



ABAC  
GRADUATE SCHOOL  
of BUSINESS

*Au Virtual International Conference 2020*  
**Entrepreneurship and Sustainability in the Digital Era**  
*Assumption University of Thailand*  
**October 30, 2020**  
*Co-hosted by*



## **Importance and Performance analysis of distance education for Radio and Television University of China students in China**

Xinyan Wang<sup>1</sup>, Apichart Intravisit<sup>2</sup>

*Graduate School of Business, Assumption University, Bangkok, 10240, Thailand 12*

*E-mail: xinyanking@163.com, apichart\_intravisit@yahoo.com*

### **Abstract**

This study aims to measure students' perception on importance and performance of Radio and Television University of China (RTUC), with intention to help improving the university's business performance and reputation. Student's satisfaction is one of the important indexes of university ranking, and also it is an important reference index when students choose one university to apply for. As a radio and television university, its students are mainly adults who have had working experience, adult students hope to be more competitive in the workplace to promote the continuing education of academic qualifications. Unlike full-time young students who are influenced by a variety of factors, adult students will focus on student's satisfaction when they choosing a school, so improving student's satisfaction is important for RTUC enrollment, and studying the impact criteria of different variables on student's satisfaction can help RTUC to improve student's satisfaction and thus better help universities attract students to enroll. Variables effecting RTUC's student's satisfaction in the distance education industry of China includes eight attributes: they are, RTUC's general service, registration guide, tutorial, practice, learning material, examination, media, and, cost/value for money. The survey is conducted on RTUC's 401 students via questionnaire of 44 questions to find any significant difference between their perceptions on importance and performance of all variables. This is a research which uses quantitative method and uses important and performance analysis (IPA) to evaluate the result.

**Keywords:** Distance education, Student's satisfaction, Important and performance analysis,



## Introduction

Distance education is a kind of education type with a long history. The earliest distance education dates back to the 19th century in the form of correspondence education and with the development of time and technology for multimedia teaching, network distance education has been making an expansion over the last century. The education organizations can provide maximum learning services capability with a large number of students by distance education. According to definition of distance education, it means teachers and students are separated, meanwhile, the ways of distance education also can be separated into real-time learning and recorded broadcast learning (Distance education web, 2009). In 2011, the Massive Open Online Course (MOOC) had swept through the distance education industry. The president of Stanford University, John Hennessy, called it as a tsunami in higher education industry (Cai & Wang, 2013). Different scholars have different opinions about what MOOCs are. Sir John Daniel, an educational leader believed MOOCs are a new development in the field of distance education. With the continuous expansion of the impact caused by MOOCs, distance education has been investigated by scholars in different fields (Li, 2019).

The features of distance education can break the shackles of physical space, enabling students to study anywhere and realize the efficient use of educational resources. It also facilitates the exchange and dissemination of advantageous educational resources. At the same time, since the lectures in distance education can be played repeatedly, students can have more flexible learning time and different study place. Such educational features make it easier and more convenient for many on-the-job and continuing students to learn. Its replicable characteristics greatly reduce the cost of education. Furthermore, it reduces the study barriers for beginners, and it greatly expands the benefit to the population.

The purpose of distant education is to provide a second opportunity for young people and working persons who are not enrolled in secondary or higher schools. In 1951 (Baiké, 2019) the Renmin University of China established a correspondence department. By 1965 (Wang et al., 2018), 123 universities have established such departments. With the diversification of adult education forms in China, many traditional universities have set up continuing education colleges, and the correspondence department has become a college of some universities. So far, there are more than 900 adult

continuing education colleges and universities in China. A considerable part of which is engaged in correspondence education.

The Radio and Television University of China is a long-established educational institution offering a wide range of learning styles, providing a wide range of learners with anytime, anywhere learning services. The quality service of Radio and Television University of China has won a good social reputation and is dominant in the Chinese distance education market. According to the report (Xia, 2014), the enrollment, graduates, and students enrolled in the Radio and TV University of China in 2005 accounted for 71.24%, 64.9% and 73.6% of the total number of students in the national modern distance education institution. In the highly competitive Chinese distance education market, what kind of service has helped Radio and Television University of China to achieve such a huge market share? How has it been attracting people in the education sector. For find out the result the education industry the education institution should use the market research to get data and analysis the result. IPA is one of analysis way which can clearly show those answers. So, this thesis would apply the method to conclude the result.

