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Factors affecting the career development opportunities of lecturers of the Faculty of Business Administration at the HCM University of Industry and Trade

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Abstract

In a higher education environment, in addition to the main task of teaching, lecturers are also required to participate in scientific research activities, always update and apply new knowledge into practical activities, guides and orients learners to participate in activities and plays an important role in the process of improving the school's training quality. To accomplish those goals and tasks, lecturers must carry out many activities, of which information exploitation for teaching and scientific research is considered one of the important activities. In that activity, there are many factors that affect the process of forming information needs, the process of searching for information as well as using and sharing information of lecturers - understood as factors affecting opportunities. teacher development. Therefore, identifying and determining factors that affect career development opportunities and proposing solutions that impact lecturers' career development opportunities are tasks that universities need to do. must pay more attention, especially university libraries. Therefore, from the research team's perspective, the article initially systematizes the relevant theoretical basis, and at the same time, opens a direction for research in the near future associated with the practice of researching career development opportunities. lecturer's career. That research will be conducted based on survey results about these levels of influence in a more specific and clear way.

Keywords: Development opportunities, career, teaching skills, lecturer of the Department of Business Administration, University of Food Industry

1. Introduction

After working, lecturers always want to find a job suitable to their trained expertise, have a stable income and have opportunities for personal development. In a higher education environment, in addition to the main task of teaching, lecturers are also required to participate in scientific research activities, always update and apply new knowledge into practical activities and guidance., orienting students to participate in activities and play an important role in the process of improving the school's training quality. To accomplish those goals and tasks, teachers must participate in many activities. To be able to develop, it is necessary to build the minimum necessary capacity for lecturers by combining different types of training to develop your team:

- (1) Long-term, formal training (doctorate, master's degree)
- (2) Continuous training and retraining to suit the development needs of each school and department;
- (3) Lecturers self-study and train to continuously improve their own capabilities;
- (4) Create environments and conditions for lecturers to develop their capabilities - Build a learning organization.

In general, the current system of training, fostering and developing lecturers in our country is a big gap. System, specific criteria in developing lecturers and evaluating lecturers. In addition to ethical and political standards, a good lecturer is one who has:

(1) High professional capacity to grasp the latest developments in academia as well as in their professional practice;

(2) Teaching capacity appropriate to your field of expertise;

(3) In-depth research capacity in your field of expertise.

In general, currently, the "professional competence" part is what our lecturers pay the most attention to; We have just begun the "teaching capacity" part and need to continue to develop through our own learning and development: practice, and exploration in applying to teaching; The "research" part is the most lacking capacity of our young lecturers. Schools mostly only focus on the certificates that the ministry requires for lecturers and do not really focus on the actual capacity of lecturers, so the quality of these certificates does not reflect real capacity. of lecturers while in class.

Among them, there are many factors affecting the career development opportunities of lecturers in the Faculty of Business Administration at Ho Chi Minh City University of Technology. Teaching capacity, compensation and benefits, social recognition, career passion, training and promotion are factors that affect lecturers' work motivation in descending order. However, the lecturer is not really perfect because there are certain limitations. Therefore, identifying and determining factors affecting the career development opportunities of lecturers of the Faculty of Business Administration and proposing solutions are tasks that Ho Chi Minh City University of Technology needs to pay a lot of attention to. than.

Below we will explore the current status of career development opportunities for lecturers in the Faculty of Business Administration and propose main solutions to overcome and develop to meet the requirements of economic integration.

2. Theoretical reasoning

Career development is considered a decisive policy factor to improve the quality of teaching in schools (Ingvarson L., Meiers M.&Beavis A., 2005). Therefore, there is an increase in the number of studies related to professional development activities, including studies on the characteristics of effective professional development activities. Up to now, the concept of teacher professional development has been defined quite diversely and there is no consensus among researchers (Evans L., 2002). Professional development activities are defined as the professional maturity of a teacher through increasing and accumulating experience and knowledge as well as reviewing their teaching process critically. systematic (Ninlawan G., 2015). Meanwhile, other researchers define professional development as a continuous learning process, starting from initial teacher training activities until the time the teacher retires. In it, teachers acquire and develop their own knowledge, skills and values (Hoyle E.&John PD, 1995). Accordingly, professional development is considered a long-term process that is expanded from pedagogical training activities of universities and colleges to fostering activities for teachers at educational institutions (Putnam RT & Borko H., 2000).

