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Factors Influencing Learner Satisfaction on the Quality of Training Services of Vocational College No One, Ministry of National Defense, Thai Nguyen Province, Vietnam

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Abstract:

This paper evaluated the influence of factors learner satisfaction on the quality of training services based on the evaluation of learners at Vocational College No. 1 - Ministry of National Defense. Factors include: (1) Curriculum, (2) Teaching staff, (3) Teaching methods and content, (4) Facilities, (5) Support training. The authors used suitable methods and carried out the required testing to make assessments and then propose solutions to enhance the quality of training services to improve the satisfaction of learners at vocational colleges in general, at vocational college No 1 in particular.

Keywords: Vocational colleges, quality of training services, satisfaction, learners, teaching staff

1. Introduction

Implementing the policy of education and training reform in the socialist-oriented market economy, some training fields are considered as services to customers. In recent years, the education system of our country has ceaselessly developed in both scale and quality. The most pressing challenge for education now is the need for scale development and quality assurance. In fact, due to economic difficulties, the investment budget for education is still low, not enough to meet the necessary requirements on the conditions of security such as classrooms, libraries, practice, practice workshop ... Besides, the need to quickly standardize, modernize and integrate education of Vietnam with other countries in the areas and the world, the renovation of the curriculum and teaching methods are demanding universities, colleges and vocational colleges must make continuous effort and determination to improve the quality of training.

Vocational College No.1 - The Ministry of Defense is a public vocational school located in the national education system, which was established on July 3, 1965. In the current assignment, the college offers vocational training from the junior college level down to all subjects in the military and civil society according to the needs of the society. Since its inception, the school has grown steadily and is on the list of leading vocational colleges in Thai Nguyen. However, recently, the enrollment process is increasingly difficult, the number of learners input tend to decrease. 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 Vocational college No 1 – Thai Nguyen province, Vietnam in particular.

2. Methodology

2.1. 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 Vocational College No. 1.

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. Based on the methods to calculate sample, the study carried out a total of 340 samples.

The name of variables and observational items were presented in the above table:

No.	Name of Observation Variable
I. Curriculum	
1	Have a clear standard output item
2	Content is updated, renewed
3	Theoretical and practical learning schedule is reasonably distributed
4	Meet the occupational requirements for learners
5	Easily linked to other education and Curriculums
II. Teaching staff	
6	Have good qualifications in the subjects they are in charge of
7	Ensure good attendance and good teaching schedules
8	Excellent in hands-on practice guidelines for learners
9	Make full classroom hours and practice instructions
10	Have a close and friendly attitude towards learners
11	To be polite and courteous in dealing with learners
III. Method and content of teaching	
12	Good communication method, easy to understand
13	Teaching theory is together with practicing
14	Use the useful tools for teaching
15	Regularly update and expand the knowledge related to the subject
IV. Facilities	
16	The campus is spacious, clear, cool, pleasant
17	The classrooms are spacious, airy, fully equipped
18	Fully computerized, enough for learners
19	Fully meet learning materials for learners
20	Tools and equipment to meet the learning needs
21	The library ensures space and seating for learners
22	The parking is spacious, meeting the needs of learners
23	Toilets are clean, modern, meet the needs of learners
24	Good canteen service, fully meet the needs of learners
25	Clean, modern dormitory, meet the needs of learners
26	The health department ensures that the patient's needs for treatment are met
VI. Management and training support	
27	Always provides enough textbooks and materials for the study of learners
28	Inform about the schedule, test schedule, results and training was informed in time
29	The information channel between the school and learners is diverse, meeting the requirements of learners
30	Good career counseling, suitable for learners
31	Social activities, entertainment rich, diverse, useful
32	The administrative procedures are simple, convenient and easy
33	Staff, staff in the department enthusiasm, fun, respect learners
34	Security and safety issues are always guaranteed
35	Monitor, examination and evaluation of fair learning outcomes
VII. General assessment	
36	The school's Curriculum has met my expectations
37	The quality of the training provided is accordance with the tuition fees
38	I am satisfied with the quality of training and studying environment at Vocational College No. 1 - Ministry of Defense

Table 1: The Name of Variables and Observational Items

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.

