



Factors affecting the quality of entrepreneurship education at the Faculty of Business Administration, Industrial University of Ho Chi Minh City

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Abstract

Today, with the process of education integration in the ASEAN region developing strongly, the quality of training is considered an important factor in the competition between domestic and foreign universities. Through approaching 11 standards of AUN organization for accrediting the quality of university training programs and through a review of some previous studies related to training quality, the author has carried out a research project. Research: "Factors affecting the quality of entrepreneurship training at the Faculty of Business Administration (MBA) of Industrial University of Ho Chi Minh City". The content of the topic focuses on the main factors affecting the training quality of the Faculty of Business Administration of the Industrial University of Ho Chi Minh City, with a research model consisting of 6 independent variables, facilities and facilities, student input, student output, training program, faculty, school commitment. Outlining the factors affecting the training quality of the Faculty of Business Administration, thereby determining the importance of the factors affecting the training quality of the Faculty of Business Administration.

Keywords: entrepreneurship education, training quality, Vietnamese universities, economics - business

1. Introduction

1.1 Reasons for choosing the topic

Developing higher education and training is the leading national policy to improve people's intellectual standards, train human resources to foster talents for the state, and help students have skills, knowledge, thinking as well as the ability to work. Jobs to meet the labor market needs. To develop higher education and training in association with socio-economic development, scientific and technological progress, strengthening national defense and security, standardizing and modernizing, ensuring a balance in qualification structure, industry structure. Therefore, the quality of education plays a very important role in creating a talented team to serve the country in the future.

Choosing a university to study and practice is always a careful choice of each student, and the "training quality" of the school that they decide to attach to is always a top factor. A school with good training quality, creating a reputation and brand name, that university can attract many students to register for study.

So what factors help improve the quality of education and how to attract more students to study? Is there any difference in the training quality of universities today? Understanding the urgency of the above problem, the author decided to choose the research topic "Factors affecting the quality of training in Business Administration Faculty of Industrial University of Ho Chi Minh City". The topic was designed and implemented to improve the strengths and overcome the weaknesses in the quality of training in order to meet the increasing demands of the discipline and attract more students to enroll at the university. Therefore, in order to improve the training quality of the Faculty of Business Administration, it is necessary to first find out the factors affecting the training quality. Below we will explore the factors affecting the training quality of the Faculty of Business Administration of the Industrial University of Ho Chi Minh City.

1.2. Objectives of the study

Overall objectives

The overall objective of the study is to study the factors affecting the training quality of the Faculty of Business Administration of the Industrial University of Ho Chi Minh City.

Detail goals

First, determine the factors affecting the training quality of the Faculty of Business Administration of the Industrial University of Ho Chi Minh City.

The second is to measure the influence of factors on the quality of business administration training.

The third is to propose recommendations to improve the training quality of the Faculty of Business Administration of the Industrial University of Ho Chi Minh City.

1.3. Research object

Factors affecting the training quality of Business Administration Department of Industrial University of Ho Chi Minh City.

The object of this research is expressed through the study of 6 factors: the first is the lecturer, the second is the training program, the third is the facilities, the fourth is the quality of the input students, the fifth is the quality of the students. The quality of student output, sixth is the school's commitment.

Quality is assessed well when it meets the requirements of lecturers, service capacity, facilities, student input, student output, and school commitment.

Subjects of the survey: students studying at the Faculty of Business Administration of the Industrial University of Ho Chi Minh City.

1.4. Research Methods

Qualitative research method: provides comprehensive information on the characteristics of the study and working environment at the research site, is conducted to select and identify discussion groups and survey subjects. Qualitative research is based on research methods such as individual interviews, group discussions with flexibility and science. This method allows the discovery of important topics that researchers may not have covered before.

of statistical data to obtain basic and general information about the Industrial University of Ho Chi Minh City. The purpose of quantitative research is to draw conclusions about the quality of training research through the use of statistical methods, analysis, or in other words, quantification of data collection and analysis. Information and data are usually collected through surveys using a large-scale questionnaire.

