International Journal of Environmental Sciences
ISSN: 2229-7359
Vol. 11 No. 21s, 2025
https://theaspd.com/index.php

Verifying The Satisfaction Of Language Students With The Quality Of Training Support Services At Thanh Dong University

Hoang Thi Thu Thuy[1]
[1]University of Social Sciences and Humanities, Vietnam National University Ho Chi Minh City (USSH – VNUHCM), thuyhoangdph@hcmussh.edu.vn

Abstract: *As higher education in Vietnam shifts toward improving the student experience and increasing competitiveness among training institutions, the quality of support services has become a crucial factor affecting student satisfaction and engagement. This study aims to evaluate the satisfaction of language students with the quality of training support services at Thanh Dong University. Using 482 survey responses and quantitative analysis with SPSS26 software at a 5 percent significance level, the results identify eight factors that influence student satisfaction in the language sector related to support service quality: (1) interactive information channels, (2) financial support, (3) the capabilities of academic advisors, (4) the system of learning facilities and equipment, (5) support from the administrative department, (6) library and learning materials, (7) extracurricular activities, and (8) accommodation and travel services. Based on these findings, the study offers several recommendations to improve communication effectiveness, diversify policies, enhance support service quality, and strengthen the university's brand image.*
Keywords: *satisfaction, service quality, training support services, Thanh Dong University.*

1. INTRODUCTION

In the era of the knowledge economy and global integration, higher education is no longer just about transferring knowledge. It is increasingly regarded as a special type of service, where learners are central and are the primary customers of the education system. Therefore, enhancing the overall quality of training services and specifically the quality of training support services is becoming a key factor in determining the prestige, attractiveness, and competitiveness of higher education institutions. Training support services encompass a wide range of activities, conditions, and resources designed to assist students in learning, research, and personal development. It includes systems of academic advising, libraries, specialized classrooms, academic counseling, information technology services, foreign language centers, scholarship programs, career guidance, as well as psychosocial services, housing, health, cultural activities, and sports. These services do not directly generate knowledge, but they play an essential, indirect role in promoting learning efficiency, student satisfaction, and engagement with the university. As globalization of education continues, students in language programs, especially English, Chinese, and Korean, face many new demands for practical skills, international exchange opportunities, and adapting to a multicultural work environment. This means students increasingly expect more from the support services provided by the university. A library with a wide range of foreign language materials, an effective foreign language academic support center, or a system of academic advisors with industry-specific expertise can become a competitive advantage or a drawback in students' perceptions.

However, in reality, many higher education institutions, especially private universities like Thanh Dong University, are in the process of developing, expanding, and refining their management systems. Along with positive changes such as improving training programs and investing in facilities, the quality of training support services still faces some limitations. It includes inconsistent facilities, cumbersome academic and administrative services, and a lack of cohesion between departments in student support, which creates a gap between expectations and actual experiences. It affects student satisfaction, causes skepticism, reduces motivation to learn, and hampers long-term student engagement. Given these issues, it is crucial to research and evaluate student satisfaction, particularly among language students, with the quality of training support services at Thanh Dong University. The findings will serve as a foundation to help the university develop management strategies, plan student support and training activities, and propose governance recommendations to establish appropriate improvement policies. Ultimately, this will contribute to enhancing the effectiveness of quality governance in higher education at Thanh Dong University.

2. Theoretical basis and research model

According to the General Agreement on Trade in Services (GATS) that Vietnam committed to when joining the World Trade Organization (WTO), higher education is classified as a service industry. In particular, universities are considered special service providers, serving a diverse group of customers, including government, enterprises, communities, and especially students, who are both beneficiaries and central customers (Weerasinghe & Fernando, 2017). Training support services consist of activities, resources, and conditions organized to enhance the effectiveness of students' learning, research, and personal development in the university setting (Nguyen et al., 2020). Research by Tran (2019) indicates that the quality of training support services is a vital component in improving the overall quality of training activities, with the university serving as the provider and students as the primary customers and beneficiaries. The training support service reflects the integration of physical and human factors, including students, lecturers, parents, and related organizations, demonstrating the interaction and co-creation of value between the university and learners. Investing in training support services not only enhances the learning experience but also helps shape the university's image, reputation, and brand in the minds of learners and society. Higher education services in general, and training support services in particular, are specific types of services that involve many factors: from material aspects like infrastructure, equipment, learning materials, and information technology, to non-material aspects such as the teaching process, academic counseling, inspiration, and psychological support. The quality of training support services results from a series of systematic, interdisciplinary, and continuous interaction activities. Student support services are facilities and activities that make the learning process easier and more enjoyable for students, serving as an interface between the educational institution and the learner (Kaur, 2016). The quality of higher education directly depends on these services; without them, universities merely award degrees. Lacovidou et al. (2009) emphasized that student support is a factor in assessing the quality of higher education institutions, including counseling, enrollment support, and career guidance. The studies of Morgan (2012) and Prebble et al. (2004) suggest that student support services fall into two categories: academic and non-academic. Academic support involves teaching and learning provided by the teaching staff, while non-academic support includes services such as psychological counseling, accommodation, financial assistance, and legal advice. To enhance quality, there must be close interaction between these two types of support. In Vietnam, although there is no official definition of "training support services" in the legal document system, this concept is indirectly reflected in regulations related to training quality assurance activities. According to Circular 04/2016/TT-BGDDT issued on March 14. 2016, by the Ministry of Education and Training, Article 12 – Standard 8 on quality assessment of training programs emphasizes the importance of learner support activities to meet output standards. These activities include academic counseling, organizing extracurricular activities, career guidance services, employment support, creating a friendly learning environment, and psycho-social safety. Furthermore, in the current operation of universities, training support services are continuously expanding to include diverse forms such as legal advice, soft skills development, psychological counseling, sports facilities, career counseling, internships with business associations, and services like CV writing and mock interviews. These services have become an essential part of improving the quality of higher education (Nguyen & Nguyen, 2021).

