HNUE JOURNAL OF SCIENCE DOI: 10.18173/2354-1075.2021-0244
Educational Sciences, 2021, Volume 66, Issue 5, pp. 150-162
This paper is available online at http://stdb.hnue.edu.vn

SATISFACTION OF STUDENTS WITH ONLINE TEACHING AND LEARNING AT THE FACULTY OF POLITICS THEORY - CIVIC EDUCATION, HANOI NATIONAL UNIVERSITY OF EDUCATION IN THE CONTEXT OF THE COVID-19 PANDEMIC

Nguyen Thi Thanh Tung
Faculty of Politics – Civic Education, Hanoi National University of Education

Abstract. The study aims to build a theoretical framework on influencing factors and measure the satisfaction of students from Faculty of Politics – Civic Education, Hanoi National University of Education for online teaching activities. Research using qualitative research methods in designing theoretical scale frameworks and quantitative research methods, conducting sociological investigations through online surveys to collect opinions of 278 students from Faculty of Politics – Civic Education in three industry codes (Political Education, Citizenship Education, Political Science) and analyzed data based on SPSS 20.0 software, scale testing by Cronbach's Alpha coefficient, KMO test and exploratory factor analysis (EFA) to assess the student status of satisfaction with variable areas related to online teaching activities. Research results show that there are 6 variable areas affecting learners' satisfaction with online teaching activities in the context of the Covid-19 pandemic. At the same time, it also shows the degree of influence of factors that are barriers to the satisfaction of students of the Faculty of Political Theory-Civic Education regarding online teaching.

Keywords: satisfaction of students, Faculty of Political Theory-Civic Education, online teaching.

1. Introduction

The Covid-19 pandemic has entered its third year with comprehensive impacts, covering the economic, political, cultural and educational life of all countries around the world that includes Vietnam. Like other governments, Vietnamese Government's solution is to switch to online training partly or completely for university students in the spirit of “stop going to school but never stop learning”. At the university level, research around online teaching and learning has also increased in the field of educational science, including student satisfaction about online teaching [1-8], with the aim to help administrators, policy makers and teaching staff find solutions to improve the quality of online teaching. In the study of Daniel & Yi-Shun (2008), there are 4 factors that affect learners' satisfaction, including: 1. Content and design of lessons, 2. Learning community, 3. Personalization, 4. Technological factors [9]. Based on a large survey of 1008 college students in the US, author Barbara Mean et al. showed that “Course satisfaction levels were much lower after courses were moved online and students were enrolled in the course. Students recounted a range of barriers to their continued education. More than 1 in 6 students experience frequent internet connection problems and/or hardware and software

Received October 11, 2021. Revised November 24, 2021. Accepted December 2, 2021.
Contact Nguyen Thi Thanh Tung, e-mail address: tungntt@hnue.edu.vn

problems severe enough to hinder their ability to continue in their courses" [10]. Satisfaction level is considered on 4 aspects: Instructor's Preparation, Quality of Course Content, Quality of Instruction, How Well You Were Learning. According to the view of Weldon, A. el al (2021), factors affecting student satisfaction include two groups: on the part of lecturers and on the part of students [11].

In Vietnam, survey studies on student satisfaction with online teaching are still quite modest. The author Nguyen Vu An and colleagues said that the level of student satisfaction with the training is considered on 6 factors: 1. Training program, 2. Teaching staff, 3. Organization training management, 4. Facilities, 5. Office staff, 6. Movement activities [12]. Author Pham Thi Mong Hang and her colleagues point out five groups of factors that affect students' assessment in online teaching, including: 1. Design; 2. Lecturer; 3. Students; 4. Content and personalization; 5. Technology [13]. In addition, studies by Nguyen Van Diep & Nguyen Phuoc Quy Quang (2018) [14], Pham Thi Lien (2016) [15], Pham Thi Ngoc Thanh et al (2020) [16], Vu Thuy Hang & Nguyen Manh Tuan (2013) [17] also mentioned factors affecting satisfaction such as online learning facilities and equipment, training programs, lecturers, learning community, user interface. In a study by Ronnie E. Baticulon et al (2020), he also agrees with Vietnamese researchers when stating "Barriers were classified under five categories: technological, individual, domestic, institutional, and community barriers" [18, p.617]

The above studies all contribute scientific based on building indicators to measure student satisfaction with online teaching activities, including a number of research papers published before the Covid-19 pandemic occurred. Because teaching and learning activities at any stage include objectives, content, teachers, learners, facilities, and learning resources. However, each new study only approaches some variables affecting student satisfaction with online teaching activities. Accordingly, the purpose of this study is to:

Firstly, to build a scale of student satisfaction with online training activities based on the approach to groups of influencing factors.