2. Theoretical Basis

2.1. The concept of quality

Quality is a complex term and has many different definitions. There are many different views on quality. Currently, there are a number of quality definitions that have been given by experts as follows:

“Quality is conformity to need” according to Juran, an American professor.

“Quality is the satisfaction of market demand at the lowest cost” according to Japanese professor Ishikawa.

In each different field, with different purposes, there are many different views on quality. Therefore, any product or service that does not meet the needs of customers is considered poor quality no matter how modern the production technology is. Judging high or low quality must be from the consumer's point of view. For the same purpose of use, the product that satisfies the higher consumer needs has a higher quality. Customers' requirements for products or services are usually: good, beautiful, durable, long-term use, convenient, reasonable price.

2.2. The concept of education

Education is a way of acquiring human knowledge, habits, customs and skills that have been passed down through generations by way of teaching, research or training. Education can be done by each person and learning can also be guided by others. This means that personal experiences with thoughts, actions and feelings will be considered educational. For each person, education will be formed through many different stages: from preschool education, primary education to secondary education and university.

Education is also understood as a system of effects with the purpose of determining the scientific organization (planning, methodical, systematic) of specialized educational institutions (schools) in order to develop comprehensive personality. Through school and classroom subjects as well as through activities of news reporting, cultural performances, camping, sightseeing, etc., which are held outside of class time, will create positive influences on the formation of children. form and develop the personality of the educated, under the influence of teachers and educators.

2.2.1. The goal of education

Regarding the goal of comprehensive education, in the past, it was often understood simply as: students must fully study all subjects in the fields of natural sciences, social sciences, arts, physical training and sports... Focusing on teaching words rather than teaching people, focusing on spreading knowledge over training, fostering learners' capacity, less requiring learners to apply knowledge in practice. That leads to the situation of learners being overloaded, but not meeting the requirements of practice, not achieving educational goals. Comprehensive education in the spirit of current innovation is the comprehensive development of learners' capabilities and qualities; focus on teaching literacy, teaching people and vocational training. Education and training of necessary qualities and capacities to serve the country and build society; have enough knowledge and basic skills to live well and work effectively. The process of reforming education and training is only considered successful when it overcomes the weaknesses, limitations and inadequacies of education that have existed for many years and meets the requirements for quality resources. Serving the development and integration of the country. That is, the situation must be overcome: the quality and effectiveness of education and training are still low; higher education programs also ignore practice; The

methods of education, testing, examination and assessment of results are outdated, especially among sectors and educational methods, not suitable to the requirements of national development and international integration, the inadequacy of The current shortage of high-quality human resources is primarily due to the slow innovation in university training, people who have been trained in life still lack skills and are weak in professional qualifications.

In short, it can be seen that the purpose of education is to provide and equip knowledge and skills. At the same time, training people's morality, personality and way of life to help people integrate into their community.

Quality in Education (Higher Education)

The quality of education is an open concept with multi-dimensionality, depending on the viewpoints of the parties involved in the training process. Besides, this concept has a specific historical character, changes over time and according to the level of development of society (Nguyen Phuong Nga, 2011). When discussing the quality of higher education, Havey & Green (1993), Green (1994) propose five ways of thinking, which are closely related: – Quality as exceptional, – Quality as perfection or consistency Quality as fitness for purpose Quality as value for money – Quality as transformation, together with the synthesis of reference materials and the author's approach to the standards for assessing the quality of training programs in higher education according to the standards. According to AUN standards, the quality of higher education is assessed through the following criteria:

Quality is judged by "Input"

Some Western countries have the view that "The quality of a university depends on the quality or quantity of its inputs". This point of view is called the "resource perspective" which means: resources equal quality.

In this view, a university that recruits good students, has a team of reputable teaching staff, and has the necessary financial resources to equip laboratories, lecture halls, and best equipment is considered a will be of high quality.

