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PREDICTORS OF POSTGRADUATE TRAINING SERVICES SATISFACTION AMONG ECONOMIC SECTOR DURING COVID-19 PANDEMIC

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ABSTRACT
The purpose of this study was to identify factors that impact the satisfaction of Postgraduate students in the economic sector for Postgraduate training services in Vietnam during Covid-19 pandemic. Another objective was to promote effective tools for knowledge acquisition through e-learning. Finally, the appropriate learning attitude for best satisfaction was tested. The Higher Education Performance Model (HEdPERF) in combination with a questionnaire and document review was applied to see the insights into postgraduate student satisfaction in the economic sector for training services. Data were analysed using the Structural Equation Modelling (SEM) with Partial Least Squares (PLS) with 163 respondents. The study of some researchers about such an issue during the pandemic is the key limitation of this study, which prevents the authors from more actionable recommendations. The results of the study were that five identified factors could be parts of the satisfaction training services: lecturer's qualification, facility, program, accessibility and interaction with students. From this framework, policymakers, researchers and universities can cooperate to develop the satisfaction of the students for training services. Improving satisfaction in training services will continue to challenge the governors, managers and researchers.

Keywords: Covid-19, Economic Sector, Education Quality Assurance, HEdPERF, Postgraduate Training Services Satisfaction.

JEL Classification Code: A22, I21, I23, J28

INTRODUCTION

The epidemic of acute respiratory infections (Covid-19) has had a significant impact on all aspects of life since March 2020. Education is one of the areas most affected, with many schools forced to close to prevent the spread of the disease. According to UNESCO, the pandemic has kept over 1.5 billion students out of school in 165 countries. The pandemic has compelled the global academic community to experiment with new methods of teaching and learning, such as distance and online education. This has been difficult for both students and educators, who must deal with the illness's emotional, physical, and financial challenges while doing their part to help stop the virus's spread. Future is uncertain, but millions of students who will graduate will face a world crippled economically by the pandemic (UN, 2021a).

To prevent the spread of the Covid-19 pandemic, most schools, universities, and other educational institutions have closed, affecting nearly 90% of the global student population. While Member States work to ensure learning continuity through alternative delivery modes, they must also begin anticipating and preparing for school reopening (ILO, 2020). It is an effort of schools of education: from school closure to recovery (UNESCO, 2021). Covid-19 and Higher Education: Education and Science as a Vaccine for the Pandemic (UN, 2021a).

Due to the disease's complicated progression, the Vietnamese government has repeatedly carried out social expressions on a provincial, city, or even national scale. In that context, many schools have used online teaching to prevent the spread of the Covid-19 epidemic while maintaining the quality of teaching and completing the program on time, ensuring the learning of students and students. In fact, the transition from traditional to online learning has created numerous challenges for students. Online learning is one of the most advanced and developed models in many countries around the world, but its difficulties and barriers remain very visible. Postgraduate training programs face adaptive challenges and response to Covid-19 while ensuring the quality of training, and creating satisfaction for learners and employers.

On February 22, 2021 Academy of Education Management (NAEM) - Ministry of Education Education and Training announced on the organization of online teaching of postgraduate training courses during the prevention of the Covid-19 epidemic (NAEM, 2021). Hue University of Medicine and Pharmacy requested constantly innovate on training programs, proactively prevent Covid-19 epidemic (Bach, 2021). The Ministry of Education and Training (MOET) requests universities, colleges, schools to ensure the quality of distance training during the Covid-19 epidemic (baochinhphu.vn, 2020).

The Covid-19 pandemic has significantly impacted various aspects of life, including education and training. Postgraduate training services have had to adapt to the new normal by shifting to online platforms, which has led to changes in the way students perceive and evaluate the quality of the training services provided. This journal paper aims to explore the predictors of postgraduate training services satisfaction among individuals in the economic sector during the Covid-19 pandemic. The paper provides insights into the factors that affect the satisfaction levels of students and identifies the areas where postgraduate training services can improve to better meet the needs of their students. This study is important in providing guidance to postgraduate training services in enhancing their services and improving the overall satisfaction of their students during this challenging time. To ensure trainning quality and at the same time maintain postgraduate training services satisfaction among the economic sector during Covid-19 pandemic, the research focuses on answering the following questions:

- What is the postgraduate training services satisfaction among the economic sector during Covid-19 pandemic?
- What possible factors positively and negatively influence the satisfaction of postgraduate training services in the economic sector during the Covid-19 pandemic?
- What recommendations can be made to improve postgraduate training services during the crisis?

