Measures to Continuously Improve Training Quality Based on Learner Feedback at Higher Education Institutions

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ABSTRACT: This study focuses on understanding and proposing measures to improve training quality at higher education institutions based on learner feedback. The main goal is to enhance the learning experience and meet the evolving needs of students. By surveying and analyzing student feedback, the study identifies factors affecting training quality such as teaching methods, facilities, learning materials, and support from lecturers. The results show that students appreciate active teaching methods, direct interaction, and timely support from lecturers.

Additionally, improving facilities and providing diverse and updated learning materials also play an important role. Based on these findings, the study proposes several specific measures, including enhancing training and professional development for lecturers, applying information technology to teaching, improving facilities, and building an effective feedback system between students and the school. These measures aim not only to improve training quality but also to build a positive learning environment, supporting the comprehensive development of students. The study concludes that listening to and acting on learner feedback is key to improving the quality of higher education in the competitive and rapidly changing context of modern society..

KEYWORDS: Quality Improvement; Learner Feedback; Educational Environment; Comprehensive Development; Training Quality.

I. INTRODUCTION

During the 10-year implementation period of the 2011-2020 Socio-Economic Development Strategy, our country faced numerous difficulties and challenges, particularly amidst the dynamic and fast-paced shifts in the global political and economic landscape, exacerbated by the Covid-19 pandemic. Despite these obstacles, Vietnam has attained significant and wide-ranging achievements across various sectors. These accomplishments serve as the bedrock for affirming our nation's trajectory towards becoming a modern industrialized country by 2030, characterized by political and social stability, democratic governance, discipline, and consensus. The populace has experienced notable improvements in both material and spiritual aspects of life, while Vietnam has successfully safeguarded its independence, sovereignty, unity, and territorial integrity. Additionally, Vietnam's stature in the international arena continues to strengthen, laying a sturdy foundation for further development in the upcoming phase.

Furthermore, the strategy underscores the rapid development of human resources, particularly high-quality ones, as one of the three crucial breakthroughs. This entails a steadfast commitment to the fundamental and comprehensive overhaul of the national education system, seamlessly intertwining human resource development with advancements in science and technology. As the country embarks on its journey in the new era, it will encounter numerous opportunities and advantages, albeit alongside significant challenges, particularly in the realm of educational advancement.

Quality assessment involves various factors, contingency upon the researcher's objectives and the specific context under scrutiny. In this context, quality is evaluated by surveying learners' perspectives, aimed at enhancing the quality of education and fostering advancements in

training standards. Consequently, strategies to enhance training quality become imperative in the current era of comprehensive educational reform and university quality accreditation.

II.   LITERATURE REVIEW

The quality of training at universities is an important factor that determines the success of students after graduation and directly affects the reputation of the school. In the context of globalization and rapid technological development, universities are facing great challenges in improving training quality to meet the increasing demands of society. Improving training quality not only helps students master professional knowledge but also develop necessary soft skills, thereby improving their competitiveness in the labor market.

Training quality is a multi-dimensional concept, encompassing elements such as the curriculum, teaching methods, facilities, faculty, and student learning outcomes. According to Harvey and Green (1993), training quality can be considered from various perspectives, including quality as an absolute approach, quality as perfection, quality as fitness for purpose, quality as value for money, and quality as transformation [1].

Factors affecting training quality

There are many factors that affect the quality of training at universities, including:

Curriculum: The curriculum needs to be designed to suit the needs of the labor market and ensure continuous updating. According to Biggs (1996), the curriculum should focus on developing students' abilities instead of just imparting knowledge [6].

Teaching methods: Modern teaching methods such as problem-based learning and active learning have proven effective in improving the quality of student learning [7].

Lecturers: The quality of lecturers has a direct impact on the quality of training. Lecturers not only need to have extensive professional knowledge but also need good teaching skills and research ability [6].

Facilities: Modern and complete facilities help create the best conditions for students' learning and research process [3].

Quality assessment and accreditation: Internal and external quality assessment and accreditation systems play an important role in maintaining and improving training quality [4].

