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Factors affecting the quality of teaching in the Faculty of Business Administration at Ho Chi Minh City University of Food Industry

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Article Info

Abstract

Ho Chi Minh City University of Food Industry is an educational unit under the Ministry of Industry and Trade, providing multi-disciplinary, multi-field, multi-level training. training in technical industry groups, with strengths in the field of food science and technology, established on September 9, 1982. It isd including 14 faculties, the school's strength is in food, but the most prominent is the Faculty of Business Administration. It is the faculty most chosen by many students and is the faculty with the most students. This article investigates factors that affect the quality of teaching (traning) for a porpose of long term improvement.

1. Introduction

Ho Chi Minh City University of Food Industry is an educational unit under the Ministry of Industry and Trade, providing multi-disciplinary, multi-field, multi-level training. training in technical industry groups, with strengths in the field of food science and technology, established on September 9, 1982. The school was established on the basis of upgrading Ho Chi Minh City College of Food Industry, directly under the Ministry of Industry and Trade, and is a public higher education institution with an autonomous mechanism.

1982: The school was established under Decision No. 986/CNTP, dated September 9, 1982 of the Minister of Food Industry with the name: School of Economic and Technical Staff of Food Industry in Ho Chi Minh City.

In 1987: The school was renamed Ho Chi Minh City Food Industry High School according to Decision No. 25 CNTP/TCCB dated May 3, 1987 of the Minister of Food Industry.

In 2001: The school was upgraded to Ho Chi Minh City College of Food Industry according to Decision No. 18/QD-BGD&ĐT -TCCB dated January 2, 2001 of the Minister of Education and Training.

In 2010: The school officially became Ho Chi Minh City University of Food Industry according to Decision No. 284/QD-TTg, establishing Ho Chi Minh City University of Food Industry by the Prime Minister.

On October 19, 2022, the Ministry of Industry and Trade issued a document approving the proposal of Ho Chi Minh City University of Food Industry to change its name to Ho Chi Minh City University of Industry and Trade.

History of formation and development of the faculty of Business Administration

Today's Faculty of Business Administration was formerly known as the Faculty of Economics, City College of Food Industry. Ho Chi Minh. In March 2010, Principal of Ho Chi Minh City University of Food Industry. Ho Chi Minh decided to separate the Faculty of Economics into two faculties, the Faculty of Business Administration & Tourism and the Faculty of Finance and Accounting. Along with the continuous development of the Faculty of Business Administration & Tourism with the strength of Business Administration, one of the key training fields of the School in the Business and Management sector; On December 1, 2017, the Faculty of Business Administration was separated and operated independently and quickly became one of the specialized faculties with a large training scale in the University with all 4 training levels: doctorate, masters, universities and colleges.

In the coming time, the Faculty of Business Administration will continue to develop to become a reliable address in training high-quality human resources in the field of Business and Management, best meeting the requirements of the market. domestic, regional and international labor.

- **Achievements:** Training and fostering: The Faculty currently has a total training scale of nearly 5,300 university and college students and nearly 100 graduate students. The rate of university and college students having jobs 6 months after graduation regularly reaches 85-88%; Many alumni have affirmed their professional capacity and achieved certain successes in career development.
- **Scientific research:** Staff and teachers in the department always actively participate in scientific research activities; There have been dozens of scientific articles published in prestigious domestic and foreign scientific journals; Many scientific research projects at school, provincial and ministerial levels have been implemented, accepted and applied into practice, bringing positive results.
- **Connecting businesses:** In order to achieve the goal of linking training with reality at businesses, the Faculty has proactively contacted and signed long-term cooperation agreements with many businesses in receiving students from the Faculty to practice, practice and internship right at the enterprise. Since 2018, each semester the Faculty has organized to take all college students to have practical experience at a business at least once; Particularly, the university training program applies the business semester to the last semester of each course. During this semester, students will come to work at the company full-time, while combining the implementation of learning content. , intern and directly work in a corporate environment to accumulate experience and form specialized professional skills suitable to the trained major.
- **Community activities:** Staff and teachers in the Faculty, in addition to teaching in the School, also actively participate in community development programs and projects to bring professional knowledge and professional skills to support local areas and develop businesses. household health, such as: participating in guiding poor households to develop production and business plans, financial management and programs to improve economic management capacity for village and commune level officials in some southern provinces. South follows program 135. In addition, the Faculty Federation also actively organizes volunteer programs to both help students become aware of social responsibility and directly contribute to supporting difficult situations. difficulties in many localities; Programs held annually in localities with many difficult circumstances such as: the program "Mid-Autumn Festival for Children", "Spring Love Story", "Green Summer" are always popular with people and local authorities. received positively.

