ASSESSMENT OF SATISFACTION ON THE ONLINE TRAINING METHOD OF STUDENTS AT THAI NGUYEN UNIVERSITY OF ECONOMICS AND BUSINESS ADMINISTRATION

Ha-Le Thu

Thai Nguyen University of Economics and Business Administration (TUEBA, Thai Nguyen, Vietnam)

ABSTRACT

The study is based on the survey data of 346 students studying at the Thai Nguyen University of Economics and Business Administration (TUEBA) in the second semester of school year 2019-2020. Researcher uses the methods of data analysis through SPSS software with descriptive statistical tools to find out the current status of student satisfaction with online training methods through four factors including: Facilities, Online learning systems, Lecturers, University management. The research results showed that, the students were satisfied with this training method; From the above situation, the article is a reference that can help managers make appropriate policies in the current period.

Keyword: *Satisfaction, Student, Online training, Training method, Factors*

1. INTRODUCTION

In recent decades, the development of information technology has opened up great prospects in innovating teaching methods. Under the impact of information and communication technology, the teaching environment is also changed and improved.

In Vietnam, students have access to different training methods, including: traditional methods, online training, training combining online and traditional. To evaluate student satisfaction with online training method, the author has conducted research on this issue.

According to Zeithaml and Bitner (2000), "satisfaction is the process of commenting and evaluating a service user on a product or service that meets their needs and expectations"[1].

In Vietnam over the past years, there have been studies on student satisfaction, assessment of training quality, factors affecting student satisfaction, ... which can be mentioned as follows:

Research by author Huong et al (2016), Hanoi University of Forestry, studies factors affecting student satisfaction with the university's facilities and services. Forestry. The author uses a 5-level Likert scale to measure student satisfaction with the facilities in the school [2].

Author Le Tuan Anh (2018) Researching factors affecting student satisfaction at Duy Tan University when studying political theory subjects. Research shows 4 factors affecting student satisfaction including (training program, lecturers, tangible and useful factors) [3].

In the present situation, Covid19 Virus and its variants are raging around the world making it really difficult to go to school to study. Many countries have had to implement policies on social isolation, isolation, and stop going to school. Students must study at home through the Internet, and digital library systems. In Vietnam, the Prime Minister issued Directive No. 16 / CT-TTg on the implementation of urgent measures to prevent and control the COVID-19 epidemic. Accordingly, social isolation is carried out within 15 days from 0:00 p.m. on April 1, 2020

nationwide according to the principle that family is separated from families, villages isolate from villages and communes. Separate from communes and districts, isolate from districts, provinces, and separate from provinces, workshops and factories must ensure safe distances, wear masks, and perform disinfection and disinfection according to regulations [4].

Since April 23, 2020, Vietnam has moved to a new phase of disease prevention and control with longer, more detailed, socio-economic development, ensuring that people are ready to adapt in the context. the disease COVID-19 is well controlled [5]. During this period, all schools and universities across the country were conducting online learning and teaching. Until now, all over Vietnam, there are students from different localities who have returned to school to study normally. Besides, there are still provinces that have to temporarily suspend school, students and students have to study online. Therefore, this study has been carried out for the purpose of assessing the current state of student satisfaction with learning by the method of online training. From there, proposing solutions to improve student satisfaction as well as contribute to improving the quality of training.

2. MATERIAL AND METHODS

This research tries to investigate the reality of student satisfaction with the online learning method, conducted at TUEBA with the data being surveyed in 2020, October.

2.1 Research method

Sample size

The total of student was 3538 (counted to 2020, October) [6]. Therefore, referencing to the method in [7], the sample size is calculated as the following equation:

$$\left[n = \frac{NZ^2 p(1-p)}{Nd^2 + Z^2 p(1-p)} = \frac{3538(1.96)^2(0.5)(1-0.5)}{3538(0.05)^2 + (1.96)^2(0.5)(1-0.5)} = 346.533 \right] \qquad (\sim 346 \text{ samples})$$

In order to ensure the reliability and the validation, as well as the number of investigating sheets reaching the requirements, we have sent 355 to the students. As a result, we obtained 355 sheets, wherein 346 sheets are valid. The 5-level Likert scale is used in the questionnaire

Methods of selecting the research samples: In this reseach, the samples have been randomly selected.

Research objects: Students participated courses in school year 2019-2020 that have been applying online learning method at TUEBA.

Survey time: The survey has been conducted from September to 2020 October.

