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Factors affecting the satisfaction in online learning of entrepreneurship courses of business administration students at the University of Economics, Ho Chi Minh City

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Article Info

Abstract

The article identifies and analyzes the factors affecting the satisfaction in learning, especially subjects related to entrepreneurship, of university students in Ho Chi Minh City. HCM. From these factors, educational managers can maximize student satisfaction and passion for courses related to entrepreneurship training, helping them to be more successful. In the career path and entrepreneurship in the future.

1. Introduction

Due to the increase in the number of cases and the unpredictable trend of the COVID-19 pandemic, social distancing is implemented worldwide as a strategic measure to prevent the spread of the pandemic. Vietnam is no exception. The government of our country has implemented a lot of policies, including the implementation of an online learning plan (online learning) so that the education system is maintained on schedule. Although this is not a new way of learning, it is the first time that it has been applied to all levels from primary school to university of academic education in Vietnam. Although there have been many empirical studies on satisfaction in online learning, what makes our study different from previous studies is, the context of this study is because of the need to social isolation due to the pandemic and online courses have not been commonly used for academic education in Vietnam before. Therefore, this study will help to find out the relevant factors and their influence on satisfaction when learning online, from which it can propose necessary solutions to improve in case of having to continue to study online. Continue to study online for longer than expected.

Although online learning can solve educational disruption problems during the COVID-19 Pandemic, in the field of Vietnamese academic education in general and higher education in particular, online learning Not a common form of learning. Therefore, there will be obstacles affecting learner satisfaction such as lack of interaction, users are unfamiliar with online platforms, quality of Internet connection, etc. Level of satisfaction in learning is again a reliable indicator of learning outcomes (Kuo *et al*., 2013; Kuo *et al*., 2014; Moore, 2014).

Therefore, in order to improve the quality of the learning process as well as student satisfaction and learning outcomes, finding relevant influencing factors is extremely necessary at this time. While there have been many studies on satisfaction with online learning, none have been conducted in the context of this pandemic. Therefore, our research closely follows the practice and the obtained results will help to find out the relevant factors and their influence on the satisfaction of learners. From there, it is possible to propose policies to improve the learning experience and quality if online learning has to continue for a long time.

The objective of the study is to analyze the factors affecting the satisfaction of students at the University of Economics Ho Chi Minh City with the online learning method during the time of fighting the Covid-19 epidemic. Analytical data were collected from 185 full-time students of the University of Economics Ho Chi Minh City who had access to online learning during the anti-epidemic period.

There are 6 proposed factors that affect student satisfaction: Course structure, student-student interaction, faculty-student interaction, lecturers, student characteristics and work turmeric. The analysis results show that there are only four factors that have a positive impact on student satisfaction when learning online: Course structure, student-student interaction, lecturers, and technology. From the analysis results, the author proposes a number of solutions to improve student satisfaction during online learning in the near future.

2. Content
2.1. Introduction to the research problem
Online education has undergone significant changes in terms of technology and the way technology is applied to provide open opportunities for learners and improve the quality of learning. According to Alavi and Leidner (2001), online training is considered as a form of learning through technology with a learning environment where learners interact with teachers, digital resources are mediated through information technology. Therefore, the use of information technology plays an important role in providing content related to e-learning design and contributing to the success and acceptance of online learning by students.

Online learning has just been deployed and widely applied in the context of the Covid-9 epidemic isolation in Vietnam. In particular, in the context of the Covid-19 epidemic, online learning is considered an effective learning method to not be interrupted in teaching and learning while still complying with the government's isolation. Therefore, the Board of Directors of the University of Education, University of Economics Ho Chi Minh City has developed strategies and issued documents to implement and guide online teaching and learning activities. However, due to the psychological influence in the context of the epidemic and no prior preparation for the synchronous implementation of online teaching and learning, the implementation process still faces barriers and difficulties. difficulties in teaching and learning tools and means, as well as students' learning attitudes. Although the number of online classes has increased and is widely applied throughout the school, many teachers and students express concerns about how the quality of online teaching and learning affects students' learning outcomes.

