Assurance	132	3,8674
Reliability	132	3,8125

Locality	132	3,6023
Empathy	132	3,7955
Responsiveness	132	3,7197

Figure 2

Ranking of Satisfaction Scores Across Evaluation Dimensions

4.5.3 Analysis of Satisfaction of Each Service Quality Indicator of Escola Chinesa de Lisboa

With the analysis of satisfaction of each dimension completed, the specific performance of Escola Chinesa de Lisboa in different service quality indicators will be further explored. By analyzing the satisfaction score of each service quality indicator, we can understand the impact of various service factors on student satisfaction in more detail. This will provide a valuable reference for Escola Chinesa de Lisboa to improve service quality and optimize educational experience in the future.

As shown in Table 12, each evaluation dimension of Escola Chinesa de Lisboa contains multiple specific indicators. In order to show the satisfaction of each service quality indicator of Escola Chinesa de Lisboa in more detail, the average score of each indicator is listed. By sorting these scores, as shown in Figure 3, it can be clearly seen that the respondents' evaluation of each service quality indicator is above average and positive. However, although (Question 5) Q5 (Teachers are professional and knowledgeable) has the highest score of 4.1, which shows that students highly recognize the ability of teachers, Q5 is the only indicator with a score of more than 4.

In addition, the scores of Q6 (The administrative services are efficient), Q12 (The school organizes meaningful extracurricular activities), Q3 (There are adequate student services (activities, medical)), Q18 (Teachers effectively use bilingual (Chinese and

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Portuguese) instruction) and Q13 (The school incorporates Portuguese culture into teaching) are relatively low compared to other indicators, especially Q13, which has the lowest score of 3.42, indicating that it is the first service quality that needs to be paid attention to. Based on this, Escola Chinesa de Lisboa should pay special attention to improving the service quality of these indicators in the future. Although other indicators perform well, they still need to move forward steadily and continue to improve.

Table 12

**Description of satisfaction across each evaluation dimension**

Description of satisfaction across each evaluation dimension			
Dimension	Item	Indicator	Mean
Tangibility	Q1	The school's teaching facilities are modern and spacious enough.	3,92
	Q2	The learning materials provided are comprehensive	3,91
	Q3	There are adequate student services (activities, medical)	3,58
	Q4	The school environment is welcoming and comfortable	3,82
Assurance	Q5	Teachers are professional and knowledgeable	4,1
	Q6	The administrative services are efficient	3,74
	Q7	The school demonstrates strong organizational coordination in arranging courses and activities	3,78
	Q8	Your Chinese language proficiency has improved	3,85
Reliability	Q9	Class schedules and content are well-organized	3,83
	Q10	The course content meets your learning needs	3,83
	Q11	Teachers use innovative teaching methods and demonstrate strong instructional skills	3,92
	Q12	The school organizes meaningful extracurricular activities	3,67
Locality	Q13	The school incorporates Portuguese culture into teaching	3,42
	Q14	The school prioritizes the development of its education brand	3,79
Empathy	Q15	The school actively cares for students and provides timely assistance	3,78
	Q16	The school provides personalized attention to students' individual learning needs	3,78
	Q17	The school respects students' cultural and religious beliefs	3,83
Responsiveness	Q18	Teachers effectively use bilingual (Chinese and Portuguese) instruction	3,43

	Q19	The school responds to student inquiries promptly	3,83
	Q20	Volunteers are proactive and helpful	3,89

