

STUDYING THE FACTORS AFFECTING THE SATISFACTION OF DUY TAN UNIVERSITY STUDENTS WHEN LEARNING THE POLITICAL THEMES

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Abstract:

The purpose of this article is to determine the factors that affect the satisfaction of students of Duy Tan University when studying the subjects of political theory. Based on the survey, analysis, processing and evaluation of the obtained results, the article proposes some solutions to enhance the interest of students at Duy Tan University with the subjects political theory (LLCT) also. It helps the instructor to have enthusiasm and excitement when teaching.

Keywords: Satisfaction, Duy Tan University, political theory, students, lecturers.

1. INTRODUCTION

In recent years, our country's higher education system is constantly developing in terms of scale and quality. Many universities are being modernized from facilities to cadres, teachers, training programs, etc. Duy Tan University is one of them. Duy Tan University is the first and largest private university in the Central, the training schools of doctoral, masters, university, college and vocational training and the system from intermediate to college, from college to university ... International relations are bright spots in the development of the school for many years. The advanced CMU, PSU, CSU programs are transferred to Duy Tan from the world's leading universities, in addition to the school also deployed programs to study abroad. There are such advanced training programs, but not all students are adaptable or satisfied with the school's curriculum.

When referring to a variety of political theories, students often think that they are less important and less focused. Even more, many of you find these subjects very "boring" because most subjects are theoretical. For students in general and Duy Tan university students in particular, the subject of political theory is considered compulsory undergraduate courses in all disciplines. Since they are general courses, teaching and learning are difficult for both teachers and students. Thus, the authors chose to study the factors that affect the satisfaction of the students at Duy Tan University when studying the subjects of political theory.

2. BACKGROUND OF THE STUDY

Student satisfaction has been studied by many managers and scientists. Here are some related research topics:

G.V. Diamantis and VK Benos, Piraeus University, Greece, 2007 'Measuring Student Satisfaction with Their Studies International and Europran Studies Deputement' - Student Satisfaction Assessment in International and European Faculty: The satisfaction of students on the course is very important and this satisfaction depends on many factors such as curriculum, teaching subjects, teaching staff, curriculum, social experience and experience. the intelligence that the

institution provides to students. To evaluate student satisfaction, the author uses the MUSA (Multicriteria Satisfaction Analysis), which covers four criteria: education, administrative support, Images, and faculty reputation. The results show that the satisfaction of students in International and European Studies is 89.3%, much higher than that of other 8 departments of Piraeus. The criteria used for the assessment were highly satisfactory but the importance of these criteria was not the same for students: the highest was education (41.1%), the image and reputation of the department (25%), while tangible and administrative support was significantly less.

Do Minh Son (2010), "Research on Student Satisfaction of University of Economics, University of Da Nang", the research purpose of this subject is also to analyze the evaluation of quality, value, the student satisfaction at the University of Economics, Da Nang University, issued 800 votes, collected 767 votes, the data was processed by SPSS, after the focus of research has drawn the conclusion Topics: 1 / Collect feedback is really necessary and receive the positive response of students; 2 / Information technology is very important to the student in learning, but the current quality is not really met expectations; 3 / library resources meet the expectations of students, the service work continues to improve; 4) the capacity and working methods of functional departments are highly valued, communication processes still need to be more positive; 5 / General feeling about higher education, students lack confidence in knowledge gained in learning; 6 / The quality of lecturers is highly appreciated by students, but the communication with teachers is difficult.

Nguyen Thanh Phong (2011), "Factors influencing students' satisfaction in studying and training at Tien Giang University", study on student satisfaction in training activities, train students at Tien Giang University and explore the factors that influence the results. This study was designed primarily in the form of quantitative research through questionnaires. The randomly chosen sample was scattered all the way from the third year to the fourth year student in the university, with the sample selected corresponding to the student-to-faculty ratio of 500 and the total sample size of 500. Through the synthesis and research the author has drawn the theoretical model of the topic of satisfaction as 1 / the training program; 2 / teaching team teaching methods; 3 / Textbooks, learning materials; 4 / Facilities 5 / Operations management and training support; 5 / student training activities; 6 / The overall result of the course.