For the above reasons, the study of "The reality of online learning of students at the University of Economics in Ho Chi Minh City during the Covid-19 pandemic" is necessary to point out the difficulties and challenges faced by students in the field of online learning. study online and learn the influencing factors to propose appropriate solutions to improve the effectiveness of online learning for students. Through some of the above theoretical and practical issues, there are some questions raised such as: How is the status of online learning of students in the context of the epidemic? What factors influence student learning today? The topic conducted an online survey due to the context of the Covid-19 epidemic and met the research requirements within the allowable resource limit of an experimental study. The University of Education with a diversity of students from different regions across the country in different disciplines will help select a research sample suitable to the content and research objectives of the topic.

2.3. Theoretical basis
Definition: Online learning, also known as E-learning (electronic learning) is a new concept that has attracted everyone's attention today. There are many definitions of Elearning. To better understand E-learning, here are some definitions of E-learning According to Assoc. There is a direct interaction between teachers and learners as well as between the learning community in a favorable way through information technology and tradition. Or from a modern point of view, E-learning is the delivery of content. Learning content uses modern electronic tools such as computers, computer networks, Internet, Intranet... in which learning content can be obtained from websites, CDs, video tapes, audio... Through a computer or TV, teachers and learners can communicate with each other over the network in the form of email, online discussion, In addition to E-learning, another form of online learning is online learning. Online learning is now popular and easily accessible to everyone, not only students but also towards the desired audience. Update knowledge and skills

Definition: Nowadays, technology is more and more modern, especially in the field of information. The application of science to information technology has created breakthrough achievements, a stepping stone for the future, bringing progress and outstanding development as well as becoming an effective support tool for people. E-Learning cadasa website written Online training was born as a revolution in teaching and learning of the 21st century. Applying advanced technology solutions so that teachers can design means of conveying knowledge knowledge and skills in the most effective way to learners. Today, learners can sit at any head and start at any time to "go to school" and still achieve the best learning effect, through the aid of computers and the Internet. only need a connected computer To study online, you only need a computer connected to the Internet and a student registration account. There are many Web sites for you to choose from to suit your studies. Some schools have also adopted this technology for the teaching and learning of faculty and students. In particular, many colleges and universities have opened online classes to create conditions for students to balance study and work time, enabling students to have a good learning environment. better. Some benefits of online learning Students can arrange their own appropriate time, be flexible in a certain time instead of being stuck in a certain period of time. Save money and effort because compared to formal courses at the school, online courses do not require transportation costs, infrastructure, the number of lecturers or students is not enough to teach. During the learning process, students can also control the assessment process available, thereby quickly considering better support measures (participating in games, structure... education) available online) In addition, online lectures are usually recorded. Therefore, students will have easier review conditions than finding notes. The learning materials are rich and varied. Through lectures, exercises and documents, which are systematically compiled and edited from basic to advanced, students can choose the appropriate level of their ability to absorb instead of teaching. bound by the program and learning speed that teachers give according to the general regulations of the Ministry of Education and Training. Online learning helps students to interact and interact with many people at the same time. Students can exchange learning through forums, blogs or facebook. In addition, students can also collaborate with friends in online study groups to discuss and work on assignments, and come up with good ideas. New method. In particular, students can study at any beginning and

at any time as long as they have a computer connected to the Internet and a student registration account. Receiving knowledge becomes easier and simpler than ever.

Domestic research
Research results show that students using the internet for learning purposes from 3am to 6pm accounted for the highest rate of 38.7%, followed by the group of students with study hours from 6am to under 9pm accounted for 26.4 %, over 9 hours accounted for 23.4% and finally the group under 3 hours accounted for 11.4%. That shows that students' learning intensity is quite high when the time spent studying more than 6 hours per day accounts for 49.8%. Online study time also leads to student overload. In addition, there are also many online courses and exchanges, learning the techniques and ways of using e-learning leads to students spending quite a lot of time studying online. Research results also reflect the opposite direction when some children who participate in few online subjects often spend more time using the internet for other purposes, accounting for a higher percentage of the time under 3 hours. More specifically, the opposite direction shows that the higher the student's study time, the lower the demand for using the internet for other purposes such as entertainment. More specifically, in students using the internet for other purposes less than 3 hours accounted for the highest rate of 55.6%, followed by from 3 to under 6 hours accounting for 33.5%, significantly low from about 6 am to less than 9 am. when accounting for 6.3% and the lowest over 9 hours when accounting for only 4.6%. Students who study online often feel socially isolated, and many students lack the self-direction and time management skills needed to succeed academically. Institutional support is critical in retaining students in online learning (Lyons, 2008). In addition, the heavy use of the internet for entertainment purposes, the social network facebook, and content that is not age-appropriate also partly affects students' online learning.

