

DETERMINANTS OF STUDENT'S SATISFACTION IN EDUCATION QUALITY AT VIETNAM NATIONAL UNIVERSITY OF FORESTRY IN THE PERIOD 2015-2016

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SUMMARY

This research aimed at evaluating the student's satisfaction level (SSL) in education quality at Vietnam National University of Forestry (VNUF), a leading university for generating high-quality human resources in the field of forestry of the country. The study team used questionnaires to gather data from 345 students, at the main campus in Hanoi capital and at the second campus in Dong Nai province, in August and September 2015. The Exploratory Factor Analysis (EFA) method and Linear Regression (LR) model were employed to determine the factors influencing SSL. The results have shown that the student's satisfaction in education quality at VNUF is fairly high, getting GPA of 3.47/5; lecturers, study environment and student's services are of three most important factors affecting the student's satisfaction. The findings of research helped find fundamental solutions to improve education quality and help VNUF become multisectoral, advanced and modern university in coming years.

Keywords: Education quality, human resources, student's satisfaction level, Vietnam National University of Forestry.

I. INTRODUCTION

Vietnam National University of Forestry was established under Decision No. 127/CP dated August 19th, 1964 by Prime Minister (MARD, 2006). After 50 years of construction and development, VNUF has gradually developed and become a core leading university of the country about training scientific and technical forestry personnel in both undergraduate and postgraduate level. School has trained over 32.000 engineers and bachelors; over 1.500 masters and hundreds of doctorates for the forestry sector until 2014, contributed to provide high-quality human resources serving for the industrialization and modernization of the country (Trần and Trinh, 2014).

VNUF development strategy is to become the multisectoral, advanced and modern university (MARD, 2013). Besides, the scheme for forestry sector's restructure is in the process of implementation posing the problem of sustainable development of high quality human resources. In order to meet these problems, school needs a breakthrough for

improving education quality which reassesses the current training under the objective perspective of learners, leading the reasonable adjustments.

The overall objective of this research is to improve education quality's understanding of VNUF, through student's satisfaction, so as to propose solutions to improve education quality at school. The specific objectives are to: (1) explore the student's satisfaction with education quality of VNUF, (2) analyze the factors influencing student's satisfaction, (3) recommend solutions according to the priority.

II. METHODOLOGY OF RESEARCH

2.1. Theoretical basis

Satisfaction is an excited or disappointed feeling of a person, which comes from a comparison with expectations of product or service quality (Kotler and Keller, 2011). According to Bui and Dao (2013) resulting from (CFI, 2007), satisfaction appears when the results in accordant with expectations or the received results exceed expectations. Vice versa, frustration appears when the results are poorer than expectation (Figure 01).

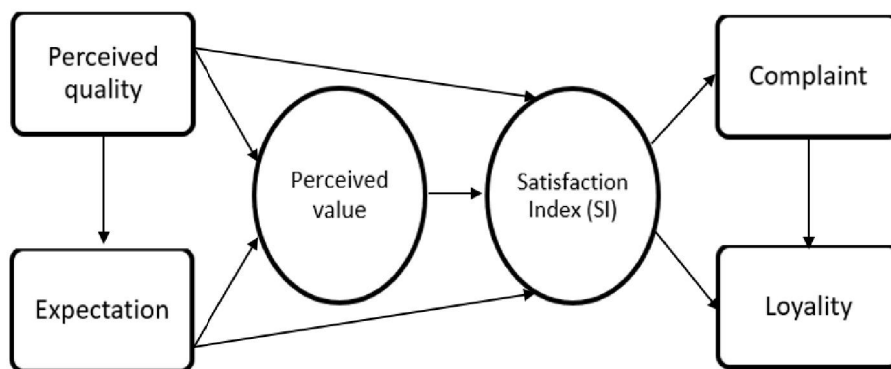


Figure 01. Model of Customer Satisfaction Index (CFI, 2007)

Education is acknowledged as a kind of service, Bui and Dao (2013) citing (Siskos et al., 2005) suggest that the overall satisfaction of students with educational services depends on four groups of criteria including: training, infrastructure, administrative support, and the images of Faculty.

Besides, it is shown through results of a recent researches in Vietnam that student’s satisfaction with education quality at some universities depending on some factors such as: infrastructure, lecturers, education programs, servicing capacity, staff costume and course information, working area and application of information technology (Bui and Dao, 2013; Ma, 2011; Nguyen and Thai, 2013).

