



SURVEY ON STUDENT SATISFACTION WITH TRAINING ACTIVITIES AT THE FACULTY OF LAW, HO CHI MINH CITY OPEN UNIVERSITY

Tran Anh Binh

Ho Chi Minh city University of Education, Vietnam

Email address: binh.ta@ou.edu.vn

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*Satisfaction, Training,
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Abstract

The article presents a report on the results of a survey on the level of satisfaction of students of the Faculty of Law, Ho Chi Minh City Open University regarding training activities in the following aspects: training program; teaching activities; testing and evaluation activities; support activities; facilities and equipment. Using the method of sociological investigation and mathematical statistics, the author has analyzed and evaluated the research results, thereby showing that the majority of students of the Faculty of Law, Ho Chi Minh City Open University are satisfied with the results. satisfaction with the school's training activities, in which the highest level of satisfaction is with the training program.



KHẢO SÁT MỨC ĐỘ HÀI LÒNG CỦA SINH VIÊN VỀ HOẠT ĐỘNG ĐÀO TẠO TẠI KHOA LUẬT, TRƯỜNG ĐẠI HỌC MỞ THÀNH PHỐ HỒ CHÍ MINH

Trần Anh Bình

Trường Đại học Sư phạm Thành phố Hồ Chí Minh, Việt Nam

Địa chỉ email: binh.ta@ou.edu.vn

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Thông tin bài viết	Tóm tắt
Ngày nhận bài: 20/6/2023 Ngày sửa bài: 15/8/2023 Ngày duyệt đăng: 10/10/2023	Bài viết trình bày báo cáo kết quả khảo sát mức độ hài lòng của sinh viên Khoa Luật, Trường Đại học Mở Thành phố Hồ Chí Minh về hoạt động đào tạo ở các khía cạnh: chương trình đào tạo; hoạt động giảng dạy; hoạt động kiểm tra, đánh giá; hoạt động hỗ trợ; cơ sở vật chất, trang thiết bị. Bằng phương pháp điều tra xã hội học và thống kê toán học tác giả đã tiến hành phân tích và đánh giá kết quả nghiên cứu, qua đó cho thấy, đa số sinh viên Khoa Luật, Trường Đại học Mở Thành phố Hồ Chí Minh hài lòng về hoạt động đào tạo của nhà trường, trong đó mức độ hài lòng cao nhất là về chương trình đào tạo.
Từ khóa Hài lòng, Đào tạo, Chương trình, Giảng dạy, Đánh giá.	

1. Introduction

In the context of current social development, under the impact of the market economy and the development trend of education in the world, education and training are no longer considered a “career activity”. purely but transformed into a “type of service” that provides educational and training activities to meet the needs of relevant parties for the development of society. One of the identified stakeholders is the learner, who is both the direct customer and the product of the education and training process. With the tendency to take learners as the center and consider learners as direct customers, surveying and researching the level of satisfaction of learners with educational and training activities (main activities of educational establishments) is an extremely practical job to collect information and data

as a basis for evaluating the effectiveness of education and training activities. In addition, this is also the basis for conducting improvement activities and improving the quality of education and training. Therefore, this research focuses on surveying and evaluating the level of satisfaction of students at the Faculty of Law, Ho Chi Minh City Open University with the goal of measuring student satisfaction, thereby propose solutions to improve the quality of training at the Faculty of Law, Ho Chi Minh City Open University.

2. Research methods

2.1. Research models

In the topic Research on student satisfaction with training services at the University of Finance and Accounting, author Huynh Thi Kim Duyen (2016)

proposed a research model including the following components: Curriculum, Lecturers, Facilities, Management, Training services, Image. [1]

According to authors Hoang Thanh Huyen & Tran Thi Thai Ha (2019), factors affecting the level of student satisfaction with training activities at the school are determined to include the following contents: Training curriculum, Facilities, Instructors, Service Capabilities, Tuition. [2]

Authors Nguyen Thanh Vu & Bui Quang Tam (2020) determined that the level of student satisfaction with support services at school includes the following factors: Organizational implementation process, Support staff, Facilities and equipment, Interactive