Prof. Tran Xuan Kien "Assessing Student Satisfaction on Training Quality at University of Economics and Business Administration - Thai Nguyen University". This study surveyed over 260 students in years 2, 3, 4 of the school (183 females, 77 males) and based on the SERVQUAL scale consisting of 5 components (facilities, staff enthusiasm and lecture faculty members, faculty members, the ability to make commitments and the interest of the school to students) to determine student satisfaction. After analyzing Cronbach Alpha, the EFA factor analysis and regression analysis revealed that student satisfaction was dependent on the above five components with model and data consistency of 87.1%. In addition, the author tests a number of hypotheses that the level of satisfaction of students at the school does not differ by school year, department and academic level, but different in gender.

3. METHODOLOGY

3.1 Research object

For the research for the students are all students are found in the University of the University of Duy Tân has been already in the principal subject. The research of range of the students are only available in the Sole, only 3 base is 209 Phan Thanh, 03 Quang Trung, 3ha Hoa Khanh area. Research studies on the classes of the primary subject on the month of 09 and month of the year of 2017 year of the 1 year 2017-2018.

3.2 Research methodology

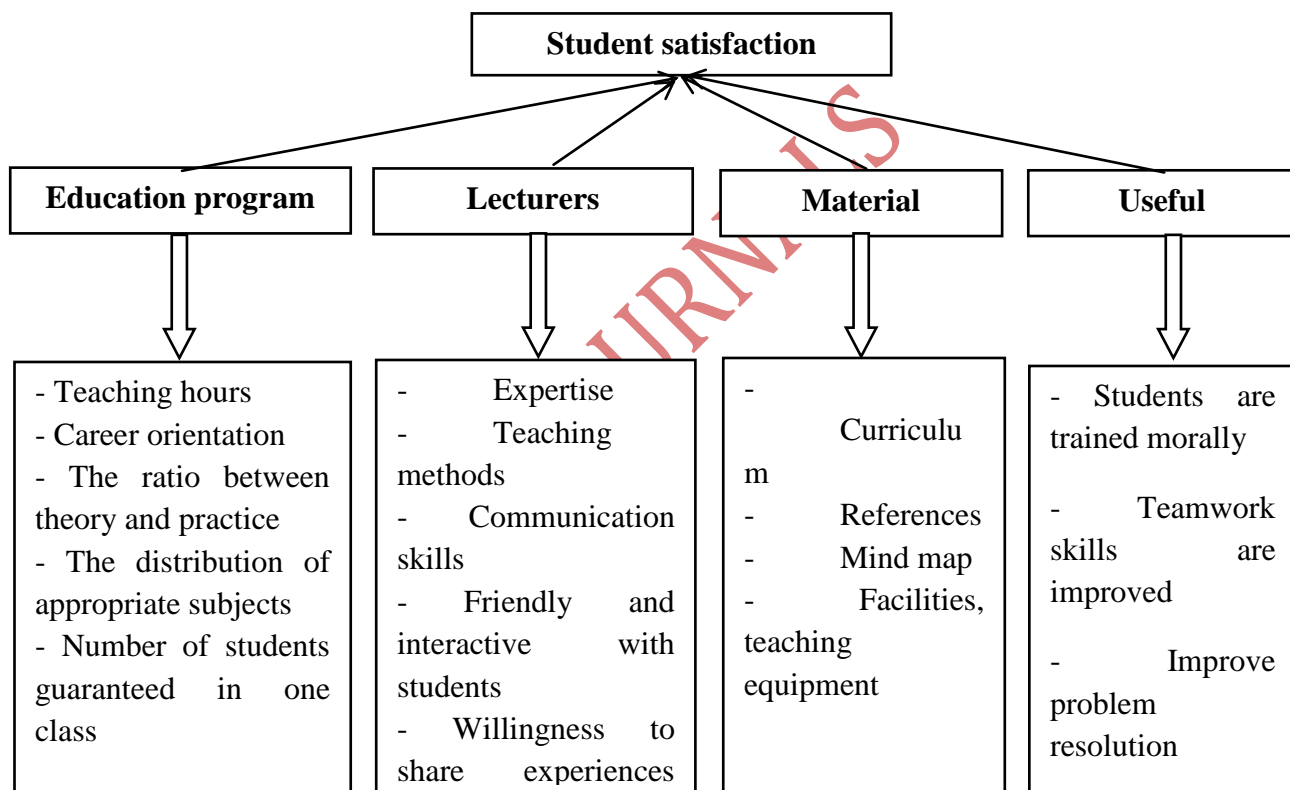
The topic was conducted through the use of a mixed method that combines a qualitative research approach and a quantitative method. Understand and study the theoretical papers and results of practical research on student satisfaction in general subjects. Materials are researched, analyzed, systematized and used in the subject as a reference item. Theories have been used in conjunction with the opinions of experts and trainers to build the research model and then develop a research questionnaire.

