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Factors affecting the entrepreneurial opportunities of lecturers of the Faculty of Business Administration at Ton Duc Thang University

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Abstract

Today, with the growing integration of Asian education, the quality of training is considered an important factor in the competition between domestic and foreign universities. In the process of improving the quality of training, the teacher plays the most important role, being a motivating agent, but also a barrier affecting the improvement of teaching quality. Improving the quality of teachers is considered a breakthrough, the focus of the fundamental and comprehensive reform of education, but it must be accompanied by benefits and opportunities for career development to motivate them to do well. more in teaching. Through a number of previous studies related to the quality of training, the authors have carried out the research topic: "Factors affecting the start-up opportunities of teachers at Ton Duc Thang University in Ho Chi Minh City. Chi Minh", with a research model with independent variables such as facilities, inputs. The opportunities that the university provides for the faculty so that they can develop their own careers, The faculty's own assessment of those opportunities and their desires. In the one that gives the most practical insights into the process of selecting lecturers as well as the opportunities that the school has created.

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Keywords: Career Opportunities, Ton Duc Thang University, Teaching Profession

1. Introduction

1.1. Introduction to the research problem

In the last decade, people often followed business administration because of job security. However, in the context of today's modern economy, Business Administration is gradually becoming a highly competitive teaching day in most universities. In the period of globalization, the strong development of higher education and the industrial revolution 4.0, the increasing demand for universities, for many teachers has created interest in the industry. business administration to have more opportunities to create a sustainable career later. Studies on choosing a teaching profession are based on knowledge and research. Promotion, exchange, and understanding are opportunities for professional development as a business administration teacher. Business Administration Education is a big and lucrative business for many universities as well as faculty salaries. Business Administration is never out of date but increasingly becoming a trend, but it will be "outdated" when not making efforts and seizing opportunities. Business administration is an extremely ideal profession because of its extremely extensive knowledge, absorbing new knowledge, and refreshing lectures every time they go to class.

1.2. Reason for choosing the topic

Business administration is a hot field in the current 4.0 market economy, so now the universities promote the teaching of majors in this faculty and the students' attention to the professions of this faculty. This faculty is being noticed by universities. Because business administration is one of the top choices of students, they will study the teaching of the lecturers as well as the facilities that the school offers.

And because of such search needs, universities also have very high requirements for lecturers who teach subjects in these faculties. They require lecturers to have teaching skills, communication skills with students and skills to convey lectures to students, along with a deep knowledge of business administration. Requirements must go along with the opportunities that the school creates for teachers so that they have the opportunity to develop themselves and develop their profession. Therefore, for lecturers, the study of teaching as well as the factors that can be developed in their profession in the future is also a matter of concern when choosing to teach professions of the Faculty of Business Administration.

1.3. Objectives of the study

a) Overall objective

Factors affecting career development opportunities for teachers of the Faculty of Business Administration at Ton Duc Thang University, Ho Chi Minh City.

b) Specific goals

Firstly, learn about the career development opportunities of the lecturers of the Faculty of Business Administration at Ton Duc Thang School.

Second, by measuring the influence of factors on career development opportunities at the Faculty of Business Administration.

Third, the suggestions of the lecturers want the school to create more and improve so that they have more opportunities for their own development.

1.4. Research subjects

Factors affecting career development opportunities of teachers of the Faculty of Business Administration of Ton Duc Thang University

The object of this research is reflected in the study of the opportunities that the school creates, the benefits for teachers so that they can develop more about their profession. Finally, there are wishes from the faculty to the school.

2. Theory Framework

2.1. Theoretical basis

Concept: In a dynamic educational environment, with today's competition in the education industry, business administration needs to meet many needs, requiring in-depth and highly specialized knowledge. Passion and work influence future promotion opportunities. Contribution to lectures. Salary and benefits. Relationships with many business administration teachers of other universities, meeting many famous lecturers. Interact with many students, exchange more knowledge to add to the lecture. Business administration is a relatively broad teaching field, teachers can come into contact with Business Administration major, which is gradually becoming the choice of many teachers when they just graduated from school and want to become their profession. Extensive knowledge is certainly not lacking in challenges, requiring teachers to always innovate the content of the lecture; The job is highly competitive; Must continuously develop themselves, know how to adapt to the change of education; Always know how to grasp new sources of knowledge, constantly creating. "It is the attitude, not the level, that determines your success", so to be successful as a business administration teacher, with a high income and knowledge, it is also necessary to have the necessary qualities and skills: Sharp thinking; Agile; Take the initiative in doing

and getting things done; Highly disciplined; Able to withstand pressure under all circumstances; Hard working, diligent; Being a brave person; Having the qualities of a leader... Besides the existing qualities, the teacher should also hone the skills: public speaking; Negotiation, salary negotiation, persuasion; Effective time management; Critical Thinking; Solve problems quickly and effectively; Data analysis, market.