To tests of differences between subgroups in the study we used the T-test and ANOVA to test

3.Result And Discussion

3.1. Profile of Learners (Respondents) at Vocational College No. 1 – Thai Nguyen Province, Vietnam

	Sample		
	Frequency	Ratio%	% Accumulation
Sex			
Female	54	15,9	15,9
Male	286	84,1	100,0
Fields			
Welding	55	16,2	16,2
Electrical Industry	60	17,6	33,8
Technical freezers and air conditioners	55	16,2	50,0
Technical repairs, assembling computer	44	12,9	62,9
Operating the construction machine background	59	17,4	80,3
Driving class	67	19,7	100,0
Academic Years			
1 year	151	44,4	44,4
2 years	88	25,9	70,3
3 years	101	29,7	100,0
Learning Capacity			
Not evaluated	67	19,7	19,7
Very Good - Good	54	15,9	36,5
Above average	129	38,2	73,8
Ordinary	90	26,2	100,0
Total	340		

Table 2: Profile of respondents of research

Sources: From Survey of Authors

3.2. Analysis EFA Factors with Dependent Variables

KMO and Bartlett's Test		
Measure the level of sample Kaiser-Meyer-Olkin		.667
Bartlett's test	Chi-Square value	237.792
	df	3
	Sig.	.000

Table 3: Results of analysis EFA with dependent variables

Total Variance Is Explained						
Component	Initial value			Specific value after processing		
	Total	% change	%accumulation	Total	% change	% accumulation
1	1.985	66.157	66.157	1.985	66.157	66.157
2	.602	20.052	86.208			
3	.414	13.792	100.000			
Methods: Principal Component Analysis						
Component Matrix a						
	Component					
	1					
HL1	.765					
HL2	.818					
HL3	.855					

Table 4

Source: The Results of EFA

The KMO coefficient in the EFA for the dependent variables learners satisfaction was = 0,667 > 0,5 shows that, factors analysis highly for research data. Bartlett's test result is 237,792, significance level sig = 0,000 < 0,05, so the H0 hypothesis in this analysis is "The correlation between the observed zero variables in the whole" will be rejected, this means that the observed variables are interrelated in the whole. Observations are important in the composition of learners' satisfaction with the quality of training. The variance is equal to 66,157% > 50%.

3.3. The Results of Survey about Learner Satisfaction Survey on Quality of Training Services at Vocational College No. 1 - Ministry of Defense

3.3.1. Curriculum

Code	Name of items	Mean	Verbal Interpretation
TP	Curriculum		
TP_1	Have clear output criteria	3.0015	Normal
TP_2	Content is updated, renewed	2.7035	Dissatisfied
TP_3	Theoretical and practical learning is reasonably distributed	2.2659	Dissatisfied
TP_4	Meet the occupational requirements for learners	2.2502	Dissatisfied
TP_5	Easily linked to other education and Curriculums.	3.1256	Normal
	Overall	2.6693	Normal

Table 5: Computed Mean and Verbal Interpretation on the Perception of Respondents on learner satisfaction in Terms of Curriculum, Thai Nguyen, Vietnam, 2017

Sources: Summarize from Survey

The table 5 shows that learner assessed the items of the Curriculum at a normal level, mean is 2.6693. Two items, "Have clear output criteria" and "Easily linked to other education and Curriculums," are evaluated at normal levels, average value is 3.0015 and 2.7035. This college should overcome three criteria that are not satisfied: Content is updated, renewed; Theoretical and practical learning is reasonably distributed; Meet the occupational requirements for learners.

