

The quality of advocacy services in primary school social work from the perspective of Vietnamese teachers

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ABSTRACT

This study aimed to assess the level of satisfaction among primary school teachers with advocacy services in school social work and to identify influencing factors. A quantitative method was applied through a questionnaire survey of 398 primary school teachers, focusing on evaluating aspects of advocacy services such as reliability, responsiveness, professional competence, empathy, and implementation conditions. The results showed that the overall satisfaction level of teachers was quite high ($M=4.01$, $SD=0.27$), and all components of the service were viewed positively. Simultaneously, factors such as gender, age, location, and region influenced how teachers evaluated the quality of the service, while years of service and educational level had only a limited impact. On the other hand, all service components showed a positive correlation with the level of satisfaction with advocacy services in school social work. In this study, responsiveness, reliability, empathy, and implementation conditions showed statistically significant results. Therefore, the study suggests policy directions and further research, particularly in applying the service quality (SERVQUAL) model to measure and improve aspects of social work services.

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1. INTRODUCTION

In the context of global education facing numerous challenges related to inequality, cultural diversity, and the growing need for psychosocial support, the advocacy role of social workers is of paramount importance [1], especially in schools [2]. Studies have shown that structural barriers, social bias, economic stratification, and lack of resources have prevented many students, especially disadvantaged students, from accessing equitable learning opportunities, requiring professionals with advocacy skills to protect their rights and promote their comprehensive development [3], [4].

In school social work, advocacy is considered a core task of social workers [5]. Modern advocacy models emphasize a care-oriented approach to ensure the voice and rights of service users [6], while also focusing on advocacy in trauma intervention for students and families [7]. Furthermore, advocacy for social justice is considered an important competency of social workers and is encouraged to be integrated into teaching activities and building an inclusive learning environment [8]. Advocacy skills also help social workers identify inequalities, adjust practices, and meet the needs of students [9], [10]. In addition, in the context of a multi-ethnic urban environment, social workers and teachers also advocate for immigrant and refugee students and their families to overcome barriers [11], [12].

In schools, social workers perform advocacy at the individual, group, and system levels, including connecting resources, protecting student rights, and promoting a safe school environment [13], [14]. They also support immigrant and refugee students in cultural integration, conflict reduction, and equitable access to education [15]. At the policy level, advocacy involves interaction with regulatory bodies and authorities, where perceptual differences can affect implementation [16]. In advocacy, the role of interdisciplinary collaboration between teachers, social workers, school counselors, and psychologists is crucial for identifying problems and implementing appropriate support strategies [17]–[19]. At the same time, school counselors and social workers act as a bridge between students, families, and schools to protect learners' right to development [20]. However, the implementation of advocacy during counseling remains limited [21], while this capacity is influenced by ethical awareness, leadership skills and coordination abilities [22].

NASW affirms that advocacy is a core task to promote equity and improve service quality (SERVQUAL) [23]–[25]. Assessment tools such as the school-based advocacy and awareness scale (SBAAS) have also been developed to standardize this activity in schools [26]. This shows that it is necessary to build a legal framework, train human resources and strengthen inter-sectoral cooperation for school social work in Vietnam [27]. Some studies also point out many factors affecting the effectiveness of advocacy such as individual capacity, organizational environment, policy awareness and community support [28], [29]. At the same time, the personal characteristics and work context of teachers also affect the level of implementation and the role of advocacy in schools [12], [15].

In Vietnam, although school social work is still quite new, this field has contributed to solving many pressing issues such as students' mental health, school violence, inequality in access to education and the lack of connection between family-school-community [30], [31]. Therefore, advocacy activities in school social work, especially at the primary level, are of great importance. However, there is still a lack of systematic analytical studies on primary school teachers' perceptions of advocacy services as well as differences according to socio-demographic characteristics, while teachers' perceptions directly affect the level of cooperation and the ability to implement services in schools [32]. In addition, domestic studies show that social work activities are still fragmented, lacking professional human resources and legal mechanisms to support advocacy, hindering the sustainable implementation of this service in schools [33]. This study addresses the lack of evidence on teachers' perspectives of advocacy services in Vietnam and applies the SERVQUAL model to evaluate satisfaction and influencing factors. Based on this, the study aims at the following hypotheses: i) teachers' satisfaction is at a high level (H1); ii) satisfaction differs significantly across demographic factors (H2); and iii) satisfaction is influenced by trust, responsiveness (H3).