Quality is assessed by "Output"

Another view on the quality of higher education is that the "output" of higher education is much more important than the "Input" of the training process. "Output" is the product of higher education expressed by the degree of job completion of the graduates or the ability to provide training activities of that university.

There are two basic problems related to this approach to quality in higher education: First, the relationship between "Inputs" and "Outputs" is not properly considered. In fact this connection is real, even if it is not causal, Just because a school can accept excellent students, does not mean their students will graduate with distinction. Second, the way the "Outputs" are assessed varies widely between schools.

Quality is assessed by "own organizational culture"

This view is based on the principle that universities must create their own "organizational culture" that supports the process of continuous quality improvement. Therefore, a school is assessed as having quality when it has its own "organizational culture" with the important feature of

constantly improving the quality of training. This view includes both assumptions about the nature of quality and the nature of the organization.

Instructor quality

A good university is mainly based on the assessment of experts on the academic capacity of the teaching staff in each university in the process of assessing and recognizing the quality of higher education. This means that a university with a large number of professors and doctorates with high scientific reputation is considered a high-quality university. The weakness of this approach is that even though academic performance can be objectively assessed, it is difficult to assess the competition among universities for research funding. In a politicized environment. Moreover, is it possible to assess the brain capacity of teaching and research staff when the trend of specialization deepens and the methodology is increasingly diversified.

2.3. Training concept

The concept of training is understood as the work of equipping learners with basic and systematic knowledge and skills, so that after a course (long-term or short-term) learners achieve a higher level.

2.3.1. The goal of training

The general goal of training is to develop human resources for society to meet the goals of economic development, scientific research activities, etc. for a country. Currently, the university training objectives of universities are aimed at two audiences: learners and businesses.

For learners

- Equip learners with professional knowledge to be able to work in the right profession. This helps learners have professionalism at work, creating a bond between employees and businesses.
- Training style, positive working attitude at work, helping learners to complete tasks better.
- In addition to professional knowledge, training also equips learners with necessary skills for future career development.
- Train learners to have a new way of seeing and thinking at work. It is also the basis for promoting the creativity of employees at work.

For Businesses

- Provide qualified human resources to meet the necessary labor needs of enterprises. Helping businesses improve labor productivity and business efficiency.
- Helping businesses improve their management skills, apply modern management methods to suit changes in technological processes, techniques and business environment.
- Provide skilled human resources to solve organizational problems in a positive way.
- Provide human resources capable of effectively setting development policies and business strategies for enterprises.

2.4. The concept of training quality

Training quality is a process of teaching, equipping learners with knowledge, skills and attitudes and this process is

affected by many external and internal factors of the training institution. In which internal factors are the main. Therefore, over the past time, there have been many almost similar views on training quality about the assessment of the training quality of some universities through studying the impact of a number of specific internal factors such as: teaching staff, facilities, training programs, quality of input students, quality of output students, etc.

The quality of the teaching staff includes: highly qualified lecturers, attractive teaching, easy to understand communication; lecturers use information technology to support students; ensure class hours and lesson plans.

The quality of infrastructure and supporting equipment such as the library has a large space, the school library has enough reference materials for most subjects; The classrooms are well-lit and airy, fully equipped with equipment and large enough to accommodate the number of classes.

The quality of the training program is reflected in the clear and specific training objectives, in line with the learning capacity of students and at the same time meeting the labor needs of enterprises. The training program provides professional knowledge, professional development skills and ethics, positive behavior and attitude in studying and working later.

In summary, to evaluate the quality of training can be based on the following factors

- Quality of incoming students
- Quality of output students
- Quality of training program
- Quality of teaching staff
- Quality of educational environment

3. Research Methods

3.1. Research Methods

The research method of the thesis is a mixed research method including qualitative and quantitative research, shown through the following steps:

Step 1: Preliminary research (qualitative research) is used to adjust and supplement observed variables used to measure NC concepts. First, use data collection, reading, and synthesis methods. Through published documents, information published by state agencies, and the mass media to get an overview of the quality of education and training services in business administration of Ho Chi Minh City University of Industry. Ho Chi Minh City. Through documents and orientations of the school to understand the goals and directions to improve the quality of training for undergraduate students of the Faculty of Business Administration at the Industrial University of Ho Chi Minh City.