3.3.2. Teaching Staff

Code	Name of Items	Mean	Verbal Interpretation
TS	Teaching Staff		
TS_1	Have good qualifications in the subjects they are in charge of	2.6012	Dissatisfied
TS_2	Ensure good attendance and good teaching schedules	3.0912	Normal
TS_3	Excellent in hands-on practice guidelines for learners	2.7012	Normal
TS_4	Make full classroom hours and practice instructions	3.0780	Normal
TS_5	Have a close and friendly attitude towards learners	3.0512	Normal
TS_6	To be polite and courteous in dealing with learners	3.1206	Normal
	Overall	2.9406	Normal

Table 6: Computed Mean and Verbal Interpretation on the Perception of Respondents on Learner Satisfaction in Terms of Teaching Staff, Thai Nguyen, Vietnam, 2017

Sources: Summarize From Survey

Teaching staff factor is evaluated at normal level; however, the average value is 2.9406 which is relatively low. In particular, in addition to the criteria "Ensure good attendance and good teaching schedules", "Make full classroom hours and practice instructions", "Have a close and friendly attitude towards learners", "To be polite and courteous in dealing with learners" are evaluated at normal levels, Vocational College No. 1 should overcome criteria that are not satisfied: "Have good qualifications in the subjects they are in charge of", average value is 2.6012 and criteria "Excellent in hands-on practice guidelines for learners" are evaluated at normal levels but average value is relatively low 2.7012.

3.3.3. Method and Content of Teaching

Code	Name of Items	Mean	Verbal Interpretation
MC	Method and content of teaching		
MC_1	Good communication method, easy to understand	3.0529	Normal
MC_2	Teaching theory is together with practicing	1.9153	Dissatisfied
MC_3	Use the useful tools for teaching	1.7357	Very Dissatisfied
MC_4	Regularly update and expand the knowledge related to the subject	3.0118	Normal
	Overall	2.4289	Dissatisfied

Table 7: Computed Mean and Verbal Interpretation on the Perception of Respondents on Learner Satisfaction in Terms of Method and Content of Teaching, Thai Nguyen, Vietnam, 2017
Sources: Summarize From Survey

Method and content of teaching is evaluated at dissatisfied level, average value is 2.4289. Two criterias "Good communication method, easy to understand" and "Regularly update and expand the knowledge related to the subject" are evaluated at normal level, average value is 3.0529 and 3.0118. Vocational College No. 1 should overcome the two criterias that are not satisfied: "Teaching theory is together with practicing" and "Use the useful tools for teaching."

3.3.4. Material Facilities

Code	Name of Items	Mean	Verbal Interpretation
MF	Facilities		
MF_1	The campus is spacious, clear, cool, pleasant	3.1353	Normal
MF_2	The classrooms are spacious, airy, fully equipped	3.0012	Normal
MF_3	Fully computerized, enough for learners	2.0015	Dissatisfied
MF_4	Fully meet learning materials for learners	2.3143	Dissatisfied
MF_5	Tools and equipment to meet the learning needs	2.0500	Dissatisfied
MF_6	The library ensures space and seating for learners	3.0794	Normal
MF_7	The parking is spacious, meeting the needs of learners	3.1794	Normal
MF_8	Toilets are clean, modern, meet the needs of learners	2.7206	Normal
MF_9	Good canteen service, fully meet the needs of learners	1.8012	Very Dissatisfied
MF_10	Clean, modern dormitory, meet the needs of learners	3.2059	Normal
MF_11	The health department ensures that the patient's needs for treatment are met	3.1794	Normal
	Overall	2.6971	Normal

Table 8: Computed Mean and Verbal Interpretation on the Perception of Respondents on Learner Satisfaction in Terms of Facilities, Thai Nguyen, Vietnam, 2017
Sources: Summarize from Survey

Facilities factor is evaluated at normal level, average value is 2.6971 – this is relatively low in normal level. In particular, library, parking, toilets, dormitory, health department are evaluated at normal. Vocational College No. 1 should overcome some criteria are not satisfied: Fully computerized, enough for learners; Fully meet learning materials for learners; Tools and equipment to meet the learning needs; Good canteen service, fully meet the needs of learners.