The concept of satisfaction originates from the field of service marketing, which is seen as a comparison between a customer's expectations before using a service and their actual feelings after experiencing it (Oliver, 1980). According to Nguyen and Le (2021), improving service quality is essential for increasing customer satisfaction. In higher education, students are viewed as “special customers,” and their satisfaction level reflects their contentment with factors related to the learning process, experiences, support, and the campus environment. According to Elliott and Shin (2002), student satisfaction is a student's overall evaluation of the learning experience and support services provided by the school during their studies. Weerasinghe and Fernando (2017) argue that student satisfaction is a psychological state that reflects students’ positive perceptions of the quality of training and services they receive at the university. According to Kotler and Armstrong (2012), satisfaction is the level of reflection of the psychological state of an individual, stemming from the comparison between their expectations and the actual results received from a product or service. This expectation is based on personal needs, past experiences, and external information sources like advertisements, advice from friends, relatives, or social networks. In the commercial service sector, satisfaction with service quality is often assessed using the SERVQUAL model by Parasuraman et al. (1988), which includes 10 components such as reliability, responsiveness, service capacity, accessibility, politeness, information provision, safety, ability to understand customers, and tangibles. The SERVPERF model by Cronin and Taylor (1992) simplifies

these into five factors: reliability, responsiveness, assurance, empathy, and tangibles. However, these models are primarily designed for commercial services and may not be entirely suitable for the unique characteristics of higher education. Cuthbert (1996) highlights that the student experience at higher education institutions is notably different from that of customers in sectors like banking, dining, or telecommunications. Therefore, to properly evaluate the quality of training support services, it is essential to broaden the evaluation criteria to include both academic and non-academic services, such as administrative procedures, housing, food services, computer labs, libraries, sports facilities, and more. Abdullah's (2006) study developed the HEdPERF model to measure the quality of specialized services in higher education, featuring five main components: support services such as administration and student care, and the learning environment. Academic aspects, including teaching content, lecturer capacity, and training methods; and reputation, which reflects the prestige and image of the school in the eyes of students and the community. Access indicates the ease of reaching learning and support services, while Programme issues reflect their relevance, timeliness, and ability to meet the professional needs of the curriculum. In Vietnam, research on student satisfaction with the quality of training support services has also attracted the interest of several researchers. Notably, the study by Ha and Nguyen (2013) offers a model of student satisfaction regarding the quality of training support services, which includes four factors from Abdllahn's (2006) HEdPERF: professional activities, non-professional activities, training programs, and prestige. Additionally, three new factors, including facilities, extracurricular activities, and information provision, are also considered. A study by Nguyen and Bui (2020) measuring student satisfaction with training support services has identified six influencing factors: the implementation process, support staff, facilities and equipment, interactive information channels, access to services, and movement activities. The research by Nguyen and Nguyen (2021) provides a model for understanding the differences in training support services among Vietnamese universities by examining aspects such as libraries, canteens/food services, financial support, departmental support, and extracurricular activities. The study also found that students at non-public universities reported higher average satisfaction compared to those at public schools.

Based on the theoretical foundation and review of several relevant domestic and international studies by Abdullah (2006), Nguyen and Bui (2020), Nguyen and Nguyen (2021), Huynh et al. (2024), the author selects and proposes factors in the research model of student satisfaction among language majors regarding service quality support training at Thanh Dong University, along with the following hypotheses:

In higher education settings, especially for language majors where students often need to navigate their own learning paths, the role of academic advisors becomes even more crucial. Academic advisors are not only responsible for supporting students with procedures like registration and answering questions about regulations, but they also serve as a bridge between students and the university in obtaining information, academic assistance, and career guidance. Academic advisors are typically lecturers who teach in specialized departments, take on additional consulting roles, monitor students' progress, and offer recommendations to support students' comprehensive development throughout their education. In practice, the competence of academic advisors is demonstrated not only through their professional qualifications but also through their communication skills, dedication, positive attitude, understanding of policies, and insight into student psychology. Research by Nguyen and Bui (2020) has shown that the presence of support staff, especially academic advisors, has a significant impact on students' perception of the quality of educational services. When students feel companionship, understanding, and timely support from academic advisors, they tend to have more trust in the school's academic management system and training services. This creates a positive learning environment, which in turn contributes to increased satisfaction and engagement with the school. Therefore, the proposed research hypothesis is:

H1: The capacity of academic advisors positively influences language students' satisfaction with the quality of training support services.

