Full-Time Students' Satisfaction on the Quality of Credit-Based Programs at Kien Giang University

Cang Trung Nguyen
Kien Giang University

The competition among universities in attracting students requires university leaders to pay attention to how satisfied students are with the quality of the training services provided by the university to adjust the services to meet students' expectations and demands. The research was conducted to assess students' satisfaction with the current situation quality of training services at Kien Giang University and their suggestions for improvement. The research was carried out through a questionnaire survey of 1289 students in the four faculties of the university. Research results indicate that students' satisfaction among the four domains namely the contents of the curriculum, the lecturers, the infrastructure, and the serving capacity is high. Also, in the recommendations, the participants gave many suggestions to improve the quality of training services to better meet learners' expectations and demands at Kien Giang University.

Keywords: students' satisfaction with training service, students' satisfaction with curriculum

INTRODUCTION

University training programs should reflect not only universities' expectations for their students to attain when they finish the program but also students' needs for their courses as well as what the labor market expects from graduates. These three above-mentioned perspectives may form an important part of what is now called quality assurance at the higher education level. In Asian countries in general and Vietnam in particular, quality assessment has become what each higher education institution needs to put into practice to make sure of quality assurance.

In recent years, higher education quality assurance with quality assessment as the main activity has become a worldwide one. Based on each specific education model, different approaches to quality assessment and assurance are chosen. However, two main approaches are used popularly in the world, e.g., peer review and outcome assessment (Pham, 2005). Among the two approaches, the former, which is more popular, is done with a review from people in the same academic field to improve the quality to meet the institution's academic expectations and the intention of individual learner development. The latter, however, with a set of criteria focuses on the assessment of attitudes and satisfaction which can be measured quantitatively with surveys and observations.

In the Kien Giang University context, under decision No 20/QĐ-ĐHKG dated January 9th, 2019 of Kien Giang University Rector, the curriculum for each major has to be designed with 120 credits for bachelor level and 150 credits for engineering level, excluding the credits related to physical education and national defense education. In all the curricula it is required that the three expected outcomes related to knowledge, skills, and attitudes are to be met with the national capacity standard framework issued with

decision No 1982/QĐ-TTg by the Prime Minister of Vietnam on October 18th, 2016. The design of the curriculum must be flexible, which means there are both compulsory and optional modules for students to choose to suit their preferences. Moreover, with the flexibility of all of the curricula, students can speed up or slow down their study based on their capacity as well as their time available provided that they do not finish their course earlier than three years and later than 8 years from the official registration for the full-time course at the bachelor level (MoET, 2021).

In the curriculum, the contents related to the teaching are divided into 2 main domains including general education knowledge (27 credits) and professional education knowledge (93 credits) (KGU, 2019). Besides the total credits for the course, students need some certificates stipulated in the curriculum for each specific major on soft skills training, informatics, and foreign languages competence to meet the university's requirements for graduation. Based on the regulation in decision No 20/QĐ-ĐHKG, all of the academic faculties had to adjust or redesigned the curricula for the majors managed by the faculties. Since the curriculum came into practice, there has not been any research conducted to see to what extent students are satisfied with them to help the academic faculties, as well as the university, continue adjusting them to make them more suitable for students' expectations.

Numerous research studies have been conducted on students' satisfaction with the curriculum they are following. Peng and Samah (2006) conducted a research study to measure the students' satisfaction with the quality of the service at Universiti Tun Abdul Razak (Malaysia). With the results they collected from the questionnaire and interview, they concluded that the contents of the course are the strongest factor affecting the students' satisfaction followed by the university infrastructure. The factors related to the teaching methodology and the lectures are less affecting their satisfaction.

"Business Student Satisfaction, Intentions and Retention in Higher Education: An Empirical Investigation" conducted by Kara and DeShields (2004) focuses on the relationship between business students and their aims when studying at a university or college. These researchers assumed that the reduction in the number of students was closely related to their satisfaction with some specific figures such as 40% of students attending university without graduation in which 75% of them dropped out in the first two years.