According to the survey, the majority of students chose the answer as "no mention" to the question "does the teacher encourage you to study online?" (accounting for 204 votes specifically, 68% is one) The majority of students have a sense of self-study and self-control, so the lecturers rarely interact or guide you to use online learning methods. "no" means that no lecturer thinks that the online learning method is bad or incorrect (0 there are no votes to choose this answer).In this question, it proves that this form of learning is widely used and popular, the remaining 32% (96 votes) are lecturers who encourage students to study online specifically with many different forms such as finding materials for the subject or planning courses to improve their knowledge., easy to absorb lessons when the teaching time in class is too little, not enough to clarify or explain to students, so learning oriline is a preferred method after the traditional learning method.

3. Research models on student satisfaction
Research models on student satisfaction in countries around the world
Based on studies on student satisfaction with online learning during the anti-epidemic period from 2020 to 2021 by authors: Baber (2020), Basuony *et al* (2020), Thach and associates (2021) and Sharma (2020). The proposed theoretical model includes 5 independent variables as follows: Course structure, student-student interaction, faculty-student interaction, learner characteristics, lecturer,

and technology.

- Course Structure: Course structure is the usefulness of the topics and the way these topics are organized so that they are logical and understandable to the students (Baber, 2020). This logical and understandable organization will help increase learning outcomes and ultimately help improve student satisfaction on the course (Baber, 2020). According to Moore (1991), "structure represents the rigidity or flexibility of the educational objectives, teaching strategies and assessment methods of the program". The course structure includes elements such as: course objectives, content topics, information, exercises and activities (Kuo *et al*., 2014). Similarly, according to Eom *et al*. (2006), the course structure consists of two elements: course objectives/expectations and infrastructure. Course structure positively affects student satisfaction during online learning (Eom *et al*., 2006; Baber, 2020; Basuony *et al*., 2020; Cole *et al*., 2014; Eom *et al*. events, 2016).
  ➢ Course structure has a positive effect on student satisfaction.
- Student-to-student interaction: Student-to-student interaction is interaction between a learner and other learners in a learning group or in a real-time synchronous online classroom with a teacher. guidelines (Moore, 1989). Interaction between learners and learners is a factor that positively affects satisfaction (Ngo & Ngadiman, 2021). However, in the study of Gray and DiLoreto (2016), the interaction between learners has only a poor effect on student satisfaction.
  ➢ Student-student interaction has a positive influence on student satisfaction.
- Interaction between lecturers and students: Interaction between lecturers and students is also an important factor, there are four principles of Chickering and Gamson cited by Mehall (2020) which is to encourage contact between students. and faculty, develop interactions among students, provide prompt feedback, and communicate expectations. In the study of Tsang *et al* (2021), the interaction between students and lecturers is a two-way interaction; In which, the lecturer is the one who encourages the students' interaction and exchange, listens, cares about the students and responds to the students' ideas, whereas the students interact with the instructor by asking questions. Ask or discuss course activities. Interaction between learners and lecturers is a factor that positively affects satisfaction (Ngo & Ngadiman, 2021; Ali & Ahmad, 2021).
  ➢ Student-faculty interaction has a positive influence on student satisfaction.
- Instructor: The primary role of the instructor is to facilitate, supervise, and provide timely and helpful feedback on assignments, tests, or projects (Eom *et al*., 2016). In the study by Sharma (2020), the characteristics of instructors are measured by the characteristics and frequency of teachers' interactions, feedback and content delivery. Facilitators have an important role in online learning and are an influential factor in student satisfaction (Baber, 2020; Bollinger, 2004; Cole *et al*., 2014; Eom *et al*., 2006; Sharma, 2020; Eom *et al*., 2016 ;).
  ➢ Instructors have a positive influence on student satisfaction.
- Student characteristics: In online learning, students are

the main participants. To provide a satisfying and favorable experience in online learning, students need to be updated with appropriate technology (Sharma, 2020). Student motivation in the online environment during the Covid-19 pandemic is also an important factor determining the success and satisfaction of learning outcomes (Baber, 2020). According to Ryan and Deci (2000) cited by Eom *et al*. (2016), motivation is classified into two types: intrinsic motivation and extrinsic motivation. Intrinsic motivation is the psychological characteristic that underlies an individual to perform an activity for its inherent satisfaction, pleasure or challenge, rather than for some separable consequence. Extrinsic motivation on the other hand causes a ring fish to perform an action towards a goal in order to achieve an outcome such as reward or recognition. Motivation is essential to maintain learner satisfaction in an online learning environment (Bolliger, 2010).