Interactive information channels are defined as a set of tools that the university uses to communicate information, inform policies, help answer questions, and gather feedback from students quickly, accurately, and effectively. At Thanh Dong University, these channels include the university's formal website, fan pages of the university and faculties, personal emails sent to students, hotlines, and face-to-face communication at offices or support service centers. The diversification of these channels not only helps inform students promptly but also creates conditions for students to easily access, respond to, and participate in the academic exchange process. The studies of Ha and Nguyen (2015), Nguyen and Bui (2020) show that the effectiveness of interactive information channels is closely related to learner satisfaction. When students feel they can receive accurate, complete, and timely information, and when

their feedback is received and processed quickly, they will have more confidence in the university's management system and training services. This fosters a positive connection between students and the school, thereby enhancing the learning experience. Therefore, the proposed research hypothesis is:

H2: Interactive information channels positively influences language students' satisfaction with the quality of training support services.

In higher education, the administrative department plays a crucial role in ensuring that academic, administrative, and student support activities operate smoothly. This department includes units such as the training department, student affairs department, finance department, and examination office, which handle requests, questions, or issues that arise during the learning process. For students in the language major, the group typically has many requirements related to academic procedures, training programs, extracurricular activities, and international exchange opportunities, making support from the administrative department even more vital. When requests are handled quickly, accurately, and transparently, students experience fewer procedural burdens and have more time and mental capacity to focus on learning, research, and skill development. The results of a study by Nguyen and Nguyen (2021) on the differences in support services between universities show that support from the administrative sector has a positive and clear impact on student satisfaction. This support is not only about solving problems, but also demonstrates the school's care and companionship for students. This helps students feel secure and trust the school's management system and services. Therefore, the proposed research hypothesis is:

H3: Support from the administrative department positively influences language students' satisfaction with the quality of training support services.

Facilities and learning equipment are essential for ensuring the quality of teaching and learning activities in the university setting. For students majoring in languages, a field that demands an interactive learning environment, language practice, and access to technology, the adequacy and modernity of facilities become even more crucial. This system includes classrooms, lecture halls equipped with projectors, microphones, air conditioners, and stable wifi; learning support facilities such as audio-visual equipment and foreign language labs; common areas, a library, and spaces for sports and entertainment. If the facilities are kept clean, comfortable, and operated efficiently, students experience better learning conditions, which enhances their ability to absorb knowledge and improves training effectiveness. This fosters a sense of professionalism and modernity, helping to enhance the school's image in the eyes of learners. The studies of Ha and Nguyen (2015), Nguyen and Bui (2020) have shown that learning facilities and equipment are key factors that significantly influence students' satisfaction with educational services. Therefore, the proposed research hypothesis is:

H4: The system of facilities and equipment for learning positively influences language students' satisfaction with the quality of training support services.

The library and learning materials system serve as a knowledge hub, effectively supporting students' learning and research. A well-organized library, with many specialized books, references, and access to electronic learning resources and international academic databases, will help students save time searching and access quality, up-to-date knowledge. Alongside providing materials, the library also serves as a space for self-study, group discussions, and independent research, helping to develop active learning habits and boost students' self-research skills. When students see that the university's library and learning materials system fully supports their learning and research needs, they tend to have a more positive learning experience, which increases their satisfaction with the university's training support services. Research by Nguyen and Nguyen (2021) also confirms that the library and learning materials factor significantly influences student satisfaction, especially in modern higher education where the need for access to high-quality knowledge is growing. Therefore, the proposed research hypothesis is:

H5: Libraries and learning materials positively influences language students' satisfaction with the quality of training support services.

Extracurricular activities are a vital part of the higher education environment, contributing to the development of skills and overall growth of students beyond classroom learning. For language students, engaging in extracurricular activities such as academic clubs, seminars, soft skills programs, or internships at companies not only helps enhance professional abilities but also provides opportunities to apply knowledge practically. These experiences help students improve their communication, teamwork, situational handling, and adaptation to a multicultural work environment with skills that are especially important in the language field. Studies by Ha and Nguyen (2015), Nguyen and Bui (2020), and Nguyen and Nguyen (2021) all show that extracurricular activities positively influence student satisfaction. Besides

skill development, extracurricular activities also offer spiritual value by helping students expand relationships, increase engagement with friends and school, and foster more positive motivation for learning. Suppose students perceive the richness, practicality, and relevance of extracurricular activities. In that case, they tend to value the quality of training support services more, which in turn enhances their satisfaction with the school. Therefore, the proposed research hypothesis is:

H6: Extracurricular activities positively influences language students' satisfaction with the quality of training support services.