Another study on students' satisfaction entitled "Measuring student satisfaction with their studies in an International and European Studies Department" was conducted at Piraeus University (Greece) in 2007 by Diamantis and Benos. In this study, the researchers mentioned that students' satisfaction depended on many factors such as the modules in the curriculum, the teaching staff, the teaching and learning materials, and the social and intellectual experience which was provided to students. To measure the students' satisfaction, the researchers used the methods of evaluating customers' satisfaction and Multicriteria Satisfaction Analysis to analyze the data collected. This evaluation is based on 4 criteria including training, administrative support, visuality, and faculty images and fame. The results showed that the student's satisfaction at the faculty of International and European Studies was high at 89.3% which was much higher than that of the others at Piraeus University. Among the 4 criteria the students' satisfaction was higher in training and the faculty images and fame the other two showed a much lower level of satisfaction.

In Vietnam, there has been a proliferation of studies related to measuring students' satisfaction with the quality of training services. In 2006, Nguyen et al. did a research study named "Factors affecting students' satisfaction at Thai Nguyen University of Economics and Business Administration". The research was conducted with the participation of 206 students using both the questionnaire and interview. The results showed that there were 5 main factors affecting their satisfaction with the quality of the training services. Among the five factors the "enthusiasm of the staff and lecturers" affected them most, and the "ability to perform the commitments" came second. The third and fourth places were the "infrastructure" and "lecturers" and the least important to them was how much the university cared about the students. Also, in the tertiary context, a study was conducted by Long (2006) at An Giang university. The researcher used SERVPERF to measure the students' satisfaction with the quality of training. His research results concluded that "lecturers" and "infrastructure" had the most to do with students' satisfaction, the other factors did not have much influence on their satisfaction.

In 2010, Tham gave a survey to measure the students' satisfaction with training activities at the University of Science – National University Ho Chi Minh City. She used the multiple linear regression model to find out the extent each factor had on the students' satisfaction. The results showed the decreasing degree of affecting factors to the students' satisfaction as follows: the suitability of the curriculum and the degree to which the curriculum meets students' demands, lectures' capacity and devotion, general skills students attain after the course, the university serving capacity and the equipment and environment for study.

From the above revision of the research studies, it can be concluded that students' satisfaction with the quality of training services in higher education is very important. It directly affects the number of student enrollment as well as the dropout percentages so it should be paid proper attention from all institutions. In efforts to maintain the quality of higher education, Kien Giang university always closely sticks to the regulations issued by the Ministry of Education and Training (MoET) of Vietnam in designing curricula. However, from the academic year 2020 – 2021 as mentioned above, all of the curricula at the university were adjusted with several changes, and no surveys have been conducted to see whether students are satisfied with the new curricula. This research is an attempt to find out how students are satisfied with the new curricula. Specifically, the research study tries to find out answers to the following two research questions:

1. How satisfied are students with the new curricula being applied in their course of study in terms of contents, lecturers, infrastructure, and serving capacity?
2. What do they suggest for improvement of the curricula to make them more suitable for students' demands?

It is hoped the results of this research will be a good source of references for Kien Giang university to adjust the curricula and for other institutions in the higher education system in designing curricula to respond more to students' demands.

METHODS

This research study aimed to measure students' satisfaction with the curricula and obtain their suggestions on the improvement of the curricula at Kien Giang University, a university in the Mekong Delta of Vietnam. To achieve the research purpose, a mixed-method approach including both quantitative and qualitative data analysis was used. Particularly, the quantitative data analysis from the data collected in the close-ended items of the questionnaire helped answer the research question on how satisfied are students with the curricula. The suggestions for improving the curricula were based on the qualitative analysis of the data collected from the open-ended question in the questionnaire.

