ENHANCING STUDENT SATISFACTION WITH UNDERGRADUATE TRAINING ACTIVITIES: SOLUTIONS FOR HANOI OPEN UNIVERSITY

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Abstract: *Enhancing the quality of undergraduate training activities to align with global trends represents a vital mission for educational institutions today. These institutions proactively identify societal demands, deliver high-quality services, and ensure accountability in fulfilling learner expectations and satisfaction. This study, conducted at Hanoi Open University, identifies six key determinants influencing student satisfaction with undergraduate training activities: training curriculum, training organization, faculty expertise, learning materials, school facilities, and support services. Employing regression analysis, the study quantifies the influence of each factor on student satisfaction, providing evidence-based insights to inform strategic interventions aimed at improving student satisfaction with undergraduate education at the institution in the future.*

Keywords: *Student satisfaction, undergraduate training activities, Hanoi Open University.*

I. Introduction

In contemporary higher education, students are increasingly recognized as primary beneficiaries of institutional services, prompting universities to prioritize student satisfaction. Hanoi Open University exemplifies this shift through its commitment to learner-centered education, guided by its humanistic "5 Opens" philosophy: Open Opportunities, Open Hearts, Open Minds, Open Vision, and Open Future. This study aims to identify and assess factors influencing student satisfaction with undergraduate training, and to recommend strategic improvements. Enhancing satisfaction not only fulfills student expectations but also fosters institutional sustainability and contributes to national socio-economic development.

II. Literature Review

2.1. Theoretical literature

Student satisfaction has been defined from multiple perspectives. Zhao (2003) views it as satisfaction with course quality, instructor interaction, peer collaboration, and support services. Kotler and Armstrong (2004) describe it as the extent to which perceived performance meets expectations. Banjecvic and Nastasis (2010) highlight the institution's ability to meet students' needs. Sinclaire (2012) emphasizes cognitive and

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emotional engagement in academic tasks. Synthesizing these definitions, this study defines student satisfaction as the extent to which undergraduate training activities—curriculum, organization, faculty, materials, facilities, and support—meet student expectations and support their development as competent professionals.

2.2. Theoretical Frameworks

This study applies Edward C. Tolman's cognitive behavior theory (1932) to assess student satisfaction, emphasizing individual differences in response to environmental factors, including curriculum, training organization, faculty, materials, infrastructure, and support services. These elements shape students' unique perceptions and satisfaction levels. Drawing from Tolman's theory, Parasuraman's SERVQUAL model (1988), previous research, and expert interviews, the proposed research model includes 49 variables influencing student satisfaction with undergraduate education, as depicted in Figure 1.

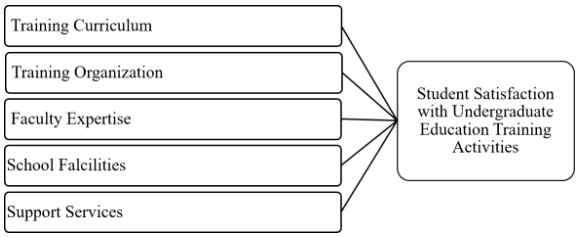

Figure 1. Proposed Research Model

In the proposed research model, student satisfaction with undergraduate education training activities is defined as the dependent variable. The study identifies six independent variables hypothesized to significantly influence this outcome.

Training Curriculum: Recognized as a key determinant of training quality, the curriculum encompasses course structure, instructional duration, distribution between foundational and specialized courses, theoretical and practical content, and internship opportunities. These elements collectively enable students to acquire both general and specialized knowledge (Sohail & Shaikh, 2004). Kwek et al. (2010) emphasized that the curriculum critically shapes students' perceptions of educational quality in private universities.

H01: Training curriculum has a positive impact on student satisfaction.

Training Organization: This variable refers to the systematic processes of planning, implementing, evaluating, and enhancing educational activities in alignment with academic goals and student needs (Nguyen, 2013).

H02: Training organization has a positive impact on student satisfaction.