Students studying at universities often have to live far from their families and manage their own expenses. Financial problems can significantly affect their mental health and learning process. Common types of financial aid at universities include scholarships to promote learning, scholarships to help with difficulties, tuition fee waivers, merit-based reward programs, and support for participation in academic and extracurricular activities. If they are implemented transparently, fairly, and promptly, students will feel the care and companionship of the university, thereby increasing trust and engagement. The study of Nguyen and Nguyen (2021) also affirms that financial support has a positive impact on student satisfaction with training support services. This shows that, in addition to the quality of teaching and facilities, sound financial policies play an important role in improving students' learning experience. Therefore, the proposed research hypothesis is:

H7: Financial support positively influences language students' satisfaction with the quality of training support services.

For students studying at universities, especially those who live far from their families, daily living support services play an important role in helping them focus on their studies. Accommodation and transportation services include a canteen offering a variety of dishes, ensuring food hygiene and safety at reasonable prices; dormitories or accommodation support systems meet housing needs, and convenient transportation options such as bus and shuttle routes make it easy for students to move between their accommodation and school. A well-organized accommodation and travel service system not only helps students save time and money but also contributes to improving their health and spirits, thereby enhancing their learning efficiency. At this point, students feel that the school cares about their basic living needs, which increases their attachment and satisfaction with the school. Research by Nguyen and Nguyen (2021) also shows that the food service factor is an essential component affecting student satisfaction. It suggests that investing in daily living services can positively impact the learning experience. Therefore, the proposed research hypothesis is:

H8: Accommodation and travel services positively influences language students' satisfaction with the quality of training support services.

The author proposes a research model in Figure 1 following:

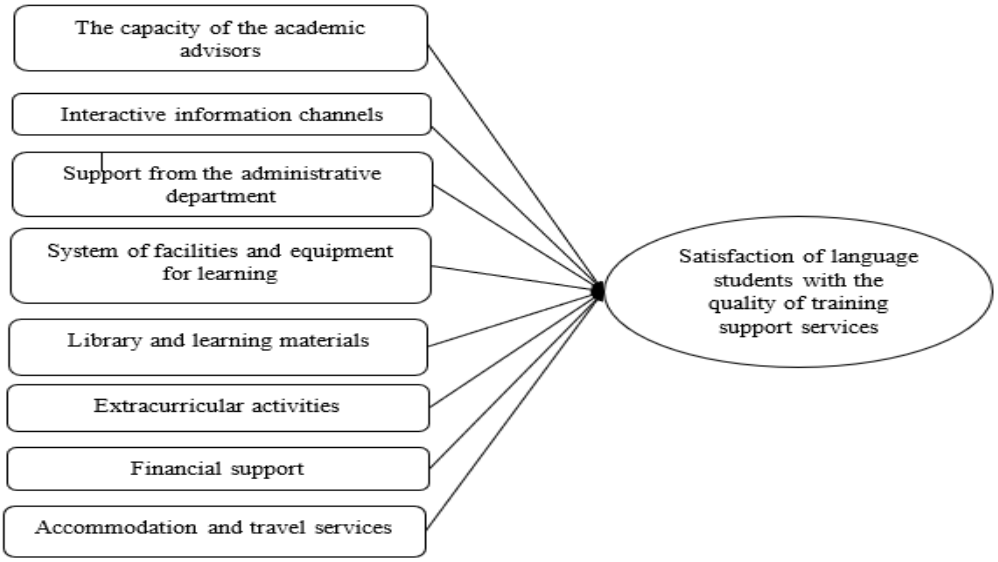

Figure 1. Research Model

Source: Recommended by the author

The research model is defined in the form of equations:

$SAT = \beta_0 + \beta_1*Cap + \beta_2*Int + \beta_3*Sup + \beta_4*Sys + \beta_5*Lib + \beta_6*Ext + \beta_7*FS + \beta_8*Acc + \varepsilon$

In which:

SAT (Dependent Factor): Satisfaction of language students with the quality of training support services
Independent factors include (X_i): The capacity of the academic advisor team (Cap), Interactive information channels (Int), Support from the administrative department (Sup), System of facilities and equipment for learning (Sys), Library and learning materials (Lib), Extracurricular activities (Ext), Financial support (FS), Accommodation and travel services (Acc).
β_k: Regression coefficient (k = 0. 1. 2....,8).
ε: Random error.

3. Research methods

The preliminary scale is developed based on the validated inheritance from various domestic and international studies by Abdullah (2006), Nguyen and Bui (2020), Nguyen and Nguyen (2021), Huynh et al. (2024). Simultaneously, to ensure the relevance of the research object and scope before conducting the official survey, the author held a group discussion with several students majoring in language studies at Thanh Dong University and consulted five experts to evaluate the relationships between the factors in the proposed research model and the content of the observed variables of the scale. The discussion outcomes were recorded and used as the foundation for constructing the formal scale, which includes 43 observed variables.

