

FACTORS INFLUENCING STUDENT SATISFACTION WITH ACADEMIC ADVISING AT HANOI NATIONAL UNIVERSITY OF EDUCATION

Tieu Thị My Hong

*Faculty of Politics – Civic Education, Hanoi National University of Education,
Hanoi city, Vietnam*

*Corresponding author: Tieu Thị My Hong, e-mail: tieumyhong@hnue.edu.vn

Received May 10, 2025. Revised June 1, 2025. Accepted August 4, 2025.

Abstract. Vietnamese higher education is undergoing significant reforms, with academic advising (AAD) increasingly recognized as a key factor in enhancing institutional training quality. This study investigates student satisfaction with AAD at Hanoi National University of Education and identifies influencing factors. Using a quantitative approach, data were collected from 500 students via validated survey instruments. Findings indicate that overall student satisfaction with AAD is relatively high. The regression analysis reveals three statistically significant predictors of satisfaction: advisor empathy, trust-building capacity, and the quality of facilities. In contrast, information accuracy and timely support were not significant. Based on these findings, the study recommends a shift toward a developmental advising model that prioritizes personalization, socio-emotional support, and meaningful advisor–student interaction in the context of modern higher education.

Keywords: academic advisor, student satisfaction, higher education, Hanoi National University of Education, influencing factors.

1. Introduction

In recent years, the Vietnamese higher education system has experienced significant transformation, transitioning from a centrally controlled academic calendar to a credit-based model that emphasizes learner autonomy and self-directed study. This structural shift demands that students take greater responsibility in making decisions related to course selection, academic planning, and long-term career orientation. However, the complexity of this new system poses considerable challenges for many students, particularly those who lack sufficient experience or support to navigate their educational pathways effectively.

Academic advising (AAD) has therefore become increasingly important as an institutional mechanism to support students through this transition. Internationally, AAD is recognized as a critical component of quality assurance in higher education, playing a key role in student success, timely graduation, and holistic development [1]-[2]. Effective advising practices are strongly associated with enhanced student engagement, reduced dropout rates, and a greater sense of academic belonging and self-efficacy [3]. Furthermore, numerous empirical studies have demonstrated a clear correlation between high-quality advising and student satisfaction in diverse educational contexts [4]-[5].

In Vietnam, academic advising has received growing attention in both policy discourse and institutional planning. However, its implementation remains inconsistent across universities, and research on its effectiveness is still limited. While some institutions have adopted advising frameworks, there is a lack of empirical evidence to evaluate how these services are perceived by students or how they contribute to learning outcomes [6]. This is particularly evident at Hanoi National University of Education (HNUE), where academic advising is intended to serve as both an administrative tool and a personalized support mechanism. Yet, despite the university's formal emphasis on advising, little is known about the actual satisfaction levels of students or the specific factors that influence their perceptions of advising quality.

To address this gap, the present study sets out to achieve two primary objectives: (1) to assess the overall satisfaction of students at HNUE with academic advising services; and (2) to identify the key factors that shape and influence this satisfaction. In doing so, the study aims to contribute both practically and theoretically to the ongoing development of academic advising practices in Vietnam's higher education landscape.

Beyond the institutional context, this research is situated within broader educational reforms that prioritize student-centered learning and support. Understanding how students experience advising services can inform strategies for improving engagement, motivation, and persistence—factors that are increasingly regarded as core components of academic success. Additionally, insights from this study may inform institutional policies and advisor training programs, helping to align advising practices with students' developmental needs and the demands of a modern, flexible academic environment.

2. Content

2.1. Some basic issues about academic advising

Academic advising (AAD) was first introduced at Harvard University in 1872, alongside the credit-based model. From the beginning, AAD extended beyond teaching to include personalized support in course selection, academic planning, and addressing learning challenges [4], [7]. Many scholars view AAD as a critical mechanism for personalizing higher education, helping students align academic choices with their capabilities and career aspirations [3], and fostering autonomy through advisor-student dialogue.

In modern higher education, AAD is recognized as a core component of student support systems. According to Crookston (1994), effective advising serves as a pedagogical process that nurtures academic ability, addresses psychological challenges, and enhances the overall learning experience [8].

An effective AAD system also helps students understand academic requirements, boosts learning motivation, strengthens commitment to the institution, and reduces dropout rates. A personalized, trusting advisor-student relationship is central to academic success [9]. Advisors also act as bridges between institutions, faculties, and the labor market [10]. Research confirms that positive advising relationships correlate with academic achievement, timely graduation, and student satisfaction [11], [9], while also enhancing motivation and a sense of belonging [5].