Preliminary research is carried out through qualitative method, using group discussion technique. The research group discusses the opinions of students and experts and gives appropriate factors. The aim is to build a preliminary NC model for later adjustment.

Step 2: Formal research is carried out by quantitative research method. Quantitative research is conducted through survey method by questionnaires from students studying at the Faculty of Business Administration at the Industrial University of Ho Chi Minh City.

Step 3: Data processing, after obtaining data, synthesize, analyze data and encrypt data.

3.2. Qualitative research

3.2.1. Secondary data collection method

Through published documents, information published by the state, the mass media to get an overview of the quality of educational services of the Industrial University of Ho Chi Minh City. Through documents and orientations of the school to understand the goals and directions to improve the satisfaction level of regular students about the quality of education and training. Qualitative research was conducted to interview a number of lecturers, experts, businesses, students majoring in business administration who were selected representatives in the seminars. Individuals participating in the interview will answer pre-designed questions. The preliminary study sample size is 12 (n=12). The aim of this study is to:

Firstly, explore the factors that are likely to affect the quality of training in business administration

Second, complete the sentences and styles in the questionnaire so that it is easy to understand.

In particular, the evaluation of content is shown in the following aspects:

Did the respondent (interviewee) understand the statements?

Does the respondent have information to respond to?

Are respondents willing to provide information?

Formal assessment is to check the appropriateness of words and syntax used in statements to ensure consistency, clarity and not cause confusion for respondents when being interviewed.

3.2.2. Qualitative research results

Through group discussion and review of some research documents, the author has preliminarily identified 6 factors affecting the training quality of students of the Business Administration Department of the Industrial University of Ho Chi Minh City.

Quality of lecturers, including 5 observed variables.

Quality of training program, including 4 observed variables.

Quality of facilities, including 5 observed variables.

Quality of input students, including 3 observed variables.

Output quality, including 5 observed variables.

Commitment of the University, including 4 observed variables.

3.3. Quantitative research

3.3.1. Building a scale

On the basis of the proposed research topic model, the author builds a 5-level scale according to the Likert scale. As follows:

For the survey of factors affecting the quality of business administration training at 3 schools, the scale used is:

[1]: Totally disagree; [2] Disagree; [3] Moderate; [4] Agree [5] Agree

For the survey on the importance of factors affecting the quality of training in business administration at 3 schools, the scale used is:

[1]: Doesn't matter; [2] Less important; [3] Medium; [4] Important [5] Very important

The following table summarizes the results of the qualitative

research and calibrates the scale of the topic. This table will help the author in designing the questionnaire to survey the following factors:

Table 1: Research model scale

TT	Encode	Content	Source
		I. Teacher	
First	GV1	Highly qualified instructors	-Pham Thi Lien (2016)
2	GV2	Lecturers are attractive, easy to understand	- Nguyen Quoc Nghi, Nguyen Thi Bao Chau,
3	GV3	Teachers use information technology fluently	Pham Ngoc Giao (2016)
4	GV4	Ensure class time and teaching plan	
5	GV5	Instructors accurately assess student learning outcomes.	
		II. Training Program	
First	CTDT1	The curriculum meets the vision, mission and strategic goals of the school	-Pham Thi Lien (2016) -Nguyen Quoc
2	CTDT2	The business management program meets the requirements of enterprises' use of labor	Nghi, Nguyen Thi Bao Chau,
3	CTDT3	The output standards of the CPT.QTB are specific and clear	Pham Ngoc Giao (2016)
4	CTDT4	Content knowledge, skills and attitudes of training programs. Business management is reasonably distributed in each subject	
		III. Facilities	
First	CSVC1	The library is spacious	-Pham Thi Lien (2016)
2	CSVC2	The school library has enough reference materials for most subjects	- Nguyen Quoc Nghi, Nguyen Thi Bao Chau,
3	CSVC3	The classrooms are bright, airy and spacious enough to suit the number of classes	Pham Ngoc Giao (2016), Luca Petruzzellis, Angela
4	CSVC4	Classrooms are fully equipped with learning equipment	Maria D'Uggento and Salvatore Romanazzi (2006)
5	CSVC5	Equipment and meeting rooms are regularly checked, upgraded and maintained	Standard 9 AUN-QA
		IV. Student Input	
first	DVSV1	Students of the Faculty of Business Administration have a higher entrance score than the Ministry's production score	-Standard 8 AUN
		Education and Training	-Expert
2	DVSV2	Students of Faculty of Business Administration have good economic conditions	- Workshop "Connecting businesses June 30, 2018"
3	DVSV3	Students of Faculty of Business Administration have good foreign language skills	
		V. Student Output	
first	DRSV1	Students are satisfied with the knowledge they have equipped	-Standard 11 AUN-QA - Expert
2	DRSV2	Students meet the requirements of knowledge, skills and attitudes of the labor market	- Workshop "Connecting businesses" 11/20/2017
3	DRSV3	Students are properly assessed for their individual ability	- Workshop "Connecting businesses" June 30, 2018
4	DRSV4	Students do the right thing	
5	DRSV5	Students can apply their professional skills on the job	
WOOD		VI. Commitment of the school	
first	CKCNT1	The school is committed to meeting the training standards of the industry	-Standard 10 AUN-QA
2	CKCNT2	The school is committed to supporting the best learning facilities and equipment	- Expert - Workshop "Connecting businesses November 20, 2017"
3	CKCNT3	The school is committed to having a team of qualified teachers	Workshop "Connecting businesses June 30, 2018"
4	CKCNT4	The school is committed to having a job upon graduation	

3.3.2. Questionnaire design

The questionnaire is divided into two separate parts:

+ The left part: is the content of the observed variables.

+ The right part: is an evaluation scale consisting of 5 levels Totally disagree, 2 - Disagree, 3 - Moderate, 4 - Agree, 5 - Strongly agree.

Table 2

A	Lecturers	Comments				
First	Teachers with high professional competence.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
2	Lecturers are attractive, easy to understand.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
3	Teachers use information technology proficiently.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
4	Ensure class hours and lesson plans.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
5	Instructors accurately assess student learning outcomes.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Remove	Education Program	Comments				
first	The business administration training program meets the school's vision, mission and strategic goals.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
2	The business management training program meets the requirements of enterprises' use of labor.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
3	The output standards of the business management program are specific and clear.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
4	The contents, knowledge, skills and attitudes of the business management training program are reasonably distributed in each subject.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Old	Infrastructure	Comments				
first	The library is spacious.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
2	The school library has enough reference materials for every subject.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
3	The classrooms are bright and airy, large enough to accommodate the number of classes.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
4	Classrooms are fully equipped with learning equipment.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Easy	Student Input	Comments				
first	Students of the Faculty of Business Administration achieved a higher entrance score than the floor score of the Ministry of Education and Training.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
2	Students of the Faculty of Business Administration have good economic conditions.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
3	Students of the Faculty of Business Administration have good foreign language skills.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Draw	Student output	Comments				
first	Students are satisfied with the knowledge they are equipped with.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
2	Students meet the requirements of knowledge, skills and attitudes of the labor market.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
3	Students are assessed on their individual abilities.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
4	Students want to do the right profession after graduation.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
5	Students expect to apply their professional training in the job after graduation.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Because	School Commitment	Comments				
first	The school is committed to meeting the training standards of the industry.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
2	The school is committed to supporting the best learning facilities and equipment.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
3	The school is committed to having qualified teachers.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
4	The school is committed to having a job after graduation.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

3.3.3. Preliminary quantitative research

Shown for preliminary evaluation of the scale by evaluating the reliability and validity of the scale. After it has been adjusted. After checking the appropriateness of the words, the reality of the questions the author added, adjusted the original scales and distributed the questionnaire to test the model with a sample size of 60 and 60. by convenient sampling method through survey form of detailed questionnaire. With the goal of checking the reliability of the scales and removing the unsatisfactory scales, as well as the results with the addition of the content of the data analysis methods.