Figure 3

Ranking of satisfaction for each evaluation indicator
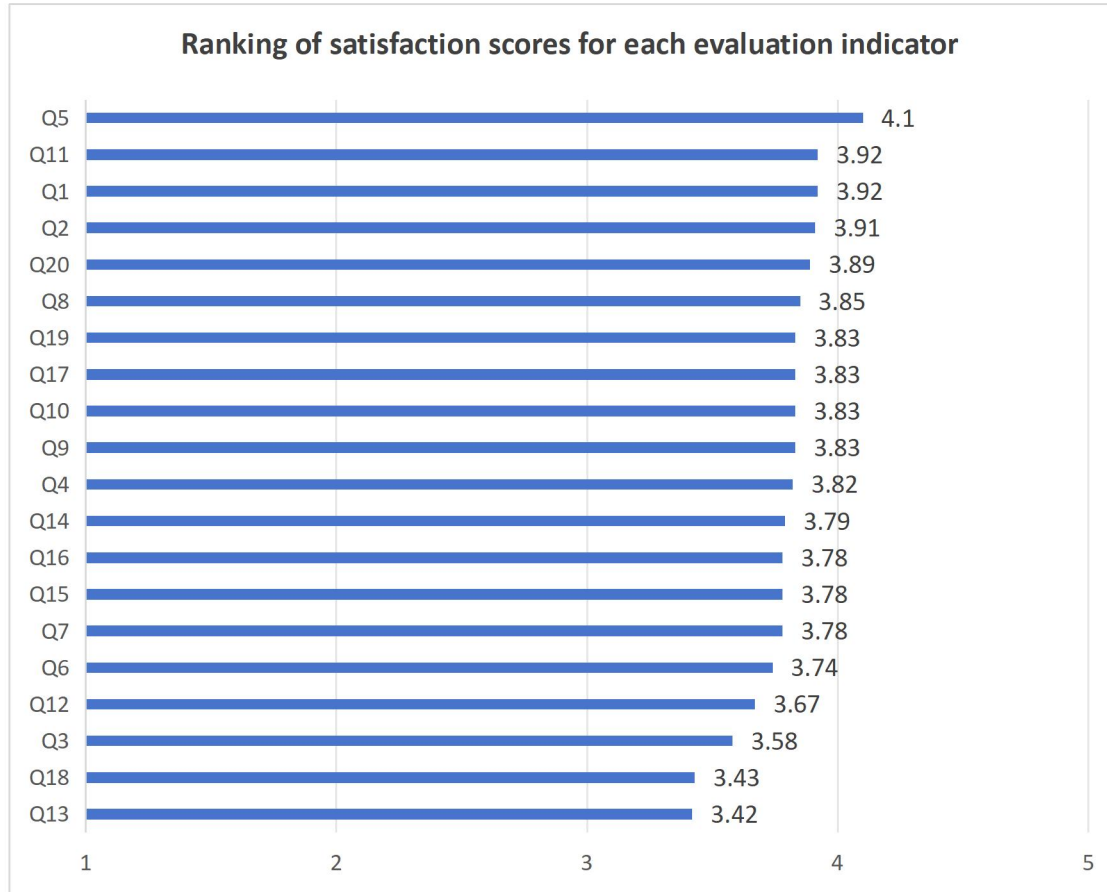
5. Discussion and Suggestions

5.1 Insufficient service quality of Escola Chinesa de Lisboa

5.1.1 The score of Locality dimension is low, and there are deficiencies in cultural integration and local services

As shown in Figure 2, among the dimensions of service quality, Locality has the lowest satisfaction score (3.6023), which shows that students pay less attention to the school's cultural integration and local services. Especially in terms of the integration of Portuguese culture, Escola Chinesa de Lisboa may not fully consider the impact of cultural differences on students, resulting in poor service experience of students in this aspect of the school.

5.1.2 The administrative services of Escola Chinesa de Lisboa are inefficient

Q6 (The administrative services are efficient) scored 3.74, which is lower than other questions. Students are dissatisfied with the efficiency and response speed of administrative services of Escola Chinesa de Lisboa, which may be due to cumbersome administrative procedures or opaque information.

5.1.3 Inadequate organization of extracurricular activities

Q12 (The school organizes meaningful extracurricular activities) scored 3.67, indicating that students are not very satisfied with the organization and content of extracurricular activities. Although there are some extracurricular activities, the diversity, organization or response to students' needs may not be perfect, affecting students' overall satisfaction.

5.1.4 Inadequate quality of student services

Q3 (There are adequate student services (activities, medical)) scored 3.58, indicating that the school's student services (including medical care, activities, etc.) fail to fully meet students' needs. The school may be deficient in the provision of student care and comprehensive services, and fail to provide comprehensive support for students.

5.1.5 The effectiveness of bilingual teaching needs to be improved

Q18 (Teachers effectively use bilingual (Chinese and Portuguese) instruction) scored 3.43, indicating that there are certain problems with the school's bilingual teaching. Students may feel that teachers fail to fully balance the use of the two languages in bilingual teaching, or that the language conversion of teaching content fails to fully help students understand the course.