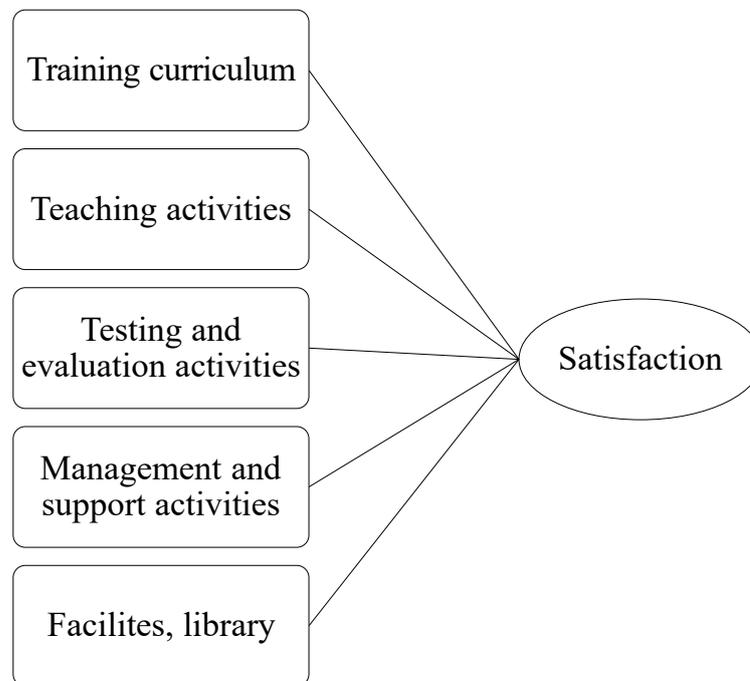
information channels, Service accessibility and Movement activities. [3]

According to authors Nguyen Bich Nhu & Nguyen Trung Hieu (2021), factors affecting student satisfaction include: enrollment, consulting, guidance; union work; student management; infrastructure; support team. [4]

Based on the inheritance of published researches, the author proposes a research model with 05 specific components as follows::

1. Training curriculum;
2. Teaching activities;
3. Tesing and evaluation activities;
4. Management and support activities;
5. Facilities, library.

Figure 1. Model for studying learner satisfaction with training activities



Source: Compiled and suggested by the author

Table 1. Statistics of study variables

Model variables:

VAR	CONTENT
Q1	TRAINING CURRICULUM
Q1.1	The training program is publicly announced
Q1.2	The training program has clear and specific goals; measurable; feasible and suitable for practice
Q1.3	The output standards of the curriculum are clearly defined, meeting the requirements of the curriculum objectives

VAR	CONTENT
Q1.4	The content of the curriculum is consistent with the objectives of the curriculum
Q1.5	The sequence of the modules in the training curriculum is arranged scientifically and reasonably
Q1.6	The curriculum structure is balanced between compulsory courses and elective courses
Q1.7	The number of mandatory and elective modules meets the requirements of training objectives and learners' needs
Q1.8	The course outlines are full of information, consistent with the objectives and content of the curriculum
Q2	TEACHING ACTIVITIES OF LECTURERS (TEACHING ACTIVITITES)
Q2.1	The teacher provides complete information about the module at the first class session
Q2.2	The teacher introduces the textbook and reference materials to students
Q2.3	Teaching according to the plan, schedule, subject outline and ensuring the prescribed duration
Q2.4	The professional capacity of teachers meets the requirements of the course and students
Q2.5	The teacher presents the content of the module clearly and easily to understand
Q2.6	Teachers make practical connections, helping students apply theoretical knowledge into practice
Q2.7	Teachers' teaching methods are diverse and flexible, promoting students' positivity and initiative
Q2.8	Teachers' teaching methods promote students' self-study and research abilities
Q2.9	Teachers use diverse and effective means and teaching equipment
Q2.10	Teachers are ready to support and answer students' questions
Q2.11	Teachers have a respectful attitude and behave appropriately with students
Q3	TESING AND EVALUATION ACTIVITIES
Q3.1	Testing and assessment activities are consistent with the objectives and content of the course
Q3.2	Regulations, forms of tesing, evaluation and proportion of component scores are clearly and publicly announced
Q3.3	Diverse testing and evaluation methods ensure reliability
Q3.4	The organization of tesing and evaluation is serious and fair
Q3.5	The results of tesing and evaluation are communicated promptly
Q3.6	Students can easily respond and receive feedback about their learning results after testing
Q4	MANAGEMENT AND SUPPORT ACTIVITIES
Q4.1	Training plans, class schedules, and exam schedules are arranged scientifically and appropriately
Q4.2	Academic issues are handled quickly and promptly
Q4.3	Students are provided with complete information about the course at the beginning of the course/semester
Q4.4	Students are provided with full regulations and forms to serve the learning process
Q4.5	Teachers are in charge of academic advising and class leaders enthusiastically support students
Q4.6	The staff of the departments are enthusiastic in supporting, have proper behavior, and respect students
Q4.7	The information displayed on the school and department's website is diverse, rich, and updated regularly
Q5	FACILITES, LIBRARY

