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Factors Influencing Learner Satisfaction on the Quality of Training of Economics and Finance Thai Nguyen College, Thai Nguyen Province, Vietnam

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Abstract:

In the current period, attracting learners is an urgent requirement for universities and colleges. In order to attract learners, colleges must find solutions to improve the quality of training services, improve learners' satisfaction. The group of authors has conducted practical research on the status of learners' satisfaction with the quality of training at Thai Nguyen College of Economics and Finance. SERVPERF model was used to measure learners' satisfaction about training services. On the basis of research results, the authors have proposed solutions to enhance learners' satisfaction with the quality of training at the school; thereby it is going to help Thai Nguyen College of Economics and Finance achieve efficiency in the teaching and learning process.

Keywords: Quality of training services, satisfaction, learners, teaching staff, economics, finance college

1. Introduction

Thai Nguyen college of Economics and Finance was established on December 20, 1978. Since establishment, the college has been constantly evolving. However, recently, enrollment issue of the school faced many difficulties, the number of input students continuously decreased. It is easy to see that according to the market mechanism, the quality of education and training must be in accordance with market requirements, the training establishment becomes the unit providing training services and the customer is the learner. In order to have learners, the training institution must meet the requirements of customers, evaluated through satisfaction of customer. Thus, this research is needed to carry out, then authors proposed some solutions to enhance the quality of training services to improve the satisfaction of learners at vocational colleges in general, at Economics and Finance Thai Nguyen College, Thai Nguyen province, Vietnam in particular.

2. Methodology

2.1. Research Model

In models of customer satisfaction measurement for service quality, SERVPERF model is the most complete and appropriate measurement of learners' satisfaction with the quality of training services if considered Training department as a training service and the learner is the customer using that service.

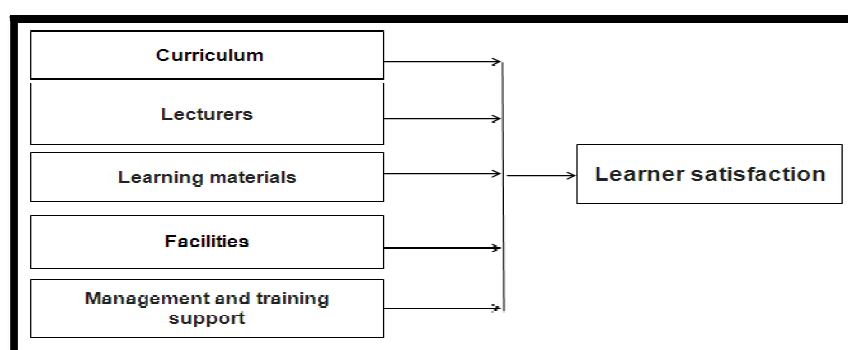


Figure 1: Research Model

2.2. Method of Collecting Information

Secondary data collection method: Secondary data was collected on the basis of published documents. In addition, the research also used data that has been studied and analyzed in scientific journals, master's theses, doctoral theses, and research papers.

Primary data collection: Using raw data from directly investigated learners who are studying in college, intermediate and primary level at Economics and Finance Thai Nguyen College. Total of 350 students are studying at Thai Nguyen College of Finance and Economics under 4 faculties: Accounting, Finance, Business Administration and Law. Investigation in two forms: Give the questionnaire directly to students and use tools to support online surveys and surveys of Google Drive. 150 questionnaires were distributed directly to students according to the random stratified sampling method for students in the second and third year of the accounting faculty (2 classes), Finance (1 class), Business Administration (1 class) and Law (1 class). The remaining 200 questionnaires were sent to students' mailboxes using a simple random sampling method through email addresses and social networking sites. However, after conducting data entry and screening the questionnaires, the results only have 319 valid questionnaires for the purpose of survey.