LITERATURE REVIEW

Based on previous research and studies on the impact of Covid-19 on education and training, it can be assumed that the satisfaction levels of postgraduate training services among individuals in the economic sector may have been affected by the pandemic. The sudden shift to online learning, disruptions to schedules, and uncertainties related to job prospects may have contributed to increased stress and decreased satisfaction levels among students. However, it is important to note that individual experiences and perceptions may vary, and further research is needed to accurately assess the level of satisfaction among students in the economic sector during this pandemic.

Theoretical Background

In the context of the Finance Banking faculty, five factors, namely instructor qualification, facility, education program, accessibility, and student interaction, have played a significant role in mediating the relationship with the training quality (Duong et al., 2022). The impact of student satisfaction on four factors including access, programme issues, lecturer's qualification, facilities; enterprise satisfaction on four factors including soft skills, skills & professions, general and specialized knowledge, value added of the Corporate Finance Major (Long et al., 2022). Non-academic aspects are necessary for students to fulfill their study obligations, and they relate to duties and responsibilities performed by non-academic staff. Academic aspects represent academic responsibilities and highlight key attributes such as having a positive attitude, good communication skills, allowing adequate consultation, and providing regular feedback to students (Abdullah, 2005).

During the Covid-19 crisis, online learning allowed for the continuation of training (Rabbani et al., 2022). Using an online education mode that required extensive use of Information & Communication Technology (ICT) tools for interaction and learning, the effective online learning system and its relationship with students' knowledge acquisition, learning effectiveness, and student satisfaction were demonstrated during Covid-19. Technological advancements have proven useful, and everyone is now required to use ICT. With increased use of ICT, students' learning capacities and ability to retain knowledge will improve (Amin et al., 2022). Covid-19 has hastened the transition to novel practices. Students and faculty lecturers agreed on the importance of future blended teaching modes that combine online and face-to-face instruction (Moya-Plana et al., 2022). Technology anxiety, instructor and course quality, technology quality, and ease of use are key factors affecting e-learning satisfaction and performance among distance learners (Bossman & Agyei, 2022).

E-learning for transportation professionals in postgraduate programs during Covid-19 will contribute to the development of a new hybrid model. In contrast to postgraduate students' socialization in the university community, it may aid professional and research socialization (Cherkasova et al., 2022). The attributes that affect students' online learning satisfaction during the Covid-19 pandemic include perspicuity and dependability, stimulation and attractiveness, and usability and innovation (Agyeiwaah et al., 2022). There is a link between online class group and career intention, employability, and anxiety (Unguren & Huseyinli, 2020).

Because of the Covid-19 pandemic, higher education institutions around the world are struggling to overcome the traditional mode of teaching through physical classroom interaction (Amin et al., 2022). Face-to-face and e-learning interactions will promote a successful learning experience and will be critical to overall success in the postgraduate program (Vos et al., 2017). Lecturers express a positive attitude toward postgraduate students to motivate their meaning in life and depression during pandemic. Service Quality in Higher Education, web content has the greatest impact during Covid-19 periods (Sukhragchaa et al., 2022).

Training Service Quality Satisfaction

Training quality in the higher education sector has grown in importance during the Covid-19 period as a result of social mobility and the government agenda to respond to and continuously contribute to human capital development. Employees must be engaged in order for them to provide practical and effective suggestions for improvement and service quality in non-academic, academic aspects, programme issue, reputation and access areas (Khalid et al., 2021). The Service Quality Assessment of Higher Education model assesses the quality of higher education based on academic aspects, infrastructure, web services, wellbeing, and financial procedures. It identifies moments of truth in both the macro-academic process and its components, leading to a more comprehensive approach to improving the learning experience. This recognizes the importance of the overall experience and image, impacting student satisfaction and success beyond the product itself (Valencia-Arias et al., 2023).