➢ Student characteristics have a positive influence on student satisfaction.

▪ Technology: Technology is the application of scientific discoveries to practical and specific goals or products for human life. Lack of experience or limited use of technologies will negatively affect students' perceptions and attitudes towards online learning (Forsyth *et al*., 2018). In the study of Sharma (2020), good data transmission is a predictor of student satisfaction. The study also pointed to internet, connectivity, device availability, downloadable resources, and data-connected mobile devices as key factors leading to student satisfaction with online learning. (Sharma, 2020). Internet is one of the main factors affecting students' perception of online learning (Phan Thi Ngoc Thanh *et al*., 2020). In addition, the technology factor is measured by criteria such as online learning applications, graphics-enabled devices. (Sharma, 2020). Technology is one of the most important factors affecting student satisfaction (Sharma, 2020). Similarly, in Bollinger's study (2004), technology is an important factor affecting student satisfaction behind the instructor factor.

➢ Technology has a positive effect on student satisfaction

Research models on student satisfaction in Vietnam
Based on the SERVPERF scale, Nguyen Thanh Long (2006) built a scale to measure the quality of training at universities. The author has proposed a research model that includes 5 components affecting student satisfaction, which are: tangible means, reliability, responsiveness, service capacity, empathy.
Hoang Trong & Hoang Thi Phuong Thao (2007) surveyed the concept of value and quality of training services perceived from the perspective of students at the University of Economics in Ho Chi Minh City, in which service value is expressed through Six factors: social value, emotional value, visual value, functional value, knowledge value and desired value. Service quality is composed of three main factors: training activities, facilities and support services.

Influence factor
On the factors affecting the effectiveness of online learning of students Andersson and Grünlund (2009) conducted an overview of the challenges in implementing e-learning in developed and developing countries. The research results grouped challenges into four dimensions, namely: learner, technology, course, and context. The research results also show that technology will be less of a challenge for developed countries, because the technology foundation in those countries is already highly developed, meeting the technological requirements of the implementation of learning. online. Research by Ali and co-authors (2018) examines 259 works related to factors that hinder the success of e-learning, published in reputable journals between 1990 and 2016. By mixed analysis method, the research has identified factors that can hinder the success of online learning, including: pedagogy, technology and learners. In an empirical study, Puri (2012) conducted a survey on 214 learners at both bachelor's and master's levels, identified 6 of the factors that have an impact on the success of online learning. (ranked in order of importance), that is: pedagogy, institutions, technology, assessment, support, and interfaces. Research by Musa and Othman (2012) surveying 850 undergraduate students also found technology to be the most important factor, along with three other factors: learner participation, teacher's role in promoting promote interaction, discussion, and timely delivery of learning materials on the system. Xaymoungkhoun and co-authors (2012) using the technology acceptance model framework and AHP hierarchical analysis method on empirical interview data have shown the importance of organizational factors, technology and design. in addition to factors related to learners' motivation and attitudes in contributing to the success of online learning. Also based on the technology acceptance model, while expanding to include cultural, support and teacher factors, Ahmed (2013) looked at the issue from a narrower angle, that is, readiness teacher involvement in the use of e-learning. Using multiple regression to analyze a sample of 281 observations, the author found that cultural factors have the strongest impact. Thus, the role of cultural factors has an indirect impact on the success of e-learning through the impact of encouraging the participation and use of e-learning by teachers.

4. Research Methods
Research problem: Factors affecting the choice of online learning of university students in Ho Chi Minh City Object, time, location of research - Research object: Evaluation of teaching effectiveness HQGD) online at UEH - Time: From September 2020 to April 2021. Survey results were investigated at two times: October 2020 and April 2021. - Location: At UEH

The scale
The research hypotheses were tested through a primary data set with 267 valid observations collected by convenience sampling method. The surveyed subjects are economic students at a number of universities in Ho Chi Minh City (HCMC) who have been using online learning for their learning and research processes. The official scale consists of 47 questions which are inherited and adjusted from previous related studies through in-depth interviews and expert opinion.

