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KEY FACTORS FOR IMPROVING TRAINING QUALITY AT TIEN GIANG UNIVERSITY

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ABSTRACT

The purpose of this study was to assess the current training quality scenario at Tien Giang University (TGU). Another aim was to identify the impact factors contributing to enhancing training quality. Finally, actionable recommendations to identify challenges and leverage opportunities for enhancement were examined in the study. A mixed-methods approach was employed to gather both quantitative and qualitative data. Qualitative research methods, surveys, and document reviews were employed to accomplish the research objectives. In the qualitative phase, in-depth interviews were carried out with 15 educators to gain insights into the driving forces of the education sector. To quantify the influence of these factors, Structural Equation Modeling (SEM) and Partial Least Squares (PLS) were utilized, with participation from 329 stakeholders. The results of the study reveal a multifaceted landscape of training quality at TGU. On the positive side, the university benefits from a dedicated and knowledgeable faculty, as well as high levels of student engagement and motivation. The principal conclusion of the study is that targeted interventions in curriculum design, teaching methodologies, and student support services are necessary to enhance training quality. By implementing these recommendations, the university can build on its existing strengths and address its weaknesses, ultimately providing a higher quality education that meets the needs of its students and the demands of the modern workforce. The findings of this study contribute to the broader discourse on training quality in higher education, offering valuable insights for similar institutions facing comparable challenges.

Keywords: Higher Education, Mekong Delta Region, Sustainability Development, Tien Giang University (TGU), and Training Quality.

JEL Classification Code: I21, I23, C38, O15, Q01

INTRODUCTION

Tien Giang Province, centrally located in Vietnam's Mekong Delta, is a key economic driver renowned for its agricultural output. It produces approximately 1.3 million tons of rice, 1.2 million tons of fruits, and 200,000 tons of seafood annually (GSO, 2021). Strategically situated along the Mekong River, it thrives on trade and transportation, with industrial growth averaging 8.5% annually and over 500 factories established between 2020 and 2023 (GSO, 2024). The province targets 7% GDP growth and 50,000 new jobs by 2030 (Vietnam Prime Minister, 2015).

Higher education, led by TGU, plays an important role in this growth. TGU supports over 10,000 students and drives innovations that boost agricultural yields by 15% (GSO, 2024). Collaborations between TGU with local industries have created 1,000 jobs annually and enhanced SME productivity (Hung et al., 2020), fostering social equity and resilience in the region's dynamic economy.

Tien Giang University plays a crucial role in Vietnam's transition toward a knowledge-based economy by fostering a skilled workforce to meet the demands of a dynamic job market (TGU, 2024b). Vietnam has made significant progress in educational reform, focusing on updating curricula, improving teacher training, and investing in infrastructure to drive economic growth and improve living standards (TGU, 2024a). Located in the vibrant Mekong Delta, TGU addresses regional demands for educated professionals to support agricultural and industrial growth (WB, 2024).

Despite these advancements, TGU faces challenges such as outdated curricula, limited resources, and insufficient faculty development. The rapid pace of technological change necessitates integrating new teaching tools and methodologies. Enhancing student support services, including advising and career counselling, is also critical to fostering engagement and retention. By aligning with global trends in accountability and outcome-based education, TGU can implement proven strategies and collaborate with industry and community stakeholders to enhance training quality and regional development.

Although TGU is dedicated to providing fair-quality education, several challenges hinder its ability to enhance the overall quality of training. These issues span curriculum relevance, teaching effectiveness, resource constraints, faculty development, student support, quality assurance, and institutional culture. (1) Curricula Alignment: Ensuring that curricula stay updated with industry needs and academic standards is crucial due to rapid technological advancements and job market evolution, making it essential to equip students with relevant skills (Hora, 2019). (2) Resource Limitations: Not enough funding, outdated facilities, and overcrowded classrooms create challenges for practical training and learning experiences. Additionally, insufficient opportunities for faculty development, such as training programs and research collaborations, restricts professional growth and academic excellence (Barrett et al., 2019; Ngo & Tran, 2024). (3) Instructional Challenges: Faculty face difficulties in adopting innovative teaching methods, integrating technology, and catering to diverse learning styles, which impacts the quality of instruction (Walder, 2017). (4) Institutional Support and Culture: Improving student support services, establishing robust quality assurance mechanisms, and addressing resistance to change and inefficiencies within institutional culture and leadership (Accenture, 2024; Evanick, 2023; Wendry et al., 2023).