Secondly, to survey, analyze and discuss the status of satisfaction of students of the Faculty of Faculty of Politic Theory - Civic Education, Hanoi National University of Education with online teaching and learning activities.

2. Content

2.1. Research models

On the basis of inheriting theories and perspectives of international and Vietnamese researchers and in order to match the characteristics and conditions of the Faculty of Politic Theory - Civic Education, Hanoi National University of Education, the research author has conducted building a base table for selecting variable areas (Table 1) and a workshop, consulting experts to design a scale of observed variables that affect students' satisfaction with online teaching activities (Table 2). Of course, here, due to factors from practice, some variable areas are separated to describe more clearly and compatible with other studies, such as the "learning community" scale group is separated into two variable areas "faculty" and "student"; the "facilities" scale group is called the "infrastructure and technology" area, the "learner" factor turns into "students"; The element "content and personalization" separates apart from a "student" element and apart with a "learning resource" element. Within the scope of this research, the author only surveyed a few areas directly related to the satisfaction level of students of the Faculty of Politic Theory - Civic Education, Hanoi National University of Education. Some other factors such as online training management, satisfaction from the lecturer's point of view, etc. will be approached in future studies.

Table 1. The basis for selecting the variable area affecting the student's satisfaction with online teaching

No.	Variable area	Expectation sign	Scientific basis for variable selection
1	Training program	+	Daniel Y.S., W. Yi-Shun (2008) Nguyen Van Vu An and associates (2014) Pham Thi Lien (2016) Pham Thi Mong Hang (2020)
2	Infrastructure, technology	+	Daniel Y.S., W. Yi-Shun (2008) Nguyen Van Vu An and associates (2014) Pham Thi Lien (2016) Nguyen Van Diep & Nguyen Phuoc Quy Quang (2018); Pham Thi Mong Hang (2020); Pham Thị Ngoc Thanh and associates (2020); Ronnie E. Baticulon et al. (2020)
3	Interface design	+	Daniel Y.S., W. Yi-Shun (2008) Vu Thuy Hang and Nguyen Manh Tuan (2013) Nguyen Van Vu An and associates (2014); Pham Thi Mong Hang (2020)
4	Learning Resources	+	Daniel Y.S., W. Yi-Shun (2008) Vu Thuy Hang and Nguyen Manh Tuan. (2013) Pham Thị Ngoc Thanh and associates (2020);
5	Lecturers	+	Daniel Y.S., W. Yi-Shun (2008) Vu Thuy Hang and Nguyen Manh Tuan (2013) Nguyen Van Vu An and associates (2014) Pham Thi Lien. (2016) Pham Thi Ngọc Thanh and associates (2020) Pham Thi Mong Hang (2020) Ronnie E. Baticulon et al. (2020)
6	Students	+	Daniel Y.S., W. Yi-Shun (2008) Vu Thuy Hang and Nguyen Manh Tuan (2013); Pham Thi Mong Hang (2020) Pham Thi Ngoc Thanh and associates (2020) Ronnie E. Baticulon et al. (2020) Weldon, A. el al (2021)