2. METHOD

2.1. Research model

The research model is built based on the SERVQUAL theoretical framework [34] to assess the difference in the level of satisfaction of primary school teachers with advocacy services in social work at school. The model focuses on five main dimensions of SERVQUAL including: trust (T), responsiveness (R), capacity (C), empathy (E), and conditions of implementation (IC). These factors affect satisfaction with the quality of advocacy services in social work at primary schools at different levels. This is illustrated in Figure 1.

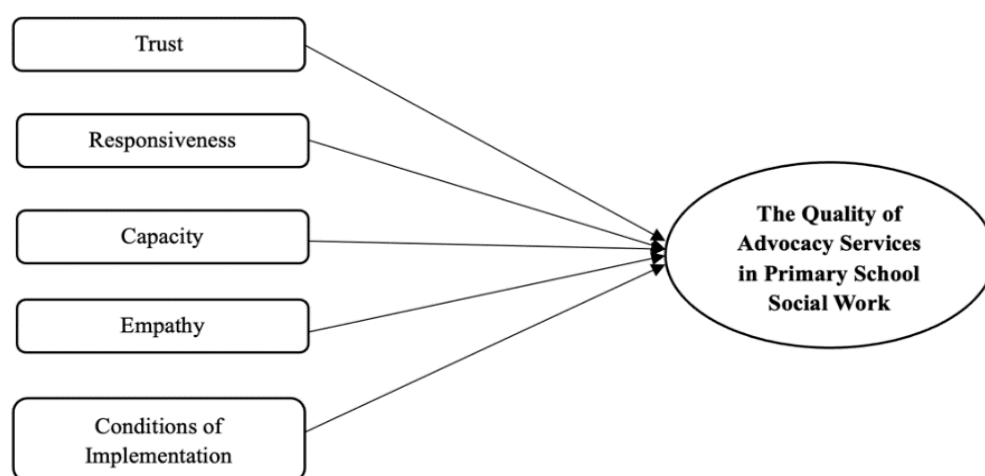


Figure 1. The model research model on the quality of advocacy services in social work at primary schools

2.2. Population and sample

The study surveyed 400 primary school teachers from three provinces representing three regions of Vietnam: the north (Tuyen Quang province), the central region (Da Nang city), and the south (Vinh Long province). Each province surveyed one school located in an urban area and one in a rural area. The northern and southern regions each surveyed 130 teachers, while the central region, including Da Nang city (a centrally-governed city), surveyed 140 teachers. This sample size selection ensures representativeness across all regions of Vietnam within a multicultural context. However, two questionnaires were invalid due to incomplete answers to the survey questions, so the total number of valid questionnaires collected was 398. Teachers were selected from primary schools to ensure representativeness in terms of region, school size and occupational characteristics of the three regions of north, central, and south of Vietnam. The sample size characteristics are shown in Table 1.

Table 1 shows that the majority of teachers participating in the survey were female (73.6%), while 26.4% were male. The most common age group was from 35 to under 45 years old (36.7%), followed by the 25–35 year old group (25.9%). The majority of teachers were Kinh (91%). In terms of living area, 55% were in rural areas and 45% were in urban areas. Teachers came from three regions with the following proportions: the north 27.1%, the central 42% and the south 30.9%. In terms of working experience, the group with 5 to under 10 years of experience accounted for the highest proportion (40.7%), followed by the group with over 15 years (28.4%). In terms of professional qualifications, the majority of teachers had a bachelor's degree (87.7%), while the remaining 12.3% had a master's degree. This sample size distribution is quite diverse, allowing for reliable statistical analysis while providing insightful quantitative information.