It is imperative for higher education institutions to consistently enhance the services to the academic community and generate additional value. In order to ensure satisfaction with the system, the needs and expectations of students must be fulfilled (Valencia-Arias et al., 2023). Job satisfaction mediates the relationship between service quality and organizational commitment, while organizational commitment mediates the relationship between job satisfaction and sustained organizational performance. Thus, maintaining high service quality can foster job satisfaction and organizational commitment, leading to sustainable performance (Khalid et al., 2021).

Literature Gap

Research on the challenges and obstacles of online learning is prevalent, however, there is a lack of studies specifically examining this issue in the context of the Covid-19 pandemic. Given the current state of the pandemic and the potential for ongoing disruptions to in-person learning, it is crucial to investigate online learning and teaching in order to understand the advantages and disadvantages of this mode of instruction and propose effective solutions to ensure successful outcomes for students. On that basis, this article wishes to contribute to clarifying the difficulties that students face when learning online through a case study of postgraduate training services satisfaction among the economic sector during Covid-19 pandemic. Thereby, proposing some practical solutions to ensure the learning quality of students when studying online in the near future.

METHODOLOGY AND RESEARCH MODEL

The independent variables identified in this study include Qualification, Facility, Program, Accessibility, and Interaction. The dependent variable is Training Services Satisfaction during Covid-19. Figure 1 is the research framework of this study.

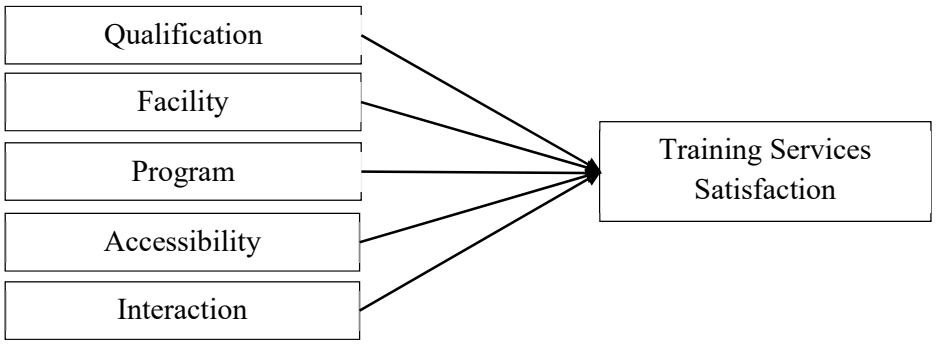

Figure 1. Research Framework

Research Hypotheses

- H1: There is a positive relationship between Lecturer's qualification and Training Services Satisfaction.
- H2: There is a positive relationship between Facility and Training Services Satisfaction.
- H3: There is a positive relationship between Program and Training Services Satisfaction.
- H4: There is a positive relationship between Accessibility and Training Services Satisfaction.
- H5: There is a positive relationship between Interaction and Training Services Satisfaction.

RESEARCH RESULTS

Demographic Profile

Table 1. Demographic Profile

No.	Category		Frequency (N=163)	Percent (%)
1	University	University of Economics Ho Chi Minh City, VNU HCM	35	21.5%
		University of Economics and Business, VNU Hanoi	48	29.4%
		Ho Chi Minh University of Banking	16	9.8%
		Ho Chi Minh City University of Technology, VNU HCM	22	13.5%
		FPT University	42	25.8%
2	Program	Vietnam Program	83	50.9%
		Joint Program	80	49.1%
3	Major	Master of Commerce	15	9.2%
		Master of Business Administration	81	49.7%
		Master of Economic Management	20	12.3%
		Master in Finance	15	9.2%
		Master in Banking	32	19.6%
4	Perspective	Learner	100	61.3%
		Employer	63	38.7%