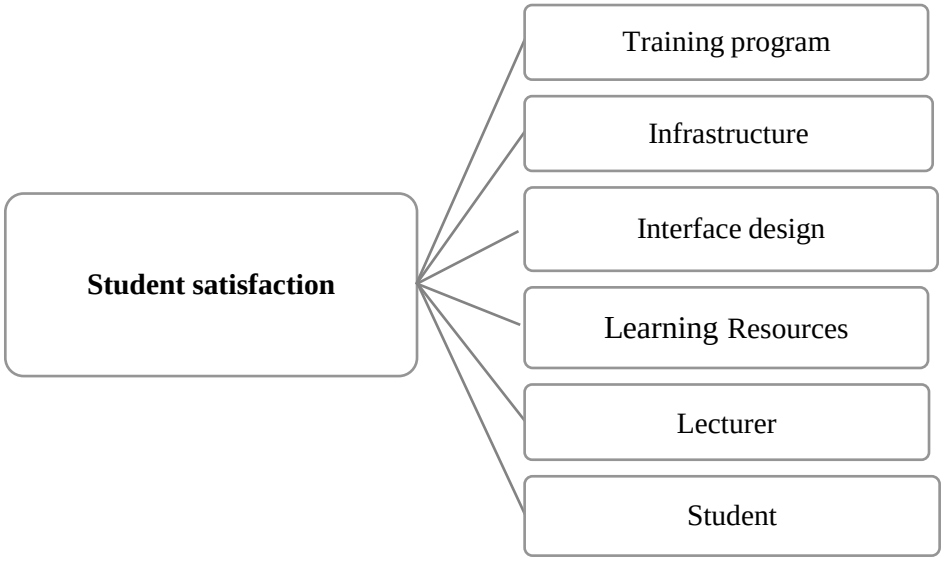
Table 2. Scale for interpreting variables affecting student satisfaction regarding online teaching

No.	Variable area	Encode	Describe in detail the observed variable
		Pro 1	Objectives of the curriculum and subjects are described clearly and in detail

1	Training program *(Pro)*	*Pro 2*	The training program ensures a reasonable distribution of general/industry/specialized education blocks
		Pro 3	The program is designed to meet the output standards of students of all disciplines, towards the development of human resources and learners' PC
		Pro 4	The course program has a lot of new and updated knowledge
		Pro 5	The modules in the program are related and logical to each other
2	Infrastructure, technology (*Tech)*	*Tech 1*	The infrastructure is always upgraded and improved to ensure optimal for the online teaching process
		Tech 2	Online teaching data storage system with good security
		Tech 3	The connection is stable, supporting students to access quickly, viewing and downloading documents is fast and convenient
		Tech 4	Teachers, students and administrators easily design teaching, learning, testing and monitoring activities. manage activities.
		Tech 5	Get timely IT advice and support when having problems
3	Interface design for online teaching *(Des)*	*Des 1*	The interface is designed to be easy to use, does not require much IT knowledge
		Des 2	Eye-catching interface design, ensuring harmony
		Des 3	The online classroom design still feels like the classroom at the lecture hall
		Des 4	The titles of the folders are designed to be concise, containing full information for different activities (teaching, learning, attendance, testing...)
		Des 5	Guaranteed interface for most class sizes
4	Learning Resources *(Res)*	*Res 1*	Resources are updated continuously for each lesson from teachers and students
		Res 2	The resource is designed with content suitable for students' specialized characteristics
		Res 3	Resources and learning materials in various forms for users to follow the learning process
		Res 4	Resources are designed synchronously by post/topic
5	Lecturers *(Lec)*	*Lec 1*	Enthusiastic, friendly and open-minded lecturers to create motivation for students to learn online
		Lec 2	The lecturer clearly describes the objectives, program, content and assessment criteria for the course
		Lec 3	Instructors use a variety of active teaching methods and techniques on online platforms

		Lec 4	Teachers encourage group discussions and interactions throughout the teaching process
		Lec 5	Teachers actively observe, give suggestions, and orient students to solve subject problems and other situations
		Lec 6	Instructors are ready to support students in situations arising in the learning process outside of class time
6	Students (Stu)	*Stu 1*	Students are motivated and ready for online learning in no time
		Stu 2	Students actively make timetables and arrange online study plans
		Stu 3	Students actively apply IT to improve online learning efficiency
		Stu 4	Students actively participate in group discussions and interact with teachers
		Stu 5	Students promote self-study and complete online learning tasks
7	Barriers to online teaching *(Bar)*	*Bar 1*	Internet connection
		Bar 2	Connected devices, online learning
		Bar 3	Take the initiative to arrange your own study plan
		Bar 4	Support and advice from training departments, IT centers and mass organizations
		Bar 5	Resources, online learning materials
		Bar 6	Teaching methods, teacher interaction

After consulting and consensus from experts, the model of the correlation between factors affecting online teaching in the context of the Covid-19 pandemic can be represented as the diagram below:



2.2. Research methods

The samples for this research were selected at 278 students from Faculty of Politic theory - Civic education, Hanoi National University of Education. The survey period is the 2020-202 school year to the first semester of the 2021-2022 school year. Table 3 shows some characteristics of sample structure participating in the survey of students from Faculty of Politic theory - Civic education, Hanoi National University of Education.