Sample size and survey method
Carry out sampling with minimum sample size to use for EFA exploratory factor analysis according to Hair *et al*. (1998) is n=5*47 = 235 to ensure a minimum sample size with 47 observed variables. According to Green (1991), the

minimum sample size for regression analysis with 8 independent variables is calculated as n =50 +8*8 = 114. In this combination, the required sample size is 300 to In case of invalid answer sheets, they will be removed after screening. Convenience sampling and germinating (snowball) sampling were used to collect primary data. The subjects surveyed are those who have or are taking an online course. The content of the filtered questions is included in the survey questionnaire to identify the right subjects to collect information. For the online survey form, the survey link is sent via email or zalo thanks to the support and recommendation of some lecturers - currently the academic advisors of students participating in online learning. online, then ask to introduce the next surveyee through the sharing form. In addition, face-to-face surveys were also conducted by printing out questionnaires and going to schools. Specifically, data is collected from students who are having self-study activities at the library or at the lobby areas on campus through the support of colleagues. Besides, the method of collecting secondary information is done through published articles, previous research reports published on reputable websites from domestic and foreign organizations to obtain Theoretical foundations for an overview of online learning and user satisfaction.

Investigation data processing
Higher education institutions have invested heavily and regularly updated measures to improve the quality of online teaching and learning such as laboratories, computer systems, libraries... However, research The factors affecting the decision to learning and students' results in online teaching have not been paid much attention. The findings from the study have very important implications for educators and administrators in online teaching. In this study, the author questioned whether eight factors have an effect on student satisfaction and perceived learning results. The author's findings show that online education will be a superior teaching method if we consider the determinants affecting student satisfaction and perception of learning outcomes. is the structure of the curriculum, student-student interactions and student-faculty interactions, and concerns students' learning styles. In the course structure, attention should be paid to the structure of the documents provided to students, the documents should be clear, as detailed and easy to understand as possible, the components in the document should clearly compile the headings, the contents. knowledge provided to students, in the document, there should be examples and analysis for students to easily absorb, followed by the lecturer needing to communicate the subject's objectives and the knowledge to be achieved. clearly, through which students can have a good orientation in the process of acquiring knowledge and finally, the school needs to pay attention to upgrading the quality of the Web site to be used in teaching and learning, the Web site needs to be structured Reasonable, easy to use. Next is the interactive element in the teaching and learning process, in the process of online teaching, teachers need to strengthen students' group discussions with other students and create favorable conditions for students to have many opportunities. Discuss with the lecturer, in each lecture there are new units of knowledge, students may have difficulty in acquiring knowledge, the teacher is the administrator and the guide can enhance the questions or suggestions. Students discuss the issue, through which the teacher reinforces the students'

knowledge. Finally, the learning style of the students, it is necessary to propagate to the students that in order to achieve high learning efficiency, they must actively participate in the construction of the lesson, they need to strengthen the expression of opinions and speak out. Teachers also need to take measures for students to actively participate in expressing their opinions, such as complimenting, praising or adding points in the learning results. In general or during lectures, lecturers also need to increase the conditions for students to participate in expressing their opinions and thoughts. Thereby, teachers can have feedback and adjust the process of imparting their knowledge to students more effectively. At the same time, lecturers also need to enhance students' self-thinking and understanding of learning problems with suggestions and diagrams rather than teachers who only teach directly from beginning to end. With the above findings and solutions, hopefully in the near future, the online learning model will be widely applied and bring positive effects in the learning and teaching process of lecturers and students.