At HNUE, Decision No. 12020/QĐ-ĐHSPHN (2019) stipulates that advisors must have at least three years of teaching experience, be well-versed in the curriculum, and possess strong knowledge of institutional policies [12].

2.2. Theoretical basis and research framework

Satisfaction and student satisfaction with academic advising

Student satisfaction is widely recognized as an important indicator in evaluating the effectiveness of higher education services. According to Oliver (1980), satisfaction is a positive

emotional state arising from the comparison between initial expectations and actual experiences [13]. According to the expectation–disconfirmation model, satisfaction occurs when actual outcomes meet or exceed learners' expectations. In the context of higher education, Wu et al. (2010) argued that satisfaction is not only an output but also a diagnostic indicator of service quality, including academic advising [14]. Satisfaction has a significant impact on students' level of engagement and learning decisions. Although it does not necessarily directly reflect learning outcomes, Brew (2008) still asserts that satisfaction is a reliable measure of educational quality [15]. Many studies have also shown that high levels of satisfaction increase retention rates, reduce dropouts, and increase commitment to the training program [16].

Student satisfaction with advising is understood as the degree to which students positively evaluate the quality, effectiveness, and support of their interactions with their academic advisor. Although this is a subjective assessment, it reflects a synthesis of their experiences with academic information, learning psychology, and the quality of interactions between advisors and students.

Theoretical framework of the research: Modified SERVPERF model

This study employs the SERVPERF (Service Performance) model developed by Cronin and Taylor (1992) [17] as the theoretical foundation for evaluating student satisfaction with academic advising (AAD) in higher education. Unlike the original SERVQUAL model, which assesses service quality based on the gap between expectations and perceptions, SERVPERF focuses solely on perceived performance. This shift is supported by empirical findings that highlight SERVPERF's higher reliability and reduced complexity—advantages especially relevant in educational contexts where student expectations can vary significantly.

Given that AAD involves relational, personalized interactions rather than transactional exchanges, SERVPERF is particularly suited to capturing students' direct experiences with advisors. It emphasizes how students perceive the quality of communication, responsiveness, and support—core aspects of advising effectiveness.

To reflect the specific features of AAD in Vietnamese universities, this study adapts SERVPERF into five dimensions: Tangibles, Reliability, Responsiveness, Assurance, and Empathy. These dimensions provide a comprehensive lens for assessing the quality of advising services from the student perspective.

Based on this adapted SERVPERF framework, the study proposes a theoretical model for examining factors that influence student satisfaction with academic advising, as illustrated below.

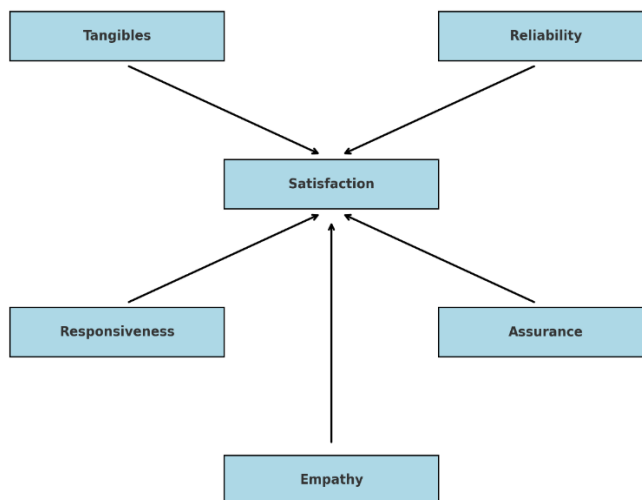


Figure 1. Conceptual Framework for student satisfaction with academic advising

2.3. Research methodology

This study employed a quantitative, descriptive research design to examine factors influencing student satisfaction with academic advising (AAD) at Hanoi National University of Education (HNUE). The model tested included five SERVPERF-based dimensions: tangibles, reliability, responsiveness, assurance, and empathy.

A stratified random sample of 500 students representing different academic years (1st to 4th year) and faculties was surveyed. The sample included 84% female and 16% male students, ensuring representativeness for statistical analysis.

Data were collected via an online questionnaire based on the modified SERVPERF framework. Each item was rated on a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree). The instrument was reviewed by experts and pilot-tested to ensure clarity and reliability.

Data analysis was conducted using SPSS 27.0. Analytical steps included descriptive statistics to summarize responses and exploratory factor analysis (EFA) to validate the measurement model.