Faculty Expertise: Defined by the Vietnam Academy of Science and reflected in national educational standards, faculty expertise refers to the qualifications, teaching abilities, and creativity of lecturers. High-quality faculty play a critical role in students' learning and research success (Nguyen, 2009).

H03: Faculty expertise has a positive impact on student satisfaction.

Learning Materials: Governed by Clause 2, Article 36 of the 2018 Law on Higher Education and Circular No. 35/2021/TT-BGDDT, learning materials must align with course objectives and provide core instructional content. These resources support teaching, learning, and research.

H04: Learning materials have a positive impact on student satisfaction.

School Facilities: Including libraries, classrooms, and technical equipment, facilities are essential for the effective delivery of academic programs (Bui et al., 2006).

H05: School facilities have a positive impact on student satisfaction.

Support Services: These refer to administrative and student-centered

support activities that enhance the educational experience (Tran, 2019; Doan, 2020).

H06: Support services have a positive impact on student satisfaction.

III. Methodology

This study employed a survey questionnaire method, gathering responses from 1,614 full-time students (years 1–4) at Hanoi Open University (April–June 2024) using a convenience sampling approach via Google Forms. A preliminary review ensured questionnaire validity. Additionally, in-depth interviews were conducted with seven subject-matter experts to refine measurement variables and inform the research model. For data analysis, SPSS 26.0 was used to evaluate scale reliability (Cronbach's alpha), conduct exploratory factor analysis (EFA), and perform regression analysis to determine the key factors and their influence on student satisfaction with undergraduate training activities.

IV. Empirical results and analysis

In the study, samples from 1,614 students of Hanoi Open University were collected. After the screening process, 1,614 samples that met the requirements of the study were retained. Among these, the percentage of females is 18.9%, males account for 80.6%, and other genders make up 0.5% of the total sample. In terms of the distribution by year of study, 25.3% are 1st-year students, 33.9% of 2nd-year students, 20.4% of 3rd-year students, and 20.3% of 4th-year students. In terms of the distribution by major, Hotel Management is 23.1%, English Language is 16.2%, Economic Law is 30.9%, and Business Administration is 29.8%.

4.1. Results of the Reliability Test of the Measurement Scale

The results of the reliability test of the measurement scale for the level of student satisfaction with undergraduate education training activities with 49 dependent variables across 6 factors show that the Cronbach's Alpha coefficients of all factors range from 0.921 to 0.942, indicating that the measurement scale used is good. These factors are all greater than 0.6, meeting the conditions for inclusion in the EFA analysis. All variables have item-total correlation coefficients greater than 0.3, so no variables were excluded. The 49 observed variables were then included in the EFA analysis in the next step (Table 1).

Table 1. Cronbach's Alpha Test Result

No.	Factor	Initial Variables	Variables after Testing Cronbach's Alpha	Cronbach's Alpha
1	Training Curriculum	12	12	0.940
2	Training Organization	8	8	0.931
3	Faculty Expertise	10	10	0.942
4	Learning Material	7	7	0.939
5	School Facilities	5	5	0.928
6	Support Service	7	7	0.941
7	Student Satisfaction with Undergraduate Education Training Activities	6	6	0.921

(Source: Research Result)

4.2. Factor Analysis Results

The results of the Exploratory Factor Analysis (EFA) in Table 2 show that there are 6 extracted factor groups with 49 observed variables. The extracted variance of these six-factor groups reached 68.61%, indicating that the extracted factors explain 68.61% of the data

variation. The results of the Bartlett test (0.000 < 0.05) and the KMO index (0.889 > 0.5) also prove that the factor analysis model is appropriate, and the observed variables are closely correlated with each other. This indicates that the EFA analysis results are completely suitable.

Table 2. Exploratory Factor Analysis (EFA) Results

KMO	0.889
Sig. of Bartlett Test	0.000
Sum of squares of the cumulative factor loading coefficient	68.61%

(Source: Research Result)

Through the exploratory factor analysis (EFA), the proposed research model (Figure 1) consisting of 6 factors influencing student satisfaction has been confirmed to be very good and does not require further adjustment.

