

# Evaluating Students' Level of Satisfaction With Physical Education at University of Finance - Marketing, Vietnam

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## Abstract

Evaluating students' satisfaction with physical education subjects is an important basis for proposing measures to improve satisfaction levels and at the same time improve the learning effectiveness of physical education subjects for the University of Finance - Marketing, VietNam, gradually improve teaching quality to best meet learners' needs. Through research methods, 23 observed variables belonging to 5 main factors were identified to evaluate students' satisfaction with physical education subjects at the University of Finance - Marketing, Vietnam, including: Program, detailed outline of physical education subject (5 variables), Teaching staff (6 variables), Facilities (4 variables), Teaching organization and student assessment (6 variables), Feelings about results achieved from physical education subject (2 variables). The overall assessment results show that there are some factors that do not meet the needs of students such as the program, detailed syllabus or facilities. Therefore, students are not really satisfied when participating in physical education.

**Keywords:** satisfaction evaluate, satisfaction status, satisfaction evaluate criteria, University of Finance - Marketing, VietNam

## 1. Introduction

Vietnam's higher education in the current period has undergone many changes, gradually integrating with countries in the region and the world, meeting the learning needs and human resource needs of society. Vocational and applied university education is being formed and developed. The scale of training has increased rapidly, diversifying training professions, types, training methods and owners of educational and training facilities. These changes are both opportunities to improve the quality of education and training, and at the same time challenges for ensuring the quality of education and training. The issue of quality in general, as well as quality in training at educational institutions, is always a matter of top concern to improve the quality of university education today.

A developed education that meets social needs and has quality is an important factor in bringing satisfaction to learners. In the field of education, evaluating quality through learners' opinions, more specifically evaluating learners' satisfaction, becomes extremely necessary and important.

Learner satisfaction is the learner's basis on his own understanding of all issues related to the course program. Learner satisfaction is formed on the basis of sharing from predecessors, acquired knowledge, evaluation from employers, etc.

In addition to training specialized subjects in Economics, Public Finance, Business Administration, Accounting, etc., the University of Finance and Marketing also focuses on general subjects such as Philosophy, Information Technology, Physical Education, etc.

The school's current physical education program is built on the basis of 3 elective courses that students study in 3 semesters of the first and second years, including subjects such as: soccer, volleyball, table tennis, basketball, swimming, badminton, athletics, aerobics, vovinam, muay thai, pickleball, golf. For each semester, students will choose 1 sport to study (cannot choose the same sport for 2 semesters), so improving students' sports competition skills is somewhat limited and not being able to choose a favorite sport to participate in studying for 3 semesters, this is also one of the issues that makes students unsatisfied. Besides, there are some other factors that affect student satisfaction such as program content, facilities, teaching staff, etc.

Based on the above practical problems, *"Evaluating students' level of satisfaction with physical education at University of Finance - Marketing, VietNam"* is necessary. This is the basis for building suitable solutions to

apply in teaching to contribute to improving teaching quality, meeting future social needs, contributing to creating a high-quality workforce with professional skills, knowledge, good craftsmanship and especially good health.

## 2. Research Methods

To research the topic of students' interest in studying physical education at the University of Finance and Marketing, the author used the following methods:

• **Document analysis and synthesis method:** The author uses this method to collect relevant theoretical information, analyze, synthesize and systematize that knowledge, thereby forming a theoretical basis for the research (Sinh Nguyen Xuan. 1999); (Phuong Le Quy et al. 2015). Techniques used in the research process: Reading, analyzing and synthesizing domestic and foreign research works, Documents, Circulars, Decrees, and Resolutions of the Vietnamese government related to the research issue.

• **Survey and evaluation method:** This method allows the author to collect information from rich data sources. By conducting surveys and interviews, the author can collect opinions, views and experiences from research participants. This method helps the author to determine the data sample accurately and representative of the group of people the author wants to study. By selecting a representative data sample, the article will ensure the accuracy and reliability of the research results (Sinh Nguyen Xuan. 1999); (Phuong Le Quy et al. 2015). Research using this method aims to collect necessary information for the research direction.