## Research Objectives

This research study aims to:

1. Describe the aspects of service of Radio and Television University of China (RTUC);
2. Identify the extent to which the current students of RTUC perceive the importance of its services;
3. Identify the extent to which the current students of RTUC perceive the performance of its services;
4. Identify the differences between the importance of RTUC services and their performance of services as perceived by the current RTUC students.

## LITERATURE REVIEW

In the past, there were several variables to be widely considered in distance education researches. These variables are considered to be closely related to the satisfaction of students in distance education. Even though distance education has been available around for more than a hundred years, research on these variables has not stopped. In These variables are 1. general service 2. registration guide 3. tutorial 4. practice 5. learning material 6. examination 7. media 8. cost/value for money. In research the importance-performance analysis (IPA) on academic and non-academic services to enhance (Mery, Raden, Ade & Muman 2018). The variables general services, registration guide, tutorial, practice, learning material



are effect performance and importance. In other research about education industry “Service Quality in Postgraduate Education” (Angell, Heffernan and Megicks ,2008) show that variable “cost” will affect student satisfaction. In the thesis “Relationship of Student Satisfaction Levels in Distance Learning and Traditional Classroom Environments at Embry-Riddle Aeronautical University.” mention that media as variable will affect student’s satisfaction in distance education area. IPA as a very common market research method is a feasible measurement of education. It could be an efficiency way to position the different variables in student’s opinion. There are eight variables will be discussed in this research.

### **General service**

Student’s satisfaction from the services of distance education can be judged through the quality students receive. Quality indicators for distance education services can be assessed through student accessibility and satisfaction. Using information and communication technologies, service accessibility and satisfaction can be improved. Through previous research, in order to make the distance universities more accessible, the distance universities should try to establish more campuses in different regions of the country and provide students with information about all aspects of the distance university as much as possible (Zuhairi, Adnan, & Thaib 2007).

### **Registration guide**

The main responsibility of the school’s admissions staff is to provide services for the school’s enrollment so that students can be admitted. These services include services for financial assistance and registration processes. Admissions staff should provide an effective and efficient registration service after the student is admitted. Professional registration managers should ensure that the registration process is clearly communicated to students and that the various institutions in the school can work closely together. Good administrative management is a guarantee for registration work, and it should also be the work goal of the school's student support staff (Dennis, 1998).

### **Tutorial**

In Anderson's (2003) work on interaction patterns, and Sammons (2003) on teaching and learning, there are also views supporting these theories. Zuhairi, Adnan and Thaib (2007) in their research about found that the quality of

communication and cooperation between learners and distance course instructors is relatively high. The survey shows that tutor support is considered very important for learners. These survey results are used by learners in different preference groups. 74.4% to 97.7% of learners believe that tutor support is “important” or “very important”. But learners with different preferences can make a big difference in how tutors should learn (Ehlers, 2004).

### **Practice**

In the theoretical system of interaction and communication, distance education is regarded as an effective teaching method. It involves two-way communication between teachers and students, due to the physical distance between teachers and students. Distance education includes real-time communication and non-real-time communication. Communication between teachers and students is to stimulate and promote student learning and provide feedback on learning. Communication in distance education includes not only communication between teachers and students but also the interaction between peer groups. The teacher’s one-time guidance is to serve distance education and promote learning through communication (Zuhairi, Adnan, & Thaib, 2007).

### **Learning material**

Distance education institutions are using shared learning materials resources for cost reasons, and there are many sources of online learning materials, such as Telecampus [<http://courses.telecampus.edu/>] or Web of Asynchronous Learning Networks [<http://www.aln.org/>], these sites list all the courses and clearly classify them. The subject area is usually classified into categories, and each subject page displays a list of similar courses offered by various educational institutions. These course listings facilitate the search for students interested in this type of learning material. Students can easily find topics of interest and select courses from the product list for that topic. At present, the main educational institutions are limited to providing online complete courses, but things are changing. More and more educational institutions are gradually providing learning materials that are more convenient for people to carry around. These materials provide some direction and development possibilities for online resources. Researchers realize that learning resources are part of the service in the service of learning resources, while the other part is a list of learning resources. These services are combined when the



organization is rich in content, and these links to external websites are given with a short description (Downes, 2001).

