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## **Research on the satisfaction level of students of the Faculty of Economics on the quality of training: Evidence from Hanoi University of Natural Resources and Environment**

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### **Abstract**

This study aims to assess the satisfaction of students of the Faculty of Economics with the quality of training at Hanoi University of Natural Resources and Environment. Using qualitative research methods, based on interviews with 20 second-, third- and final-year students in 6 training majors at the faculty, the study explored many factors affecting student satisfaction, including both academic and non-academic factors. Overall satisfaction was found to be average, with students expressing appreciation for aspects such as practical learning opportunities and faculty support, and also identifying areas for improvement, such as the

suitability of the training program and the adequacy of facilities. Based on these findings, the study provides practical recommendations to improve the quality of training, such as updating interactive teaching methodology training programs, developing instructor capacity, improving support services, and upgrading facilities. These insights provide a pathway for the University of Natural Resources and Environment of Hanoi to better meet the needs and expectations of its students, thereby enhancing their overall educational experience.

**Keywords:** Quality of Training, Level of Satisfaction, Economics Students, Vietnam

### **1. Introduction**

Higher education plays an important role in shaping the future workforce and contributing to the nation's economic development. In Vietnam, the rapid expansion of the higher education sector has led to a growing interest in the quality of education and student satisfaction (Nguyen, 2016) <sup>[20]</sup>. Hanoi University of Natural Resources and Environment (HUNRE) is a public higher education institution under the Ministry of Natural Resources and Environment, under the State management of education and training of the Ministry of Education and Training, established under Decision No. 1583/2010/QĐ-TTg dated August 23, 2010 of the Prime Minister on the basis of upgrading Hanoi College of Natural Resources and Environment. The university is a multidisciplinary training institution with the task of training high-quality human resources for state management in the field of environmental resources and social needs at master's and university levels; from central, local, businesses to the community.

The Faculty of Economics at HUNRE focuses on training, scientific research, international cooperation and technology transfer in the fields of economics, accounting, business administration, tourism associated with the protection of natural resources and the environment, meeting the requirements of the Natural Resources and Environment sector as well as the needs of sustainable development of society. As Vietnam's economy continues to grow and face environmental challenges, the demand for graduates with expertise in these fields has increased significantly (World Bank, 2022) <sup>[32]</sup>. However, with this growing demand, it is necessary to ensure that the education provided meets students' expectations and fully prepares them with the knowledge, skills, and experience for their future careers.

Student satisfaction is recognized as a key factor in the success of higher education institutions. Satisfied students are more likely to persevere academically, achieve better academic results, and become loyal alumni who support their alma mater (Elliott & Healy, 2001) <sup>[10]</sup>. In addition, in the context of increasingly competitive higher education, student satisfaction can significantly affect an institution's reputation and its ability to attract students in the future (Alves & Raposo, 2010) <sup>[2]</sup>.

Moreover, student satisfaction is an important indicator of the quality of education and services provided by an institution (Bryant, 2006) [6]. Understanding student satisfaction can help universities identify areas for improvement and enhance the overall educational experience.

In recent years, the evaluation and improvement of the quality of higher education in Vietnam has been increasingly focused. Governments and authorities have implemented various quality assurance mechanisms and accreditation processes to raise the overall standard of higher education (Nguyen *et al.*, 2017) [22]. However, these efforts often focus on quantitative metrics and may not fully capture students' experiences and perceptions. The Faculty of Economics at HUNRE, while striving to provide high-quality education, lacks comprehensive qualitative data on student satisfaction across various aspects of their educational experience. This understanding gap has hindered the faculty's ability to make appropriate decisions regarding curriculum development, teaching methods, assessment methods, facilities, and support services. Without a deep understanding of student satisfaction and the factors that influence it, the Faculty of Economics at HUNRE may find it difficult to effectively improve the quality of its training and remain competitive in the higher education market.

