DETERMINANTS OF THE TRAINING QUALITY OF THE POSTGRADUATE STUDENTS: A CASE OF LAC HONG UNIVERSITY (LHU) IN DONG NAI PROVINCE

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ABSTRACT

In this paper, the authors use analytical method of explore factor analysis and multiple linear regression analysis to determining factors that affecting the training quality of the postgraduate students at Lac Hong University (LHU) in Dong Nai province. This paper conducted during the period from July 2012 to October 2014.

The multiple linear regression analysis result showed that there were four factors, which included of factors following Lecturer quality, Study Facilities, Training programs and LHU Staffs that affecting the training quality of the postgraduate students at Lac Hong University in Dong Nai province with significance level 5 %. In addition, the research result processed from SPSS 20.0 software. There were 280 postgraduate students who to be interviewed and answered nearly 22 questions. Moreover, Postgraduate student responses measured through an adapted questionnaire on a 5-point Likert scale. Hard copy and interview postgraduate student by questionnaire distributed among postgraduate students of LHU in Dong Nai province. At the same time, the result was also a scientific evidence and important for researchers, and policy makers who apply them for improving the training quality of the postgraduate students at the Lac Hong University in the future.

The researcher had obtained the main objectives of this study were to:

1. The first objective, the researcher had analyzed and tested some factors that affected the training quality of the postgraduate students at LHU in Dong Nai province.

2. The second objective, the researcher had recommended solutions to improve the training quality of the postgraduate students at LHU in Dong Nai province.

Keywords: LHU, quality, training quality, service quality and postgraduate students

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Introduction

The training quality of LHU plays an essential role in the preservation, development and continuation of human civilization. In the era of scientific and technological revolution nowadays, education and training quality are becoming the main motive force for the developmental acceleration and considered as a determining factor for the success or failure of a nation in international competitions and for the success of each individual in his life. Thus, LHU recognizes that improving quality of training in general and human resource training in particular are society goals that are critical importance. Education and training strategy plays a very important part in human resources development strategy. People having good knowledge are the most important resource of the modern industry. Thus, to improve the quality of human resources is the main conditions for the economic growth and social development.

According to statistics of Ministry of Education and Training in Viet Nam such as year of 2013-2014, there were total more than 419 universities and colleges including public and private schools in Vietnam. While, in the period of 1999 - 2000, there were only 153 universities and colleges. Since, it reflects a dramatic change in Vietnam higher education. Student can have many choices of place to study.

Thus, LHU improves the quality of human resources is the main conditions for the economic growth and social development in Dong Nai province, especially improve the training quality of the postgraduate students . Combined with the practical requirements of the teaching job, the author has chosen the theme: "DETERMINANTS OF THE TRAINING QUALITY OF THE POSTGRADUATE STUDENTS: A CASE OF LAC HONG UNIVERSITY (LHU) IN DONG NAI PROVINCE" as a paper for researching in the improvement of the training quality of the postgraduate students at LHU.

Literature review

Prabha et al. (2010) also found that studies on measuring the service quality of educational institutions had been the focus of increased attention during the last few years due the level of competition among the educational institutions and the increasing demand for excellence in education. Due to the relatively abstract nature of services as compared to products, measurement of service quality and its characteristics are difficult and present a complicated task for the academics and practitioners (Parasuraman et al., 1988; Carman, 1990).

However, service quality studies have been published frequently in service marketing literature and measurement of service quality and the development of an instrument for measuring has been an ongoing topic of discussion (Parasuraman et al., 1985; 1988). Service

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quality was also explored as to what extent a service is adequate to meet the customer's needs and wants (Lewis & Mitchell, 1990; Dotchin & Oakland, 1994).

Service quality may be conceptualized as customers or consumers overall feeling about the superiority or inferiority of the services they received from the service provider (Zeithaml et al., 1990). The most commonly referred to definition of service quality is the difference between customer expectations of what a customer will receive from a service provider and the perceptions about the services received by customer from the service provider (Parasuraman et al., 1988; Grönroos, 2001).

Quality, performance and satisfaction are considered to be the key factors and these factors are interrelated in a causal relationship or some time these three factors are used as synonymously due to the similarity in meaning (Cronin et al., 2000; Bitner and Hubert, 1994). Still there is no precise definition of service quality from an educational point of view. However, according to O'Neill and Palmer (2004), service quality in education can be defined as "the difference between what a student expects to receive and his/her perceptions of actual delivery" (cited in A. Ijaz, S.M. Irfan, S. Shahbaz, M. Awan, M. Sabir, 2011).

