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Factors affecting online learning satisfaction of students of the Faculty of Business Administration at Van Hien University in HCMC

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Abstract

To determine the factors affecting student satisfaction with the quality of training services at Van Hien University, the author relies on the research model of previous related studies, thereby building a research model and measuring factors affecting student satisfaction. With a research sample size of 320 and using SPSS 20.0 statistical software, the research results have identified 6 factors affecting student satisfaction with the quality of the University's training services. Van Hien, including: (1) Facilities, (2) Teaching staff, (3) Training program, (4) Training organization, (5) Administrative work, (6) Policy tuition.

Keywords: training service quality, satisfaction, Van Hien University

1. Introduction

In Vietnam, educational quality is the top factor that universities aim to bring the best benefits to learners (students, trainees), thereby creating prestige for schools and universities. for the Education sector, bringing benefits to the entire society as the mission that the Education sector is aiming for.

The context of the Covid-19 pandemic has greatly affected all areas of life in general and education in particular. It can be said that education was the field most affected in social life at that time. The prolonged epidemic caused learning and teaching to stagnate. Therefore, online learning is a timely solution to cope with the developments of the Covid-19 epidemic.

In recent years, in order to achieve the vision and fulfill the mission of training quality human resources for the southern region, Van Hien University (VHU), has gradually improved the content and training program. , improve the teaching quality of lecturers, improve services related to learners, create a modern learning environment for students, create a spiritual and humane playground for students in the learning process, Tuition support and scholarship programs reduce the financial burden for poor students, poor families and good students, bringing satisfaction to learners when coming to the school's education system.

However, during the training process at VHU, besides the factors that bring practical benefits to students and satisfy learner satisfaction, there are still factors that are weaknesses that the University needs to recognize. to improve more and better, bringing more satisfaction. The questions are: For what factors are students satisfied and dissatisfied with the quality of the school's training services? What improvements should the school focus on to improve the quality of training services and student satisfaction? To answer the above issues, the author conducted a survey and used quantitative analysis methods to solve this research objective.

2. Theoretical basis

2.1. Service quality

There are many different definitions of service quality. Service quality is the gap between customers' expectations about the service and their perception of the results when using the service (Parasuraman *et al.*, 1985, 1988).

Service quality is the consumer's perception (feeling) about the results of the service (Cronin and Taylor, 1992). Service quality is expressed in the interaction process between customers and the service provider's employees (Svensson, 2002).

2.2. Quality of training services

Training service quality is a relative concept and is understood in many different ways, depending on the approach to the problem.

Five aspects of training service quality include: Quality is superiority (or excellence); is perfection (complete result, without errors); is appropriate to the goal (meets the needs of the learner); is the evaluation of money (worth investing); is a transition (moving from one state to another) (Harvey and Green, 1993). Training service quality is the set of inputs, processes and outputs of the education system to provide services that fully satisfy internal and external customers to meet current expectations. and learners' potential (Cheng and Tam, 1997).

2.3. Customer satisfaction

According to Phillip Kotler (2003), satisfaction is the level of customer perception derived from comparing what is received from a product or service with the customer's

expectations (expectations). Customer satisfaction has 3 levels. (1) dissatisfied when actual results are less than expectations (expectations). (2) satisfaction when the actual result is equal to the expectation (expectation) and (3) pleasure when the actual result is greater than the expectation (expectation). Customer satisfaction is a customer's overall attitude toward a service provider, or a service provider, or an emotional response to differences between what the customer anticipated and what they perceive, with respect to the fulfillment of some need, goal or desire (Hansemark and Albinsson, 2004).

2.4. The relationship between service quality and customer satisfaction

Customer satisfaction and service quality are two distinct but closely related concepts. Service quality is an objective, cognitive, and evaluative concept. Satisfaction is a combination of subjective components, based on feelings and emotions (Shemwell *et al.*, 1998). Research by Zeithaml and Bitner (2000) suggests that these are two distinct concepts. Customer satisfaction is a general concept that refers to customer satisfaction when using services. Meanwhile, service quality only focuses on specific components of the service.