5.1.6 Insufficient integration of Portuguese culture

Q13 (The school incorporates Portuguese culture into teaching) scored 3.42, the lowest score among all indicators. This shows that the school has obvious deficiencies in integrating Portuguese culture into teaching and daily activities, which may lead to insufficient understanding and experience of Portuguese culture by students, affecting cultural exchanges and education quality.

5.2 Key Findings

The results of this study revealed significant insights into the service quality of Escola Chinesa de Lisboa. Among the six evaluated dimensions, tangibility, reliability, locality, and responsiveness had a statistically significant impact on student satisfaction. These findings highlight the importance of the Escola Chinesa de Lisboa's physical environment, consistency in service delivery, integration with local culture, and

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responsiveness to student needs. While assurance and empathy scored well in descriptive analyses, their impact on satisfaction was not statistically significant in regression analysis, suggesting the need for deeper exploration of these dimensions.

One notable finding is the relatively low satisfaction with the "locality" dimension, particularly regarding the integration of Portuguese cultural elements into the curriculum. This indicates a gap in cultural adaptation, which affects the overall student experience. Additionally, administrative inefficiencies and limited extracurricular offerings were identified as areas requiring urgent attention.

5.3 Comparison with Existing Literature

The findings of this study align with and expand upon existing research on the multidimensional nature of service quality in education. Responsiveness and reliability significantly influence student satisfaction, corroborating Abdullah's (2006) emphasis on their importance in higher education. Similarly, Seo and Um (2023) highlighted responsiveness and assurance as critical factors in fostering perceived value, which aligns with this study's findings at Escola Chinesa de Lisboa.

Tangibility, evaluated through classroom conditions and teaching materials, also plays a pivotal role in student satisfaction, particularly for younger learners. This supports Grönroos's (1984) argument on the importance of physical facilities in shaping service quality perceptions. For students at Escola Chinesa de Lisboa, a well-maintained learning environment significantly enhances satisfaction.

The study also reflects the strategic importance of international Chinese language education, as emphasized in Xi Jinping's report to the 20th CPC National Congress. Promoting Chinese culture and enhancing global understanding align with findings on the necessity of cultural integration. However, unlike Liping (2020), who emphasized locality as a vital component, this study found relatively low satisfaction in this dimension. Students at Escola Chinesa de Lisboa perceived gaps in cultural adaptation within teaching materials and extracurricular activities, highlighting a disconnect between theoretical importance and practical execution.

Challenges such as limited funding and localized resources, identified by Wang (2020), also emerged as key issues. These constraints impact administrative services and extracurricular activities, which remain areas of dissatisfaction. Similarly, Yao (2017) noted resource limitations as a systemic issue for overseas Chinese schools, which this study

corroborates. Improving these services requires addressing the broader challenges of resource allocation and management.

The integration of locality as a distinct dimension, proposed by Liping (2020), presents practical difficulties in multicultural contexts like Portugal. While theoretically significant, its implementation often fails to meet student expectations. This study underscores the need for more effective cultural integration strategies to enhance perceived service quality.

Finally, the findings support existing literature on the dynamic interplay between perceived value and satisfaction. Hai (2022) and Amoako et al. (2023) emphasized well-maintained facilities and effective teaching as critical drivers of satisfaction. This study reaffirms these factors, offering insights into the unique role of cultural and linguistic dimensions in shaping student perceptions of service quality in Chinese language education.

5.4 Suggestions for improvement

5.4.1 Enhance cultural integration and local services, and improve the Locality dimension

In order to improve the satisfaction of the Locality dimension, it is recommended that Escola Chinesa de Lisboa pay more attention to the integration of Portuguese culture. Based on the two indicators of the Locality dimension, "The school incorporates Portuguese culture into teaching" and "The school prioritizes the development of its education brand", the school can consider adding more content about Portuguese history, culture and society to the curriculum, and organize cross-cultural exchange activities to help students better understand and adapt to Portuguese society. In addition, inviting Portuguese local teachers or cultural consultants to participate in the design and implementation of cultural activities may provide students with more opportunities to contact Portuguese traditional and modern culture.