### **Examination**

Distance education in research papers differs from other distance education courses in that it explicitly uses the "collaborative learning" approach. This program requires students across countries to form collaborative learning groups. And as a way to detect learning outcomes, the project requires students to read, discuss, and comment on each other's assignments. Most of the teaching content of such distance education is based on the students' existing problems, and collaborative learning is one of the teaching principles of this project (Hodgson, 2002).

### **Media**

Distance education courses cover a wide variety of ways, of which television or video courses are the main teaching methods, audio or video conferencing is the most daily means of communication, computer conferencing or self-learning materials are indispensable for learning. The structure includes the presentation of learning activities/events, the (planned) interaction between teachers and students, and the way students are assessed. The amount of structure in a distance education course may vary (Kearsley & William, 1996).

In modern distance education, the most important media medium is the Internet. Studies have shown that social media can support the tutorial activity, as shown by the student's personal progress in completing and discussing and completing the tutor assignments. Social media can help with two-way communication because social media is easy to access anytime, anywhere (Widiasih, Permanasari, Riandi, & Damayanti, 2018).

### **Cost/Value for money**

The technologies used in distance education need to be supported by a mature infrastructure, and only those institutions that have these infrastructures can effectively use the technology of distance education. However, the infrastructure that supports distance education is often expensive, which makes it impossible for some institutions to afford (Vrasidas & Marina, 2000).

Downes (2001) points out in his research learning objects: resources for distance education

worldwide. In fact, teaching institutions around the world are almost always teaching the same materials. However, the cost of producing teaching content is very high. Even a simple web page written by a professor costs hundreds of dollars, and if you need to include images and some animation effects, the price will be 100% higher. If you add an interactive exercise, the price needs at least 200%. Suppose you only need to produce a high-quality interactive learning material that costs \$1,000. But if the teaching materials are used jointly by 1,000 educational institutions, the cost per institution is \$1. However, if a thousand organizations develop their own teaching materials, then each institution must pay \$1,000, so the total expenditure on the textbook for a course is \$1,000,000. When it is possible to share the same teaching materials at a lower unit cost, it is financially meaningless to spend millions of dollars to produce countless similar learning materials, because it is difficult for any institution to produce learning materials that can compete with them. Therefore, the sharing of teaching materials is very economically significant.

### **Conceptual Framework**

In this study, the theoretical framework of the importance and performance of the online course model is developed based on three journal articles. The first one is the importance-performance analysis (IPA) on academic and non-academic services to enhance student motivation by Mery, Raden, Ade and Muman (2018). The second is service quality in postgraduate education by Angell, Heffernan and Megicks (2008). The last study is the relationship of student satisfaction levels in distance learning and traditional classroom environments at Embry-Riddle Aeronautical University (Gallogly, 2005).

The conceptual framework in this research was developed based on previous studies on the importance and preference analysis of distance education. The researcher thinks that the variables of previous studies cannot fully cover the study on the importance and preference of distance education in China. So, there are more variables (general services, registration guide, tutorial, practices, examination, media, and cost/value for money) that will be applied to analyze the importance and preference of distance education in China. Thereby obtaining a more accurate research report on the importance and preference of distance education in China.