2.5. Related studies

Table 1

TT	Research	Factors affecting
1	Factors affecting student satisfaction with service quality in soft skills training at Dong Nai University of Technology	(1) Lecturers, (2) Facilities, (3) Training program, (4) Learning environment, (5) Tuition policy
2	Training service quality and learner satisfaction in the case of University of Economics, Hanoi National University	(1) Facilities, (2) Training programs, (3) Lecturers, (4) Service capabilities
3	Measuring the quality of student training services at the National University of Greece	(1) Academic perspective, (2) Facilities, (3) Training programs, (4) Staff, (5) Support services
4	The relationship between training service quality and student satisfaction at the Central University of Civil Engineering	(1) Teaching staff, (2) Training program, (3) Facilities, (4) School attention, (5) Administrative work
5	Evaluating student satisfaction with the training quality of the Faculty of Economics and Business Administration of Can Tho University in the period 2012 - 2013	(1) Behavior and attitude of staff, (2) Behavior and capacity of lecturers, (3) Facilities, (4) Training organization, (5) Library, (6) Area field of study and application
6	Student satisfaction with university: The issue of service quality	(1) Tangibles, (2) Responsiveness, (3) Reliability, (4) Assurance, (5) Empathy

3. Research methods

3.1. Methodology

Current status of online learning

Information technology is increasingly developing strongly, online teaching is becoming more and more popular in the world, typically in developed countries with modern education. Large universities in the UK and US deploy many online programs and classes for students who do not have time to study offline. Not only European countries, even Vietnam has implemented distance learning programs using online learning. The recent mass application of online teaching in Vietnam during the social distancing period also revealed shortcomings. The most obvious is the need for equipment for both lecturers and students. Especially at the high school level, not all teachers and students can easily solve equipment problems. This situation is most evident in schools and families in difficult areas, lacking equipment, and not every family has someone proficient in technology. The most popular teaching software today that up to 70% of schools and centers are using for teaching is Zoom, but Zoom

is software specifically for seminars and meetings in businesses, completely Not useful for teaching and learning. Furthermore, the Zoom application is being recommended by experts not to be used because of security issues of information leaking to the outside. In addition to the commonly used applications, there are also traditional applications Facebook messenger and Zalo. Most of the above software has the following disadvantages:

- It is difficult for teachers to control students' class entry and exit times
- There is poor interaction between students and teachers
- Students lose communication skills and interest in learning
- Academic teaching methods are difficult for students to absorb
- Teachers cannot control class size while teaching
- It is difficult for teachers to monitor students' learning progress during class
- Students cannot create groups for general discussion when assigned group exercises by the teacher

- There is no part to share and note the teacher's requests during class
- There is no private chat for teachers and students, whenever students want to talk privately with the teacher
- Students do not have the right to present during class, so when many students speak at the same time, it will easily lead to classroom disruption.
- For foreign language classes, online learning becomes even more difficult because videos and recordings cannot be shared.

Teachers and students both have negative feedback about current online teaching and online classroom management software. They do not bring high teaching effectiveness after each lesson, teachers cannot convey all knowledge to students. students feel bored in studying.

In general, online learning during this pandemic is urgent and the optimal solution for the education industry. Although there are many limitations, there are undeniable benefits such as safety, saving time and money, being able to study anytime, anywhere, practicing concentration skills, choosing courses from far from convenience for students.

3.2. The method of data collection

Observation and listening methods

The observation and listening method is said to be the first method in collecting marketing research data. Through this method, it will be easy to gather the advantages and disadvantages of online learning today. Either directly, we will observe all actions and processes taking place in the classroom or rely on observation equipment to collect data. Based on the available data to get basic data to analyze the pros and cons of online learning.

Survey method

Organize a group survey of many online learning participants via the link provided to highlight the advantages, disadvantages and assessments of both teachers and students. Or we can use the pre-listed questions to answer.