2.2. Research model at home and abroad

Domestic: Teaching capacity to meet the requirements for teaching, ability to develop rich and up-to-date curricula, ability to organize diverse classes, application of technology tools to the classroom dynamic and multi-dimensional interaction.

Enhance your ability to communicate, inspire, connect, and improvise. online interaction of colleagues during the teaching process. Scientific research: this capacity has not been really focused, due to the characteristics of application-oriented training rather than research of most universities in Vietnam. Learning and developing, constantly improving expertise, but also constantly updating skills and knowledge of foreign languages, information technology, economy - politics – society. To be able to adapt to the development the continuous development of digital technology.

Ton Duc Thang University is gradually moving towards the goal of internationalization, therefore, training programs according to international standards are very important and necessary. In addition, career opportunities and internships not only in Vietnam but also abroad for students are really valuable opportunities to help students have a good foundation in acquiring knowledge and open up career opportunities. industry at home and abroad.

Overseas: For Malaysia, Professional development for teachers is an important issue in the educational policy of any country in order to improve the quality of education and the effectiveness of teaching. Malaysia has developed two education development strategies: "Education Development Plan 2006 - 2010" and "National Education Plan" 2013-2025, towards the development of educational standards and quality. Among the many strategies outlined, the one that makes teaching a "honorable" profession is to ensure that schools recruit good teachers, thereby improving the quality of education in general.

Pedagogical schools must have a commitment to help their trained teachers in terms of professional knowledge and practice. National policy requires teachers to participate in professional development on a regular basis, right from the start of their professional activities. The format can be varied, such as degree courses, non-degree courses, seminars, or informal career development experiences.

Provide a variety of formal professional development training courses for teachers. Teachers are very active and actively involved in both formal and informal professional development activities. Informal professional development activities may include learning from teaching experiences, discussions and research through teacher networks.

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strategies outlined, the one that makes teaching a “honorable” profession is to ensure that schools employ good teachers, thereby improving the quality of education in general.

For Singapore: Singapore's Ministry of Education regularly reviews teacher salaries to ensure they can be competitive with salaries in other professions. For a fresh graduate with a bachelor's degree, the annual salary will be S\$41,976.

Regarding remuneration and other benefits, Singapore lecturers are entitled to all the benefits for public employees including: annual bonus, bonus for work results, retirement fund contributions, medical expenses and leave annual permit. If teachers work long-term, they will receive a maximum bonus of S\$168,800 for 30 years of service.

Research model: Business Administration majors often focus on businesses in the market, so lecturers need to have their own market expansion, specifically large and small businesses. It is necessary to have knowledge about products, prices, to be able to put it into the lecture in a reasonable way, to help students understand more about large and small businesses, understand more about popular business types today. Now. To be able to meet the needs of the school well, the lecturers also need to have certain qualifications to be able to absorb all the knowledge. Lecturers with more degrees or higher degrees, will have expanded employment opportunities, more job opportunities, exposure to the benefits of work. In order to do that, the lecturers all have access to education from an early age, access to business knowledge. Universities always develop and improve human resources for business administration departments with innovation criteria, suitable for each academic year, and effective lectures for students. Therefore, the opportunity to work for lecturers in business administration is increasing.

Human resources of an organization in general or a university in particular are formed on many different bases and have different roles. The university's human resources or in other words the human resources involved in business administration are human resources that are trained, developed and maintained in order to achieve results for the whole team. Is the development, creating job opportunities for those who want to try this teaching industry, recruiting and retaining. The teaching staff has links in many different fields in the field of business administration, such as related to operations, business strategy, the development of businesses.

In order to have a knowledge base, the lecturers had to study, make constant efforts, exchange expertise with other lecturers to create more knowledge, create more opportunities for advancement in their careers. Business administration is a field with extensive knowledge, so job opportunities in the industry are also open to many people who want to become lecturers. To promote actively and creatively, to use knowledge in a scientific and correct manner, to perfect oneself, to see the advantages and disadvantages to improve the level and improve the quality of lectures. Lectures are appropriate, closely linked to the knowledge of students when they go to class, and innovate teaching models.