A recent study used multidimensional modeling to evaluate the educational quality of faculties at a university in the Middle East. The results show that this model helps identify factors through improvement and allocate resources more effectively [3].

Improving the quality of training also uses the flipped classroom model, which has been proven to increase student engagement and improve learning outcomes. The use of technologies such as video, learning management systems (LMS), and online interactive platforms were analyzed and evaluated. The use of educational technologies such as flipped classrooms and online learning platforms has been proven to be effective in improving the quality of education. These technologies not only support teaching but also create conditions for students to self-study and interact more [5].

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In addition, researchers have also proposed factors that affect the quality of training, including basic factors such as curriculum, teaching methods, facilities, assessment and accreditation. quality, teaching staff.

The curriculum needs to be designed to suit the needs of the labor market and ensure continuous updating. According to Biggs (1996), the curriculum should focus on developing students' abilities instead of merely imparting knowledge [6].

Modern teaching methods, such as problem-based learning and active learning, have proven effective in improving the quality of student learning [6].

The quality of lecturers has a direct impact on the quality of training; lecturers not only need extensive professional knowledge but also good teaching skills and research abilities [7].

Modern and comprehensive facilities help create optimal conditions for students' learning and research [3].

Internal and external quality assessment and accreditation systems play an important role in maintaining and improving training quality [5].

Models for Improving Training Quality

Balanced Scorecard (BSC): BSC is a strategic management tool that helps universities link teaching and research activities with the strategic goals of the institution. BSC provides a comprehensive analytical framework to evaluate the performance of different units within a university [3].

Total Quality Management (TQM): TQM in higher education involves applying quality management principles to every aspect of educational operations. This requires a total commitment from all levels of management and staff, as well as active student engagement [6].

Flipped Learning and Technology: The use of educational technologies such as flipped classrooms and online learning platforms have been proven to be effective in improving the quality of education. These technologies not only support teaching but also create conditions for students to self-study and interact more [5], [7].

Hypothesis of the study
H1: There is a significant relationship between students' background and students' satisfaction.

H2: There is a significant relationship between students' experience and students' satisfaction.
H3: There is a significant relationship between students' collaboration and students' satisfaction.
H4: There is a significant relationship between students' interaction and students' satisfaction.
H5: There is a significant relationship between students' autonomy and students' satisfaction.
H6: There is a significant relationship between students' satisfaction and students' academic achievements.
H7: There is a significant relationship between students' application and students' academic achievements.
H8: There is a significant relationship between students' remembering and students' academic achievements.
H9: There is a significant relationship between students' understanding and students' academic achievements.
H10: There is a significant relationship between students' analyzing and students' academic achievements.
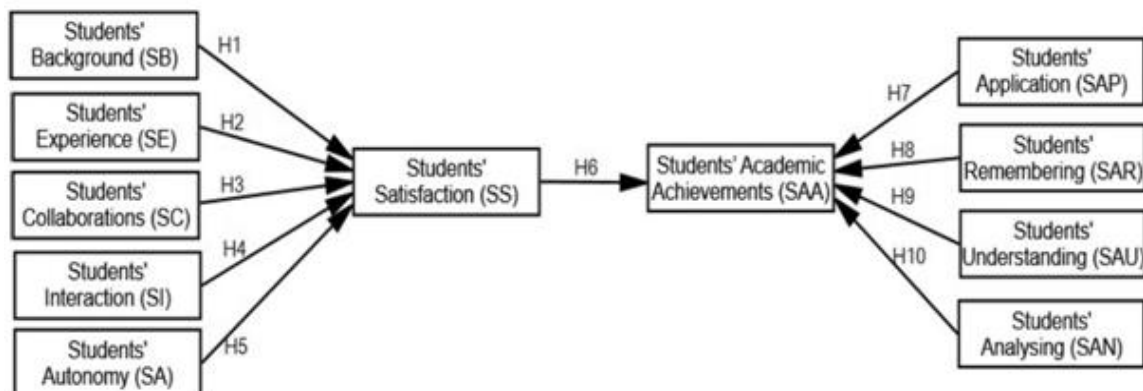
Source: Abuhassna, H., Al-Rahmi, W. M., Yahya, N., et al. (2020)
Figure 1. Research Model and Hypotheses

TQM model in universities

According to Becket & Brookes (2008) [55], there are currently seven quality assurance (QA) models applied by universities around the world as follows:

TQM (Total Quality Management): A comprehensive QA approach that requires the contribution of all participants working towards the long-term benefit of the organization and society as a whole.