Form: Indirect interview through questionnaires.

How to do: Use questionnaires sent to the subjects to be interviewed. The interview form has pre-designed questions and payment levels, and there are also open questions so that the interviewee can add more opinions. From the responses, the collected data will be processed, analyzed and evaluated.

To conduct a successful research, the author proceeds to create a specific research plan to answer the research questions. Research samples:

*About the lecturer:* The research surveyed 20 lecturers, of whom 75% were male and 25% were female. Degree: completed postgraduate program, of which 35% completed doctoral program, 65% completed master's program. Teaching experience: 60% of lecturers have teaching experience of over 10 years, 40% of lecturers have teaching experience of less than 10 years.

Table 1. Survey sample (lecturers)

	Survey form	N (20)	Percent (%)
Sex	Male	15	75
	Female	5	25
Degree	Doctoral	7	35
	master	13	65
Teaching experience	> 10 years	12	60
	< 10 years	8	40

*About students:* The survey was conducted on 500 students who completed physical education courses of the first, second and third years, including 4 representative faculties: Economics - Law, Business Administration, Banking and Finance and Faculty of Commerce. Analysis of Table 2 shows the results: The total number of ballots issued was 500, the number of ballots collected was 493, reaching 98.6%. Of which, there were 387 female students, accounting for 78.50% and 106 male students, accounting for 21.50%.

Table 2. Survey sample (students)

	Survey form	N (493)	Percent (%)
<b>Sex</b>	Male	106	21.5
	Female	387	78.5
<b>School year</b>	First year	155	31.4
	Second year	193	39.1
	Third year	145	29.4
<b>Facultie</b>	Economics - Law	95	27.4
	Business Administration	93	24.3
	Banking and Finance	105	23.3
	Faculty of Commerce	100	24.9

Statistical mathematical methods: Through survey and evaluation methods providing digital and quantitative data, the author allows to apply statistical analysis methods to further understand relationships and trends. y analyzing the data, the author identified the observed variables and key factors on which to evaluate students' satisfaction with physical education subjects at the University of Finance - Marketing (Vinh Do & Khai Huynh Trong. 2008), (Trong Hoang & Ngoc Chu Nguyen Mong. 2008). The data are processed by mathematical statistical methods on computers using Microsoft Excel software and pre-defined SPSS software to calculate typical statistical parameters such as: percentage, frequency, average, standard deviation, charts, graphs.

### 3. Theoretical Basis

Evaluating student satisfaction is the process of measuring their satisfaction with their educational experience, based on a comparison between initial expectations and the outcomes received. This process often uses factors such as training quality, facilities, scholarships, career opportunities and training results to make an overall evaluating.

According to Oliver (1997), satisfaction is defined as “the user's response to having his or her desires met”. This is considered a general definition when assessing satisfaction levels. With this definition, users do not necessarily have to have standards before using services or have to use them before being able to evaluate. According to Kotler (2001), satisfaction is the level of emotional state when a person compares the results obtained from a product with his or her expectations. With this definition, users must also go through the experience process to be able to evaluate.

University Students' Satisfaction and Evaluations of Synchronous Online Learning for Physical Education Courses (Jeong & Chung. 2023). The author believes that: “Physical education major in higher education has been negatively impacted during COVID-19 due to the need for social distancing. Many universities have adopted hybrid or fully remote learning models to avoid these risks in this environment. Recognizing the importance of online education for physical education, this research focuses on Korean university students' satisfaction and evaluation with synchronous online learning using Zoom. The study implemented a mixed method, including exit course surveys (n=60) and individual interviews (n=4). The data was collected in the 2022 fall semester. Study results showed synchronous online education provided a flexible learning environment for physical education students.

