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Factors affecting education quality: Faculty of Business Administration, University of Industry in HCMC

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Abstract

The purpose of this article is to determine the factors affecting the education quality of lecturers at the Faculty of Business Administration at the University of Economics, Ho Chi Minh City. This study is based on the theoretical basis and research method to provide research results from which to conclude the factors affecting lecturers' education quality. Research methods include: Qualitative research methods find the basic content of documents, find issues related to the research topic and identify problems that need to be solved; Quantitative research methods used cognitive factors that affect education quality and considered the level of influence of each influencing factor related; In addition, the method of in-depth interviews with a team of education experts is applied to develop proposals to improve quality of teaching for teachers.

Keywords: education quality, lecturer, business administration, Ho Chi Minh City

1. Introduction, Overview of the topic

1.1. The urgency of the subject

Education is always considered a top national policy by our Party and State because it determines the future of each person and of the entire society. Education is also the premise for human resource development as well as the driving force and foundation for sustainable economic development. Especially in the current period, when Vietnam is deeply integrating with countries around the world, abundant young resources with high professional qualifications to modernize the economy are extremely necessary.

In the process of training human resources, the quality of training will determine how society perceives, evaluates and accepts the school's training products. The prosperity or decline of the school's training career depends very much on much depends on the quality of training.

Currently, we are in the trend of globalization with the strong development of science and technology and the knowledge economy. In order to improve the quality of human resources, educational innovation has become an urgent issue. currently in countries around the world, including Vietnam. According to Resolution 29 of the 8th Central Committee, comprehensive fundamental innovation in education and training is "innovating major, core, and urgent issues from viewpoints, guiding ideas to goals, program content, methods, mechanisms, policies, and conditions to ensure implementation; innovation from the leadership of the Party, the management of the state to the governance activities of education and training institutions and the participation of families, communities, society and learners themselves, innovation at all levels and majors." Implementing educational innovation, in which higher education innovation is currently the top emerging issue to gradually consolidate and improve training quality. In particular, the field of Business Administration is one of the most innovated fields today. However, the quality of training of Business Administration departments of universities in general and Ho Chi Minh City University of Industry in particular still does not meet the requirements of practice, the program content is still heavy on theory, lacking the flexible, the programs of the schools do not differ much.

Industrial University of Ho Chi Minh City (IUH) is one of the leading places providing quality education in the Southern region. In particular, Business Administration is one of the majors in the school's training program. To meet the needs of current integration and development, the Faculty of Business Administration of Industrial University of Ho Chi Minh City (IUH) needs to further improve and innovate training quality. Therefore, researching the factors affecting the training quality of IUH's Faculty of Business Administration is extremely necessary, and the author chose the topic "Factors affecting the quality of training of the Faculty of Business Administration at Public University". Ho Chi Minh City Industry" as the final topic of the Marketing Research module.

1.2. Objectives of the study

1.2.1. General research objectives

The main goal of the project is to research factors affecting the quality of training in the Faculty of Business Administration at the University of Industry, Ho Chi Minh City.

1.2.2. Specific research goals

The research focuses on the following specific contents:

- Identify factors affecting the quality of training in the Faculty of Business Administration at Ho Chi Minh City University of Industry.
- Measure the impact of factors on the quality of training of the Faculty of Business Administration at Ho Chi Minh City University of Industry.
- Propose management implications to Ho Chi Minh City University of Industry to improve the training quality of the Faculty of Business Administration.

1.3. Object and scope of the study

- Scope of research: Ho Chi Minh City University of Industry
- Research object: Quality of training of IUH Faculty of Business Administration
- Survey subjects: Students and lecturers of IUH Department of Business Administration
- Research period: From August 2022 to November 2022.

1.4. Research Methods

The research method of the project is a mixed method between qualitative research methods combined with quantitative research methods.

1.4.1. Qualitative research methods

In order to provide an official research model as well as measurement scales, the author conducted a review of domestic and foreign research projects to build a proposed model and preliminary measurement scales, then the author conducted provide a survey form to conduct surveys with students and lecturers of the IUH Department of Business Administration. Those survey samples have more or less adjusted the research model, adjusted and developed the measurement scales. This contributes to improving the value of content for preliminary quantitative research and official research.