3.3.5. Management and Training Support

Code	Name of Items	Mean	Verbal Interpretation
MT	Management and training support		
MT_1	Always provides enough textbooks and materials for the study of learners	2.5863	Dissatisfied
MT_2	Inform about the schedule, test schedule, results and training were informed in time	2.2780	Dissatisfied
MT_3	The information channel between the school and learners is diverse, meeting the requirements of learners	2.2789	Dissatisfied
MT_4	Good career counseling, suitable for learners	2.2832	Dissatisfied
MT_5	Social activities, entertainment rich, diverse, useful	2.7762	Normal
MT_6	The administrative procedures are simple, convenient and easy	2.7571	Normal
MT_7	Staff, staff in the department enthusiasm, fun, respect learners	2.2989	Dissatisfied
MT_8	Security and safety issues are always guaranteed	3.0742	Normal
MT_9	Monitor, examination and evaluation of fair learning outcomes	2.9653	Normal
	Overall	2.5887	Dissatisfied

Table 9: Computed Mean and Verbal Interpretation on the Perception of Respondents on Learner Satisfaction in Terms of Management and Training Support, Thai Nguyen, Vietnam, 2017
Sources: Summarize From Survey

Management and training support is evaluated at *dissatisfied* level, average value is 2.5887. In particular, they are about Social activities; The administrative procedures; Security; Monitor, examination and evaluation are evaluated at normal level. Vocational College No. 1 should overcome some criterias are not satisfied: Always provides enough textbooks and materials for the study of learners; Inform about the schedule, test schedule, results and training was informed in time; The information channel between the school and learners is diverse, meeting the requirements of learners; Good career counseling, suitable for learners; Staff, staff in the department enthusiasm, fun, respect learners.

3.4. Test the Differences of Learner Satisfaction in Terms of Profile

The research used a variance analysis of an ANOVA to test differences in learner satisfaction by Fields, Academic years, Learning capacity, Sex. The results after analysing as follows:

3.4.1. Fields

The results of ANOVA variance analysis showed significant Sig. is 0,01 <0,05. Thus, we can conclude that there is a difference in learner satisfaction in different field. Descriptive statistics show that: Repairing, assembling computers learners have the lowest level of satisfaction (average value is 2,3756), next Machine Operator learners (average value is 2,4223), Air conditioning technology learners have average value's satisfaction level is 2,4578, Solder learners have average value's satisfaction level is 2,8512, Driving class and Industrial electricity learners have high average value's satisfaction level are 2,9123 and 3,0552.

3.4.2. Academic year

The results of ANOVA variance analysis showed significant Sig. is 0,016 <0,05. Thus, we can conclude that there is a difference in learner's satisfaction in different academic years.

Descriptive statistics show that: the first-year learners have the lowest level of satisfaction (average value is 2,5289), next third year learners (average value is 2,6617), the second-year learners have the highest level of satisfaction (average value is 2,8467).

3.4.3. Learning Capacity

The results of ANOVA variance analysis showed significant Sig. is 0,005 <0,05. Thus, we can conclude that there is a difference in learner's satisfaction in different academic strength.

Descriptive statistics shows that: Very good- Good learners have the lowest level of satisfaction (average value is 2,5014), next Above average learners (average value is 2,652), Ordinary learners have the highest level of satisfaction (average value is 2,918), Not evaluated learners have average value's satisfaction level is 2,645.

3.4.4. Sex

The results of ANOVA variance analysis showed significance level Sig. = 0,132 > 0,05. Thus, there is no difference in variance and the ANOVA analysis is usable.

3.5. Factors Influencing Learner Satisfaction on the Quality of Training Services at Vocational College No. 1 - Ministry Of Defense, Thai Nguyen, Vietnam

The research proposed theoretical model consists of five independent factors: (1) Curriculum, (2) Teaching staff, (3) Teaching methods and content, (4) Facilities, (5) training management and support and a dependent factor is Learner Satisfaction. Independent components are assumed to be factors that influence learner satisfaction.

Results of the correlation analysis

The results of the analysis show that independent factors with moderate correlation with dependent factor are learners' satisfaction with 99% confidence. Independent factors are not very correlated or very low.