2.4. Research findings

2.4.1. Student satisfaction level with the academic advising activities of Hanoi National University of Education

The survey instrument, developed based on a modified SERVPERF framework, consisted of 30 items grouped into five dimensions: Tangibles (5 items), Reliability (7 items), Responsiveness (6 items), Assurance (7 items), and Empathy (6 items). These dimensions respectively assessed physical facilities, information accuracy, advisor availability, advisor competence, and advisor care. Responses were rated on a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree).

Descriptive analysis of responses from 500 students at Hanoi National University of Education indicated a generally high level of satisfaction with academic advising. Mean scores across the five dimensions ranged from 3.89 to 4.06, with standard deviations below 1.0, demonstrating consistent agreement among respondents (see Table 1).

Among the dimensions, Empathy ranked highest ($M = 4.02$; $SD = 0.94$), highlighting students' appreciation for advisors' attentiveness, encouragement, and emotional support. Reliability ($M = 4.06$; $SD = 0.93$) and Assurance ($M = 4.04$; $SD = 0.93$) also received high ratings, indicating trust in advisor professionalism and clarity. Responsiveness ($M = 4.00$; $SD = 0.95$) was positively evaluated, particularly in terms of accessibility and timely feedback. Tangibles, while still satisfactory ($M = 3.89$; $SD = 0.93$), scored lowest, suggesting that physical facilities and materials were less influential in shaping students' satisfaction compared to interpersonal and developmental support.

Table 1. Summary of Student Satisfaction by SERVPERF Dimension

Dimension	Mean Score	Std. Dev.	Rank
Tangibles	3.89	0.93	5
Reliability	4.06	0.93	2
Responsiveness	4.00	0.95	4
Assurance	4.04	0.93	3
Empathy	4.02	0.94	1

Note: A full list of survey items is available from the author upon request

These results suggest that students value relational and emotional dimensions of advising more than infrastructural or informational aspects.

2.4.2. Measurement Validity and Predictors of Student Satisfaction

To assess the internal consistency of the measurement scales, Cronbach's Alpha coefficients

were calculated for each SERVPERF dimension. All values ranged from 0.962 to 0.974, exceeding the recommended threshold of 0.70 (Nunnally & Bernstein, 1994), indicating excellent reliability.

Exploratory factor analysis (EFA) was conducted using Principal Component Analysis with Varimax rotation. The Kaiser–Meyer–Olkin (KMO) value was 0.980 and Bartlett's test was significant ($\chi^2 = 23,472.369$; $p < .001$), confirming the data's suitability for factor analysis. All factor loadings exceeded 0.5, and the five-factor structure explained 86.3% of the total variance, demonstrating strong construct validity. These results are summarized in Table 2.

Table 2. KMO and Bartlett's Test for Sampling Adequacy

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0,980
Bartlett's Test of Sphericity	Approx. Chi-Square	23472,369
	df	465
	Sig.	0,000

Pearson correlation analysis showed significant positive relationships between each independent variable (T, R, RE, AL, E) and overall satisfaction (DGTT), with coefficients ranging from 0.76 to 0.92 ($p < .001$). Details of correlation coefficients are provided in Table 3.

Table 3. Pearson Correlation Matrix

ITEM		T	R	RE	AL	E	DGTT
T	Pearson correlation results	1	0,774**	0,750**	0,777**	0,771**	0,761**
	Sig. (2-tailed)		< 0,001	< 0,001	< 0,001	< 0,001	< 0,001
	N	500	500	500	500	500	500
R	Pearson correlation results	0,774**	1	0,892**	0,893**	0,875**	0,835**
	Sig. (2-tailed)	<0,001		<0,001	<0,001	<0,001	<0,001
	N	500	500	500	500	500	500
RE	Pearson correlation results	0,750**	0,892**	1	0,915**	0,890**	0,856**
	Sig. (2-tailed)	<0,001	<0,001		<0,001	<0,001	<0,001
	N	500	500	500	500	500	500
AL	Pearson correlation results	0,777**	0,893**	0,915**	1	0,912**	0,900**
	Sig. (2-tailed)	<0,001	<0,001	<0,001		<0,001	<0,001
	N	500	500	500	500	500	500
E	Pearson correlation results	0,771**	0,865**	0,890**	0,912**	1	0,916**
	Sig. (2-tailed)	<0,001	<0,001	<0,001	<0,001		<0,001
	N	500	500	500	500	500	500
DGTT	Pearson correlation results	0,761**	0,835**	0,856**	0,900**	0,916**	1
	Sig. (2-tailed)	<0,001	<0,001	<0,001	<0,001	<0,001	
	N	500	500	500	500	500	500

Table 4. ANOVA Results for Regression Model

Model	Sum of squares	df	Average squares	F	Sig.
ANOVA results when DGTT is the dependent variable					
Regression	316,677	5	63,335	638,194	< 0,001 ^b
Residual	49,025	494	0,099		
Total	365,702	499			

Multiple linear regression was used to examine the relative influence of each dimension. The model was statistically significant ($F = 638.194$; $p < .001$; $R^2 = 0.87$). The ANOVA results in Table 4 confirm that the regression model significantly explains the variation in overall satisfaction.