The questionnaire consisted of a number of questions aimed at assessing the level of learner's satisfaction for each observation variable. It used the scoring method on the Likert scale with 5 levels: (1) completely dissatisfied, (2) dissatisfied, (3) normal, (4) satisfied, (5) completely satisfied. Data were collected through statistical methods and collected in spreadsheet form. Then, data was exported to excel and coded for data analysis Analytical methods. Data analysis methods were used such as: Descriptive statistics, Cronbach's Alpha Quality Assurance, Exploratory Factor Analysis (EFA) and Multivariate regression analysis.

3. Result and Discussion

3.1. Profile of Learners (Respondents) at Economics and Finance Thai Nguyen College– Thai Nguyen Province, Vietnam

	Sample		
	Frequency	Ratio%	% Accumulation
Sex			
Female	195	61,1	61,1
Male	124	38,9	100,0
Fields			
Accounting	133	41,7	41,7
Finance	87	27,3	69,0
Business Administration	60	18,8	87,8
Law	39	12,2	100,0
Academic Years			
1 year	105	32,9	32,9
2 years	85	26,6	59,6
3 years	129	40,4	100,0
Learning capacity			
Excellent	7	2,2	2,2
Very good	37	11,6	13,8
Good	98	30,7	44,5
Above Average	127	39,8	84,3
Average	42	13,2	97,5
Below average	8	2,5	100,0
Total	319		

Table 1: Profile of Respondents of Research
Sources: From Survey of Authors

3.2. Analysis EFA Factors with Dependent Variables

The scale of factors affecting student satisfaction with the training quality of Thai Nguyen College of Economics and Finance includes 5 components: Curriculum (CTDT), lecturer (GV), learning materials (GT), facilities (CSVC) and management and training support (HDQL). In particular, the training program was measured by 5 observed variables from CTDT_1 to CTDT_5; Lecturers were measured by 7 observed variables from GV_1 to GV_7; Learning materials were measured by 4 observed variables from GT_1 to GT_4; Facilities were measured by 9 observed variables from CSVC_1 to CSVC_9, Management and training support were measured by 8 observed variables from HDQL_1 to HDQL_8. The scale of student satisfaction with the quality of training was measured by 3 observed variables from HL_1 to HL_3.

Evaluate the reliability of the scale

The reliability of the scales is assessed through the Cronbach Alpha reliability coefficient. The scales with Cronbach Alpha reliability are less than 0.6 (Nunnally & Burnstein, 1994) will be removed. At the same time, variables with correlation coefficients of less than 0.3 are also excluded. *

3.2.1. Curriculum

Reliability Statistics				
Cronbach's Alpha		N of Items		
,829		5		
Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
CTDT_1	15,00	5,937	,683	,781
CTDT_2	15,11	5,589	,699	,773
CTDT_3	15,13	5,731	,618	,797
CTDT_4	15,16	5,476	,605	,804
CTDT_5	14,92	6,239	,544	,817

Table 2: Evaluate the Reliability of the Curriculum Scale
(Source: Result of Cronbach Alphaanalysis)

Results of evaluation of the curriculum scale showed that: 5 observed variables in the scale have a correlation coefficient with the total variable greater than 0.3 and Cronbach Alpha coefficient of 0.829

3.2.2. Lecturers

Results of scale evaluation lecturers showed that: 7 observed variables in the scale have a correlation coefficient with total variables greater than 0.3 and Cronbach Alpha coefficient of the scale The measurement is 0.776.