The study employed a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The sample size was determined based on the recommendation of Hair et al. (2010) to ensure significance in the exploratory factor analysis (EFA), using the minimum ratio of 5:1 and the optimal ratio of 10:1. With 43 variables, the authors selected the ideal proportional sample size of 10. resulting in a required sample of 430. However, to account for potential data loss during cleaning, the actual number of responses collected was 500. The survey took place from February 2025 to April 2025 using a convenience sampling method, directly distributing votes to students in the language department studying at Thanh Dong University. The results consisted of 482 valid questionnaires. The data was analyzed using SPSS 26 software through Cronbach's Alpha reliability test, exploratory factor analysis (EFA), descriptive statistics, correlation analysis, and linear regression at a significance level of 5%.

4. Research results

The statistical results describing the characteristics of 482 survey samples collected showed that, in terms of gender, 357 women accounted for 74.1%, while men numbered 125, representing 25.9%. Regarding age, the 19-22 year old group included 427 students, or 88.6%, and those over 22 years old numbered 55 students, or 11.4%. Concerning academic year, 58 students were in their first year, making up 12.0%; 146 students were in their second year, or 30.3%; 182 students were in their third year, or 37.8%; and 96 students were in their fourth year, or 19.9%. The combined group of second and third-year students formed the majority, indicating that most participants had experienced the school's training support services. Out of the 482 students surveyed, 256 majored in English Language, accounting for 53.1%; Chinese Language majors numbered 148, or 30.7%; and Korean Language majors totaled 78, or 16.2%. Based on the training system, 437 students were enrolled in the formal program, constituting 90.7%, while 45 students participated in the work-study system, making up 9.3%. Overall, the survey sample features diverse distribution across gender, academic year, major, and training system, ensuring the representativeness of the student population in the language major.

Table 1. Reliability test

Sign	Cronbach's Alpha	Corrected Item – Total Correlation	Cronbach's Alpha if Item Deleted
The capacity of the academic advisors			
Cap1	0.837	0.610	0.819
Cap2		0.580	0.806
Cap3		0.564	0.792
Cap4		0.542	0.775
Cap6		0.531	0.763
Interactive information channels			
Int1	0.854	0.646	0.839
Int2		0.631	0.825
Int3		0.627	0.810
Int4		0.588	0.803

Sign	Cronbach's Alpha	Corrected Item – Total Correlation	Cronbach's Alpha if Item Deleted
Support from the administrative department			
Sup1	0.817	0.632	0.801
Sup2		0.617	0.789
Sup4		0.609	0.772
Sup6		0.524	0.763
System of facilities and equipment for learning			
Sys1	0.805	0.587	0.792
Sys2		0.541	0.778
Sys3		0.566	0.754
Sys4		0.532	0.739
Library and learning materials			
Lib1	0.797	0.612	0.784
Lib2		0.573	0.770
Lib3		0.593	0.756
Lib4		0.565	0.745
Extracurricular activities			
Ext1	0.824	0.568	0.818
Ext2		0.599	0.803
Ext3		0.572	0.796
Ext4		0.561	0.775
Ext5		0.554	0.752
Financial support			
FS1	0.816	0.529	0.804
FS2		0.511	0.792
FS3		0.573	0.781
FS4		0.540	0.765
Accommodation and travel services			
Acc1	0.833	0.587	0.827
Acc2		0.624	0.813
Acc3		0.605	0.808
Acc4		0.591	0.780
Satisfaction of language students with the quality of training support services			
SAT1	0.817	0.649	0.803
SAT2		0.632	0.792
SAT3		0.595	0.784
SAT4		0.572	0.775
SAT5		0.601	0.761
SAT6		0.628	0.750

Source: Results of the author's data processing

The results of the reliability test using Cronbach's Alpha showed that the entire scale had good reliability. However, in the initial analysis, the observed variable "Cap5" had a total variable correlation coefficient of 0.117, which was less than 0.3. Additionally, the observed variables "Sup3" and "Sup5" had a Cronbach's Alpha coefficient if the variable was removed that was higher than the total Cronbach's Alpha. As a result, the authors decided to remove these three variables and reanalyze the scale. After excluding these variables, the analysis showed that the correlation coefficient of the remaining observed variables was greater than 0.3. and the Cronbach's Alpha if the item was deleted was lower than the total Cronbach's Alpha. The Corrected Item-Total Correlation was above 0.5, indicating that the scale fully meets the reliability requirements. These findings align with the recommendations of Hair et al. (2010) to satisfy the conditions for inclusion in the next step of exploratory factor analysis.