Therefore, this study was conducted with the main goal of understanding and analyzing the satisfaction level of students of the Faculty of Economics, Hanoi University of Natural Resources and Environment on the quality of training. Other specific activities include:

1. Identifying key factors affecting student satisfaction: This will include exploring various aspects of the quality of training, such as training programs, teaching methods, instructor competencies, facilities, and support services.
2. To understand the strengths and areas for improvement in the training program: By identifying what is effective and what needs improvement, the study can provide practical insights to improve the quality of the training.
3. Making recommendations to improve the quality of training: Based on the findings, the study will make practical suggestions to improve student satisfaction and the overall quality of the training program.

To achieve the research objective, the following research questions will guide the research:

1. How satisfied are the students of the Faculty of Economics with the quality of training at HUNRE?
2. What are the main factors affecting student satisfaction with the training program?
3. According to students, what are the strengths and weaknesses of the current training program?
4. What recommendations can be made to improve the quality of training?

Answering the above questions will contribute to understanding student satisfaction in the context of environmental economics education in Vietnam. By providing deep, qualitative insights into students' experiences and perceptions, this study promotes meaningful improvements in the quality of education, enhances student learning outcomes, and contributes to the broader discourse on higher education effectiveness in the professional fields.

## 2. Literature review

### 2.1 Concepts and theories of student satisfaction in higher education

#### The concept of student satisfaction

Student satisfaction is a complex and multifaceted structure that has been defined by researchers in a variety of ways. Elliot & Healy (2001) [10] describe it as a short-term attitude that comes from assessing the educational experience of students. Wiers-Jenssen *et al.* (2002) [31] further expand on this, arguing that student satisfaction includes a variety of factors, including teaching quality, social environment, aesthetic aspects, and facilities for students.

A more comprehensive definition is given by Alves & Raposo (2009) [1], who view student satisfaction as a dynamic, multi-dimensional construct that comes from evaluating different outcomes and experiences related to education. This definition acknowledges that satisfaction is not static and is subject to change throughout the student's education.

#### Expectations theory - counterargument

One of the most influential theories in understanding student satisfaction is the Expectancy-Criticism Theory, originally proposed by Oliver (1980) [24] in the context of consumer behavior and later applied to higher education. This theory holds that satisfaction is determined by the difference between students' expectations and their actual experience. According to this theory, there are three possible outcomes: When the experience meets expectations, bringing moderate satisfaction; When the experience exceeds expectations, leading to high satisfaction; and When the experience does not meet expectations, leading to dissatisfaction.

Appleton-Knapp & Krentler (2006) [3] applied this theory to higher education and found that it effectively explained student satisfaction. They emphasized the importance of managing student expectations to enhance satisfaction.

#### The Quality Concept in Higher Education

Another important approach to understanding student satisfaction stems from the documentation of service quality. Parasuraman *et al.* (1988) [26] developed the SERVQUAL model, which has been adapted for the higher education context. This model defines five dimensions of service quality: (i) Tangibility: Facilities, equipment, and appearance of employees; (ii) Reliability: The ability to perform the promised service reliably and accurately; (iii) Responsiveness: Willingness to help customers and provide prompt service; (iv) Assurance: Knowledge and courtesy of employees and their ability to build trust and confidence; and (v) Empathy: Concern, personal care for customers.

Based on this, Firdaus (2006) [11] developed the HEDPERF scale dedicated to measuring service quality in higher education. This model includes additional dimensions such as academic aspects, non-academic aspects, reputation, accessibility, and curriculum issues.

#### 2.2 Factors affecting the satisfaction

Student satisfaction is a multifaceted concept that encompasses many dimensions of the educational experience. Astin (1993) [4] hypothesizes that student satisfaction is influenced by a combination of academic and non-academic factors. Academic factors include teaching quality, curriculum relevance, and academic support

services, while non-academic factors include campus facilities, extracurricular activities, and social settings.