Based on theoretical research, author Kwakman proposed a theoretical model of factors affecting teachers' participation in professional development activities. Accordingly, 13 different factors are proposed, including 5 personal factors, 5 task-related factors and 3 work environment-related factors (Kwakman K., 2002). In this research model, Kwakman

identifies personal factors, tasks and working environment as independent variables, while teachers' participation in professional development activities is the variable. dependent.

Unlike Kwakman, Bayar's model divides factors affecting teachers' professional development into 3 groups: Internal factors, external factors and personality characteristics., teacher personality (Bayar A., 2013).

Accordingly, internal factors include:

- Teachers' attitudes toward professional development activities.
- Level of confidence in one's own abilities.

External factors include

- Time.
- Finance
- Influence of colleagues.
- The influence of school administrators and working environment.
- School culture.

After a comprehensive study of theories on individual participation in career development activities (Fishbein and Ajzen's Theory of Reasoned Action, Rubenson's Recruitment Model, Darkenwald's Psychological Interaction Model and Merriam, the author selects and combines elements in these models, other elements identified during the research process as well as elements suitable to the characteristics of career development in Vietnam, The author has identified groups of potential factors affecting teachers' participation in professional development.

2.1. The objective factors

The development of the teaching staff at the University of Food Industry is influenced and influenced by the following factors:

- Family economic conditions and lecturers' income, from a subjective or objective perspective, this factor always has a strong impact on the lives and professional engagement of lecturers themselves as well as for the task of developing the teaching staff of schools.
- Age and professional seniority in the teaching staff, this factor with a harmonious and reasonable structure is a condition for the teaching staff to develop sustainably, and at the same time create conditions for succession and development. continuously among the teaching staff.
- Working environment conditions of the teaching staff, this factor has a direct impact on the cultural and spiritual life, beliefs and working conditions to ensure the promotion of professional capacity for lecturers, thereby impact on promoting the development of teaching staff.

2.2. The subjective factor

2.2.1. Self-study and self-training to improve the political, ethical, lifestyle, and professional qualifications of university and college lecturers

In developing the teaching staff, developing the internal elements of this team plays a particularly important role. These are factors related to the quality and capacity of lecturers in the school.

The qualities and abilities of lecturers in general and lecturers at the University of Food Industry in particular are formed

through training and fostering but are developed and perfected through experience right in the activities. their profession. It can be said that self-study and self-training are decisive for the development of each lecturer.

Without self-study and self-training to improve political qualities, ethics, lifestyle and professional qualifications, the teaching staff of non-public universities and colleges will not only be unable to meet the requirements. requires innovation in current teacher training but cannot meet their own development.

Above are some key factors affecting the development of teaching staff. From there, to effectively develop the school's teaching staff, it is necessary to fully consider the factors affecting this development.

2.2.2. Pedagogical environment, reputation, brand, school policies

Environment and open democratic atmosphere in the school have an impact on the development of the teaching staff. It affects the thoughts, emotions, reason and behavior of school members. A good working atmosphere in the school will be the driving force for all activities in the school, especially the development of the teaching staff.

3. Research Methods

The methods used in this thesis are document analysis methods such as: qualitative research methods to find the basic content of documents, explore related issues and identify issues that need to be addressed. Handle. Qualitative research method was carried out through discussion techniques with a group of 7 lecturers from the Department of Business Administration at the University of Food Industry. The group discussion aims to adjust and supplement the scale of concepts in the research model to suit the characteristics of the University of Food Technology. The documents and articles all revolve around the issue "Factors affecting career development opportunities for teachers of the Faculty of Business Administration at Ho Chi Minh City University of Technology. HCM". Because the data is in secondary form, there are many related documents, so it is necessary to sift through to get the most accurate documents for the problem.