Table 2. EFA of independent variables

KMO coefficient = 0.807		
Bartlett's Test	Approx. Chi-Squared	12457.322

	df	568
	Sig.	0.000

Items	Factor							
	1	2	3	4	5	6	7	8
Sys3	0.821							
Sys1	0.807							
Sys2	0.794							
Sys4	0.767							
Cap1		0.814						
Cap4		0.790						
Cap2		0.776						
Cap6		0.753						
Cap3		0.741						
Ext2			0.835					
Ext1			0.827					
Ext5			0.811					
Ext4			0.780					
Ext3			0.763					
Int1				0.792				
Int2				0.771				
Int4				0.765				
Int3				0.750				
Lib2					0.806			
Lib1					0.782			
Lib3					0.768			
Lib4					0.741			
Acc3						0.800		
Acc4						0.771		
Acc1						0.750		
Acc2						0.746		
Sup1							0.781	
Sup4							0.764	
Sup2							0.759	
Sup6							0.748	
FS2								0.836
FS1								0.815
FS3								0.801
FS4								0.792
Eigenvalues	11.532	9.867	7.885	6.315	4.907	3.268	2.596	1.184
% of Variance	21.490	35,688	43.167	49.866	54.212	61.794	68.532	76.152

Source: Results of the author's data processing

The results of EFA independent factors, obtained through the component extraction method and Varimax rotation, showed that the KMO = 0.807 coefficient exceeded the minimum threshold of 0.5 and was less than 1, indicating that the data was fully suitable for analysis. Bartlett's Test yielded a significance value of Sig. = 0.000, representing a meaningful linear correlation between observed variables. The rotating matrix revealed that, at the smallest Eigenvalue greater than 1, eight factor groups were extracted, as originally predicted, accounting for a total variance of 76.152%, which surpasses the minimum threshold of 50%. This confirms that the extracted factors can explain most of the variation in the survey data. Additionally, all factor loadings are greater than 0.5, indicating a very good level of convergent among the variables within each group and no cross-loading between factors. Therefore, the scale of independent factors in this study exhibits robust structural validity and is suitable for subsequent analyses (Hair et al., 2010).

Table 3. EFA of the dependent variable

KMO = 0.786			
Bartlett's Test	Approx. Chi-Squared		318.762
	df		4
	Sig.		0.000
Scale		**Items**	**Loadings**
Satisfaction of language students with the quality of training support services		SAT1	0.791
		SAT3	0.785
		SAT2	0.773
		SAT6	0.767
Total variance quoted %		81.032	
Eigenvalue		1.526	

Source: Results of the author's data processing

The results of the factor analysis, which explored the dependent factor for the first time, showed that the KMO coefficient satisfied the requirement, being greater than 0.5 and less than 1, and the Sig value of Bartlett's test reached 0.003, indicating that the data included in the analysis was meaningful. However, in the matrix table of the two observed variables, SAT4 and SAT5, the factor load coefficients were smaller than 0.5. Therefore, the author decided to remove these two observed variables and perform a second analysis. The results of the study, using the component extraction method and the Varimax rotation, with extraction stopping at the Eigenvalue greater than 1, after removing the two problematic variables, showed that the KMO coefficient reached 0.786 and the Sig value of Bartlett's test reached 0.000. At an Eigenvalue of 1.526, the remaining four observed variables were extracted into a single factor group, explaining a total variance of 81.032%, with the factor loadings of the variables all above 0.5. Thus, the scale fully meets the convergent criteria and can proceed with further analyses (Hair et al., 2010).

Table 4. Correlation Analysis

Scale	**SAT**	**Cap**	**Int**	**Sup**	**Sys**	**Lib**	**Ext**	**FS**	**Acc**
SAT	1								
Cap	0.643**	1							
Int	0.779*	0.189*	1						
Sup	0.602**	0.213*	0.237*	1					
Sys	0.587**	0.450**	0.244**	0.257*	1				
Lib	0.691**	0.265*	0.253*	0.240**	0.217*	1			
Ext	0.746**	0.271**	0.175**	0.190*	0.174**	0.214*	1		
FS	0.688**	0.264*	0.204**	0.263**	0.254**	0.262**	0.241*	1	
Acc	0.592**	0.259**	0.227*	0.180**	0.270*	0.179*	0.210**	0.236**	1
*significant at $p < 0.05$, **significant at $p < 0.01$									

Source: Results of the author's data processing

The above correlation matrix table shows that the correlation between independent factors and dependent factors is significant at a 5% level, with a strong correlation coefficient greater than 0.4. Therefore, independent factors can be included in the regression analysis. Meanwhile, the Pearson test indicates that the independent factors have low correlations with each other, suggesting there is no multicollinearity issue.

Table 5. Summary model

Model	**R**	**R^2**	**Adjusted R^2**	**Std. error of the Estimation**	**Durbin-Watson**
1	0.827[a]	0.802	0.787	0.309	1.817

Source: Results of the author's data processing

The results of the regression model analysis show that the R^2 = 0.802 indicates the model's relevance is 80.2%. Additionally, the R^2 value reached 0.787, meaning that the independent variables in the model explained 78.7% of the variation in language students' satisfaction with the quality of training support services. The Durbin-Watson value is 1.817, supporting the hypothesis that there is no first-order autocorrelation in the model.

Table 6. ANOVA

Model	Sum of Squared	df	Mean Squared	F	Sig.