The Quality Teaching and Learning Satisfaction on Physical Education Courses Among Students in A Government University in Guangdong, China (Li, Yuexing. 2023). Through literature survey, questionnaire survey and other methods, this paper studies and analyzes the influence of PE teaching quality on students' learning satisfaction and the existing problems, hoping to understand the current situation of students' satisfaction with PE courses in Guangdong University of Science and Technology, find out the existing problems, and analyze the main factors affecting PE curriculum satisfaction in Guangdong University of Science and Technology. It provides a basis for Guangdong University Science and Technology to optimize the learning and teaching level of PE courses, and provides a certain experience and theoretical basis for promoting the deepening reform of physical education courses in Chinese universities.

Through the research, the topic has built four solutions to meet students' satisfaction with physical education (PE) activities at Ho Chi Minh City University of Technology and Education (HCMUTE) (Thanh Nguyen Duc & Vu Le Kim. 2022). These include: strengthening movement activities, and extra-curricular activities; supplementing and updating documents and textbooks; improving teaching staff's qualifications, along with improving teaching,

testing and evaluation methods; upgrading physical facilities for sports. After a period of application in practice, the solutions proposed by the topic have proven to be effective and meet the satisfaction of learners.

This research aims to study the satisfaction level of physical education students experimenting with basketball coaching skills development models using mixed learning using quantitative research methods. The samples were 35 undergraduates, 4<sup>th</sup> year, bachelor of education programs in physical education, Faculty of Education, National Sports University, Lampang Campus, who registered 35 students in basketball training tactics, semester 1, academic year 2021. By Purposive Sampling Technic, the results showed that the results showed that the results of the study were the satisfaction of applying the basketball coaching skills development model using mixed learning to experiment with physical education students. It is included on a very high level.

Research on evaluate the level of student satisfaction when participating in Physical Education has been of interest to many scientists, from which there have been forums for serious discussion, showing that there are different views (Nhu Nguyen Bich & Hieu Nguyen Trung. 2021) that to assess the level of student satisfaction, it is necessary to rely on the following factors: Admissions, counseling, guidance, organization, student management, facilities, and support staff. According to the group of authors (Huyen Hoang Thanh & Ha Tran Thi Thai. 2019); (Nhun Le Thi Hong. 2020), the factors that evaluate student satisfaction in the training program include: Training program; Teaching staff; Facilities and student support. (Elliott & Shin. 2002); (Amina Hameed & Shehla Amjad. 2011) when studying the model of measuring student satisfaction were based on factors of learning environment, facilities, lecturers, and support services.

So, the question is: Why should we evaluate students' satisfaction level when participating in physical education?

To answer this question, the author argues that assessing student satisfaction is a very important activity in higher education, because it helps schools understand the actual training quality and the level of meeting learners' needs. Specifically, the following main reasons can be mentioned:

- Measuring training quality: Satisfaction level reflects students' perceptions of teaching quality, facilities, support services, learning environment, etc. This is an important output indicator in the education quality assurance system, helping to determine whether the training program meets its objectives or not.
- Improve teaching and management activities: Through satisfaction surveys, schools can detect strengths and weaknesses in training activities. The results help adjust the curriculum, teaching methods, evaluate systems, student services, etc. to improve efficiency.
- Strengthen the bond between students and the school: When students are listened to and feel their opinions are valued, they will be more engaged, confident and proactive in their learning. This contributes to building a culture of quality and a positive learning environment in schools.
- Providing data for accreditation and rankings: University accreditation and ranking organizations often consider student satisfaction as an important criterion for evaluate quality. This result helps the school enhance its reputation, brand and attract new students.
- Long-term development orientation: Feedback from students is a practical and reliable source of information that helps schools plan strategies, develop training programs, facilities and teaching staff to suit social needs.

Student satisfaction evaluating is a necessary feedback tool to help educational institutions ensure and improve training quality, increase engagement with learners, and affirm the school's reputation in the education system.