Methods of research

This study used of quantitative research methods to survey the factors that affecting the training quality of the postgraduate students at LHU in Dong Nai province. The results obtained from quantitative research processed by SPSS statistical software version 20.0.

Quantitative research methods describe and measure the level of occurrences based on numbers and calculations. Moreover, the questions of "how many?" and "how often?" asked in quantitative studies. Quantitative research is the collection of numerical data and exhibiting the view of relationship between theory and research as deductive, a predilection for natural science approach, and as having an objectivist conception of social reality. Therefore, this specific form of research uses the quantitative data to analysis.

After preliminary investigations, formal research is done by using quantitative methods questionnaire survey of 280 postgraduate students related and answered nearly 22 questions. The reason tested measurement models, model and test research hypotheses.

Data collected were tested by the reliability index (excluding variables with correlation coefficients lower ‹ 0.30 and variable coefficient Cronbach's alpha ‹ 0.60), factor analysis explored (remove the variable low load factor ‹ 0.50). The hypothesis was tested through multiple regression analysis with linear Enter method.

Multiple linear regression attempts to model the relationship between two or more explanatory variables and a response variable by fitting a linear equation to observed data. Every value of the independent variable x is associated with a value of the dependent variable Y. The population regression line for p explanatory variables X1, X2... Xn is defined to be Y

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= β0 + β1X1 + β2X2 +...+ βnXn. This line describes how the mean response y changes with the explanatory variables. The observed values for Y vary about their means y and are assumed to have the same standard deviation σ. The fitted values b0, b1... bn estimate the parameters β0, β1... βn of the population regression line.

Research results

Descriptive Statistics the training quality of the postgraduate students at LHU

Table 1: Descriptive Statistics for the training quality of the postgraduate students

Code	Questions	N	Mean
LQ1	You completely satisfied about the Lecturer's teaching methodology	250	3.28
SF1	You completely satisfied about the equipment such as room, table that were suitable for the needs of learning at LHU	250	3.70
SF2	You completely satisfied about the equipment such as projector, computer, micro that were suitable for the needs of teaching at LHU	250	3.60
SF3	You completely satisfied about the books that were very good for teaching and science researching at LHU	250	3.41
LQ2	You completely satisfied about the Lecturers who applying practical experience in lessons at LHU	250	3.29
TP1	You completely satisfied about the training program that LHU announced for all students before learning	250	3.19
LQ3	You completely satisfied about the Lecturers who were enthusiasm when communicating with students at LHU	250	3.30
LQ4	You completely satisfied about the Lecturers who were cheerfulness when teaching the lesions at LHU	250	3.34
TP2	You completely satisfied about the LHU that supplying necessary information of the program for students	250	3.16
LQ5	You completely satisfied about the Lecturers who were politeness when communicating with students at LHU	250	3.22
LQ6	You completely satisfied about the Lecturers who supplied many books for reading and researching at LHU	250	3.26
TP3	You completely satisfied about the LHU that was interested in changing the training program for enterprise demand and social need	250	3.18
LS3	You completely satisfied about the staff of LHU when they solved the problem for students	250	3.45
LS2	You completely satisfied about service for studying, researching, eating, sporting when you went to study at LHU	250	2.92

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LS1	You completely satisfied about the staff behavior of LHU and service quality for students at LHU	250	2.98
LQ7	You completely satisfied about the Lecturers' lessons and trained major knowledge at LHU	250	3.19
SF4	You completely satisfied about the internet system that were very good for teaching and science researching at LHU	250	3.50
TP4	You completely satisfied about the LHU that was supplying information technology for training program	250	3.47
SF5	You completely satisfied about the library system and other equipment for teaching and learning at LHU	250	3.44
TQ1	You completely satisfied about the lecturer quality and teaching method	250	3.33
TQ2	You completely satisfied about the LHU' management ability when you wanted to help and want to solve the problem	250	3.29
TQ3	You completely satisfied with the learning environment, facility and training program of LHU	250	3.41

(Source: The researcher's collecting data and SPSS)

Exploratory Factor Analysis

Test KMO and Bartlett shows two tests that indicate the suitability of your data for structure detection. The Kaiser-Meyer-Olkin Measure of Sampling Adequacy is a statistic that indicates the proportion of variance in your variables that might be caused by underlying factors.

Exploratory Factor Analysis results showed that Kaiser-Meyer-Olkin Measure of Sampling Adequacy was statistically significant and high data reliability (KMO = 0.817 > 0.6). This result was very good for data analysis. The results showed that Cumulative percent was statistically significant and high data reliability was 81.7 % (> 60 %).

