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Factors affecting the satisfaction of online learning of the students of faculty of Business Administration of HCMC University of Food Industry

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Abstract
In the era of industry 4.0, the strong development of information technology along with the explosion of the Internet has brought many significant changes in management activities in many different fields such as commerce, services, education - training, healthcare. Typically, in the field of training, education at Vietnamese universities is in the process of strong transformation, changing both in content and teaching methods, learning methods. Including City University of Food Industry. HCM. Applying information technology to teaching to improve the quality and effectiveness of teaching and learning is an inevitable result. Besides the traditional form of learning, online learning has also been born, bringing many benefits and satisfaction to both teachers and learners. Contrary to traditional learning, online learning does not require students to go to school or class to listen or absorb lectures. Online learning takes place with the support of network-connected devices such as computers, laptops, tablets, phones. Thanks to the internet, these devices will be connected to the teacher's computer (server). Teachers will display lesson plans, electronic lectures or software to provide questions and exercises for students to participate in the online learning platform (online learning). From there, learners can save time, costs, be flexible in studying, etc. This form of learning is being applied quite commonly in developed and developing countries.

Keywords: Satisfaction, online learning, Faculty of Business Administration, University of Food Industry, HCMC

1. Introduction

Using information technology in the context of the Covid-19 epidemic quarantine in Vietnam plays an important role in providing content related to online learning design and contributes to the success and acceptance of learning. Students study online while still complying with the government's quarantine. However, due to being affected by psychology in the context of the epidemic and not being prepared in advance for the synchronous implementation of online teaching and learning, the implementation process still faces barriers and difficulties. difficulties in teaching and learning tools and means, as well as students' learning attitudes. Although the number of online classes has increased and is widely applied throughout the school, many teachers and students expressed concerns about the quality of online teaching and learning affecting student learning outcomes. . Because of seeing the importance and outstanding advantages of "online learning", the research will focus on understanding and evaluating this way of learning for students of Ho Chi Minh City University of Food Industry. Online learning has just been deployed and widely applied in the context of the Covid-19 epidemic quarantine in Vietnam. Therefore, the Board of Directors of Ho Chi Minh City University of Food Industry has strategies and issues documents to implement and guide online teaching and learning activities for all students. Thereby, in order to evaluate the quality of the lesson, we exam the "Factors affecting the satisfaction of students of HUFI's Faculty of Business Administration" to be able to know the factors that are affecting Hufi students and then provide appropriate solutions to improve the quality of online learning sessions in today's time.

Current Situation of Students' Online Learning

Since the outbreak of COVID-19 until now, Ho Chi Minh City University of Food Industry, University of Science, Hue University - is one of the first educational institutions in Vietnam to deploy this form of online training. In the 2020-2021 school year, online learning at Ho Chi Minh City University of Food Industry is carried out using Zoom.com software so that lecturers and students can deploy online learning activities according to the schedule. The schedule is arranged in the study schedule on the university training website.

The transition from traditional learning to online learning poses necessary changes for students to ensure that face-to-face activities take place as required. Accordingly, students have also made certain adaptations in using online learning media/equipment. According to the survey results clearly shown in chart 2, mobile phones are considered the most widely used and popular online learning device (accounting for 71%) because of its convenience. A number of other studies have also shown the convenience of choosing mobile phones as devices to support online learning. According to Elizabeth & Casey (2013), "Smartphones make learning more convenient, allowing students to study anytime and anywhere". Besides, accoding to Lusekelo & Juma (2015), "A smartphone is a device that has the features of both a computer and a mobile phone. It has an operating system and can install applications, act as computers, have internet access and entertainment anywhere."