On the other hand, in the report updating the

situation of Vietnam university education, there are 11 important aspects are mentioned, observed, analyzed including: English proficiency, regional trends, gender equality, enrollment, teaching, learning activities, research, infrastructure, assessment, connecting with businesses and private sector, autonomy (Isaac et al., 2014). According to the study teams, Vietnam needs to focus on these 11 elements in order to improve education quality at universities.

2.2. Empirical model and scale

On the basis of inheriting the theories and results of experimental study, the study team proposed the models affecting student’s satisfaction in education quality of VNUF as follows:

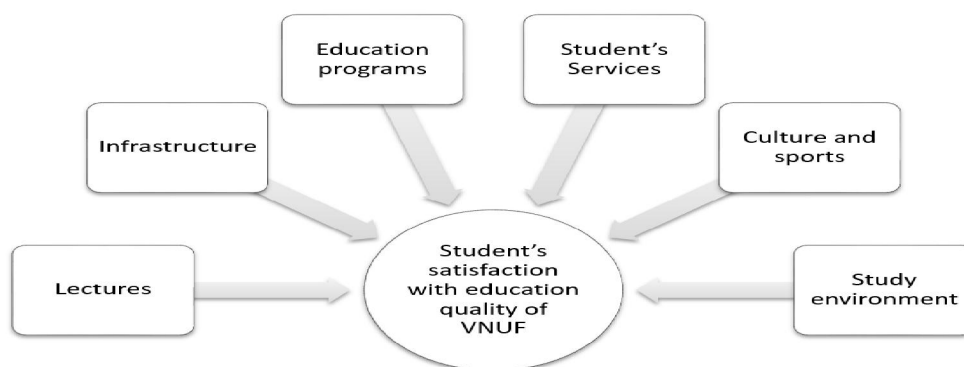


Figure 02. Model of the factors of student’s satisfaction

In this study, the study team selected and proposed the scale systems consisting of 6 groups of elements (Figure 01) with 37 observed variables, as follows:

Training program elements (5 observed

variables): The training program is targeted with clear learning outcomes; The training program is fully informed to students; The training program that meets the later professional development requirements; The

training program is updated regularly; The subjects are arranged and sufficiently notified to students.

Lecturer factors (8 variables): Highly qualified lecturers, the extensive professional training; Lecturers have good communication methods which are easy to understand; Lecturers often use information technology to support teaching; Lecturers guarantee class hours and lesson plans; Lecturers have close and friendly attitudes with students; Lecturers are willing to share their knowledge and experiences with students; Lecturers could assess the learning outcomes accurately; Students are sufficiently notified the teaching plans and assessment indicators of learning outcomes.

Elements of Facilities (7 variables): Documents of each subject are notified fully and diversely; Classrooms are met the learning needs of students in the class; Reference sources in library are rich, various, and easy to look up; Library has space, seating that can meet the educational needs, students' research; Classes have a reasonable numbers of students; Online - applications - internet searches, websites serve effectively for teaching and learning; Facilities for spacious, modern, diversified sports and physical education meet the sport needs of students.

Elements of student's services (4 variables): Management personnel (Board of Education, Deans of Department or Subjects) resolve satisfactorily the students' requirements; The judge and announcement of marks is made quickly, accurately and meet students needs; Administrative staff (Protection groups of school, Administrator, Secretary of Department, Divisions), have good attitude and respect students; Academic advising activity, careers meet the needs of students.

Cultural, sporty factors, (4 variables): School often organizes the artistic exchange (with the participation of students inside and outside of school) meet the entertainment needs of the students; Various, fascinating cultural activities are organized by the Youth Union, Union of Students, Faculty, School meet the entertainment needs of students; School often organizes physical education and sporty activities meeting the students needs; The attractive multiform activities of physical education and sport are done professionally meeting the student needs.

The learning environment factors (5 variables): School has campus, clean amphitheater, with a lot of trees giving fresh, pleasant sense meeting the environmental needs of students; Friendly harmonious learning environment meet needs of safety, closeness and the comfortable feeling of students; Buildings of administrators, campus, amphitheater with beautiful architectural design meet the aesthetic needs of students; The flower gardens, bonsai and green trees are arranged in harmony, resonableness, diverse with the aesthetic needs of students; Security in school is good (without occurring theft, robbing property; disturbing by strangers... etc) meeting the safety of student needs;

Satisfaction (4 variables): The training program meets the personal expectations; Knowledge gains from the study program which can help students to find jobs after school; The tuition of program corresponding to education quality; you will satisfy with the training program and learning environment at Vietnam University of Forestry.