This paper aims to explore factors that affect the training quality of TGU. To ensure training quality, the research focuses on answering the following questions:

- What is the current training quality scenario at Tien Giang University?
- What are the influential factors affecting the enhancement of training quality at Tien Giang University?
- Based on the identified challenges and opportunities, what recommendations can be suggested to elevate the training quality at Tien Giang University?

LITERATURE REVIEW

Training Quality in Higher Education

Training quality in higher education is a multifaceted concept that poses challenges for program designers and implementers. It involves aligning the content, purpose, and outcomes of training programs to develop the required competencies in learners. Training quality reflects a nation's human capital strategy and serves as a critical indicator in the knowledge-driven economy. High training quality is evident in the employability of graduates who meet market demands and are valued by employers. It embodies personal, social, and professional values, measuring labour power, adaptability, and career potential (Jasti et al., 2021; Karakhanyan, 2022). Ultimately, training quality determines an institution's reputation, sustainability, and contribution to societal development.

Faculty Qualifications

Faculty qualifications are pivotal in shaping educational outcomes in higher education, encompassing advanced degrees, specializations, pedagogical training, research and professional engagement, student feedback, and mentoring. Faculty with advanced degrees, particularly doctorates, are often associated with higher research productivity and teaching effectiveness. Specializations contribute to instructional relevance but must balance depth and breadth to avoid over-specialization (Duong, Chau, et al., 2022). Pedagogical skills are as vital as subject expertise. Faculty with pedagogical training adopt student-centered methods, with continuous professional development yielding significant teaching improvements (Vy et al., 2021). Research-informed teaching enhances learning, particularly with student involvement. Professional engagement bridges theory and practice, aligning education with job market needs (Van & Long, 2022). Student evaluations offer insights into teaching quality. A holistic evaluation approach, including peer review and self-reflection, ensures a comprehensive assessment (Duong et al., 2024). Mentoring improves teaching, research, and job satisfaction. Mutual mentoring benefits junior and senior faculty, fostering adaptability in education (Duong, Long, et al., 2022). Holistic faculty development integrates these dimensions, ensuring sustained educational quality.

Hypothesis 1: There is a positive relationship between Faculty Qualification and Tien Giang University Training Quality.

Training Program

Effective training programs in higher education prepare students for careers and lifelong learning (Morley & Jamil, 2021). Key components include curriculum review, industry advisory boards, research integration, practical application, and flexible course design (Tino Endres et al., 2021). Regular reviews ensure relevance by aligning curricula with institutional goals, student needs, and industry demands. A balanced, data-driven approach avoids frequent disruptions while enabling incremental improvements (Le et al., 2022). Industry advisory boards enhance relevance, internships, and employability. Diverse representation ensures broad insights while balancing practical skills with critical thinking (Trang et al., 2022). Research integration fosters critical thinking and aligns with academic and professional goals, though tailored approaches are necessary to balance demands (Tuan et al., 2023). Experiential learning deepens skills and employability. Structured reflection and monitoring of internships ensure meaningful outcomes (Long et al., 2018). Flexible course design enables adaptability while robust assessments ensure coherence and quality (Long, Duong, et al., 2022). A holistic approach integrating these elements ensures comprehensive, effective training programs that balance rigor with relevance.

Hypothesis 2: There is a positive relationship between Training Program and Tien Giang University Training Quality.

