STUDY THE FACTORS INFLUENCING STUDENT SATISFACTION IN TRAINING SERVICES: RESEARCH IN CONSTRUCTION ECONOMICS MAJOR, HANOI ARCHITECTURAL UNIVERSITY

Cu Thanh Thuy

Hanoi Architectural University

Abstract

This study was designed to analyse the factors influencing student satisfaction in training services based on data collected from a survey of alumni of construction economics, Hanoi Architectural University. The research findings also agree with previous studies showing that the existence and development of the university depend largely on the training service, at the same time, the view on service quality and customer satisfaction be applied into the field of education to analyze factors. The findings also showed that the main factors influencing student satisfaction in training services include two main groups of factors: In terms of material facilities, also known as auxiliary factors and lecturer factors. From that, the study recommended several measures to improve the satisfaction of students about training services at the university.

Keywords: Quality of service, training, former students, satisfaction.

1. Introduction

Improving the quality of training, meeting the increasing needs of social development, especially in the context of international economic integration deeper and broader, this is an important task that defines the existence, success and competitiveness of universities in the world, including Vietnam. Besides, the success of higher education institution in current is more or less follow market rules. To survive in a constantly changing world, universities must get the market, towards and meet customer needs - students. Nadiri, H et al. (2009) argued that educational managers need to apply market principles and strategies used by production and business enterprises. Therefore, universities are aware of their role as a service industry, which responsible to meet the expectations and needs of students (Elliott & Shin, 2002). Haves (1992) introduced the factors of quality of educational services such as libraries, practical equipment, training programs, teaching methods of lecturers, administrative services for students... Universities must understand the expectations and thoughts of students on the factors that influencing service quality, which can serve their needs. Grönroos (1989) suggested that marketing policies should be directed towards developing a lasting relationship with "customers" because they are invaluable resources of the university.

How to improve the quality of training services? The question is posed not only to the managers of the universities but also to the researchers. Several previous studies have shown that universities now pay much attention to the importance of student satisfaction - these are customers who are the direct beneficiaries of training services. Besides, many studies also show that student satisfaction has a positive impact on encouragement in learning, the number of new enrollments and even to appeal for funds. According to Elliott & Shin (2002), caring about student satisfaction not only helps universities change to better meet their needs but also help to help improve position, prestige and performance of the university

This study was carried out to contribute more information on factors influencing customer satisfaction - students, an important factor in the process of improving the training services of universities.

2. Research Methodology

2.1. Data collection methods

Data for the research was collected from the survey by former students of construction economics major at Hanoi Architectural University. The study collected data from 138 students who graduated in construction economics in 2019 through a pre-designed questionnaire.

The complete questionnaire is designed in 2 parts:

Part 1: Personal information of the object being surveyed

Part 2: Information assessing satisfaction according to 5 points Likert scale from 1 to 5 which 1 is very dissatisfied and 5 being very satisfied.

The survey results will be imported into excel software and perform statistical data analysis with the help of SPSS 20.0 software.

2.2. Data analysis method

Data were collected, cleaned and analyzed, descriptive statistical method, comparison method and deductive method were used by the author for this study.

3. Findings

The study divides into two groups of factors affecting the quality of training services at the University of Architecture for students of construction economics, the specific results are as follows:

Firstly, with a group of factors belongs to lecturers,

Table 1: The statistical results describe the scale belonging to the Lecturer factor

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
GV1	138	1.0	5.0	3.607	.7711
GV2	138	1.0	5.0	3.573	.7575
GV3	138	1.0	5.0	3.660	.8117
GV4	138	1.0	5.0	3.127	.8572
GV5	138	1.0	5.0	3.567	.8487
GV6	138	1.0	5.0	3.727	.7094
GV7	138	1.0	5.0	3.667	.7274
GV8	138	1.0	5.0	3.587	.8928
GV9	138	1.0	5.0	3.873	.8880
Valid N (listwise)	138				

Source: Results of data processing by authors

The scales are assessed according to 5 levels Likert scale with the smallest value rated as 1 and the largest value rated as 5 correspondings to the level from very dissatisfied to very satisfied with specific representative scales as follows:

GV1: Professional knowledge of lecturers to meet the knowledge need of students

GV2: The teaching method of the lecturers is easy to understand

GV3: Lecturers promote students' activeness

GV4: Lecturers effectively apply modern teaching methods

GV5: Instructors use many different forms to check and evaluate students' learning results

GV6: The assessment of students' academic results is objective and scientific

GV7: Lecturers focus on career orientation for students

GV8: Lecturers focus on developing self-studying capacity for students

GV9: Lecturers are good examples of ethics, and knowledge for students to follow

Calculation returns explain that the scales of the lecturers' group are rated by students at a high level of 3.0/5 points, this shows that the quality of lecturers participating has approached certain degree requirements for

students - who beneficiaries quality of teaching services. Specifically, the GV6 scale: Results of the evaluation of student learning effects are objective science; this is the scale that students assess at the highest level with an evaluation score of 3,727 points on a 5-point scale. Following, the GV1 scale: The professional knowledge of the lecturers to meet the knowledge needs of students is also a highly rated scale with an assessment score of 3,607 points on a 5-point scale.