VAR	CONTENT
Q5.1	Stable classrooms, meeting the number of students
Q5.2	Classrooms ensure sound and lighting
Q5.3	The classroom is equipped with complete and modern teaching equipment
Q5.4	The classroom is designed to be flexible and convenient to organize a variety of learning activities
Q5.5	The library has rich and diverse document sources
Q5.6	The library fully provides textbooks and reference materials for each module
Q5.7	The library's space ensures students' on-site learning and research needs
Q5.8	Support activities and services of the library meet the needs of students

2.2. Research methods

The author uses sociological survey methods and mathematical statistics with the purpose of surveying the level of student satisfaction with training activities at Ho Chi Minh City Open University.

Survey subjects: students of the Faculty of Law, Ho Chi Minh City Open University.

Questionnaire content: level of satisfaction with the training program; teaching activities; testing and evaluation activities; management and support activities; facilities, library.

Implementation time: from July 2nd, 2023 to July 13rd, 2023.

Implementation process: the author developed a questionnaire and conducted an online survey of students of the Faculty of Law, Ho Chi Minh City Open University studying at the school in the 2022-2023 school year using the Google Forms tool. Use SPSS software (version 16.0) to process data collected after the survey (Cronbach Alpha reliability coefficient, mean score).

3. Results and discussion

3.1. Theoretical basis

3.1.1. Concept of satisfaction

Author Oliver (1985) stated that satisfaction is the degree of response of a service or product compared to the customer's wishes and expectations (including meeting above or below expectations that customers have expected). [5]

According to Kotler and Armstrong (2001), satisfaction is a feeling created when customers

compare the results obtained from a service or product with their needs and expectations. [6]

According to author Nguyen Van Canh (2020), satisfaction is a psychological state of customers when the service they use meets their expectations. [7]

Therefore, it can be said that satisfaction is the customer's attitude toward the level of satisfaction of products and services compared to the needs and expectations of quality and benefits that the product brings to customers, after using the service.

Satisfaction of stakeholders, especially learners in the field of education and training, is the level of satisfaction that meets the requirements and expectations of the parties regarding the quality of services and training products at educational and training establishments.

3.1.2. Training activities

According to author Tran Van Cat (2016), training is a function of educational institutions with the goal of creating human resources with professional capacity to meet the needs of society. [8]

In his research thesis, author Phan Hoai Thanh (2017) commented that: "Training is a coordinated and unified activity between the collective of officials, teachers, staffs in the school and learners to transfer and develop specialized knowledge and labor skills, forming the professional personality of people in a certain type of labor". [9]

"Training is the process of forming and developing in learners the necessary system of knowledge, skills and attitudes, ... thereby contributing to the development and improvement of each individual's personality, to

meet the needs of society in the corresponding stage of development.” (Tran Khanh Duc, Duong Thi Hoang Yen, Do Thi Thu Hang, nnk, 2022). [10]

Thus, training activities are defined as a purposeful impact process with the goal of forming for learners a system of professional knowledge and professional labor capacity to help learners participate effectively in productive labor activities of society.

3.2. Results of practical research

3.2.1. Characteristics of the survey sample

The study conducted a survey using the Google Forms tool on 221 students of the Faculty of Law, Ho Chi Minh City Open University who are studying at the school in the 2022-2023 school year. Characteristics of the survey sample are shown in the following 02 tables:

Table 2. Statistics on the number of students majoring in Law and Economic Law participating in the survey

Major	Qt.	Pct
Law	88	39,8%
Economic Law	133	60,2%

The ratio of students majoring in Law and majoring in Economic Law participating in the survey is relatively equal at approximately 40:60. Because the number of students majoring in Law is less than the number of students majoring in Economic Law, the above ratio is reasonable and still ensure the universality of the research.