1.4.2. Quantitative research methods

Conducted through an Internet survey, after obtaining official research results. Enter data into SPSS 20 software and

conduct analysis. Descriptive analysis, reliability analysis (Cronbach's Alpha), EFA factor analysis, linear regression analysis and model fit testing. Regression analysis to analyze the impact of factors on the quality of training of IUH Faculty of Business Administration.

1.5. Meaning of research topic

1.5.1. In terms of theory

Provide quantitative evidence on factors affecting the quality of training in IUH's Faculty of Business Administration.

1.5.2. In terms of practice

Research results will clearly indicate the order of impact level of factors. Thereby, helping IUH's Department of Business Administration determine which factors are important to develop strategies to improve training quality, contributing to improving the country's educational quality and providing society with young resources. Abundant and highly qualified.

2: Theoretical base and research model

2.1. Concepts and theories related to the topic

2.1.1. Training and training work of the university

Training is understood as the process of organizing and implementing professional and technical training plans for learners, to help them master the system of scientific and professional knowledge, form a system of skills, techniques and techniques. Professional attitude, meeting the requirements of professional and occupational activities.

Training is when universities use their capabilities to equip learners with specialized knowledge in a specific field, practical and career skills according to goals and plans. out so that learners are able to undertake a certain job in society.

2.1.2. Quality of university education

Defining the quality of university education has proven to be a difficult task and there is no consistent definition (Cheng and Tam, 1997; Nguyen Van Tuan, 2011). Academic researchers around the world offer different views on the definition of university education quality. The following presents the definitions of university training quality:

Harvey and Green (1993) believe that the quality of university education can be grouped into five groups of views on quality as follows: (1) quality is excellence, (2) quality is perfection, (3) quality is fit for purpose, (4) quality is value for money and (5) quality is transformational.

Parri (2006) believes that the quality of university education can be grouped into the following quality perspectives: (1) Quality is superiority and excellence; (2) Quality is without defects; (3) Quality is consistent with goals; (4) Quality is transformation and reshaping; (5) Quality is the standard threshold; (6) Quality is improvement or enhancement; (7) Quality is value for money.

The Ministry of Education and Training, in 2007, issued a set of standards for assessing the quality of university education called "Regulations on standards for assessing the quality of university education". In particular, the quality of higher education is specifically defined as follows: "The quality of education at a university is the response to the goals set by the school, ensuring the requirements of the goals of higher education." of the Education Law, in accordance with the requirements of human resource training for the socio-economic development of the locality and the whole country". In particular, the Ministry also provides standards

for evaluating the quality of university education for schools to self-assess to continuously improve training quality, including 10 standards: (1) Mission and goals of university; (2) Organization and management; (3) Educational program; (4) Training activities; (5) Management staff, teachers and staff; (6) Learner; (7) Scientific research, application, development and technology transfer; (8) International cooperation activities; (9) Library, learning equipment and other facilities; (10) Finance and financial management.

Nguyen Van Tuan (2011) believes that the quality of university training is a collection of a number of factors related to input, training process and output.

UNESCO - United Nations Educational Scientific and Cultural Organization (1998) believes that the quality of university education is a multi-directional concept, including

all functions and functions. activities such as curriculum, faculty teaching quality, research and scholarship, student characteristics, staff, facilities, and academic environment.

Chen and colleagues (2007) based on the definition of UNESCO (1998), on that basis the authors give the following definition of university education quality: university education quality is a multi-dimensional concept that includes: includes functions and activities such as curriculum, faculty quality, government, facilities, student characteristics, management and administration, and interactive systems.

O'Neill and Palmer (2004) argue that the quality of university education is the difference between what students expect to receive and their perception of actual delivery.

