



ISSN Print: 2664-7249
ISSN Online: 2664-7257
IJPEPE 2024; 6(1): 79-82
www.physicaleducationjournals.com
Received: 04-11-2023
Accepted: 12-12-2023

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Satisfaction level of student of the faculty of sports and sports University of peademics: Thai Nguyen University Vietnam when participating in E-learning

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DOI: <https://doi.org/10.33545/26647249.2024.v6.i1b.95>

Abstract

The article identifies factors affecting the level of satisfaction of students of the Faculty of Physical Education and Sports, University of Education - Thai Nguyen University Vietnam, when studying E-Learning. The research is based on survey results of 75 students from grades 55 - 57 who have participated in E-Learning. The analysis results show that there are 4 groups of factors that affect the level of student satisfaction when studying E-Learning: lecturers, curriculum, facilities and service capacity. From those results, we propose some measures to improve the efficiency of students' E-Learning such as upgrading facilities and making the transmission line more stable; create an electronic document warehouse and update a variety of documents; improve lecturers' skills when teaching E-learning to stimulate learners' interest, update information related to E-learning on the Website.

Keywords: Level of satisfaction, E-learning, students

Introduction

In recent years, the phrase "E-learning" has become familiar to everyone. E-learning is learning method that uses communication methods via the Internet in an interactive way with learning content and is designed on the basis of teaching methods and managed by a solid learning management system. Ensure interaction and cooperation to meet learners' learning needs anytime, anywhere. Because of the advantages and benefits that E-learning brings and also the general trend in the future, educational institutions, especially higher education, are constantly looking for ways to access this market.

In Vietnam, E-learning has only begun to develop in recent years. However, before the Covid-19 pandemic, this form of teaching still took place in a small scale and was experimental. It can be said that the Covid-19 pandemic is an opportunity for using online teaching and digital transformation in education in Vietnam in general and universities in particular.

Faculty of Physical Education and Sports, University of Education - Thai Nguyen University has chosen E-Learning to maintain training activities and comply with the motto of the Ministry of Education and Training "Temporarily stop going to school, do not stop learning" during the COVID-19 epidemic and until now, it has been integrated with direct teaching in the classroom. However, the question here is: Are the implementation measures for E-Learning appropriate or not? Does it really make students feel satisfied when participating in learning? Furthermore, with the specific characteristics of a training major with many practical modules, does the organization of E-Learning teaching affect the learning outcomes of learners? Based on the above reasons, we conducted a study on "Level of satisfaction of students of the Faculty of Physical Education and Sports when studying E-Learning" to see the level of students' evaluation of this form of learning and propose some measures. The solution contributes to improving the effectiveness of online teaching at schools.

Research Methods

Methods of analyzing and synthesizing documents: Research theoretical foundations, articles, research works, and relevant statistical data, on that basis, conduct analysis, synthesis and planning. Redundant to build a theoretical basis for the article.

Data collection method: Survey of 75 students of the Faculty of Physical Education and Sports from courses 55 - 57 through a questionnaire. The questionnaire was developed to collect information on student satisfaction with facilities, curriculum, lecturers, and service capacity.

Statistical mathematical methods: Data are analyzed by specialized software for data statistics in social sciences SPSS (version 26)

Research Results

Some theoretical basis

Related concepts

E-learning teaching is a virtual learning method through a computer or smartphone connected to the network with a server where teachers provide electronic lectures and necessary software to be able to ask/request/issue. topics for distance learners ^[1].

Student satisfaction is the student's feeling or awareness of the educational values, knowledge values or service values that the university provides. There, their expectations are always low or equal to or higher than their perceived level of what is provided from the higher education institution. Satisfaction is the basic basis to create loyalty for students in learning and for training institutions ^[2].

