

Factors Influencing Parents' Repurchase Intention English Language Centers: The Case of Asem Vietnam

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ABSTRACT

The study adopts the Stimulus-Organism-Response (SOR) model to examine how external factors influence parents' intention to re-enroll their children in English centers. Based on data from 207 parents whose children had attended ASEM Vietnam English Center, analyzed using Smart PLS 3.0 and SPSS 26, findings reveal that trust is the strongest predictor of repurchase intention, followed by satisfaction. Educational Quality is the most influential factor of parents' trust. Customers satisfaction is being influenced by center education quality, following by perceived price, facility and human resources. The location does not significantly affect satisfaction. The study provides practical recommendations to reduce service intangibility, enhance perceived educational value, and strengthen relationship marketing to build long-term parental loyalty.

INTRODUCTION

Due to growing aspirations for global integration, studying abroad, and the requirement that students be proficient in English in order to graduate from university, English education in Vietnam has been expanding quickly. As Vietnam now leads Southeast Asia in the number of students studying overseas (DtiNews, 2024), proficiency in English has become essential, creating a high demand for language instruction. With the number of English-language training facilities quadrupling between 2017 and 2024, the foreign language training sector in Vietnam has become especially vibrant. All English centers are under pressure to change as a result of this rapid expansion and increased competition. The literature has shifted over the last ten years to examine educational challenges from a marketing perspective, especially in school services research (Nguyen et al., 2021). However, in this area, research on parental behavior with regard to educational services is still scarce, and most studies have concentrated on higher education. Recent research in the K-12 setting has started to view parents as clients rather than merely collaborators or passive customers who lack firsthand service experience; as a result, opinions on this topic are still up for debate (Meier & Lemmer, 2019). Studies examining parents' decision-making in the context of private English centers are even scarcer, particularly through the lens of the Stimulus-Organism-Response (SOR) model.

Research on the repurchase behavior of parents re-enrolling their children aged 5-18 is being conducted at ASEM Vietnam, a local English language center that has been in operation for 19 years. The goal of this study is to determine the factors that influence satisfaction, trust, and the decision to continue using educational services. This will allow for the proposal of suitable marketing strategies to address the center's declining re-enrollment rates and rising student dropout levels in a market that is becoming more and more competitive.

The primary goals of this study are to determine the major factors influencing parents' plans to re-enroll their kids, examine the ways in which these factors affect their opinions, level of trust, and contentment with the center, and offer practical suggestions.

THEORETICAL REVIEW

SOR Model

The S-O-R model, developed by Mehrabian (1974) explains how external **stimuli (S)** influence internal states/**organism (O)**, which in turn lead to behavioral **responses (R)**. In services, the model explains how elements like cleanliness, staff interaction, or brand image influence satisfaction, trust, and loyalty (Kim et al., 2009). In education, it has been applied to link perceived value with satisfaction and repurchase behavior, including in **online learning contexts** (Khan et al., 2023; Pan et al., 2024) and higher education contexts (Ravishankar et al., 2024), to evaluate satisfaction, trust, and loyalty in educational settings (Nesset & Helgesen, 2009).

Despite its relevance, the S-O-R model has not yet been applied to repurchase behavior in English centers, highlighting a clear gap and opportunity to explore the parental decision-making process.

Repurchase Intention

Repurchase intention is defined as a person's decision to buy a service again from the same company under given circumstances (Hellier et al., 2003). In education, where retaining students is more cost-effective than acquiring new ones, loyalty is seen as a strategic advantage, especially in competitive English centers, bringing long-term benefits like word-of-mouth (Yi & Gong, 2008). As stated by Zhang et al. (2011), repurchase intention is a manifestation of customer loyalty, serving as an intermediary between behavioral loyalty, reflected in actual repurchase behavior, and affective loyalty, which represents the customer's psychological inclination toward repurchasing. The research conducted by Palmatier et al. (2006) also highlights that repurchase intention is driven by the quality of the buyer-seller relationship, which is positively evaluated when both satisfaction (based on past performance) and trust (based on future expectations) are perceived favorably by the customer. This study focuses on parents' repurchase intention toward English centers, in relation to parents' perception, satisfaction, trust, and their influencing factors.