Reliability Statistics				
Cronbach's Alpha		N of Items		
,776		7		
Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
GV_1	23,51	10,295	,505	,746
GV_2	23,82	9,896	,515	,744
GV_3	23,73	10,127	,483	,750
GV_4	23,64	9,810	,530	,741
GV_5	23,58	9,860	,592	,729
GV_6	23,57	10,409	,382	,772
GV_7	23,79	10,137	,492	,749

Table 3: Evaluate the Reliability of the Lecturers Scale
Source: Result of Cronbach Alphaanalysis

3.2.3. Learning Materials

Reliability Statistics				
Cronbach's Alpha		N of Items		
,726		4		
Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
GT_1	10,85	2,598	,546	,647
GT_2	10,98	3,116	,498	,677
GT_3	11,12	3,114	,412	,722
GT_4	10,90	2,581	,618	,600

Table 4: Evaluate the Reliability of the Learning Materials Scale
Source: Result of Cronbach Alphaanalysis

The results of evaluation of the scale of learning materials showed that: 4 observed variables in the scale have a correlation coefficient with total variable greater than 0.3 and Cronbach Alpha coefficient of scale 0.726

3.2.4. Facilities

Results of scale facilities showed that: Among the 9 observed variables of the scale, only CSVC_3 had a correlation coefficient of 0.279 less than 0.3. Also, if this variable was removed, the Cronbach Alpha coefficient of the scale will be 0.805

Reliability Statistics				
Cronbach's Alpha	N of Items			
,794	9			
Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
CSVC_1	30,34	17,670	,435	,780
CSVC_2	30,46	18,036	,324	,794
CSVC_3	31,09	17,706	,279	,805
CSVC_4	30,53	16,294	,588	,759
CSVC_5	30,58	16,452	,550	,764
CSVC_6	30,47	16,508	,581	,761
CSVC_7	30,59	16,991	,420	,783
CSVC_8	30,48	15,791	,637	,751
CSVC_9	30,50	16,798	,593	,761

Table 5: Evaluate the Reliability of the Facilities Scale
Source: Result of Cronbach Alphaanalysis

Therefore, to ensure that the scale has the greatest confidence level, we proceed to remove the CSVC_3 variable from the scale. After removing the variable CSVC_3, the remaining 8 variables had the variable CSVC_2 having a coefficient of correlation with the total variable of $0.321 > 0.3$ but when deleting this variable, the Cronbach Alpha coefficient increases to 0.811. However, this difference was not much, so the CSVC_2 variable was retained and the Cronbach Alpha coefficient of the scale will be 0.805.

3.2.5. Management and Training Support

Results of evaluation of scale the management and support training support showed that: In the 8 observed variables of the scale, HDQL_2 and HDQL_6 variables have a correlation coefficient of 0.2 and 0.208 less than 0.3. At the same time, if these 2 variables are removed, the Cronbach Alpha coefficient of the scale will increase.

Reliability Statistics				
Cronbach's Alpha	N of Items			
,718	8			
Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
HDQL_1	25,86	12,853	,398	,692
HDQL_2	25,54	14,256	,200	,731
HDQL_3	25,80	13,471	,314	,710
HDQL_4	25,98	12,000	,517	,665
HDQL_5	25,58	12,043	,595	,651
HDQL_6	25,85	13,856	,208	,735
HDQL_7	25,81	12,509	,538	,665
HDQL_8	25,46	12,388	,570	,658

Table 6: Evaluate the Reliability of the Management and Training Support Scale
Source: Result of Cronbach Alphaanalysis

Therefore, to ensure that the scale had the greatest confidence level, we proceed to remove the HDQL_2 and HDQL_6 variables from the scale. Then, the Cronbach Alpha coefficient of the scale is 0.759

3.2.6. Learner Satisfaction

Reliability Statistics				
Cronbach's Alpha	N of Items			
,743	3			
Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
HL1	7,75	1,385	,502	,737
HL2	7,89	1,245	,569	,662
HL3	7,83	1,338	,649	,575

Table 7: Evaluate the Reliability of the Learner Satisfaction Scale
Source: Result of Cronbach Alphaanalysis