4.3. Pearson Correlation Test

After analyzing the Cronbach's Alpha coefficient and conducting the EFA test, the proposed theoretical model retained the original 6 factors affecting student satisfaction with the undergraduate training activities of Hanoi Open University: (i) Training curriculum; (ii) Training organization; (iii) Faculty Expertise; (iv) Learning materials; (v) School facilities; (vi) Support services.

The research results show that all the influencing factors that were considered have a correlation with student satisfaction with undergraduate education training activities. The r-coefficient ranges from 0.573 to 0.781. Specifically, the faculty factor has the strongest correlation with student satisfaction ($r=0.781$; $p<0.001$) (Figure 2).

The results of the Pearson correlation test show that the above factors are quite strongly related to student satisfaction. The increase or decrease of any factor can lead to an increase or decrease in student satisfaction with undergraduate education training activities. From this, it can be affirmed that these are important factors that the university needs to focus on improving and enhancing the quality, contributing to increasing student satisfaction with the university's undergraduate education training activities.

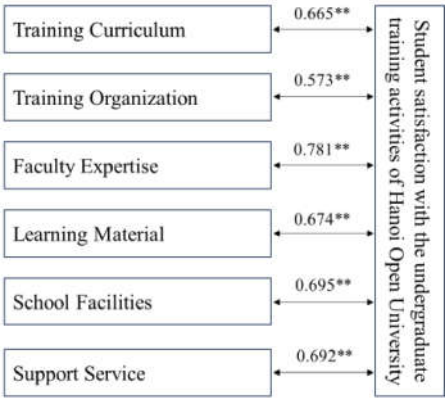

Figure 2. Correlation between influencing factors and student satisfaction with undergraduate training activities

(Source: Research Result)

4.4. Results of Hypothesis Testing for the Model

The summary results show that the model has an R^2 of 0.678 and an adjusted R^2 of 0.680, indicating that the model's goodness of fit is 68.0%, or in other words, this model explains 68.0% of the variation in the factor of student satisfaction, which is due to the impact of the independent variables in the model. The remaining 32.0% of the variation is explained by other variables outside the scope of this research study.

Additionally, the Durbin-Watson coefficient is 1.835, which falls within the range of 1 to 3, indicating that there is no autocorrelation issue. This means that the model does not violate the assumption of independence of errors (Table 3).

The Sig values in Table 3 indicate whether the regression parameters are significant or not. The result of Sig=0.000 <0.05 means that no variables are excluded, and therefore, all the variables have a linear relationship with student satisfaction.

Table 3. Multiple Linear Regression Model with Student Satisfaction with Undergraduate Education Training Activities as the Dependent Variable

Model	Unstandardized		Standardized Coefficients β	t	Sig	VIF
	B	Std. Errors				
Constant	0.204	0.102		2.000	0.046	1.389
Training Curriculum	0.142	0.070	0.140	2.029	0.045	1.700
Training Organization	0.115	0.070	0.120	3.071	0.003	1.950
Faculty Expertise	0.238	0.065	0.245	3.662	0.000	1.612
Learning Material	0.128	0.045	0.130	2.844	0.007	1.600
School Facilities	0.215	0.071	0.220	3.056	0.004	1.875
Support Service	0.157	0.066	0.158	2.348	0.020	1.289

** $p < 0.05$; $N = 1614$; $R^2 = 0.678$; Adjusted $R^2 = 0.680$; Durbin Watson = 1.835.*

(Source: Research Result)

Based on the VIF criteria and the acceptance of variables to check for multicollinearity, the results show that the acceptance of variables is quite high, and all variables have VIF < 2. Therefore, multicollinearity does not occur, and the regression model is suitable.

All regression coefficients are greater than 0. This means that all independent variables included in the regression analysis have a positive effect on the dependent variable. Based on the magnitude of the standardized regression coefficients (Beta), the order of impact from strongest to weakest of the independent variables on the dependent variable is as follows: Faculty Expertise (β = 0.245); School Facilities (β = 0.220); Support Services (β = 0.158); Training Curriculum (β = 0.140); Learning Materials (β = 0.130); Training Organization (β = 0.120). This indicates that "Faculty Expertise" has the strongest impact on student satisfaction with undergraduate education training activities, while "Training Organization" has the weakest impact.

