Research Paper

Influencing Factors Student Satisfaction with Training Support Services at Faculty of Tourism, Hanoi Open University

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ABSTRACT

The study aimed to identify and measure factors affecting student satisfaction with training support services at the Faculty of Tourism, Hanoi Open University. The results of regression analysis show that there are 6 factors affecting student satisfaction with training support services with the level of influence from high to low: Interactive information channels; Movement activities; Accessibility to training services; Facilities and equipment; Training support staff; Implementation organization process. Based on the research results, the project has proposed a number of solutions to help the Faculty of Tourism, Hanoi Open University continue to improve student satisfaction with training support services in the future.

I n Vietnam, education quality is the top factor that universities aim to bring the best benefits to learners. Therefore, universities pay attention to and continuously improve training programs and training support activities in the direction of international integration to improve the quality of training (Nguyen Van Tuan and colleagues). events, 2016) . In particular, student satisfaction with each school is the basic goal, the survival condition of each educational institution, and the competition criterion between universities (Kwek et al., 2010).

In recent years, the Faculty of Tourism, Hanoi Open University has been focusing on perfecting and building a system of facilities, enhancing the teaching quality of lecturers, and adjusting services. Support training as best suited as possible. With the motto "Learner-centered", the faculty always puts students' training service experience first because students are the customers who directly receive and use services and facilities. of Faculty. Opinions and feedback from students themselves will be the basis for the Faculty of Tourism - Hanoi Open University to make reasonable adjustments to improve student satisfaction with training support services.

However, during the training process, besides the factors that bring practical benefits to students and satisfy student satisfaction, there are still factors that are weaknesses that the

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faculty needs to recognize to improve. getting better and bringing more satisfaction to students. The question is: What factors affect student satisfaction with training support services? What improvements does the Faculty of Tourism need to focus on to improve the quality of training support services and increase student satisfaction? To answer the above issues, the author conducted a survey and used qualitative and quantitative research methods to address these research objectives.

THEORETICAL BASIS

2.1. Some theoretical basis

- Training support services

Support service is a necessary activity to produce a product or perform a certain process. Each support service is managed by a specialized department. The vital factor for any organization is to have good support services to succeed in business (Doan Manh Hong, 2020). According to Dam Chi Cuong, "educational service quality is the characteristic of a set of factors related to the inputs, processes, and outputs of the education system in providing services that satisfy internal strategies as well as such as external strategy", "elements of educational service quality such as Library, computer room equipment, subject content, department staff, teaching methods, lectures, dormitories... " (Dam Chi Cuong, 2016). These are considered general concepts given by researchers about the training quality of universities. However, to evaluate satisfaction with training quality, the quality of support services is also a concern for students when studying at the school (Tran Thi Kim Chi, 2019).

Thus, the author understands training support service as a type of service, in which the school is the service provider and students are the customers, working together to fully enjoy a set of material elements. substance and people.

- Student satisfaction

Many authors introduce the concept of student satisfaction. Jillian believes that student satisfaction with training activities is the process of awareness and feeling excited when completing learning tasks at school. Bothaina Al-Sheeb and colleagues (2018) defined student satisfaction as not a student's happiness or satisfaction with their college experience. Student satisfaction is assessed based on the level of positive assessment of the quality of education at the school.

The author agrees with Zhao's, that student satisfaction is satisfaction with the quality of the course, lecturers, staff, and support services.

2.2. Research models

Based on the 5-component analysis model of the SERVQUAL scale by Parasuraman (1988), general research results at home and abroad, and based on the results of in-depth interviews with experts, the project proposes a 6-step research model. The composition of factors affecting student satisfaction with training support services is shown in Figure 1.