## 4. Results and Discussion

### 4.1 Identify Criteria to Evaluate the Satisfaction Level of Students of the University of Finance – Marketing With the Subject of Physical Education

The scale used in the student study was constructed based on satisfaction theory and published satisfaction scale theories of research works. Through the steps, the initial draft scale includes: Program, detailed outline of physical education subject; Teaching staff; Facilities; Teaching organization and student assessment; Perception of results achieved from physical education subject and is measured by 28 variables. But after adjusting the scale, group discussion, interview (the chosen form to answer the questions in the interview form is the Likert scale (Likert - Type) with 5 levels as follows: **5. Strongly agree, 4. Agree, 3. No opinion, 2. Disagree and 1. Strongly disagree.** The results showed that there were 5 variables that were adjusted (removed). The adjusted scale includes 22 **criteria** belonging to 5 main factors that are used to evaluate the satisfaction of students of the University of Finance - Marketing with the subject of physical education, shown in Table 3 as follows:

Table 3. Criteria for evaluate the satisfaction level of students at the University of Finance - Marketing with physical education subjects

o.	Factors	Evaluation criteria
1	Program, detailed outline of physical Education subject (Coded from CT1 - CT5).	<p>The course curriculum is updated regularly.</p> <p>The course content reflects the objectives of the School's training program.</p> <p>The subjects in physical Education are linked together.</p> <p>The course program has a reasonable distribution of theory and practice.</p> <p>The course program provides basic skills in sports activities.</p>
2	Teaching staff: (Coded from GV1 - GV6).	<p>Lecturers are highly qualified and have extensive knowledge in the subjects they teach.</p> <p>The lecturer has good and easy to understand communication methods.</p> <p>Instructors ensure class hours and teaching plans.</p> <p>The lecturer has a close and friendly attitude towards students.</p> <p>Lecturers are willing to share knowledge and experience with students.</p> <p>Instructors assess learning outcomes accurately and fairly.</p>
3	Facilities (Coded from CSVC1 - CSVC4)	<p>The textbooks/learning materials of each subject are fully and diversely announced.</p> <p>The school always has a rich and diverse source of reference materials on various subjects.</p> <p>The playground meets the learning needs of students.</p> <p>The class has a reasonable number of students.</p>
4	Organizing teaching and student evaluate (Coded from GDĐG1 – GDĐG5)	<p>Study plans are communicated to students promptly.</p> <p>The study plan facilitates students: choosing subjects, schedule, self-study.</p> <p>Evaluate forms are appropriate to program objectives.</p> <p>Evaluate results accurately reflect students' abilities.</p> <p>Evaluate results are announced promptly to students.</p>
5	Feelings about the results achieved from the subject of Physical Education (Coded from CNKQ1 - CNKQ2)	<p>Physical education helps you stay healthy</p> <p>Physical education helps you develop the necessary qualities of learners (ethics, personality, lifestyle, sense of responsibility, sense of discipline, etc.).</p>

#### ***Scale validation using Cronbach Alpha reliability coefficient***

Based on the above research results, the satisfaction evaluate scale is built on 5 factors: The program and detailed outline of the subject of physical education are measured by 5 variables, coded from CT1 to CT5; The teaching staff is measured by 6 variables, coded from GV1 to GV6; Facilities are measured by 4 variables, coded from CSVC1 to CSVC4; Teaching organization and student evaluate are measured by 5 variables, coded from GDĐG1 to GDĐG5; Feelings about the results achieved from the subject of physical education were measured by two variables, coded from CNKQ1 to CNKQ2. The research conducted Cronbach's Alpha test for each variable to measure whether a set of questions in each variable are really linked together or not. The results of Cronbach alpha analysis in Table 3 show that: the variables in the scale are all reliable enough to conduct further research (total

Cronbach alpha is greater than 0.6; correlation coefficient with total variable (Corrected Item Total Correlation) is greater than 0.3).