Figure 1 Researchers conceptual framework

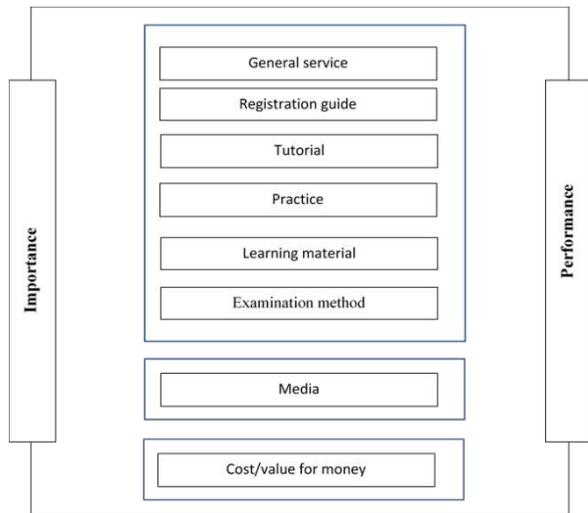


Figure 1 Researchers conceptual framework

**Research Hypotheses**

- H1<sub>0</sub>: There is no significant difference between the importance and performance of general service.
- H1<sub>1</sub>: There is a significant difference between the importance and performance of general service.
- H2<sub>0</sub>: There is no significant difference between the importance and performance of the registration guide.
- H2<sub>1</sub>: There is a significant difference between the importance and performance of the registration guide.
- H3<sub>0</sub>: There is no significant difference between the importance and performance of tutorials.
- H3<sub>1</sub>: There is a significant difference between the importance and performance of tutorials.
- H4<sub>0</sub>: There is no significant difference between the importance and performance of the practice.
- H4<sub>1</sub>: There is a significant difference between the importance and performance of the practice.
- H5<sub>0</sub>: There is no significant difference between the importance and performance of learning material.
- H5<sub>1</sub>: There is a significant difference between the importance and performance of learning material.
- H6<sub>0</sub>: there is no significant difference between the importance and performance of the examination method.
- H6<sub>1</sub>: There is a significant difference between the importance and performance of the examination method.
- H7<sub>0</sub>: There is no significant difference between the importance and performance of media.

- H7<sub>1</sub>: There is a significant difference between the importance and performance of media.
- H8<sub>0</sub>: There is no significant difference between the importance and performance of cost/value for money.
- H8<sub>1</sub>: There is a significant difference between the importance and performance of cost/value for money.

**Research Methodology**

In this study, the research approach is a quantitative approach. And use the questionnaire to collect the data. It is a survey method in which the investigator uses the uniformly designed questionnaire to understand the situation or seek opinions from the selected respondents. The questionnaire is distributed to the Radio and Television University of China related website. It allowed the students complete the descriptive questionnaire online with eight variables base on RTUC study experience.

Firstly, in order to understand respondents' groups, this study will apply a descriptive statistics method to analyze general information of respondents, which includes their gender, age, occupation, monthly salary, marital state, and education level.

Secondly, Importance - Performance Analysis (IPA) is a simple marketing tool that is often used to determine the main strengths and weaknesses of a value proposition. This research survey uses IPA to analyze student satisfaction with school services and the quality of teaching and the gap between expectations and actual school performance.

Thirdly, Paired sample t-tests compare two methods from the same individual, subject or related unit. These two methods usually represent two different times or two different but related conditions or units. The purpose of the test is to determine if there is statistical evidence that the mean difference between paired observations for a particular outcome is significantly different from zero. The paired sample t-test is a parametric test.



Table 1: The Summary of Hypothesis Testing Result.

Hypotheses	Sig. (2-tailed)	Result
H1 <sub>0</sub> : There is no significant difference between the importance and performance of general service.	.606	fail to reject.
H2 <sub>0</sub> : There is no significant difference between the importance and performance of the registration guide	.223	fail to reject
H3 <sub>0</sub> : There is no significant difference between the importance and performance of tutorials	.469	fail to reject
H4 <sub>0</sub> : There is no significant difference between the importance and performance of the practice.	.121	fail to reject
H5 <sub>0</sub> : There is no significant difference between the importance and performance of learning material.	.226	fail to reject
H6 <sub>0</sub> : there is no significant difference between the importance and performance of the examination method.	.356	fail to reject
H7 <sub>0</sub> : There is no significant difference between the importance and performance of media.	.449	fail to reject
H8 <sub>0</sub> : There is no significant difference between the importance and performance of cost/value for money.	.500	fail to reject