Quantitative research methods aim at understanding the level of satisfaction and the factors that affect the satisfaction of learning theoretical subjects. Quantitative research methods will be demonstrated through the processing and analysis of collected data using SPSS software for data processing.

3.3. Research models

The factors analyzed in the studies on training quality and satisfaction are summarized in the following diagram:

Diagram 1. Suggested research model



- **Education program:** Include factors related to program content, program structure that students will learn. This is the first element when a student selects a field of study at an institution. A well-established school will attract more students. So if this factor is satisfied then the student satisfaction for the school and for this subject group will be higher.

- **Lecturers:** While students learn, acquire the knowledge from the lecturer, if the acquisition is good then the initial satisfaction of students will be maintained and improved, otherwise it will gradually decline. Professional qualifications, teaching methods, communication skills, assessment methods, attitudes, devotion, enthusiasm of faculty ... will directly affect the satisfaction of students. This factor also plays an important role.

- **Material:** Factors such as facilities, equipment, factors related to study, research, support services such as textbooks, reference materials, learning diagrams. ... also affect the satisfaction of students.

- **Useful:** It is the result that students achieve after learning all general subjects and theoretical subjects at school in particular. This is the ultimate goal for students to participate in the study: moral training in a good environment, improving the skills needed for themselves ... satisfying the expectations of students, the satisfaction of students the higher the subject.

4. EMPIRICAL RESULTS

The questionnaire was distributed to 350 participants (including 100 preliminary questionnaires), collected 317 votes (90.57%), eliminated 33 invalid votes. So the final sample size was 317, of which 152 male and 165 female.

Table 1. Results of reliability analysis of variable groups by Cronbach'Alpha coefficient

No	Group variables	Number of observation variables	Cronbach's Alpha
1	Education Program	4	0.659
2	Lecturers	6	0.903
3	Material	4	0.770
4	Useful	4	0.856
5	Student satisfaction	4	0.849

Source: Author synthesis

Based on the results of the Cronbach's Alpha coefficient analysis in Table 1, we found that the four components of the measure of student satisfaction and dependency were all greater than 0.6. Use these variables. Besides eliminating the CT1 variable due to the reliability of less than 0.6, the CT2 variable is still proposed as having a reliability of approximately 0.6. This shows that the scale is statistically significant and the reliability coefficient is required. The model should continue to be included in the EFA discovery factor analysis.

Analyzing the EFA Discovery Factor

After measuring the reliability of the scale with the Cronbach's Alpha coefficient and eliminating the uncertainty of reliability, further analysis of the EFA discovery factor will be performed. This is the technique used to extract the observed variables into one or several factors. The EFA exploratory factor analysis was used extensively in the study to evaluate the baseline scales.