Table 4. Evaluate of scale reliability using Cronbach's alpha reliability coefficient

<b>Evaluation criteria</b>	<b>Scale Mean if Item Deleted</b>	<b>Scale variance if Item Deleted</b>	<b>Corrected Item – Total Correlation</b>	<b>Cronbach's Alpha if Item Deleted</b>
CT1	85.23	182.82	0.352	0.819
CT2	85.95	187.25	0.401	0.822
CT3	85.23	182.82	0.352	0.819
CT4	84.87	174.97	0.476	0.813
CT5	86.02	181.06	0.329	0.819
GV1	85.89	177.81	0.434	0.816
GV2	85.71	181.51	0.329	0.819
GV3	86.14	179.83	0.393	0.817
GV4	85.66	178.33	0.439	0.816
GV5	85.79	182.15	0.34	0.819
GV6	86.03	179.15	0.377	0.818
CSVC1	85.87	175.97	0.486	0.814
CSVC2	86.08	175.22	0.518	0.813
CSVC3	86.09	172.52	0.587	0.811
CSVC4	86.09	172.52	0.587	0.811
GDĐG1	86.51	182.93	0.456	0.821
GDĐG2	86.38	182.97	0.327	0.823
GDĐG3	86.4	187.73	0.408	0.826
GDĐG4	86.51	183.82	0.418	0.823
GDĐG5	86.18	183.84	0.427	0.822
CNKQ1	86.17	182.25	0.307	0.82
CNKQ2	85.98	183.87	0.44	0.822

#### *4.2 Evaluating the Satisfaction Level of Students of the University of Finance - Marketing With the Subject of Physical Education*

From the results of the criteria determined through testing in Table 4, the study conducted interviews on the satisfaction level of students at the University of Finance - Marketing with the subject of physical education. Through the results of the interview survey, the study analyzed and evaluated the satisfaction of students at the University of Finance - Marketing with the subject of physical education by calculating the average value of the criteria groups. The satisfaction level was evaluated according to 5 levels as follows: 5. Very satisfied, 4. Satisfied, 3. Normal, 2. Dissatisfied and 1. Very dissatisfied. The results are as follows:

Table 5. Descriptive statistics of students' satisfaction level at the University of Finance - Marketing, Vietnam with physical education subjects

<b>Coded</b>	<b>Evaluation criteria</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>N</b>
CT1	The course curriculum is updated regularly.	3.3	0.63	93
CT2	The course content reflects the objectives of the School's training program.	3.2	0.97	93
CT3	The subjects in physical Education are linked together.	2.7	.085	93
CT4	The course program has a reasonable distribution of theory and practice.	3.1	0.91	93
CT5	The course program provides basic skills in sports activities.	3.5	0.74	93
GV1	Lecturers are highly qualified and have extensive knowledge in the subjects they teach.	4.2	0.63	93
GV2	The lecturer has good and easy to understand communication methods.	4.1	0.65	93
GV3	Instructors ensure class hours and teaching plans.	4.5	0.54	93
GV4	The lecturer has a close and friendly attitude towards students.	4.3	0.53	93
GV5	Lecturers are willing to share knowledge and experience with students.	4.4	0.54	93
GV6	Instructors assess learning outcomes accurately and fairly.	4.5	0.56	93
CSVC1	The textbooks/learning materials of each subject are fully and diversely announced.	2.3	0.86	93
CSVC2	The school always has a rich and diverse source of reference materials on various subjects.	2.1	1.02	93
CSVC3	The playground meets the learning needs of students.	3.2	0.65	93
CSVC4	The class has a reasonable number of students.	4.1	0.71	93
GDĐG1	Study plans are communicated to students promptly.	3.7	1.01	93
GDĐG2	The study plan facilitates students: choosing subjects, schedule, self-study.	3.2	0.99	93
GDĐG3	Evaluate forms are appropriate to program objectives.	3.3	0.75	93
GDĐG4	Evaluate results accurately reflect students' abilities.	3.4	0.74	93
GDĐG5	Evaluate results are announced promptly to students.	3.6	0.91	93
CNKQ1	Physical education helps you stay healthy	4.2	0.80	93
CNKQ2	Physical education helps you develop the necessary qualities of learners (ethics, personality, lifestyle, sense of responsibility, sense of discipline, etc.).	3.4	0.85	93