5.4.2 Optimize administrative service processes and improve efficiency

In order to solve the problem of low administrative service scores, it is recommended that Escola Chinesa de Lisboa optimize administrative service processes and reduce cumbersome administrative procedures. Introducing a more efficient online management system and simplifying the application and approval process for students may help improve the administrative department's response speed to student needs, thereby improving students' overall satisfaction.

5.4.3 Enrich the content of extracurricular activities and improve students' sense of participation

In response to the low score of extracurricular activities organization, the school can consider expanding and diversifying the content of extracurricular activities, providing students with more activities related to their interests, such as cultural exchanges, sports, art, etc., to enhance the diversity and attractiveness of activities. In addition, regularly collecting student feedback and adjusting the form and content of activities according to students' needs may further improve the effectiveness of extracurricular activities.

5.4.4 Improve student services and provide all-round support

In order to solve the problem of low student service scores, it is recommended that Escola Chinesa de Lisboa provide more comprehensive student support services, such as psychological counseling, academic counseling, health protection, etc. In addition, setting up a dedicated student affairs department to ensure that students receive timely support in learning and life may help improve student satisfaction.

5.4.5 Improve bilingual teaching and enhance teachers' language ability and teaching skills

In order to solve the problem of low bilingual teaching effect, it is recommended that schools strengthen teachers' bilingual teaching ability, regularly organize language ability improvement courses, and help teachers improve their fluency in Portuguese. More language support can be provided in the classroom to help students better understand and master knowledge. Introducing bilingual teaching tools and resources and optimizing classroom interaction may help improve students' language learning experience.

5.4.6 Strengthen the teaching and activity integration of Portuguese culture

In view of the problem that Portuguese cultural integration teaching has the lowest score, schools can consider strengthening the teaching content of Portuguese culture. By offering special cultural courses and holding cultural exchange activities, it may help students have a deeper understanding of Portugal's history, traditions and society. In addition, incorporating more Portuguese cultural elements into daily activities may help students better experience and perceive Portuguese culture in practice.

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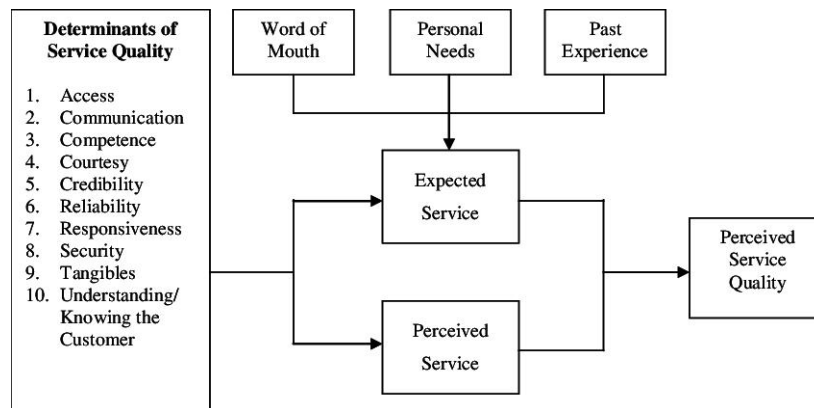
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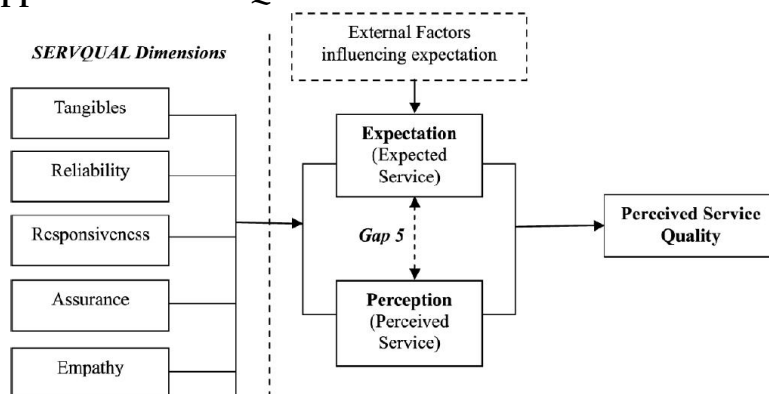http://edu.people.com.cn/n/2014/0528/c1053-25072996.html
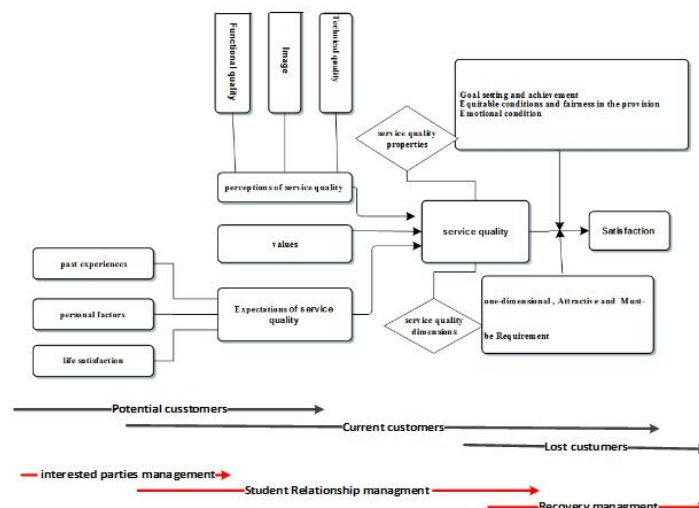
Appendices