Facilities and Technology

Facilities and technology infrastructure are critical to effective teaching, learning, and research in higher education (Tino Endres et al., 2021). Key components include modern classrooms and laboratories, cutting-edge technology, high-speed internet, accessible online platforms, and safety infrastructure (Asiyai, 2022). Modern classrooms and laboratories enhance engagement, while up-to-date laboratories develop practical skills. Programmes design alignment with pedagogy is crucial (Long, Tuan, et al., 2023). Advanced tools like virtual reality improve outcomes but require pedagogically sound integration and faculty training (Lam et al., 2024). Reliable high-speed internet supports online learning but must address digital divides to ensure access (Long, Ooi, et al., 2023). Inclusive, user-friendly platforms boost engagement, though thoughtful instructional design is essential (Long, Ooi, et al., 2023). Physical and cybersecurity measures ensure a conducive learning environment (Van et al., 2021). Effective facilities and technology require alignment with educational goals, user needs, and institutional contexts, supported by training and continuous evaluation.

Hypothesis 3: There is a positive relationship between Facilities and Technology and Tien Giang University Training Quality.

Student Support Services

Student support services are vital for student success, retention, and well-being (Mishra, 2020). Key components include academic advising, counselling, career development, accessibility services, and financial aid (Khatri & Harshleen Kaur Duggal, 2022). Personalized, proactive advising improves retention and performance. Technology-enhanced and in-person advising balance scalability with individualized support (Long, Ooi, et al., 2023). Counselling services like mental health support enhance persistence and GPAs, requiring culturally competent, equitable outreach (Duong et al., 2024). Integrated career services improve decision-making and job readiness. Collaboration with employers ensures market-relevant preparation (Long, Ooi, et al., 2022). Inclusive strategies and proactive support ensure equity for students with disabilities, addressing both visible and invisible needs (Long et al., 2017). Need- and merit-based aid supports access and persistence, requiring clear communication and personalized assistance (Duong, Long, et al., 2022). Comprehensive, adaptive services foster student success, emphasizing proactive, integrated, and inclusive approaches to meet diverse needs effectively.

Hypothesis 4: There is a positive relationship between Student Support Services and Tien Giang University Training Quality.

Assessment and Grading

Effective assessment and grading measures learning, provide feedback, and uphold academic standards (Morris et al., 2021). Key components include clear criteria, fairness, timely feedback, appeals processes, and rubrics. Transparent evaluation criteria aligned with learning outcomes improve reliability and student understanding. Consistency in grading, achieved through moderation and training, builds trust and ensures equal opportunities (Glendinning, 2022). Timely feedback like actionable, specific feedback supports learning, with peer and tech-enhanced methods addressing challenges in large classes (Anh et al., 2023). Transparent appeals processes ensure fairness, balancing academic rigor with student rights (Van et al., 2021). Rubrics enhance clarity and consistency, supporting learning without stifling creativity (Duong et al., 2024). Holistic approaches integrate these elements, aligning assessments with learning outcomes, fostering student engagement, and maintaining academic integrity.

Hypothesis 5: There is a positive relationship between Assessment and Grading and Tien Giang University Training Quality.

The five hypotheses collectively present a coherent model linking faculty qualification, training programs, facilities, support services, and assessment to training quality. Each hypothesis is logical, evidence-based, and aligned with higher-education quality frameworks. Together, they highlight a comprehensive, multidimensional approach essential for improving training quality at TGU.

Literature Gaps

Despite extensive research on training quality in higher education, several gaps remain. Existing studies often overlook contextual factors like institutional culture, regional dynamics, and socio-economic conditions, which are vital for tailoring strategies to institutions such as Tien Giang University. Student perspectives are underrepresented, limiting understanding of their experiences and challenges. Comparative studies across institutions are scarce, hindering the identification of transferable best practices. Emerging trends like online learning, competency-based education, and AI integration require deeper exploration to align with evolving educational landscapes. Additionally, insufficient focus on equity and inclusion highlights the need for strategies promoting diversity and accessibility in training quality initiatives.

METHODOLOGY AND RESEARCH MODEL

In a quantitative research framework, this study utilized a Likert-scale survey involving 329 participants, notably from the seafood export industry. The primary objective was to examine the intricate relationships among variable factors shaping the training quality of Tien Giang University. Smart-PLS 3.0 was employed for comprehensive analysis, encompassing correlation assessment, construct quality measurement, discriminant validity testing, and path coefficient exploration. The study aimed to unravel connections between dependent and independent variables, enhancing comprehension of the training quality at Tien Giang University. The research aimed to shed light on this crucial sector through this multifaceted approach, contributing to a deeper understanding of higher education in the Mekong Delta region.