Participants are classified into five groups in this survey including University of Economics Ho Chi Minh City - VNU HCM, University of Economics and Business - VNU Hanoi, Ho Chi Minh University of Banking, Ho Chi Minh City University of Technology - VNU HCM, FPT University. Table 1 provides information on the distribution of universities, programs, majors, and perspectives among a sample of individuals. Regarding the university of participants properties the table shows the distribution of the universities attended by the sample of 163 individuals. The majority of the individuals attended either the University of Economics and Business, VNU Hanoi (29.4%) or FPT University (25.8%), while the other universities had lower frequencies. Regarding the programme of participants properties the table shows that the sample of individuals was evenly split between the Vietnam Program (50.9%) and Joint Programs (49.1%). Regarding the major of participants properties the table displays the distribution of majors pursued by the sample. Master of Business Administration was the most common major, pursued by nearly half (49.7%) of the individuals. The other majors had lower frequencies, ranging from 9.2% to 19.6%. Regarding the perspective of participants properties the table indicates that the majority of individuals in the sample identified as learners (61.3%), while just over a third identified as employers (38.7%).

PLS Structural Model Results

Construct Reliability and Validity

Table 2. Construct Reliability and Validity

No.	Construct	Item	Mean	Outer Loadings (≥ 0.7)	Composite Reliability (CR ≥ 0.7)
1	Qualification	Technical competence	3.7	0.798	0.902
		Pedagogical competence	3.3	0.786	
		Communication skills	3.2	0.737	
		Empathy and understanding	3.4	0.851	
		Industry experience	3.8	0.851	
2	Facility	Access to online resources	3.4	0.835	0.916
		Reliable internet connectivity	3.2	0.803	
		Accessible online platforms	3.3	0.879	
		Flexible learning options	3.7	0.780	
		Health and safety measures	3.3	0.843	
3	Program	Course relevance	3.5	0.863	0.919
		Course delivery	3.5	0.842	
		Faculty support	3.8	0.883	
		Research opportunities	3.6	0.772	
		Professional development	3.5	0.800	
4	Accessibility	Clear communication	3.6	0.846	0.929
		Timely feedback	3.6	0.809	
		Fair and equitable assessments	3.5	0.880	
		Accessible support services	4.0	0.813	
		Transparent grading policies	3.7	0.901	
5	Interaction	Virtual communication	3.0	0.870	0.911
		Active learning	3.0	0.734	
		Student engagement	3.1	0.793	
		Faculty accessibility	3.1	0.821	
		Peer support	3.2	0.879	
6	Training Services Satisfaction	Qualification affects the Postgraduate Training Services Satisfaction among Economic Sector during Covid-19 Pandemic.	3.4	0.799	0.906
		Facility affects the Postgraduate Training Services Satisfaction among Economic Sector during Covid-19 Pandemic.	3.1	0.823	
		Education program affects the Postgraduate Training Services Satisfaction among Economic Sector during Covid-19 Pandemic.	3.2	0.748	
		Accessibility affects the Postgraduate Training Services Satisfaction among Economic Sector during Covid-19 Pandemic.	3.3	0.829	
		Interaction with students affects the Postgraduate Training Services Satisfaction among Economic Sector during Covid-19 Pandemic.	3.2	0.852	

Construct validity is a crucial aspect of any research, as it determines the extent to which the measurement items are related to the constructs under investigation. Convergent and discriminant validity are two key measures used to assess construct validity. Convergent validity is evaluated through three tests of item reliability, namely composite reliability (CR), average variance extracted (AVE), and test-retest reliability. These tests examine the degree of

internal consistency and the extent to which the items converge to measure the same construct. A high CR value (above 0.7) and AVE value (above 0.5) indicate satisfactory convergent validity, demonstrating that the measurement items are reliable and consistently measure the construct under investigation. All CR values (Bagozzi & Yi, 1988) of all constructs are greater than 0.7, demonstrating that they are adequate (Table 2).
All the values related to CR, AVE extracted values for the required six factors Qualification, Facility, Program, Accessibility, Interaction and Training Services Satisfaction are according to the standards and completes all the minimum requirements of the specific items.