Besides, the Exploratory Factor Analysis results showed that Structure Matrix for the Factors affecting the training quality of the postgraduate students at LHU in Dong Nai province had 4 Components. Component 1 was Lecturer quality, Component 2 was Study Facilities, Component 3 was Training programs and Component 4 was LHU Staffs for the training quality of the postgraduate students at LHU in Dong Nai province following:

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Regression analysis for the training quality of the postgraduate students at LHU in Dong Nai province

Table 2: Regression Model Summary analysis about the training quality of the postgraduate students at LHU in Dong Nai province

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.802[a]	.644	.638	.33246	1.580

a. Predictors: (Constant), X4, X2, X1, X3

b. Dependent Variable: Y

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	48.892	4	12.223	110.584	.000[b]
	Residual	27.080	245	.111		
	Total	75.972	249			

a. Dependent Variable: Y

b. Predictors: (Constant), X4, X2, X1, X3

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	.607	.135		4.481	.000		
X1	.348	.027	.505	13.094	.000	.976	1.024
X2	.209	.021	.382	9.795	.000	.956	1.046
X3	.095	.023	.167	4.196	.000	.918	1.090
X4	.178	.018	.389	9.794	.000	.923	1.084

a. Dependent Variable: Y: The training quality of the postgraduate students

(Source: The researcher's collecting data and SPSS)

Table 2 showed that:

Component 1 (X1): Lecturer quality factor affecting on the training quality of the postgraduate students at LHU in Dong Nai province with significance level of 5%.

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Component 2 (X2): Study Facilities factor affecting on the training quality of the postgraduate students at LHU in Dong Nai province with significance level of 5%.

Component 3 (X3): Training programs factor affecting on the training quality of the postgraduate students at LHU in Dong Nai province with significance level of 5%.

Component 4 (X4): LHU Staffs factor affecting on the training quality of the postgraduate students at LHU in Dong Nai province with significance level of 5%.

Conclusions and Recommendations

Conclusions

Table 2 showed that Adjusted R Square was statistically significant and high data reliability. In addition, Adjusted R Square reached 63.8 %. Results showed that all t value › 2 was statistically significant and high data reliability. Besides, the regression coefficients were positive. This showed that the effects of independent variables in the same direction with the training quality of the postgraduate students at LHU in Dong Nai province.

Recommendations

Component 1: Lecturer quality (X1)

The LHU continues to improve the Lecturer quality following: (1) The LHU continues to train teachers in order to improve teaching quality. Each lecturer should use many different methods for teaching students. LHU lecturers continued to improve the knowledge that helped students understand the lesions easier. (2) The LHU continues to improve lecturers' science research that reflects current and future social demand, especially enterprises' demand. Besides, the LHU should continue to train many skills in order to help postgraduate students have a good position in the future. (3) LHU should continue to train lecturers who are the society with high quality human resources who have specialized knowledge, professional competence, qualified skills, management ability and soft skills such as computer science, foreign languages.

Component 2: Study Facilities (X2)

The LHU continues to improve Study facilities following: (1) The LHU continues to improve the facilities of the studying for postgraduate students in order to help students study more easily. The LHU continues to invest many books, textbooks, journals, newspapers, internet, Wi-Fi that was good environment for teaching as well as researching science. (2) The LHU continues to update its facilities for researching, teaching and transferring technology to enterprises. This was good condition for improving the training quality of postgraduate students. (3) LHU should continue to invest in modern facilities for research and teaching in the future. Besides, LHU should continue to build many rooms for learning and science researching of the students and Lecturer.

Component 3: Training program (X3)

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The LHU continues to improve Training program following: (1) The LHU should improve training program quality of postgraduate students. (2) The LHU should continue to improve training programs that reflect current and future social demand, especially enterprises demand. Besides, the program should continue to have many skills in order to help postgraduate students have a good job in the future. (3) The LHU should be to strengthen legal system in Science research and gradually increase budget for Science research not only lecturers but also postgraduate students. (4) The LHU should transfer the result of Science research of lecturers and postgraduate students for enterprises to apply in Business administration. (5) The LHU should have cooperation with business owners to participate in the process of training programs of postgraduate students. Through conferences, workshops and listen to ideas receive and evaluate comments from enterprises.

Component 4: The LHU staffs (X4)

The LHU continues to improve the LHU staffs following: (1) The LHU continues to improve the conferences, workshops and seminars relating behavior culture. This helped staffs understand the training information of the LHU. (2) The LHU continues to improve relationship between postgraduate students and the postgraduate staffs. This helps the students choose the correct majors or training programs for the studying.

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