Appendix 1- Dimensions of Service Quality (Adapted from Parasuraman, Zeithaml, & Berry, 1985)
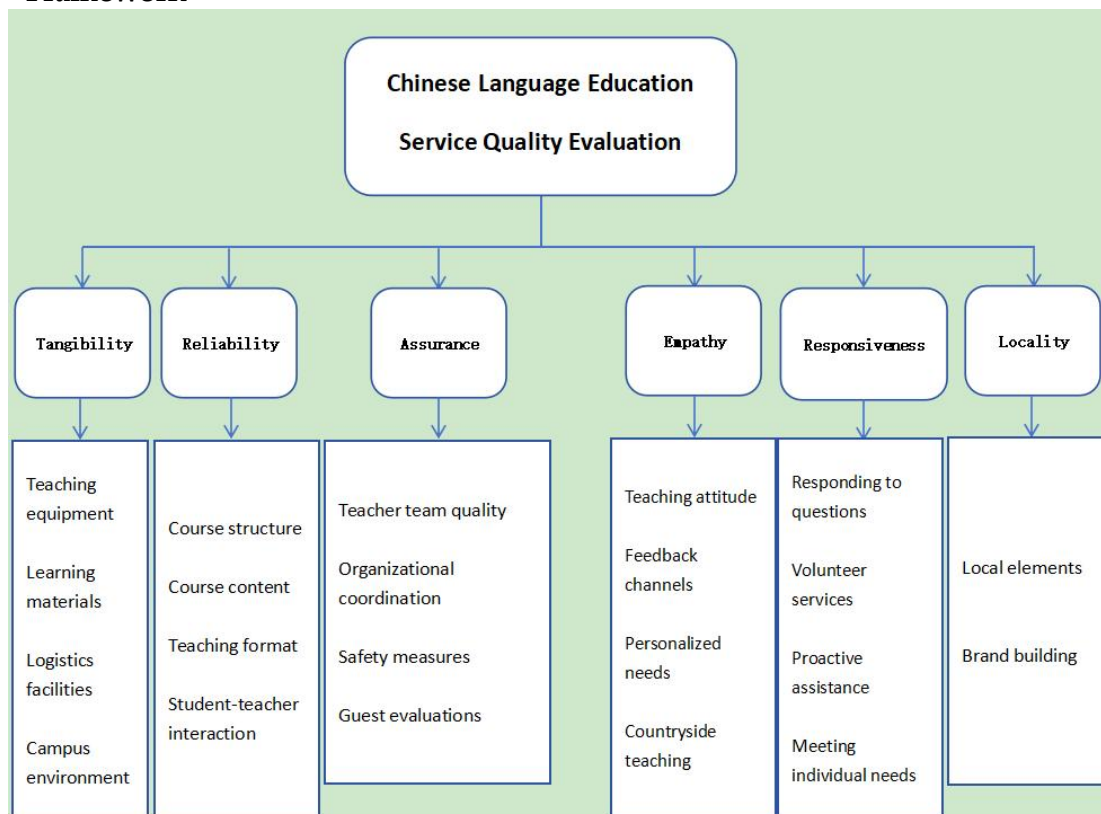

Appendix 2 - SERVQUAL Dimensions

Appendix 3 - Integrated model of educational services quality

(Source: Ahmady, S., Yazdani, S., Hosseini, M. A., Rokhafroz, D., & Gilavand, A. (2019). An integrated model of educational services quality. Journal of Research in Medical and Dental Science, 7(1), 7-13.)