Table 3. Characteristics of survey sample structure

No.	Items	Frequency	Percent
Gender			
1	Male	33	11.9
2	Female	245	88.1
Majors			
1	Political education	74	26.6
2	Civic education	141	50.7
3	Politics	63	22.7
Place of residence			
1	Mountains	81	29.1
2	Countryside	125	45.0
3	Urban	72	25.9
Equipment used for online learning			
1	Computer	87	31.3
2	Ipad	2	0.7
3	Phone	94	33.8
4	Computer combined with other devices	95	34.2

The survey questionnaire was built based on the proposed research model including 6 variable areas with 35 items, including: 1) Training program (5 items); 2). Infrastructure, technology (5 items); 3) Interface design (5 items); 4) Learning Resources (4 items); 5) Instructor (6 items); 6). Students (5 items); 7. Barriers affecting online learning (6 items). The observed variables are measured based on the 5-level Linkert scale, corresponding to the level 1- Completely unsatisfied; level 2- Unsatisfied; Level 3- Normal; level 4- Satisfied; Level 5- Very Satisfied.

The study was conducted in a 2-step process:

Step 1: Conduct qualitative research by building a scale frame and observed variables suitable to the characteristics of students from Faculty of Politic Theory- Civic Education, Hanoi National University of Education, and at the same time consult experts on the reasonableness of the variables area and observed variables. The results obtained are as in Table 1 and Table 2.

Step 2: Quantitative research through online survey questions and the support of SPSS 20.0 software, scale testing by Cronbach's Alpha coefficient, KMO test and exploratory factor analysis (EFA) to evaluate Assessing the status of satisfaction of Politic theory - Civic education Faculty with variable areas related to online teaching activities. The research results show that

there are 6 areas of variables affecting satisfaction and one variable area assessing the degree of barriers affecting students' online learning.

To check the reliability and validity of the items, Cronbach-Alpha method was used on the basis of experimental scores and the experiment's reliability coefficient which was found as r = 0.908 - 0.959. In the view of the author, Nunnaly proposed, 0.7 is the minimum Alpha coefficient of Conbrach acceptable for the survey scale. Values show that the questionnaire used for the research was consistent, reaching a relatively good level. Therefore, the scale used in this research is suitable for practical application.

Table 4. Reliability of the scales

Measurement domains	Number of items	Cronbach's Alpha coefficient
Education program	5	0.959
Infrastructure, technology	5	0.908
Design the theme	5	0.940
Learning Resources	4	0.949
Lecturers	6	0.955
Students	5	0.953
Barriers affecting online learning	6	0.933

EFA exploratory factor analysis: Measurement scales and descriptive variables for each variable area include 36 observed variables: The reliability of the scale (Cronbach's Alpha coefficient) is all > 0.7. Reliability of observed variables (Factor loading) > 0.5. Testing the integration of the model: 0.5<KMO= 0.954 <1. Bartlett test on correlation between observed variables gives Sig results. = 0.000 < 0.05. Test for cumulative variance (Cumulative Variance > 50%). The performance parameters of factor analysis show that the tests are guaranteed within the allowed standard.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.954
Bartlett's Test of Sphericity	Approx. Chi-Square	11623.923
	df	630
	Sig.	.000

2.3. Research results

Regarding the level of satisfaction of students of the Faculty of Politic theory - Civic education, Hanoi National University of Education with the online training program, the results obtained are as follows in Table 5.:

Table 5. Student satisfaction with the faculty's online training program

Items	No	Minimum	Maximum	Std.Deviation	Mean	Rank
Pro 1	278	1	5	.713	4.15	4
Pro 2	278	2	5	.732	4.12	5
Pro 3	278	1	5	.748	4.16	2
Pro 4	278	2	5	.698	4.16	2
Pro 5	278	2	5	.731	4.21	1