➢ **Subjective factors:**

To participate in online classes effectively, students need to have a certain level of technology proficiency and appropriate learning methods to participate in classes and interact online. In traditional classrooms, the process of conveying and receiving information takes place directly and quickly, students can directly respond and give opinions. This direct interaction makes the learning process easier, richer and easier to absorb. However, the complete transition to online learning has caused learners to encounter many difficulties due to the lack of some necessary skills in learning and the survey results clearly show this. Specifically, 25% of students think they lack the skills to interact with lecturers and have limited skills in using information technology equipment and facilities, accounting for 24%. Notably, the proportion of students who are depressed and not interested in online learning accounts for 43%. It can be said that the mental state of students during the learning process also reflects the effectiveness of online learning. Studying online for a long time requires students to spend a lot of time in front of the computer screen, lacking communication between teachers and students, leading to psychological fatigue for most students. Therefore, students feeling bored and uninterested is one of the biggest disadvantages of online learners. The lack of face-to-face relationships prevents interaction during the learning process and can make students feel unmotivated. This will greatly affect the quality of students' learning, because psychology is considered a core factor and plays a very important role in determining learning effectiveness. Therefore, psychological factors of learners need to be considered and paid more attention in the future.

➢ **Objective factors**

According to the survey results, learning support devices and spaces are considered one of the biggest difficulties for students in online learning. In particular, unstable network connection and internet connection are difficulties for most students participating in the survey (accounting for 65%). For students participating in online learning, a reliable internet connection is a prerequisite for their studies. A weak internet connection can greatly affect students' ability to monitor and absorb knowledge during class sessions. Besides, other difficulties in learning conditions such as unfavorable learning location space at a rate of 31%; As well as the lack of or unreliable learning facilities has significantly affected the online learning process of students (accounting for 24%). In addition, when studying at home, up to 29% of students commented that: "I am affected by surrounding noise during online learning" One student's opinion is that: " Currently, I personally feel that studying online is not very difficult except that the environment around my house is sometimes a bit noisy because the place I live is a bit specialized." Selling and repairing electronics, I often fix speakers, test music, radio stations broadcast announcements, etc. So there are many times when I want to interact via text message."

Thus, it can be seen that students are currently subject to many subjective and objective factors affecting their online learning activities. However, in general, the main causes pointed out are internet connection problems, study skills and some manifestations related to psychological factors in the student's learning process. Therefore, proposing solutions to support students in the online learning process is necessary in the context of the COVID-19 epidemic, which is still complicated as it is today.

1. Research Methods

The team conducted additional interviews with groups of students at Ho Chi Minh City University of Food Industry and collected information from 1st, 2nd, 3rd, and 4th year students of majors of Ho Chi Minh City University of Food Industry to learn more about awareness, attitudes, learning behavior, etc. The data was processed by the team using SPSS to analyze the current situation and correlation. relationship between objects. The specific results obtained are as follows:

➢ **Methodology**

According to survey results on online learning awareness in a recent period, the majority of students said that online learning is necessary, accounting for a high percentage (80%). Besides, a small percentage of students think that online learning is not necessary and is less necessary, accounting for 20%. This shows that all students want to study on schedule and have the convenience of alternating between online and in-person learning so that after 3.5 - 4 years they can graduate. The survey results showed some positive parameters such as up to 90% of students participating throughout the class, with many opinions saying that online learning helps improve skills in accessing information technology and practice initiative. in study.

➢ **Data collection method**

The study used convenience sampling method. Respondents are full-time students of Ho Chi Minh City University of Food Industry who have been studying online. The form was sent to respondents via a link shared via Zalo and Facebook. The results were 264 observations, after cleaning and eliminating invalid observations (duplicate data, data with

missing information, and data where participants only selected one scale for all answers) then the sample has 145 observations, ensuring a larger number than the minimum sample size that must be met to bring reliability to the article of 150. The number of votes that meet the requirements is included in SPSS 20.0 software. exploratory factor analysis (EFA) and regression analysis. The number of responses from students in the majors of the Faculty of Business Administration is as follows: Makerting Management major (56.7%), Business Administration major (28.5%), International Business Administration major Te (14.8%). Research results show that the majority of lecturers use the Zoom application for online teaching. Along with that, the student devices chosen by many students to study online are smartphones and laptops. Finally, connectivity is an indispensable part for online learning because the connection is extremely important. Research shows that the majority of students use Wifi as the main connection for online learning, besides Therefore, online learning has saved students' time and travel costs.