Figure 1: Proposed research model
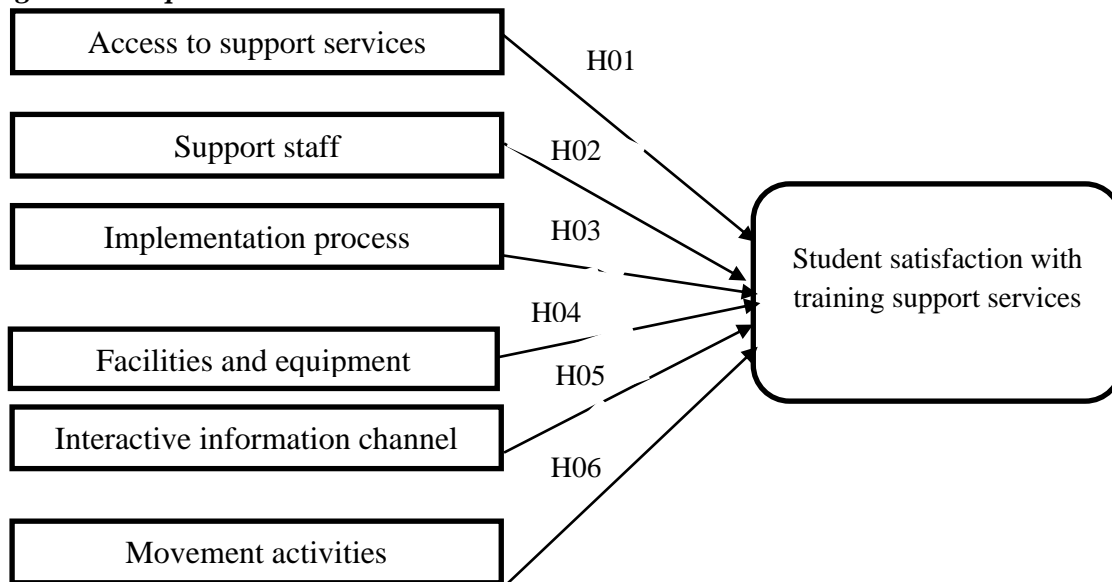
RESEARCH METHODS

The project uses quantitative research methods and is conducted through 2 stages. Phase 1: Qualitative research; Phase 2: Quantitative research.

Qualitative research is conducted through in-depth interviewing techniques of 5 experts with experience and knowledge related to training support services. The purpose of in-depth interviews with a team of experts is to explore factors that can impact student satisfaction with support services, and adjust and supplement observed variables in the scales used to measure measure research concepts, thereby providing a proposed research model for the topic. The results of the qualitative research will create a questionnaire for quantitative research.

Quantitative research was conducted by distributing survey questionnaires and collecting opinions from full-time university students from the first to fourth year studying at the Faculty of Tourism, Hanoi Open University. Noi. The study uses mathematical statistical methods by processing data through SPSS 26.0 software: checking the reliability of the scale using Cronbach's alpha coefficient, then analyzing the EFA exploratory factor, followed by conducting Pearson correlation analysis and regression analysis to determine factors and levels of impact on student satisfaction with training support services.

Before being distributed, the questionnaire will be consulted with experts and tested to check the presentation and language. After obtaining the complete questionnaire (Table 1), the quantitative research process was conducted. In this study, the author used a convenient and specific sampling method, distributing questionnaires to students using a Google form link. Then preliminarily check the suitability of the questionnaire upon receipt.

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Table 1: Scale questions in the questionnaire