Methods of Information collecting and data processing: Using primary and secondary data. The primary data has been collected from survey sheets that has been investigated on students of TUEBA basing on reference from research of Bich [8].

2.2. Research model
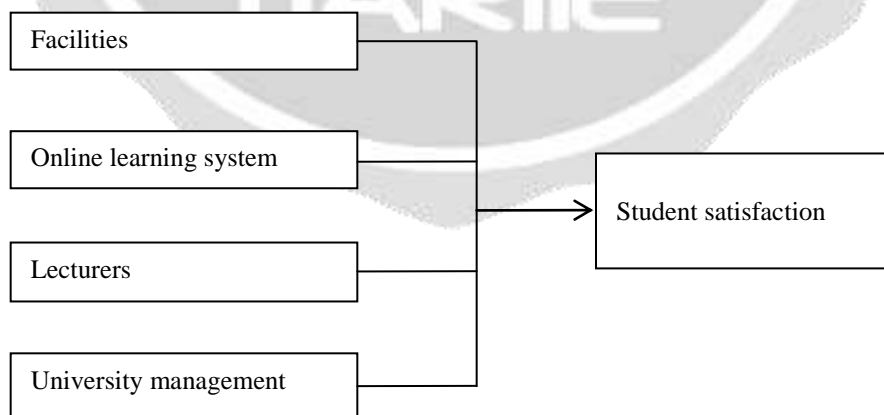
Fig -1: The proposed research model

2.3. Statistical analysis

The research was conducted with 346 respondents, randomly selected students allocated proportionately in TUEBA. All the data collected were processed using SPSS 20. The survey data were tested to examine its reliability by using

the Cronbach's Alpha. Analysis made use of descriptive statistics and Multiple Regression Analysis, T-test and Analysis of Variance (ANOVA) to test the hypotheses of the study.

3. RESULTS

3.1 Facilities

The information displayed in Table 1 shows that students rate the university infacilities at normal satisfaction with the average value ranging from 3.26 to 3.57. Particulay, the shared infacilities at Learning Resources Center, the student response is at high satisfaction with average value at 4.09.

Table -1: Statistics of satisfaction levels about Facilities at TUEBA (n=346)

Facilities		Minimum	Maximum	Mean	Std. Deviation
FT1	The classrooms can meet the learning conditions of students	1	5	3.57	1.024
FT2	Learning aids such as computers are well-equipped	1	5	3.26	1.081
FT3	Internet learning aids are well-equipped	1	5	3.31	1.170
FT4	The teaching materials provided by the instructors are rich and diverse	1	5	3.35	1.190
FT5	The school's library is fully equipped with books, documents, and computers for learning	1	5	3.43	1.209
FT6	The library of Learning Resource Center (TNU) is fully equipped with books, documents and computers for learning	2	5	4.09	0.976

About the wifi system, the satisfaction is at normal levels with average value at 3.31 and standard deviation of 1.170, showing investigated objects having very different judgments. One of the reason is at the time of survey, the wifi system for learning was weak, the network as slow. Especially in the learning area GK3 was far from wifi hotspot, lectures sometimes can not access the network to use the online learing website. Student satisfaction on projectors in learning class room was at lowest level (3.26); projector systems in the rooms are uneven, having many old projectors, … this lead to the reason for un- high level of student satisfaction about the university infacilities.

3.2 Online training system

Thai Nguyen regional University has a e-learning training system at the address http://LMS.tnu.edu.vn. The general students' opinon was: although the online training system has much of useful and effective, it still has some certain limitations on: simple user interface, the lectures are not really lively, the interaction between lectures and students is not much, the procedure and time to create account for students is low.

Table -2: Synthesize the student's satisfaction on Online Learning Systems (n=346)

Online Learning Systems		Minimum	Maximum	Mean	Std. Deviation
OTS1	The software is easy to use	1	5	3.59	1.241
OTS2	The software has a friendly and easy-to- use interface	1	5	3.73	1.131
OTS3	The lecture videos are regularly updated	1	5	3.72	1.132
OTS4	Good quality of lectures	1	5	3.74	1.083
OTS5	The system allows attachments with size larger	1	5	3.51	1.269
OTS6	Good interoperability with faculty and students	1	5	3.62	1.489

Table 2 shows that, almost students rate the online learning system at satisfaction level. The factor OST4 is rated at lowest satisfaction level (3.74); the factor OST5 is rated at low-level satisfaction (3.51) with the standard deviation value of 1.269. This indicates that students have very different judments on the factor.