### Academic element

*Training program and course content:* The appropriateness and adequacy of the training program are important determinants of student satisfaction. Students expect the curriculum to be up-to-date, relevant to their future careers and relevant to industry needs (Lizzio *et al.*, 2002) <sup>[18]</sup>. Besides, the relevance and design of the curriculum also play an important role, Munteanu *et al.* (2010) <sup>[19]</sup> found that students' perceptions of the level of preparation of courses for future careers had a significant impact on their satisfaction. In addition, flexibility in course selection and availability of multiple electives contribute to enhanced student satisfaction (Douglas *et al.*, 2006) <sup>[9]</sup>. Furthermore, highly challenging but manageable courses that promote intellectual development are associated with higher satisfaction (Kuh *et al.*, 2006) <sup>[15]</sup>.

*Teaching methods:* Effective teaching methods that engage students and promote active learning are associated with higher levels of satisfaction (Kuh, 2009) <sup>[14]</sup>. In addition, Feldman (2007) found that the appropriateness of the method in teaching, the teacher's preparation and organization, as well as the perceived outcomes or impact of the course significantly affect student satisfaction.

*Instructor competency:* One of the most consistently reported factors affecting student satisfaction is interaction with faculty. Numerous studies have highlighted the important role of faculty in shaping student experience: Voss *et al.* (2007) <sup>[30]</sup> emphasize that students' perceptions of faculty expertise in their field contribute significantly to satisfaction levels. In addition, Pascarella & Terenzini (2005) <sup>[27]</sup> emphasize that meaningful interactions with instructors, both inside and outside the classroom, have a positive impact on student satisfaction and educational outcomes in general. In addition, Ramsden (2003) <sup>[28]</sup> notes that timely, constructive feedback on assessment is critical to student satisfaction and academic progress. Moreover, the competence and accessibility of lecturers significantly affects student satisfaction, students appreciate lecturers who are knowledgeable, approachable and enthusiastic to support them (Kuh, 2009) <sup>[14]</sup>.

### Non-academic factors

*Facilities:* Academic resources and facilities play an important role in shaping student satisfaction in higher education institutions. The availability and quality of these resources directly impact the learning experience and overall student comfort. Kuh & Gonyea (2003) <sup>[16]</sup> have emphasized the importance of library resources and found that positive experiences at the library contribute significantly to both student satisfaction and academic success. In today's digital age, technology infrastructure is becoming increasingly important; Paechter *et al.* (2010) <sup>[25]</sup> emphasize modern, well-maintained IT facilities and resources are now essential components of student satisfaction. Furthermore, the learning environment, including the quality of lecture halls, laboratories and learning spaces, has a direct impact on students' comfort and, accordingly, their satisfaction with their educational experience (Kärnä *et al.*, 2013) <sup>[13]</sup>. Collectively, these learning resources and facilities create an environment that either enhances or interferes with students' ability to participate effectively in their learning, thereby

significantly affecting their overall satisfaction with their learning.

*Support services:* Student support services play an important role in improving student satisfaction in higher education. These comprehensive and accessible services cover various aspects of student life and academic progress. Effective academic counseling has been shown to have a positive impact on both student satisfaction and success (Young-Jones *et al.*, 2013) <sup>[33]</sup>, providing guidance and support throughout the student learning journey. In addition, career services, including access to career guidance, internship opportunities, and job search support, significantly affect student satisfaction, especially for final year students who are preparing to enter the job market (Dhaqane & Afrah, 2016) <sup>[8]</sup>. Furthermore, the availability of counseling and health care services contributes to students' overall well-being and satisfaction by addressing mental health issues and providing needed health care support (Cooke *et al.*, 2006) <sup>[7]</sup>. All of these support services create a holistic environment that nurtures student development, addresses their diverse needs, and ultimately enhances their satisfaction with their educational experience.

*Extra-curricular activities:* Participation in extra-curricular activities plays an important role in fostering a sense of belonging among students and contributes significantly to the overall positive experience of students. According to Astin (1999) <sup>[5]</sup>, participation in extracurricular activities gives students the opportunity to develop skills, build social networks, and explore interests beyond their academic goals. These can range from sports teams and cultural clubs to academic societies and volunteer initiatives. By participating in such activities, students not only enhance their communication and leadership but also cultivate a deeper connection with their organization. This sense of belonging is important for student retention and well-being, as it creates a supportive and engaging environment that complements academic life. Furthermore, extracurricular activities provide a platform for students to apply theoretical knowledge to practical contexts, thus enriching their learning experience and preparing them for future careers. Therefore, organizations that prioritize and facilitate extracurricular participation are more likely to achieve higher levels of student satisfaction and success.