The scale	Observed variables	Variable encoding
Access to training support services	Students have access to support staff when needed for advice and guidance	AC1
	Students can easily access the University's training support services based on instructional processes	AC2
	Students can easily access information disseminated by the School through channels such as websites, fan pages, live dialogue, and academic advising.	AC3
	Student reception hours of training support services are convenient for contact	AC4
Trainable support staff	The supportive staff is always friendly and enthusiastic when consulting and solving study problems	AS1
	Students are always supported by staff with full and clear advice and guidance on using library services.	AS2
	The support staff always provides complete and clear advice and instructions on using library services	AS3
	Students are always supported by staff with clear, specific instructions on using library services	AS4
	Students are always supported by staff with timely advice on the school's psychological environment when needed	AS5
	Students are always supported, explained, and given clear instructions by staff about medical work, cultural activities, sports, clubs, canteens, and parking garages.	AS6
Implementation organization process	The process of receiving and resolving academic issues is always on time and timely for students	PC1
	The process of receiving and resolving policies (scholarships, tuition fees, loans, dormitories) is quick and timely.	PC2
	The process of receiving and disseminating job, internship, and startup information is always timely	PC3
	The reception process for psychological consultation and medical service support is always timely and effective	PC4
	The course registration process is convenient and timely	PC5
	The reception process for participating in seminars, cultural activities, sports, and clubs is always clear	PC6
Facilities and equipment	The area of classrooms and lecture halls always meets the learning needs of students	FAC1
	Equipment in classrooms and lecture halls (projectors, microphones, air conditioners, speakers, Wi-Fi) are always fully equipped and in good working order.	FAC2
	Self-study areas and libraries always have a full range of learning resources, space for learning, research, and group work	FAC3
	The toilet system is always clean and airy	FAC4
Interactive information channels	The School's interactive information channels with learners (website, fan page, email, hotline) are open and transparent.	CN1
	Interactive information channels always provide timely and regular information about academic information, and activities of the School and faculty.	CN2
	Interactive information channels always provide good support for psychological counseling and answering students' questions	CN3
	The Faculty Office always receives, guides, and resolves	CN4

The scale	Observed variables	Variable encoding
	academic issues promptly and effectively	
	Academic advisors always hold monthly class meetings and provide updated information to students	CN5
Movement activities	The school's annual cultural and sports activities are well organized for students	CP1
	Team club activities and skill training programs for learners are organized regularly and continuously by the school.	CP2
	Movement activities are widely available, making it easy for learners to participate	CP3
	Movement activities are really useful, helping to train and supplement the learning process of learners	P4
General satisfaction	Students are always satisfied with the ability to access and interact with information about training support services	SA1
	Students are always satisfied with the attitude and professional capacity of the support team	SA2
	Students are always satisfied with the guidance process for implementing training support services	SA3
	In general, students are always satisfied with the training support services at the Faculty of Tourism, Hanoi Open University	SA4

(Source: Research results)

RESULTS AND DISCUSSION

4.1. Characteristics of the survey sample

The research subjects of the project are 381 students studying at the Faculty of Tourism, Hanoi Open University. Some characteristics of the research subjects are shown in the data table below:

Table 2: Characteristics of the survey sample

Criteria		Quantity	Ratio (%)
Gender	Male	72	18.9%
	Female	305	80.1%
	Other	4	first%
Year of training	First-year student	176	46.2%
	Second-year student	122	32%
	Third-year student	69	18.1%
	IV year student	14	3.7%
Training Industry	Hotel management	207	54.3%
	Management of tourism and travel services	174	45.7%

(Source: Research results)

4.2. Testing the reliability of the scale

The reliability of the variables in the scale is evaluated through the main tool Cronbach's Alpha coefficient. According to Nunnally (1978), a good scale should have Cronbach's Alpha reliability of 0.7 or higher. Hair and colleagues (2009) also believe that a scale that ensures unidimensionality and reliability should reach a Cronbach's Alpha threshold of 0.7 or higher. However, as a preliminary exploratory study, the threshold is Cronbach's Alpha is 0.6 which is acceptable. The higher the Cronbach's Alpha coefficient, the more reliable the

scale is. Thus, Cronbach's Alpha coefficient is also used to eliminate variables that are not reliable enough, specifically variables with a Corrected Item - Total Correlation coefficient less than 0.3 will be eliminated.

Table 3. Summary of results of Cronbach's Alpha testing of the research model

TT	Element	Coefficient of correlation of total variables	Cronbach's Alpha coefficient	Number of valid observed variables
1	Access to training support services (AC)	0.671 - 0.770	0.934	04
2	Training staff (AS)	0.703 - 0.807	0.953	06
3	Implementation organization process (PC)	0.648 - 0.802	0.948	06
4	Facilities and equipment (FAC)	0.528 - 0.614	0.885	04
5	Interactive information channels (CN)	0.767 - 0.841	0.959	05
6	Movement activities (CP)	0.799 - 0.832	0.961	04
7	Overall Satisfaction (SA)	0.795 - 0.835	0.959	04

(Source: Research results)

The final scale test results show that the Cronbach's Alpha coefficient of the scales is always in the range from 0.885 - 0.959, proving that the measurement scale meets standards (>0.6) and has high reliability. The variables have a total correlation coefficient of more than 0.3, so no variable is eliminated. The 33 observed variables continue to be included in the EFA factor analysis in the next step (Table 3).

