

# Factors Affecting the Satisfaction Level of Enterprises with the Training Quality: A Case Study of Universities in the Mekong Delta, Vietnam

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## ABSTRACT

The study aims to identify factors affecting enterprises' satisfaction with the training quality of universities in the Mekong Delta. The study uses Cronbach's alpha to test the scale reliability, exploratory factor analysis (EFA), and multivariate linear regression. Research data were collected from 92 enterprises whose employees graduated from universities in the Mekong Delta. The research result has pointed out five factors affecting the satisfaction of enterprises with the quality of training. They include work attitude, work knowledge, personal personality, professional competence, and operational skill. In particular, work attitude has the strongest impact on the satisfaction of enterprises with the university training quality.

**KEYWORDS:** Satisfaction, training quality, university, enterprise

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## 1. INTRODUCTION

In recent years, quality assurance whose major activity is evaluating training quality has become a worldwide movement, including Southeast Asia, especially Vietnam. Depending on higher education models that different countries apply different methods of quality assessment and quality management. The quality of training programs plays an essential role in universities or colleges. It reflects the reputation and promotes the brand of the school. In the context of fierce competition, especially the industrial revolution 4.0 and global integration, it requires every student to accumulate professional knowledge, foreign languages, computer skills, and life skills. As a result, the satisfaction of enterprises employing graduates is a useful source for universities to reviews the training process and improve its quality. Therefore, the study "Factors affecting the satisfaction level of enterprises with training quality of universities in the Mekong Delta" is necessary.

## 2. RESEARCH METHODOLOGY

### 2.1. Research model

Based on the literature review of factors affecting employers' satisfaction with the training quality of Archer and Davison (2008), Baharun and Suleiman (2009), Tung (2009), Nghi et al. (2011), Nhut et al. (2012), the research model is suggested below.

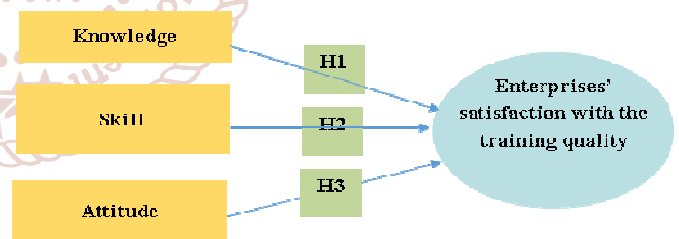


Figure 1: Proposed research model

### The research hypotheses are set out as follows:

- Hypothesis H1: Knowledge of graduates positively affects the satisfaction of enterprises with the training quality in universities.
- Hypothesis H2: Skills of graduates positively influence enterprises' satisfaction with the training quality in universities.
- Hypothesis H3: Attitude of graduates positively impacts enterprises' satisfaction with the quality of training programs in universities.

**Table 1: Interpretation of observed variables in the research model**

No.	Scale	Sign
<b>Knowledge</b>		
1	Expertise	KNO01
2	Practical experience	KNO02
3	Foreign language level	KNO03
4	Computer level	KNO04
<b>Skill</b>		
5	Employee performance	SKI01
6	Transforming knowledge into practice	SKI02
7	Working independently	SKI03
8	Teamwork skill	SKI04
9	Communication skill	SKI05
10	Adaptability skill	SKI06
11	Planning and organizing skills	SKI07
12	Applying new technologies into work	SKI08
13	Creativity	SKI09
<b>Attitude</b>		
14	Pressure resistance ability	ATT01
15	Enthusiastic and active attitude	ATT02
16	Responsibility for assigned tasks	ATT03
17	Discipline	ATT04
18	Work behavior	ATT05
19	Progressive spirit	ATT06
20	Punctuality	ATT07

The study selected research subjects through convenient sampling. To conduct exploratory factor analysis (EFA), the sample size has to be equal or greater than 4 to 5 times the number of observed variables in the model (Hair et al., 2006). Therefore, 20 observed variables need 80 to 100 observations. The study has surveyed 92 enterprises employing graduated students of universities in the Mekong Delta. Thus, the sample size ensures reliability.