Table 1. Socio-demographic information of teachers participating in the survey

	Characteristic	Frequency (f)	Percentage (%)
Gender	Female	293	73.6
	Male	105	26.4
	Another	0	0
Age group	Under 25 years old	20	5.0
	From 25 to under 35 years old	103	25.9
	From 35 to under 45 years old	146	36.7
	From 45 to under 55 years old	96	24.1
	Over 55 years old	33	8.3
Ethnic	Kinh	362	91.0
	Ethnic minorities	36	9.0
Location	Rural	219	55.0
	Urban	179	45.0
Place of residence	Northern	108	27.1
	Central	167	42.0
	Southern	123	30.9
Work experience	Under 5 years	39	9.8
	From 5 to under 10 years	162	40.7
	From 10 to under 15 years	84	21.1
	Over 15 years	113	28.4
Professional qualifications	Bachelor	349	87.7
	Master	49	12.3
	Doctor	0	0

2.3. Instruments

A quantitative study was conducted to assess the level of teachers' satisfaction with different aspects of social work advocacy services in primary schools. To assess the level of primary school teachers' satisfaction with social work advocacy services, the study used a questionnaire based on the SERVQUAL model of Parasuraman *et al.* [34]. This scale consists of five levels from 1 (completely dissatisfied) to 5 (completely satisfied) to measure the level of teachers' agreement with statements related to SERVQUAL.

The survey indicators are built based on five basic SERVQUAL dimensions [34], including: i) trust: ability to perform services accurately, reliably and on schedule, including five factors; ii) responsiveness: level of readiness and promptness to support and meet the needs of social workers, including five factors; iii) capacity: knowledge, professional skills and ability to create trust of social workers, including five factors; iv) empathy: level of concern, understanding and care of social workers, including five factors; and v) conditions of implementation: conditions, support equipment and form of service implementation, including five factors. The questionnaire was designed to both assess overall satisfaction (satisfaction, consisting of five factors) and identify specific aspects that teachers perceive about advocacy services. The collected quantitative research results were processed on SPSS version 27 software to test the reliability

of the scale, exploratory factor analysis (EFA) as well as t-test, analysis of variance (ANOVA), and Pearson correlation to evaluate teachers' perspectives on satisfaction with advocacy services in social work at primary schools.

3. RESULTS AND DISCUSSION

To ensure the accuracy and reliability of the scales assessing teachers' perspectives on the level of satisfaction with advocacy services in social work at primary schools, the study conducted reliability testing using Cronbach's alpha coefficient. Table 2 shows that all scales achieved Cronbach's alpha values above 0.7, specifically trust scale reached 0.986; responsiveness 0.959; capacity 0.880; empathy 0.877; conditions of implementation 0.884; and satisfaction 0.771. The item-total correlation coefficients of each item in the scales all exceeded 0.3, ensuring that each question was closely linked to the overall scale [35]. In particular, the trust, responsiveness and capacity scales achieved very high Cronbach's alpha coefficients, demonstrating excellent internal consistency and reliability. Although the satisfaction scale had a slightly lower item-total correlation coefficient, it was still within acceptable limits, suitable for quantitative analysis in this study. These results confirmed that the survey instrument based on the SERVQUAL model has high reliability and is suitable to accurately reflect teachers' perspectives on the quality of advocacy services in social work at primary schools [34].

Table 2. Results of reliability testing of research scales

Variables	Corrected item– total correlation of item 1	Corrected item– total correlation of item 2	Corrected item– total correlation of item 3	Corrected item– total correlation of item 4	Corrected item– total correlation of item 5	Cronbach's α
Trust	0.775	0.744	0.739	0.764	0.700	0.986
Responsiveness	0.658	0.666	0.668	0.684	0.707	0.959
Capacity	0.706	0.713	0.704	0.713	0.726	0.880
Empathy	0.724	0.716	0.703	0.701	0.668	0.877
Conditions of implementation	0.720	0.740	0.712	0.728	0.706	0.884
Satisfaction	0.478	0.537	0.574	0.538	0.583	0.771

The study also conducted an EFA to evaluate five factors affecting teachers' satisfaction with advocacy services in social work in primary schools. The results showed that the Kaiser-Meyer-Olkin (KMO) coefficient=0.834, sig Bartlett's test=0.000<0.05, so the factor analysis was appropriate. There were five factors extracted based on the eigenvalue criterion=3.930 (>1), so these five factors summarized the information of 25 observed variables entered into EFA in the best way. The total variance extracted by these five factors was 67.905%>50%, so the five extracted factors explained 67.905% of the data variation of 25 observed variables participating in EFA. Furthermore, the results of the EFA rotation matrix analysis are shown in Table 3.