2.2. Related research models have been conducted in practice

2.2.1. Model of studying abroad

Table 2. 1 Synthesis of factors of foreign research models

No	Author	Factors affecting training quality
first	Joseph (1997)	(1) Tangible means; (2) Cost/time; (3) University reputation; (4) Training program; (5) Career opportunities; (6) Location; (7) Other: word of mouth; family and colleagues/friends.
2	LeBlanc and Nguyen (1997)	(1) Lecturer; (2) Reputation; (3) Tangible means; (4) Administrative staff; (5) Training program; (6) Response; (7) Access to facilities.
3	Kwan and Ng (1999)	(1) Course content; (2) Concerns for students; (3) Facilities; (4) Course evaluation; (5) Teaching form; (6) Social activities; (7) Humans.
4	Hill et al (2003)	(1) Quality of lecturers; (2) Students participate in learning; (3) Social/emotional support system; (4) Library resources and information technology.
5	Abdullah (2006)	(1) Non-academic aspects; (2) Academic aspects; (3) Reputation; (4) Access; (5) Training program; (6) Understanding.
6	Peng and Samah (2006)	(1) Course content; (2) Facilities; (3) Lecturers and Faculty; (4) Social activities; (5) Pay attention to students; (6) Course evaluation; (7) Teaching form.
7	Chen et al (2007)	(1) Training program and extracurricular activities; (2) Lecturer; (3) Budget; (4) Facilities; (5) Interactive system.
8	Gamage et al (2008)	(1) Academic aspect: expressed through the quality of the teaching staff, the quality of the training program, and the reputation of the university; (2) Non-academic aspects: related to financial support and tuition fees, consulting and support services, employment services, complaint procedures; (3) Facilities aspect: related to university facilities, library and computer equipment, student organizations and entertainment facilities.
9	Tsinidou et al (2010)	1) Teaching staff; (2) Administrative services; (3) Library services; (4) Training program; (5) Location; (6) Infrastructure; (7) Career prospects.
ten	Vanniarajan et al (2011)	(1) Training program; (2) Facilities; (3) University reputation; (4) Location; (5) Career opportunities; (6) Communication; (6) Costs.
11	Jain et al (2013)	(1) Input quality; (2) Training program; (3) Learning facilities; (4) Business interaction; (5) Interaction quality; (6) Learning support facilities practice; (7) Non-academic process.

(Source: Compiled authors)

2.2.2. Domestic research model

Table 2.2: Synthesis of factors of domestic research models

No	Author	Factors affecting training quality
1	Hoang Trong and Hoang Thi Phuong Thao (2007)	(1) Training activities, (2) Facilities, (3) Support services.
2	Nguyen Thi Mai Trang and others (2008)	Lecturer (includes 3 components: Lecturer's teaching skills; Course organization; Interaction between lecturer and students).
3	Tran Xuan Kien (2006)	(1) Facilities, (2) Enthusiasm of lecturers, (3) Qualifications of lecturers, (4) Ability to fulfill commitments, (5) Interest of the school.
4	Lai Xuan Thuy and Pham Thi Minh Ly (2011)	(1) Teaching methods, (2) Students' sense of participation, (3) Methods of assessing learning outcomes, (4) Teaching content, (5) Conditions for teaching and learning, (6) organize learning assessment. In particular, components (1) and (6) have a great impact on training quality.

Source: Compiled by authors)

2.3. Proposed research model and hypothesis

2.3.1. Proposed research model

Through the process of studying research models on factors affecting the quality of training as well as his own understanding, the author has designed a study on factors affecting the quality of training for faculty. IUH business administration, Ho Chi Minh City University of Industry.

Research hypotheses

- Hypothesis H1: Training program

Training program is one of the factors affecting training quality. A training program is considered of good quality when it meets social needs, has clear goals, the content of subjects is renewed and updated regularly, and the ratio of distribution between theory and practice is high.

- Hypothesis H2: Lecturer

Instructors are the deciding factor in training quality. Lecturers are the force that conveys to students not only scientific and practical knowledge but also implements the school's strategic goals. Professional qualifications of lecturers, teaching methods, testing and evaluation methods, attitudes, dedication, enthusiasm of lecturers will directly impact the quality of training services.

- Hypothesis H3: Facilities

Support for teaching and learning requires a supporting resource such as facilities, teaching aids, and equipment to support learning and research. University facilities include: Architectural objects (houses, classrooms, lecture halls...); Mechanical equipment, practical laboratory tools, computer systems, libraries, learning resources, and research resources.

- Hypothesis H4: Interaction between schools and businesses

To narrow the gap between training and society's needs, universities need to further strengthen their relationships with businesses. Enhancing students' access to businesses while still being trained in school through practical internships will help improve the quality of training.