From the above results, the hypotheses are recorded in Table 4 below:

Table 4. Summary of Hypothesis Testing Results

Hypothesis	Factor	Result
H01	Training curriculum has a positive impact on student satisfaction.	Accept
H02	Training organization has a positive impact on student satisfaction.	Accept
H03	Faculty expertise has a positive impact on student satisfaction.	Accept
H04	Learning material have a positive impact on student satisfaction.	Accept
H05	School Facilities have a positive impact on student satisfaction.	Accept
H06	Support services have a positive impact on student satisfaction.	Accept

4.5. Discussion

Based on the model results, all six examined factors demonstrate a positive impact on student satisfaction in undergraduate training activities. Notably, faculty expertise exerts the most substantial influence. This aligns with findings by Kara and DeShields (2010), Tran (2019), Vu et al. (2021), Than and Nguyen (2022), and Vo (2023). According to Herzberg's Two-Factor Theory (1959), educators function as key motivators and role models who inspire and influence students by fulfilling psychological and academic needs. Faculty members possessing strong subject-matter knowledge, effective communication, and adaptive teaching methods enhance student engagement,

learning outcomes, and satisfaction. Therefore, teaching staff must exhibit high professional competency, ethical standards, pedagogical proficiency, and versatility in assessment and delivery methods (Nguyen, 2009).

School facilities also significantly contribute to student satisfaction. Well-maintained, spacious classrooms, modern libraries, clean study environments, and robust internet access collectively foster a conducive learning atmosphere. This finding is supported by previous studies (e.g., Chen & Stotlar, 2012; Noel-Levitz, 2013; Nguyen et al., 2016).

Support services represent another crucial factor. Efficient service delivery, quality personnel, responsive systems, and student-focused activities are essential in meeting learner expectations, as confirmed by Kara and DeShields (2010), Elliot and Healy (2001), and Vo (2023).

The training curriculum plays a key role in shaping satisfaction. Effective curricula must be well-structured, relevant, coherent, scientifically grounded, and regularly updated to meet evolving learner and labor market demands (Koilias, 2005; Vu et al., 2021).

Learning materials, including textbooks and references, must be comprehensive, current, and academically rigorous to support both coursework and research activities, in accordance with prior research (British Columbia College & Institutes, 2003; Vu, 2005).

Finally, training organization, including timely implementation, transparent assessments, and effective monitoring, positively influences satisfaction (Harvey, 1995; Nguyen, 2013).

In sum, faculty expertise serves as a motivational factor, while the remaining elements act as maintenance factors per Herzberg's framework. Together, they collectively shape the student experience and satisfaction in higher education.

V. Summary of major findings and recommendations

The research identifies six key factors that positively affect undergraduate student satisfaction with educational training activities. These include: (i) Training Curriculum; (ii) Training Organization; (iii) Faculty Expertise; (iv) Learning Materials; (v) School Facilities; and (vi) Support Services. Among them, Faculty Expertise exerts the most significant impact, followed by School Facilities, Support Services, Training Curriculum, and Learning Materials. Training Organization contributes the least to overall satisfaction.

Faculty Expertise: To optimize faculty influence on student satisfaction, it is essential to implement a comprehensive strategy for faculty development. This entails structured plans for professional growth, pedagogical training, research enhancement, and the integration of innovative teaching methodologies. Faculty members should foster a supportive environment through open communication, mentoring, and active engagement with students beyond the classroom. Demonstrating passion and subject-matter enthusiasm is crucial for motivating learners and improving academic outcomes. A synchronized approach in implementing these measures will cultivate a high-caliber faculty aligned with institutional goals amidst globalization and digital transformation.