The questionnaire was delivered to all of the university students except the freshmen (about more than 3,000) through their internal email addresses with a google form link. The reason why only sophomores and seniors were chosen is that they had experienced the curriculum for more than one year. At the deadline, the researcher received 1,325 responses, after screening 1,289 responses were chosen as in the other responses the respondents did not complete all 39 close-ended items considered as the compulsory part. As a result, the participants in this study consisted of only 1,289 from eight faculties of the university. Specific numbers of students are indicated in Table 1 below.

TABLE 1
NUMBERS OF STUDENTS FROM DIFFERENT FACULTIES

Or.	Faculty	Numbers of students	Percentage
1	Economics	427	33.13%
2	Pedagogy – Social Sciences and Humanities	52	4.03%
3	Information and Communication	125	9.70%
4	Technology	139	10.78%
5	Foreign Languages	319	24.75%
6	Food Science and Health	84	6.52%
7	Natural Resources and Environment	51	3.96%
8	Agriculture and Rural Development	92	7.13%
Total		1289	100%

The obtained quantitative data were analyzed by using the software Statistical Package for the Social Sciences (SPSS) version 20. The Descriptive Statistic Tests were computed to examine the degree of students' satisfaction with the curricula. To define whether the analyzed data is high or low from the range from 1 to 5, the researcher based on Oxford's (1990) scale (Table 2).

TABLE 2
KEY TO UNDERSTANDING THE AVERAGE

Level	Range
Very high	4.5 to 5.0
High	3.5 to 4.4
Medium	2.5 to 3.4
Low	1.0 t0 2.4

All the data from the open-ended item were put together to be ready for analysis. First, the researcher put all the responses under the four clusters as in the close-ended part of the questionnaire, then they were categorized based on the theme emerging. Finally, thematic analysis was applied to encode the qualitative information (Boyatzis, 1998).

RESULTS AND DISCUSSION

Results From Close-Ended Items in the Questionnaire

A Scale test was carried out and the Cronbach alpha Coefficient (α) is =.93, which means that the questionnaire is reliable enough. Each cluster was also checked for reliability, and the Cronbach alpha Coefficients are =.88, =.91, =.80, and .87. The results show in Table 3.

TABLE 3
THE RELIABILITY OF THE QUESTIONNAIRE

Number of items 39	Cronbach's Alpha .930	Cluster 1	Cluster 2	Cluster 3	Cluster 4
		.880	.916	.808	.871

A Descriptive Statistic Test was carried out to examine the total Max, Min, Mean score, and Standard Deviation (SD) of students' satisfaction for each cluster. The results are indicated in Table 4 below.

TABLE 4
THE MEAN SCORES OF FOUR CLUSTERS IN THE QUESTIONNAIRE

Cluster	N	Min	Max	Average	Standard deviation
Contents of the curriculum	1289	1.00	5.00	4.2086	.80672
Lecturers for the curriculum	1289	1.00	5.00	4.1247	.80376
Infrastructure	1289	1.00	5.00	4.1338	.79587
Serving capacity	1289	1.00	5.00	4.0063	.83951
Valid N (listwise)	1289				

The results in Table 4 indicate that the mean scores of the four clusters are high above 4.0 (M=4.20, SD=0.8; M=4.12, SD=0.80; M=4.13, SD=0.80; M=4.00, SD=0.84 respectively) which means that the participants were generally satisfied with the university's quality of the training services surveyed.

To deeply explore the students' satisfaction with each specific item, the Frequency Tests were carried out to calculate the participants' degree of satisfaction on all of the items included in cluster 1, cluster 2, cluster 3, and cluster 4 respectively.

First, a Frequency Test was run on the percentage of 6 items belonging to cluster 1 to examine the degree to which the participants were pleased with which items, and the results are shown in Table 5.

Table 5: Percentages of participants' satisfaction with items in cluster 1.