Model testing and research hypothesis: This result gives the adjusted R² value = 0.519. This means: The model can explain 51.9% for the overall of the 5 factorial groups. We have: R² = 0.512 (or 51.12%) means that there exists a linear regression model between Satisfaction and 5 factors in training quality. As the research pattern of the topic is 340 > 200, self-correlation testing is applied by empirical rules. Specifically, the Durbin-Watson coefficient d = 1.728 (1 < d < 3) should conclude that the model has no autocorrelation.

3.5.1. Regression Coefficients in the Model

$$LS = 0.433 * TP + 0.222 * MC + 0.202 * MF + 0.105 * TS + 0.089 * MT - 0.055$$

Results of analysis of regression coefficients in the model showed that the significance level of the Sig components are less than 0.05. Therefore, it can be said that independent variables have an impact on student satisfaction on the quality of training. All components of the training quality are significant in the model and affect the students' satisfaction, since the regression coefficients are positive. The VIF variance multipliers are less than 10, so we can say that there are no hyperbolic multipliers.

The standard regression values of the independent variables in the model are reported as follows: The curriculum is 0.433, the teaching method and content is 0.222, the teaching staff is 0.105; The facility is 0.202; Management and training assistance is 0.089. Based on the results of regression analysis, we have model:

$$HL = 0.433 * CTD + 0.222 * PP + 0.202 * CSV + 0.105 * TS + 0.089 * HQT - 0.055$$

The model assumes a 51.90% change in variance. Student satisfaction is due to independent variables in the model, the remaining 49.10% variance explained by other variables outside model.

The model shows that the independent variables affect the satisfaction level of the user at 95% confidence level. In the regression equation we see that if the remaining independent variables remain unchanged, when the scores for the curriculum increases by one point, the student satisfaction increases by 0.433 points on average. Similarly, when the evaluation score on the method and content of the teaching increases 1 point, the satisfaction of students on the quality of training increases on average 0.222 points. As the score of facilities increases by 1 point, the satisfaction of students on training quality increases by 0.202 on average. When the score of teaching staffs increases 1 point, the satisfaction of students on training quality increases on average 0.105 points. When the score of the Management and training support increases 1 point, the satisfaction of students on the quality of training increases by 0.089 points on average. The results of the standardized coefficients Beta shows the importance of each independent variable for the dependent variable. The standard regression value of the curriculum affects 46.4% to Satisfaction. The standard deviation of the method and content of the teaching affect 22% to satisfaction. The Standard Regression Value of Facility affects 22.7% to satisfaction. The standard deviation of the teaching staffs impacted 10.2% on satisfaction. The standard regression value of the Management and training support affects 9.8% to the learner satisfaction on the quality of the training.

3.6. Overall Assessment of the Level of Learner Satisfaction on Quality of Training Services

Vocational College No. 1 is a public school and growing in all aspects, capable of meeting the political tasks and requirements of learners. It has shown its role in training high-qualified learners, cooperating with enterprises in the province and the whole country. In addition, it has really become a famous vocational training school in the country, training a team of highly skilled, supplying abundant human resources for enterprises.

The college has invested many facilities, tools and learning tools for learners. At present, it is the vocational school with the best facilities in Thai Nguyen province.

Beside, there are limitations such as:

Theoretical and practical teaching time is not suitable for the needs of learners. The distribution of schedules between field and school year is equally. This explains why learners are not really satisfied with the current curriculum.

The level of practical instruction for students is not good, because the teachers concurrently hold many subjects in a semester. The method of teaching is focused on theory, students are practiced not so much, leading to the skills after school is not high.

The use of teaching aids and practice machines is still limited.

Activities of career counseling are ineffective, because the school has not built a team dedicated to this activity.

The staffs in the functional departments have not really enthusiastic to help students. The reason is due to the limited number of staffs.