School Facilities: Investments in infrastructure must address both academic and research requirements. Institutions should formulate financial strategies to prioritize high-impact areas, leveraging socialized funding sources such as private enterprises, alumni contributions, and NGOs. Facility upgrades should adhere to Ministry standards while incorporating modern technologies (e.g., smart

classrooms, virtual reality labs). Regular maintenance, green campus initiatives, and the development of online systems for course registration and learning support are recommended to enhance the educational environment and encourage student autonomy.

Support Services: Support service improvements should focus on accessibility, responsiveness, and quality. Information dissemination must be diversified, with an emphasis on cultivating a participatory and inclusive support culture. Staff training and process optimization are necessary to meet varied student needs. Establishing psychological counselling services, improving feedback mechanisms, and integrating student input are vital steps toward more effective support delivery.

Training Curriculum: A modernized curriculum should maintain scientific integrity, relevance, coherence, and adaptability to learner needs and labor market trends. Regular curriculum reviews based on stakeholder feedback are critical to ensure alignment with national standards and graduate competencies. Furthermore, clear communication about academic expectations and outcomes is necessary to enhance transparency and student preparedness.

Learning Materials: The quality and accessibility of academic resources are foundational to student learning. Institutions must invest in up-to-date textbooks, reference materials, and scholarly publications, ensuring alignment with course content and research goals. Diversification of online academic resources is also encouraged to facilitate broader knowledge access.

Training Organization: While training organization shows the least direct influence, its role remains vital in maintaining program quality. Effective scheduling, transparent assessments, and feedback mechanisms should be enforced. Technological integration—such as automated testing platforms and online proctoring tools—is essential for objectivity and efficiency in evaluations. Moreover, digitizing question banks and enhancing supervisory practices are recommended.

Implementation Challenges: The execution of these strategies may face obstacles such as resistance to pedagogical change, insufficient research-oriented faculty, high technology costs, and limitations in automated assessment for qualitative disciplines. Addressing these issues requires flexible institutional policies, incentives for innovative teaching, professional development, and partnerships with technology providers. Investment in infrastructure and global collaboration will be instrumental in sustaining long-term educational quality.

Research Limitations: The study acknowledges limitations due to non-random sampling, which may affect generalizability. Future research should include diverse student populations and explore additional variables such as personal background and social context for a more comprehensive analysis.

This study aims to provide a foundation for improving training quality at Hanoi Open University, aligning educational practices with contemporary academic expectations and student needs.

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GIẢI PHÁP NÂNG CAO SỰ HÀI LÒNG CỦA SINH VIÊN ĐỐI VỚI HOẠT ĐỘNG ĐÀO TẠO ĐẠI HỌC TẠI TRƯỜNG ĐẠI HỌC MỞ HÀ NỘI

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Tóm tắt: *Nâng cao chất lượng hoạt động đào tạo đại học để bắt kịp với xu hướng thế giới là nhiệm vụ sống còn của các cơ sở đào tạo hiện nay. Theo đó, các cơ sở đào tạo cần phải nắm bắt nhu cầu xã hội, cung cấp dịch vụ, có trách nhiệm đáp ứng nhu cầu và thỏa mãn sự hài lòng của người học. Nghiên cứu này được thực hiện tại Trường Đại học Mở Hà Nội nhằm xác định 6 nhân tố ảnh hưởng đến sự hài lòng của sinh viên đối với hoạt động đào tạo đại học là: Chương trình đào tạo, tổ chức đào tạo, đội ngũ giảng viên, giáo trình và tài liệu học tập, cơ sở vật chất và dịch vụ hỗ trợ đào tạo. Kết quả phân tích hồi quy cho thấy mức độ ảnh hưởng của từng nhân tố đến sự hài lòng của sinh viên đối với hoạt động đào tạo đại học tại Trường Đại học Mở Hà Nội, từ đó đưa ra một số giải pháp để nâng cao sự hài lòng của sinh viên đối với hoạt động đào tạo tại Trường trong thời gian tới.*

Từ khóa: *Sự hài lòng của sinh viên, hoạt động đào tạo đại học, Trường Đại học Mở Hà Nội.*

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