3.3.4. Formal quantitative research

Research sample design: Overall study: The research focuses on students of the Faculty of Business Administration, Industrial University of Ho Chi Minh City.

Sample size: is determined based on the minimum size and the number of variables included in the analysis. According to Hair&ctg (extracted by Nguyen Dinh Tho & ctg, 2011), the minimum sample size must be 100 and variable ratio. The measurement is 5:1 (meaning 1 measurement variable needs at least 5 observed variables). With the number of observed variables is 26, the minimum sample size is $n=26 \times 5=130$. However, the sample size The larger the number, the lower the statistical error will be. In addition, the author also wants to take precautions to exclude the number of invalid votes, so he decides to choose a sample of 220. The result of valid votes is 200.

4. Result

4.1. Pearson's correlation coefficient analysis

Before performing regression analysis, we must check the

correlation coefficient. The purpose of this test is to determine if there is a correlation between the dependent variable and the independent variables. If the correlation coefficient between the independent and dependent variables is large, it shows that there is a close relationship between

them. However, if there is also a large correlation coefficient between the independent variables, it is a possible sign of multicollinearity between the independent variables.

Table of results of analysis of correlation coefficient Pearson

Table 3

		Correlate						
		DGC3.Qualifications of the Faculty of Business Administration are good	CSVC	Teacher	DRSV	CTDT	DVSV	CKCNT
Pearson correlation	DGC3.Qualifications of the Faculty of Business Administration are good	1,000 yen	.576	.665	.489	.584	.597	.407
	CSVC	.576	1,000 yen	.501	.443	.530	.297	.194
	Teacher	.665	.501	1,000 yen	.361	.453	.528	.307
	DRSV	.489	.443	.361	1,000 yen	.463	.256	.159
	CTDT	.584	.530	.453	.463	1,000 yen	.432	.138
	DVSV	.597	.297	.528	.256	.432	1,000 yen	.239
	CKCNT	.407	.194	.307	.159	.138	.239	1,000 yen
Sig.(1-tailed)	DGC3.Qualifications of the Faculty of Business Administration are good	.	.000	.000	.000	.000	.000	.000
	CSVC	.000	.	.000	.000	.000	.000	.003
	Teacher	.000	.000	.	.000	.000	.000	.000
	DRSV	.000	.000	.000	.	.000	.000	.012
	CTDT	.000	.000	.000	.000	.	.000	.026
	DVSV	.000	.000	.000	.000	.000	.	.000
	CKCNT	.000	.003	.000	.012	.026	.000	.
Women	DGC3.Qualifications of the Faculty of Business Administration are good	200	200	200	200	200	200	200
	CSVC	200	200	200	200	200	200	200
	Teacher	200	200	200	200	200	200	200
	DRSV	200	200	200	200	200	200	200
	CTDT	200	200	200	200	200	200	200
	DVSV	200	200	200	200	200	200	200
	CKCNT	200	200	200	200	200	200	200

Sig values are all less than 0.05, so we see that the above test is appropriate, that is, the variables are all correlated with each other and have statistical significance. The results of

Pearson's correlation analysis show that all variables have positive values and have a positive correlation with each other.