### 2.3 Previous studies on student satisfaction in Vietnam

Research on student satisfaction in Vietnam's higher education sector has made significant progress in recent years, reflecting the increasing emphasis placed by academics and career managers on the quality of education and competitiveness.

Nguyen (2013) <sup>[21]</sup> conducted a comprehensive study on student satisfaction at 28 universities in Vietnam. The study, which included 752 students, found an average level of overall satisfaction, with an average score of 3.5 on a 5-point Likert scale. This study highlights significant differences in satisfaction between public and private institutions, with private universities generally scoring higher in areas such as facilities and student support services.

According to Tran (2016) <sup>[29]</sup>, the determinants of student satisfaction at Vietnamese universities have pointed out some important factors shaping the student experience. The study identified teaching quality as the most important factor influencing satisfaction. However, students also

stressed the importance of curriculum relevance, demonstrating a strong preference for practical, industry-relevant courses that enhance their employability. The learning environment, including facilities, is seen as another important determinant of satisfaction. In addition, the effectiveness of administrative support in dealing with student issues and inquiries plays a significant role in shaping the overall level of satisfaction. Interestingly, while the quality of teaching remains paramount, research has uncovered a significant trend: students place more importance on the practical applicability of their education than on traditional academic metrics. This finding underscores the changing expectations of Vietnamese students, who increasingly prioritize the real-world relevance of their educational experiences over conventional academic measures.

Nguyen & Nguyen's (2010) [23] study on service quality in Vietnamese higher education provides valuable insights into student satisfaction and organizational performance. Using the widely recognized SERVQUAL model, the researchers conducted an in-depth analysis at a large public university in Hanoi. This model, which evaluates service quality across five dimensions (Tangibles, Reliability, Responsiveness, Assurance, and Empathy), has shown a significant difference between students' expectations and their actual perceptions of service quality. Notably, research has discovered gaps between all five dimensions, suggesting a systematic mismatch between what students expect and what they experience. The most pronounced differences were observed in the 'Reliability' and 'Responsiveness' dimensions. Reliability, relative to the organization's ability to perform promised services reliably and accurately, suggests that there is room for improvement. Likewise, the university's ability to respond, reflecting its willingness to help students and provide prompt service, has emerged as an important area requiring attention. These findings suggest that the university is lacking in providing consistent, reliable services and in effectively responding to students' needs and inquiries. Such gaps not only affect student satisfaction but also the overall perceived quality of education. The researchers conclude that these results highlight areas of urgency for improvement, particularly in strengthening service delivery mechanisms and promoting administrative responsiveness. This study emphasizes the importance of adapting the institution's services to students' expectations in the context of Vietnamese higher education, providing pathways for universities to improve the quality of their services and, therefore, improve student satisfaction.

Le (2018) [17] 's research on the impact of internationalization in Vietnam's higher education sector provides valuable insights into how global partnerships affect student satisfaction. Focusing on international collaboration programs, research shows that students enrolled in these initiatives often report higher levels of satisfaction than their peers in traditional programs. This increased satisfaction is particularly evident in three key areas: exposure to diverse teaching methods, which broaden students' educational experience; opportunities for international exchange, which enhance their cultural understanding and global perspective; and perceived value to future career prospects, as students believe these programs will give them a competitive edge in the job market. However, Le's research also highlights important challenges associated with internationalization. Students in

these programs often find it difficult to adapt to the culture, trying to bridge the gap between Vietnamese educational standards and international approaches. In addition, the higher financial burden associated with these programs is seen as a significant concern, potentially limiting the accessibility of students from more disadvantaged backgrounds. These findings underscore the complex dynamics of internationalization in Vietnamese higher education, revealing both significant benefits and notable challenges in enhancing student satisfaction and educational outcomes.