Factors affecting

Over the past decade or so, globalization and the advent of a new world trade order have led to increased demand for trained business managers worldwide. This impact has also spread to Vietnam. Therefore, education in business management is also of particular importance globally in order

to produce business management professionals (Gomez-Samper, 2009; Starkey and Tiratsoo, 2007).

Business administration education in the world is currently becoming expensive, making it difficult for middle-class parents to allow their children to study business administration at reputable training institutions (Riasat et al., 2011). Business administration education is a big and lucrative business for many universities. Analyzing trends over the past 3 years and taking into account the number of business administration graduates trained by top business schools around the world shows that this is a major source of income for most programs education (Thomas, 1973).

In the last decade, people often studied business management because of job security. However, in the context of the current economy, the employment rate has decreased, and job opportunities for new graduates have become a matter of more concern (Jamillie, 2011).

From the above issues, there has been a significant increase in the emergence of private universities in the country. Although many schools have emerged with more areas of business training, more specializations, recent market trends or advances in management education research have emphasized the need to rethink the purpose of business schools and their role in economic and social development (Gomez-Samper, 2009).

The leader in any organization, the leader has a particularly important position. A leader is not only the head of an organization, having the role of leading, orienting, directing, but also building relationships among members of the same collective operating under a certain system. Leaders need to have "leader" to "lead" and have the way and understand the path (the way) to be able to accept the responsibility of leading the team. Leaders must know how to use their talents and qualities to call and entice subordinates to follow them, towards the realization of the common goal of the organization, know the connection between parts of the organization and between them. organization with external systems.

School leaders must awaken the potential of teachers into abilities, practice abilities into skills, and integrate shining skills into talents.

Learner

Besides the leader factor, learners are also a factor affecting the career development of the Faculty of Business Administration. Firstly, currently the "entry" level of Ton Duc Thang University students is relatively high. Second, a new trend of higher education in the period

Currently, it is training human resources according to output standards, according to competency approach, which means that university lecturers must achieve the prescribed knowledge and skills standards: good moral quality, competence, have the knowledge, attitude and skills to meet the requirements

employer's demand. Therefore, teachers of Ton Duc Thang University also have to change their thinking, change the way they look at the world around, to make appropriate changes in the way they educate and teach the young generation. Higher education requires school teachers to be qualified. Therefore, the school's lecturers must also train themselves - foster and train - improve themselves so that the trained pedagogical and professional competence must be at least up to or above the standards according to the standards. regulations.

Working environment and organizational culture

The working environment plays a decisive role in the development of lecturers at Ton Duc Thang University, it includes the intellectual environment, the physical environment, the psychological environment and the social environment. The lecturer will be motivated if working in a higher education institution with good physical conditions, modern equipment and teaching facilities to create a feeling of comfort during class time, ensuring the teaching requirements. teaching and scientific research. The organizational culture of Ton Duc Thang University is developing to be a learning, friendly, professional and responsible organization, approaching in the direction of a quality, effective and guaranteed culture. Output products are of high quality. That requires lecturers of Ton Duc Thang University to promote the sense of responsibility and professionalism in teaching as well as in the research process of the Faculty of Business Administration.

Programme

The training program of Ton Duc Thang University is built according to the current regulations promulgated by the Ministry of Education and Training; with reference to training programs of prestigious universities in the country or in the world; with the participation of professional scientists, lecturers, managers, representatives of socio-professional organizations, employers and graduates.

3. Method

3.1. Research Methods

Research method: Survey (Google Form)

The qualitative research technique used to complete the thesis is based on theory and references to previously studied models to form the questionnaire; then consult with individuals who are lecturers at Ton Duc Thang University to get the content as well as answers to the questionnaire.

3.2. Qualitative research

Qualitative research method was used in this study to survey the general situation of factors affecting the development of lecturers of the Faculty of Business Administration, Ton Duc Thang University Online questionnaire (with Google Form tool) is designed on the basis of reference and adjustment and used to collect primary data related to the development of lecturers of Ton Duc Thang University. The results of the qualitative research show the teachers' own agreement on the factors affecting their career development opportunities, including the activities that the school organizes, the remunerations and benefits that the teachers provide. School for staff of the Faculty of Business Administration. After building the above form, the authors conducted a survey, filtered data to collect opinions and aggregated data to

analyze the factors affecting the development opportunities of lecturers at the University. study Ton Duc Thang.