The results of the EFA rotation matrix analysis from Table 3 show that the five extracted factors are consistent with the theoretical structure of the model, with the observed variables all loading strongly on the correct factor group (>0.75). Specifically, the reliability group (T1–T5) has loading factors ranging from 0.808 to 0.861; the implementation conditions group (IC1–IC5) loads from 0.810 to 0.840; the competence group (C1–C5) loads from 0.814 to 0.831; the empathy group (E1–E5) loads from 0.787 to 0.832; and the responsiveness group (R1–R5) loads from 0.782 to 0.824. The loading factors all exceed the proposed threshold of 0.50, indicating that the scale has good convergent and discriminant validity [35]. This result also confirms that the five-factor structure is appropriate and fully reflects the aspects of advocacy SERVQUAL in primary school social work based on the SERVQUAL model [34].

For the dependent variable of teachers' satisfaction with advocacy services in social work at primary schools, the results of the EFA showed that the scale reached a level of statistical suitability. The KMO index reached 0.779, exceeding the minimum threshold of 0.5, and the Bartlett's test had a $p=0.001$ (<0.05), confirming that the data were completely suitable for factor analysis [35], [36]. The factor extraction results showed that a single factor was formed with eigenvalue=2.619 (>1), reflecting the validity according to Kaiser criteria. The total variance extracted reached 52.376%, exceeding the threshold of 50%, indicating that this factor explained more than half of the variation of the five observed variables in the scale. The rotation matrix shows that all five observed variables load onto the same factor with factor loadings: S5=0.758; S3=0.751; S2=0.721; S4=0.717; S1=0.668, respectively. The loadings are all higher than the threshold of 0.5, demonstrating good convergence of the measured variables and confirming the unidimensional structure of the scale. These results show that the satisfaction scale has good convergent validity and is suitable for use in subsequent analyses [35]. Thus, the results of reliability testing and EFA show that all scales meet the

reliability requirements with Cronbach's alpha coefficient >0.7 and item-total correlation coefficient exceeding the threshold of 0.3. EFA analysis confirmed the five-factor structure with loading factors all >0.5 , ensuring good convergent and discriminant validity. This confirms that the scales used in the study have high reliability and are suitable for inclusion in subsequent analyses. Teachers' satisfaction level with social work services in primary schools is shown in Table 4 on different aspects.

Table 3. Rotated component matrix of the independent variables

Variables	1	2	3	4	5
T1	0.861				
T4	0.855				
T2	0.841				
T3	0.836				
T5	0.808				
IC2		0.840			
IC4		0.831			
IC1		0.828			
IC3		0.817			
IC5		0.810			
C5			0.831		
C4			0.822		
C2			0.819		
C3			0.816		
C1			0.814		
E3				0.832	
E1				0.830	
E2				0.830	
E4				0.810	
E5				0.787	
R5					0.824
R4					0.803
R3					0.794
R2					0.791

Table 4. Satisfaction with advocacy services in primary school social work (n=398)

Variables	Minimum	Maximum	M	SD
Trust	2.60	5.00	4.00	0.39
Responsiveness	1.20	5.00	3.91	0.54
Capacity	1.60	4.80	3.89	0.52
Empathy	1.60	4.80	3.91	0.52
Conditions of implementation	2.80	4.80	3.89	0.35
Satisfaction	3.20	4.80	4.01	0.27

Teachers who participated in the survey (n=398) generally gave positive evaluations of the quality of advocacy services in primary school social work. Descriptive results showed that the overall satisfaction level was quite high (M=4.01, SD=0.27), reflecting a relatively large consensus among teachers. Among the components of SERVQUAL, "reliability" was rated the highest (M=4.00, SD=0.39), indicating that teachers believed that social workers fulfilled their professional commitments and maintained consistency in service. The factors "responsiveness" (M=3.91, SD=0.54), "competence" (M=3.89, SD=0.52) and "empathy" (M=3.91, SD=0.52) were rated at a fair level, but the relatively large standard deviations showed significant differences in teachers' perceptions between schools or specific support situations. The factor "implementation conditions" also achieved a positive rating (M=3.89, SD=0.35), reflecting the relatively secure facilities and service organization environment. Overall, these ratings show that teachers perceive advocacy services to be provided with a relatively good quality level, but there are still inconsistencies in some aspects related to the responsiveness and professional skills of social workers.