4.3. EFA exploratory factor analysis

According to, to perform exploratory factor analysis (EFA), it is necessary to collect survey data with at least 5 samples on 1 observed variable. This study has 33 observed variables, according to the sampling formula of sample size n=33*5=165 students. The survey results used for the study were 381 students, which is appropriate.

The KMO coefficient of the model of factors affecting student satisfaction with the training support services of the Faculty of Tourism, Hanoi Open University has the following results: 0.5 =< KMO = 0.946 =< 1 so factor analysis is acceptable for the research data set. Sig Barlett's Test 0.000 < 0.05 so factor analysis is appropriate. Results of Cronbach's Alpha coefficient analysis and EFA exploratory factor analysis, the 06 proposed components all meet the requirements and are statistically significant. The above components will be used in the subsequent validation analysis.

EFA analysis results for dependent variable

Conduct EFA exploratory factor analysis for the dependent variable. The rotated factor matrix table says "There is only one factor extracted. The results cannot rotate on their own." That is, only one factor is extracted when analyzing the EFA for the dependent variable. Thus, according to the final rotated matrix result, we have the factors grouped as follows:

Table 4: Summary results of EFA exploratory factor analysis

Numerical order	Factor	Observed variables	Type
1	AC	AC1, AC2, AC3, AC4	Independence
2	AS	AS1, AS2, AS3, AS4, AS5, AS6	Independence
3	PC	PC1, PC2, PC3, PC4, PC5, PC6	Independence
4	FAC	FAC1, FAC2, FAC3, FAC4	Independence
5	CN	CN1, CN2, CN3, CN4, CN5	Independence
6	CP	CP1, CP2, CP3, CP4	Independence
7	SA	SA1, SA2, SA3, SA4	Dependent

4.4. Pearson correlation test

After testing the EFA, the proposed theoretical model retains 6 factors affecting student satisfaction with training support services at the Faculty of Tourism, Hanoi Open University: (i) Ability Access to training support services, (ii) Support staff, (iii) Implementation process, (iv) Facilities and equipment, (v) Information channels of Faculty of Tourism, (vi) Movement activities.

Research results show that all considered influencing factors are correlated with student satisfaction with training support services. The coefficient r varies from 0.78 to 0.93. In particular, the factor Information channels of the Faculty of Tourism have the strongest correlation with student satisfaction ($r=0.93$; $p<0.001$) (Figure 2). This proves that the above influencing factors are quite closely related to student satisfaction, an increase or decrease in a certain factor can lead to an increase or decrease in student satisfaction—training support services officer.

Figure 2: Correlation between influencing factors and student satisfaction with training support services
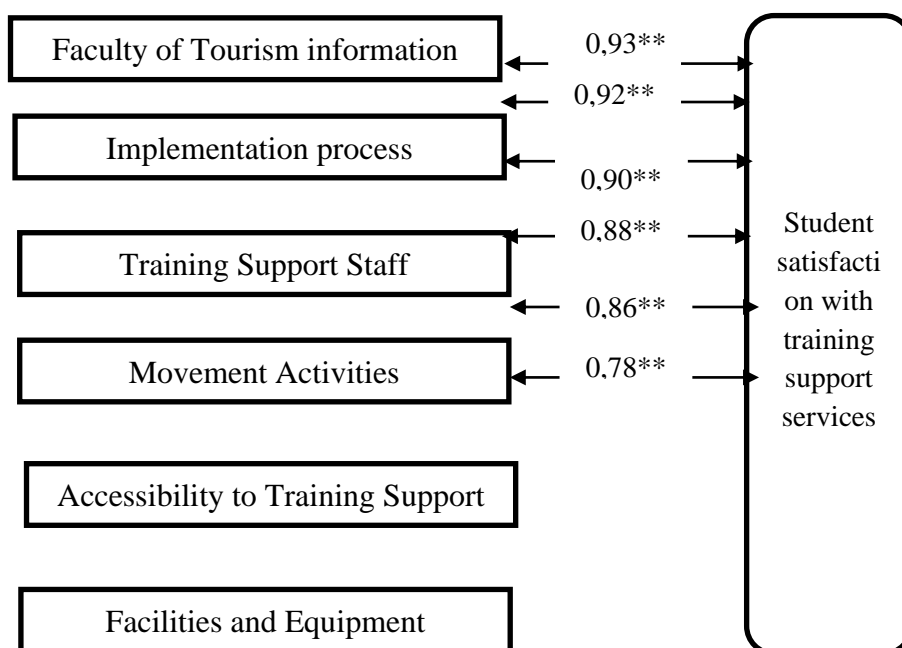
4.5. Results of multiple regression analysis