- About the Program, detailed outline of the subject of physical education: The calculation results in Table 3 show that: the content that students are most satisfied with is CT5 (Course program providing basic skills in sports activities) with an mean = 3.5; The lowest satisfaction rating is for CT3 content (Subjects in physical education are linked together) with an mean = 2.7. The reason why students rated low satisfaction with the content of CT3 is because the physical education program has 4 modules, but the regulation requires students to choose sports in the following module that cannot overlap with the sports in the previous module, so there is no connection and inheritance between modules as well as practice to improve skills.

- About the teaching staff: Evaluating of satisfaction level with the teaching staff through table 3 shows: All contents are rated by students from satisfactory level and above, with average from 4.1 to 4.5. This shows that the physical education teaching staff of the University of Finance - Marketing has appropriate teaching methods, works with a high sense of responsibility, and has professional qualifications that meet the standards required by the school.

- About Facilities: The results in table 3 show that: most of the content is rated by students as low satisfaction level such as: CSVC1 (Textbooks/learning materials of each subject are fully and diversely announced) with mean = 2.3; CSVC2 (the school always has a rich and diverse source of reference materials on various subjects) with an mean = 2.1; CSVC3 (school grounds that meet students' learning needs) with an average of 3.2; Only the content of CSVC4 (classes with reasonable number of students) was rated by students as relatively satisfied with the mean = 4.1, this rating is due to the number of students required by school regulations (a class cannot have more than 40 students).

- Regarding teaching organization and student evaluate: Student evaluation of teaching organization and student evaluation shows: All contents were rated mean by students. The lowest is the content of GDĐG2 (Study plan facilitates students: choosing subjects, schedule, self-study) with an mean = 3.2 and the highest is GDĐG1 (Study plan is promptly announced to students) with an mean = 3.7.

- About the perception of the results achieved from physical education courses: When asked about students' feelings about the results achieved from the physical education subject, most of them only rated it at an average level. CNKQ1 (physical education subject helps you stay healthy) has an mean = 4.2 and CNKQ2 (physical education subject helps you develop the necessary qualities of a learner) has an mean = 3.4.

To have an overview of the 5 factors (criteria) that the study included in evaluate students' satisfaction with physical education subjects, the results showed as follows: The mean student satisfaction is highest for "Lecturers" with a mean = 4.33, second for "Feel the results" with a mean = 3.8, third for "Teaching and evaluate" with a mean = 3.45, fourth for "Program, detailed outline" with a mean = 3.3 and lowest for "facilities" with a mean = 2.92.