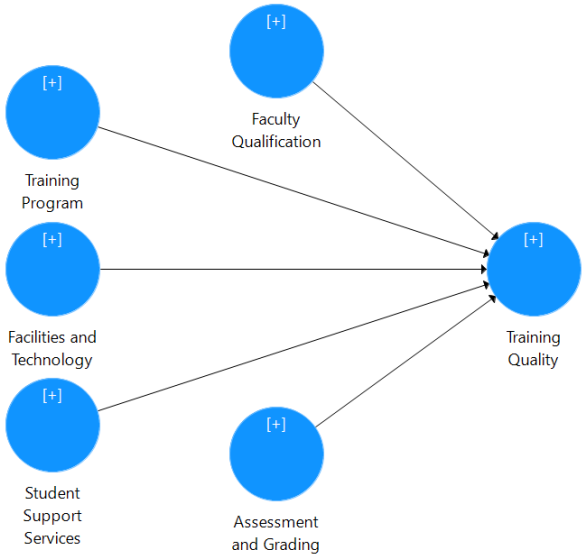

Figure 1. Theoretical Framework

RESULTS AND DISCUSSION

Demographic Profile

The demographic profile of the study highlights participant (N=329) roles, with 52.3% students and 32.5% employers. Most hold high school qualifications (41.0%), and majors are led by Education-Economics-Law (31.0%) and IT/Engineering (30.1%). A majority (46.2%) have between 1 to 3 years of association, reflecting diverse representation in roles, qualifications, disciplines, and engagement duration.

Table 1. Demographic Profile

No.	Category		Frequency (N=329)	Percent (%)
1	Your Role	Student	172	52.3%
		Faculty Member/ Administrative Staff	38	11.6%
		Researcher/ Government	12	3.6%
		Employer	107	32.5%
2	Your Highest Qualification	High School	135	41.0%
		Undergraduate	68	20.7%
		Postgraduate	50	15.2%
		Graduate	76	23.1%
3	Your Major	Agriculture and Food Technology	68	20.7%
		Education - Economics - Law	102	31.0%
		Sciences, Social Sciences & Humanities	60	18.2%
		Information Technology, Engineering	99	30.1%
4	Associated Year	Less than 1 year	86	26.1%
		1-3 years	152	46.2%
		4-6 years	62	18.8%
		Over 7 years	29	8.8%

Construct Quality Measurement

Table 2 evaluates constructs for training quality using key metrics. All constructs (Faculty Qualification, Training Program, Facilities and Technology, Student Support Services, and Training Quality) show strong reliability with Cronbach's Alpha (≥ 0.7) and Composite Reliability ($CR \geq 0.7$). Accessibility scores highest in reliability ($CA = 0.906$, $CR = 0.930$). Outer loadings confirm all items meet thresholds (≥ 0.7), indicating validity. These results validate the constructs and identify areas for enhancement in training service quality.

Table 2. Construct Quality Measurement

No.	Construct	Indicator	Mean	Outer Loadings (≥ 0.7)	Cronbach's Alpha (CA ≥ 0.7)	Composite Reliability (CR ≥ 0.7)
1	Faculty Qualification	Advanced Degrees and Specializations	3.5	0.836	0.904	0.929
		Pedagogical Training	3.5	0.843		
		Research and Professional Engagement	3.7	0.819		
		Student Feedback and Evaluation	3.6	0.859		
		Mentoring and Support	3.5	0.893		
2	Training Program	Regular Curriculum Review	3.6	0.874	0.903	0.928
		Industry Advisory Boards	3.3	0.785		