2.3. Data collection

The research team investigated data from August to September 2015. The direct and random methods are used. With a total of 345 students participated in the interview, in which

154 students in Hanoi and 191 students in Dong Nai. In a questionnaire survey of 41 questions was distributed in 8 groups of categories, including: (1) program training, (2) lecturers, (3) facilities, (4) ability of responding student services, (5) culture, sports, (6) the learning environment, (7) general assessment and (8) the personal information. The questions from groups 1 to 7 are designed as like scale. Each question will have comments on the interview topics and students are asked to give their agreement with the statement in 5 levels: Strongly agree, agree, normally, disagree and strongly disagree. SPSS software version 22 was used to support the work characterizing the sample, exploring factors and regression analysis.

2.4. Explanatory Factor Analysis

The purpose of discovery and analysis of factors is to identify the important variables, to

determine the factors group serving for the next step is the regression analysis. According to Dinh Phi Ho (2011) discovery and analysis of factors must consider under the following 5 criteria:

- The reliability of the scale (Cronbach's alpha coefficient > 0.6);
- The reliability of the observed variables (Factor loading >0,5);
- Verification of the model appropriateness (0,5<KMO<1);
- Inspection of Bartlett on correlation of observed variables (Sig.<0,05);
- Check the cumulative variance (Cumulative variance >50%).

2.5. Adjustment in the scales system

After removing 14 unsuitable observed variables, the study team has taken EFA with 23 observed variables. Names and symbols details of variables are rearranged and presented in Table 01 as follows:

Table 01. System of scales after inspection

Explaining factors (independent variable)		Symb ol
Factor 1	Lecturers	X1
The observed variables	Lectures have high qualified and extensive professional skills	LEC1
	Lecturers have understandable and good communication methods	LEC2
	Lecturers ensure class hours and lesson plans	LEC3
	Lecturers have close and friendly attitude to student	LEC5
	Lecturers are willing to share knowledge and experiences with students	LEC6
	Lecturers assess learning outcomes accurately and fairly	LEC7
	Factor 2	Facilities
The observed variables	Syllabus and documents of each subject are notified fully, variously	INF1
	Classrooms meet the learning needs of students in class	INF2
	Library has a rich, varied, convenient reference sources to lookup	INF3
	Library ensures the space, seating which can meet educational needs, researching of students	INF4
	The modern, various facilities for sport and physical education meet the sporty needs of students.	INF5

Factor 3	The learning environment	X3
The observed variables	School has campus, clean amphitheater, with a lot of trees giving fresh, pleasant sense meeting the environmental needs of students;	ENV1
	Friendly harmonious learning environment meet needs of safety, closeness and the comfortable feeling of students;	ENV2
	Buildings of administrators, campus, amphitheater with beautiful architectural design meet the aesthetic needs of students;	ENV3
	The flower gardens, bonsai and green trees are arranged in harmony, resonableness, diverse with the aesthetic needs of students;	ENV4
Factor 4	Sports and Culture	X4
The observed variables	School often organizes the artistic exchange (with the participation of students inside and outside of school) meet the entertainment needs of the students;	CS1
	The various, fascinating cultural activities meet the entertainment needs of students;	CS2
	School often organizes physical education and sporty activities meeting the students needs;	CS3
Factor 5	Training Program	X5
The observed variables	The training program is fully informed to students;	CIR1
	The training program is updated regularly;	CIR2
	The subjects are arranged and sufficiently notified to students.	CIR3
Factor 6	Ability to meet the student services	X6
The observed variables	Management personnel (Board of Education, Deans of Department or Subjects...) resolve satisfactorily the students' requirements	SER1
	The judge and announment of marks is made quickly, accurately	SER2

Source: Data from survey in 2015

2.6. Regression analysis

The general regression models were adjusted after EFA as the following form:

$$SAT = f(X_1, X_2, X_3, X_4, X_5, X_6)$$

LR models of factors influencing overall satisfaction is expressed in the following form:

$$SAT = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 X_6 + \epsilon_i$$

In particular, the variables in a linear regression model are explained in Table 02. There are 06 scales of independent factors (23

observed variables) and 01 scale of dependent factor (4 observed variables).