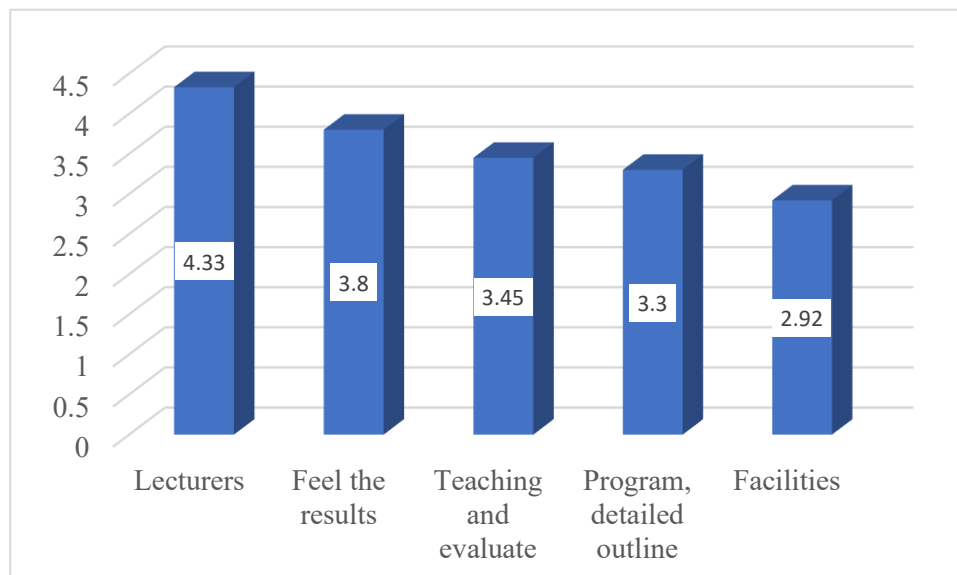


Chart 1. Results of analysis of overall satisfaction of students of University of Finance - Marketing with the subject of physical education

## 5. Discussion

From the survey data, it is shown that there are many scientists as well as physical education lecturers who research and evaluate the level of satisfaction, as well as the University of Finance - Marketing is interested in physical education and sports activities in the school to create a high-quality labor force: with knowledge, professional



skills, good expertise and especially good health. Lecturers have realized that, in order to meet the increasingly high learning and working requirements of learners in order to provide high-quality human resources for society, they must continuously improve their teaching and research capabilities and find the most suitable solutions for development. Based on the evaluate of the current situation, the most optimal solutions are proposed to meet the needs of formal physical education as well as extracurricular activities. The optimal solutions are proposed in relation to the specific conditions of the school such as: Facilities; Teaching staff; Content, programs, etc. Most lecturers believe that if there are suitable solutions, it will certainly bring effectiveness in teaching physical education to students, and students will enjoy the best conditions when participating in learning. If students are satisfied with the subject, they will develop self-awareness and initiative.

In order for physical education to be truly effective and a healthy environment for students to exercise at the University of Finance and Marketing, it is necessary to have a development orientation and regularly check its operation. Regularly evaluate the effectiveness of teaching performance of lecturers. Physical education plays a role in improving health, enhancing the body's resistance, helping to develop physical qualities such as strength, speed, flexibility, dexterity and endurance, helping learners form the habit of regular physical exercise and maintaining a healthy lifestyle. Physical activities help reduce tension, stress, increase concentration in study and work, improve positive psychology, help learners become more confident, active, and proactive in life.

**In short:** Physical education not only helps learners “be healthy to study and work well” but also develops comprehensively in physical, mental, moral and life skills in line with the goals of modern education. Therefore, it is necessary to research and evaluate the satisfaction level of students when participating in physical education at the University of Finance - Marketing and there is a need for further research related to school sports activities.

## 6. Conclusion

Using qualitative and quantitative research methods, the study came to the following conclusions:

Through the process of theoretical research and interview method, the research selected 05 factors with 22 variables directly related to the physical education subject of students of the University of Finance - Marketing including: Program, detailed outline of physical education subject (5 variables); Lecturers (6 variables); Facilities (4 variables); Teaching organization and student assessment (5 variables); Feelings about results achieved from physical education subject (2 variables).

When evaluating the 5 factors in general, it shows that: the factor of "Lecturers" is rated by students as the most satisfied with the mean = 4.33, the second is the factor of "Perception of results" with the mean = 3.8, the third is the factor of "Teaching and assessment" with the mean = 3.45, the fourth is the factor of "Program, detailed outline" with the mean = 3.3 and the lowest is the factor of satisfaction with "facilities" with the mean = 2.92.

The results achieved are the basis for expanding research in the direction of selecting solutions, evaluating the current status of physical education curriculum, etc. to improve the effectiveness of physical education for the University of Finance - Marketing in particular and universities in Vietnam in general.

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## Conflict of Interest Statement

The article is the research work of the author group. The data and results are honest, not overlapping with other studies.

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