Provide questionnaires that clearly demonstrate each targeted question. Then give each member a survey. Then collect the survey results and synthesize the results to get analytical data.

Interview method

There are different forms of interview organization:

Personal interview: The interview only takes place between two people: the interviewer and the interviewed member (teacher and student). This form of organization is often held in private spaces to avoid the eyes of those around.

Group interview: An interview organized to interview as many people as possible at the same time in the hall.

This form can take place at a fixed place and collect data immediately and make comments.

3.3. Survey and data processing

The survey method is a method of collecting market information using surveys sent to participating students to receive their answers. Data from student responses will be statistically analyzed and processed to find useful information and draw research conclusions about student satisfaction with online learning.

Steps for surveying and processing data

Step 1: Build a survey table

Build a survey using Google Forms

Step 2: Choose a survey form

To be able to collect valuable information, surveys need to be conducted on the right subjects.

The researcher needs to determine the size of the sample (number of people participating in the survey), determine their demographics (in terms of age, gender, occupation, etc.), geography and many other criteria.

Step 3: Conduct the survey

3 ways to conduct surveys:

Directly, face to face

Online

Phone

Step 4: Analyze and process survey data

EFA factor analysis

Multiple linear regression analysis

3.4. Analytical-synthetic method

Method of analyzing and synthesizing theory

Analysis is studying different documents and theories by analyzing them into parts to learn deeply about the subject. Synthesis is to link each aspect and each part of information that has been analyzed to create a new complete and profound theoretical system about the subject.

Method of classification and systematization of theory

Classification is the arrangement of scientific documents according to each aspect, each unit, each problem with the same nature and the same direction of development. Systematization is the arrangement of knowledge into a system based on a model. Theoretical models make understanding of the subject more complete.

Modeling method

Is a method of studying objects by building a close resemblance to the object, recreating the object according to the structure and functions of the object.

Hypothetical method

It is a method of making predictions about the rules of an object and then proving that prediction is correct.

Historical method

It is a research method by finding the origin and development process of the object, thereby drawing out the nature and rules of the object.

3.5. Analyze and find the advantages and disadvantages of the "online learning" method

Advantages of online learning method:

Training anytime, anywhere: Convey knowledge quickly and information according to students' requests. Learners can access online courses anywhere: at home, work or public internet locations and at any time that suits them.

Save study costs: Helps students reduce up to about 60% of travel costs and study locations. Each student can register for multiple courses and pay online for study fees.

Save learning time: Compared to traditional training methods, online courses help students save about 20 to 40% of time by reducing travel time and distraction.

Flexibility and flexibility: Students can be proactive and flexible in choosing online learning websites with teacher instructions or online courses with interactive formats. In addition, students can automatically adjust their learning speed according to their ability, and can also improve their knowledge through online library materials.

Optimize content: Individuals or organizations can design online teaching websites, but the training levels are different, making it easy for students to choose. At the same time, the content communicated must be optimal and consistent.

Systematization: Online learning systems allow students to easily participate in courses, and can track results and learning progress. With the ability to design a student management website, teachers can know which students are participating in the course, when they complete the learning process, and offer implementation solutions to help them develop during the course. curriculum.

In general, the advantages of online training bring convenience to both learners and instructors.

For instructors: images, audio and video can be used to convey learning content to learners more attractively and vividly. In addition, you can also manage students through the school management website design feature.

For students: Save a lot on study costs as well as travel and location costs. In addition, tuition payment is also simple through the online payment website design feature.

Disadvantages of online learning method:

In addition to the convenient advantages, online learning also has the following disadvantages:

- + Students do not have many opportunities to learn and exchange information with friends.
- + If you want students to study well, online learning must have clear instructions from teachers.
- + Online learning is not suitable for older students who are not proficient with computers and electronic devices as well as the internet.
- + Training organizations that program teaching websites do not have enough standards and capacity for the number of students who can study with stable image and sound conditions.
- + The learning environment does not stimulate students' initiative and creativity.
- + Online learning reduces the ability of teachers to communicate with passion and enthusiasm to students.
- + Some lecturers are not familiar with using the internet, which increases the workload and pressure for lecturers.
- + Raises issues related to network security as well as intellectual property issues.