- Hypothesis H5: Extracurricular activities

Extracurricular activities of the Faculty of Business Administration will be an important bridge to help students understand more about the industry they are studying, build confidence, develop career-related skills, as well as step out of the "comfort zone". of yourself to be confident after graduating.

- Hypothesis H6: Quality of student support services

Faculty of Business Administration staff working scientifically, dedicatedly and friendly with students will be a factor that greatly impacts the training quality of IUH Faculty of Business Administration.

3: Research methods

3.1. Research design

3.1.1. Research process

The research uses data collection methods through the following 3 stages:

Phase 1: Synthesize theories to build the proposed research model

Phase 2: Preliminary research

Phase 3: Formal quantitative research

3.1.2. Build a survey form

The survey sample was designed according to the following process:

- Based on the research objectives and theoretical framework to determine the necessary information: factors and variables.
- Determine the content of each question.
- Determine the words to use for each question.
- Determine the logic for each question.
- Draft survey form.
- Experimental investigation and editing of survey forms.

The question format in the survey is mainly a Likert scale with 5 levels from disagree (1) to strongly agree (5) (Wuensch, 2005).

Table 3.1: Describe the Likert scale

Completely disagree => Completely agree				
first	2	3	4	5
Totally disagree	Disagree	Have no ideas	Agree	Totally agree

(Source: Wuensch Karl, (2005))

3.2.3. Research sample and data analysis methods

3.2.3.1. Research sample

Sample size: According to two authors Hoang Trong and Chu Nguyen Mong Ngoc (2005), the sample size for factor analysis usually must be at least 4 or 5 times the number of variables. According to author Nguyen Dinh Tho (2011), the number of observations is at least 5 times larger than the number of variables, preferably 10 times greater. With the number of variables being 24, the minimum sample size is $24 \times 5 = 120$.

How to select the survey sample: This study focuses on finding factors that affect the quality of training in the IUH Department of Business Administration, so the survey sample focuses on two subjects: students and lecturers of the University's Department of Business Administration. Ho Chi Minh City Industry.

3.2.3.2. Data analysis methods

All collected data will be cleaned and processed with the support of SPSS 20 software. The research focuses on surveying factors affecting the quality of training of IUH Faculty of Business Administration. In there:

- Dependent variable: Training quality of IUH Faculty of Business Administration
- Independent variables: Training program, lecturers, facilities, interaction between school and business, extracurricular activities, quality of student support services. Data collected from the investigation will be analyzed and processed in the following order:
 - Data entry: Survey results are entered into the SPSS 20 software database
 - Data cleaning: Data is quality controlled during the data entry process, eliminating erroneous data, incorrect values such as incorrect use of options in the Likert scale, handling similar answers, handles empty values.
 - Descriptive statistics: Descriptive statistical tools are used to describe sample characteristics with qualitative variables because it is not meaningful to study the

average value, minimum value, and maximum value, so research should be used. frequency and percentage tools.

- Testing the reliability of the scale: Cronbach's Alpha tool is used to test the reliability of the scale. Cronbach's Alpha coefficient is a statistical test of how closely the items in the scale are related to each other, ensuring that the questions in the questionnaire are consistent and eliminating inappropriate variables.
- EFA exploratory factor analysis: Evaluation criteria in EFA analysis
 - First, KMO test and Bartlett test
 - Second, factor extraction (Factor Extraction)
 - Third, Factor Rotation
 - Fourth, factor loading coefficient or factor weighting (Factor Loading)
- Pearson correlation analysis: To quantify the linear relationship between two quantitative variables: the relationship between impact factors and the training quality of the IUH Faculty of Business Administration.
- Regression analysis: Testing model fit, testing multicollinearity, testing research hypotheses.

3.3. Qualitative research

The purpose of this activity is to collect more information, supplement and adjust the questionnaire, and develop an official questionnaire to conduct a quantitative survey. Based on comments, the author has supplemented and completed the survey questionnaire. After testing to check the adjustment of language presentation, the formal questionnaire was used for subsequent quantitative research. After qualitative research, the scale was adjusted compared to the original scale accordingly.

3.3. Quantitative research

After completing the official questionnaire, the author sent the survey form, receiving 140 satisfactory samples. The author then conducted statistical synthesis based on the information obtained from the survey. Process data, check the reliability of each scale component through Cronbach's Alpha coefficient, exploratory factor analysis (EFA), linear regression analysis with SPSS 20 software.