Table 3. Statistics on the number of students participating in the survey

School year	Qt.	Pct
2019	15	6,8%
2020	74	33,5%
2021	68	30,8%
2022	64	29%

Students in the 2020, 2021, 2022 school years have approximately the same survey participation rate, about 30%, accounting for over 90% of the number of students participating in the survey, only in 2019 there were quite a few students participating. Survey, 15 students, accounting for 6.8%, are students who are doing graduate internships outside of school and have little interest in school activities. Therefore, the number of survey participants in this group is the smallest.

3.2.2. Results of the scale’s reliability (Cronbach Alpha)

The reliability of the scale is shown specifically through the following data table:

Table 4. Statistics of the scale’s reliability coefficient (Cronbach Alpha)

No	Scale	Reliability coefficient (Cronbach Alpha)
1	Training curriculum	0,981
2	Teaching activities	0,985
3	Tesing and evaluation activities	0,974
4	Management and support activities	0,970
5	Facilities, library	0,975

According to the statistical results in Table 3, the reliability coefficient (Cronbach Alpha) in the study’s scales all meet the necessary reliability requirements, all scales have results above 0.7 (> 0.7); Among them, the 02 scales measuring curriculum and educational activities have the highest reliability (>0.980), the remaining 03 scales all have reliability above 0.970 (>0.970). The above results show that the scale designed in the study is suitable and reliable to evaluate the level of satisfaction of students of the Faculty of Law, Ho Chi Minh City Open University with training activities. at the School.

3.2.3. Results on satisfaction level

To conduct a survey on the level of satisfaction of students of the Faculty of Law, Ho Chi Minh City Open University about training activities at the School, the author constructed a survey table with 40 observed variables, 05 dependent variable; The results of student satisfaction are measured on a 05 level Likert scale, with the following conventions:

$$\text{Distance value} = (\text{Maximum} - \text{Minimum})/n = (5-1)/5 = 0.8$$

Table 5. Value convention table

Value	Result
1,00 → 1,80	Completely dissatisfied
1,80 → 2,60	Unsatisfied
2,60 → 3,40	Normal
3,40 → 4,20	Satisfied
4,20 → 5,00	Completely satisfied

3.2.3.1. Overview of research results

Based on the results of Table 6. Statistics on average scores and standard deviations (Std. Deviation) of the dependent variables, the author finds that variable Q1 (training program) has the highest mean score of 4.3467, variable Q4 (Management and support activities) has the lowest mean score of 4.1907, the remaining variables have results ranging from 4.20 to 4.30; In general, the vast majority of students are satisfied with training activities at the School (mean > 3.40), in which, the level of satisfaction is arranged in order from high to low as follows: Training curriculum → Teaching activities → Facilities, library → Tesing and evaluation activities → Management and support activities.

Table 6. Statistical table of mean and standard deviation (Std. Deviation) of the dependent variables

Variables	Mode (N)	Average (Mean)	Std. Deviation
Q1	221	4,3467	,82239
Q2	221	4,3089	,83349
Q3	221	4,2195	,88491
Q4	221	4,1907	,88783
Q5	221	4,2359	,87167

3.2.3.2. The training curriculum

Curriculum is one of the important components of training activities at the school. Through curricula, relevant parties can determine training objectives, output standards, training content, training plans, form of testing and evaluation and many other contents. The curriculum decides what content that learners will learn, how they will learn it and what the expected results will be. So it can be said that this is one of the important factors affecting the quality of training and its direct impact directly to the level of satisfaction of stakeholders, especially learners. The level of satisfaction of students of the Faculty of Law, Ho Chi Minh City Open University with the training program is shown specifically through the following data table:

Table 7. Statistical table of students’ satisfaction with the training program

Variables	Mode (N)	Average (Mean)	Std. Deviation
Question 1.1	221	4,48	,861
Question 1.2	221	4,37	,867

Variables	Mode (N)	Average (Mean)	Std. Deviation
Question 1.3	221	4,34	,863
Question 1.4	221	4,34	,874
Question 1.5	221	4,27	,923
Question 1.6	221	4,29	,897
Question 1.7	221	4,32	,863
Question 1.8	221	4,37	,846