TABLE 5
PERCENTAGES OF PARTICIPANTS' SATISFACTION WITH ITEMS IN CLUSTER 1

Or.	Items	SD & D	N	A & SA
1	The curriculum has clear objectives	1.78	9.08	89.14
2	The contents of the curriculum reflect the objectives.	2.79	17.15	80.07
3	The curriculum has appropriate distribution between theories and practices.	1.01	5.59	93.40
4	The modules in the curriculum have a strong connection.	2.41	17.61	79.99
5	The curriculum has modules providing learners with basic skills in their careers.	3.49	17.69	78.83
6	The curriculum has suitable modules for the major.	3.03	15.05	81.92

The Table shows that the participants were most satisfied with "The curriculum has appropriate distribution between theories and practices" with 93.4% with only 1.01% not satisfied and 5.59% neutral. The least rated item (79.99% agree) was "The modules in the curriculum have a strong connection". The rest of 4 items received more than 80% of the agreement. However, items (2,4,5,6) with more than 15% chose "neutral". This may mean that a considerable number of participants did not recognize the connection between the curriculum and the objectives, professional skills as well as the suitability of the modules in the curriculum. Furthermore, with very low percentages of the participants "disagree" with the six items it can be concluded that the participants were satisfied with this cluster.

The second Frequency Test was run to calculate the percentages of 10 items in cluster 2 to explore how the participants felt about the lecturers including their knowledge, teaching methodology as well as an attitude toward learners. Table 6 below shows specific information.

TABLE 6
PERCENTAGES OF PARTICIPANTS' SATISFACTION WITH ITEMS IN CLUSTER 2

Or.	Items	SD & D	N	A & SA
7	Lecturers are knowledgeable in their majors.	3.72	13.89	82.39
8	Lecturers' teaching methods are suitable.	3.57	14.04	82.39
9	Lecturers are open to listening, caring about, and sharing ideas with students.	2.64	11.71	85.65
10	Lecturers help students connect the theories and practices.	3.33	10.71	85.96
11	Students are fully informed of how the module is assessed.	2.56	13.03	84.40
12	Lecturers' lectures are based on a fixed timetable and inform students of the changes if any.	3.18	13.89	83.93
13	Lecturers' language behaviors are appropriate.	2.40	10.78	86.81
14	Lecturers are friendly and easy to talk to.	7.76	14.20	78.04
15	The teaching and learning materials are suitable for the module contents.	2.64	8.84	88.52
16	Instructions in self-study materials are written.	3.64	8.38	87.97

Table 6 with ten items intending to collect data about the participants' satisfaction with lecturers who are directly involved in teaching the modules in the curriculum shows that nine out of ten got above 80% of agreement with 88.5% as the highest. The percentages reveal that the participants were happy with the lecturers as well as their teaching and the materials for the course. A concerning item in this cluster is "Lecturers are friendly and easy to talk to" with 78.04% of agreement, 14.20% for neutral, and 7.76% disagreement. This item relates to lecturers' attitudes and maybe because not all lecturers are friendly, enthusiastic, and helpful enough to meet students' expectations.

The cluster related to infrastructure includes 12 items mostly on conditions and environment for teaching, learning, and doing research. This cluster comes second among the four clusters with the percentage of agreement. Table 7 below presents detailed information for each item.

TABLE 7
PERCENTAGES OF PARTICIPANTS' SATISFACTION WITH ITEMS IN CLUSTER 3

Or.	Items	SD & D	N	A & SA
17	The classrooms are spacious with enough light.	2.87	10.32	86.81
18	The university is equipped with the necessary equipment for higher education training.	2.87	10.55	86.58
19	The university has good conditions to meet students' requirements for accommodation.	2.95	9.70	87.35
20	The university campus is clean.	3.34	10.78	85.88
21	The staff in charge are responsible.	2.64	11.48	85.88
22	The infrastructure is synchronously and modernly designed.	2.95	10.16	86.89
23	The equipment is well maintained.	3.73	16.14	80.14
24	The library meets the requirements for higher education.	3.73	15.21	81.07
25	The library is spacious for study and research.	2.72	14.90	82.39
26	The library is equipped with sufficient materials for study and research.	3.18	14.20	82.62
27	The internet connection system is good.	3.57	14.12	82.31
28	The staff in charge are responsible.	2.72	14.90	82.39