2. Theoretical Background
2.1. The Concepts
2.1.1. What is training?
Training is a way to teach knowledge, skills, and professional experience to others. After training, you will be able to increase your knowledge, develop yourself and reach a higher level.

2.2. What is training quality?
Training quality is the result of the training process reflected in the characteristics of qualities, personality values and labor values or professional capacity of graduates corresponding to the goals and programs. training for specific occupations"

2.3. What is the quality of education?
Educational quality is the compatibility of students' abilities with the output standards of an educational process or program. From the perspective of quality assurance in economic management, Quality assurance in education can be understood as a form of quality management carried out before and during the educational process.

2.4. What is satisfaction?
Satisfaction is a form of satisfaction after the customer's expectations and requirements have been met. They are formed through the process of experiencing and accumulating the use of products and services provided by the business. According to Philip Kotler, customer satisfaction is the level of a person's feeling state that results from comparing the results obtained from consuming a product/service with their own expectations.

3. Research overview of factors affecting training quality of the faculty of business management
3.1. Positive factors
This facility is spaciously invested, fully equipped, has open learning spaces and comprehensive skill development for students. With 120 modern, spacious theoretical classrooms, equipped with air conditioning systems, projectors, and high-speed wifi for teaching.

Modern camera system supports monitoring the teaching and learning process, helping to improve classroom interaction and teaching quality, 01 large lecture hall with a capacity of more than 400 seats.

The library is a modern architectural complex including: Self-study area and computer room area, reading area, magnetic card scanning library center entrance with more than 10,000 books focusing on scientific fields. study engineering, technology and business.

At the same time, the electronic library system connects to the e-learning system. In addition, the library is also equipped with modern and advanced library management technology and equipment such as automatic borrowing and returning of books. In addition, there are also presentation rooms, research rooms, group discussion rooms, and study rooms. watching movies, online conference rooms, creative media spaces.

Associated with the core values "Humanity - Solidarity - Pioneering - Innovation", HUFI implements the educational philosophy "Active learning - Working creatively", this is also the core value to bring HUFI develop and establish its position as a leading university in the Vietnamese education system, training students to comprehensively develop professional knowledge and career skills, to undertake good jobs in an environment of international integration. Ho Chi Minh City University of Food Industry always has a team of knowledgeable and experienced lecturers, a professional training environment, and advanced training programs. In 2017, the University of Food Industry City. Ho Chi Minh City is recognized by the quality accreditation center of Ho Chi Minh City National University to meet the educational standards of its training program. This is a milestone marking the school's teaching work meeting the quality standards of

the training program with a satisfactory criteria rate of 80.33%.

The training program objectives of the major are clear. The content of the training program is consistent with the training goals of the field of study. The program content has a lot of updated knowledge. The field of study is highly practical, meeting the human resource needs of society.

The sequence of subjects is appropriate and logical. The curriculum balances theory and practice. Methods of assessment, testing, and final exams are appropriate to the nature and characteristics of each subject.