Regression	58.499	8	5.827	109.876	0.000
Residual	19.635	474	0.037		
Sum	78.134	482			

Source: Results of the author's data processing

The results of the ANOVA analysis and F test also show that the Sig value reaches 0.000, indicating that the linear regression model is suitable for the data and can be used.

Table 7. Multivariate linear regression analysis results

		Unstandardized coefficients		Standardized coefficients	t	Sig.	Plus Statistics	
		B	Standard deviation	Beta			Tolerance	VIF
1	(Constant)	0.281	0.027		0.436	0.000		
	Cap	0.310	0.014	0.332	0.289	0.000	0.793	1.735
	Int	0.375	0.012	0.381	0.377	0.001	0.585	1.599
	Sup	0.264	0.023	0.275	0.593	0.000	0.642	1.815
	Sys	0.283	0.019	0.309	0.251	0.000	0.716	1.687
	Lib	0.259	0.030	0.262	0.340	0.004	0.699	1.743
	Ext	0.218	0.010	0.234	0.475	0.000	0.753	1.640
	FS	0.346	0.025	0.359	0.398	0.001	0.691	1.738
	Acc	0.197	0.016	0.201	0.512	0.000	0.718	1.841
Dependency variable: SAT								

Source: Results of the author's data processing

Testing the research hypotheses showed that all elements had a significance level (Sig.) less than 0.05. The VIF (variance inflation factor) for the independent variables listed in the table is less than 2, confirming that there is no multicollinearity issue. Additionally, regression diagnostic tests such as scatterplots, histograms, and P-P plots reveal that residuals are randomly distributed, which supports the assumptions of the multivariate linear regression model. Scatterplot graphs display randomly scattered points around the mean line = 0, without forming any regular geometric pattern, indicating linear relationships and constant variance are present. The histogram of residuals shows a distribution close to normal, with the distribution curve aligning closely with the frequency graph when the mean is approximately zero and the standard deviation is near 1, reflecting a normal distribution of residuals. The P–P plot of the standardized residuals indicates that the data points are roughly aligned along a 45-degree diagonal line, confirming that the normality assumption is not violated. Therefore, the proposed research hypotheses are accepted. The regression equation for factors affecting the satisfaction of language students regarding the quality of training support services, based on the Beta coefficients, is as follows:

SAT = 0.381*Int + 0.359*FS + 0.332*Cap + 0.309*Sys + 0.275*Sup + 0.262*Lib + 0.234*Ext + 0.201*Acc + ε

The influence level of factors, in descending order, is: interactive information channels, financial support, the capacity of academic advisors, the system of facilities and equipment for learning, support from the administrative department, library and learning materials, extracurricular activities, and accommodation and travel services. The study's results align with those of Abdullah (2006), Nguyen and Bui (2020), Nguyen and Nguyen (2021), and Huynh et al. (2024). However, there are differences in the degree of impact and the order of influence among the eight independent factors, due to varying circumstances and research subjects. The main findings serve as the foundation for Thanh Dong University and other institutions to develop strategies to improve training support services, enhance student satisfaction, especially among language majors, and attract students, thereby improving the school's image and increasing competitiveness in the educational environment.

5. Implications

First, the school needs to diversify and enhance the effectiveness of its interactive information channels. Currently, channels such as websites, fan pages, emails, hotlines, and direct communication are in use but require central management, faster updates, and synchronization to prevent delayed or inconsistent information. The university should develop more mobile applications that include class schedules, notifications, grade lookups, and online feedback, enabling students to access information conveniently anytime and anywhere. Additionally, it is important to establish a transparent and open mechanism for collecting and processing student feedback to build trust and foster cohesion.

Second, it is essential to strengthen financial support policies for students, especially those facing challenging circumstances or demonstrating exceptional academic performance. Support options can include scholarships that encourage learning, scholarships to help overcome difficulties, tuition fee exemptions and reductions, and preferential loan programs. The school should also consider partnering with businesses to establish a scholarship fund. Additionally, the process for approval and distribution of support needs to be clearly communicated, with straightforward procedures and quick processing times, so students can easily access assistance and reduce financial burdens, allowing them to focus on their studies with peace of mind..

Third, focus on enhancing the capabilities of the academic advisor team in terms of professional knowledge, academic consulting skills, and career guidance. Academic advisors should not only be well-versed in the training program, regulations, and policies of the school, but also understand students' psychology, aspirations, and challenges. Schools should organize training courses on soft skills, communication, and psychological counseling for academic counselors and implement a regular assessment system to improve the quality of support. When students receive dedicated guidance, they will be more motivated to follow their learning path.

Fourth, invest simultaneously in facilities and equipment for learning. Lecture halls and classrooms should be fully equipped and well-maintained, ensuring proper operation of tools like projectors, audio systems, air conditioning, and high-speed wifi. Restroom areas need to be kept clean and airy, and the sports facilities should be renovated and expanded to meet health training needs. The university should also invest in open learning spaces and self-study areas that have sufficient lighting, air conditioning, and electrical outlets, allowing students to study in groups or independently.