EFQM (European Foundation for Quality Management) Excellence Model: A quality management framework established based on nine criteria (divided between "enablers" and "results"),

suitable for any organization aiming to achieve excellence in quality.

Balanced Scorecard: A strategic/performance management system that uses four measurement perspectives: Financial, Customer, Internal Processes, and Learning and Growth.

Malcolm Baldrige Award: Based on the framework for performance excellence used by organizations to improve their performance through seven categories of criteria: (1) Leadership; (2) Strategic Planning; (3) Customer and Market Focus; (4) Measurement, Analysis, and Knowledge Management; (5) Workforce Focus; (6) Process Management; and (7) Results.

ISO 9000 Series: The ISO 9001 standard specifies requirements for a QA system, addressing quality improvement through preventive actions. Factors include customer quality requirements and regulatory requirements, as well as efforts for continual improvement.

Business Process Reengineering: A system that allows restructuring of work processes, systems, and organizational structures to improve organizational performance. This involves changes in five components: Strategy, Processes, Technology, Organization, and Culture.

SERVQUAL: A tool designed to measure customer perceptions and expectations related to service quality across five dimensions: Reliability,

Responsiveness, Assurance, Empathy, and Tangibles.

Additionally, according to Becket & Brookes (2008), twelve other models have been established for higher education, such as: (1) TQM Model for Higher Education, (2) Excellence Model, (3) Academic Award Model, (4) Quality Assessment Model through Student Experience and Learning Outcomes, (5) Multi-Model in Educational Quality, (6) Competency Measurement Model for Academic Units, (7) Internal Control Model, (8) Quality Framework, (9) Program Evaluation Model, (10) Quality Management Framework, (11) Course QA System, (12) ISO Model based on TQM [8].
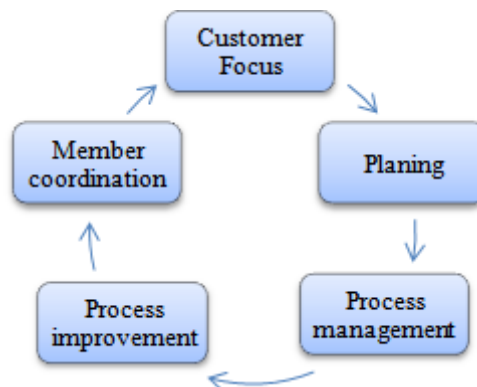

Figure 2. Total quality management functional model

III. RESEARCH METHODS

This research uses mixed methods, combining quantitative and qualitative approaches. Students are surveyed using questionnaires to collect data on satisfaction levels and factors affecting training quality. In-depth interviews with students, lecturers, and administrators are conducted to better understand opinions and suggestions for improvement. Data is analyzed using statistical methods and content analysis. The results are synthesized to propose improvement measures and test their implementation, then feedback is continuously collected to adjust and perfect the measures.

IV. FINDINGS AND DISCUSSION
The quality of university education

Training quality is evaluated by the degree of achievement of the training goals set for a program. Training quality is the result of the training process, reflected in the characteristics of the qualities, personal values, and professional capabilities of graduates, corresponding to the goals and programs of specific occupations.

The quality of university education today is a service that affects many stakeholders in society, including learners, teachers, and employers. Discussing quality involves addressing the extent to which the goals of employers are met. Therefore, the quality of training reflects the university's success in achieving its set goals, in accordance with the Education Law, and meeting the requirements for training human resources for the socio-economic development of both local and national levels.

Regarding training, quality is defined by several fundamental factors: learners' academic results, training goals, content and teaching methods, staff and lecturers, and infrastructure conditions. Training quality must be considered within the specific context of current guidelines, policies, and regulations set by the Party and the State.

In short, the quality of university training is the extent to which it meets the requirements of related stakeholders, especially beneficiaries such as learners, investors, and employers. Importantly, quality must align with the goals of the training institution.