Evaluation results of Learner Satisfaction showed that: 3 observed variables in the scale had a correlation coefficient with the total variable greater than 0.3 and Cronbach Alpha coefficient of the scale was 0.743. In order to confirm the relevance of the scale with 33 observed variables, the study uses the EFA discovery factor analysis method. KMO index (Kaiser - Meyer - Olkin Measure of Sampling Adequacy) is used to analyze the relevance of factors. The KMO value is greater than 0.5 and the total variance extracted must be greater than or equal to 50%, then the new factors are used. At the same time, the observed variables with factor weight or factor load factor > 0.5 are considered to have practical significance. Therefore factors with factor weights of less than 0.5 will be removed. The results of the first EFA discovery factor analysis for 5 independent factors include 30 observed variables as follows:

KMO and Bartlett's Test						
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		,662				
Bartlett's Test of Sphericity	Approx. Chi-Square	232,456				
	df	3				
	Sig.	,000				
Total Variance Explained						
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	1,997	66,576	66,576	1,997	66,576	66,576
2	,608	20,262	86,838			
3	,395	13,162	100,000			
Extraction Method: Principal Component Analysis.						
Component Matrixa						
	Component					
	1					
HL1	,762					
HL2	,819					
HL3	,863					

*Table 8: Results of Analysis EFA with Dependent Variables
Source: The Results of EFA)
Extraction Method: Principal Component Analysis
a. 1 Component Extracted*

The KMO coefficient in the EFA analysis for dependent variables Student satisfaction is = 0.662 > 0.5, indicating that factor analysis is appropriate for research data. Bartlett's finding result is 232,456 at sig significance level of 0,000 < 0.05 so the hypothesis H0 in this analysis is that "The correlation between the observed 0 variables in the overall" will be rejected, this has that is, the observed variables are correlated in the overall. Or the observed variables are important in the composition of student satisfaction with the quality of training. The variance method is worth 66.576% > 50%.

3.3. Correlation Analysis

Analysis results showed that independent factors with average correlation with dependency factor "learner satisfaction" with 99% reliability. Independent factors are not correlated with each other or have very low correlations.

Correlations							
		F_CTD	F_GV	F_GT	F_CSVC	F_HDQL	F_HL
F_CTD	Pearson Correlation	1	,273**	,228**	,130*	,185**	,580**
	Sig. (2-tailed)		,000	,000	,021	,001	,000
	N	319	319	319	319	319	319
F_GV	Pearson Correlation	,273**	1	,347**	,362**	,245**	,439**
	Sig. (2-tailed)	,000		,000	,000	,000	,000
	N	319	319	319	319	319	319
F_GT	Pearson Correlation	,228**	,347**	1	,294**	,185**	,437**
	Sig. (2-tailed)	,000	,000		,000	,001	,000
	N	319	319	319	319	319	319
F_CSVC	Pearson Correlation	,130*	,362**	,294**	1	,174**	,421**
	Sig. (2-tailed)	,021	,000	,000		,002	,000
	N	319	319	319	319	319	319
F_HDQL	Pearson Correlation	,185**	,245**	,185**	,174**	1	,335**
	Sig. (2-tailed)	,001	,000	,001	,002		,000
	N	319	319	319	319	319	319
F_HL	Pearson Correlation	,580**	,439**	,437**	,421**	,335**	1
	Sig. (2-tailed)	,000	,000	,000	,000	,000	
	N	319	319	319	319	319	319

Table 9: Testing Correlations between Variables

(Source: Results of Correlation Analysis)

**. Correlation Is Significant at the 0.01 Level (2-Tailed)

*. Correlation Is Significant at the 0.05 Level (2-Tailed)

3.4. Testing Hypothesis Regression Models between the Quality Components of Training Activities for Learner Satisfaction

Testing hypothesis regression models between 5 components are independent variables. The results of the regression model verification are shown in the following table

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,739a	,546	,539	,368

Table 10: Regression Results of the Model

Source: Regression Results

a. Predictors: (Constant), F_HDQL, F_CSVC, F_CTD, F_GT, F_GV

By applying the Enter method to regression analysis, we obtained the regression results as shown in Table 3.21. This result gives the value $R^2 = 0,546$. This means that the model's relevance is 54.6%, in other words, the model can explain 54.6% of the overall relationship of 5 factor groups. The adjusted R value more accurately reflects the suitability of the model, we have adjusted R value of 0.539 (or 53.90%), there is a linear regression model learner satisfaction and 5 components in training quality.