Regression analysis

Table 4: Overall model

Overall model										
Model	CHEAP	R squared	R squared corrected	Standard error	Change Statistics					Durbin-Watson (d)
					R squared change	F changed	df1	df2	Sig.F changed	
First	.819 ^a	.671	.661	.297	.671	65.671	6	193	.000	2.044

a. Prediction: (Constant), CKCNT, CTDT, DVSV, DRSV, CSVC, Teacher
 b. Dependent variable: DGC3.CLET of Faculty of Business Administration has good quality

R squared correction = .661; Durbin=watson (d) = 2,044 satisfy $dU < d < (4 - dU) = 1,735 < 2,044 < (4 - 1,735)$; with $k = 6$ independent variables, $n = 200$. Thus, the research model does not autocorrelation is present. The significance of adjusted R^2 : Adjusted $R^2 = 0.661$ (F test, Sig < 0.05) means that 66.1% change in overall assessment

“Quality management training quality” is explained by 6 independent variables: CSVC, teacher, DRSV, CTDT, DVSV, CKCNT. Thus, the model has an acceptable explanatory value. Model fit: ANOVA. Analysis of variance

4.2. Analysis of ANOVA

Table 5

ANOVA ^{ah}						
	Model	Sum of squares	DF	Mean squared	F	Sig.
First	Regression	34,766	6	5.794	65.671	.000 ^b
	Residual	17,029	193	.088		
	Total	51,795	199			
Dependent variable: DGC3.CLET of Faculty of Business Administration has good quality						
b. Prediction: (Constant), CKCNT, CTDT, DSVS, DRSV, CSVS, GV						

With the value Sig ≤ 0.05, it proves that the theoretical model is suitable for practice. The independent variables have a linear correlation with the dependent variable in the model. From the ANOVA table we have Sig = 0.000. The variables in the model are related to each other, initially showing that the linear model fits the data set and can be used.

4.3. Multivariate regression analysis

After conducting exploratory factor analysis, grouping variables according to each factor, our group continued to conduct regression analysis. The regression model that our group applies is a multivariable regression model (multiple regression model). Our team wants to measure the impact of the above factors on the student's consent to measure the influence of the extracted factors.

- For the dependent variable Y3 which is "Quality management training quality", the independent variables all have sig values < 0.05. Thus, in the research model, 6 independent variables all affect the training quality of the Faculty of Business Administration, University of Technology, Ho Chi Minh City. HCM.(Table 4)

- Similarly, with the dependent variable Y2 being "Students recommend others to choose to study at the School of Business Administration", the independent variable DRSV is excluded because sig > 0.05. Thus, in the remaining model, 5 independent variables affect the training quality of the Faculty of Business Administration, University of Technology, Ho Chi Minh City. HCM.

-In the regression analysis model with the dependent variable Y1 being "Graduation students continue to choose to study at the school's faculty if they intend to study further", the independent variable teacher and the independent variable DSVS are excluded because sig > 0.05. Thus, in the model, there are only 4 independent variables that affect the training quality of the Faculty of Business Administration, University of Technology, Ho Chi Minh City. HCM. The unnormalized regression model has the form:

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_5X_5 + \beta_6X_6 + e_i$$

The normalized regression model has the form:

$$Y = \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_5X_5 + \beta_6X_6 + e_i$$

In there:

Y3: Value of the overall assessment dependent variable "Training quality"

X1: Value of the first independent variable "Facilities"

X2: Value of the second independent variable "Teacher"

X3: Value of the third independent variable "Student Output"

X4: Value of the fourth independent variable "Training program"

X5: Value of the fifth independent variable "Student input"

X6: Value of the sixth independent variable "Commitment of the School"

The hypotheses to test the model are as follows:

H0: The main factors are not correlated with the students' agreement to the training quality of the Faculty of Business Administration.

H1: The factor "Facilities" is related to the students' agreement to the training quality of the Faculty of Business Administration.

H2: The factor "Teacher" is related to the students' agreement to the training quality of the Faculty of Business Administration.

H3: The factor "Student output" is related to the student's agreement to the training quality of the Faculty of Business Administration.

H4: The factor "Training program" is related to the students' agreement to the training quality of the Faculty of Business Administration.

H5: The factor "Student input" is related to the student's agreement to the training quality of the Faculty of Business Administration.

H6: The factor "Commitment of the University" is related to the students' agreement to the training quality of the Faculty of Business Administration.