The calculation results show that the model exists R ^{2} is 0.611 and adjusted R $^{2 \ is \ 0.605.}$ This shows that the built multiple linear regression model fits the data set 61.1%, meaning the model explains 61.1% of the variance of factors affecting satisfaction. heart. The value Sig.=0.00<0.05 shows that the regression results are acceptable and statistically significant (for the whole population).

ANOVA analysis of variance shows: that the F-test has Sig value = 0.000 (<0.05). Thus, the multiple linear regression model is suitable for the collected data and can be used. From there it can be confirmed that the independent variables in the model have a relationship with the dependent variable general satisfaction.

The Sig value of the t-test of the regression coefficients of the independent variables is all less than 0.05, so the independent variables are all meaningful in explaining the dependent variable, no variable is eliminated.

Table 5: Table of regression weights

Independent variables	Regression coefficients are not standardized		Standardized regression coefficient	t	Sig.	Multicollinearity	
	B	Standard error	Beta			Tolerance	VIF
Constant	0.207	0.104		1,982	0.048	0.720	1,389
AC	0.146	0.071	0.139	2,037	0.042	0.589	1,697
PC	0.078	0.079	0.075	1,987	0.024	0.670	1,493
AS	0.125	0.063	0.124	1,975	0.049	0.620	1,613
FAC	0.132	0.043	0.132	3,033	0.003	0.616	1,623
CN	0.313	0.072	0.308	4,357	0.000	0.512	1,952
CP	0.158	0.067	0.159	2,369	0.018	0.754	1,327
a. Dependent variable: SA							

(Source: Research results)

The variance magnification factor VIF of the independent variables is all less than 2. Therefore, it is confirmed that no multicollinearity phenomenon occurs. The regression coefficients are all greater than 0. Thus, all independent variables included in the regression analysis have the same impact on the dependent variable. Based on the magnitude of the standardized regression coefficient Beta, the order of impact from strongest to weakest of the independent variables on the dependent variable is Interactive information channels (β = 0.308); Movement activities (β = 0.159); Accessibility to training services (β = 0.139); Facilities and equipment (β = 0.132); Training support staff (β = 0.124). That means: " Interactive information channels " have the strongest impact on student satisfaction with training support services.

DISCUSSION

Research results show that the 6 factors considered all affect student satisfaction with training support services.

The first is the interactive information channel. This is the factor that has the strongest and most positive impact on student satisfaction with training support services at the Faculty of

Tourism, Hanoi Open University. Interactive information channels are a way to disseminate and spread information quickly, widely, promptly, and effectively. Information channels include website, page, personal email, hotline, suggestion box, and directly at the administrative office, where academic support and consulting services are provided. Authors Nguyen Thanh Vu and Bui Quang Tam (2020) also emphasized the influence of interactive information channel factors on student satisfaction.

"Movement activities" are the second most influential factor in student satisfaction with training support services at the Faculty of Tourism, Hanoi Open University. Students of the Faculty of Tourism, Hanoi Open University are dynamic and creative young people, so promoting movement activities is extremely necessary. Research results show that movement activities, job consulting, entrepreneurship, and extracurricular activities... help improve student satisfaction ; 2020 ; Doan Manh Hong, 2020).