4: Research Results

4.1. Official research results

4.1.1. Scale reliability analysis - Cronbach's Alpha

According to the research design, before factor analysis, the study will use Cronbach's Alpha coefficient to evaluate the reliability of the scale. Within the scope of this topic, the Cronbach's Alpha test criteria is greater than 0.6 and variables with total variable correlation coefficients less than 0.3 will be eliminated.

Through the statistical table, 6 factors have Cronbach's Alpha reliability coefficient > 0.6 and the variable-total correlation coefficients of the measured variables all meet the standard (> 0.3). Therefore, this scale meets the requirements and the observed variables of this scale are included for EFA exploratory factor analysis.

4.1.2. Exploratory factor analysis (EFA)

Before testing the validity of the scales using the EFA test, the author checks whether the data is eligible for analysis using the KMO test and the Bartlett test.

Table 4.3: Results of KMO and Bartlett's tests of independent variables

KMO coefficient (Kaiser-Meyer-Olkin)		0.672
Bartlett's test of the scale	Chi square value	2739,453
	DF	210
	Sig - observation significance level	0.000

(Source: Analysis results from SPSS software)

EFA results measuring independent variables (impact factors) using the Principal Components Analysis factor extraction method and Varimax rotation show that : KMO = 0.672 with significance level sig = 0.000; At the same time, 21 observed variables were extracted into 7 original factors with an Eigenvalue of 1.114 with total variance extracted = 80.041% $> 50\%$; Factor Loading coefficients of observed variables all have values greater than 0.5. The results of EFA analysis for all observed variables show that these 21 observed variables converge into 7 factors, so these scales meet the requirements corresponding to the research concepts and will be included in the following sections. follow-up formal quantitative research.

Table 4.4: Results of exploratory factor analysis

Observed variables	Factor rotation matrix						
	first	2	3	4	5	6	7
NK3	0.888						
NK1	0.766						
GV1	0.571						
VC2		0.705					
CT4		0.702					
DV2		0.691					
GV4		0.543					
GV5							
CT3			0.896				
VC3			0.797				
VC1			0.757				
CT1				0.875			
CT5				0.673			
VC5					0.799		
GV3					0.703		
CT2					0.592		
TT1					0.520		
VC4						0.856	
GV2						0.734	
DV3							0.932
DV1							0.646
Eigenvalue	4,299	4,032	2,198	2,068	1,771	1,327	1,114
Variance extracted %	20,470	19,201	10,468	9,846	8,431	6,321	5,304
Cumulative variance	20,470	39,671	50,139	59,984	68,416	74,737	80,041

Source: Analysis results from SPSS software

4.1.3. Correlation analysis

The correlation and regression model will have 7 independent variables:

Table 4.5: Independent variables of the regression model

No	Variable name	Symbol
first	Education program	CT
2	Lecturers	GV
3	Infrastructure	VC
4	Interaction between schools and	TT

	businesses	
5	Extracurricular activities	NK
6	Quality of student support services	DV

Source: Compiled by students

The independent variables will receive the average value of the corresponding observed variables to use for subsequent analysis.

Table 4.6: Results of correlation analysis

		CL	CT	GV	VC	TT	NK	DV
CL	Pearson Correlation	first	0.216 *	0.308 **	0.482 **	0.259 **	0.424 **	0.301 **
	Sig. (2-tailed)		0.010	0.000	0.000	0.002	0.000	0.000
	N	140	140	140	140	140	140	140
CT	Pearson Correlation	0.216 *	first	0.203 *	0.407 **	0.328 **	0.213*	0.298 **
	Sig. (2-tailed)	0.010		0.016	0.000	0.000	0.013	0.019
	N	140	140	140	140	140	140	140
GV	Pearson Correlation	0.308 **	0.203 *	first	0.200*	0.447 **	0.394 **	0.386 **
	Sig. (2-tailed)	0.000	0.016		0.024	0.000	0.000	0.028
	N	140	140	140	140	140	140	140
VC	Pearson Correlation	0.482 **	0.407 **	0.200*	first	0.297 **	0.433**	0.356**
	Sig. (2-tailed)	0.000	0.000	0.024		0.019	0.006	0.046
	N	140	140	140	140	140	140	140
TT	Pearson Correlation	0.259 **	0.328 **	0.447 **	0.297 **	first	0.337**	0.388 **
	Sig. (2-tailed)	0.002	0.000	0.000	0.019		0.005	0.000
	N	140	140	140	140	140	140	140
NK	Pearson Correlation	0.424 **	0.213*	0.394 **	0.433**	0.337**	first	0.205*
	Sig. (2-tailed)	0.000	0.013*	0.000	0.006	0.005		0.016
	N	140	140	140	140	140	140	140
DV	Pearson Correlation	0.301 **	0.298 **	0.386 **	0.356**	0.388 **	0.205*	first
	Sig. (2-tailed)	0.000	0.019	0.028	0.046	0.000	0.016	
	N	140	140	140	140	140	140	140