Trust

Trust is a cornerstone of relationship marketing (Morgan & Hunt, 1994), reflecting the customer's willingness to rely on the brand's ability to fulfill its promises (Chaudhuri & Holbrook, 2001). In a competitive market, the absence of consumer trust in a brand can weaken their commitment and reduce the likelihood of continued (Saha & Ali, 2024). In education, trust also drives clients (Huang et al., 2022). Similarly, it connects perceived service quality with school image and loyalty to the school (Sultan & Wong, 2012). Building long-term customer relationships in education relies heavily on trust (Poole, 2017). When it comes to education, the goal is not just to make a one-time sale but to build long-term relationships with customers. Trust then assures them of consistent, reliable, and valuable experiences over time (Poole, 2017).

H1: Parental trust has a significant positive impact on repurchase intention.

Satisfaction

Satisfaction is consumers' assessment after a service is experienced (Ali et al., 2018), serving as a mediator between stimulus and behavior (Zeithaml, 1988). Satisfaction generates business benefits tangibly in the likelihood to repurchase and intangibly through recommendations (Hellier et al., 2003). In education, both academic and non-academic experiences shape satisfaction (Friedman et al., 2007). Parents, though indirect recipients, assess satisfaction based on children's educational experience. Satisfaction and trust jointly predict behavioral intentions in services (Chatzoglou et al., 2022), and mostly in education (Khan et al., 2023; Kiemas & Hussein, 2024).

H2: Parental satisfaction has a significant impact on repurchase intention.

The external Stimuli

Center's Educational Quality

Service quality is commonly viewed through two lenses: functional quality, which relates to how the service is delivered, and technical quality, which refers to the core service (Harvey & Green, 1993). In education, numerous studies have confirmed that core educational quality serves as a key determinant in the perception of service quality (Nguyen et al., 2021), commonly defined across four dimensions: curriculum, competence, pedagogy, and attitude/behavior (Teeroovengadum, 2016). The curriculum encompasses not only course content, assessment, and delivery methods but also contextualization and the institution's commitment to educational effectiveness (El-Astal, 2023). It plays a crucial role in shaping the reliability dimension of perceived service quality (Al Hubaishi & Ali, 2022). Teaching competence, in particular, is widely acknowledged as a core element in educational settings. As Ramsden (2003) points out, "a good teacher is critical for effective learning." Particularly in English language education, and more broadly across educational settings, parents often assess teacher competence based on formal qualifications (Nguyen et al., 2021). Research further indicates that, for parents, curriculum and teacher competence are the two primary elements shaping their perception of core educational quality, and this, in turn, has a clear impact on their satisfaction, trust, and loyalty (Nguyen et al., 2021; Sultan & Wong, 2012; Khan et al., 2023).

H3: Center's Educational Quality influences parental trust

H4: Center's Educational Quality influences parental satisfaction.

Human resources (non-academic factors)

Employee behavior influences satisfaction and loyalty (Yi & Gong, 2008). Human resources measured by the concept of relational proximity is confirmed to impact loyalty (Chen & Fu, 2015). Teacher communication with parents influences satisfaction and parental behavior (Ramsden, 2003). Administrative quality also matters for parents' assessment of the professionalism and reliability of the service (Verhoef et al., 2009).

H5: Human Resources influences parental trust

H6: Human Resources influences satisfaction.

Facility

In the service industry, the physical environment impacts behavioral intention (Lee, 2022; Mehrabian, 1974). Facilities like classrooms, cleanliness, and equipment support learning and increase satisfaction (Leblanc & Nguyen, 1997) in education. They strengthen tangibility and influence students' performance and thus, parent perception of transformative quality and satisfaction (Filip, 2012).

H7: Facility influences satisfaction.

Perceived Price

Price is both a sacrifice and a key indicator of service quality, especially when consumers lack prior experience or information (Zeithaml, 1988). Perceived price influences satisfaction, perceived value, and brand loyalty, as

confirmed across various sectors, including education (Li & Hung, 2009). Furthermore, it plays a critical role in repurchase intention, both directly and through the mediating effects of perceived value and satisfaction (Phan Tan & Le, 2023).