Source: Survey data and analysis on SPSS 20.0 software

Evaluating students' satisfaction with the training program is the basis for influencing management and adjusting criteria and activities to match the output standards and online teaching practice. For students of the Faculty of Politic Theory - Civic Education, Hanoi National University of Education about the training program, the item "The modules in the program are related and logical to each other" (Pro 5) is ranked the highest. with Mean = 4.21 and the item "Electricity program ensures the reasonable distribution of general education blocks/majors/majors" ranked the lowest with Mean = 4.12 (Pro 2). The order of the remaining contents is, respectively, "Designed program to meet the output standards of students of various disciplines, towards the development of human resources and learners' PC" (Pro 3) with Mean = 4.16, "Course program has a lot of new and updated knowledge" (Pro 4) with Mean = 4.16, "The objectives of the curriculum and subjects are described clearly and in detail" (Pro 1) with Mean = 4.15. However, there is no significant difference between the rank ranks from 2 to 4.

Regarding the satisfaction level of students of Faculty of Politic Theory - Civic Education, Hanoi National University of Education with infrastructure and technology for online teaching activities, the results obtained are as in Table 6 below.:

Table 6. Student satisfaction with online infrastructure and technology

Items	No	Minimum	Maximum	Std. Deviation	Mean	Rank
Tech 1	278	1	5	.727	4.07	4
Tech 2	278	1	5	.724	4.18	2
Tech 3	278	2	5	.810	3.84	5
Tech 4	278	2	5	.680	4.20	1
Tech 5	278	2	5	.721	4.12	3

Source: Survey data and analysis on SPSS 20.0 software

In online teaching, infrastructure and equipment play an indispensable role and previous studies have demonstrated the important influence of this factor on effectiveness, emotions, and satisfaction. of teachers and learners. Table 6 shows the satisfaction level of students of the Faculty of Politic Theory - Civic Education, Hanoi National University of Education about infrastructure and technology in online teaching in the 2020-2021 school year. Item "Teachers, students and administrators easily design teaching, learning, assessment and monitoring activities. managing activities" (Tech 4) is ranked the highest with Mean = 4.20 and the item "The connection is stable, supporting students to access quickly, viewing and downloading documents is fast and convenient" ranked the lowest rank with Mean = 3.84 (Tech 3). The order of the remaining contents is "An online teaching data storage system with good security" (Tech 2) with Mean = 4.18 (ranked second), "Receive advice and support", respectively. about IT in time when there is a problem" (Tech 5) with Mean = 4.16 (ranked 3) and "The infrastructure is always upgraded and improved to ensure optimal for the online teaching process" (Tech 1) with Mean = 4.07 (ranked 4th).

Regarding the level of satisfaction of students of the Faculty of Politic Theory - Civic Education, Hanoi National University of Education with the design of the online training interface, the results obtained are as follows in Table 7.

Table 7 shows that, from the point of view of students of the Faculty of Politic theory - Civic education, Hanoi National University of Education, the highest mean score of Mean = 4.23 belongs to the observed variable "The titles of the directories are designed concisely, contains full information for different activities (teaching, learning, attendance, testing...) (Des 4), the lowest-ranked average score for the criterion "Design of online classrooms" online still feels like a classroom at a lecture hall" (Des 3) with Mean = 4.07. The remaining ranks are:

"The interface is guaranteed to work for most class sizes" (Des 5) (Mean = 4.22, ranked 2nd), "The interface is designed to be easy to use, does not require any requirements. a lot of IT knowledge" (Des 1), (Mean = 4.20, ranked 3rd), "Designing eye-catching interfaces, ensuring harmony" (Des 2) (Mean = 4.16, ranked 4th).

Table 7. Student satisfaction with online teaching interface design

Items	No	Minimum	Maximum	Std. Deviation	Mean	Rank
Des 1	278	1	5	.723	4.20	3
Des 2	278	2	5	.700	4.16	4
Des 3	278	2	5	.727	4.07	5
Des 4	278	3	5	.669	4.23	1
Des 5	278	3	5	.663	4.22	2

Source: Survey data and analysis on SPSS 20.0 software

Regarding the satisfaction level of students of Faculty of Politic theory - Civic education, Hanoi National University of Education with online learning resources, the results obtained are as in Table 8 below:

Table 8. Student satisfaction with learning resources provided to the system

Items	No	Minimum	Maximum	Std. Deviation	Mean	Rank
Res 1	278	1	5	.725	4.19	4
Res 2	278	2	5	.687	4.24	1
Res 3	278	2	5	.699	4.21	3
Res 4	278	1	5	.689	4.23	2

Source: Survey data and analysis on SPSS 20.0 software

Table 8 shows the satisfaction level of students of the Faculty of Politic theory - Civic education, Hanoi National University of Education about the resource factor in online teaching in the 2020-2021 school year. Item "Resources are designed with content suitable to the specialized characteristics of students" (*Res* 2) is ranked the highest with Mean = 4.24 and the item "Resources are updated continuously for each lesson from teachers and students. SV" ranked lowest with Mean = 4.19 (*Res* 1). The hierarchy of the remaining content is, respectively, "Resources designed synchronously by lesson/topic" (*Res* 4) with Mean = 4.23 (ranked second), "Resources and learning materials in various forms" for, convenient for users to track the learning process" (*Res* 3) with Mean = 4.21 (ranked 3rd). Although ranked in different ranks, the average score of all 4 observed variables is > 4, showing that the online learning resources provided by the faculty and the lecturers are mostly rated by students, rating at "satisfied" (level 4) and "very satisfied" (level 5).

Regarding the satisfaction level of the students of the Faculty of Politic Theory - Civic Education, Hanoi National University of Education with the attitudes, styles and methods of online teaching of the lecturers, the results obtained are as in Table 9 below.

Lecturers are one of the important subjects in organizing interactive activities, arousing students' motivation and interest in participation. The survey results in Table 9 show that, students are most satisfied with the criterion "Teachers encourage group discussion and interaction during the teaching process" (Lec 4) with Mean = 4.42 and ranked at the top of the list. The lowest rank is the criterion "Teachers are willing to support students in situations

arising in the learning process outside of class time" (Lec 6) with Mean = 4.33. The remaining ranks from level 2 to level 5 correspond to the item "Enthusiastic, friendly and open-minded lecturers to create motivation for online learning for students" (Lec 1) ranked 2nd with Mean = 4.39, Item "Lecturers actively observe, give suggestions, and orient students to solve subject problems and other situations" (Lec 5) ranked 3rd with Mean = 4.38, Item "Teachers clearly describe their goals, curriculum, content and assessment criteria" (Lec 2) ranked 4th with Mean = 4.37 and the item "Teachers use a variety of active teaching methods and techniques on online platforms" ranked 5th with Mean = 4.34.

Table 9. Student satisfaction with lecturers in online teaching

Items	No	Minimum	Maximum	Std.Deviation	Mean	Rank
Lec 1	278	1	5	.696	4.39	2
Lec 2	278	2	5	.649	4.37	4
Lec 3	278	2	5	.665	4.34	5
Lec 4	278	3	5	.630	4.42	1
Lec 5	278	1	5	.685	4.38	3
Lec 6	278	2	5	.679	4.33	6

Source: Survey data and analysis on SPSS 20.0 software

Regarding the satisfaction level of students of the FPTCE, Hanoi National University of Education with the students' initiative and adaptation, the results obtained are as follows in Table 10:

Table 10. Student satisfaction with their ability to adapt and engage with online training

Items	No	Minimum	Maximum	Std. Deviation	Mean	Rank
Stu 1	278	1	5	.724	4.27	2
Stu 2	278	2	5	.652	4.29	1
Stu 3	278	2	5	.698	4.26	3
Stu 4	278	2	5	.688	4.22	5
Stu 5	278	1	5	.732	4.25	4

Source: Survey data and analysis on SPSS 20.0 software

The effectiveness of the online teaching process is the result of the learners during the process of participating in online learning. The level of student satisfaction includes the results of learners' self-assessment of self-satisfaction. Table 10 shows that the most satisfied student rank is the item "Students actively make timetables and arrange online learning plans" (Stu 2) with Mean = 4.29. Next is "Students are motivated and ready for online learning in a short time" (Stu 1) with Mean = 4.27 (ranked 2), "Students actively apply IT to improve learning efficiency. online training" with Mean = 4.26 (ranked 3rd), "Students promote self-study and complete online learning tasks" (Stu 5) with Mean = 4.25 (ranked 4) and ranked in rank The lowest in self-assessment of students' own satisfaction belongs to the observed variable "Students actively participate in group discussions and interact with lecturers" (Stu 4) with Mean = 4.22.