The descriptive analysis method is the starting point for any analysis process and serves as the wrong answer to the questions "What factors have been created by the school", "Do these factors help you?" What are the benefits to the career development opportunities of the lecturers who teach at the school", "Opportunities that the teachers expect the school to create more", "And the wishes of the lecturers themselves".

Diagnostic analytics, dig deep into the learned data to find insights that are valuable.

3.3. Quantitative research

3.4. Preliminary quantitative research

Preliminary quantitative research was conducted through online interview method with lecturers of Faculty of Business Administration at Ton Duc Thang University. The purpose is to evaluate the content and form of statements in the draft scale in order to complete the formal scale used in formal research. In which the important task of this step is to assess whether the lecturer understands the statements or not? (Formal assessment is a step to check the appropriateness of words and grammar in statements to ensure consistency, clarity, and not cause confusion for lecturers) and assess reliability. of the observed variables with a Likert scale of 5 (1 – Strongly disagree, 2 – Disagree, 3 – No opinion, 4 – Agree, 5 – Strongly agree) to eliminate inappropriate variables. and issue a formal questionnaire.

3.5. Formal quantitative research

The formal quantitative research was conducted by surveying 50 lecturers of the Faculty of Business Administration at Ton Duc Thang University. When the results are available, we will conduct statistical synthesis based on the information obtained from the survey. Data processing, reliability testing of each component of the scale through Cronbach's Alpha coefficient, exploratory factor analysis (EFA), testing hypothesis by regression model with SPSS 20.0 software.

3.6. Expressing and encoding the scale

The scale of factors affecting career development opportunities in the Faculty of Business Administration of lecturers was built on the scale of Majumdar et al (2012), Ebrahim et al (2010), and then adjusted. to suit the research of development opportunities in the faculty of business administration by the lecturers through qualitative research by means of group discussions. The scale after adjustment, supplement, and official scale is presented in the tables below.

The scale "Working environment" is based on the scale of Ebrahim et al. (2010) including 04 observed variables coded from MTLV1 to MTLV4.

Table 1: Working Environment Scale

Sign	Observed variables	Source
MTLV1	School provides many opportunities for me to interact with others	Ebrahim et al (2010)
MTLV2	The school responds to my suggestions and ideas	Ebrahim et al (2010)
MTLV3	Comfortable working environment at school	Ebrahim et al (2010)
MTLV4	The school offers the opportunity to rotate and work for me	Ebrahim et al (2010)

(Source: author based on previous research with adjustments)

Scale "Training and Development"

The scale "Training and development" is based on the scale

Majumdar et al. (2012) including 04 observed variables coded from DTPT1 to DTPT4.

Table 2: Scale of Training and Development

Sign	Observed variables	Source
DTPT1	The school has training programs available to me	Majumdar et al (2012)
DTPT2	The school gave me the skills to prepare for the job	Majumdar et al (2012)
DTPT3	The school invested heavily in my training and development	Majumdar et al (2012)
DTPT4	The school gives me information about job availability	Majumdar et al (2012)

(Source: author based on previous research with adjustments)

Scale "Salary policy"

The scale "Salary policy" is based on the scale Ebrahim et al.

(2010) including 04 observed variables coded from CSL1 to CSL4.

Table 3: Salary policy scale

Sign	Observed variables	Source
CSL1	Wages are paid fairly	Ebrahim et al (2010)
CSL2	Working for the school offers me a good salary	Ebrahim et al (2010)
CSL3	Basic salary set by the school	Ebrahim et al (2010)
CSL4	The salary for this position is better than what I expected	Ebrahim et al (2010)

(Source: author based on previous research and with adjustments)

Scale "Relationship with colleagues"

The scale "Relationship with colleagues" is based on the scale

Majumdar et al (2012) including 04 observed variables coded from DN1 to DN4.

Table 4: Scale of Relationship with Colleagues

Sign	Observed variables	Source
DN1	Honest and reliable colleagues	Majumdar et al (2012)
DN2	Colleagues often share their experiences and help me in my work	Majumdar et al (2012)
DN3	Colleagues are close and friendly	Majumdar et al (2012)
DN4	Colleagues work well together	Majumdar et al (2012)

(Source: author based on previous research and with adjustments)

Scale "Relationship with superiors"

The scale "Relationship with superiors" is based on the scale

Majumdar et al. (2012) including 04 observed variables coded from Cap1 to Cap4.