Analysis of the EFA factor of independent variables

First, to check if the independent factors are relevant for inclusion in the EFA discovery factor analysis, we conduct Bartlett's test and the KMO coefficient:

Table 2. KMO Coefficients and Bartlett's Test of Independent Factors

KMO coefficient		0.886
Bartlett's accreditation	Approx. Chi-Square	2784.861
	Df	153
	Sig.	0.000

Based on Table 2, the KMO value is $0.886 > 0.5$ and the Bartlett's Sig value of $0.000 < 0.05$ indicates that the variables are correlated, so the model is suitable for inclusion in the exploratory factor analysis.

The extraction method in factor analysis requires that extracts of Eigenvalue be greater than 1 to be retained in the analytical model. The four factors extracted are Eigenvalue > 1 and the stoppage when extracting the factors at factor 4

has an Eigenvalue of $1.010 > 1$. The total covariance of the 4 factors equals $70.789\% > 50\%$ of this for The ability to use these four factors explains the 70.789% variability of the observed variables.

Factor analysis reveals EFA factor satisfaction

The results of the EFA discovery factor analysis with KMO are $0.800 > 0.5$ and Bartlett's test is sig. is equal to $0.000 < 0.05$, so it is possible to assert the appropriate data for factor analysis.

Table 3. KMO Coefficients and Bartlett's Test of Satisfaction Factors

KMO coefficient		0.800
Bartlett's accreditation	Approx. Chi-Square	537.686
	Df	6
	Sig.	0.000

The analysis extracted from the 4 variables evaluates the experiment as a major factor with Eigenvalue = 2,753 and a total deviation of $68,836\% > 50\%$.

Table 4. Component composition factor for satisfaction rating

Variable evaluation	Load factor
HL1	.818
HL2	.772
HL3	.871
HL4	.854

Analysis of regression models

After extracting the elements from the exploratory factor analysis, we conduct a regression analysis to identify the factors that affect student satisfaction in theoretical disciplines. Regression analysis will be conducted with four independent factors: training program, faculty, tangibility and usefulness.

The value of each factor used to run the regression is the mean of the observed variables of that factor.

With this result, we compute $b_j = c_j$ with $j > 0$ and $b_0 = c_0 / (1 - r)$, so the estimation model will be:

Non-normalized regression will be:

$$SHL = 0.5983 + 0.068CT + 0.215GV + 0.179HH + 0.142HI + e$$

Regulated normalization will be:

$$SHL^* = 0.132CT^* + 0.187GV^* + 0.242HH^* + 0.168HI^*$$

Test the hypothesis of the model

After verifying the existence of the model, further validate the hypothesis of the model. It is the test of the impact and magnitude of the effects of independent factors on the dependent factor by the corresponding hypothesis of each factor.

5. CONCLUSION

The purpose of the model is to determine the factors that affect the satisfaction of students of Duy Tan University when studying the subjects of LLCT. To confirm the impact of the elements of a theoretical model developed and tested, the model is based on the theory of service quality satisfaction and the relationship between quality and service

and customer satisfaction. The results obtained after the survey and analysis of the results show that the scales of factors affecting the satisfaction of students achieve the reliability and validity. Specifically, the groups of solutions that affect the independent variables are as follows:

Firstly, the solution group on the training program consists of four main elements: First, the duration of the subject is too long: The research results show that most students think that the length of the course length, not suitable. Usually a lesson lasting 3 hours that the LLCT such as Marxism - Leninism, the idea of listening to students will not make students fatigue leading to discouragement, not dedicated to study. Should shorten the time of study in one session but increase the number of lessons in a week to fit the program but do not put pressure on students, helping students learn less but learn more knowledge. . Secondly, there are too many LLCT courses: According to the study, students think that there are too many modules related to LLCT but most are compulsory, not allowing students to choose. It is possible to study in the curriculum framework of these subjects or to use the option to reduce student load. Thirdly, the number of students in each class is too large: Most students agree that the number of students in each class is too large, especially for class of up to 200 students to study in a large hall. The large number of students make it impossible for the lecturer to pass on the knowledge to all the students, not to mention the students who have to sit away without the supervision of the lecturer will use the telephone or talk leads to noisy, influencing other students. Therefore, in order to help the lecturers to concentrate on teaching and to help students acquire the knowledge of the subject, the number of students in every class of the subject should be reduced. Fourth, have enough time to revise for the subject exam: Approximately 75% of the students surveyed said they did not have the time from the end of the course to the end of the course. This is understandable because the content of the subjects is too long, the main form of self-criticism makes it difficult for students to learn all the content in a short time (from the end to the test only about 2 weeks). Therefore, the School and the Faculty of LLCT should have research to change the form of the test with short questions, multiple choice questions or extended time from the end of the course to the examination.