Source: Analysis results from SPSS software

❖ Analyze correlation between independent variables and dependent variables:

- Correlation analysis was performed between the dependent variables "Training quality of IUH Faculty of Business Administration" (CL) and the independent variables: "Training program" (CT), "Lecturers" (GV), "Facilities" (VC), "Interaction between schools and businesses" (TT), "Extracurricular activities" (NK), "Quality of student support services" (DV) using the analysis Pearson correlation analysis.

Examining the correlation matrix shows that the significance level of all coefficients is very small ($\text{Sig} < 0.05$), so there is a linear relationship between the independent and dependent variables and are all qualified to be included in the analysis. regression accumulation. The Pearson correlation coefficient r between the independent and dependent variables ranges from 0.2 to 0.5 and is all positive, demonstrating a positive linear relationship and an average level of correlation.

❖ Analyze correlation between independent variables

Among independent variables, the significance level of most coefficients is very small ($\text{Sig} < 0.05$) and the Pearson correlation coefficient r between pairs of variables is less than

0.5, so the multicollinearity phenomenon is unlikely to happen.

Regression analysis

4.1.3.1. Check the fit of the model

Table 4.7: The model's level of explanation

Model	R	R ²	R ² correction	Estimate d error	Durbin-Watson coefficient
first	0.602 ^a	0.798	0.801	0.00000	1,796
a. Independent variables: (Constant), CT, GV, VC, TT, NK, DV					
b. Dependent variable: CL					

(Source: Analysis results from SPSS software)

The results show that the adjusted R^2 is 0.801, which means that 80.1% of the variation in CL (quality of training in the Faculty of Business Administration) is explained by the variation of 6 independent variables: CT, GV, VC, TT, NK, DV.

Table 4.8: Model fit

Model		Sum of squares	Degrees of freedom (df)	Mean square	F	Sig.
first	Regression	10,782	6	1,797	4,964	0.000 ^b
	Residual	0.000	133	0.000		
	Total	10,782	139			

a. Dependent variable: CL

b. Independent variables: (Constant), CT, GV, VC, TT, NK, DV

(Source: Analysis results from SPSS software)

The F value has a significance level of Sig = 0.000 (<0.05), which means that the proposed linear regression model is suitable for the actual data collected and the included

4.1.3.3. Testing research hypotheses

Table 4.9: Results of regression model estimation

Model		Coefficients are not standardized		Normalization coefficient	T	Sig.	Multicollinearity statistics	
		B	Standard error	Beta			Tolerance	VIF
first	Constant	0.185	0.192		1,089	0.037		
	CT	0.258	0.015	0.357	8,251	0.000	0.334	1,007
	GV	0.273	0.020	0.395	8,896	0.000	0.386	1,091
	VC	0.227	0.001	0.347	8,064	0.000	0.286	1,001
	TT	0.451	0.026	0.504	16,032	0.006	0.792	1,998
	NK	0.382	0.022	0.439	9,089	0.000	0.500	1,263
	DV	0.395	0.024	0.457	9,292	0.001	0.572	1,747

Dependent variable: CL

Source: Analysis results from SPSS software)

From the above results, it shows that the 6 independent variables have the same impact on the dependent variable CL because the standardized regression coefficients of these variables are all positive and statistically significant (Sig < 0.05). The level of impact of these 6 variables on the dependent variable "Quality of training in the Faculty of Business Administration" (CL) is in descending order as follows: the TT variable has the strongest impact ($\beta = 0.504$), followed by the DV variable ($\beta = 0.457$), followed by the NK

variable ($\beta = 0.439$), followed by the GV variable ($\beta = 0.395$), followed by the CT variable ($\beta = 0.357$), the weakest impact is the VC variable ($\beta = 0.347$).