Discriminant Validity

Table 3. Heterotrait–Monotrait (HTMT)

Construct		AVE ≥ 0.5	1	2	3	4	5	6
1	Accessibility	0.649						
2	Facility	0.687	0.250					
3	Interaction	0.694	0.111	0.235				
4	Program	0.724	0.253	0.299	0.232			
5	Qualification	0.674	0.139	0.296	0.190	0.120		
6	Training Services Satisfaction	0.658	0.456	0.504	0.469	0.562	0.528	

The convergent validity of the research was evaluated using the Heterotrait–Monotrait (HTMT) ratio correlations which require that AVE for each construct must be greater than 0.50. To achieve discriminant validity, each construct's squared AVE must be greater than the correlation involving the construct. Whereas to use HTMT as a criterion, the value of HTMT to a predefined threshold are compared, and when the value is below the threshold, the discriminant validity of the measurement model is considered as achieved. In this study, we decided to use the value of 0.9 as the threshold (Hair, 2010).

Quality Criteria

Table 4. Explained Variance (R2) and Predictive Relevance (Q2)

	R Square Adjusted	Q Square (=1-SSE/SSO)
Training Services Satisfaction	0.600	0.405

In accordance with the assessment guidelines outlined by Hair et al. (2017), the structural model was evaluated using several key metrics including R2 (explained variance), f2 (effect size), and Q2 (predictive relevance).
The coefficient of determination (R2) was utilized as the primary measure of overall effect magnitude for the structural model, as recommended by Garson (2016). Ranging from 0 to 1, higher values of R2 indicate greater predictive accuracy. Moreover, R2 values of 0.19, 0.33, and 0.67 are conventionally considered weak, moderate, and substantial, respectively, following the recommendations of Chin (1998). In this study, the R2 value for the overall model was 0.604 (Table 4), less than 0.67, regarded as a fairly substantial impact.
The effect size (f2) was utilized to assess the magnitude of the independent variable's impact on the dependent variable. Cohen's (1988) guidelines categorized the f2 values of 0.02 as small, 0.15 as medium, and 0.35 as high effect sizes. Table 5 shows the f2 effect sizes. The medium f2 effect size happened for the relationship between Training Services Satisfaction and Program (0.164) and Qualification (0.216). The medium f2 effect size happened for the

relationship of Training Services Satisfaction and Accessibility (0.136), Facility (0.111), Interaction (0.093).

The Q2 value serves as an indicator of the predictive relevance of the structural model for each endogenous construct. It is recommended that the Q2 value should exceed zero in order to demonstrate a good predictive capacity of the model (Hair et al., 2017). Table 4 also shows that the Q2 values of two endogenous variables were over zero. Precisely, Training Services Satisfaction had Q2 values (0.405). These results confirmed the model's predictive power is suited for the endogenous latent variables.

Hypothesis Results

Table 5. Path Coefficients

No.	Path Coefficients	f Square	VIF	Original Sample (O)	P Values	Result
H5	Qualification ⇒ Training Services Satisfaction	0.240	1.094	0.319	0.000	Accepted
H4	Program ⇒ Training Services Satisfaction	0.193	1.165	0.295	0.000	Accepted
H1	Accessibility ⇒ Training Services Satisfaction	0.198	1.119	0.293	0.000	Accepted
H3	Interaction ⇒ Training Services Satisfaction	0.185	1.120	0.284	0.000	Accepted
H2	Facility ⇒ Training Services Satisfaction	0.057	1.215	0.164	0.015	Accepted

Results from Table 5 indicate that five hypotheses in the conceptual model are fully supported. All constructs are significantly related to Training Services Satisfaction. Variable Qualification has the highest significant and positive relationship (B=0.319, P< 0.05) with Training Services Satisfaction. Program (B=0.295, P<0.05), Accessibility (B=0.293, P<0.05),Interaction (B=0.284, P<0.05), Facility (B=0.164, P<0.05) respectively have a significant positive relationship with Training Services Satisfaction.