3. Research results

Since the outbreak of COVID-19 at the end of December 2019 until now, the acute respiratory infection epidemic caused by the new strain of corona virus (nCoV) (referred to as COVID-19 Pandemic) has created a turning point and a change in life. major changes in socio-economic life in most countries around the world, including Vietnam. Among them, education is considered one of the sectors most heavily affected. According to UNESCO, since the pandemic broke out, nearly 1.6 billion students have been affected around the world; 188 countries were forced to close schools nationwide, affecting 91.3% of all students worldwide. Up to now, Vietnam has experienced 4 COVID-19 outbreaks in most provinces and cities across the country.

Like other countries, the COVID-19 pandemic not only has a strong impact on socio-economic activities, but also greatly affects educational activities in Vietnam. When the first outbreak broke out in the country, all schools were forced to close and all students had to leave school to prevent the epidemic according to Directive No. 16/CT-TTg of the Government. According to statistics in recent years, all 63 provinces and cities have allowed students to stay at home. Up to now, due to the complicated developments of the epidemic, the Vietnamese Government has repeatedly implemented social distancing campaigns across provinces, cities or even on a national scale. In that context, in order to prevent the spread of the COVID-19 epidemic; while maintaining the quality of teaching and completing the program on schedule, ensuring the learning of pupils and students; Many schools have applied online teaching for most educational levels. In fact, converting traditional learning to online learning has created many challenges for students. Research by the group of authors Dang Thi Thuy Hien, Tran Huu Tuan on barrier factors in online learning for students of the Faculty of Business Administration - Ho Chi Minh City University of Technology has shown some difficulties in learning space as well as Psychological factors affect students' learning effectiveness. Specifically, up to 64% of students think they do not have a private space to study online and are often affected by noise, 29%; 41% of students emphasized that they were often bothered by family members and felt constrained, not being able to move around, accounting for 31%. Along with that, psychological factors

such as "Difficulty of concentrating", "Lack of motivation" are also one of the barriers that students encounter when studying online. In addition, the research results of authors Lu Thi Mai Oanh and Nguyen Thi Nhu Thuy also show that the interaction process between teachers and learners also partly shows an influence on students' learning outcomes. Specifically, up to 88.5% Students think that it is partly and completely true that it is difficult for students and lecturers to interact and exchange, and 73.3% of students think that teachers are not as attractive and lively as teaching directly in a traditional classroom.

Online learning is one of the most advanced and developed learning models in many countries around the world, but the difficulties and barriers of this form are still very present. Because of this, many research projects have been carried out to identify disadvantageous factors to overcome barriers, aiming to improve the quality of learning for this form of training. According to Mungania, online learning barriers are obstacles encountered during the online learning process (when starting, during and completing the training course) that can negatively impact the learner's learning experience. Thus, identifying students' difficulties and barriers during the online learning process is extremely necessary. In recent times, there have been many research projects that have shown factors affecting learners' online learning. For example, research by Renu Balakrishnan and his colleagues has shown four barriers related to psychology, economics, society, and technology. Lack of information, communication skills and technology can be barriers to online learning programs because learners can feel frustrated from this unique learning environment.

In general, research projects on the difficulties and barriers of online learning are quite popular, but in the context of the COVID-19 epidemic, not many topics have been implemented. Therefore, it is necessary to have more research related to online learning and teaching to clarify the picture of advantages and disadvantages of online learning and propose solutions to ensure the effectiveness of teaching. online at schools.