4. Solution to Enhance the Training Quality of Vocational College No1, Thai Nguyen Province, Vietnam

By analyzing the results of the survey of learners' satisfaction with training activities at Vocational College No. 1 - Ministry of Defense, 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. Education Program

Among the factors that affect learner satisfaction, the program framework is the most influential factor for learner satisfaction. According to the test results, this factor was satisfied with an average of 3.3693 - ranked third among the five factors. Therefore, in order to ensure that the curriculum meets the goals and needs of the learner, the college should implement the following solutions:

Firstly, the college needs to adjust and supplement the training program to suit the integration period of 4.0. Secondly: The school builds relationships with outside companies, enabling students to visit, practice, and interact with the work environment in the future. Building up a business model of college is to increase opportunities of students and to earn income for schools and students.

Thirdly: Implement the international training cooperation programs and exchange of students with foreign advanced vocational training colleges such as: Korea, Taiwan, Japan...

Fourthly: Rearrange appropriately the content and order of subjects in the training program. In particular, the college needs to focus on the core knowledge of the training industry. Prerequisite subjects must be taught in advance.

The school must be reasonably arranged by semester and by academic year.

Fifth: Implement interprofessional programs at higher education levels to increase opportunities for higher education and employment.

4.2. Method and Content of Teaching

Currently, the method and content of teaching are the lowest level of satisfaction (Mean: 2.4289). In order to ensure the effectiveness of this teaching method, the school should implement the following contents:

Firstly: Teachers need to determine appropriate teaching methods for each field and each subject. Teachers should teach parallel theory and practice. Increase the amount of practice to improve the skills for students.

Secondly: Encourage faculty to use teaching aids. According to the survey results, the teaching staff combined using support tools are evaluated at the lowest level with an average of 1.7357. Therefore, schools should provide informatics training for teachers and lecturers so that they can use better informatics tools in their teaching.

4.2. Facilities

The investment in facilities comes from the objective demands of the training. Because the quality of training of a vocational college is closely linked to the physical condition and the development of science and technology.

Firstly: Increase investment in equipment, tools, essential materials. It is necessary to manage and maintain equipment, to increase effectiveness of assets. Because throughout the survey, many students mentioned that the machine is often broken down, thus students can not practice much.

Secondly: Learning materials are also being evaluated at a low level in the level of student satisfaction. College should invest new books, review and assess of curricula, reference materials, including instructional materials for teachers and instructional materials for students.

Thirdly: Improve the performance and service of the school canteen. This is an important factor for the quality of training in college. Because students are teenagers and they always want a place to relax and serve well after school stress.

Fourthly: Search for and increase other sources of investment for the facility. Beside state funding and tuition fees from students, the college should mobilize additional sources of investment for facilities such as local organizations and enterprises.

4.3. Management and Training Support

Management and training support are the least influential factors for student satisfaction. However, this is still one of the factors the school needs to pay attention to.

Although there have been many measures to improve the effectiveness of management and training support, the level of student satisfaction in this activity is not high. Cause is the problem exists: the contact of students is not good, scheduling overlapping, delayed ... To resolve these issues, the college should synchronously implement the following solutions:

Firstly: Expand the communication channel between the college and the students. College can expand the information channel by: using email, upgrade website, social networking, etc., so students can easily reach them to get information.

Secondly, the school may assign a dedicated department or an employee responsible for the operation of the information channel. Thus, the college can get and feedback problems of students more quickly, more effectively.

Thirdly: For staff in the functional departments, the school needs to organize several training sessions to improve legal knowledge related to the management of training and vocational training. At the same time, the school should develop a reasonable reward policy to encourage the spirit of work.

4.4. Teaching Staffs

This is the highest satisfaction factor. However, in order to further improve the satisfaction of learners, the college should implement the following solutions:

Encourage faculty to study and improve their skills and qualifications. Currently, although there are some highly qualified trainers, but not many. At the same time, the number of highly qualified teachers is low. To overcome this situation, besides supporting tuition fee, the school should create more favorable conditions to encourage teachers to improve their education such as: Reward teachers with excellent academic achievements; Schedule good times for teachers to attend; Raise salary ahead of schedule ... In addition, the school also provides clear rules for improving vocational skills for vocational teachers and pay attention more to the remuneration system for teachers

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