The important disadvantage of online learning is the direct interaction of students with instructors.

Senior leaders in educational training in Vietnam affirm that education is one of the sectors receiving the highest

investment and is an industry with the highest priority in the country's development. Therefore, with many efforts and the combination of information technology and the internet, online learning is increasingly developing and popular in Vietnam, providing learners with diverse sources of information and knowledge. of many countries around the world.

3.6. Research solutions to improve and develop advantages; overcome and improve the disadvantages of the "online learning" method

Learn the most effective online teaching methods:

E-learning platform: Teachers will design a specific learning path, plan teaching throughout the entire semester, provide adequate materials, and carefully prepare content and videos to present in the lesson. lecture. After registering as a member on online education platform websites, learners can choose courses and programs that suit their needs. They can arrange to study anywhere at any time as long as it is convenient for them.

Teaching online through video platforms and online chat. Unlike courses that are sold when they are already prepared, the online method via videos and clips will be conducted at a determined real time. Both lecturers and students will attend the online class at the same time so they can interact and discuss with each other about that day's lessons.

Form of online tutoring: Online tutoring is a new form that was introduced later in a one-on-one manner. In terms of educational model, it is quite similar, the only difference is that the wizard will be done online. Usually, with this form, teachers can only prepare about 30% of the content in advance. The rest depends largely on the situation and the needs of the student so that appropriate adjustments and supplements can be made, aiming to help increase real effectiveness after each class hour.

4. Research results

4.1. Cronbach's Alpha coefficient results

Cronbach's Alpha coefficient is a statistical test of how closely the items in the scale correlate with each other. Variables with total variable correlation coefficients less than 0.3 will be eliminated. At the same time, the scale will be selected when the Cronbach's Alpha coefficient is greater than 0.6 (Nunnally & Bernstein, 1994). The final scale test results show that the Cronbach's Alpha coefficient of the factors is always in the range from 0.520 - 0.860, proving that the scale measures relatively well and meets the standard (>0.6). Remove 1 variable (CTDT6) due to the presence of Cronbach's Alpha coefficient. If the variable removed is higher than the current Cronbach's Alpha value, the Cronbach's Alpha analysis will retain 33 observed variables and continue to be included in the EFA factor analysis in the next step. according to.

Summary of Cronbach's Alpha test results Research models

Table 2

No	Element	Coefficient of correlation of total variables	Cronbach's Alpha coefficient	Number of valid observed variables
first	Facilities (CSVC)	0.556 - 0.694	0.811	4
2	Teaching staff (DNGV)	0.664 - 0.782	0.864	4
3	Sympathy (SCT)	0.520 - 0.775	0.786	4
4	Training program (CTDT)	0.653 - 0.860	0.902	5
5	Training organization (TCDT)	0.572 - 0.812	0.858	5
6	Administrative work (CTHC)	0.630 - 0.708	0.810	3
7	Tuition policy (CSHP)	0.534 - 0.692	0.802	4
8	Satisfaction (SHL)	0.472 - 0.654	0.751	4

4.2. Results of EFA factor analysis

EFA analysis results for independent variables

The KMO coefficient of the model of factors affecting student satisfaction with the quality of training services at Van Hien University is 0.816, greater than 0.5, so factor analysis is appropriate and valid. Sig. = 0.000 in the Bartlett test is less than 0.05, so the observed variables are correlated

with each other on an overall scale. The method of extracting principal components - Principal components has extracted 7 factors from 33 observed variables, with an extracted variance of 69.908%, satisfying the requirement that the extracted variance must be greater than 50%, which means it can be explained. 69.908% of the variability of this data set.