In addition, in the satisfaction survey, the research team also surveyed opinions to assess the barriers affecting students' satisfaction about online teaching, the results obtained are as follows in Table 11:

Table 11. Students' perceptions of the influence of "barriers" on the effectiveness of online learning

Items	No	Minimum	Maximum	Std. Deviation	Mean	Rank
Bar 1	278	1	5	.925	3.55	1
Bar 2	278	1	5	.983	3.48	4
Bar 3	278	1	5	1.117	3.38	6
Bar 4	278	1	5	1.123	3.46	5
Bar 5	278	1	5	1.090	3.52	2
Bar 6	278	1	5	1.067	3.51	3

Source: Survey data and analysis on SPSS 20.0 software

The survey results of 278 students showed that the students' assessments of the impact of barriers ranged from level 1 (completely no influence) to level 5 (very influential). The level of influence ranked 1st is "Internet connection" (Bar 1) with Mean = 3.55 and the 6th level of influence is "Actively arranging one's own study plan" (Bar 3) with Mean = 3.38. The remaining criteria in turn are the factor "Online resources and learning materials" (Bar 5) ranked second with Mean = 3.52, the factor "teaching methods, teacher interaction" (Bar 6) ranked second. 3 with Mean = 3.51, the factor "Connecting devices, online learning" (Bar 2) ranked 4th with Mean = 3.48 and ranked 5th was the factor "Support and advice from the training room, center IT centers and mass organizations" (Bar 4) with Mean = 4.46.

3. Conclusions

It cannot be denied that the Covid pandemic with its great effects on the higher education of countries around the globe [19], forced countries to change their adaptive policies even on the part of learners., teachers and educational management agencies do not want that to happen - switching from face-to-face teaching to online teaching. Vietnam's higher education is no exception.

Survey results from 278 students from the Faculty of Politic Theory- Civic Education, Hanoi National University of Education in the academic year 2020-2021 show that learners' satisfaction with online teaching activities of this school year-respectively with the Covid-19 pandemic entering its third year- in terms of training programs, technology infrastructure, interface design, learning resources, lecturers and students themselves are all quite active when the average Mean of all 6 variable areas > 4.0, showing that the percentage of students choosing the level of "satisfied" and "very satisfied" accounts for the majority. The results show that the expected sign "+" in the original hypothesis has been tested in practice.

The satisfaction of lecturers ranked first with Mean(Lec)= 4.37, the second-ranked student's satisfaction with their own adaptability with Mean(Stu) = 4.25, the lowest is the technology infrastructure with Mean(Tech) = 4.08. Obviously, the strengths of a pedagogical lecturer with the ability to use active and diverse teaching methods and techniques, combined with the ability to apply IT in online teaching, are continuously trained by the school. has improved students' satisfaction with teaching activities. The strengths of pedagogical students themselves are also the basis for helping learners plan and control their own online learning process. under the guidance of the faculty and the learning community. At the same time, the common dilemma for both Vietnam and all countries with developed economies when it comes to online training is the problem of infrastructure and technology - although the satisfaction

level of students is still acceptable. yes, but still in the group of variables with the lowest overall average score.

More specifically, out of the total number of observed variables surveyed, the satisfaction level of students from Faculty of Politic theory - Civic education, Hanoi National University of Education with the factor "Tech 3" - stable transmission line, support Student support has fast access, fast document viewing and downloading speed, and convenience - rated the lowest with Mean = 3.84, and at the same time, student satisfaction with the factor "Lec 4" - Encouraged by lecturers Group discussion activities, interaction throughout the learning process reached the highest level of satisfaction with Mean = 4.42. This result shows a positive correlation with the general results analyzed above.

The above results show that, in order to maintain positive results in online teaching, it is necessary to add the most improved solutions belonging to the group of "infrastructure, technology" and two groups of variable areas. - subject of teaching process (lecturer) and learning process (student) need to continue to maintain adaptive capacity, ability to use interactive forms in active teaching, capacity to apply ICT and ability to control negative emotions, reduce stress caused by prolonged online teaching.