### Conclusions

This study aims to identify to what make RTUC a success. The study finds that RTUC gain student recognition in every category. Fifteen of thirty-six aspect be considered as did well and those are important for students. The small gap between importance mean score and performance mean score show the students' satisfaction in those aspect. Only seven aspects are considered need to center to improve. Those aspects show the big gap between the importance mean score and performance mean score. It is hard simply say which service RUTC done well. In the same category, services content also show different distributions. Among them, the most

services content are distributed in the first quadrant is "general service", there are four services content in the first quadrant, and only one services content is distributed in the third quadrant. In "Tutorial" and "Practical" category both have two services contents located at quadrant 2 but compared that two category the "Tutorial" category has two services contents located in first quadrant but "Practical" only have one. There are three categories have two services content located in quadrant three which are "Tutorial", "Practical" and "Learning material". In those categories only part of them have services content locate on quadrant four which are "Practical", "Learning material" and "Examination method". Those services contents performance mean score is between 4.18 to 3.67, that show the performance of different services contents. And the importance mean score is between 4.20 to 3.67, that show the importance of different services contents.

### Recommendations

The findings of this study lead to several recommendations to develop a distance education marketing strategy, provide suggestions to Radio and Television University of China, and guide the attractions in the distance education field in order to becomes a achieve distance education institution in China.

Even though RTUC is perceived as a successful institution due to an analysis of importance and performance score, still the site needs to reduce the gap between the importance and performance scale of its services to meet the student's expectations and improve their satisfaction. According to summary table 6.3, the quadrant column shows 7 out of 36 variables require for proper services marketing strategy for further resolution. As well, and effective management is obliged to protect the rest of the variables remaining in "keep up the good work" area.

- (1) Recommendation on General services  
 Regarding the finding, general services category variables are got very high-performance score except the "Ease of contacting staff" variables. But it be considered as not importance since RTUC more frequently use smart system to service students. So, the point is not about staff contacting but should be automat responder system improving.
- (2) Recommendation on Registration guide services



Registration guide services are also important factors to support the successful attraction. The process of registration makes have a smooth experience when they want to enter RTUC to study. The “Service of payment in partner bank” considered as not performance good but since it depends on third party which the cooperate bank services. Responders give low importance mean score for this variable.

(3) Recommendation of Tutorial service

Tutors play the importance role in the study experience. The result show that in “Helping to understand the course materials” and “Ease of accessing the tutor” located at quadrant 2. That means student not satisfied with tutor service in that two aspect. For better services the tutors in RTUC should prepare more about learning materials and the university should organize teaching seminar to help tutor improve teaching skill. Tutors also should give students more convenient contact methods, such as social media accounts or check the teaching mailbox more frequently, so that they can respond to student questions in a timely manner.

(4) Recommendation of Practical

The student would like to let instructor give more feedback during the practice course schedule. It requires instructor put more emphasis to comment student practice and give them proper guide. Meanwhile students give the opinions about the practice schedule, they think the practice schedule should require more rationality. So, instructor should arrange the suitable practice for students. About practice equipment students believe that are really good but not necessary RTUC should save the expense to invest to other part.

(5) Recommendation of learning materiel

Learning material is one of importance knowledge resource of students. According to the research result the learning material are not easy to access. RTUC should update the learning material system to make more convience searching method for students.

(6) Recommendation of examination method

Regarding the survey, RTUC not offer the good experience on test script. This greatly affects the successful answer of the students during the examination process. RTUC should further improve the availability of the test script to help students better answer the questions before the formal examination. Surprisingly, the announcement of faster test results was not valued by students, but RTUC still achieved

high performance scores in this regard.

(7) Recommendation of Media

The website is a window for distance education to show to students, so the poor quality of the university website has attracted students' attention. Universities should make further website improvements, such as page layout, information placement, and landing system optimization.

(8) Recommendation of Cost/Value for money

In terms of school fees, RTUC has been highly appreciated by students. Providing affordable learning services as an educational institution is widely welcomed by the society. RTUC should adhere to this fee standard to attract more students who need to learn and maintain the scale of students at university.