The quantitative research method is carried out by using a complete questionnaire as a collection tool. And the quantitative method "finds ways to group signs and find cause and effect in groups of subjects", based on based on documents and research sources of qualitative methods so that we can highlight factors that impact teachers' career development opportunities. The secondary data collection method is a method based on available documentary sources, so when applying this method, it requires specificity, clarity, suitability for research objectives, accuracy and significance. news. And the comparison and contrast method to find the most accurate documents on the research problem as well as reliable sources of information from the Internet.

4. Research results

Each university is an organization and has an organizational culture or school culture, with certain characteristics, influencing and guiding the behavior and conduct of all members, including lecturers. School culture is expressed through the school's development goals and strategies; working conditions and environment; Teaching and scientific

research tasks for lecturers; Requirements to improve qualifications for lecturers. School development goals and strategies: Each university has its own goals, mission, vision, and development strategy, as well as each school has its own unique characteristics related to training programs and resources. human resources, facilities and other related factors. The school's teaching staff will focus on completing individual tasks, associated with the overall goals (short-term or long-term) of the school.

Conditions and environment: The school's system of policies, regimes, conditions, and working environment for lecturers includes salary policies, bonuses, labor discipline, training and development policies. Human resource development, facilities... When the school has appropriate and correct policies, it will have a great impact on the attitudes and behaviors of lecturers. For example, some universities have developed financial support policies for lecturers with international scientific publications, or a bonus regime for lecturers with quality scientific research every year. These policies contribute to indirectly impacting lecturers' career development opportunities by motivating lecturers to make more efforts. Obviously, when lecturers work in a professional environment, are paid a fair salary, are given opportunities to study, improve their qualifications, promote and promote their teaching and scientific research capacity, teaching Students will have more attachment to the school. At the same time, each lecturer will be self-aware of the need to make more efforts for the school's common goals.

Duties for lecturers: In addition to the main duties prescribed for the lecturer position, each school often sets specific requirements in the teaching and scientific research activities of lecturers. Tablets. For example, each year lecturers must ensure that they teach a sufficient number of standard classes and have at least one article published in a specialized journal with an ISSN index or scientific conference proceedings with an ISBN index. These requirements require lecturers to make more efforts to meet the minimum requirements to meet the requirements for assessment and classification of lecturers. It is the requirement from the school culture that requires each lecturer to always make efforts to find appropriate information to perform those tasks. Therefore, professional development opportunities for lecturers are also formed within the cultural context of the school.

Requirements for improving qualifications for lecturers: Is a mandatory, regular and continuous requirement of the school for lecturers. For example, when lecturers study advanced training programs or short-term courses, they often spend more time searching and using information. In addition, lecturers are always proactive in updating and developing their expertise and improving their professional qualifications. Career development opportunities are associated with many different contexts, in which the higher education environment is considered one of the typical contexts associated with career development opportunities for information users such as the team. Teaching staff, researchers and learners. From the results of theoretical and practical research on career development opportunities, it shows that teachers' career development opportunities are very important and need to be improved. This is not only important for the process of teachers performing their roles, but also related to the support ability of the university library to satisfy teachers' information needs and to the ability to enhance quality of the school's teaching staff.

Each teacher needs to proactively equip the necessary knowledge and skills to find, use and share information effectively. Teachers need to be self-aware and evaluate their own professional characteristics, from there, have a sense of self-study, self-study, and learn knowledge and skills from specific training and skills training programs. Information needs, skills in presenting information requests, skills in searching and using online information. University and school libraries often have support measures to help teachers better understand their career development opportunities at various levels. Teachers need to proactively monitor information and actively participate in activities organized by schools and libraries. Teachers can participate in many different forms such as: classes on how to use the library, refer to documents guiding the use of library and information products and services, and directly discuss with librarians. Institutes, colleagues... in the process of searching and using information.

In general, teachers' career development opportunities are influenced by many different factors - direct or indirect influences. Identifying the effects of these groups of factors on teachers' careers helps develop solutions to support teachers in perfecting their professional development, while improving the effectiveness of their professional development. Lecturer at the Department of Business Administration, University of Food Industry.