**2.3. Analytical method**

The evaluation process of factors affecting enterprises' satisfaction with university training quality was carried out in three steps. Firstly, using Cronbach's alpha to test the internal consistency correlation among variables. Secondly, applying exploratory factor analysis (EFA) to test the influencing factors and identify suitable factors for the research model. Lastly, using the linear regression to determine factors affecting the satisfaction level of enterprises with the training quality of universities in the region.

**3. RESEARCH RESULTS AND DISCUSSIONS**

**3.1. Test reliability of scales**

The reliability test with Cronbach's alpha evaluates the scales used in the research model. The Cronbach's alpha values of the four scales ranged from 0.842 to 0.895. They are all between 0.8 and 1 which proves that these scales satisfy. In terms of corrected item-total correlation values, all are greater than 0.3, so no variables are excluded from the model (Nunnally, 1978; Peterson, 1994; Slater, 1995). Therefore, these 20 variables can be used in the next EFA.

**2.2. Research data**

The authors sent survey questionnaires to enterprises employing graduates from universities in the Mekong Delta.

**Table 2: Reliability test of the independent and dependent variables**

Scale	Number of observations	Min corrected item-total correlation	Cronbach's Alpha
Knowledge	4	0.612	0.843
Skill	9	0.457	0.872
Attitude	7	0.465	0.842
Satisfaction	4	0.717	0.895

Source: Survey data of 92 enterprises, 2020

**3.2. Exploratory factor analysis (EFA)**

**Exploratory factor analysis for independent scales**

To determine factors affecting the degree of enterprise satisfaction with training quality in universities, the study used the exploratory factor analysis for independent scales. After two times of EFA, the study removed the variable SKI01 because its factor loading is less than 0.5.

**Table 3: EFA result of independent scales**

Scale	Observed variable	Factor				
		F1	F2	F3	F4	F5
Personal personality	ATT06	0.838				
	ATT05	0.827				
	ATT04	0.822				
	ATT03	0.752				
Work knowledge	KNO01		0.846			
	KNO02		0.747			
	KNO03		0.718			
	KNO04		0.688			
Operational skill	SKI03			0.772		
	SKI05			0.694		
	SKI04			0.611		
	SKI02			0.533		
Work attitude	ATT02				0.840	
	ATT07				0.785	
	ATT01				0.673	

Professional competence	SKI09					0.809
	SKI06					0.673
	SKI08					0.588
	SKI07					0.587
<b>KMO</b>						0.826
<b>Average variance extracted</b>						71.477
<b>Sig.</b>						0.000

Source: Survey data of 92 enterprises, 2020.

According to Hair et al. (2006), the EFA considers the following coefficients, (1) Factor loading of observed variables are all greater than 0.5 (SKI02 has the lowest factor loading of 0.533 and KNOW01 has the highest value of 0.846); (2) KMO = 0.826 (in between 0.5 and 1) shows the suitability of the research model; (3) Bartlett's test with Sig. = 0.000 < 0.5 indicating that observed variables are closely correlated; (4) The cumulative variance receives the value of 71.477 meaning that the variables included in the model explain 71.477% of the appropriateness.

The research model was initially designed with three factors affecting enterprise satisfaction that are knowledge, skill, and attitude. However, after carrying the EFA, a disturbance occurs among variables. Then five new factors forms. Based on the characteristics of observations, the study named new factors as (1) personal personality, (2) work knowledge, (3) operational skill, (4) work attitude, and (5) professional competence.

**Exploratory factor analysis for dependent scale**

The EFA result of the dependent variable shows that KMO = 0.791 greater than 0.5 and less than 1. It proves the appropriateness of the model. The value of Sig. is 0.000, less than 0.5, confirming that the observed variables are statistically significant (Hair et al., 2006).

Table 4: EFA result of dependent scale

Scale	Observed variable	Factor loading
Satisfaction	SAT01_Adaptability	0.908
	SAT02_Responsiveness	0.886
	SAT03_Performance	0.866
	SAT04_Attitude	0.836
<b>KMO</b>		<b>0.791</b>
<b>Average variance extracted</b>		<b>76.460</b>
<b>Sig.</b>		<b>0.000</b>

Source: Survey data of 92 enterprises, 2020

Based on the EFA result, the research model is adjusted from three to five independent factors that can affect the satisfaction level of enterprises. The new research model presents in figure 2.