H8: Perceived price influences satisfaction.

Location

Location is tied to time and geographic convenience (Supriharyanti et al., 2022). Impacts behavior through access ease, though it may vary by context (Jiang et al., 2013). In services, location improves perceived value and satisfaction in service settings (He et al., 2019). In education, location—conceptualized as place—is confirmed to influence parents' loyalty (Li & Hung, 2009).

H9: Location influences satisfaction.

Based on these hypotheses, Figure 1 illustrates the research model. In this model, the stimuli grouped under the Marketing Mix (Price, People, Location, Facility) are regarded as elements of **Functional Service (Or Delivery Service Components)**, conceptually distinguished from **Core Educational Quality**. Both are examined for their effects on parental organisms—namely, **satisfaction** and **trust**, which in turn, are analyzed for their influence on **parental repurchase intention**.

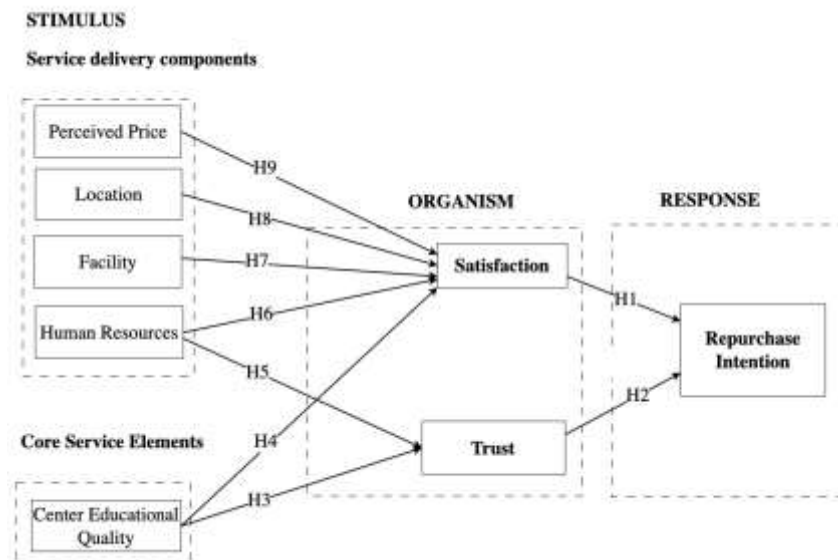


Figure 1. The proposed research model

METHODOLOGY

Sample selection

A quantitative approach was applied to explore and test the hypothesis. Convenience sampling was conducted through a Google Forms survey distributed to all parents having children learning English at the ASEM VIETNAM center from December 2024 to March 2025, and participation in the survey is entirely voluntary. From the questionnaire sent to the parents of our center, 372 responses were collected. Out of those, by using exclusion questions, 165 inaccurate responses were removed from the data. The final dataset contains

207 responses, which satisfies the minimum required sample size according to Hair et al. (2017) with a total of 31 observed indicators.

$$n = 5 \times 31 = 155.$$

The statistics show that most of the parents who participated in the survey are women, accounting for 83.1%, while men make up only 15.9%. The majority of respondents are aged between 36-45 (57%). Furthermore, looking at the age range of 25-45, most respondents fall within this age group, accounting for 90%. Similarly, a large percentage of survey respondents are office employees (71%), followed by manual labor/service workers (12.1%) and business owners/entrepreneurs (11.1%). The majority of respondents have children in elementary school (accounting for 84.1%), followed by parents with children enrolled in middle school at the center (15.5%). Additionally, a significant proportion of parents responding to the survey have children studying at the center for over 2 years (44.4%), and most respondents have children who have been attending ASEM Vietnam for over a year. The detailed results are presented in Table 1.