Table 5: Scale Relationship with superiors

Sign	Observed variables	Source
Cap1	I have the trust and respect of my superiors	Majumdar et al (2012)
Cap2	My superiors help and are willing to share my working experience	Majumdar et al (2012)
Cap3	My superiors help and support me to solve personal and work problems	Majumdar et al (2012)
Cap4	The superiors are close and friendly	Majumdar et al (2012)

(Source: author based on previous research and with adjustments)

Scale "Nature of work"

The scale "Nature of work" is based on the scale Majumdar

et al. (2012) including 04 observed variables coded from BBCV1 to BCCV4.

Table 6: Scale of Work Nature

Sign	Observed variables	Source
BBCV1	I am proactive in my work	Majumdar et al (2012)
BCCV2	Job characteristics that match my expertise	Majumdar et al (2012)
BCCV3	Interesting work, creating many opportunities for me	Majumdar et al (2012)
BCCV4	I have authority commensurate with the job responsibilities	Majumdar et al (2012)

(Source: author based on previous research and with adjustments)

Scale "Organizational culture"

The scale "Organizational culture" is based on the scale

Majumdar et al. (2012) including 03 observed variables coded from VHTC1 to VHTC3.

Table 7: Scale of Organizational Culture

Sign	Observed variables	Source
VHTC1	There is an opportunity for me to develop my knowledge	Majumdar et al (2012)
VHTC2	Equip me with the ability to develop my career	Majumdar et al (2012)
VHTC3	There is an opportunity for me to develop my professional skills	Majumdar et al (2012)

(Source: author based on previous research and with adjustments)

Scale "Policy on reward and treatment"

The scale "Remuneration and reward policy" is based on the

scale Majumdar et al. (2012) including 04 observed variables coded from KTDN1 to KTDN4.

Table 8: Scale of Reward and Remuneration

Sign	Observed variables	Source
KTDN1	Help me improve the quality of my material and spiritual life	Majumdar et al (2012)
KTDN2	Motivate me to work	Majumdar et al (2012)
KTDN3	Create conditions to improve work quality and efficiency	Majumdar et al (2012)
KTDN4	Create my attachment and confidence in the school	Majumdar et al (2012)

(Source: author based on previous research and with adjustments)

4. Research Results**4.1. Result**

After the EFA exploratory factor analysis as presented and the research hypotheses need to be tested by the regression method. Use the input method in turn (Enter) which is the default method in the program. There is a regression equation to be implemented to determine the important role of each factor in assessing the factors affecting career development opportunities.

To evaluate the fit of the model, the researchers used the coefficient of determination R² (R-square) (Hoang Trong & Chu Nguyen Mong Ngoc, 2008) to assess the fit of the research model, coefficient of determination R² is a function that does not decrease with the number of independent variables included in the model, if the number of independent variables is added to the model, then R² increases. However it has also been shown that it is not true that the more variables an equation has, the better it fits the data (i.e. better). Thus, R-square tends to be an optimistic estimator of the goodness-of-fit measure of.

model to the data in case there is more than 1 explanatory variable in the model. Therefore, in multiple linear regression, the adjusted R-square coefficient is often used to evaluate the fit of the model because it does not inflate the fit of the model.

Besides, it is necessary to check the correlation phenomenon by the Durbin-Watson coefficient(d), the quantity (d) has a variable value in the range of 0 to 4 (Hoang Trong & Chu Nguyen Mong Ngoc, 2008). At the same time, check for multicollinearity by means of the variance magnification factor VIF with the condition that VIF < 10 (that is, if VIF > 10, multicollinearity occurs, and VIF < 0.05, there is a multicollinearity phenomenon, and VIF < 0.05, there is a

multicollinearity phenomenon). can conclude that the regression model is suitable for the data set. On the other hand, the normalized Beta coefficient is used to assess the importance of each factor (Hoang Trong & Chu Nguyen Mong Ngoc, 2008), and the Beta coefficient. The higher the standardization of any variable, the higher the impact of that variable on job engagement.