A study by Hung (2022) [12] focused on student satisfaction in environmental science programs at HUNRE. The study found that students value real-world learning experiences and industry-relevant curriculum, emphasizing the need for hands-on training and real-world applications. These findings underscore the relevance of real-world learning experiences in enhancing student satisfaction and preparing students for their future careers.

While current studies have provided valuable insights into student satisfaction in higher education, there are still some gaps in the literature that this study addresses. First, there is very little research focused specifically on student satisfaction at HUNRE's Faculty of Economics. Most research focuses on broader aspects of university student satisfaction or focuses on majors other than economics at HUNRE. This research aims to fill this gap by providing a detailed and focused analysis of student satisfaction in the Faculty of Economics. Second, the existing literature often lacks a comprehensive exploration of the multifaceted nature of student satisfaction. Many studies focus on specific aspects, such as curriculum relevance or teaching quality, but do not provide a comprehensive perspective that includes both academic and non-academic elements. This study aims to address this gap by looking at a variety of factors that affect student satisfaction, including curriculum, teaching methods, faculty competencies, facilities, support services, and extracurricular activities. Third, there is a need for more qualitative research that provides insights into students' experiences and perceptions. Much of the current research relies on quantitative methods that, although valuable, may not capture the richness and complexity of student satisfaction. This study aims to address this gap by using qualitative research methodology, using in-depth interviews to gather detailed feedback and reflections from students.

### 3. Research Method

This article will use qualitative research methods to explore the experiences and perspectives of the students of the Faculty of Economics on the quality of training at HUNRE. The sample in this study was selected through intentional sampling, focusing on 2nd year students, 3rd year students and final year students, in 6 training majors at the faculty (Business Administration major; Accounting major; Hotel Management major; Tourism Management major; Logistics major; and Marketing major). Data was collected through semi-structured interviews with 20 students (including: 7 second-year students; 8 third-year students; and 5 final-year students) of 6 majors in the Faculty of Economics. The interviews were conducted between February 2024 and June 2024 on the basis of face-to-face interviews lasting from 30 minutes to 45 minutes each, the contents of the interviews were recorded and transcribed for analysis. Data is analyzed

using thematic analysis to identify key topics and samples emerging from interviews.

#### 4. Research results

##### 4.1 Overall Student Satisfaction

The overall satisfaction of students of the Faculty of Economics with the quality of training at HUNRE is considered to be average. This assessment reflects the multi-dimensional nature of opinions, with students acknowledging both positive and negative aspects of their learning process. While many students expressed appreciation for the many different elements of the curriculum, a significant number also identified areas for improvement. This balanced view emphasizes the need for a comprehensive assessment of the curriculum to better understand the factors affecting student satisfaction.

Some students highlighted the positive aspects of the training program, emphasizing the practical methods and competencies of the lecturers. For example, one student, in his third year, noted:

*"I really appreciate the practical approach in some of our modules, like Cognitive Visiting 1, 2, 3; Professional Practice, ... The field trips and guest lectures from industry experts are insightful."* (3rd year student).

This opinion emphasizes the importance of hands-on learning and practical applications in enhancing student satisfaction. By combining field trips and guest lectures, the program provides students with valuable insights and experiences that complement their theoretical knowledge.

Another positive aspect often mentioned by students is the knowledge and accessibility of the lecturers. A sophomore, shared:

*"The instructors are very knowledgeable and approachable. They are always happy to help us understand difficult concepts."* (2nd year student).

This feedback demonstrates the important role lecturers play in creating a supportive and engaging learning environment. The willingness of lecturers to assist students in understanding complex concepts promotes a positive relationship between students and lecturers, contributing to overall satisfaction.