Table 1. Demographics of Respondents

Characteristics		Total		Characteristics		Total	
		N	%			N	%
Number of Respondents		207		Number of Respondents		207	
Gender				Children Level of Education			
	Female	172	83.1		Primary School	174	84.1
	Male	33	15.9		Secondary School	33	15.9
	Prefer not to say	2	1	Children Study Duration			
Age					Less than 6 months	18	8.7
	18- 25	7	3.4		6 months - 1 year	53	25.6
	26-35	70	33.8		1 - 2 years	44	21.3
	36-45	118	57		More than 2 years	92	44.4
	46-55	12	5.8				
Occupation							
	Officer	147	71				
	Business Owner	23	11.1				
	Manual Labor / Service	25	12.1				
	Not Working	7	3.4				
	Other	5	2.4				

Statistical data analysis. The data analysis is carried out by SPSS 26 and SmartPLS 3.0

SPSS version 26 was utilized to perform Descriptive statistics were used to summarize the demographic characteristics of the respondents (e.g., gender, age group, education level etc.), as well as to provide an overview of responses

across variables. Partial Least Squares Structural Equation Modeling (PLS-SEM) was employed using SmartPLS version 3.0 to test the measurement and structural models. Reliability and validity assessment were first carried out for all constructs. This included evaluating indicator reliability (outer loadings), internal consistency (via Cronbach's Alpha and Composite Reliability), convergent validity (Average Variance Extracted - AVE), and discriminant validity (using Fornell-Larcker criterion). Following validation of the measurement model, the structural model was assessed to examine the hypothesized relationships among variables. Key outputs included path coefficients, t-values, and p-values derived from bootstrapping (with 5,000 resamples), as well as R² values, effect size (f²), and predictive relevance (Q²).

Measurements

The measurements used in this study were adapted from previous research in the field of services, particularly in educational services, with details to be found in Table 2.

Table 2. Measurement scales with references

Measurement scale	References
Center Educational Quality (4 items)	CEQ1-2 - Teeroovengadum (2016) CEQ3-4 - LeBlanc and Nguyen (1997)
Human Resources (5 items)	HUM1-5 - Silva et al. (2017)- Adapted
Location (3 items)	Ho (2015)
Perceived Price (4 items)	PEP1-4 - Siddiqi et al. (2024)
Facility (5 Items)	FAC1-4 - LeBlanc and Nguyen (1997) FAC5 - Ho (2015)
Trust (4 items)	TRT1 - (Saha & Ali, 2024) TRT2-4 - Huang et al (2022)
Satisfaction (3 items)	SAT1-3 - Nguyen et al. (2021)
Repurchase Intention (3 items)	CUB1-3 - Nguyen et al. (2021)

RESULTS

Measurement model

Table 3 confirms internal consistency across all constructs with Cronbach's α ranging from 0.807 to 0.951. Convergent validity is established with Outer Loadings from 0.780 to 0.953 (> 0.7), CR from 0.844 to 0.964 (> 0.7), and AVE ranging from 0.689 to 0.888 (> 0.5) (Hair et al., 2010; Henseler et al., 2009). These results indicate that all measurement constructs in the model demonstrate strong reliability and convergent validity, ensuring the robustness of the subsequent structural analysis.

Table 3. Reliability and validity of the constructs

Constructs	Items	Description	Outer Loading	Cronbach's Alpha	CR	AVE
Center Educational Quality	CEQ1	Excellent training program	0.845	0.881	0.918	0.737
	CEQ2	Diverse course offerings	0.886			
	CEQ3	Curriculum aligns with goals	0.866			
	CEQ4	Qualified and experienced teachers	0.836			
Facility	FAC1	Classroom layout is effective	0.910	0.937	0.953	0.801
	FAC2	Condition of Building Infrastructure	0.932			
	FAC3	Clean and well-maintained facilities	0.933			
	FAC4	Has good amenities	0.840			
	FAC5	Modern learning equipment	0.857			
Human Resources	HUM1	Teachers regularly update to parents	0.846	0.918	0.938	0.752
	HUM2	Teachers positive attitude	0.859			
	HUM3	Staff understand procedures	0.876			
	HUM4	Personalized student care	0.873			
	HUM5	Positive staff attitude	0.881			
Location	LOC1	Convenient location	0.887	0.855	0.907	0.766
	LOC2	Easy drop-off, low traffic	0.824			
	LOC3	Safe surrounding area	0.912			
Perceived Price	PEP1	Affordable tuition fees	0.892	0.92	0.944	0.808
	PEP2	Reasonable discounts offered	0.850			
	PEP3	Good value for money	0.937			
	PEP4	Competitive tuition fees	0.914			
Satisfaction	SAT1	Satisfied with enrollment	0.937	0.937	0.96	0.888
	SAT2	Meets expectations	0.938			
	SAT3	Wise enrollment decision	0.951			
Trust	TRT1	Keeps promises to parents	0.912	0.951	0.964	0.872
	TRT2	Understands parents' needs	0.953			
	TRT3	Focus on child's development	0.941			
	TRT4	Trustworthy English center	0.929			
Repurchase Intention	CUB1	Will re-enroll my child	0.927	0.911	0.944	0.848
	CUB2	First choice for future child	0.917			
	CUB3	Willing to recommend to others	0.919			