3.2. Negative influence

Besides, each lecturer's curriculum will be different. There are still some lecturers who are not innovative and creative in their teaching methods, leading to students not being able to absorb much, leading to students not having a deep understanding.

4. Hypothesis on the influence of factors on training quality

4.1. Academic factors

Academics are understood as achievements in research, learning, the most core and quintessential values, this is also considered the value of human intelligence. These quintessential values are not only found in the natural sciences - social sciences and humanities, but also appear in human life, academia will appear in everything, even in labor, production and entertainment activities. All new initiatives and ideas that come up with different methods and approaches are considered academic. There are academic values that are not expressed in documents and papers, nor are they spoken out by thinkers. Because the values are crystallized from such quintessence. Therefore, the academic factor is one of the important factors that determine the impact on the quality of training of the Faculty of Business Administration. With continuous improvement, the Faculty of Business Administration increasingly affirms the quality of its systematic training. me. Proof of that methodicalness are the outstanding scientific research achievements in recent years of both teachers and students in the Faculty of Business Administration. Along with those achievements, there are practical and meaningful activities. meaning, to promote creative thinking of each student in the department. Fully exploit the dynamism and vivacity through activities in many fields organized by the faculty. Thereby, it can help students affirm the goals they want to aim for. Faculty talk shows are also one of the academic factors that greatly influence the quality of faculty training. Thereby, students can better understand the majors in the department and learn about the efforts and determination of entrepreneurs in the business field. Along with that, the school also coordinates to evaluate the teaching and scientific research of teachers to ensure the quality of the teaching team, and coordinates to organize specialized scientific seminars at all levels with the desire to improve The quality and perspective of each lecturer to match the trends of the times, to create the best possible training quality.

4.2. Non-academic factors

What knowledge to be equipped with and what the training process is like over the years are always the questions that students are most interested in when making the choice to enter the Faculty of Business Administration. Most students will be equipped with basic knowledge of economics, marketing, food science, and foreign language and information technology skills that meet social requirements. Training programs and goals of each major are clearly outlined for each period. So that lecturers can apply practical applications in lectures, in order to improve the quality of teaching, help students stick to the lessons, understand the major and especially apply the skills they have learned to their future jobs. Along with that, the faculty also trains management skills such as logical thinking skills, reasoning skills, and criticism of legal situations and social issues; Product development skills, Contract drafting skills; Management skills, entrepreneurship skills and many other skills. Helps students become professional and knowledgeable in many fields that will be helpful in their work.

4.3. Lecturer - student factor

Lecturers and students: in the research model of Nguyen Thi Hong Nga and colleagues (2014) showed that lecturers and students have an influence on the quality of the Graduate Internship module. The model in Dau Hoang Hung's (2016) study also showed that lecturers and students themselves have an influence on learning outcomes. Therefore, the author sets out the research including: H1, lecturers have a positive influence on the quality of training.

4.4. Elements of learning materials

Learning materials play an important role in all types and levels of training. A learning environment with rich resources will help lecturers prepare and update lectures fully, while students have enough conditions to learn and research lessons more thoroughly through approaching different issues. between documents (Nhung and Toan, 2011). Through document research and self-study, students have the opportunity to develop many important skills necessary for future careers such as: skills of collecting, classifying, synthesizing, processing, analyzing, and evaluating. reading and summarizing skills. Helping students adapt to the spirit of lifelong learning and creative thinking, on that basis, the author poses the research hypothesis H3 that learning materials have a positive influence on the quality of training.

4.5. Facility factors

The school's facilities are a system of different physical facilities used to serve training activities. This is an indispensable element in the teaching and learning process, playing an important role in helping lecturers effectively implement pedagogical methods and skills, creating conditions for students to effectively absorb lessons. ensure training quality. According to Thao and Viet (2017), facilities have a positive influence on teaching effectiveness. An increase of 1 point in facilities increases the teaching effectiveness of lecturers by an average of 0.172 points. Therefore, the author believes that the school's facilities have an impact on the quality of training. On that basis, the author poses research hypothesis H4, facilities have a positive influence on training quality.