Of the 12 items of this cluster, the one related to the maintenance of the equipment has the lowest percentage of agreement (80.14%) with 3.73% of disagreement and 16.14% neutral. Although it is considered high based on Oxford's (1990) scale, it should be noted that this is quite subjective and any institution can improve to get a high degree of student satisfaction if proper attention is paid by the administration management level to this work. However, the high percentages of neutral in nearly all of the items (11 items with more than 10%) can be inferred that the participants might not care much about the infrastructure or they might hold negative attitudes but were afraid to express them. Furthermore, 6 items that got over 85% of agreement can help conclude that in this domain the participants were generally satisfied.

Cluster 4 "Serving capacity" is related to how much the university can assist the student with the paperwork related to administration management as well as how much the university can respond to students' needs in entertainment. This cluster received the lowest mean scores among the four clusters (see Table 3). In the frequency test, the percentages of the participants who expressed "agreement" with the items are in line with the mean scores with most items getting below 75%. Detailed information from the respondents is shown in Table 8 below.

TABLE 8
PERCENTAGES OF PARTICIPANTS' SATISFACTION WITH ITEMS IN CLUSTER 4

Or.	Items	SD & D	N	A & SA
29	The university can meet students' demands in entertainment.	3.02	22.65	74.32
30	The university can meet students' demands in sports.	3.64	8.15	88.21
31	The process for paperwork is easy to follow.	4.35	20.71	74.94
32	The canteen can respond to students' demands.	3.72	23.89	72.39
33	There are clear instructions for paperwork for students.	6.67	20.71	72.61
34	The paperwork for students is done professionally.	3.49	22.73	73.77
35	Technicians are on time to assist students in the labs.	7.14	21.80	71.06
36	The staff is friendly.	5.20	22.19	72.62
37	The staff is enthusiastic about instructing students.	3.02	19.63	77.35
38	Paperwork is done as scheduled.	7.45	20.95	71.61
39	The quality of work solving is good.	4.58	22.27	73.16

The statistics show that nine out of eleven items received more than 20% of the participants choosing "neutral". Although the messages are clear in each item, the participants' evaluation did not reveal their viewpoints. It can be inferred that they may not be quite happy with these or their demand for these is not clear or has not been established in their mind yet. Moving to specific items, we can see that the item "Technicians are on time to assist students in the labs" got only 71.06% of agreement with 21.80% neutral may show that they were not satisfied. The other nine items received just a bit higher than 70%. Another point that should be noted is that nearly all items related to paperwork or directly to human beings did not receive high agreement from the participants. For example, "Paperwork is done as scheduled" got 71.61% of agreement and 20.95% neutral, and "The staff is friendly" with 72.62% of agreement and 22.19% neutral. The only item with a very high percentage of agreement (88.21%) is "The university can meet students' demand in sports". This may be because the university has a sports hall where students can play many kinds of sports with very little pay.

Results From the Open-Ended Item

Among 1289 respondents for the questionnaire, 111 responded to the open-ended question because this item is not obligatory to the respondents. These were divided into 4 domains corresponding to the 4 clusters. Specific numbers for each cluster can be seen in the following table.

TABLE 9
NUMBERS OF RESPONSES FOR THE OPEN-ENDED ITEM IN THE QUESTIONNAIRE FOR EACH CLUSTER

Total of responses	Cluster 1	Cluster 2	Cluster 3	Cluster 4
111	22	34	20	35

It can be seen in the Table that the clusters which received a low percentage of agreement in the close-ended items seem to receive more responses (cluster 4 and cluster 2).