		Research Integration	3.2	0.821		
		Practical Application	3.4	0.872		
		Flexible and Agile Course Design	3.7	0.888		
3	Facilities and Technology	Modern Classrooms and Laboratories	3.4	0.889	0.906	0.930
		Cutting-Edge Educational Technology	3.2	0.825		
		High-Speed Internet Connectivity	3.2	0.851		
		Accessible Online Platforms	3.6	0.797		
		Safety and Security Infrastructure	3.3	0.899		
4	Student Support Services	Academic Advising	3.6	0.832	0.891	0.920
		Counseling and Mental Health Services	3.6	0.809		
		Career Development Resources	3.5	0.795		
		Accessibility Services	4.0	0.854		
		Financial Aid and Scholarships	3.7	0.878		
5	Assessment and Grading	Clear Evaluation Criteria	3.0	0.866	0.863	0.902
		Consistency and Fairness	3.0	0.811		
		Timely Feedback	3.1	0.849		
		Appeals Process	3.1	0.754		
		Rubrics and Grading Guidelines	3.2	0.735		
6	Training Quality	Faculty Qualification contributes to Training Quality at Tien Giang University.	3.4	0.833	0.891	0.920
		Training Program contributes to Training Quality at Tien Giang University.	3.1	0.816		
		Facilities and Technology contribute to Training Quality at Tien Giang University.	3.2	0.770		
		Student Support Services contribute to Training Quality at Tien Giang University.	3.2	0.864		
		Assessment and Grading contribute to Training Quality at Tien Giang University.	3.2	0.888		

Convergent and Discriminant Validity

Table 3 shows the results of the discriminant validity analysis using the Heterotrait-Monotrait Ratio (HTMT) and the Average Variance Extracted (AVE) values. HTMT values assess the distinction between constructs, while AVE values indicate the amount of variance explained by each construct.

Table 3. Convergent and Discriminant Validity

No.	Construct	AVE	1	2	3	4	5	6
1	Assessment and Grading	0.648						
2	Facilities and Technology	0.728	0.232					
3	Faculty Qualification	0.723	0.132	0.364				
4	Student Support Services	0.696	0.100	0.394	0.313			
5	Training Program	0.720	0.166	0.351	0.221	0.185		
6	Training Quality	0.698	0.403	0.613	0.588	0.493	0.555	

The constructs meet discriminant validity requirements with HTMT values below 0.9 (Henseler et al., 2015). Average Variance Extracted (AVE) values exceed 0.5, confirming convergent validity for Facilities and Technology (0.232), Faculty Qualification (0.364), Student Support Services (0.313), Training Program (0.185) and Training Quality (0.555). This supports the validity and reliability of the model's constructs for analysis.

Predictive Accuracy (R2), Predictive Relevance (Q2), Effect Size (f2) and Collinearity Statistics (VIF)

Table 4 shows the importance of constructs in predicting training quality. The adjusted R^2 value of 0.610 indicates that the model explains 61% of the variance in Training Quality. The Q^2 value of 0.389 confirms the model's predictive relevance.

Table 4. Predictive Accuracy (R2), Predictive Relevance (Q2), Effect Size (f2) and Collinearity Statistics (VIF)

No.	Construct	R Square Adjusted	Q^2 (=1-SSE/SSO)	f Square	VIF
1	Assessment and Grading			0.118	1.055
2	Facilities and Technology			0.106	1.348
3	Faculty Qualification			0.204	1.186
4	Student Support Services			0.098	1.193
5	Training Program			0.204	1.138
6	Training Quality	0.610	0.389		

Faculty Qualification and Training Program have the highest effect sizes ($f^2 = 0.204$). All constructs show low multicollinearity (VIF < 2.0). Assessment and Grading ($f^2 = 0.118$) and Facilities and Technology ($f^2 = 0.106$) contribute moderately, while Student Support Services has a smaller effect ($f^2 = 0.098$).

Hypothesis Results

The path coefficients, original sample values, p-values, and decisions for each hypothesis are presented as follows:

Table 5. Path Coefficients

No.	Relationship	Original Sample (O)	P Values	Decision
H1	Faculty Qualification ⇒ Training Quality	0.305	0.000	Supported
H2	Training Program ⇒ Training Quality	0.299	0.015	Supported
H3	Facilities and Technology ⇒ Training Quality	0.234	0.000	Supported
H5	Assessment and Grading ⇒ Training Quality	0.219	0.000	Supported
H4	Student Support Services ⇒ Training Quality	0.212	0.000	Supported

All hypotheses are accepted, with significant relationships ($p < 0.05$) between constructs and Training Quality. Faculty Qualification (H1, 0.305) has the strongest impact, followed by Training Program (H2, 0.299), Facilities and Technology (H3, 0.234), Assessment and Grading (H5, 0.234), and Student Support Services (H4, 0.212). These findings highlight the importance of Faculty Qualification and Training Program in enhancing Training Quality.