However, in addition to the above positive comments, students also identified areas for improvement. A common concern is the update and relevance of the training program. A fourth-year student, commented:

*"Although the curriculum is quite good, I think it can be more up-to-date with current industry trends. Some of the material seems outdated."* International Payments Specialist  
This feedback points to the need to regularly update the curriculum to reflect the latest industry trends and developments. An up-to-date curriculum ensures that students are well prepared for entering the job market and are equipped with the right knowledge and skills.

Another issue of concern is the adequacy of facilities. A sophomore, mentioned:

*"Facilities are not always up to standard. Sometimes, the classrooms are not well equipped and this affects*

*our study, especially in the summer, which is hot."* (2nd year student).

This opinion emphasizes the importance of well-equipped facilities in supporting learning. Inadequate facilities can hinder students' ability to acquire knowledge, which is important for their professional development.

Thus, it can be seen that the overall satisfaction level of students of the Faculty of Economics at HUNRE is average, with a combination of positive and negative factors affecting their experience. Positive aspects, such as a practical approach and supportive teaching staff, are balanced by concerns about the up to date nature of the curriculum and the adequacy of facilities. These insights provide the foundation to develop targeted recommendations to improve the quality of training and improve student satisfaction.

##### 4.2 Factors affecting the satisfaction

###### 4.2.1 Academic elements

The satisfaction level of students of the Faculty of Economics, HUNRE is influenced by many academic factors. These include the curriculum, teaching methods, and faculty competencies, each of which play an important role in shaping the educational experience of students.

###### Training curriculum

One of the main strengths of the training program, according to students, is the comprehensive nature of the training program. Many students appreciate the comprehensive coverage of important topics, which they feel have prepared them well before graduation. Some third-year students shared:

*"The training is comprehensive and covers many important topics. I feel this program helps us prepare well for the job market."* (Some 3rd year students).

This feedback emphasizes the importance of an adaptive and relevant training program in enhancing student satisfaction. A comprehensive curriculum ensures that students are exposed to a wide range of knowledge and skills, enabling them to compete with students from other economic sectors when applying for jobs.

In addition to the positive aspects, some students also expressed concerns about the interdisciplinary nature of the curriculum. With the unique context of the Faculty of Economics at HUNRE, which combines economics with natural resource management, students emphasize the need for more integrated courses. A fourth-year student, commented:

*"I think the training could be more interdisciplinary. We need more courses that integrate economics with natural resource management."* (4th year student).

This feedback emphasizes the importance of an interdisciplinary approach in the training program. Integrating economics with natural resource management can provide students with a more comprehensive understanding of the field, better preparing them for the complexity of practical challenges.

###### Teaching methods

Students also highlighted the effectiveness of the various

teaching methods used in the curriculum. The use of case studies and group projects is appreciated for making cross-learning more engaging and practical. The majority of second-year students, note:

*"The use of case studies and group projects is very effective. It makes learning more engaging and practical."* (Some 2nd year students).

This feedback emphasizes the value of interactive and practical teaching methods in enhancing student satisfaction. By exposing students to case studies and group projects, the program promotes active learning and critical thinking, which are essential for academic and professional success. However, some students expressed dissatisfaction with the fact that some lecturers relied on traditional lectures. They proposed that more interactive teaching methods would benefit students and faculty. A third-year student, shared:

*"Some lecturers are too dependent on traditional lectures. I think more interactive teaching methods will be more beneficial."* (3rd year student).

This feedback points to the need for a more diverse range of teaching methods. Incorporating interactive teaching methods, such as discussion, simulation, and experiential learning, can enhance student engagement and satisfaction.

#### **Required competencies of lecturers**

The competencies and experience of the trainers were identified as significant strengths of the training program. Students appreciate the knowledge and practical experience that lecturers have. A second year student, commented:

*"Our instructors are very experienced and knowledgeable. They bring a lot of real-life examples into the classroom."* (2nd year student)

This sharing emphasizes the importance of lecturer capacity in improving student satisfaction. Knowledgeable and experienced faculty members can provide valuable insights and real-life examples that enrich the learning experience and prepare students for their future careers.

While many students praised the faculty's competence, some expressed concern about the accessibility of the faculty. They note that not all faculty members are equally willing to help and support students. A fourth-year student, shared:

*"Not all trainers are equally approachable. Some people are more willing to help than others."* (4th year student).