Twenty-two responses in cluster 1 can be divided into 3 groups: (1) the suitability of the modules with the major, (2) the connection between theories and reality, and (3) experiencing reality to modify the theories. In the first group, there were 12 responses. These can be reported as follows:

> *"Some modules are not useful for us, we cannot apply to our work later on", or "There are some modules which are very difficult to understand and rigid. We cannot understand and we are not sure whether they are useful for our major or not", or "We do not know how modules like philosophy and politics relate to our major"...*

With the responses, maybe students wish to study only the modules closely related to their major or at least useful to their major, or maybe because these modules were taught rigidly without any relation to real life so they do not know how to utilize them in real life.

The second group related to the connection between theories and practice received 6 responses. The extracts from their responses are presented below.

> *"To me, the lectures should be closely connected to reality and lecturers should demonstrate the theories with examples in real life, especially with difficult modules containing complex formulas", or "There are some theories which are far away from the reality, we cannot understand as well as apply them when we are asked to do exercises or to go for practicum in companies", ...*

These complaints may relate to the lecturers who directly teach the classes. Perhaps they do not explain the theories thoroughly and carefully enough or they do not give any examples to illustrate the theories or maybe the knowledge needs to have very good background knowledge in subject-specific to acquire.

The last four responses were about practicum. They expected to do their practicum at the workplace to see what exactly happened. These expectations may generate from the majors which do not consist of the practicum as a compulsory part of the curriculum. The following responses are seen.

> *"There is no practicum for us to experience real work related to what we have studied in our program". Or "We want to go directly to the workplace to practice what we have studied in theories".*

Thirty-four responses related to lecturers focus on three domains (1) lecturers' capability, (2) lecturers' attitudes and manners, and (3) teaching and learning materials. In the three domains, the third one received the most responses (18). These concentrate on the quality of the materials, they are not provided to students on time and students cannot self-study with the materials. These statements can be seen.

> *"The materials are written in a very short way so sometimes we cannot understand what is written". Or "The lessons in the materials do not go with explanation to illustrate to make it easy for us to understand". Or "The materials are not provided to us in the first and second classes".*

These comments are quite acceptable because the teaching staff is not experienced enough to produce the materials with high quality. In addition, the library is in charge of printing the materials for students at the beginning of each semester and the staff cannot cover all the work on time.

Related to lecturers' attitudes and manners, 10 complaints focus on the lecturers' punctuality and their absence without advance notice and some lecturers are not patient enough to explain students' questions or they get angry while conducting the lectures. They commented:

> *"Some lecturers are absence without letting us know before the class time". Or "Some lecturers get angry when students ask them questions or to explain some parts in the lecture".*

Six comments related to lecturers' capability mentioned the way lecturers carry out the lectures and their self-confidence in conducting the lectures as well as answering students' questions.

"Some lecturers do not have good methods to help us understand the lectures easily". Or "Some lecturers do not observe students while conducting the lectures".

The cluster related to the infrastructure had the fewest comments (20). These can be classified into three groups: (1) comments about classrooms, (2) comments about the library, and (3) the wifi system. With three similar comments on the wifi system, it received the fewest ones from the three groups. The comments demanded to have a free wifi system which must be strong enough to help both lecturers and students get access to and download materials they need while they are in class. One of the comments says, "All the classrooms should be equipped with a free and strong wifi system to help both lecturers and students in their teaching and learning". For the classrooms, the participants just wanted to have a better condition inside because they thought it was too hot on sunny days. They suggested having more ceiling fans. The following statement was seen: "The classrooms are too hot on sunny days as some fans do not work and there are not enough fans to cool down the rooms". Or "The fans need to be maintained in good condition and more of them are needed". These are the two among ten comments for this group. Although the rooms are spacious, in summer it is very hot inside making people even sweat when the temperature is higher than 37 degrees Celsius. The rest 7 comments are about the library, they mainly complained that the library does not have enough books as well as materials for references. These statements are seen in the questionnaire.