Regression analysis

The multiple linear regression results below show that the model has an R² = 0.719 and an adjusted R² of 0.709, which means that the built linear model fits the data set to the level of 70.9% or the model. The model explained 70.9% of the variation of the dependent variable (development opportunity). Besides, the results of regression analysis show that the Durbin-Watson coefficient = 1.582. This coefficient is in the domain that accepts the null hypothesis of first order series autocorrelation (residuals have no first order series correlation with each other). Therefore, the results show that the residuals have no first order series correlation with each other. Also according to the results of the regression analysis, the model does not violate the multicollinearity phenomenon because the variance exaggeration coefficients of the independent variables (VIF) are all less than 2. On the other hand, the ANOVA analysis shows that the The number F reached the value 75,374 calculated from R² of the model with the significance level Sig = 0.000, showing that the built multivariable linear regression model is consistent with the collected data set and the included variables are all valid. statistically significant at the 5% level of significance. Thus, the independent variables in the model are related to the dependent variable (development opportunity).

Table 9: Model Summary

Model	Cheap value	R ²	R ² adjustable	Estimated standard deviation	Statistics of change					Durbin-Watson coefficient
					Degree of change R ²	Degree of change F	Df1	Df2	Sig.F change level	
First	.848 ^a	.719	.709	.305	.719	75.374	8	236	.000	1.582

a. Independent variable: (constant) QHDN, MTLV, CSDTPT, Cap, CSKTDN, VHTC, BCCV, CSL

b. Dependent variable: PT

Table 10: Analysis of Variance ANOVA

ANOVA ^{ah}					
Model	Sum of squares	DF	Mean squared	F	Significance level-Sig
Regression	55,939	8	6,992	75.374	.000 ^b
Residual	21,893	236	.093		
Total	77.832	244			

Table 11: Regression coefficient

Model	Unnormalized coefficients		Normalization coefficient	t	Sig.	Reliability		Multicollinear Statistics	
	Remove	Standard error	Beta			Bottom edge	Close up	Acceptance of the variable	Variance magnification factor (VIF)
Constant	.007	.176		.042	.966	-.339	.354		
CSKTDN	.173	.021	.305	8.233	.000	.132	.214	.870	1.149
BCCV	.099	.032	.134	3.089	.002	.036	.162	.635	1.574
VHTC	.146	.025	.211	5.772	.000	.096	.196	.895	1.117
Cap	.129	.031	.173	4.112	.000	.067	.190	.673	1.485
CSDTPT	.110	.017	.244	6.493	.000	.076	.143	.846	1.183
MTLV	.094	.033	.102	2.845	.005	.029	.159	.931	1.074
CSL	.163	.027	.265	6.090	.000	.110	.216	.628	1.592
QHDN	.089	.029	.114	3.074	.002	.032	.146	.871	1.148

Through the results in the regression table, it shows that there are 8 factors that have a positive impact (positive Beta coefficient) on the development opportunities of lecturers with the significance level Sig < 0.05 in all variables, except constant because there are Sig > 0.05. Therefore, the study can conclude that the hypotheses are all accepted. Because the research objective is to measure the strong and weak impact of each factor on the development opportunity, the linear regression equation extracted according to the standardized Beta coefficient has the following form:

$$PT = 0.305*CSKTDN + 0.265*CSL + 0.244*CSDTPT + 0.211*VHTC + 0.173*Cap + 0.134*BCCV + 0.114*QHDN + 0.102*MTLV$$

Note:

PT: career development opportunities

Vocational education and training policy: reward and treatment policy

CSL: salary policy

Training and development policy: training and development policy

VHTC: organizational culture

Cap: superior relationship

BCCV: nature of work

QHDN: colleague relations

MTLV: working environment

Through the regression results, it can be seen that the reward and remuneration policy has the highest standardized regression coefficient (standardized Beta = 0.305, Sig = 0.000), which means that this component has the degree of impact. strongest influence on career development. This means that when rewards and recognition are increased by 1 unit, other things being equal, career growth increases accordingly.

The second most powerful factor on career development is compensation with a standardized regression coefficient (standardized Beta = 0.265, Sig = 0.000). This means that this component has the second strongest impact on career development. This means that when pay increases by 1 unit, other factors unchanged, the professional development of lecturers increases accordingly.

The third factor affecting career development is training and development with a standardized regression coefficient (standardized Beta = 0.244, Sig = 0.000). This means that this component has a third degree of impact on career development. This means that when the teacher's perception of training and development increases by 1 unit, other factors

remain unchanged, the teacher's career development increases accordingly.

The fourth factor affecting career development is organizational culture with a standardized regression coefficient (standardized Beta = 0.211, Sig = 0.000). This means that this component has a fourth degree of impact on career development. This means that when lecturers' perception of organizational culture increases by 1 unit, other factors remain unchanged, the professional development of lecturers increases accordingly.