5. Research results
Based on the beta coefficient, technology has the greatest influence on student satisfaction with online learning. When the online applications are easy to use, the internet connection is stable, and the graphics equipment of the online learning applications ensure good quality, the higher the student satisfaction. In particular, in synchronous online learning through conferencing applications, such as Zoom, Google Meet, and Microsoft Teams video meetings, the internet connection must be fast to enable remote online learning to take place smoothly (Ngo & Ngadiman, 2021). Therefore, in terms of technology, line speed is also one of the important factors for student satisfaction. The results of this study are consistent with the study of Sharma (2020), (Bollinger, 2004).
Instructors have a strong influence on student satisfaction with online learning. Instructors have an important role in the online learning environment (Bollinger, 2004). The role of the trainer also changes, in online learning the teacher becomes the facilitator of communication and the leader of the discussion (Eom *et al*., 2016). The activities that take place in the learning process depend on the instructor. Instructors know how to organize and prepare for the class, create a comfortable environment when learning, care about the class, try to keep the class distraction-free, and how to teach with good communication skills. students agree and influence student satisfaction. In conclusion, lecturers have a positive relationship with students' satisfaction with online learning methods supported by the authors (Baber, 2020; Cole *et al*., 2014; Eom *et al*., 2014). 2006; Sharma, 2020; Eom and Ashill, 2016; Bollinger, 2004).
Course structure affects student satisfaction with online learning. Course structure is important for online learning. Compared to the course content, the knowledge that the lecturer will convey to the students, the structure is the arrangement of the content of that topic so that it is reasonable and easy to understand, helping students to absorb the knowledge that the lecturer teaches. member wants to convey. In addition, the course objectives are clearly stated, specific grading components contribute to orienting students to focus on specific goals and core knowledge, thereby achieving results that meet expectations. students, make students happy. The results are supported by the authors

(Baber, 2020; Basuony *et al*., 2020; Cole *et al*., 2014; Eom & Ashill, 2016; Eom *et al*., 2006; Gray & DiLoreto, 2016). Finally, student-student interactions have an effect on student satisfaction with online learning. Interaction in online learning is more limited than in traditional learning. Online learning makes students feel isolated and passive in the learning environment. The teacher is the one who facilitates the students to interact with each other, creating a positive environment and the class is not boring. This study has proved that, when interacting between learners and learners increases the satisfaction of online students. Supporting this finding, Racheva (2018) argues that social interaction is an important factor in cognitive development, creating a positive learning environment and helping participants achieve results. expectation. The conclusion that student-student interaction has a positive impact on student satisfaction with online learning is supported by the authors (Ngo & Ngadiman, 2021; Thach *et al*., 2021; Kuo *et al*., 2014).

Check the reliability of Cronbach's Alpha
The independent and dependent scales used in the study are appropriate and reliable, these observed variables are used in the EFA exploratory factor analysis.

EFA. exploratory factor analysis
Carrying out exploratory factor analysis for the scale of independent variables, the results at the final analysis show that all statistical parameters are satisfactory. Specifically, the coefficient KMO = 0.892 > 0.5 shows that the analysis is appropriate and statistically significant; sig value. in Bartlett's test < 0.05 shows that the items are correlated with each other; Factor loading factors are all greater than 0.5 (except PE6 which has been removed). The Eigenvalue index (representing the variation explained by each factor) is 1.291 > 1, so the 8 extracted factors have the best information summary meaning. At the same time, the total variance extracted 68,393 said that these 8 factors explained 68.393% of the variability of the data. The groups of factors include: Perceived behavioral control (PB5, PB4, PB2, PB1, PB6, PB3); Support Services (SS2, SS3, SS4, SS5, SS1); System quality (SY3, SY2, SY4, SY1, SY5); Information quality (IN3, IN2, IN4, IN1, IN5); Perceived ease of use (PE2, PE3, PE1, PE4, PE5); Subjective standards (SN2, SN3, SN1, SN4); Perceived usefulness (PU2, PU3, PU1, PU4); Instructor (ID4, ID5, ID3, ID2, ID1).

Similarly, the questionnaire items of the dependent variable after being tested for reliability of the scale by Cronbach's Alpha coefficient were also carried out factor analysis with the following results: Bartlett's test with Sig value. < 0.05 shows that the items in the observed variable are correlated with each other. The coefficient KMO = 0.819 > 0.5 shows that the factor analysis is suitable with the research data. The extracted variance value = 78,487 and all items have factor coefficients greater than 0.5, so they are satisfactory. Thus, the "Satisfaction" scale achieves convergent value.
Dependent variable factor analysis results

Regression analysis
All 8 factors have significance at Sig level. < 0.05 should have a correlation with satisfaction when the confidence level is 95%. The adjusted R^2 is 0.667, which means that 66.7% of the change in satisfaction is explained by 8 independent factors in the research model, the remaining 33.3% is due to the effects of other factors. another factor. The F test used in