Discussions

These findings suggest that training quality, along with the other constructs, significantly influences the level of faculty qualification, training program, facilities and technology, student support services, and assessment and grading. The results provide valuable insights into the factors contributing to excitement and enthusiasm in the context of the study. Here are possible discussion point gradings based on the research:

Impact of Faculty Qualification on Training Quality

Faculty qualifications significantly impact training quality (B = 0.305), emphasizing professional development's importance for enhancing teaching effectiveness and student outcomes. This suggests that research and professional engagement (3.7) and student feedback and evaluation (3.6) of faculty members are crucial for enhancing the quality of training. Well-qualified faculty members with advanced degrees and specializations, pedagogical training, and mentoring and support (3.5) are likely to bring more expertise, updated knowledge, and effective teaching methods to the classroom, directly benefiting student learning outcomes. This underscores the need for ongoing investment in faculty development programs to maintain and improve training quality at Tien Giang University.

> *As shared by Ms. To Thuy Diem Quyen, Top 20 inspirational Vietnamese Women 2021 (By Forbes) who has more than 30 years of experience in different roles such as educator, trainer and educational entrepreneur, "learning by doing" helps learners acquire knowledge, experience, and skills for the 21st century. It also enhances student performance and teacher-student interaction.*

Role of Training Programs

Well-designed training programs strongly influence quality (B = 0.299), requiring ongoing updates to align with student needs and industry trends. This highlights the importance of designing and implementing flexible and agile course design (3.7), and regular curriculum review (3.6) that meet the evolving needs of students and the job market. Practical application (3.4), and industry advisory boards (3.3), and research integration (3.2), can ensure that the training programs remain effective and aligned with current trends and demands.

> *Dr. Doan Thi Ngoc Thanh, lecturer at Tien Giang University, believes that a well-designed training program minimizes the gap between learning and applying to the job.*

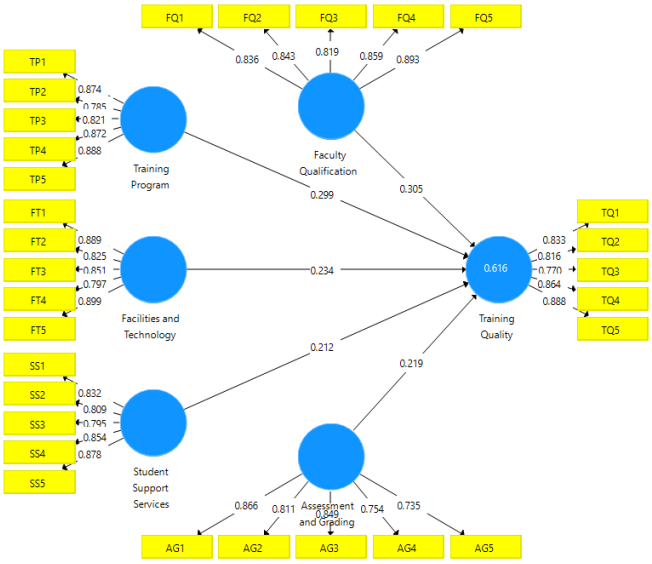

Figure 2. Structural Model

Facilities and Technology

Facilities and technology (B = 0.234) enhance learning by supporting modern teaching methods and creating a conducive environment. Accessible Online Platforms (3.6), Modern Classrooms and Laboratories (3.4), and Safety and Security Infrastructure (3.3) provide a conducive learning environment and support innovative teaching methods. Cutting-Edge Educational Technology, and High-Speed Internet Connectivity (3.2), are essential for fostering an effective learning atmosphere. This finding emphasizes the need for Tien Giang University to prioritize the enhancement of its physical and technological resources.