Teachers' satisfaction with the quality of advocacy services in social work in primary schools is also evaluated by different aspects such as: gender, age, ethnicity, location, region, seniority and education level. Independent t-test analysis was conducted to compare the satisfaction level of social work advocacy SERVQUAL between male and female teachers in primary schools (n=398). The results showed that there was no statistically significant difference between male and female teachers in terms of "reliability" ($t(396)=-0.244$, $p>0.05$) and "implementation conditions" ($t(396)=-1.76$, $p>0.05$). However, statistically significant differences appeared in many important components of SERVQUAL. Specifically, male teachers rated "responsiveness" ($t(396)=-3.40$, $p=0.001$), "competence" ($t(396)=-3.26$, $p=0.001$), and "empathy" ($t(396)=-4.89$, $p<0.001$) higher than female teachers. However, there was no significant difference between

the two genders in “overall satisfaction” ($t(396)=1.46, p>0.05$), indicating that despite differences in each component, the overall satisfaction levels of male and female teachers were relatively similar. Overall, the results indicated that male teachers tended to rate some aspects of advocacy services more positively than female teachers, especially in the responsiveness, professional competence, and empathy of social workers, but this did not significantly change the overall satisfaction levels between the two groups.

A one-way ANOVA was conducted to compare satisfaction levels with advocacy SERVQUAL among groups of teachers of five different age groups ($n=398$). The results showed that there were statistically significant differences between age groups in all service components, including: “reliability” ($F(4, 393)=3.28, p=0.012$), “responsiveness” ($F(4, 393)=3.25, p=0.012$), “competence” ($F(4, 393)=4.21, p=0.002$), “empathy” ($F(4, 393)=4.29, p=0.002$), “implementation conditions” ($F(4, 393)=3.39, p=0.010$) and “overall satisfaction” ($F(4, 393)=2.93, p=0.021$). Looking at the mean values, it is evident that teachers aged over 55 consistently gave the highest ratings on most variables (M from 4.02 to 4.16), while those under 25 generally had lower mean scores than the other groups (M from 3.61 to 3.89). The middle-aged groups (25–54 years) tended to give fairly average and relatively stable ratings, fluctuating around 3.80–4.02. This suggests that age is a significant factor influencing teachers’ perceptions of the quality of advocacy services; specifically, older teachers showed more positive ratings of the effectiveness of support, professional competence, and empathy of primary school social workers.

Table 5 shows the results of the independent t-test analysis conducted to compare the level of satisfaction with the quality of physical education services between Kinh teachers ($n=362$) and teachers from ethnic minorities ($n=36$). The results showed that there was no statistically significant difference between the two groups for the components “reliability” ($t(396)=1.31, p=0.189$), “responsiveness” ($t(396)=-0.23, p=0.818$), “competence” ($t(396)=0.26, p=0.788$), “empathy” ($t(396)=-0.02, p=0.980$) and “implementation conditions” ($t(396)=0.64, p=0.521$). This shows that teachers from different ethnicities generally have similar assessments of the quality of advocacy service aspects. However, the results noted a statistically significant difference in the level of “overall satisfaction” ($t(396)=-2.06, p=0.040$), in which ethnic minority teachers reported higher satisfaction ($M=4.10, SD=0.26$) than Kinh teachers ($M=4.00, SD=0.27$). Although this difference was not large in terms of mean values, it showed a positive trend in meeting the needs and expectations of ethnic minority teachers for advocacy services in social work.

Independent t-test analysis was conducted to compare the satisfaction level with the quality of advocacy services between teachers living in rural ($n=204$) and urban areas ($n=194$). The results showed that there were statistically significant differences between the two groups in all service components. Specifically, urban teachers rated significantly higher than rural teachers on “reliability” ($t(396)=-4.64, p<0.001$), “responsiveness” ($t(396)=-6.61, p<0.001$), “competence” ($t(396)=-6.91, p<0.001$), “empathy” ($t(396)=-6.60, p<0.001$) and “implementation conditions” ($t(396)=-4.21, p<0.001$). These differences suggest that social work advocacy services in urban elementary schools may be provided with better levels of expertise, responsiveness, and emotional support than in rural areas. In addition, the level of “overall satisfaction” was also statistically significant ($t(396)=-2.29, p=0.022$), with urban teachers expressing higher levels of satisfaction ($M=4.04, SD=0.26$) than rural teachers ($M=3.98, SD=0.27$). Overall, the results suggest that location is an important factor influencing teachers’ perceptions of the quality of advocacy services, with urban teachers tending to rate all aspects more positively.