The lowest rated scale among the group of lecturers' factors is the GV4 scale: Lecturers effectively apply modern teaching methods, although it is low compared to other evaluation scales, the assessment of students is still relatively high, with scores 3,127 points on 5 points. This also raises questions to the manager and self to the lecturers to participate in the teaching, there is a need for more flexible and effective applications with modern teaching methods to meet the expectations of students for the subject follow the more modern approach.

Secondly, for the auxiliary services group, the results are as follows:
Table 2: Descriptive statistics of scales of auxiliary service factors

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
BT1	138	1.0	5.0	3.113	.8398
BT2	138	1.0	5.0	2.880	.9117
BT3	138	1.0	5.0	3.013	.8591
BT4	138	1.0	5.0	3.087	.8665
BT5	138	1.0	5.0	3.360	.8536
BT6	138	1.0	5.0	3.073	.7951
BT7	138	1.0	5.0	3.060	.7962
BT8	138	1.0	5.0	2.920	.8938
BT9	138	1.0	5.0	3.327	.9232
Valid N (listwise)	138				

Source: Results of data processing by authors

BT1: The training program has clear goals, meeting requirements on standards of knowledge and skills
BT2: The volume of knowledge in basic and specialized subjects is reasonable
BT3: Basic and specialized knowledge to meet current job requirements
BT4: Knowledge is sufficiently equipped to serve as a basis for continuing to study or study by self
BT5: The support services of the university have a positive and useful effect for students
BT6: The library has all documents, books, newspapers and magazines for reference and learning as required by the training program.
BT7: Staffs in departments/agencies have a good service attitude; timely solve the requirements of students
BT8: University's dormitories ensure good service for students' accommodation, living and studying needs
BT9: Classroom ensures the requirements of area, lighting and sound

Survey results of students showed that for a group of complementary factors for training services with the result of evaluation at a good level, however, it is lower than the factor group of lecturers when learners evaluate. Results are as follows:

The scales are rated at over 2.8 points on the 5-point scale. The reviews received are at least 1 point and the largest is 5 points corresponding to that is the level from very dissatisfied to very satisfied of the learners.

Evaluation results show that BT5 scale: The support services of the university have a positive and useful effect for students who are most highly rated with a rating of 3.36 points on a 5-point scale, with a

standard deviation of about 0.8536. This also explains that the efforts of the specialized faculty of the training service department have met student requirements.

Factor in the assessment of students is the lowest is BT2: The volume of knowledge of the basic subjects and specialization is reasonable, there is still a relatively large difference in student reviews specialized knowledge has not yet met students' expectations, learners still have to learn a lot of general knowledge. The review score of this scale is 2.88 on a 5-point scale, the standard deviation is 0.9117.

From that, students have offered several courses, modules should supplement additional for students in construction economics major and also the desired modules continued to study after graduating with the Construction Economics major from Hanoi Architectural University.

Table 3: Professional knowledge that needs to complement
the Construction Economics major
Unit: Number of comments

No.	Specialist knowledge	Comments
1	Project management	102
2	Bidding	93
3	Project planning and analysis	65
4	Cost management	35
5	Cost estimates	26

Source: Authors' calculation results

The survey results show that there are 5 groups of subjects that are interested in learners after graduation and expect to continue to be supplemented, which is Project Management with a total of 102 views agreed on the total of 138 comments; Bidding with 93 comments out of 138 comments; Project planning and analysis were 65 comments out of 138 comments agreed.

The results of the assessment are also consistent with the practical requirements of the alumni career, which is a piece of important knowledge to decide success in terms of learner career.

4. Some solutions (recommendations)

Based on the above analysis, we find that students' satisfaction with the service quality of the school depends on two factors, according to the importance levels from high to low as follows: Lecturers and supplementary training services, including items belonging to lecturers, libraries, support services, etc. As such, the university needs to perform some measures as follows to enhance student satisfaction with the quality of the university's training in general and the construction economics major in particular.

Solutions group about activities, support services: The university needs to invest in building all classrooms, practice rooms, laboratories and fully equipped with the necessary equipment for students to practice and internship. Needs additional investment, update books, reference materials, specialized magazines at the request of the training program for students to study and research. At the same time, needs to pay attention to the organization and service of the library, improves attitudes and beliefs of the staffs of the departments to resolve promptly the requirements of students.

Solutions linked to training programs: The training program needs update and supplement periodically to provide knowledge for students to meet the needs of the labour market. Besides that, the school needs to have many useful solutions to popularize students about the training goals, skill standards, knowledge, graduation conditions... of the training program.

Group of solutions related to lecturers: The university should have specific regulations that lecturers must spend a certain amount of time after class hours to advise students to support learning. Most lecturers are highly appreciated for their knowledge and teaching methods, however, the school needs to organize training for lecturers' ways to link individual subject knowledge with career orientation of the students.

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