Table 02. Interpretation of variables in LR model

Names of factors	Symbol	The observed variables in factors	Expected sign
Student satisfaction	SAT	SAT1, SAT2, SAT3, SAT4	
Lecturers	X1	LEC1, LEC2, LEC3, LEC4, LEC5, LEC6	+
Infrastructures	X2	INF1, INF2, INF3, INF4, INF5	+
Study environment	X3	ENV1, ENV2, ENV3, ENV4	+
Culture and Sports	X4	CS1, CS2, CS3	+
Education program	X5	CIR1, CIR2, CIR3	+
Student's services	X6	SER1, SER2	+

Source: Data from survey in 2015

III. RESULTS OF RESEARCH

3.1. Characteristics of the study sample

The study team used the stratified and random method for choosing the survey sample. Respondents were students studying in universities in the Hanoi campus and the Dong Nai campus. The results of survey showed that 57.97% of sample size is female students while 42.03% of sample size is male ones. Sophomore and junior comprise the majority

of the surveyed student, accounting for 46.09% and 43.48% in respectively. Most of surveyed students studying in accounting (26%), followed by forest resource management (13.62%) and silviculture (9.86%), the others are in other fields. Detailed characteristics of the the survey sample by gender, courses, majors and academic ability of students is presented in Table 03.

Table 03. The features of the sampled student by campus at VNUF

Category	Hanoi campus		Dong Nai campus		Total	
	(Student)	Proportion (%)	(Student)	Proportion (%)	(Student)	Proportion (%)
1. Sex						
Male	51	33.12	94	49.21	145	42.03
Female	103	66.88	97	50.79	200	57.97
2. Course						
The first year	1	0.60	0	0.00	1	0.29
The second year	75	48.70	84	44.00	159	46.09
The third year	68	44.20	82	42.9	150	43.48
The fourth year	10	6.50	25	13.1	35	10.14
3. Majors						
Forest Product Processing	12	7.79	8	4.19	20	5.80
Accounting	63	40.91	28	14.66	91	26.38
Environmental science	3	1.95	30	15.71	33	9.57
Landscape architecture	-	-	15	7.85	15	4.35
Silviculture	10	6.49	24	12.57	34	9.86
Forest resource management	16	10.39	31	16.23	47	13.62

Business Administration	2	1.30	27	14.14	29	8.41
Land Management	16	10.39	13	6.81	29	8.41
Other sectors	32	20.78	15	7.85	47	13.62
4. Result of the last semester						
Very good, excellent	14	9.09	20	10.47	34	9.86
Good	86	55.84	88	46.07	174	50.43
Average	53	34.42	76	39.79	129	37.39
Under average	1	0.65	7	3.66	8	2.32
Total	154	100	191	100	345	100

Source: Data from survey in 2015

3.2. Student's satisfaction in the education quality of VNUF

Questionnaires employed to interview the

student's satisfaction level in the study area. The results of this assessment are presented in Table 04 as follows:

Table 04. Satisfaction level of the student by the campus of VNUF

Study location	The rate of reviews assessing student's satisfaction level (%)					Average	Level of satisfaction
	1	2	3	4	5		
Hanoi campus	2.60	3.20	40.30	45.50	8.40	3.54	
Dong Nai campus	1.00	6.30	50.80	34.60	7.30	3.41	Satisfied
Overall	1.70	4.90	46.10	39.40	7.80	3.47	

Source: Data from survey in 2015

Table 04 shows that 7.80% of interviewed students are very satisfied with education quality of VNUF, 39.40% are satisfied, 46.10% are in average, 4.90% are dissatisfied, and only 1.70% of assessment is very dissatisfied. GPA on student's satisfaction is 3.47/5 points.

On the other hand, in the second campus in Dong Nai, 50.80% of the interviewed students assessed that education quality is in average, 41.9% of assessment are satisfied or very satisfied, while these figures at Hanoi, main campus are 40.30% and 53.9% in turn.

In short, students are quite satisfied with education quality of VNUF currently. The proportion of interviewed students who are satisfied and very satisfied higher, at the main campus in Hanoi is higher than those in the

second campus in Dong Nai. However, the difference of two satisfaction levels were evaluated by students at the two campuses is negligible.