The above notes show the importance of the accessibility of lecturers in improving student satisfaction. Facilitators who are approachable and actively assist students when needed can create a positive and inclusive learning environment, foster better relationships with students, and provide them with the support they need to succeed.

As can be seen, the main factors affecting student satisfaction at HUNRE's Faculty of Economics include the curriculum, teaching methods, and faculty competencies. While there are many positive aspects, such as a comprehensive curriculum, effective teaching methods, and knowledgeable teaching staff, there are also areas for

improvement, such as the interdisciplinary nature of the curriculum, the diversity of teaching methods, and the accessibility of faculty. Addressing these areas can significantly enhance the overall quality of training and improve student satisfaction.

#### **4.2.2 Non-academic factors**

In addition to academic factors, non-academic factors also significantly influence student satisfaction at HUNRE. These include facilities, support services, and extracurricular activities, each of which play an important role in shaping the overall student experience.

#### **Material Facilities**

One of the main strengths identified by students is the quality of the library. Many students appreciate a well-equipped library that serves as a valuable resource for their learning. Some third-year students, note:

*"The library is full of relevant books and journals. This is a great resource for our learning."* (Some 3rd year students)

This sharing emphasizes the importance of a well-equipped library in supporting academic activities. A comprehensive collection of books and journals gives students access to the knowledge and resources they need to succeed in their studies.

However, students also identify areas where facilities need to be improved. A common concern is the condition and availability of computer rooms and cooling equipment. Some second-year students, shared:

*"Computer rooms are often crowded and equipment is often not updated, especially the air conditioning system is not always usable. This is frustrating when we need to work on projects."* (Some 2nd year students)

This opinion emphasizes the need for well-equipped and accessible computer labs. Classrooms should be equipped with modern cooling systems and sufficient space is essential for students to study effectively.

#### **Backing Service**

Supportive services, such as academic mentoring, have been identified as another strength of the training program. Students appreciate the guidance and support of academic advisors. A third-year student, commented:

*"Academic counselling services are very helpful. My mentor provided valuable guidance on module selection and my career planning."* (3rd year student).

This feedback underscores the importance of comprehensive support services in enhancing student satisfaction. Academic advisors help students navigate their educational journey, make appropriate decisions about course selection, and make effective career plans.

Despite the positives, some students expressed dissatisfaction with the career counseling service. They feel that services can be improved to provide more information about job and internship opportunities. A fourth-year student, shared:

*"Career counselling can be improved. I feel they don't provide enough information about job opportunities and internships."* (4th year student)

This sentiment points to the need for more effective career counseling services. Providing comprehensive information on job and internship opportunities can help students better prepare for the job market and enhance their overall satisfaction with support services.

### **Extracurricular activities**

Extracurricular activities were also identified as the main factor affecting student satisfaction. Many students appreciate the diversity of student clubs and societies that host exciting activities. A sophomore, note:

*"There are many clubs and student associations that offer fun activities. It's a great way to meet new people and develop new skills."* (2nd year student).

This experience emphasizes the importance of extracurricular activities in fostering a sense of belonging and providing personal and professional development opportunities. Participating in these activities allows students to build social networks, develop new skills, and enhance the overall student experience.

However, some students expressed concerns about the schedule of extracurricular activities. They feel that these activities often conflict with their schedule, making it difficult to participate. Some third-year students shared:

*"Sometimes, extracurricular activities conflict with our schedule. It would be better if they were more integrated into our timetable."* (Some 3rd year students)

This feedback underscores the need to better integrate extracurricular activities into the school calendar. The coordination of these activities with academic commitments can enhance student engagement and satisfaction.

In summary, non-academic factors that affect student satisfaction at HUNRE include facilities, support services, and extracurricular activities. While there are many positive aspects, such as a well-equipped library, helpful academic counseling services, and attractive extracurricular activities, there are also areas for improvement, such as computer room conditions, classroom cooling systems, quality of career counseling services, and schedules of extracurricular activities. Addressing these areas will significantly improve the overall quality of training and improve student satisfaction.