"Accessibility to support services" is the third most influential factor in student satisfaction with training support services at the Faculty of Tourism, Hanoi Open University. The research results coincide with the research of Nguyen Thanh Vu and Bui Quang Tam (2020) when they said that the ability to access support services has a positive impact on student satisfaction with training support services. create. Students can approach support staff directly or indirectly to receive timely advice and guidance on how to access student services.

"Facilities and equipment" are the factor with the fourth highest influence on student satisfaction with training support services at the Faculty of Tourism, Hanoi Open University. Facilities and equipment are the means to serve teaching and learning at the school such as Classrooms, IT practice rooms, hotel operations practice rooms, equipment in classrooms (Projector, projection screen, speakers, mic, sound system...), library, wifi system, medical room... The author's research results are similar to the research results of many previous authors when emphasize that facilities and equipment are of the factors that positively impact student satisfaction with training support services (Tran Xuan Kien, 2006; Nguyen Thanh Long, 2006; Tran Thi Thai Ha and Ngo Thi Thanh Tung, 2016; Nguyen Van Tuan et al., 2016; Doan Manh Hong, 2020).

"Support team" is the fifth influential factor, playing an important role in providing support and advice to students in their learning and personal development. The staff in charge of support services for students have a warm, considerate, friendly attitude, with good expertise and skills, and will help advise and solve problems for students quickly. The authors's research results are similar to the research of Tran Xuan Kien (2006), Pham Thi Lien (2016) , Nguyen Khai Hoan and Nguyen Phuong Thao , , Doan Manh Hong (2020), Tran Thi Yen Phuong (2021) .

"Implementation process" has the smallest impact on student satisfaction with training support services at the Faculty of Tourism, Hanoi Open University. The implementation process is the way to deploy training support services that are publicly disseminated by the School through interactive information channels. The purpose is to guide students to understand how to access training support services, time, processing procedures, and feedback on the service quality of the support staff. Research results show that the factor that positively impacts student satisfaction with training support services is the organizational

and implementation process, which coincides with the research of Doan Manh Hong (2020); Nguyen Thanh Vu and Bui Quang Tam (2020).

CONCLUSION AND MANAGEMENT IMPLICATIONS

The author has identified influencing factors and evaluated the influence of each factor on student satisfaction with training support services at the Faculty of Tourism, Hanoi Open University, including: Information channels of the Faculty of Tourism; Movement activities; Accessibility to training services; Facilities and equipment; Training support staff; Implementation organization process. Among them, information channels have the strongest impact on student satisfaction with training support services at the Faculty of Tourism, Hanoi Open University.

From the above research results, the author has a scientific basis to propose some solutions to improve student satisfaction with training support services at the Faculty of Tourism, Hanoi Open University as follows: after :

1. First, it is necessary to improve the quality of interactive information channels through providing highly interactive content, encouraging the participation and contribution of lecturers and students in activities on channels. interactive information and support processes, quick feedback on the Faculty's interactive information channels.
2. The second is to promote movement activities through creating a supportive environment and encouraging participation in movement activities at the Faculty. Diverse programs and events to meet student needs, create opportunities to develop skills for students, connect students, lecturers and the community, build effective information and communication channels at the same time, strengthen the connection of movement activities with professional factors.
3. Third is to improve students' access to support services through increased information and promotion, expanding the scope and flexibility of support services to meet the diverse needs of students. student. Collect feedback from students about current support services and use this feedback to improve and optimize future services.
4. Fourth is upgrading and adding facilities and equipment. There needs to be an investment plan to purchase and upgrade teaching equipment including electronic devices, software and learning equipment in classrooms and hotel practice rooms at the Faculty, Information technology practice room. Fully equipped with teaching equipment and promptly repaired damaged equipment.
5. Fifth is to improve the quality of the support team through training and professional development for the support team. Create a culture of support and service to provide the best service to students. Leverage technology and support tools to enhance the operations and interactions of the training service support team.
6. Sixth is to improve the implementation process through optimizing the course registration and support process, establishing mechanisms and infrastructure to strengthen the connection between departments and teams. Support training. Develop instructional and support materials for students, including instructional videos to help students understand the process and perform procedures properly.

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