According to Table 7. Statistical table of students’ satisfaction with the training program, all variables are rated at the level of “Completely satisfied” (mean > 4.20), in which the variable Question 1.1 (the training curriculum is publicly announced) achieves the highest level of satisfaction with Mean = 4.48 and the variable Question 1.5 (The sequence of the modules in the training curriculum is arranged scientifically and reasonably) achieved the lowest level of satisfaction with Mean = 4.27. The remaining variables all achieved satisfaction levels ranging from $4.29 \leq \text{Mean} \leq 4.37$. Besides, the standard deviation of all variables in the curriculum scale is <1, this shows that the standard deviation is smaller than average, the average fluctuation of data is weak, and the difference in student responses is low, thereby it can be concluded that the difference in assessment results between survey subjects is not high

In practice, according to the regulations of the Ministry of Education and Training in Circular No. 17/2021/TT-BGDĐT dated June 22, 2021 regulating curriculum standards; Developing, appraising and promulgating curriculum for all levels of higher education. Curriculum at the University is periodically reviewed and updated every 2 years and is organized to build a new one every 5 years; this process is organized seriously and fully with all steps according to regulations, in which the school is interested in gathering opinions from relevant parties (scientists, lecturers, students, employers, etc.) about the objectives, output standards, content of the modules, etc., which is one of the reasons contributing to student satisfaction with the components of the training curriculum according to the survey results.

3.2.3.3. Teaching activities

Following the training curriculum, educational activities are also one of the factors that determine the quality of training as well as the level of satisfaction

of learners and lecturers (teachers) - the direct subjects of educational activities who are regularly approached. and has a direct impact on students, so the professional capacity and pedagogical skills of teachers will directly determine the level of student satisfaction with this activity. The level of student satisfaction with teachers' educational activities is shown specifically through the data table below:

Table 8. Statistical table of student satisfaction with teaching activities

Variables	Mode (N)	Average (Mean)	Std. Deviation
Question 2.1	221	4,33	,880
Question 2.2	221	4,38	,884
Question 2.3	221	4,27	,918
Question 2.4	221	4,35	,859
Question 2.5	221	4,22	,939
Question 2.6	221	4,31	,893
Question 2.7	221	4,26	,911
Question 2.8	221	4,23	,901
Question 2.9	221	4,29	,863
Question 2.10	221	4,37	,898
Question 2.11	221	4,39	,865

Similar to the variables in the curriculum scale, the variables of the educational activities scale are all rated by students at the level of "Completely satisfied" (Mean > 4.20), in which, the variable Question 2.11 (Teachers have a respectful attitude and behave appropriately with students) is the highest rated with Mean = 4.39 and the variable Question 2.5 (The teacher presents the content of the module clearly and easily to understand) is the lowest rated with Mean = 4.22; the remaining variables all fluctuated at $4.23 \leq \text{Mean} \leq 4.38$. Besides, the standard deviation of the variables is less than 1 (Std. Deviation < 1), this shows that the dispersion of the survey results is not high, ensuring the representativeness of the survey answers.

Training activities at the School are strictly organized and managed through tools and resources such as: school year plans, training plans, training curriculum, subject outlines, ... and personnel, managers (heads of faculties, departments, divisions, subject groups...), a team of experts in charge of training (faculty teachers, teaching assistants, specialists in the

training management department...) all to ensure the training goals and training quality at the school.

In general, most students are very satisfied with the teaching activities of lecturers at the School, this contributes to affirming the quality and effectiveness of training activities at the School.

3.2.3.4. Tesing and evaluation activities

Testing and assessment is the process of collecting information and data about learners' learning outcomes, on that basis, making judgments about the level of learners' response to the goals and output standards of the course, thereby determining the results of the learner's learning process and the teacher's teaching activities. This activity requires to be organized scientifically, objectively, fairly and ensure the accuracy of assessment results. The level of satisfaction of students with testing and assessment activities is shown specifically as follows:

Table 9. Statistical table of student satisfaction with testing and assessment activities

Variables	Mode (N)	Average (Mean)	Std. Deviation
Question 3.1	221	4,19	,910
Question 3.2	221	4,29	,917
Question 3.3	221	4,25	,909
Question 3.4	221	4,23	,983
Question 3.5	221	4,18	,973
Question 3.6	221	4,19	,952