The square root of the AVE of each latent variable (on the diagonal) is greater than the correlation between that variable and any other latent variable in Table 4. This validates that discriminant validity is supported by the Fornell-Larcker criterion (Fornell & Larcker, 1981)

Table 4 . Fornell-Larcker criterion

Items	CEQ	FAC	HUM	LOC	PEP	SAT	TRT	CUB
CEQ	0.859							
FAC	0.694	0.895						
HUM	0.706	0.646	0.867					
LOC	0.470	0.503	0.542	0.875				
PEP	0.705	0.638	0.639	0.434	0.899			
SAT	0.765	0.673	0.668	0.388	0.714	0.942		
TRT	0.681	0.623	0.630	0.385	0.711	0.793	0.934	
CUB	0.676	0.583	0.579	0.359	0.662	0.759	0.783	0.921

Note: The square root of AVE is on the diagonal

Structural Equation Model

Path coefficients above 0.2, and the p-value under 0.05 with a T value >1.96 are used to verify the statistically significant relationships between the variables (Hair et al., 2017). F-squared values ranged from 0.02 to 0.15, 0.15 to 0.35, and above 0.35 represent moderate, medium, and strong effects, respectively, in explaining the variance of the dependent variable (Hair et al., 2019).

Table 5. Relationship between variables diagram

Path	β	t	p -value	f -squared	Hypothesis	Hypothesis support
SAT -> CUB	0.372	5.331	***	0.153	H1	Supported
TRT -> CUB	0.488	6.853	***	0.263	H2	Supported
CEQ -> TRT	0.471	6.499	***	0.226	H5	Supported
CEQ -> SAT	0.379	4.226	***	0.155	H6	Supported
HUM -> TRT	0.297	4.540	***	0.090	H7a	Supported
HUM -> SAT	0.159	2.465	*	0.031	H7b	Supported
FAC -> SAT	0.178	2.518	*	0.042	H8b	Supported
LOC -> SAT	-0.081	1.530	0.817	0.031	H10	Not Supported
PEP -> SAT	0.267	3.277	**	0.097	H9	Supported

Note: * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Table 5 and Figure 2 show that **Trust** ($\beta = 0.488$, f-square = 0.263, t-value = 6.853, p-value = 0.000) and **Satisfaction** ($\beta = 0.372$, f-square = 0.153, T-value = 5.331, p-value = 0.000) have a medium impact on **Repurchase Intention**. Thus, **H1, H2 are supported**.