> *"The library does not have any materials related to my major". Or "There are very few books for my majors". Or "The books in the library are very old we cannot have the updated versions for our references".*

The university has been in operation for only 7 years so the equipment, especially reference books, is not sufficient even when students use the electric library. However, in the coming years, the university can make much improvement in this domain by investing in the library.

The last cluster, "Serving capacity" received the most comments (35) from the participants. Perhaps the participants were not very happy with the way they were served and wanted to be better served in the future. The comments focus on two fields: (1) the staff's attitudes and serving effectiveness and (2) activities related to sports and entertainment.

Nineteen comments on the activities related to sports and entertainment mentioned that entertainment forms are not diverse so the events become familiar to students so they are not attracted by them. The sports events are not organized very often so it is a bit boring for students who live in the dormitory on campus and they long for the diversity of events in both sports and entertainment. They mentioned:

> *"Singing and sporting competitions are not very attractive". Or "Sporting and entertainment events are not often organized". Or "The equipment for sporting and entertainment events are not good enough, especially the lighting and sound system is not good, the person in charge of them is not professional. We need a person who knows about the equipment to make better use of it".*

These activities can help enrich students' social and mental life but they should be generated by students and students themselves should be the host of the events. It can be said that the participants' comments are worth considering. However, they should also think of ways to involve themselves in organizing these events.

The staff's attitudes and serving effectiveness had 16 comments. The following extracts are from their responses.

"The university needs to have accurate information about tuition to help students avoid being asked to clarify their tuition". Or "The staff in some offices do not give clear instructions for some paperwork so it takes us a lot of time to finish as required". Or "There are some documents we have already submitted, but our account keeps telling us to submit again".

Something related to technology is involved in the last statement, maybe this is an error from the system (software) and this, to my knowledge happens rather often at the university and should be paid with special care.

CONCLUSION AND SUGGESTION

The assessment of the quality of training services is essential for any higher education institution. The responding information from learners is a very important channel to help people in charge at institutions to adjust all activities related to the training services to better meet learners' demands. The results of this study can help conclude that students are satisfied with the quality of the training services at the university with 4.21 on five-point Likert scale for "contents of the curriculum" and the lowest cluster "Serving capacity" is also at 4.0. These numbers also mean that the curricula can still be improved by the university to make them better satisfied by learners especially the "Serving capacity" as this is quite subjective and can be easily improved.

Although the students' satisfaction with the quality of the training services is high, attention to the four mentioned clusters related to the quality of training services should be properly noticed. In terms of the contents of the curricula, it is suggested that there should be more modules related to practice especially real practicums in work sites. In addition to that, the curriculum should be continuously updated and compared with those of other universities not only in the country but also from other countries all over the world. Related to the staff, the university should organize programs in which lecturers can get opportunities to experience real work sites to gain more practical experience. They should also be provided with staff exchange programs not only with universities in the county but also abroad. For the infrastructure, more investment should be added to improve the learning and teaching equipment, especially the library, it should be equipped with more reference books and linked with e-book sources in the world, and the subscription to academic journals is also recommended. In the field of serving capacity, the university should establish a student assisting center to help learners in both their academic and their social life. Moreover, the process of paperwork should be made easy and clear for students to follow.

Furthermore, this research was carried out to get students' satisfaction degrees in only four domains so it can not cover all that students need from the university. Further research should be conducted to see how much students are satisfied with other domains such as how the curricula are organized, what students think about the soft skill courses offered by the university, etc.

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Thông tư 21/2021/TT-BGDĐT ngày 18 tháng 3 năm 2021 của Bộ trưởng Bộ Giáo dục và Đào tạo về việc ban hành quy chế đào tạo trình độ đại học