### **5. Conclusion and recommendation**

The overall satisfaction of students of the Faculty of Economics with the quality of training at HUNRE is considered to be average. While many students expressed appreciation for the many different aspects of the curriculum, a significant number also identified areas for improvement. This balanced view emphasizes the need to comprehensively evaluate the curriculum to better understand the factors affecting student satisfaction.

Through the results of the interview, a number of key factors have been identified as influencing student satisfaction, including academic and non-academic factors. Academic

elements include the curriculum, teaching methods, and instructor competencies. The curriculum was praised for its holistic nature and relevance to the job market, but students also noted that more interdisciplinary courses were needed to integrate economics with natural resource management. Teaching methods, such as case studies and group projects are highly valued for their effectiveness in promoting active learning and engagement, but some students expressed a desire for more interactive teaching methods to replace traditional lectures. The faculty's competence is highlighted as a strength, with students valuing the faculty's knowledge and practical experience. However, some students note that not all lecturers are equally easy to approach, which underscores the importance of faculty support.

Nonacademic factors, such as facilities, support services, and extracurricular activities, also significantly influence student satisfaction. The library was praised for having a comprehensive collection of relevant books and journals, but the computer room and cooling equipment showed dissatisfaction for being overcrowded and not always up to date and usable. Support services, particularly academic counselling, are highly valued for their usefulness, but career counselling services have been identified as needing improvement to provide more information on job and internship opportunities. Extra-curricular activities are highly valued for fostering a sense of belonging and providing opportunities for personal and professional development, but scheduling these activities often conflicts with academic commitments, making it difficult for students to fully participate.

Based on the findings of this study, some practical recommendations are made to improve the quality of training at Hanoi University of Natural Resources and Environment, specifically as follows:

### **Program Improvement**

In order to improve the relevance and completeness of the training program, a number of suggestions are made. Regular updates should be made to the training program to reflect current industry trends and align with industry needs. In addition, more interdisciplinary modules integrating economics with natural resource management are needed to provide students with a comprehensive understanding of the field. This can be achieved through consultation with industry experts and periodic review of the training program.

### **Teaching methods**

In order to enhance teaching methods and promote active learning and student engagement, it is necessary to introduce more interactive and practical teaching methods into the curriculum. This may include the use of case studies, group projects, field trips, and guest lectures from industry experts. In addition, instructors should be encouraged to adopt more diverse teaching methods, such as discussion, simulation, and experiential learning, to complement traditional lectures.

### **Instructor Development**

To improve instructor competence and support, professional development strategies should be implemented. This may include training programs, workshops, and mentoring opportunities that enhance instructors' knowledge and skills. In addition, efforts should be made to promote a more

supportive and accessible faculty culture, ensuring that all faculty members are available to help and support students.

### Backing Service

In order to strengthen the support services, some suggestions were made. Academic counselling services should be strengthened to provide comprehensive guidance on module selection and career planning. Career counseling services need to be improved to provide more information on job and internship opportunities, helping students better prepare for the job market. In addition, financial aid services need to be expanded to meet the diverse needs of students.

### Extracurricular facilities and activities

To improve campus facilities and promote participation in extracurricular activities, a number of recommendations are proposed. Computer labs need to be upgraded to ensure that they are well-equipped and accessible to students. The air conditioning system needs regular maintenance. In addition, the scheduling of extracurricular activities should be better integrated into the study schedule to avoid conflicts and increase student participation. This can be achieved through collaboration between faculties and student organizations.

As can be seen, the findings of this study provide valuable insights into the satisfaction level of students of the Faculty of Economics at HUNRE. The practical and theoretical implications of these findings provide a roadmap for improving the quality of training and informing future research on student satisfaction in higher education. By addressing identified strengths and weaknesses and implementing recommended improvements, HUNRE can better meet students' needs and expectations, enhance their overall educational experience, and prepare them for successful future careers.

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