Secondly, there are six main components of the teacher training group: First, the faculty has extensive knowledge of: Most faculty have extensive knowledge of teaching as well as Other areas of social life, updating new knowledge. Regularly promote the training and fostering of highly qualified and well-qualified teaching staff. Encourage and facilitate teachers to study in developed countries. Promote scientific research in teaching and integrating research results into teaching. Secondly, faculty members are attracted to students: faculty members are well-qualified and well-communicated. But just say dry so most students feel bored and not dedicated study. According to the survey, one-in-a-million students feel that the LLCT faculty is attractive, but half of the survey respondents do not. Therefore, the lecturer should mix theoretical knowledge with social knowledge so that students are interested in the subject. Thirdly, lecturers are passionate about teaching: Most lecturers have a passion for the job they are doing so they teach enthusiasm. Students also felt that the survey questionnaire showed students agree with the above factors. Fourthly, faculty members have a lot of practical connections: faculty members are knowledgeable in many areas of social life, so there is more in the real world. Teaching how to apply the content of the lesson to real-life situations in society at the student. Fifthly, lecturers use a variety of teaching aids (slides, videos, pictures, photos ...): The application of information technology to teaching will contribute to improve the quality of learning for students. The educational environment is highly interactive, not just teachers, lecturers, teachers, and students. Students are encouraged and facilitated to actively seek knowledge, organize Logically self-taught process. Sixth, the faculty evaluates objective results: Lecturers evaluate student competence and rational. Lecturers should combine several factors to assess student competencies, in particular the breakdown of the component scores from different factors: teamwork, individual skills,

presentation skills,... Use different types of test papers to combine multiple types of questions on a regular, midterm, oral, presentation, ... rather than a self-administered questionnaire.

Third, the solution group on visibility, consists of four main elements: First, the faculty provides the curriculum: Provide adequate for the purpose of each subject. Secondly, study materials and library references are quantitative: There are many resources available to help students choose and ensure the number of books for each student's home loan. Thirdly, books, textbooks updated with new situation, new text: Always update the new documents according to the renovation program of the Ministry of Education and Training. Fourth, classrooms, equipment and facilities: None of the school's facilities are reflective because the facilities of the school are quite good and meet the standards.

Fourth, the solution group of usefulness, consists of four main elements: First, the moral education in the subject: Because political theories mainly talk about real issues in the life of the commune Therefore, it will help students to change and practice more physically and psychologically. Besides, learning and following Ho Chi Minh's moral example creates students with a healthier, better life. Secondly, enhance the knowledge of political theory: Students are better aware of the ideas of philosophers such as: Marx, V. Lénin; Ho Chi Minh thought ... Facing students with a more objective view of the existence of the world in general as well as the world of materialism and idealism in particular. Thirdly, it can be applied in practice: Students perceive cognitive pairs in philosophy as practical: the pair of categories "cause - effect" The Pair of "qualities" (predecessors or predecessors depending on subjective view of the subject ...); The category "Content - Form". Fourth, raise the possibility of presenting the problem: Students are easy to express their ideas to faculty in each subject. But some students also hesitated to express their views with the lecturers. The survey found that some students disagreed with the above. Therefore, every lecturer teaching a subject should interact with students.

Based on the model has been verified, the team has strongly recommended some suggestions to help students as well as teachers have methods of learning and teaching the subject of political theory at Duy Tan University to get better results. Besides, there are some proposals on material facilities and teaching materials for the Board of Directors and the Management Board of Duy Tan University. The research team also pointed out some of the limitations of future research and future research.

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