4.6. Training program elements

The curriculum must constantly be revised to stay relevant to changing parties and the curriculum needs to be considered as a continuous development process instead of a fixed entity. By consulting employers and groups. Educational institutions

will develop more appropriate curricula, which in turn will help students. Develop necessary knowledge and skills while still in high school. Through communication with employers, secondary institutions can learn about these

their graduates' strengths and weaknesses as well as to learn about these latest issues in learning (Neelankavil, 1994), thus improving their programs. In our country, programs and textbooks are filled with theory, which is not enough. Application knowledge and implementation skills. Several organizations have followed the programs. According to Long and Chi (2004) most of the curriculum and content in the group Vietnamese authorities, despite recent changes, are not up to date and keep up with the developments rapid development of science and technology. Similarly, Phu (2001) emphasized that The curriculum in Vietnam is not diverse and not interdisciplinary with courses elective study. Furthermore, its content is learning oriented and focused mainly on vocational skills rather than cognitive and social skills. They argues that tailored and customized curricula from foreign high schools that emphasize practical application will contribute to improving the quality of learning. One of the factors that helps learners enjoy learning, creating a friendly learning environment is also very important (Diep, 2012). In there creating a friendly and close relationship between teachers and students is one of the factors that helps learners be interested in learning and helps teachers understand better understanding of students and advantages in supporting students in their learning process.

5. Research Results
According to the analysis results, most of the variables were rated by students as satisfied, including the very satisfied level of lecturer quality, facilities, tools, materials, and training of students. soft skills. Particularly, the variable of faculty support is considered to be the lowest at only asymptotic level of satisfaction. Through statistical reports and data on the level of student satisfaction with the training quality of the Faculty of Business Administration, we can see that the majority of students always evaluate satisfaction with the variables, but to evaluate satisfaction The highest level of overall satisfaction is only 80%. Thus, there are still many things and factors that need to be improved in the department to achieve a certain quality so that students can be completely 100% satisfied.

5.1. Evaluate and comment on the format, materials and methods used for research
The research topic was conducted based on the methods of summarizing, comparing, commenting, and citing research articles on factors affecting the quality of training of the Faculty of Business Administration, University of Food Industry. This is a valuable document, providing documents for the present and future generations to have basic understanding of students about the quality of training in the Faculty of Business Administration of the University of Food Industry. The language of the research project must be concise and easy to understand, with coherent writing, criteria and procedures that are very scientific, logical, and consistent, and all of this exudes a simple yet profound demonstration, this research project has been researched and completed quite meticulously, putting a lot of enthusiasm into it.

5.2. Evaluate comments on the content and results of the research article
The topic content needs to be consistent with the purpose and requirements, providing a necessary, valuable amount of information and basic understanding of factors affecting the quality of training of the Faculty of Business Administration. University of Food Industry, helping those who are interested or want to learn more understand more about research. Especially being able to clearly understand what previous generations of research and theory have done, what are their advantages and limitations, which helps us and future generations have a basis to inherit. promote research work. According to the results of analysis and survey, most of the variables were rated as satisfied by students, including the very close level of satisfaction with the quality of lecturers, facilities, tools, materials, soft skills training. However, to improve the quality of training in the Faculty of Business Administration, there is still much work to be done. This responsibility does not only come from school leaders and the Faculty Board of Directors, but each lecturer must be aware of their responsibilities to increasingly meet the needs of the Department of Business Administration. better than student needs.