3.3. Determinants of student's satisfaction in education quality of VNUF

Linear Regression model employed to identify factors influencing the student's satisfaction in education quality at VNUF. Next, using standardized coefficient in the regression model to determine the contribution rate of each factor for student's satisfaction with education quality of VNUF. The detailed results of the regression model analysis and calculation results from the importance of each factor in the model shown in Table 05 and 06 in return as follows:

Table 05. Results of LR model

Variable	Coefficient (β)	t-value	Sig.	VIF
Constant	-8.183E-17	0.000	1.000	
X1	0.386	9.869	0.000	1.000
X2	0.216	5.512	0.000	1.000
X3	0.315	8.047	0.000	1.000
X4	0.223	5.699	0.000	1.000
X5	0.224	5.725	0.000	1.000
X6	0.297	7.603	0.000	1.000
F value	52.598 (Sig.=0,0000)			
R Square	0.483			
Adjusted R Square	0.474			
Durbin-Watson	1.957			

Source: Data from survey in 2015

Table 05 shows that the P-value of model and all variables in the model are 0.000 <0.001. These results indicate regression models and variables from X1 to X6 with statistically significant at the 99% confidence level. Adjusted R² is of 0.474 meaning that 47.4% of changes in student’s satisfaction explained by the model’s independent variables.

Based on the regression coefficients which are not standardized, Table 05 shows that: Variable X1 with the coefficient 0.386, the same way of relation with variable SAT. It means that when students evaluate lecturer factor increasing by 1 point, their satisfaction will increase by 0.386.

Variable X2 with the coefficient 0.216, the same way of relation with variable SAT. It means that when students evaluate infrastructure factor increasing by 1 point, their satisfaction will increase by 0.216.

Variable X3 with the coefficient 0.315, the same way of relation with variable SAT. It means that when students evaluate study environment factor increasing by 1 point, their satisfaction will increase by 0.315.

Variable X4 with the coefficient 0.223, the same way of relation with variable SAT. It means that when students evaluate factors of culture and sports increasing by 1 point, their satisfaction will increase by 0.223.

Variable X5 with the coefficient 0.224, the same way of relation with variable SAT. In other words, when students evaluate education program factor increasing by 1 point, their satisfaction will increase by 0.224.

Variable X6 with the coefficient 0.297, the same way of relation with variable SAT. In other words, when students evaluate ability to meet the student services increasing by 1 point, their satisfaction will increase by 0.297.

Table 06. The important placement of factors in LR model

Variable	Absolute value	%
X1	0.39	26.81
X2	0.22	15.00
X3	0.32	21.88
X4	0.22	15.49
X6	0.30	20.63
Total	1.45	100

Source: Data from survey in 2015

Standardized coefficient indicates the influence of independent variables converted into percentage (Đinh, 2011). The results in Table 06 shows that variable X1 is the largest contributors (26.81%), followed by X3 (21.88%), X6 (20.63%), X4 (15.49%) and X2 (15.00%) respectively. In Table 06, variable X5 is eliminated due to the significant result of constant residual variance of this variable (Sig.) <0.05.

In summary, the group of factors affecting student satisfaction in order of importance can be confirmed by verification such as: Lecturer, study environment, ability to meet student services, culture and sports, infrastructure and education program.

IV. CONCLUSIONS AND RECOMMENDATIONS

The results of the empirical research at the main campus in Hanoi and the second campus in Dong Nai show that student's satisfaction level in education quality of VNUF is quite high, demonstrated by the level of evaluation is 3.47/5. The highest proportion of interviewed students evaluating education quality is at average (46.10%). The proportion of interviewed students evaluating satisfied and very pleased at the main campus in Hanoi are higher, but not much, comparing to the second campus in Dong Nai. Student's satisfaction depends on six groups of factors in order of decreasing importance as: Lecturers, study environment, ability to meet student services, culture and sports, infrastructure and education program.

Based on the findings of research in practical conditions of VNUF currently, the study team proposed a number of measures in order of priority to improve education quality of VNUF in the near future as follows:

- Firstly, focusing on lecturer development as required improving both quantity and

quality. Standardized lecturers in undergraduate and postgraduate levels. Urgently build "special policy" relating to "attract, recruit, support, retrain, train and use" human resources of school. Notifying to build for resources of adjacent layers, in the long term not to make deficit of high qualified resources.

- Secondly, focusing on creating study environment becoming green, clean and friendly. Continuing to improve the quality of environmental sanitation, landscape architectural aesthetics and maintain absolutely security of school.