All variables of the assessment activities scale are rated from a satisfactory level upwards (Mean < 3.40), in which variable Question 3.2 (Regulations, forms of tesing, evaluation and proportion of component scores are clearly and publicly announced) achieves the highest level of satisfaction with mean = 4.29 and variable Question 3.5 (The results of tesing and evaluation are communicated promptly) achieved the lowest level of satisfaction with mean = 4.18, the remaining variables ranged from $4.19 \leq \text{mean} \leq 4.25$. Besides, the standard deviation of all variables is less than 1 (Std. Deviation < 1), which shows the results of student feedback on the level of satisfaction with the centralized testing and assessment activities. and representative to meet the requirements of the research.

Although some variables of the Testing and evaluation activities scale have a lower level of satisfaction than the variables of the Training curriculum and Educational activities scales, they still ensure student satisfaction (mean > 3.40), specifically can be the variables of Question 3.1 (Testing and assessment activities are consistent with the objectives and content of the course) with mean = 4.19; Question 3.6 (Students can easily respond and receive feedback about their learning results after testing) with mean = 4,19 and Question 3.5 (The results of testing and evaluation are communicated promptly) with mean = 4,18. This is completely consistent with student feedback in meetings and exchanges between students and the School Board, Leaders of faculties, departments, and students responding that in some cases they have difficulty receiving feedback on test results and do not receive scores promptly after the final exam. This is one of the issues that the school needs to pay attention to improving to increase student satisfaction.

3.2.3.5. Management and support activities

In addition to educational activities and evaluation activities, training management and training support activities also contribute to the process of organizing and supporting learners throughout their time studying and living at school. Researching the level of learner satisfaction with management and learner support will contribute to improving the quality of training at the school. The level of student satisfaction with management and learner support activities is shown specifically in the following data table:

Table 10. Statistical table of student satisfaction with management and support activities

Variables	Mode (N)	Average (Mean)	Std. Deviation
Question 4.1	221	3,99	1,087
Question 4.2	221	4,09	,961
Question 4.3	221	4,26	,925
Question 4.4	221	4,26	,925
Question 4.5	221	4,24	,940
Question 4.6	221	4,24	,959
Question 4.7	221	4,26	,946

In general, the level of student satisfaction with management and support activities is assessed at the satisfaction level (mean > 3.40), in which the variables

Question 4.3, Question 4.4, Question 4.7 (Students are provided with complete information about the course at the beginning of the course/semester; Students are provided with full regulations and forms to serve the learning process; The information displayed on the school and department’s website is diverse, rich, and updated regularly) all have the highest and equal level of satisfaction with mean = 4.26 and variable Question 4.1 (Training plans, class schedules, and exam schedules are arranged scientifically and appropriately) has the lowest level of satisfaction with mean = 3.99; the remaining variables all ranged from $4.09 \leq \text{mean} \leq 4.24$. Most of the variables in the Management Activities and HT scales have standard deviations that meet the requirements of the research (Std. Deviation < 1), however the variable Question 4.1 (Training plans, class schedules, and exam schedules are arranged scientifically and appropriately) has a standard deviation greater than 1 (Std. Deviation = 1.087 > 1), this shows that the feedback results on this variable have a certain dispersion, however, it does not greatly affect the level of student satisfaction, despite having the lowest level of satisfaction in the scale, but the mean of the variable is still greater than 3.40, which means the results are at a satisfactory level.

3.2.3.6. Facilities and library

Through the survey, the level of student satisfaction with the school’s facilities and library is shown specifically in the following data table:

Table 11. Statistical table of student satisfaction with facilities and libraries

Variables	Mode (N)	Average (Mean)	Std. Deviation
Question 5.1	221	4,24	,920
Question 5.2	221	4,24	,936
Question 5.3	221	4,23	,941
Question 5.4	221	4,22	,954
Question 5.5	221	4,23	,965
Question 5.6	221	4,19	,962
Question 5.7	221	4,24	,978
Question 5.8	221	4,30	,891

Based on the analysis results of Table 11. Statistical table of student satisfaction with facilities and libraries, the author found that most of the variables of the facilities and library scale achieved feedback results

at the level of complete satisfaction (mean > 4.20), in which, variable Question 5.8 (Support activities and services of the library meet the needs of students) has the highest level of satisfaction with mean = 4.3 and variable Question 5.6 (The library fully provides textbooks and reference materials for each module) has the lowest level of satisfaction with mean = 4.19, but still reaches satisfaction level; the remaining variables have results ranging from $4.22 \leq \text{mean} \leq 4.24$. Besides, the standard deviation of the variables in the scale all meet the requirements of the study (Std. Deviation < 1).