As presented in Table 5, regression coefficients indicate that Empathy ($\beta = 0.543$; $p < .001$) and Assurance ($\beta = 0.355$; $p < .001$) were the strongest predictors of student satisfaction. Tangibles had a modest but statistically significant effect ($\beta = 0.072$; $p = .010$), whereas Reliability and Responsiveness were not significant. These results highlight the dominant role of interpersonal and emotional support in academic advising.

Table 5. Multiple Linear Regression Coefficients

Model	Unstandardized regression coefficients		Standardized regression coefficients	t	Sig.	Multicollinearity	
	<i>B</i>	<i>Standard error</i>	<i>Beta</i>			<i>Tolerance</i>	<i>VIF</i>
Linear regression results when overall assessment is the dependent variable							
Constant	0,210	0,072		2,920	0,004		
T	0,071	0,028	0,072	2,595	0,010	0,353	2,830
R	-0,008	0,042	-0,008	-0,193	0,847	0,156	6,430
RE	0,001	0,045	0,001	0,017	0,986	0,126	7,920
AL	0,353	0,051	0,355	6,953	< 0,001	0,104	9,601
E	0,533	0,043	0,543	12,393	< 0,001	0,141	7,083

These findings highlight the dominant role of interpersonal dimensions in shaping student satisfaction with academic advising.

2.5. Discussion

The research results have provided a comprehensive and systematic view of the satisfaction level of students at Hanoi National University of Education towards AAD activities, as well as the factors affecting this satisfaction. Based on data from 500 students and quantitative analysis (Cronbach's Alpha, EFA, Pearson, and multiple linear regression), the study has shown many valuable findings in both theory and practice.

First, the level of student satisfaction with AAD activities was assessed at a fairly high level, with the average scores of the variable groups ranging from 3.86 to 4.11. This shows that the academic advising activities at Hanoi National University of Education have initially met the expectations of learners. In particular, the two groups of variables that were most highly rated were *the attention and understanding from academic advisors* (E) and *the ability to build trust, security, and confidence for students* (AL). These are two dimensions associated with personalization and emotional factors in advising, which previous studies have also emphasized as characteristics of the developmental advising model [2], [5].

Second, the multiple linear regression model confirmed that the factor that had the strongest influence on student satisfaction was E – the caring and understanding from the advisor. This finding highlights the role of personal interaction in the context of modern higher education, where students not only need academic guidance, but also expect support in developing personal competence, autonomy and adapting to a multidimensional learning environment. According to Crisp & Cruz (2009), effective mentoring relationships contribute to a sense of belonging, self-efficacy, and overall well-being – factors that play an important role in retention and academic success [5]. The variable AL – the ability to build trust and confidence from the customer also showed a significant effect. This is consistent with the trust-based service theory, which considers

trust as a core component that creates satisfaction and maintains long-term relationships between service providers and users. In the educational environment, the element of trust is not only academic but also psychological, creating academic safety and a sense of real support in the learning journey. The quality of facilities and equipment (T) also had a positive effect, albeit modestly. This reflects the fact that while the physical environment is a necessary condition for effective advising, the key factor is the quality of human interaction. This is an important implication for universities investing in infrastructure – that the “tangible” elements should be accompanied by improvements in the competence and attitudes of the advising team. In contrast, the two factors, R and RE were not statistically significant in the regression model, despite having a high Pearson correlation coefficient. This can be explained in two ways: (1) students consider accuracy as a default requirement in the role of an advisor, so this factor does not create a clear difference in the level of satisfaction; (2) the overlap in content between RE and variables E, AL causes the unique role of RE to be “obscured” due to the phenomenon of content multicollinearity – as reflected in the high VIF indexes in the model testing. This suggests that the content of the scale needs to be reviewed and refined in subsequent studies to ensure conceptual independence between service components.

3. Conclusions

This study aims to assess students' satisfaction level at Hanoi National University of Education with academic advising (AAD) activities and identify factors affecting this satisfaction. Based on survey data from 500 students and quantitative analyses such as Cronbach's Alpha, EFA, Pearson, and multiple linear regression, the study has brought valuable conclusions in terms of theory and practice in higher education management. From these findings, this study has affirmed the decisive role of personalization, empathy and trust in academic advising activities – the elements that create real and sustainable satisfaction of students in the university environment.