CONCLUSION

From the initial research framework model, the whole 5 variables were included in the model. These are Qualification, Program, Accessibility, Interaction and Facility. The concept of the above is concretized into 25 variables. After analysis, there were no variables rejected from the model.

During the Covid-19 pandemic, Lecturer's qualification is important. A general consideration is Lecturers with industry experience are highly valued in the postgraduate economic sector, as they can provide real-world examples and insights that are relevant to their students. This can enhance the overall learning experience and increase student satisfaction (Mean = 3.8). The next argument is Lecturers must possess technical competence to effectively deliver lectures online. They should be proficient in the use of online platforms, tools, and technologies and be able to create engaging and interactive online learning experiences for their students (Mean = 3.7). A more specific example is Lecturers must be empathetic and understanding of the challenges that their students are facing during the pandemic. This includes being flexible with deadlines, accommodating the needs of students who may be dealing with family or work-related issues, and providing emotional support where necessary (Mean = 3.4). Lecturers must also possess pedagogical competence to effectively deliver lectures in an online environment. They should be able to adapt their teaching styles to suit online learning and be able to create

learning materials that are accessible, engaging, and relevant to their students (Mean = 3.3). Effective communication is critical in an online environment, and lecturers must possess excellent communication skills to ensure that they can effectively communicate with their students. This includes the ability to use clear and concise language, active listening skills, and the ability to provide feedback in a constructive manner (Mean = 3.2).

During the Covid-19 pandemic, the role of training program is important. First of all, Postgraduate economic programs should provide students with access to supportive and knowledgeable faculty who can provide guidance and mentorship. This can include one-on-one consultations, mentorship programs, and regular feedback on coursework (Mean = 3.8). Then, Postgraduate economic programs should provide students with research opportunities that allow them to develop their skills and knowledge in the field. This can include opportunities to conduct research projects, attend academic conferences, and publish research papers (Mean = 3.6). Finally, The courses offered in the postgraduate economic sector should be relevant and up-to-date with current economic trends and issues. This will ensure that students receive a comprehensive and relevant education that prepares them for the current job market. The delivery of courses in the postgraduate economic sector should be flexible and adaptable to the changing needs of students during the pandemic. This can include the use of asynchronous learning, virtual classes, and online assessments. Postgraduate economic programs should provide students with opportunities for professional development, such as internships, job shadowing, and networking events. This can help students to develop their skills and gain valuable experience in the field (Mean = 3.5).

During the Covid-19 pandemic, the role of accessibility is important. Primarily, Postgraduate economic institutions should provide their students with accessible support services such as counseling, academic advising, and technical support. These services should be available both online and in person, depending on the needs and preferences of students (Mean = 4.0). Next, Postgraduate economic institutions should have transparent grading policies that are clearly communicated to students. This will help to ensure that students understand the criteria for grading and can assess their performance accordingly (Mean = 3.7). Further, Clear communication between postgraduate economic institutions and their students is crucial during the pandemic. This can include regular updates on changes to coursework, assessment requirements, and health and safety measures. Postgraduate economic institutions should provide timely and constructive feedback to their students on their coursework and assessments. This will help students to understand their strengths and weaknesses and improve their performance (Mean = 3.6). Moreover, Assessments in the postgraduate economic sector should be fair and equitable, taking into account the unique challenges that students may be facing during the pandemic. This can include providing additional time for assessments, alternative assessment methods, and flexible deadlines (Mean = 3.5).

During the Covid-19 pandemic, the role of interaction is also important. First, Postgraduate economic institutions should foster peer support through virtual study groups and discussion forums. This can help students to feel connected and supported during the pandemic (Mean = 3.2). Next, Postgraduate economic institutions should encourage student engagement through participation in online events, networking opportunities, and professional development programs. Faculty members in postgraduate economic programs should be accessible to their students through virtual office hours and email. This will allow students to ask questions and seek clarification on coursework and assessments (Mean = 3.1). Another consideration is Postgraduate economic institutions should provide virtual communication channels for students to interact with their faculty and peers. This can include video conferencing, chat forums, and email. Active learning methods should be incorporated into postgraduate economic programs to enhance interaction between students and their faculty. This can include case studies, group projects, and collaborative discussions (Mean = 3.0).