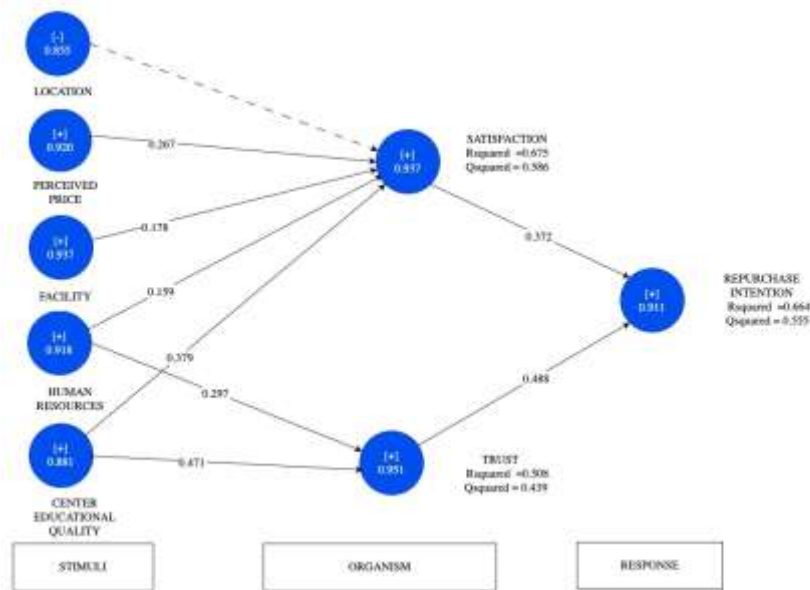


Figure 2: Results of Model Assessment

Center Educational Quality shows medium impact on **Trust** ($\beta = 0.471$, f-squared = 0.226) and **Satisfaction** ($\beta = 0.379$, f-squared = 0.155). **Human Resources** has a moderate impact on **Trust** ($\beta = 0.297$, f-square = 0.090) and **Satisfaction** ($\beta = 0.159$, f-squared = 0.031). Thus, **H3, H4, H5, H6** are supported.

The impact of **Facility** and **Perceived Price** on **Satisfaction** is statistically significant ($\beta = 0.178$, p-value < 0.05 and $\beta = 0.267$, p-value < 0.01), although with a moderate intensity (f-squared = 0.042, f-squared = 0.097), leading to the acceptance of **H7** and **H9**.

Given that the P-value is greater than 0.05, **Location** does not have a significant impact on **Satisfaction**, nor does **Facility** have an impact on **Perceptions of Transformative Quality**. This means that **H8** is not supported.

The model shows moderate in-sample explanatory power for all constructs (Repurchase intention, Satisfaction, and Trust) with $R^2 > 0.5$. Q^2 values exceeding 0.50 indicate strong predictive relevance for Repurchase Intention and Satisfaction. For Trust, $Q^2 = 0.439 < 0.5$ reveals a moderate out-of-sample relevance (Hair et al., 2017).

DISCUSSION

The study's most significant contribution is the application of the SOR model in predicting the repurchase behavior of parents at the ASEM Vietnam. Adding a new perspective by placing parents in the role of customers despite their indirect experience with core services and thereby challenging traditional views of service perception in education.

The model demonstrates that repurchase intention is driven primarily by trust, followed by satisfaction, aligning with the previous studies in education (Khan et al., 2023; Kiemas & Hussein, 2024) and confirming Commitment-Trust Theory (Morgan & Hunt, 1994). This confirms prior studies asserting trust's central role in loyalty formation in education (Huang et al., 2022), while also reaffirming satisfaction's contribution (Wu et al., 2015). In this regard, education mirrors other

service industries in the realm of relationship marketing, where customer loyalty is fundamentally shaped by trust. This pattern has been consistently observed across various sectors, such as banking (Saha & Ali, 2024) and retail (Chatzoglou et al., 2022), suggesting that trust serves as a central mechanism through which long-term engagement is fostered.

Center Educational Quality—comprising curriculum and teacher qualifications—emerges as a vital stimulus, directly affecting both satisfaction and trust, and indirectly influencing repurchase intention. This validates its foundational role in forming educational value perceptions (Khan et al., 2023; Sultan & Wong, 2012). Confirmed as a core or technical component of service when positioned alongside Marketing Mix elements (i.e., service delivery components). It plays a contributing—even leading—role in influencing parental satisfaction, trust, and ultimately motivating repurchase intention. This finding confirms the assertion of Nguyen et al. (2021) that core educational quality is the key determinant of service quality in education, impacting the parents' loyalty to school via Satisfaction. Although there are differences in context and research object, this study—focusing on parents of K-12 students—yields results consistent with those of Sultan & Wong (2012) who also found that the perception of service quality, including educational quality (academic service), administrative service quality (functional service), and facility quality, significantly influences satisfaction and trust. This study further validates the impact of service quality and administrative (functional) service quality on satisfaction, an aspect that diverges from Teeroovengadam (2019), who argued that functional service quality (comprising service delivery and core educational service) does not significantly affect customer satisfaction. This discrepancy may be attributed to differences in research context. Specifically, in this study, parents, who do not directly experience the service, rely on the information they receive from the center, which shapes their satisfaction and trust. As external evaluators, parents rely heavily on institutional signals such as curriculum design and teacher qualifications to assess quality. These signals serve as proxy indicators, especially since parents are not directly involved in the classroom experience. In contrast, students assess satisfaction through subjective and experiential outcomes. Thus, in studies involving students, curriculum and qualifications often exert indirect effects via transformative quality or perceived value. By contrast, students, as direct consumers, tend to form judgments based on more concrete personal experiences, such as transformative learning or perceived value, which become stronger predictors of their satisfaction. This study also confirms the strong influence of curriculum and teacher competence on repurchase intention, via the mediating roles of satisfaction and trust. It echoes findings from Al Hubaishi & Ali (2022) that the curriculum contributes significantly to the reliability dimension of perceived service quality.