The unstandardized regression equation has the form:

$$CL = 0.185 + 0.258*CT + 0.273*GV + 0.227*VC + 0.451*TT + 0.382*NK + 0.395*D.V$$

The standardized regression equation has the form:

$$CL = 0.357*CT + 0.395*GV + 0.347*VC + 0.504*TT + 0.439*NK + 0.457*D.V$$

4.1.4. Analyze the average value of the scales

Table 4.10: Statistics describe the average value of observed variables

Variable name	N	Smallest value	Greatest value	Medium	Standard deviation
CT1	140	2	5	3.70	0.957
CT2	140	2	5	3.80	0.806
CT3	140	2	5	3.35	0.856
CT4	140	2	5	3.44	0.969
CT5	140	2	5	3.45	0.924
GV1	140	1	5	3.15	1,017
GV2	140	2	5	3.55	1,165
GV3	140	2	5	3.45	0.924
GV4	140	2	4	3.85	0.795
GV5	140	2	5	3.15	0.913
VC1	140	2	5	3.35	0.967
VC2	140	2	5	3.60	0.863
VC3	140	2	5	3.30	0.957
VC4	140	2	5	3.05	0.868
VC5	140	2	5	3.05	0.868
TT1	140	2	5	3.94	0.841
TT2	140	2	5	3.90	0.999
TT3	140	2	5	3.15	0.913
NK1	140	2	5	3.50	0.744
NK2	140	2	5	3.30	1,104
NK3	140	2	5	3.10	0.947

DV1	140	2	5	3.61	1,037
DV2	140	2	5	3.16	1,015
DV3	140	2	5	3.25	0.968

(Source: Analysis results from SPSS software)

From the results in the statistical table describing the average value of the observed variables, it shows that the average value of the variables is in the range of 3.05 - 3.94, so it can be concluded that the factors The impact on the quality of training of IUH's Faculty of Business Administration was agreed by survey participants.

5: Conclusion and recommendations for management

1.1. Conclusion

The research results confirm that the proposed theoretical model is suitable for the characteristics of the Department of Business Administration of IUH Ho Chi Minh City in the current context. In particular, the level of explanation of factors affecting the quality of training of the Faculty of Business Administration is arranged in descending order including:

1. Interaction between schools and businesses has the greatest impact on the quality of training of IUH's Faculty of Business Administration.
2. The quality of student support services has a great impact on the quality of training of IUH's Faculty of Business Administration.
3. Extracurricular activities have an impact on the quality of training of IUH's Faculty of Business Administration.
4. Lecturers have an impact on the quality of training in IUH's Department of Business Administration.
5. The training program has an impact on the quality of training of IUH's Faculty of Business Administration.
6. Facilities have an impact on the quality of training of IUH's Faculty of Business Administration.

The purpose of this study is to examine the factors affecting the quality of training of IUH's Faculty of Business Administration. Ho Chi Minh City University of Industry can rely on these factors to improve the training quality of the Faculty of Business Administration.

1.2. Proposed management implications

In this study, the author analyzes factors affecting the quality of training of IUH's Department of Business Administration. Based on this, help IUH's Department of Business Administration determine which factors are important to build strategies to improve training quality, contribute to improving the country's educational quality and provide society with resources. Abundant young workforce with high professional qualifications.

1.2.1. Interaction between schools and businesses

According to research results, the factor "Interaction between schools and businesses" is the factor that has the greatest impact on the quality of training of IUH's Department of Business Administration. Therefore, to improve the quality of training, schools and faculties of Business Administration need to pay more attention to interdisciplinary subjects and skill subjects. Enhance the exchange of professional training so that lecturers from businesses can participate in teaching work. Create conditions for businesses through this form of cooperation to proactively participate in human resource

training programs according to user requirements: businesses are employers and also trainers.