REFERENCES

[1] Pham Thi Mong Hang, 2020. Assessing students' satisfaction with E-Learning teaching activities at Dong Nai University of Technology, *Vietnam Education Journal*, Issue 476 (Section 2), pp. 49-54.

[2] Lokanath Mishraa et al., 2020. Online teaching-learning in higher education during lockdown period of COVID-19 pandemic, *International Journal of Educational Research Open, Available online 10 September, pp.1-8.*.

[3] Pham Thị Lien., 2016. Training service quality and student satisfaction. The case of University of Economics, Hanoi National University, *Science Journal of Vietnam National University*, Vol. 32, Issue 4, pp.81-89.

[4] Pham Thị Ngoc Thanh et al., 2020. Feelings of regular students when experiencing fully online learning during the Covid-19 epidemic prevention and control period, *Journal of Science Ho Chi Minh City Open University*, 15(4), pp.18-28.

[5] Nguyen Van Vu An and associates, 2014. Factors affecting the satisfaction of students with the training at the Faculty of Economics, Law (Factors affect the level of students' satisfaction of training at the faculty of economics, law), *Journal of social sciences Association and Humanities*, No. 14, pp.54-62

[6] Emilda Sulasmi & Agussani, 2021. Managing Virtual Learning at Higher Education Institutions during Pandemic Covid-19 in the Indonesian Context. *Educational Sciences: Theory and Practice*, 21(1), pp. 98-111.

[7] Suhair Jaradat & Aseel Ajlouni, 2021. Undergraduates' Perspectives and Challenges of Online Learning during the COVID-19 Pandemic: A Case from the University of Jordan. *Journal of Social Studies Education Research*, 12 (1), 149-173.

[8] Claudiu Coman el al., 2020. Online Teaching and Learning in Higher Education during the Coronavirus Pandemic: Students' Perspective. *Sustainability*, 12, pp1-24

[9] Daniel Y.S., W. Yi-Shun, 2008), multi-criteria evaluation of the web-based e-learning system: A methodology based on learner satisfaction and its applications. *Computers & Education*, No.50, pp. 894–905.

[10] Barbara Mean & associates, 2021. Teaching and Learning in the Time of Covid: The Student Perspective, *Online Learning Journal*, Vol 25, Issue 1, pp.8-27.

[11] Weldon, A. el al, 2021. Online learning during a global pandemic: Perceived benefits and issues in higher education. Knowledge Management & E-Learning, 13(2), 161–181.

[12] Nguyen Van Vu An and associates., 2014. Factors affecting the satisfaction of students with the training at the Faculty of Economics, Law (Factors affect the level of students' satisfaction of training at the faculty of economics, law), *Journal of social sciences Association and Humanities*, No. 14, pp.54-62.

[13] Pham Thi Mong Hang, 2020. Assessing students' satisfaction with E-Learning teaching activities at Dong Nai University of Technology *Vietnam Education Journal*, Issue 476 (Section 2), pp. 49-54.

[14] Nguyen Van Diep & Nguyen Phuoc Quy Quang, 2018. Analysis of factors affecting student satisfaction about service quality of facilities at Tay Do University. *Journal of Scientific Research and Economic Development of Tay Do University*, No. 03, pp.1-19.

[15] Pham Thi Lien, 2016. Training service quality and student satisfaction. The case of University of Economics, Vietnam National University, Hanoi, *Science Journal of Vietnam National University, Hanoi*, Vol. 32, Issue 4, pp.81-89.

[16] Pham Thi Ngoc Thanh & associates. 2020. Feelings of regular students when experiencing fully online learning during the Covid-19 epidemic prevention and control period. *Journal of Science Ho Chi Minh City Open University*, 15(4), pp.18-28.

[17] Vu Thuy Hang & Nguyen Manh Tuan, 2013. Integrating factors affecting learner satisfaction into the E-Learning system: A case study at the University of Economics and Law. *Scientific Journal of Ho Chi Minh City University of Education*, No. 53, pp.24-46

[18] Ronnie E. Baticulon et al., 2020. Barriers to online learning in the time of COVID-19: A national survey of medical students in the Philippines. *Medical Science Educator*, Vol. 31, pp.615–626.

[19] UNESCO IESALC., 2020. COVID-19 and higher education: Today and tomorrow Impact analysis, policy responses and recommendations.