Furthermore, Marketing-related stimuli—such as facilities, perceived price, and human resources—exert modest but statistically significant impacts on satisfaction, except location, which shows no effect on either satisfaction or repurchase intention. Among these, perceived price contributes the most, followed by human resources and facility, aligning with previous findings by Sultan & Wong (2012) and Li & Hung (2009). That price perception emerges as the strongest

predictor within this model reinforces the nature of parents as customers in the private education context. Human Resources (non-academic), including the behavior, attitude, and professionalism of teachers and support staff, influence trust and satisfaction, which in turn mediate their impact on repurchase intention. This relationship has been affirmed by Sultan & Wong (2012) and Teeroovengadam (2016).

CONCLUSIONS AND RECOMMENDATIONS

This study applies the SOR (Stimulus–Organism–Response) model to explore factors influencing parents’ repurchase intention at ASEM Vietnam English Center in Vinh City. Using quantitative methods based a data of 207 respondents using SEM on SPSS 26 and SMART PLS 3.0 the research identifies key external stimuli – educational quality, facilities, perceived price, human resources – as drivers of internal perceptions: satisfaction, trust which in turn, lead to parental intention of re-enroll their children at the English Language Center.

Among these, Educational Quality, including the center’s curriculum, and teacher competence, emerges as the most influential stimulus. Its effect is primarily mediated through the parents’ Trust. In turn, Trust is the most decisive predictor of repurchase intention, followed by satisfaction. Marketing-related stimuli like Facilities, Perceived Price, and Human Resources show moderate effects on Satisfaction, while Location has no significant influence. These findings support a holistic view that both educational impact and service experience co-create customer loyalty.

Based on these insights, several strategic implications can be drawn to help English centers enhance both educational effectiveness and customer retention. For English Centers, strategic recommendations include:

- Enhancing perceived transformative outcomes through transparent reporting, visible student progress, extracurricular programs, and recognition systems.
- Strengthening institutional perceived educational quality via branding, consistent curriculum delivery, investment in both local and foreign teacher quality, and transparent communication.
- Developing human resources by implementing service KPIs, professional training, and a multi-touchpoint service model.
- Focusing on service experience over price competition, with smart use of discount programs combined with value-added offerings. Optimizing facilities to meet high standards for comfort, cleanliness, and modern educational support.

FURTHER STUDY

While this study offers valuable insights into parental reenrollment behavior, several limitations must be acknowledged and improved with future research.

First, the sample was limited to 207 parents from a single center, and data were collected cross-sectionally, which may restrict the model’s generalizability and predictive power. Future research should expand the sample size, diversify geographical locations, and adopt longitudinal or multi-site designs to strengthen reliability. Second, the study used the traditional marketing mix for

service delivery components. Future studies are encouraged to explore the full 7Ps framework—including Process, Physical Evidence, and Promotion—for a more comprehensive understanding of marketing impacts. Additionally, while educational quality was treated as a stimulus in this study, it may also function as an internal perception (organism) in some contexts. Further research could explore this dual role. Other promising directions include integrating variables like parental commitment, learner motivation, and comparing parental versus student perceptions to better understand service gaps. Lastly, cultural context may moderate relationships in the SOR model, so cross-cultural studies would help test the model's adaptability in different educational environments.

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