> *Dr. Andrew Beckwith, a Visiting Professor at Chongqing University, states that the digital era has transformed education into an IoT-enabled ecosystem. The Internet of Things (IoT) refers to a connected network of smart devices, sensors, and digital platforms that collect, share, and process data in real time. In education, IoT expands the learning environment beyond traditional classrooms, allowing knowledge to exist as multiple dimensions of interconnected information spaces for learners to explore and discover.*

Assessment and Grading

Assessment practices (B =0.219) significantly influence training quality, emphasizing fairness, transparency, and alignment with learning objectives. Rubrics and Grading Guidelines (3.2), Timely Feedback, and Appeals Process (3.1) are vital for accurately evaluating student performance and providing constructive feedback. Clear Evaluation Criteria, and Consistency and Fairness (3.0) can ensure they are aligned with learning objectives and industry standards. This finding highlights the importance of maintaining rigorous and equitable assessment systems to uphold academic standards and student satisfaction.

> *Dr. Tu Van Binh, Associate Professor at the Ho Chi Minh City University of Economics (UEH), highlights that continuous review and improvement of assessment practices can ensure they are aligned with learning objectives and industry standards.*

Student Support Services

Support services (B = 0.212) are vital for student well-being, addressing challenges, and enhancing academic experiences. Accessibility Services (4.0) contribute to the overall development and well-being of students.

These services include academic advising, counselling, career guidance, and extracurricular activities, which contribute to the overall development and well-being of students. Financial Aid and Scholarships (3.7), Academic Advising, Counselling and Mental Health Services (3.6), and Career Development Resources (3.5) help students navigate their academic journey, address personal and academic challenges, and enhance their learning experience. The university should continue to strengthen its support services to ensure that students receive comprehensive assistance throughout their studies.

> *Dr. Tran Thi Minh Tu, a senior lecturer at Tien Giang University, highlights that modern higher education places students at the centre of the learning experience. Rather than expecting contributions from learners, universities now prioritise providing comprehensive support services to guide and empower students throughout their academic journey.*

Composite Effect on Training Quality

The combined impact of faculty qualification, training programs, facilities and technology, student support services, and assessment and grading on training quality is substantial. Each of these factors contributes uniquely to the overall quality of training, demonstrating that a holistic approach is necessary for meaningful improvements. Tien Giang University should adopt an

integrated strategy that simultaneously addresses these key areas to achieve sustainable enhancements in training quality.

Strategic Prioritisation

Given the significant impact of these constructs, strategic prioritisation of resources and efforts is crucial. Tien Giang University can benefit from identifying the most critical areas requiring immediate attention and allocating resources accordingly. For example, while all factors are important, initial investments in faculty development and training program enhancements may yield immediate improvements in training quality, followed by phased upgrades in facilities and support services.

> *Dr. Do Bich Ngoc, Vice President of Tien Giang Medical College, suggests that a holistic approach addressing faculty, programs, facilities, support, and assessment is crucial for enhancing training quality. Strategic prioritization maximizes impact.*

Recommendations

To enhance training quality, institutions should invest in faculty development by improving qualifications, and teaching skills, and fostering industry collaborations. Regular curriculum updates and feedback from students, alumni, and employers can ensure training programs remain relevant, incorporating practical and interdisciplinary components. Upgrading facilities and technology, such as modern classrooms, robust digital infrastructure, and virtual learning tools, is essential for fostering a conducive learning environment. Additionally, strengthening student support services, including academic advising, career guidance, and mental health programs, can significantly improve student success and satisfaction. These integrated efforts will ensure sustainable improvements in overall training quality.

CONCLUSION

The study at Tien Giang University highlights key factors influencing training quality, including faculty qualification, training programs, facilities and technology, student support services, and assessment practices. Faculty qualification emerged as the most critical factor, emphasizing the importance of professional development. Well-designed, relevant training programs and modern facilities significantly enhance the learning environment. Student support services and fair assessment practices are vital in improving student outcomes and satisfaction. These findings underscore the need for a holistic, integrated approach to enhance training quality. The study provides valuable insights for strategic decision-making and offers a foundation for future research and improvements.

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