To test the relevance of the overall regression model, we consider the F value from the variance analysis ANOVA (Table 11).

ANOVA variance analysis showed that the F-value has the significance level Sig. = 0,000 (less than 0.05), meaning that the regression model is consistent with the data collected and the included variables are significant in statistics with a 5% significance level. Statistics of the value $F = 75,409$ is used to test the hypothesis H_0 , where we see that the linear relationship is very significant for $p_value < 0.05$. Thus, the independent variables in the model are related to the Satisfaction dependent variable.

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	50,933	5	10,187	75,409	,000b
	Residual	42,281	313	,135		
	Total	93,214	318			

Table 11: Analysis of variance ANOVA

a. Dependent Variable: F_HL

b. Predictors: (Constant), F_HDQL, F_CSVC, F_CTD, F_GT, and F_GV (Source: Analysis of variance ANOVA)

3.5. Factors Influencing Learner Satisfaction on the Quality of Training at Economics and Finance Thai Nguyen College, Thai Nguyen, Vietnam

The analysis of regression coefficients in the model shows that the significance of Sig components. are less than 0.05. Therefore, we can say that the independent variables have an impact on student satisfaction on the quality of

training. All analytical factors are significant in the model and have a positive impact on learners' satisfaction, since the regression coefficients are positive (Table 12)

Coefficientsa						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-,176	,219		-,804	,422
	F_CTDT	,407	,037	,443	11,005	,000
	F_GV	,132	,044	,131	2,989	,003
	F_GT	,196	,042	,195	4,648	,000
	F_CSVC	,220	,039	,234	5,603	,000
	F_HDQL	,126	,035	,144	3,614	,000

Table 12: Regression Coefficients in the Model

A. Dependent Variable: F_HL

Source: Results of Regression Analysis)

The standard regression value of independent variables in the model: Curriculum is 0.407, Lecturers is 0.132, Learning material is 0.196, Facilities is 0.220; Management and training support activities are 0.126. Through the regression analysis results we have a model:

$$HL = 0.407 * CTDT + 0.220 * CSVC + 0.196 * GT + 0.132 * GV + 0.126 * HDQL - 0,176$$

The above model explains 53.90% of the variation of learners' satisfaction is due to independent variables in the model, the remaining 46.10% of the variation is explained by other variables outside model.

4. Solution to Enhance the Training Quality of Economics and Finance Thai Nguyen College, Thai Nguyen Province, Vietnam

By analyzing the results of the survey of learners' satisfaction with training activities at Economics and Finance Thai Nguyen College, we find that the learners are not really satisfied with the quality of services provided. This explains why difficulties in enrollment of the school in recent years. To overcome this situation, it is necessary to implement the following solutions:

4.1. Curriculum

Among the factors affecting learners' satisfaction, the training program is the most influential factor. This demonstrates the position and importance of the training program for improving training quality and increasing student satisfaction. In order to ensure that the training program meets the learners' goals and needs, the school needs to synchronously implement the following solutions:

Firstly, The college needs to vigorously renovate its training program, implement international training links and exchange students with foreign advanced universities, apply advanced curriculum. Currently, the University has linked and exchanged students with universities in many countries around the world such as: Laos and Korean. These programs need to be stronger and create conditions for students in the school to study abroad in Korea and Japan. The school should further strengthen the cooperation with universities in countries around the world, expand cooperation with countries with advanced education in the region such as Singapore, Malaysia, Taiwan...