Table 5. Comparing satisfaction with the quality of advocacy services in primary school social work by ethnicity

Variables and ethnic	n	M	SD	df	t	p
Trust				396	1.31	0.189
Kinh	362	4.01	0.52			
Ethnic minorities	36	3.92	0.57			
Responsiveness				396	-0.23	0.818
Kinh	362	3.91	0.56			
Ethnic minorities	36	3.93	0.27			
Capacity				396	0.26	0.788
Kinh	362	3.90	0.53			
Ethnic minorities	36	3.87	0.38			
Empathy				396	-0.02	0.980
Kinh	362	3.91	0.53			
Ethnic minorities	36	3.92	0.40			
Conditions of implementation				396	0.64	0.521
Kinh	362	3.90	0.36			
Ethnic minorities	36	3.86	0.29			
Satisfaction				396	-2.06	0.040
Kinh	362	4.00	0.27			
Ethnic minorities	36	4.10	0.26			

Table 6 presents the ANOVA results comparing the satisfaction levels of 395 teachers in the north, central, and south regions. The results show statistically significant differences in most service factors such as reliability, responsiveness, competence, empathy, and implementation conditions ($p < 0.001$). Teachers in the north and central regions rated the service components higher ($M \approx 4.04\text{--}4.08$) compared to those in the south ($M = 3.60\text{--}3.87$). However, there was no significant difference in overall satisfaction levels between the three regions ($p = 0.869$).

Table 6. Comparing satisfaction with the quality of advocacy services in primary school social work

Variables and place of residence	n	M	SD	df	F (2, 395)	p
Trust				395	11.39	0.000
Northern	132	4.07	0.32			
Central	131	4.06	0.41			
Southern	135	3.87	0.41			
Responsiveness				395	32.86	0.000
Northern	132	4.06	0.29			
Central	131	4.05	0.40			
Southern	135	3.62	0.71			
Capacity				395	38.24	0.000
Northern	132	4.04	0.31			
Central	131	4.05	0.40			
Southern	135	3.60	0.65			
Empathy				395	42.78	0.000
Northern	132	4.08	0.28			
Central	131	4.07	0.41			
Southern	135	3.61	0.64			
Conditions of implementation				395	10.17	0.000
Northern	132	3.92	0.32			
Central	131	3.97	0.37			
Southern	135	3.79	0.34			
Satisfaction (S)				395	0.14	0.869
Northern	132	4.00	0.26			
Central	131	4.02	0.27			
Southern	135	4.02	0.27			

ANOVA analysis by years of service showed statistically significant differences in two factors: “reliability” ($p = 0.020$) and “empathy” ($p = 0.042$). Teachers with over 15 years of experience rated reliability the highest, while the 10–15 years group rated it the lowest for both factors. Other factors such as responsiveness, competence, implementation conditions, and overall satisfaction did not show significant differences between seniority groups ($p > 0.05$). On the other hand, ANOVA analysis by educational level showed statistically significant differences in the two factors “reliability” ($p < 0.001$) and “implementation conditions” ($p = 0.022$). Teachers with a bachelor's degree rated these two factors higher than the master's degree group. However, there were no significant differences between the two groups in responsiveness, competence, empathy, and overall satisfaction ($p > 0.05$).

Evaluating teachers' satisfaction with advocacy services not only provides data reflecting the effectiveness of social work implementation in primary schools but also allows identifying key factors influencing this process. Correlation analysis between factors will help guide solutions to improve services in the future. This result is shown in Table 7. Pearson correlation analysis showed that the advocacy SERVQUAL factors all had a positive relationship with the satisfaction of primary school teachers. Specifically, “reliability”, “responsiveness”, “empathy”, and “implementation conditions” had a statistically significant positive correlation with satisfaction levels, while “competence” had a positive correlation but not a statistically significant one. The service factors also had a strong correlation with each other ($r = 0.468\text{--}0.839$, $p < 0.01$), indicating that when these aspects were performed well simultaneously, the overall satisfaction level would be higher, consistent with the SERVQUAL model [34].