**Future Research**

The RTUC as a significant case study in distance education of China. Regarding the study, it focused on 36 services variables with 401 students to investigate their concept at Radio and Television of China, as a representative of distance education industry. However, the study did not mention the relationship between other aspect performance and student’s satisfaction. In addition, the area of study was limited to only degree students. The researcher could be applied to investigate the non-degree students’ opinions by using a similar main content of this study. The focus group maybe explore their perspectives by in-depth interviews towards distance education. Notably, Importance and Performance Analysis demonstrates the outcomes in the grid which were derived from the students’ opinions; the importance of services variables and how well each of them is performed. In some level, the results of analysis would help to supporting improving strategy and developing managing the plan in the future.

**References**

Anderson, T. (2003). Modes of Interaction in Distance Education: Recent Developments and Research Questions. In M. G. Moore & W. G. Anderson (Eds.), *Handbook of distance education*. 129-144. Mahwah, NJ: Lawrence Earlbaum.

Angell, R., Heffernan, T. & Megicks, P. (2008), "Service Quality in Postgraduate Education", *Quality*



*Assurance in Education*, 16 (3), 236-254.  
<https://doi.org/10.1108/09684880810886259>

Dennis, M.J. (1998). A Practical Guide to Enrollment and Retention Management in Higher Education. 13-95, *Greenwood Publishing Group*.

Downes, S. (2001). Learning Objects: Resources for Distance Education Worldwide. *The International Review of Research in Open and Distributed Learning*, 2(1), 2-32.  
<https://doi.org/10.19173/irrodl.v2i1.32>

Ehlers, U.D. (2004) Quality in E-Learning from a Learner's Perspective." *European Journal of Open, Distance and E-Learning*.

Gallogly, J.A. (2005). Relationship of Student Satisfaction Levels in Distance Learning and Traditional Classroom Environments at Embry-Riddle Aeronautical University. *Electronic Theses and Dissertations*.

Hodgson, V E (2002) The EU and e-learning: an examination of rhetoric, theory and practice. *Journal of Computer Assisted Learning*, 18 (3). pp. 240-252. ISSN 0266-4909

Kearsley, G & Lynch, W. (1996, Apr). Structural Issues in Distance Education. *Journal of Education for Business*.

Li, F. (2019). Key issues and future focus of distance education economics

Klom-on, P (2013). Identifying importance and performance of themed shopping arcade: a study of Plearn Wan Shopping Arcade of Hua Hin City, Thailand.

Mery.N., Raden, S., Ade, M, & Muman, H.B. (2018) The importance-performance analysis (IPA) on academic and non-academic services to enhance. 78-88. *The Online Journal of Distance Education and e-Learning*.

Sammons, M. (2003). Exploring the new conception of teaching and learning in distance education. In M. G. Moore & W. G. Anderson (Eds.), *Handbook of distance education*, 387-397. Mahwah, NJ: Lawrence Erlbaum.

Vrasidas, C. & Marina, S.M. (2000). Principles of Pedagogy and Evaluation for Web-Based Learning, *Educational Media International*, 37(2), 105-111, DOI: 10.1080/095239800410405

Wang, L., Guo, X & Dou, Y. (2018). On the Status Quo and Development Process of Distance Education. *Audio-visual education research*.

Widiasih, W., Permanasari, A., Riandi, R., & Damayanti, T. (2018). The social media WhatsApp to support physics learning problem solving on online tutorial activities in distance education. *International Conference on Mathematics and Science Education of Universitas Pendidikan Indonesia*, 3, 269-275.

Xia, L. (2014). Thoughts on the Education Legislation of TV University in China. *Radio and Television University Fujian*

Zuhairi, A., Adnan, I, & Thaib, D. (2007), Provision of Student Learning Support Services in A Large-Scale Distance Education System at Universitas Terbuka, Indonesia, 44-64.