the analysis of variance (ANOVA) of the regression analysis reached the Sig value. < 0.05, this means that the theoretical model is consistent with the actual data.
Results of model testing of factors affecting customer satisfaction
Based on the regression equation, it shows that the regression coefficients are all greater than 0 so it is concluded that all independent factors included in the analysis have a positive impact on the dependent variable. Independent factors include perceived ease of use, perceived usefulness, information quality, system quality, instructors, support services, subjective standards, and perceived behavioral control. has a positive and significant impact on the dependent variable satisfaction.
Based on the value of the beta coefficient, the perceived usefulness factor has the greatest influence among the 8 factors. This is consistent with previous research showing that perceived usefulness is more important than perceived ease of use when considered in the context of online learning. Specifically, users are interested in how an online learning system provides information and how effective it is (Roca *et al*., 2006; Sun *et al*., 2008).
The second most influential factor after perceived usefulness is perceived behavioral control. This result is also supported with studies Roca *et al*. (2006), Sun *et al*. (2008), Wu *et al*. (2008) when there is a positive correlation to satisfaction. In fact, when a student uses an online learning service, there will be worries about interacting and manipulating computers and online learning websites. The higher the anxiety, the more students can not process the information or requests when using it, so the students' awareness of their behavioral abilities or the students confidently exchange information and manipulate on the Internet. the system will give students a more positive attitude towards the online learning system.
Next, perceived ease of use has the third strongest and most significant impact on satisfaction. From a practical perspective related to online learning, the easy access, easy to use, and easy to find information for students will stimulate and bring positive emotions, thereby encouraging learners to be proud. more interested in taking the course. This result was also verified in the study of Roca *et al*. (2006). In particular, in the study of Tarhini *et al*. (2013) show that perceived ease of use has the strongest influence on satisfaction. The ease of use will help users focus on the information more creating high efficiency. However, the results on the correlation between subjective normative factors and satisfaction are inconsistent compared with the study of Roca *et al*. (2006). Accordingly, the influence of family, friends, relatives and instructors is really meaningful for strengthening trust, especially seeing the benefits from technology leading to the use of this form of learning. online while in the context of implementing complicated epidemic prevention and control has been and is taking place.
In addition, the support service factor is also assessed to have a positive correlation to student satisfaction. In the process of using the online learning system, learners will inevitably encounter problems that they cannot solve by themselves. This requires timely support from the school or the administrator. Meeting the needs of course selection, security, troubleshooting or administrative procedures quickly will increase student satisfaction with the online learning system. This result again supports the view of Pham *et al*. (2019). Once students are supported quickly and promptly during use, it will create trust and satisfaction when

the student's benefits are all concerned by the school.

In addition, information quality and system quality are two important factors that deserve attention. Learners themselves not only pay attention to what information the learning system provides, whether that information is clear, understandable and relevant, but also pay special attention to the ability to respond quickly in the learning process. peak times, the arrangement of information displayed and information security issues. Online learning based on electronic devices and media with network connection, it is indispensable for the system features, the service system is a place for learners to study and complete the assigned exercises. System quality is all worthy of attention. Information technology develops strongly, the requirements from users are increasing, so the quality of the system is more and more concerned to improve in accordance with user needs. This is completely consistent and has also been supported in a number of studies by Pham *et al*. (2019), Mohammadi (2015) and Roca *et al*. (2006).

And finally, the instructor factor is assessed as having an influence on student satisfaction. For the traditional form of learning, most of the interaction between the teacher and the learners is mainly face-to-face communication, while for the online form of learning, this communication is indirect through the environment. "virtual" time by using tools and electronic equipment connected to the internet. This interaction is somewhat limited if the connection is unstable or encounters unexpected problems when connecting. Therefore, in addition to good professional knowledge, instructors play an important role in encouraging the interactive participation and active learning of learners through teaching methods, lesson organization. learning, exercises, tests (Pham *et al*., 2019; Sun *et al*., 2008). The research results have clarified issues related to online learning and learner satisfaction. through the proposed research model and tested on the correlation between factors with student satisfaction. Accordingly, there is a positive correlation between perceived usefulness; perceived ease of use, quality of information; system quality; instructors; Support Services; subjective standards; cognitive behavioral control with satisfaction. This result also shows that it is consistent with reality and again supports the results of previous studies by Chiu *et al*. (2005), Roca *et al*. (2006), Sun *et al*. (2008), Tarhini *et al*. (2013), Vu Thuy Hang and Nguyen Manh Tuan (2013), Mohammadi (2015), Pham *et al*. (2019). After combining theory and data analysis results, the authors have proposed management implications to help educational institutions that have been implementing online learning to improve the quality of life. service quality, student satisfaction.