Learner feedback and the improvement of training quality

Survey learners' opinions on training quality to assess the current situation and propose solutions to improve training quality.

Collecting opinions focuses on the content of training objectives, training programs and textbooks; lecturers' teaching activities; training organization, facilities and teaching equipment; testing and assessment of learning outcomes; learning support activities for students. After collecting complete data, the author processed and analyzed the investigation results and factors affecting training quality.

The survey results are documents used to review all of the School's activities in order to come up with solutions to perfect and improve the quality of training through adjusting weaknesses and inadequacies in the process. submit feedback from learners. In addition, the survey results are objective data in the assessment and accreditation of educational institution quality.

Survey the level of learner satisfaction with the training program

To evaluate the level of responsiveness of training quality management, surveying learner opinions is the basis for improving training programs to increasingly meet the needs of learners and society. Learners are surveyed on factors affecting the quality of training after completing the course at the school.

With agreement rates ranging from 43.4% to 60.8% and strong agreement rates from 7.5% to 21.1% for the survey items, it is evident that the university needs to focus on improving the quality of training management by enhancing the satisfaction levels regarding factors affecting quality management. The detailed survey results are shown in Table 1.

Table 1. Learners' opinions on the training program

Evaluation Criteria (%)	Clear objectives	Training objectives align with societal needs	Flexible curriculum structure, facilitating learning	Curriculum content aligns with training objectives	High practical relevance of the curriculum	Learning outcomes specify the knowledge, skills, and qualities learners should achieve	Courses in the curriculum align with learning outcomes
Strongly disagree	4,9	5,2	5,6	5,2	4,9	5,9	5,9
Disagree	5,3	4,0	12,0	6,6	15,2	10,3	10,3
Neutral	35,7	30,4	43,3	36,3	43,8	32,6	32,6
Agree	42,4	46,7	32,2	41,5	29,4	39,9	39,9
Strongly agree	11,7	13,6	6,6	9,6	6,7	10,5	10,5

Regarding the organization of training, there are several areas of dissatisfaction, such as the library lacking sufficient study materials and delays in announcing academic results. However, the satisfaction rate with aspects of training organization is still quite high. The results are shown in Table 2.

Table 2. Learners' opinions on the organization of training

Evaluation Criteria (%)	Learners have sufficient official materials for each subject	The university's training organization facilitates learning	The university's training organization facilitates learning	The library has sufficient reference materials for most subjects	The university has adequate teaching equipment	Conditions for using learning equipment are convenient	Assessment and evaluation of learners' performance are conducted fairly	Academic results are promptly communicated to learners
Strongly disagree	5,2	4,7	4,8	8,0	5,8	6,5	6,0	11,1

Disagree	2,7	6,4	7,3	14,7	16,1	17,7	6,3	22,6
Neutral	17,2	34,3	36,1	40,8	37,9	37,8	33,9	33,4
Agree	53,5	44,2	42,4	30,1	33,0	31,9	42,4	26,1
Strongly agree	21,4	10,4	9,4	6,4	7,1	6,1	11,5	6,8