Student satisfaction when participating in online learning is the process of forming user satisfaction with an information system that will start with students forming their own expectations before coming into contact with the system. After the experience, students will evaluate the difference between initial expectations and the actual results received, the evaluation results will lead to satisfaction or dissatisfaction. The lack of technical support, user advice, and student anxiety about computers, ease of use, system flexibility, content quality, and instructor attitudes Student evaluation and student assessment activities all affect student satisfaction when participating in E-learning ^[3].

Factors affecting the level of student satisfaction when studying E-learning

Vu Huu Duc and colleagues (2019) said that there are 7 groups of factors that affect the level of student satisfaction when studying online, including ^[4]: 1) Organization: management (needs survey, relationships with partners, registration and tuition payment.), academic (teaching quality, lecturer support, classroom organization.), services (library, consultation, consulting.); 2) Pedagogy: content analysis, learner analysis, goal analysis, teaching methods and strategies; 3) Technology: infrastructure, equipment; 4) Interface: page design, content design, how to navigate between pages, components, ease of use and accessibility; 5) Assessment: evaluate learners, evaluate teaching and

evaluate the learning environment; 6) Administration: maintaining a learning environment and disseminating information; 7) Support: technical support, other online support.

According to Pham Thi Mong Hang (2020), there are 4 main groups to measure student satisfaction with online learning, which are ^[5]: 1) Content and design expressed through lectures need to be updated continuous and the content must be presented effectively and efficiently to the learner; 2) Learning community including instructors, students inside and outside of class, convenience in discussion with instructors, students and ease of sharing information; 3) Personalization represents learner initiative in controlling the learning process from students and lecturers; 4) Technological aspects relate to user friendliness and ease of interaction, operational stability and effective use of system components.

According to Nguyen Thi Ngoc Diep, Doan Thi Hong Nga (2021), the level of satisfaction related to the quality of university training includes the following functions and activities: 1) Training program; 2) Quality of lecturers; 3) Facilities; 4) Student characteristics; 5) Management - administration and interaction system ^[6]. Based on the research on factors affecting the level of student satisfaction in online learning above, our research will evaluate the level of student satisfaction in online learning based on 4 groups. Factors: 1) Facilities; 2) Curriculum; 3) Lecturer; 4) Service capacity.

Level of satisfaction of students of the Faculty of Physical Education and Sports at University of Education-Thai Nguyen University Vietnam when participating in E-learning

Proposed research model

Through an overview of related models and research, the article proposes a model of factors affecting the level of satisfaction of students of the Department of Physical Education and Sports, University of Education - Thai Nguyen University, Vietnam when E-learning. The research model is a selective inheritance of the HEDPERF scale model (Abdullah, 2005). The dependent variable is the level of student satisfaction when studying E-learning. The independent variable includes 4 groups: (1) Teaching staff; (2) Curriculum; (3) Facilities; (4) Service capacity.

Survey results

The study uses a 5-level Likert scale to measure student satisfaction. The survey sample included 75 students from Course 55 to Course 57 majoring in Physical Education at the University of Education - Thai Nguyen University, Vietnam. The results obtained are as follows.

Table 1: Interview results on student satisfaction when studying E-learning

Criteria	Content rated	The average value	Standard deviation
Facilities	The school has full videos to guide students in logging in and interacting when studying E-learning	4,18	0,698
	The LMS system runs stably and rarely has problems during the E-learning process	2,98	0,570
	Classes have a reasonable number of students	3,76	0,678
	Satisfaction score for facilities factor	3,64	0,65
Lecturer	Lecturers control and closely monitor students' learning process	3,78	0,657
	Lecturers create excitement and positivity among students during class	3,05	0,745
	Lecturers organize teaching activities appropriate to the learning format	3,75	0,778
	Lecturers always create conditions for students to participate in lessons and discussions.	4,54	0,656
	Lecturers assign assignments and the time to complete assignments is appropriate	4,54	0,672