The research results provide an important basis for universities to adjust policies and improve AAD activities towards comprehensive development of learners in the context of current higher education reform, such as: prioritizing the development of a team of advisors with communication skills, empathy, and developmental advising capacity, instead of focusing only on administrative skills; building specialized training programs for advisors, focusing on personalization skills, psychosocial support, and study plan design; reviewing the advising process and content, avoiding overlap between learning support functions to ensure effectiveness and clarity of roles; combining investment in facilities and improving human quality – with a focus on building a student-centered academic advising culture.

REFERENCES

- [1] Susan D Bates, (1991), Academic Advising for Student Success: A System of Shared Responsibility, *Higher Education Report*, 3, Currituck County High School, Centura, USA.
- [2] Gordon V, Habley W & Grites T (n.d.), 2008. Academic advising: A comprehensive handbook. In V Gordon, W Habley & T Grites (Eds.), *Academic advising: A comprehensive handbook* (2nd ed., pp. 396–412). Jossey-Bass.
- [3] Tran TMD (Chief Editor), (2012). *Academic Advising in Universities*. Hanoi National University Publishing House, Hanoi.
- [4] Kamran F, Afzal A & Rafiq S, (2022). A Study to Explore Students' Satisfaction Level Regarding Support Services Provided by University of the Punjab. *PalArch's Journal of Archaeology of Egypt/ Egyptology*, 19(3), 1434-1447.

- [5] Crisp G & Cruz I, (2009). Mentoring college students: A critical review of the literature between 1990 and 2007. *Research in Higher Education*, 50(6), 525-545. <https://doi.org/10.1007/s11162-009-9130-2>.
- [6] Gray H & Shanmugam S, (2025). Refreshing the academic advising system through Co-creation and consensus development. *Higher Education Personal Tutor's and Advisor's Companion*, 63-68. <https://doi.org/10.4324/9781041057529-10>
- [7] Nguyen THP, (2013). Academic Advising Activities at the University of Education – University of Danang. *Journal of Social Sciences, Humanities and Education*, 3(4), p. 75.
- [8] Crookston BB, (2009). A developmental view of academic advising as teaching. *NACADA Journal*, 29(1), 78-82. <https://doi.org/10.12930/0271-9517-29.1.78>
- [9] Woods K, (2023). Academic advising and personal tutoring for student success. *Research Handbook on the Student Experience in Higher Education*, 252-266. <https://doi.org/10.4337/9781802204193.00026>
- [10] Nguyen NA, (2019). The Current Situation of Academic Advising at Vinh University. *Journal of Education, Special Issue*, Volume 2, May, pp. 79–83, 225.
- [11] Obaje T & Jeawon R, (2021). A critical review of the adopted academic advising approaches at the Durban University of Technology: Unpacking its strengths and challenges. *Journal for Students Affairs in Africa*, 9(2), 17-29. <https://doi.org/10.24085/jsaa.v9i2.3658>
- [12] Hanoi National University of Education (2019). Regulations on Academic Advising in Undergraduate Education under the Credit-Based System. Promulgated together with Decision No. 12020/QĐ-ĐHSPHN dated December 16, 2019 by the Rector of Hanoi National University of Education, Hanoi.
- [13] Oliver RL, (1980). A cognitive model of the antecedents and consequences of satisfaction decisions. *Journal of Marketing Research*, 17(4), 460. <https://doi.org/10.2307/3150499>
- [14] Wu J, Tennyson RD & Hsia T, (2010). A study of student satisfaction in a blended E-Learning system environment. *Computers & Education*, 55(1), 155-164. <https://doi.org/10.1016/j.compedu.2009.12.012>
- [15] Brew LS, (2008). The role of student feedback in evaluating and revising a blended learning course. *The Internet and Higher Education*, 11(2), 98-105, DOI: 10.1016/j.iheduc.2008.06.002
- [16] DeBourgh GA, (2003). Predictors of student satisfaction in distance-delivered graduate nursing courses: what matters most? *Journal of Professional Nursing*, 19(3), 149-163, DOI: 10.1016/S8755-7223(03)00072-3
- [17] Cronin JJ & Taylor SA, (1992). Measuring service quality: A reexamination and extension. *Journal of Marketing*, 56(3), 55. <https://doi.org/10.2307/1252296>
- [18] Hair JF, (2010). *Multivariate data analysis: A global perspective*. Prentice Hall.