Table 7. Correlation of factors and teachers' satisfaction with advocacy services in primary school social work

Variables	1	2	3	4	5	6
1. Trust	1					
2. Responsiveness	0.122*	1				
3. Capacity	0.139**	0.543**	1			
4. Empathy	0.095*	0.567**	0.822**	1		
5. Conditions of implementation	0.115*	0.556**	0.805**	0.839**	1	
6. Satisfaction	0.127*	0.468**	0.475**	0.471**	0.482**	1

* $p < 0.05$; ** $p < 0.01$

The results showed that primary school teachers were generally quite satisfied with advocacy services in school social work, similar to previous studies on the role of SERVQUAL in improving the effectiveness of educational support [32]. Demographic analysis showed that gender and age had a certain influence: male teachers rated higher on responsiveness, competence, and empathy; teachers over 55 years old had a more positive rating, suggesting that professional experience can increase trust in support services [36].

Meanwhile, ethnicity and educational level only affected some factors such as reliability and implementation conditions, while overall satisfaction levels were almost the same across groups. Conversely, geographical location and region had a significant influence, with teachers in urban areas, the north, and the central region rating services higher, reflecting differences in resources and access to social work services [37], [38]. Seniority only slightly affected the factors “reliability” and “empathy,” suggesting that work experience helps form a more detailed perception of SERVQUAL but does not significantly change overall satisfaction levels.

Overall, factors such as trustworthiness, responsiveness, empathy, and implementation conditions play an important role in enhancing teacher satisfaction, consistent with several studies [32], [39], and also show that synchronously improving service aspects will contribute to enhancing the effectiveness of school social work in the context of current educational innovation. In particular, developing human resources, strengthening implementation conditions, and fostering interdisciplinary cooperation will significantly contribute to improving the quality of advocacy services in particular and school social work services in general in Vietnam.

4. CONCLUSION

This study shows that primary school teachers’ satisfaction with social work advocacy services is generally quite good, especially in the aspects of reliability, responsiveness, competence, empathy and implementation conditions. However, teachers’ satisfaction is influenced by demographic characteristics such as gender, age, location and region, while seniority and education level have only limited influence. Specifically, male teachers, older teachers, teachers living in urban areas and teachers from the north and central regions often rate the quality of services higher. Pearson correlation analysis showed that all SERVQUAL factors had a positive relationship with overall satisfaction, in which responsiveness, trust, empathy, and conditions of implementation were statistically significant. It is an integration of many factors, in which the capacity of the social work service team plays a leading role.

These results provide important practical implications for improving the quality of advocacy services in primary school social work. First, managers and policy makers should focus on improving key service elements such as reliability, responsiveness, and empathy. At the same time, appropriate adjustments are needed to reduce differences in perceptions among groups of teachers, especially teachers in rural or resource-limited areas. Training and capacity development programs for primary school social workers should emphasize consistent service delivery, along with communication and relationship skills, and interdisciplinary coordination, to improve teacher satisfaction and advocacy SERVQUAL. So, teacher satisfaction depends on the overall quality of service elements and some demographic characteristics. Improving the quality of service aspects will not only improve teacher satisfaction but also contribute to increasing the effectiveness of school social work. These results provide a quantitative basis for proposing policies, solutions and further research directions to improve advocacy services in primary education settings.

Limitations of the study and directions for future research: although the study provides valuable information on primary school teachers’ satisfaction with social work advocacy services, there are some limitations. The data are based primarily on self-report surveys, are quantitative in nature, and may be subject to subjective bias. In addition, the cross-sectional study does not allow for the determination of causal relationships between service elements and satisfaction, and does not consider other external factors such as physical conditions or work pressure. These limitations should be considered in interpreting the results and guiding further research. Further studies should combine qualitative methods and longitudinal research design, while also considering contextual factors such as infrastructure, work environment, and educational policies to better understand the impact of advocacy services in school social work.

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Pham Thi Kieu Duyen	✓	✓	✓		✓	✓		✓	✓		✓			

C : Conceptualization

M : Methodology

So : Software

Va : Validation

Fo : Formal analysis

I : Investigation

R : Resources

D : Data Curation

O : Writing - Original Draft

E : Writing - Review & Editing

Vi : Visualization

Su : Supervision

P : Project administration

Fu : Funding acquisition

CONFLICT OF INTEREST STATEMENT

The authors declare no conflicts of interest.

DATA AVAILABILITY

Derived data supporting the findings of this study are available from the corresponding author [HVH] on request.

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