4. Discussion of Research Results

Although online learning can solve the problems of educational disruption during the COVID-19 Pandemic, in the field of Vietnamese academic education in general and higher education in particular, online learning is not a common form of learning. Therefore, there will be obstacles that affect learner satisfaction such as lack of interaction, users being unfamiliar with online platforms, Internet connection quality, etc. The level of satisfaction in learning is again a reliable index to evaluate achieved learning results. Therefore, to improve the quality of the learning process as well as learner satisfaction and achieved learning results, finding factors that influence Being relevant is extremely necessary in these times. While there have been many studies on satisfaction with online learning, none have been conducted in the context of this pandemic. Therefore, our research closely follows practice and the results obtained will help find relevant factors and their influence on learner satisfaction. From there, it is possible to devise policies to improve the learning experience and quality if online learning must continue longer than expected.

As indicated above, the results of this study supported the role of interaction in online learning. Learner interaction - subject content is considered the most important predictor of student

satisfaction when online learning is implemented. Students have to put in more effort and reflect on their knowledge because the normal thinking process in a traditionalclassroom is disrupted. Greater engagement with course content will allow students to absorb more knowledge, thus achieving greater satisfaction. Learner-instructor interaction,at the 1% significant level, has a moderate impact on student satisfaction. Learner-learner interaction, at the 5% significant level, had a weak impact on student satisfaction. Self-efficacy in one's own ability to use the Internet, at a significant level of 10%, had the weakest impact on student satisfaction.

Considering the statistical and economic significance of the factors, we propose that Ho Chi Minh City University of Food Industry should focus on improving interaction between learners and subject content. learning if online learning continues for a longer period of time. One of the important solutions is to improve the quality of the self-study process such as encouraging students to read more materials at home and lecturers to provide more related materials through various online platforms. Although interaction between learners and course content is the most accurate predictor of student satisfaction, universities must monitor the remaining factors.

This study also has some limitations that should be noted. First, the study participants were only from Ho Chi Minh City University of Food Industry, so the final results may not be well generalized. Second, there has not been much research and empirical findings on this topic, so the lack of knowledge and experience causes difficulties in developing a questionnaire with appropriate items to help analyze relevant variables. related to personal motivation, convenience of online learning. Third, the lack of some survey items also created many difficulties in the research process. Specifically, the Personal Motivation variable only has two survey items to measure and after exploratory factor analysis (EFA), we had to remove this variable. We also discovered an integration error. Specifically, item LL3 (Learner-Learner Interaction) serves the purpose of measuring the ISE (Internet Self-efficacy) variable, not LLI. This problem can arise from incorrect questionnaire design (mistranslation or confusion from respondents). Ultimately, our research questions remained so simple that we were unable to consider more complex issues. Therefore, in the future, we recommend building a more detailed questionnaire to collect enough information for research, adding other variables such as convenience of online learning, etc. to increase student satisfaction. should be clarified more precisely, and research should be carried out more widely to increase practicality and application.

5. Conclusions and recommendations
➢ **Conclusions**
Through research on factors affecting the quality of online learning, many benefits such as:

- Save time, take advantage of time to do other things.
- Reduce expenses such as travel expenses, meals, other expenses,...
- Increase interactivity.
- Practice soft skills such as teamwork, skills in using information technology,...
- Understand student learning.
- Lecturers can freely design online lectures to attract students' attention and increase interaction between lecturers and students.
- Train students to design beautiful, attractive reports.
- Flexibility in teaching and learning locations. Students can review lectures anywhere.
- Always have open documents on the internet during the learning process to supplement the lesson.
- Store information easily for all lectures in just your phone, laptop.

Besides the benefits that online learning brings, the learning process also has things that interrupt our study sessions such as:

- The transmission line is not stable.
- The learning environment does not support concentration.
- Not enough supporting equipment for learning.
- Sometimes the school website is down or under maintenance.

➢ **Recommendations**
Thus, the school and students regularly review the online status so that the lesson can run smoothly, ensuring the quality of lesson reception. Improve communication between schools and students for quality lessons. Lecturers rearrange the lesson process and design lectures so that the learning process takes place according to the program and helps students pay attention and participate in building the lesson.

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