Table 3: Results of EFA exploratory factor analysis

Factor rotation matrix							
	Factor						
	1	2	3	4	5	6	7
CTDT1	0.883						
CTDT5	0.880						
CTDT2	0.862						
CTDT4	0.750						
CTDT3	0.639						
TCDT4		0.890					
TCDT3		0.842					
TCDT5		0.809					
TCDT1		0.679					
TCDT2		0.667					
DNGV2			0.845				
DNGV1			0.841				
DNGV4			0.718				
DNGV3			0.703				
CSHP4				0.817			
CSHP3				0.783			
CSHP1				0.689			
CSHP2				0.677			
CSVC1					0.842		
CSVC4					0.819		
CSVC3					0.622		
CSVC2					0.611		
SCT1						0.906	
SCT4						0.751	
SCT2						0.744	
SCT3						0.717	
CTHC2							0.874
CTHC3							0.811
CTHC1							0.743

EFA analysis results for dependent variable

Results of factor analysis of satisfaction, with KMO = 0.752, Sig. = 0.000 in the Barlett test < 0.05, a factor is extracted with a total variance extracted of 57.642%, explaining 57.642% of the variation of the data set, showing that this data set also satisfies the separation condition. accumulation.

Table 4: EFA dependent variables

Observed variables	Factor loading coefficient
SHL1	0.837
SHL2	0.758
SHL4	0.740
SHL3	0.695

4.3. Results of multiple linear regression analysis

Evaluate the suitability of the multiple linear regression model

Calculation results show that the model has an R² of 0.625 and an adjusted R² (R²a) of 0.616. That means the built multiple linear regression model fits the data set 62.5%, meaning the model explains 62.5% of the variance of factors affecting satisfaction. Sig value. = 0.00 < 0.05 shows that the regression results are acceptable - statistically significant (for

the whole population).

Check the fit of the model

The F statistical value reaches 67.498, calculated from R² of the full model, with the value Sig. = 0.000 is less than 0.05, which shows that it is safe to reject the hypothesis H₀, assuming that all regression numbers are equal to 0. This proves that the Satisfaction multiple regression model is suitable for the data set.

Table 5: Model summary table

Model Summary(b)					
Model	R	R squared	Adjusted R-squared	Standard error	Dubin-Watson
first	0.791a	0.625	0.616	0.29724	1,050
a. Forecast: (Constant), CSHP: Tuition policy, CTHC: Administrative work, CTD: Training program, DNGGV: Teaching staff, CSV: Facilities, TCD: Training organization, SCT: Sympathy					
b. Dependent variable: SHL - Satisfaction					

Dubin - Watson value = 1.050, less than 2, meaning that residuals close to each other are positively correlated. Thus, the residuals do not have first-order serial correlation with each other.

Table 6 shows that there are 6 factors affecting the quality of

training services provided by sig. < 0.05 (eliminating 1 factor that is not statistically significant). In addition, the variance magnification factor VIF of the factors in the model from 1.052 - 1.526 is less than 2, meaning there is no multicollinearity phenomenon.

Table 6: Results of regression analysis

Coefficient (a)								
Model	Coefficients have not been standardized		Standardized coefficients	t	Sig.	Multicollinearity		
	B	Standard deviation	Beta			Tolerance	VIF	
(Constant)	0.088	0.186		0.472	0.637			
CSV	0.160	0.037	0.192	4,276	0.000	0.655	1,526	
CTHC	0.070	0.026	0.106	2,635	0.009	0.822	1,216	
SCT	0.017	0.028	0.023	0.616	0.538	0.951	1,052	
TCD	0.172	0.036	0.197	4,828	0.000	0.799	1,252	
CTD	0.230	0.037	0.267	6,197	0.000	0.710	1,408	
CSHP	0.148	0.038	0.170	3,888	0.000	0.696	1,437	
DNGV	0.215	0.036	0.257	5,960	0.000	0.713	1,403	
a. Dependent variable: SHL								