- Thirdly, focusing on the services development to meet the increasing needs of students. Diversifying the types of services for students, particularly in the administration, life, library, employment. Regularly organize surveys assessing about student's satisfaction for them, giving solutions to improve service quality. Besides, strengthening cooperation with other units and prestigious educational institutions domestic and to study the service model for students.

- Fourthly, further promoting entertainment – fitness at school with the nuclear field is Student Affairs Division, the Youth Union and Student Association. Strengthening cultural exchanges, sports with agencies, educational institutions by expanding the scale and improving quality. Focusing on brand building for school through special cultural and sporty programs of VNUF.

- Fifthly, increasing the investment in infrastructure, teaching and learning equipments. Modernization of physical infrastructure of school, especially laboratory, practicing rooms, researching rooms, library system and data communication systems. Using budget funds efficiently, avoiding wasteful losses.

- Sixthly, innovating education program to meet social needs. It is necessary to make an annual survey to assess the overall education quality, especially the student’s employment after graduation and ability to meet the work requirements of graduates from VNUF. Strengthening education cooperation with units and reputable educational institutions domestic and foreign. Accelerating implementation of advanced programs, affiliate programs with high quality, teaching programs in English language.

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APPENDIX TABLE

Appendix 01. Explanatory Factor Analysis of satisfaction level components

Observed variable	Factor (component)					
	1	2	3	4	5	6
LEC1	0.574					
LEC2	0.646					
LEC3	0.570					
LEC4	0.773					
LEC5	0.717					
LEC6	0.673					
INF1		0.630				
INF2		0.654				
INF3		0.813				
INF4		0.728				
INF5		0.588				
ENV1			0.785			
ENV2			0.730			
ENV3			0.688			
ENV4			0.707			
CS1				0.834		
CS2				0.850		
CS3				0.737		
CIR1					0.720	
CIR2					0.716	
CIR3					0.733	
SER1						0.784
SER2						0.835

Appendix 02. Results of Exploratory Factor Analysis of components

Factor	Description	Variable	Eigen value	Extracted Variance	Cronbach's Alpha
1	Lecturer	6	7.433	32.318	0.816
2	Infrastructures	5	2.517	10.943	0.806
3	Study environment	4	1.619	7.041	0.838
4	Culture and sports	3	1.129	4.908	0.896
5	Education program	3	1.074	4.670	0.661
6	Ability to meet student services	2	1.019	4.429	0.683
Total			64.310		

CÁC YẾU TỐ ẢNH HƯỞNG TỚI SỰ HÀI LÒNG CỦA SINH VIÊN VỚI CHẤT LƯỢNG ĐÀO TẠO CỦA TRƯỜNG ĐẠI HỌC LÂM NGHIỆP VIỆT NAM GIAI ĐOẠN 2015 - 2016

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TÓM TẮT

Nghiên cứu này thực hiện nhằm đánh giá mức độ hài lòng của sinh viên với chất lượng đào tạo tại trường Đại học Lâm nghiệp Việt Nam (ĐHLN), cơ sở đầu ngành về đào tạo nguồn nhân lực chất lượng cao trong lĩnh vực lâm nghiệp ở nước ta. Nhóm nghiên cứu sử dụng bảng hỏi để thu thập dữ liệu từ 345 sinh viên, ở cơ sở 1 tại thành phố Hà Nội và cơ sở 2 tại tỉnh Đồng Nai vào tháng 8 và tháng 9 năm 2015. Phương pháp phân tích khám phá nhân tố (EFA) và phương pháp hồi quy tuyến tính được ứng dụng để xác định vai trò của từng yếu tố đối với mức độ hài lòng của sinh viên. Kết quả cho thấy, mức hài lòng của sinh viên với chất lượng đào tạo tại trường ĐHLN là khá cao, đạt điểm trung bình là 3,47/5 điểm; Giảng viên, môi trường học tập và dịch vụ sinh viên là 3 yếu tố quan trọng nhất ảnh hưởng tới mức độ hài lòng của sinh viên. Kết quả nghiên cứu đã gợi mở một số giải pháp nâng cao chất lượng đào tạo, góp phần xây dựng ĐHLN trở thành trường đại học đa ngành, tiên tiến, hiện đại trong giai đoạn đến.

Từ khóa: Chất lượng đào tạo, Đại học Lâm nghiệp, mức độ hài lòng, nguồn nhân lực.

Reviewer : Dr. Trinh Hien Mai

Received : 04/4/2016

Revised : 08/4/2016

Accepted : 15/4/2016