Regarding management and educational services: The university has emphasized quality assurance, hence the quality of management and educational services has been rated quite positively by students. 45.3% agree with regulations on job completion time, 44.1% agree with regulations on the content of problem-solving, and 27.2% agree with the attitude of officials and staff in managing and serving educational tasks. Additionally, there are quite a few opinions expressing disagreement or no opinion regarding the quality of service provided by officials and staff to students.
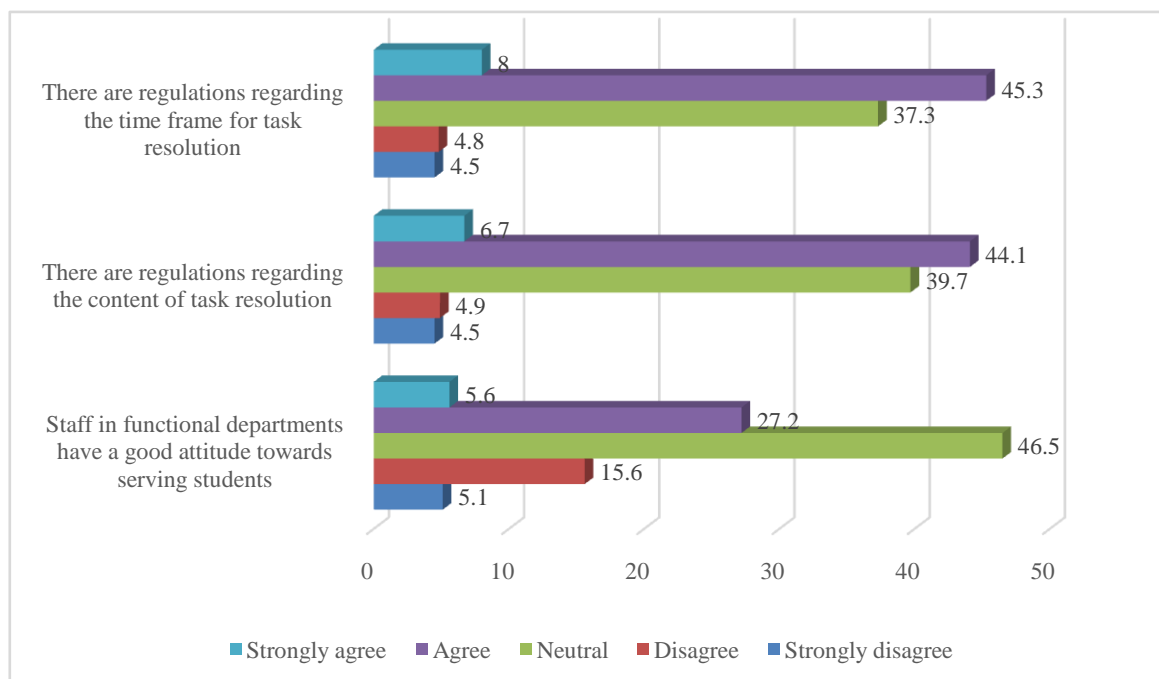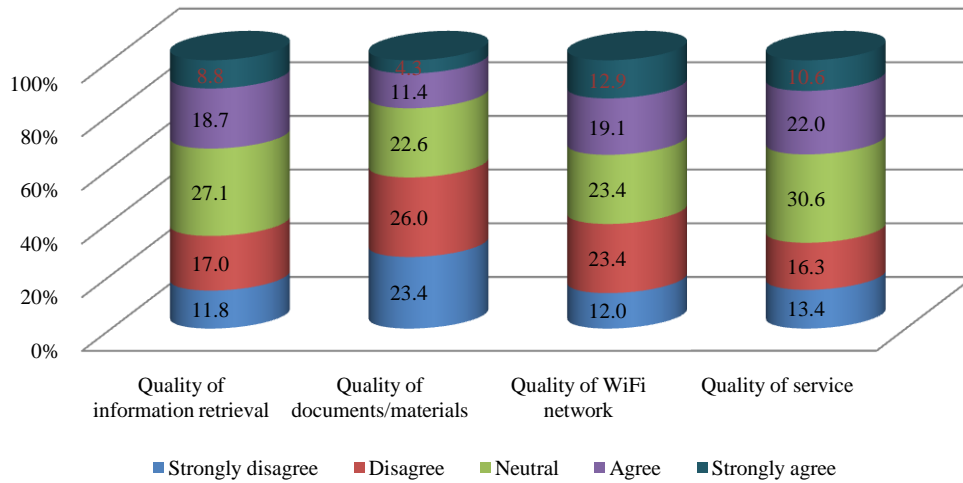

Figure 3. Learners' opinions on management and educational services

Satisfaction level with the quality of library services and other activities
The quality of library services is evaluated based on student feedback, as depicted in Figure 4.

The results shown in Figure 4 are only the most basic criteria for evaluating the quality of library operations. According to the survey results, students are not satisfied with the quality of the university library's operations.