The linear regression equation of factors affecting student satisfaction with the quality of training services at Van Hien University includes 6 variables with the following form:

$$SHL = 0.192* CSV + 0.257* DNGV + 0.267* CTD + 0.197* TCD + 0.106* CTHC + 0.170* CSHP$$

5. Conclusion

Through analyzing exploratory factors and conducting multivariate regression analysis, there are 6 factors of independent variables that are statistically significant, including: Facilities (CSV), Teaching staff (DNGV), Training program (CTD), Training organization (TCD), Administrative work (CTHC), Tuition policy (CSHP). Van Hien University administrators need to focus on performing well the following specific key tasks:

About facilities

Ensure enough classrooms and the number of tables and chairs for students to participate in learning, do not let classrooms be cramped or have too many students. Fully equipped with equipment and learning tools, regularly repair damaged equipment such as microphones, projectors, and whiteboards to ensure the quality of lecturers' lectures. Equip wireless microphones, install televisions and upgrade wifi speeds, build additional specialized classrooms (audio-visual

rooms, practice rooms). Cleanliness in classrooms, hallways and school grounds. Plant many trees in hallways and classrooms to create landscape. Student parking areas and student canteens need to be painted and clean. Food services and canteens need to have more options for students, serving food before and after class. Students' study schedules are arranged reasonably and scientifically, in accordance with the physiology of school age. Arrange on-site rest, relaxation and lunch break areas for students and lecturers.

About the teaching staff

Training and developing a team of young tenured lecturers through supporting scholarships to study and research abroad and at prestigious domestic schools. Encourage and create conditions for lecturers to participate in specialized scientific seminars. Reduce standard lecture hours, provide financial support and reward systems for lecturers when participating in scientific research, provide funding to support research with practical application,...

Apply information technology programs and software in teaching.

Lecturers have standard attitudes and relationships between lecturers and students in exchanging knowledge and scholarship.

The lecturer evaluation mechanism evaluates students accurately and fairly.

About the training program

Develop a training program with an appropriate total number of credits. The duration of the modules is reasonable.

Regularly improve and update training programs according to current regulations (at least every 2 years). Review the training program to update it to suit the development of society (Circular No. 07/2015/TT-BGDDT).

Defining the learning outcomes and objectives of the chapter must be clear and meet the needs of learners and relevant parties (businesses, recruiters and employers). Build a subject matrix, determine prerequisite subjects, foundation subjects and majors in accordance with each training major.

Adding more groups of elective subjects so that students have more options when registering for training courses.

Notify students specifically about changes in the training program so that students can promptly learn according to changes in the training program.

Adding more skill courses to train students to meet the requirements of the labor market with the policy of being able to get a job right after being recruited.

About training organization

Post the full curriculum on the School's website for students to follow. In addition, the school should print the training program for each course for students. For elective subjects, there should be instructions before students register for the course so that students can conveniently register for the course each semester.

Adjust class hours reasonably, limit student learning on weekdays and arrange to minimize movement between campuses if students study multiple shifts during the day.

Reasonably arrange appropriate class sizes for general and basic subjects to ensure that lecturers and students have enough time to organize in-class activities, thereby improving student satisfaction with quality. amount of training.

Prepare adequate data sources for students to study and research according to each training program and each subject.

Regarding administrative work

Training in customer care skills for office staff to have the right attitude towards students, and dedicatedly guide students on related administrative procedures during the learning process.

Regularly organize meetings between the Board of Directors and students so that students can hear information directly from the school's top management, so that students can trust and study with peace of mind. practice. Organize meetings of the Faculty Board of Directors with students to orient students about the training program, course modules and thereby listen to students present difficulties in the related learning process. related to the training industry, as well as services serving the training process.

Solve students' academic problems quickly.

About tuition policy

Training quality and service quality must be commensurate with tuition fees.

Publicity and transparency of additional fees other than tuition fees.

Scholarship policies and study promotion policies to encourage students to study well.

The organization cooperates with businesses to provide

scholarships to excellent and poor students.

Providing students with study loans through links with banks.

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