Appendix 4 - Zhao Liping's Chinese Education Service Quality Evaluation Framework

Appendix 5 - Questionnaire

Questionnaire on the Quality of Chinese Education Service in Escola Chinesa de Lisboa

Dear students,

shalom! We are conducting a survey designed to understand your satisfaction with the Chinese educational services provided by the Escola Chinesa de Lisboa. It will take about **5 minutes** to complete this questionnaire. Your answers will be kept strictly confidential and will not be seen by anyone except me and my thesis supervisor, only for research purposes, so please fill out according to **your true feelings**, which is very helpful for the survey. Your feedback is critical to the improved service of the Escola Chinesa de Lisboa. Thank you for your participation and cooperation!

（ **P.S.: Please read each question carefully before answering, do not rush to complete the questionnaire within 10 seconds, otherwise the data may be invalid! ⧗** ）

Part 1: Basic Information

1. What is your gender? [Multiple choice questions] *

○A. Male

○B. Female

2. What is your age group? [Multiple choice questions] *

○A. Under 10 years old
○B. 10–12 years old
○C. 13–15 years old
○D. 16 years old and above

3. How long have you been studying at Escola Chinesa de Lisboa? [Multiple choice questions] *

○A. Less than 6 months
○B. 6 months to 1 year
○C. 1 to 2 years
○D. More than 2 years

4. What is your education level? [Multiple choice questions] *

○A. Primary school
○B. Middle school
○C. High school
○D. Other

5. Have you studied Chinese before joining Escola Chinesa de Lisboa? [Multiple choice questions] *
○A. Yes
○B. No

Part 2: Satisfaction with Chinese Education Services

Please rate your satisfaction with the following aspects of Escola Chinesa de Lisboa's services.

6. Mark your answer using the scale from**1 (Very Unsatisfied)** to**5 (Very Satisfied)**.

Please share your genuine feelings boldly! Don't feel shy—this will not affect your studies or life at the school in any way. We simply hope to use your honest feedback to help the school improve its services. ✨

[Matrix scale questions] *

	Very Unsatisfied	Unsatisfied	Neutral	Satisfied	Very Satisfied
1. The school's teaching facilities are modern and spacious enough.	○	○	○	○	○
2. The learning materials provided are comprehensive.	○	○	○	○	○
3. There are adequate student services (activities, medical).	○	○	○	○	○

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4. The school environment is welcoming and comfortable.	○	○	○	○	○
5. Teachers are professional and knowledgeable.	○	○	○	○	○
6. The administrative services are efficient.	○	○	○	○	○
7. The school demonstrates strong organizational coordination in arranging courses and activities.	○	○	○	○	○
8. Your Chinese language proficiency has improved.	○	○	○	○	○
9. Class schedules and content are well-organized.	○	○	○	○	○
10. The course content meets your learning needs.	○	○	○	○	○
11. Teachers use innovative teaching methods and demonstrate strong instructional skills.	○	○	○	○	○
12. The school organizes meaningful extracurricular	○	○	○	○	○

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activities.					
13. The school incorporates Portuguese culture into teaching.	○	○	○	○	○
14. The school prioritizes the development of its education brand.	○	○	○	○	○
15. The school actively cares for students and provides timely assistance.	○	○	○	○	○
16. The school provides personalized attention to students' individual learning needs.	○	○	○	○	○
17. The school respects students' cultural and religious beliefs.	○	○	○	○	○
18. Teachers effectively use bilingual (Chinese and Portuguese) instruction.	○	○	○	○	○
19. The school responds to student inquiries promptly.	○	○	○	○	○
20. Volunteers are proactive and helpful.	○	○	○	○	○

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（Optional）**Part 3: Your Suggestions and Opinions**

7. Please provide any suggestions or feedback you have regarding the services at Escola Chinesa de Lisboa: [Optional Question]

_____

Thank you for participating in this survey! Wishing you a wonderful day 🥰