1.2.2. Quality of student support services

Research results show that the factor "Quality of student support services" ranks second among the factors affecting the training quality of the IUH Faculty of Business Administration. Therefore, it is necessary to organize consulting sessions for students of the Faculty of Business Administration to understand the characteristics of the training program, and for employers to talk about the capabilities of graduates, to motivate students. Love your job, voluntarily participate in learning, creating quality learning. Instruct students on methods of organizing learning such as group study; group discussions, group exercises, self-study, self-research and choosing appropriate learning goals. Establish an adult-appropriate learning environment that is comfortable, supportive, collaborative, and non-restrictive. To improve the effectiveness of administrative support for students, the school needs to provide guidance and propaganda for the Faculty of Business Administration office to carry out documents scientifically, shortening the time to resolve work. Therefore, it is necessary to adjust documents guiding the implementation of administrative procedures to ensure consistency and clarity. It is necessary to implement and deploy a one-stop mechanism for students to create favorable conditions for students in handling administrative procedures accurately, quickly, and in accordance with regulations.

1.2.3. Extracurricular activities

Research results show that the factor "Extracurricular activities" ranks third among the factors affecting the training quality of the IUH Faculty of Business Administration. Therefore, the school and the Faculty of Business Administration need to raise awareness of the role of extracurricular activities and determine a sense of responsibility for the activities for lecturers and students. Along with organizing extracurricular activities, every year the faculty should coordinate with lecturers to work as Youth Unions and Teams to educate life skills and soft skills for students such as: Positive thinking skills, communication and behavior skills; public speaking skills; teamwork skill; job search skills; collective activity skills...this activity will be carried out each semester during the school year, because practicing any skill must be practiced regularly for the skill to be firmly consolidated., thanks That way, students' career skills will be improved. In addition, we should create favorable conditions for facilities and invest more funds in extracurricular activities and life skills education activities.

1.2.4. Lecturers

Research results show that the factor "Lecturer" ranks 4th among the factors affecting the training quality of the IUH Faculty of Business Administration. Therefore, the school and the Faculty of Business Administration need to have specific measures to foster professional expertise for the teaching staff such as sending them to study short-term

professional training courses, and periodically opening career training classes every year. Service to update changes in regulations of the Ministry of Education and Training... Focus on training young lecturers with many efforts and contributions. Create conditions for teachers to go on field trips to businesses and training facilities at home and abroad, participate in seminars, attend short-term training courses, etc., helping teachers expand their qualifications. understanding of social practice. Closely attach scientific research tasks to teaching tasks, encourage teaching staff to use scientific research results to integrate into the subject curriculum. Fostering foreign language proficiency for teaching staff, encouraging teaching staff to seek scholarships from domestic and foreign organizations. On the other hand, raise lecturers' awareness of the position, role, and ethics of lecturers in the process of implementing training tasks, through providing and requiring lecturers to regularly update policies in management. Training principles to gradually change perceptions and actions.

1.2.5. Education program

Research results show that the factor "Training Program" ranks 5th among the factors affecting the training quality of IUH Faculty of Business Administration. The school and the Faculty of Business Administration need to coordinate to strongly innovate the program, content, training methods, implement international training links and exchange students with advanced foreign universities, apply the program advanced education and training. Develop programs suitable to actual needs, improve applicability in the context of information explosion, industrialization, modernization and international integration. Besides, it is necessary to reduce theoretical teaching time, increase research and practice time, and apply time between theoretical subjects and applied subjects, and allocate time between theoretical instruction. and practice applications for each subject.

1.2.6. Infrastructure

Research results show that the factor "Facilities" ranks 6th among the factors affecting the training quality of the IUH Faculty of Business Administration. Therefore, the school and the Faculty of Business Administration need to ensure that there are enough teaching and learning equipment to support training and scientific research activities, with guaranteed quality and effective use; Have equipment and grounds for cultural, artistic, and sports activities according to regulations; There is a master plan on the use and development of facilities in the school's strategic plan.

1.3. Limitations and future research directions

After conducting the research project, the author self-assessed some of the following limitations:

- This project only studies some influencing factors and the direction of these factors' impact on the quality of training of IUH's Faculty of Business Administration. However, there are many other factors that can be added to the research model. With the above limitations, the author believes that new research directions for the topic are as follows:
- Adding other factors to the research model to make research results richer. For example, factors such as learning assessment methods, student effort, etc.

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