	for students.		
	Lecturers evaluate online learning results accurately and fairly.	4,55	0,634
	Lecturers always support students in online learning	3,98	0,749
	Lecturers satisfaction scores	4,03	0,69
Curriculum	Lectures are designed to be concise, full of content and suitable for online classes	3,71	0,654
	Learning materials and reference materials for online classes are provided fully and easily accessible.	4,15	0,631
	Class schedules and online classes are announced clearly and promptly	4,14	0,645
	Objectives, plans and forms of testing and assessment of learning outcomes are clearly specified and fully provided in the online classroom.	4,17	0,632
	The form of testing and evaluating course results is suitable for online learning	4,01	0,512
	The online learning time of the modules is arranged reasonably	4,12	0,632
	Curriculum satisfaction scores	4,05	0,62
Service capacity	The school has a department that always supports students quickly and promptly in E-learning	3,67	0,594
	The staff in charge of technical support for the online learning process is always friendly and dedicated when addressing student requests.	3,45	0,556
	Specialists in the training department, information and communications technology department, and faculty assistants have a good service attitude, enthusiasm, and respect for students when solving problems in e-learning.	3,87	0,624
	Information related to the school's E-learning is promptly updated and fully announced on the Website and to students.	2,89	0,549
	Satisfaction score on service capacity	3,47	0,58

Table 1 shows that: In general, the majority of students give a good assessment of the factors and conditions that ensure E-learning. Detail.

For facilities

The average factor satisfaction score reached 3.64/5; among them, the criterion most appreciated by students is “The school has full videos to guide students in logging in and interacting when studying E-learning” reaching 4.18/5. The lowest rated criterion is “The LMS system runs stably and has few problems during the E-learning process” reaching 2.89/5. Thus, it can be seen that the school has provided sufficient materials to guide students when participating in online learning, and classes are also arranged with a reasonable number of students. However, it is necessary to fix errors in the LMS system to ensure students can log in more conveniently.

For the lecturer factor

This is the criterion that received the highest rating among the 4 groups questioned, the average score of the criterion was 4.09/5. Among them, the three most highly rated factors are: “Lecturers evaluate online learning results accurately and fairly” reaching 4.55/5; “Lecturers assign assignments and the time to complete assignments is appropriate for students”, “Lecturers always create conditions for students to participate in lessons and discussions” scored 4.54/5. The factor receiving the lowest rating is “Lecturer creates excitement and positivity among students during class” reaching 3.05/5. So it can be seen that lecturers need to pay more attention to creating excitement for learners, consistent with the E-learning teaching format.

For curriculum

The average score of the criteria is 4.05/5. The highlight of the curriculum is the design of the duration; objectives and forms of testing and assessment; The learning materials provided to learners are rated at a fairly high score (from 4.01 - 4.17/5). But lecturers also need to pay more attention to designing lecture content to be concise and suitable for online teaching (this criterion reaches 3.71/5).

For service capacity

The average score of the criteria is 3.47/5. This is the criterion with the lowest average score compared to the criteria asked. Schools need to pay more attention to providing information related to E-learning on the Website (this criterion reaches 3.07/5).

In summary

Lecturer factors are considered to have a great influence on the level of student satisfaction when studying online. Therefore, in addition to good professional knowledge, instructors play an important role in encouraging interactive participation and motivating students to learn through teaching methods and lesson organization. study, exercises, tests.

Conclusion

The research results have clarified issues related to student satisfaction when studying E-learning through 4 groups of factors: facilities, curriculum, lecturers, and service capacity. Most of the criteria reach the “satisfied” and “very satisfied” levels of students, some criteria are still at the “normal” level, showing that students still have concerns when studying online. In order to improve the level of student satisfaction in the future, it is necessary to synchronously implement the following solutions: upgrade facilities to support online teaching, fix the connection so that the connection is more stable when students attend. online learning; create an electronic document warehouse and update a variety of documents; Improve skills for online teaching instructors to stimulate learners' interest, update information related to E-learning on the Website.

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