In practice, in order to meet the requirements of training and living activities for lecturers and students, the school has a policy of building and ensuring physical resources and libraries to best meet the requirements of learners and regularly improve and enhance the quality to meet training, research, study, and living activities...

4. Proposed measures

Based on summarizing the results of the satisfaction level of the variables, the author found that most variables of the scale reached a level of satisfaction or higher (mean > 3.40, specifically in the research, mean > 3.9), this is a good sign for the school's training activities because it received very positive evaluation results from learners. However, the research also shows that some observed variables have a fairly low level of satisfaction compared to the remaining variables in the scale, including these following variables: (1) Training plans, class schedules, and exam schedules are arranged scientifically and appropriately; (2) Academic issues are handled quickly and promptly; (3) The results of testing and evaluation are communicated promptly; (4) Testing and assessment activities are consistent with the objectives and content of the course; (5) Students can easily respond and receive feedback about their learning results after testing; (6) The library fully provides textbooks and reference materials for each module.

In order to improve the level of student satisfaction, the author recommends some specific suggestions as follows:

- Training plans, class schedules, and exam schedules, before being developed and promulgated, the school needs to organize consultation with learners to meet the necessary and reasonable needs of learners

such as study time, study time, etc. End-of-semester break/holidays, review time, exam time, time to participate in Union - Association/extracurricular activities...

- To improve the level of satisfaction in variables Q4.2, Q3.5, Q3.6 (Academic issues are handled quickly and promptly; The results of testing and evaluation are communicated promptly; Students can easily respond and receive feedback about their learning results after testing), the school and related units need to build and complete working processes in a specific and clear way; Implement and operate working processes in a scientific, reasonable and synchronous manner to ensure the progress of receiving, processing and responding to student information.

- For testing and evaluation activities, the school need to develop a process for approving exam questions, ensuring the compatibility between exam questions and the objectives and content of the module; organize training and fostering activities for staffs, managers, lecturers, and experts in charge of testing on developing exam questions and test questions to meet the requirements of training objectives, subject objectives, course outcome standards, training curriculum outcome standards..

- Regarding fully meeting the textbooks and reference materials for each module, the library needs to organize a review of documents, textbooks, etc. that are lacking compared to the requirements of the module outline to supplement them. to meet the needs of learners; In addition, the library needs to organize to collect learners' opinions on adding and updating the library's information and data sources to improve the level of satisfaction and ability to respond to teaching activities at the school.

5. Conclusion

Through synthesis and theoretical research, the author proposes a model to research learners' satisfaction with training activities including 05 (five) main components: (1) Training curriculum; (2) Teaching activities; (3) Testing and evaluation activities; (4) Management and support activities and (5) Facilities, library. The model is the basis for conducting research on the current situation and finding out the level of satisfaction of learners in general and students studying

at the Faculty of Law, Open University in particular. Through the survey results, in general, students of the Faculty of Law, Ho Chi Minh City Open University are satisfied with training activities at the School, specifically, 34/40 variables have achieved results at the Perfect level. completely satisfied and 06/40 variables achieved results at the level of Satisfaction; In particular, variables about the training program and educational activities (the training program is publicly announced; teachers have a respectful attitude and behave appropriately with students; teachers are ready to support and answer students' questions;...) have Satisfaction level is quite high. Besides, there are still some variables with a lower level of satisfaction than the remaining variables of the scale (Training plan, class schedule, exam schedule; Academic issues;...). With the desire to increase the level of student satisfaction, the author has proposed a number of specific activities such as: building working procedures, organizing consultation, training on inspection and evaluation,... The author's research results are the basis for the School, Faculty and related units to develop improvement plans to increase the level of satisfaction of learners with training activities at the School as well as step by step. affirming the training quality and brand of the school.

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