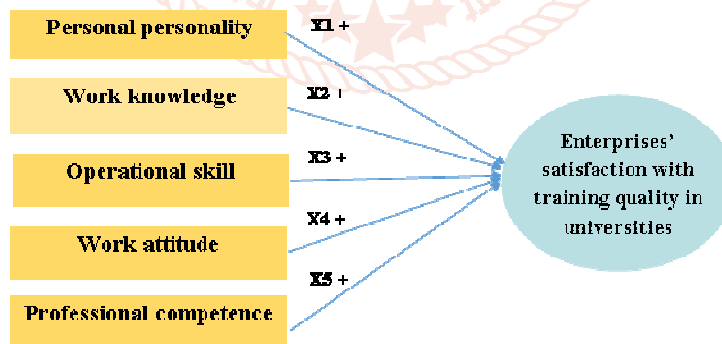


Figure 2: Adjusted research model

**3.3. Factors affecting the level of enterprises' satisfaction with the training quality**

The result of linear regression analysis in table 5 indicates Sig. = 0.000, so the regression model is significant (or independent variables affect the dependent variable, Trong and Ngoc, 2008). Adjusted R<sup>2</sup> = 68.9% means that 68.9% of the variation of the satisfaction level is explained by factors included in the model. The rest 31.1% of the satisfaction level is influenced by other factors that have not been studied (Mai Van Nam, 2008).

The variance inflation factor (VIF) of variables is much smaller than 10, so there is no multicollinearity (Mai Van Nam, 2008). The Durbin Watson receives the value of 1.895 (d<sub>u</sub> ≤ d ≤ 4 - d<sub>u</sub>), which proves that there is no autocorrelation among factors (Trong and Ngoc, 2008).

**Table 5: The influence degree of factors on enterprise satisfaction towards training quality**

Factor	B	Unstandardized error	Beta	Sig.	VIF
Constant	7.843E-018	0.058	-	1.000	-
X1: Personal personality	0.355	0.059	0.355	0.000*	1.000
X2: Work knowledge	0.463	0.059	0.463	0.000*	1.000
X3: Operational skill	0.139	0.059	0.139	0.020**	1.000
X4: Work attitude	0.552	0.059	0.552	0.000*	1.000
X5: Professional competence	0.203	0.059	0.203	0.001*	1.000
Adjusted R <sup>2</sup>					0.689
Durbin-Watson					1.895
Sig. value of ANOVA					0.000

Source: Survey data of 92 enterprises, 2020

Note: \* significant at 1%, \*\* significant at 5%, \*\*\* significant at 10%, ns: not significant

Estimated coefficients show the influence level of factors on enterprise satisfaction towards the training quality. The Sig. value of each factor explains its statistical significance in the research model. Based on table 5, the descending order of the positive influence level on enterprise satisfaction is work attitude, work knowledge, personal personality, professional competence, and operational skill. In which, four factors are statistically significant at 1% and the other at 5%. This result is consistent with previous studies. In the field of education, Lan and Hien (2015) argued that the knowledge, skills, and attitudes of graduates strongly affect employers' satisfaction. Meanwhile, professional competence and attitude combined with work motivation influence the satisfaction level of graduate recruiters (Son et al., 2013). Ca (2016) suggested that graduates' attitude puts the strongest impact on the satisfaction of employers. The research result of Hong (2016) stressed that to improve the training program quality, universities should shorten the gap between training programs and the actual demands of recruitment institutions. In addition to this, Ca (2016) proposed that universities need to make a plan to review and adjust the curriculum to ensure the consistency between the goals and standards of knowledge, skill, attitude for learners with the consultation of employers.

#### 4. CONCLUSION

This study has pointed out five factors affecting the satisfaction level of enterprises with the training quality of universities in the Mekong Delta, ranked in the descending order as work attitude, work knowledge, personal personality, professional competence, and operational skill. To improve the satisfaction of enterprises, the study has proposed several solutions. Firstly, strengthen the linkage between universities and enterprises. Secondly, design practical training programs to meet social needs. Thirdly, invest in facilities and equipment for learning. Lastly, improve practicality in teaching and soft skills for learners to enhance the position of the region's education.

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