**Internet resources**

Baike.Baidu.(2019), Introduction to the School of Continuing Education, Renmin University .Retrieved on from <https://baike.baidu.com/item/中国人民大学继续教育学院>

Baike. Baidu. (2019). Introduction to the Open University of China. Retrieved on from <https://baike.baidu.com/item/%E5%9B%BD%E5%AE%B6%E5%BC%80%E6%94%BE%E5%A4%A7%E5%AD%A6/4268289?fromtitle=%E4%B8%AD%E5%A4%AE%E5%B9%BF%E6%92%AD%E7%94%B5%E8%A7%86%E5%A4%A7%E5%AD%A6&fromid=437096>

Cai, W & Wang, Q. (2013). National E-learning Resource center. Focus on MOOC - expert opinion. Retrieved on from [http://www.nerc.edu.cn/FrontEnd/News/news\\_info.aspx?newsid=71cd8e7f-1716-4ad7-82f7-eb7441346d86](http://www.nerc.edu.cn/FrontEnd/News/news_info.aspx?newsid=71cd8e7f-1716-4ad7-82f7-eb7441346d86)

Distance education web. (2009). Three stages of the development of distance education. Retrieved on from <https://sites.google.com/site/406105/home/di-yi-zhang-gai-shu/1-2-ji-suan-ji-wang-luoyiji/yuan-cheng-jiao-yu-fa-zhan-de-san-ge-jie-duan>  
<http://www.duozhi.com/company/201612275664.shtml>



**Appendix**

Questionnaire for a study to investigate the student’s satisfaction of performance on the Radio and Television University of China.

Measurement problem

The measurement of importance and execution is divided into the following five levels.

- 1=Very Unimportant/Unsatisfied
- 2=Not important / not satisfied
- 3= Neutral
- 4 = Important / Satisfied
- 5=Very Important/Satisfied

1. Have you ever been applied online program of Radio and Television University of China?

- Yes                       No

2. Have you ever been applied online degree program of Radio and Television University of China within 24 months ?

- Yes                       No

Importance					Variable	Performance				
1	2	3	4	5		1	2	3	4	5
					General service					
					3. Distinct Information about RTUC					
					4. The ease of contacting RTUC Staff					
					5. The ease of contacting the lecturers					
					6. The hospitality of UT staff in serving students					
					7. Effectiveness in handling complaint					
					Registration guide					
					8. Service of processing Registration file					
					9. Service of payment in RTUC’s partner bank					
					10. Service of registration case settlement					
					Tutorial					
					11. Tutor’s mastery of the Materials					
					12. Tutor’s role in helping students to understand the course materials					
					13. Tutor’s feedback towards tasks and practices					
					14. Suitability of the tutorial activity and the schedule					
					15. Quality of tutorial facility					
					16. Ease of accessing the tutor					
					Practical					
					17. Instructor’s mastery of the material					
					18. Instructor’ role in helping the implementation of practice/lab course					
					19. Instructor’s feedback during the practice/lab course					
					20. Ease of getting the practice/lab course schedule					
					21. Suitability of the practice/lab course with the schedule					
					22. Completeness of practical/ lab course equipment					
					Learning material					
					23. Ease of accessing learning material					
					24. Quickness in understanding the learning material					
					25. Ease of understanding the learning materials					
					26. Quality of the learning material’s packaging					



ABAC  
GRADUATE SCHOOL  
of BUSINESS



					27.Availability of learning material in the RTUC					
					28.Suitability of the given material and the ordered material					
					Examination method					
					29.Ease of getting examination's information					
					30.Availability of the test script					
					31.Discipline implementation of the exam					
					32.Quality of the exam location's facility					
					33.Quickness in scoring case settlement					
					Media					
					34.Quality if the RTUC website					
					35.Visual quality videotapes					
					36.Audio quality if videotapes					
					Cost/value for money					
					37.Tuition fees at reasonable expense					
					38.Module variety offers good value					

**Demographic information**

39.Please select your gender:

- Male
- Female

40. Please select your marital status:

- Single.
- Married

41. Please select your age:

- 18-25
- 26-30
- 31-35
- 36-40
- 40+

42. Please select your education situation:

- Below junior high school
- High school
- College
- Bachelor
- Master and higher

43. Please select your monthly salary:

- Lower than 4000 Yuan
- 4000-5999 Yuan
- 6000-9999 Yuan
- 10000-19999 Yuan
- Above 20000 Yuan

44. Please select your occupation:

- Student
- Government officer
- Company employee
- Specialized person
- Labor worker
- Freelancer
- Retirement
- Unemployed
- Others