5. Conclusion

Through the process of research and discussion, the concept of " Career Development " has become an issue that has received a lot of attention in many fields and diverse users. In the context of higher education, to carry out assigned tasks, teachers always actively seek information from many different sources. Within the limited scope of this article, the author focuses on the target audience of teachers. Teachers' professional development opportunities are all activities/behaviors proactively performed by teachers to satisfy their own information needs. Faculty development is not a problem that can be solved once and for all. In the current knowledge explosion, this work needs to be considered a regular and continuous work of the entire system, each school and faculty. and each instructor. While the entire system and each school has educational, training, fostering and faculty development programs, the programs still do not guarantee success. The essential and sustainable step is still the regular, continuous self-study and training of each lecturer. The list of teaching competencies given in this article helps training institutions as well as lecturers in the right direction for developing lecturers' teaching competencies.

In teaching, scientific research and community service activities, teachers always have a need to obtain information to carry out these activities. That is the need for regular, necessary information to serve their teaching and research tasks inside and outside of school. After all, all activities that teachers carry out are aimed at professional development to serve their own purposes. One of the important stages in career development

In short, teachers' professional development opportunities are all activities actively carried out by teachers to satisfy their own information needs. Teachers' career development opportunities are influenced by many different factors including: age, time budget of teachers, professional

qualifications and experience, computer skills, foreign languages, and the role of teachers, interpersonal factors, personal psychological characteristics of each teacher, teaching and scientific research environment, school culture, responsiveness of information sources. In addition, there are a number of other factors that affect teachers' career development opportunities in the university environment. These are considered basic factors that directly affect teachers' career development opportunities. Identifying the effects of these groups of factors on teachers' career development opportunities helps schools have a basis to develop solutions to support promotion opportunities for teachers of the Faculty of Business Administration at the University of Food Industry.

6. Recommendation

Current conditions of globalization and knowledge explosion, the education system is placed in a state of deep crisis. In addition, the knowledge economy, whose essential characteristics determine the success or failure of all countries, peoples, organizations, and individuals, is based on knowledge, which has made all countries place their emphasis on knowledge. Human strategy to top goals. It attaches great importance to innovation in education and training, considering it a vital strategy in its development strategy. In the general education and training innovation strategy, there are many things that need to be done and must be carried out synchronously, but developing a team of high-quality lecturers is a strategy of top concern. Based on the research results, group 8 proposed a number of recommendations to improve the training quality of the Faculty of Business Administration in particular and of the University of Food Industry in general. Requiring the development of a team of vocational trainers to meet the needs of human resource training in the context of the market economy and international integration, the current policy for vocational trainers has the following limitations:

- Current policies are not strong enough to create incentives for teachers and learners to fundamentally change the situation. Salary and remuneration policies for lecturers in the technical labor training system have not met the requirements set out in Resolution 2. In fact, the salary scale for vocational instructors at different levels has not been completed, and a separate segment of the salary policy for vocational instructors has not yet been formed. Evaluation, rewards and recognition should be based on ability and contribution.
- There is no policy to attract good lecturers, especially leading lecturers. Therefore, change efforts need to focus on attracting talent with new programs and activities.
- For some special occupations that require high qualifications, no one has trained them yet, so there is no policy to attach responsibilities and rights between trainers and users.
- Based on practical requirements, the vocational training industry needs lecturers with knowledge and good professional qualifications, but remuneration policies for lecturers are not adequate, so they have not created motivation. To ensure that lecturers can feel secure in their work and contribute to the career of vocational training, maintaining and developing a team of lecturers with sufficient quantity and quality in the current period is extremely difficult.

- In conditions where the state's mechanisms and policies are incomplete, inconsistent, and overlapping, affecting the development of the teaching staff, if the school knows how to take advantage of investment sources and organize properly, Effective financial resources, building internal spending regulations, appropriate recruitment, training and fostering regulations will create motivation for staff and lecturers to actively and voluntarily participate. contribute to the development of the school's teaching staff.

In summary, the current situation of mechanisms and policies has had a profound impact on the management and development of vocational teaching staff in general and vocational college teaching staff in particular, requiring changes. new mechanisms and policies to develop university lecturers, meet human resource training requirements, contribute to socio-economic development and the cause of industrialization and modernization of the country.

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