The fifth factor affecting career development is superiors with standardized regression coefficients (standardized Beta = 0.173, Sig = 0.000). This means that this component has a fifth degree of impact on career development. This means that when teachers' perception of superiors increases by 1 unit, other factors remain unchanged, the professional development of lecturers increases accordingly.

The sixth factor affecting career development is the nature of work with a standardized regression coefficient (standardized Beta = 0.134, Sig = 0.002). This means that this component has the sixth degree of impact on career development. This means that when the teacher's perception of the nature of the job increases by 1 unit, other factors remain unchanged, the professional development of the lecturer increases accordingly.

The seventh factor affecting career development is colleagues with a standardized regression coefficient (normalized Beta = 0.114, Sig = 0.002). This means that this component has the seventh level of impact on career development. This means that when a teacher's perception of a colleague increases by 1 unit, other factors unchanged, the teacher's career development increases accordingly.

The factor that has the weakest impact on career development is the working environment with a standardized regression coefficient (standardized Beta = 0.102, Sig = 0.005). This means that this component has the weakest impact on career development. This means that when the teacher's perception of the working environment increases by 1 unit, other factors remain unchanged, the professional development of the lecturer increases accordingly.

5. Conclusion

5.1. Conclusive remarks

It is one of the hot and attractive industries for many young people to study. Especially with the situation of integration into the international economy of Vietnam in the past time, it has helped This industry becomes more developed and influential. When studying a business administration program, in addition to the required subjects, it depends on

each individual sub-arrays will have different subjects. You will learn about knowledge related to school management, construction of business strategy, project management process, sales management.

The scientific research topic of business administration is usually done by the final year students of business administration, used to evaluate the capacity and results of the research process on a certain issue. related to the major that each student is actually studying. This scientific paper is highly appreciated because it is a research paper on real-world problems and focuses on solving those research problems. At the same time, it also reflects on each individual's experience or personal opinions that are only objective. Those who carry out scientific research in business administration need to have certain knowledge of the research area. At the same time, it is necessary to practice self-reliance and methodical work. Therefore, for students and doctoral students with limited knowledge, they must make the most of their ability to self-study and improve themselves with the most necessary knowledge. At the same time, you must know how to choose a topic that suits your ability.

Limit

Ton Duc Thang University is a vocational training school, teaching profession, so we need to pay due attention to vocational training. Learners' skills can only be formed in the process of practical experience and gradually form real competencies. Some of the new courses designed by the faculties in the training program, if they do not pay due attention to practice and application, in the end, students will not even be able to imagine what it is like in high school. For example, the following modules: Creative experience activities; Developing training programs in high schools; Evaluation in education... requires teachers to have practical experience and be able to practice skills for students to study. In fact, these are new subjects, the lecturers do not have much experience, do not have common practice and have not yet verified their effectiveness in practice.

To be really effective when teaching these modules, it is recommended that the University invite foreign experts to train the lecturers and create conditions for the lecturers who teach these modules to participate in practice at home and abroad. If you don't have the money to go far, you can visit the schools in Thailand, the Philippines, Singapore... Regarding the actual work at the school, there have been many efforts to improve and the results are also encouraging. However, the reality shows that there is still much work to be done. The limitation still has to be analyzed further. This is also a common limitation of many schools in the country. According to Dinh Quang Bao, these limitations are due to many reasons, including the following factors: "The duration of 8 to 10 weeks in 4 years is too little. The frequency of contact with the general public makes it impossible for the lecturers to detect and solve problems arising from unexpected situations.

Orientation

It is recommended that lecturers who teach the subject of further enrichment at university, need to closely follow reality to help themselves grasp reality in the process of practicing teaching skills, student education skills and teaching. Students need to participate in student activities. These opinions, in our opinion, should be seriously consulted.

Improve the quality of professional development opportunities of lecturers in the country and abroad. Business Administration lecturers after graduation have extremely wide job opportunities, can work in many departments at companies or corporations such as: sales department, production management department, marketing department, department, etc. support - customer transactions... with positions such as Department Manager, Specialist, Head/Deputy Department, Secretary... Besides, they have the ability to become the Executive Director of the business; Expert in building business plans; Trade negotiation expert... Or you can work or teach at training institutions. Or these people can set up, run and manage their own companies.

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