For teaching activities, learners are not satisfied with the punctuality of instructors, as only 64.1% of respondents rated the instructors as punctual. Consequently, the teaching activities have not achieved good results.
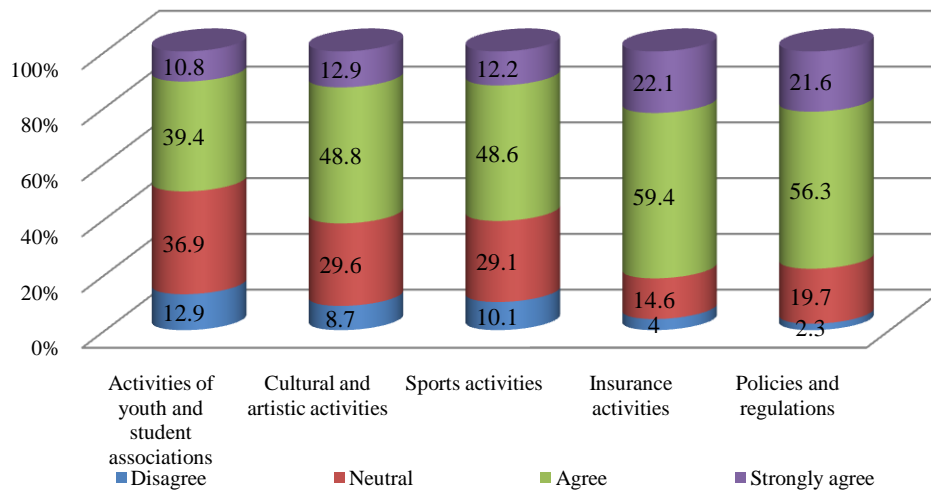

Figure 4. Learners' opinions on the quality of library operations

The percentage of learners dissatisfied with other activities of the school is relatively low, ranging from 2.3% to 12.9%, with the activities of youth and student associations having a dissatisfaction rate of 12.9%.

Based on the survey results, the school needs to reassess the areas with high dissatisfaction rates to identify the causes and address them. Implementing a quality improvement cycle by applying the TQM model in the school's quality management work is essential.

V. CONCLUSION
Solutions TO Enhance Training Quality through Learner Feedback Surveys
Establishing and maintaining an effective feedback system:
- Set up diverse feedback channels such as surveys, suggestion boxes, and regular meetings between students and faculty.

- Ensure feedback is recorded and addressed promptly, with a system in place for storing and tracking received feedback.

Evaluating and Analyzing Feedback:
- Use data analysis tools to aggregate and evaluate learner feedback.
- Identify prominent issues and feedback trends to prioritize addressing them.

Improving Curriculum and Teaching Methods:
- Adjust curriculum content based on learner feedback to meet practical needs.
- Apply modern teaching methods such as project-based learning, group learning, and the use of technology in teaching.

Enhancing Faculty Quality:
- Organize training courses and workshops to improve faculty skills and knowledge.
- Establish a mechanism for evaluating faculty based on student feedback and learning outcomes.

Improving Facilities and Equipment:
- Invest in modern facilities and teaching equipment.
- Ensure a safe, comfortable, and conducive learning environment for students.

Enhancing Student Support:
- Develop support services such as academic advising, psychological counseling, and career guidance.
- Facilitate student access to learning resources, libraries, and laboratories.

Ensuring Transparency and Information:
- Provide full and transparent information on policies, regulations, and procedures related to training.
- Create opportunities for students to participate in decisions related to the curriculum and school activities.

Establishing Continuous Improvement Cycles:
- Apply quality management models such as TQM (Total Quality Management) for continuous improvement in training quality.
- Conduct regular surveys and adjust improvement measures based on survey results.

Encouraging Community and Business Involvement:
- Build partnerships with businesses and the community to ensure the curriculum meets market needs.
- Provide opportunities for students to participate in internships, community projects, and related extracurricular activities.

Designing and implementing an effective feedback system, carefully evaluating and analyzing information, adjusting curriculum and teaching methods accordingly, and investing in faculty quality and infrastructure are crucial and significant at higher education institutions. By doing so, universities can create a better learning environment. Moreover, applying quality management models and encouraging community and business involvement ensures these improvements are sustained and continuously developed, thereby enhancing comprehensive educational quality.

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