Secondly, The college needs to develop training programs suitable to actual needs, improve the applicability in the context of information explosion, industrialization, modernization and international integration. The one also need to reduce teaching theory time, increase research and practice time, allocate between theoretical subjects and applied subjects of each training industry. The college should invite businesses and practitioners to teach in order to equip students with skills to work upon graduation. Enhancing the training of foreign language knowledge, information technology and skills for students in various forms such as opening short-term training courses, discussion sessions or themed activities.

Thirdly: Rearrange the content and order of subjects in the training program to ensure accuracy and logic. Building, improving and perfecting the objectives and training programs to help Thai Nguyen College of Economics and Finance modernize the training content, in accordance with the actual conditions of the school as well as in line with the general development of society.

4.2. Facilities

According to the collected information, the level of response of the facilities is relatively high. However, in addition, the investment, management and use of facilities and equipment of the school still have certain limitations that need to be overcome. Specifically, in the coming time, the school should pay attention to the following issues:

Firstly: Strengthening the facilities, investing in equipment, tools and materials in parallel with repair and maintenance in time to create the best conditions for the learning environment for students

Secondly: Improve operational efficiency and service capacity of the school library. This is an important factor for successful implementation of credit-based training. The library is both a space provider and a source of main materials for students' self-study. The school's library is considered to be spacious enough for learners. But the source of documents and the number of documents is still relatively limited; It is need to increase.

Thirdly: find and increase other sources of investment in facilities such as: Linking with localities, universities to open more training courses for associate, in-service, inter-agency, ...; Open informatics and foreign language classes for students to improve and certify students, cooperate with businesses in the local to organize short-term professional training courses. Promote business activities such as: building rental canteens, organizing student cafeteria bidding, ... to increase revenue for the collegel budget

4.3. Learning Materials

Learning materials are the third most influential factor among the factors affecting learners' satisfaction with the quality of training.

- Firstly: Add more books to each subject to meet the needs of students' learning and research.
- Secondly: Strengthening the compilation of electronic textbooks and lectures, strengthening the construction of online exam questions. Promote the compilation of textbooks and learning materials, renew the exam format to use teaching equipment such as computers, laptops, projectors ... to be more effective and suitable to the needs for modernization in training and teaching.
- Thirdly: Improve the efficiency of research and compilation of internal textbooks. The school needs to focus intellectually on writing curriculum that meets both the teaching and self-learning needs of students. In addition, the content of teaching should stipulate the required syllabus, but the internal details should be flexible, to encourage students to self-study from many sources.

4.4. Lecturers

Most teachers in the school are still young, so teaching experience and reality are not much. The number of lecturers who have a doctorate is not much. In order to overcome this situation, in the coming time, the college should step up the implementation of the following solutions

- Firstly: Actively encourage and encourage lecturers to study and research to improve their qualifications.
- Secondly: The college needs to promote professional training for lecturers and at the same time encourage teachers to self-study and self-foster.
- Thirdly: Improve the quality of scientific work of faculty members in the school. Every year, Thai Nguyen College of Economics and Finance strives to achieve the target of 30 to 35 college researches I, 5 to 10 projects at provincial and ministerial levels.
- Fourthly: Pay more attention to the remuneration regime for faculty members. The one should have policies to encourage the reception of experienced teaching staff, masters and doctoral degrees in teaching at the school.

4.5. Management and Training Support

Due to many limitations such as cumbersome administrative procedures, complex, self-awareness of students is not high, registration and arrangement of student schedules are overlapped, slow ... To resolve the situation, the college should implement the following solutions synchronously:

- Firstly: Do well the guidance and organize the enrollment for students. To promote the mastery of learners, the school needs to create conditions for students and students to be free to register their majors, subjects, number of credits accumulated in each semester and arrange their own time.
- Secondly: Reform and simplify administrative procedures. Initially, the school's reform of the "one-door" mechanism (through the Student-Student Political Bureau) is absolutely right.
- Thirdly: Promote counseling, academic advisor, career orientation for students. The management and training support promote the training of moral character and behavior of students and contribute the improving of the training. Quality.

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