Management Implications

Based on the results of the analysis and previous discussion, the study makes a number of recommendations with administrative implications to help improve and improve user satisfaction when starting the course. In addition, schools need to pay attention to reducing the complexity of the system when users interact, such as: need to arrange the displayed information reasonably and easy to understand, reduce the display of unnecessary images. in the system, simplifying assignment submission, lookup, information search. Information displayed on e-learning systems or websites should be accurate, easily accessible and accessible. Universities need to respond promptly to requests for

information, course selection, system failure issues, logins, class access, and other administrative procedures before, during, and after the process. learn through online learning quickly, accurately and flexibly. In addition, in addition to general guidance documents and common troubleshooting notes, training units also need to maintain support throughout to avoid students having difficult problems that cannot be solved. Ensure fast and accurate information through the system's notification feature sent via email and SMS to learners. Develop and regularly update the e-learning system to ensure it is relevant to the context as well as to innovation. At the same time, this helps learners to access anytime, anywhere, increasing the initiative in the teaching and learning process. In online lectures, it is recommended to record the lecture so that after the lesson, learners can listen again by accessing the authorized and decentralized system in case the learners do not or do not understand all the information due to problems. problem of line speed, audio signal and some unexpected arising from the outside environment.

Proposing directions for further research

Besides the obtained results, the study also has certain limitations. The sample size, though satisfactory, To answer the research question "what factors have an important influence on student satisfaction with E-learning at Ho Chi Minh City University of Economics from the research results Above, the element of course content has the greatest influence on student satisfaction, followed by the learner's own factor, followed by the lecturer factor, and finally the technical - technological factor. application

Request

The research results show that the course content factor has the greatest influence on student satisfaction in the above survey. Therefore, universities need to pay special attention to improving the quality of training programs as well as enriching online teaching content. There is a policy to update electronic learning materials to ensure students' plans and requirements.

The learner's own factor plays the second most important role affecting student satisfaction. Instructors should encourage students to regularly ask questions and exchange questions to create two-way interactions during the learning process such as: Discussion forums (asynchronous interaction), online virtual classes via Google Meet (equivalent to Google Meet). synchronization), chat applications, video chat during online lessons to overcome the gap between teachers and learners when learning online.

The lecturer is the object of direct interaction with students in the process of learning E-learning. In order for teachers to become proficient and help students deal with technical problems that arise during their studies, the school needs to have a plan to foster the management team with the necessary knowledge about IT and its application in management. TTTT..In order to ensure a stable E-learning system, the school needs to organize an annual assessment of the exploitation and use of equipment, hardware, software, and network systems... to promptly have solutions to use more effectively, in line with the development of IT and meet the needs of learners.

Research results have also initially shown that the level of participation is high and the course commitment is relatively certain. The level of understanding is often through

answering questions after the lectures that confirm the combined teaching theory in previous studies. Furthermore, student satisfaction is also guaranteed when at least there are no negative feedbacks or objections to the course methodology.

Student participation plays an important role in the outcome of the course, so in the process of building online course content, it is necessary to pay attention to the interactivity of the learning materials, the logic of presenting the materials and ensuring Learners clearly understand why the learning content needs to be done. The ability to acquire knowledge expressed in concentration in the performance of complex tasks. The ability to acquire knowledge is also a decisive factor in the quality of online teaching. In order to increase the level of student satisfaction with the course, in addition to increasing the interactivity of the learning materials, it is necessary to ensure that the activities are appropriate to the learners' level and helpful to the learners.

These findings imply the suitability of blended learning programs in the coming period when combining the flexibility and initiative in online learning with the fast and effective interactivity of face-to-face learning. However, because of problems with participants and limitations in the sample survey, the results may lack extrapolation to larger samples. Therefore, the following studies can expand the application scale and pay attention to the function of accessing students' online comments to the course to further improve product quality.

The article has reviewed the basic theories of satisfaction with the quality of E-Learning teaching, models of satisfaction with the quality of E-Learning teaching; Analyze the current status of student satisfaction about the quality of E-Learning teaching at the University of Economics Ho Chi Minh City and propose some solutions to improve student satisfaction, thereby contributing to improving the quality of education. of the school. Besides, the article also evaluates the satisfaction of students with the quality of E-Learning teaching through descriptive statistics. These are useful bases for the University to make the right changes to improve the quality of E-Learning teaching in the coming time.

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