Fifth, enhance support efficiency in the administrative sector by streamlining the handling of academic procedures to be faster, more accurate, and friendly. Functional departments should adopt information technology for application processing, such as online service portals for students to submit documents, track progress, and receive results without long delays. Additionally, it is important to develop communication skills and a positive service attitude among administrative staff to create a better experience for students.

Sixth, modernize the library system and learning materials by increasing the collection of printed books, reference materials, and textbooks, while also investing significantly in digital libraries and linking with top academic databases both locally and internationally. Schools should create quiet reading zones, group study areas, and offer fast borrowing and returning services. Additionally, organizing workshops to teach students skills in searching, citing, and using academic materials is recommended to boost the efficiency of utilizing learning resources.

Seventh, expand extracurricular activities to include a variety of forms and content. Academic clubs, soft skills development, volunteer work, and internships at companies will help students practice teamwork, communication, time management, and adapt to the real working environment. These activities should align with the language major to both complement academic learning and enhance career skills.

Eighth, enhance accommodation and travel services for students by upgrading canteens, ensuring food safety and hygiene, and offering a variety of dishes at reasonable prices. The university can expand partnership with bus operators to provide student transportation from dormitories or communal areas to campus, prioritizing safety and punctuality. Additionally, it is important to regularly gather students' feedback to adjust the quality of living services based on actual needs.

REFERENCES

1. Abdullah, F. (2006). Measuring service quality in higher education: HEdPERF versus SERVPERF. Marketing Intelligence & Planning, 24(1), 31-47.
2. Cronin Jr., J. J., & Taylor, S. (1992). Measuring service quality: A reexamination and extension. The Journal of Marketing, 56(3), 55-68.
3. Cuthbert, B. N., Bradley, M. M., & Lang, P. J. (1996). Probing picture perception: Activation and emotion. Psychophysiology, 33(2), 103-111.
4. Elliot, K. M., & Shin, D. (2002). Student satisfaction: An alternative approach to assessing this important concept. Journal of Higher Education Policy and Management, 24(2), 197-209.
5. Ha, N. K. G., & Nguyen, P. H. P. (2015). Students' satisfaction with the quality of training services of the Faculty of Tourism of the University of Finance and Marketing in the period of 2010-2013. Journal of Financial and Marketing Research, 28, 67-74.
6. Huynh, T. N., Pham, N. D., Truong, T. T. V., & Bui, T. T. L. (2024). Student satisfaction with the quality of training support services at the University of Finance and Marketing. Journal of Financial and Marketing Research, 81(5), 135-146.
7. Kaur, S. (2016). Student support services in higher education: A student perspective. The International Journal of Indian Psychology, 3(4), 2348-5396.

8. Kotler, P., & Armstrong, G. (2012). Principles of marketing (14th ed.). Pearson Prentice Hall.
9. Lacovidou, M., Gibbs, P., & Zopiatis, A. (2009). An exploratory use of the stakeholder approach to defining and measuring quality: The case of a Cypriot higher education institution. Quality in Higher Education, 15(2), 147-165.
10. Morgan, M. (2012). The evolution of student services in the UK. Perspectives: Policy and Practice in Higher Education, 16(1), 1-8.
11. Nguyen, D. N., & Le, T. H. (2021). Assessing customer satisfaction with the quality of logistics services at express delivery businesses in Hanoi City. Journal of Science and Technology of Hung Vuong University, 23(2), 11-22.
12. Nguyen, T. L., & Nguyen, N. T. (2021). Differences in support services between Vietnamese universities. Ho Chi Minh City Open University Science Journal – Social Sciences, 17(1), 100-122.
13. Nguyen, T. V., & Bui, Q. T. (2020). Factors affecting student satisfaction with training support services at Nguyen Tat Thanh University. Industry and Trade Magazine, 22.
14. Nguyen, V. D., Le, V. T. et al. (2020). To study and develop and implement local educational contents for primary school students to meet the requirements of the new general education program. Science and Technology Project at the ministerial level, Ministry of Education and Training.
15. Oliver, R. L. (1980). A cognitive model of the antecedents and consequences of satisfaction decisions. Journal of Marketing Research, 17(4), 460-469.
16. Parasuraman, A., Zeithaml, V. A., & Berry, L. L. (1988). SERVQUAL: A multiple-item scale for measuring consumer perceptions of service quality. Journal of Retailing, 64(1), 12-40.
17. Prebble, T., Hargraves, H., Leach, L., Naidoo, K., Suddaby, G., & Zepke, N. (2004). Impact of student support services and academic development programmes on student outcomes in undergraduate tertiary study: A synthesis of the research. Ministry of Education.
18. Tran, K. C. (2019). A study on factors affecting student's satisfaction with support services at Lac Hong University. Ho Chi Minh City University of Education Journal of Science, 16(11), 775-786.
19. Weerasinghe, I. S., & Fernando, R. L. (2017). Students' satisfaction in higher education. American Journal of Educational Research, 5(5), 533-539.