3.3 Lecturers

According to Table 3, students are quite satisfied with the lecturers as well as the teaching materials. The average value is ranging from 3.61 to 3.83, in which the factor of the lecturers using the easy-to-understand and appropriate teaching method reaches the highest level (3.83), this is a key factor in teaching as well as guide students to learn online. Teaching staff in the school are almost young lecturers who are qualified, able to grasp and update information technology and enthusiasm. In addition, all lecturers have been trained to use an online learning system, which is able to communicate to help students approach and grasp the content of the course quickly and understand the core issues. This is considered a great advantage in implementing online training method at the University.

Table -3: Statistics of student satisfaction about Lecturers (n=346)

Lecturers		Minimum	Maximum	Mean	Std. Deviation
LT1	Teachers use easy-to-understand and appropriate teaching methods	1	5	3.83	1.185
LT2	Instructors enthusiastically guide students to use the software to study	1	5	3.75	1.143
LT3	Lecturers provide full study plan Scr p, reference possibility o	1	5	3.63	1.182
LT4	Lecturers have in - depth knowledge of teaching expertise	1	5	3.61	1.153
LT5	Teachers go to class on time, teach enough periods	1	5	3.80	1.173
LT6	The instructors evaluate the learning results accurately and objectively	1	5	3.81	1.001

3.4 University management

The issue of University management is a very important factor in the success of the training program.

Table -4: Statistics of student satisfaction about University management (n=346)

University management		Minimum	Maximum	Mean	Std. Deviation
MT1	The school building plans to study science	1	5	3.53	1.304
MT2	The school divides the number of students in a class reasonably	1	5	3.52	1.183
MT3	The school built a reasonable schedule	1	5	3.61	1.138
MT4	The school has timely support measures for students	1	5	3.65	1.063
MT5	The school organizes good extracurricular activities	1	5	3.57	1.174

The factor University management is rated with average value ranging from 3.52 to 3.65, meaning that students are satisfied with this variable. As displayed in Table 4, students rated the highest satisfaction on the variable MT4 (3.65), whereas students rated the lowest satisfaction on the variable MT2 (3.52). The response of students is understandble because at the time of survey time, each class had an average number of 70 students or more. With a

larger number of students like that, it will make difficult for lecturers to teach, as well as difficult for students to absorb contents of the lessons.

4. CONCLUSIONS

The survey had conducted based on 346 students who participated the online tranining method at TUEBA in the second semester of school year 2019-2020. Data analysis four variables factors including (Facilities, Online learning systems, Lecturers, University management) have been used to find out the current status of student satisfaction.

In general, students' basic assessment of the factors influencing online teaching methods at TUEBA is satisfied. Among the above variables, the variables of the university's facilities, students are less satisfied (the average score is from 3.26 to 3.57), the variables of the online learning system are also at the average satisfaction level (from 3.51-3.78). The results of the students studying using the online training method are not at the highest level. TNU's online learning system currently does not fully meet the expectations of lecturers and students, but the system is still being built and gradually improved in both size and quality in the coming years. TUEBA is increasingly paying attention to the quality of training, investing in facilities, adjusting the teaching management organization to meet the current 4.0 technology age.

5. REFERENCES

[1]. Anh, LT (2018). Research on factors affecting student satisfaction of Duy Tan University when studying political theory subjects

[2]. Huong, N. T. (2016). Factors affecting student satisfaction with the facilities and service conditions of the forestry university. Economy & Policy 163 Journal of Forestry Science and Technology, 2, 163-172

[3]. Anh, L. T. (2018). Research on factors affecting the satisfaction of neo-university students when studying political theory subjects.

[4]. Moh. (2020, 3 31). retrieved from https://moh.gov.vn

[5]. Portal, v. n. (2020, 4 23). Vietnam government portal. retrieved from www.chinhphu.vn: http://vanban.chinhphu.vn/portal/page/portal/chinhphu/hethongvanban?class_id=2&_page=1&mode=detail&document_id=199893

[6]. TNU. (2020, 10 10). Thai Nguyen University. Retrieved from Thai Nguyen University: http://tnu.edu.vn

[7]. Fely, D. (2005). Understanding and doing research: a handbook for biginners, Panorsma Printing Inc

[8]. Bich, N. T. (2012). Measuring job satisfaction for employees at one member limited company "Kien Giang Water Supply and Sewerage", Nha Trang, Nha Trang University