Facility has the lowest imfluencing to training services satisfaction during Covid-19 period. First, Postgraduate economic facilities should provide their students with flexible learning options to accommodate the changing needs of students during the pandemic. This can include asynchronous learning, the option to defer enrolment, and the ability to complete coursework at their own pace (Mean = 3.7). Second, With the shift to online learning, postgraduate economic facilities must provide students with easy access to online resources such as e-books, online journals, and digital libraries. These resources should be regularly updated to ensure that they are relevant and up-to-date (Mean = 3.4). Third, Postgraduate economic facilities should provide their students with accessible online platforms that are user-friendly and easy to navigate. These platforms should have features such as video conferencing, virtual whiteboards, and interactive quizzes to enhance the learning experience. Postgraduate economic facilities should prioritize the health and safety of their students by implementing appropriate health and safety measures. This can include providing personal protective equipment, implementing social distancing measures, and regularly sanitizing facilities (Mean = 3.3). Last, Reliable internet connectivity is crucial for online learning, and postgraduate economic facilities should ensure that their students have access to reliable and fast internet connections. This can be achieved by providing wifi hotspots or partnering with internet service providers to offer affordable internet plans to students (Mean = 3.2).

In addition to the survey findings, the researcher had a variety of face-to-face discussions with some of the 12 respondents, primarily learners and employers. As a result, the author has collected many good insights for the study.

Five factors, including Qualification, Program, Accessibility, Interaction and Facility were identified to significantly influence on Training Services Satisfaction during Covid-19. Qualification and Program have the most significant influence of the five factors. Surprisingly, Accessibility and Interaction have a high influence on Training Services Satisfaction during Covid-19. Lastly, Facility do not have much influence during Covid-19 pandemic.

RECOMMENDATIONS

Based on previous research and studies, there are several recommendations that can be made to improve postgraduate training services during the crisis:

- Improve the quality of online learning: Given the shift to online learning, postgraduate training services need to ensure that their online platforms are user-friendly, engaging, and interactive. This can be achieved by providing training for instructors on how to effectively use online tools and technologies and by incorporating multimedia elements such as videos, interactive quizzes, and simulations to enhance the learning experience.
- Offer more personalized support: The pandemic has caused significant stress and anxiety among students, and postgraduate training services can help alleviate this by offering more personalized support. This can include one-on-one counselling sessions, virtual office hours, and online support groups.
- Communicate regularly and transparently: Communication is critical during times of uncertainty, and postgraduate training services need to keep their students informed of any changes to their programs, schedules, or services. Regular updates should be provided via email, social media, or other online platforms, and the information should be clear and transparent.
- Provide flexible options: The pandemic has disrupted many aspects of life, and postgraduate training services should offer flexible options to accommodate the changing needs of their students. This can include flexible scheduling, the option to defer enrollment, and the ability to complete coursework at their own pace.
- Foster a sense of community: The pandemic has created a sense of isolation for many students, and postgraduate training services can help alleviate this by fostering a sense of

community among their students. This can be achieved by offering virtual social events, online forums, and networking opportunities with alumni and industry professionals.

Overall, these recommendations can help postgraduate training services improve the quality of their services and better meet the needs of their students during this challenging time.

In conclusion, this study examined the predictors of postgraduate training services satisfaction among the economic sector during the Covid-19 pandemic. The study found that five factors, namely Qualification, Facility, Program, Accessibility, and Interaction, significantly influenced postgraduate training services satisfaction. Among these factors, Lecturer's qualification had the highest influence on satisfaction, followed by Program, Accessibility, Interaction while Facility had the lowest influence. The findings suggest that higher levels of Accessibility, Program quality, and Accessibility quality can improve postgraduate training services satisfaction in the economic sector during the crisis. Therefore, policymakers and training service providers should focus on improving the lecturers' qualification, quality of training programs and accessibility to enhance satisfaction among postgraduate students in the economic sector.

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