6. Research Solutions and Conclusion
6.1. Solution
Identify problems that need improvement
Besides the advantages that need to be promoted, in training quality management, there are still issues that need improvement. Specifically:

- Regarding the description of training quality: The survey was not widespread and diverse in subjects. Information related to teaching, testing and assessment methods is still general and not specific or detailed.
- Regarding the structure and content of the teaching program: The teaching program has not been developed and issued independently of the quality of training. There is feedback from students but it has not really improved.
- Regarding approaches to teaching and learning: Most learners are working, so time for studying is limited, leading to difficulties for lecturers in instruction and communication. And ultimately leads to difficulty in capturing improvement in learner learning after receiving assessment results.
- Regarding facilities: Some classrooms need to improve air conditioning, projectors and speakers.
- Regarding quality improvement: Formative assessment tools do not really measure the level of achievement of each outcome standard of the subject. Monitoring and evaluation data have not been systematically collected. The feedback mechanism of students has not been evaluated (systematic, reliable, effective) and improved.

Proposed Solutions
In the coming years, the University will focus its plan to improve the quality of training programs on the following tasks:
- Regarding the description of training quality: Strengthen the review, adjustment and completion of course outlines. Continue to publicize the description of training quality.
- Regarding the structure and content of the teaching program: Regularly check and review to

- Make sure to meet the requirements of output standards.

Develop a separate teaching program with training quality, linking output standards with reference to advanced schools in the region and internationally. Strengthen student opinion survey channels.

- Regarding approaches to teaching and learning: Increase the organization of discussions on new teaching and learning methods for students so that learners can grasp and change their thinking according to the way of studying at master's level. Organize evaluation to get learners' opinions on the teaching work of lecturers. Research appropriate approaches to learners to gradually support learners in self-study.
- Regarding facilities and equipment: Complete the warranty and maintenance of equipment, ensure the school has a system of offices, classrooms, and function rooms to well support training and research activities.
- Regarding quality improvement: Evaluate and improve the mechanism for receiving feedback from students. On that basis, complete the processes of designing and developing training quality, and the process of evaluating learners' learning outcomes. Strengthen the application of scientific research topics in improving teaching.

7. Conclusions
The objectives of this study are presented in the introduction, including (1) Find out the factors of service quality supporting the teaching and learning process that affect the satisfaction of students currently studying in the system. officially at HUFI. (2) Factors affecting the quality of training in the Faculty of Business Administration at the University of Food Industry (3). Measuring the overall quality of HUFI educational services through student satisfaction (4) Evaluate and propose some solutions to improve the quality of HUFI's educational services.

Chapter one introduces the theoretical basis related to services, service quality and research models. The theoretical foundations of service quality, service quality related to training, and customer satisfaction are presented.

Chapter two explores the factors that affect the quality of training in the Faculty of Business Administration, from factors that positively affect factors that negatively affect the quality of training in the Faculty of Business Administration at HUFI.

Chapter three presents the entire study including the research method to evaluate the scale and test the survey. Methods used for research include (1) Qualitative research with survey techniques and (2) quantitative research with questionnaires. Chapter four evaluates and presents some solutions to improve the quality of HUFI's training services based on research results. The purpose of this conclusion is to summarize the main results and make some recommendations from the study.

Key results
The service quality scale for the case of the Department of Business Administration at Ho Chi Minh City University of Technology achieved acceptable reliability and validity. The scale includes 3 factors: reliability; responsiveness and teaching environment. The student satisfaction scale also achieved the allowable reliability and validity of the scale. The model of factors affecting student satisfaction in the case study includes 3 factors: reliability; responsiveness and teaching environment. However, the results of testing the

model and through analysis, there are two factors that affect student satisfaction: responsiveness and teaching environment. Regarding the level of influence, the teaching environment factor affects HUFI student satisfaction more than the responsiveness factor and both of these factors are rated with relatively low scores. Therefore, it is necessary to find the cause and come up with solutions to improve these two factors, thereby increasing the satisfaction of HUFI students.

Contribute to measuring the satisfaction of students at HUFI in particular and other universities in the university system in general. Identify the main factors affecting student satisfaction. Some solutions are proposed to improve service quality, while promoting HUFI's strengths.

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