Table of Regression Test

Table 6

Coefficient													
Model	Non-standard coefficient		Normalization coefficient	t	Sig.	95.0% Trust for B		Correlate			Statistical		
	Remove	Standard error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF	
first	(Constant)	1.281	.319		-4.021	.000	-1.910	-.653					
	CSVS	.159	.046	.184	.3459	.001	.068	.250	.576	.242	.143	.601	1.664
	Teacher	.244	.053	.253	4.576	.000	.139	.349	.665	.313	.189	.558	1.792
	DRSV	.161	.055	.143	2.941	.004	.053	.270	.489	.207	.121	.721	1.388
	CTDT	.168	.053	.170	3.142	.002	.063	.273	.584	.221	.130	.583	1.714
	DSVS	.166	.033	.254	5.015	.000	.101	.232	.597	.340	.207	.664	1.505
	CKCNT	.276	.064	.187	4.286	.000	.149	.402	.407	.295	.177	.892	1.122
Dependent variable: DGC3.CLET of Faculty of Business Administration has good quality													

Unstandardized Coefficients

The unnormalized regression model has the following form:

$$Y (CLDT) = -1.281 + 0.159*CSVC + 0.244*GV + 0.161*DRSV + 0.168*CTDT + 0.166*DVSV + 0.276*CKCNT$$

$B_{CSVC} = 0.159$ Sign (+): Relationship in the same direction. When the rating of CSVC increases by 1 point, the agreement will increase by 0.159 points.

$B_{GV} = 0.244$ Sign (+): The relationship is in the same direction. When the teacher's assessment increases by 1 point, the agreement will increase by 0.244 points.

$B_{DRSV} = 0.161$ Sign (+): The relationship is in the same direction. When the assessment of DRSV increases by 1 point, the agreement will increase by 0.161 points.

$B_{CTDT} = 0.168$ Sign (+): The relationship is in the same direction. When the evaluation of CTDT increases by 1 point, the agreement will increase by 0.168 points.

$B_{DVSV} = 0.166$ Sign (+): The relationship is in the same direction. When the rating of DVSV increases by 1 point, the agreement will increase by 0.166 points.

$B_{CKCNT} = 0.276$ Sign (+): The relationship is in the same direction. When the rating of CKCNT increases by 1 point, the agreement will increase by 0.276 points.

Standardized Coefficients

The normalized regression model has the following form:

$$Y3(CLDT) = 0.254*DVSV + 0.253*GV + 0.187*CKCNT + 0.184*CSVC + 0.170*CTDT + 0.143*DRSV$$

Thus, based on the above standardized regression model, it can be seen that the factor "DVSV" with the 5th Beta coefficient = 0.254 has the greatest influence on the training quality of the Faculty of Business Administration. This is true with the fact that because the quality input students have, the more favorable the training process because these students are better able to absorb the broken lessons. The second influencing factor is the "GV" factor with the second Beta coefficient = 0.253. This is true because highly qualified lecturers, highly specialized capabilities and love for the profession will greatly affect the quality of training. Next is the influential factor is CKCNT with 6th Beta = 0.187; CSVC has Beta 5 = 0.184; Program with 4th Beta = 1,170 and DRSV with 3rd Beta = 0.143.

Conclusion: through the tests, it can be confirmed that the factors affecting the training quality of business administration students of the University of Industry, in order are: Student input (DVSV); Lecturer (Teacher); Commitment of the School (CKCNT); Facilities (CSVC); Training Program (CTDT); Student Output (DRSV).

5. Conclusion

5.1. General conclusion of the study

Formal research was carried out by quantitative method using survey questionnaires according to convenient method, the results obtained 200 suitable answer sheets. Quantitative research is done through the following steps: testing the scale (reliability assessment of Cronbach's Alpha and exploratory factor analysis EFA), testing the hypotheses of the multivariate regression method performed on the software. SPSS 20.0.

200 survey questionnaires collected from students of the Industrial University of Ho Chi Minh City were included in data analysis using SPSS 20.0 through which the scale was evaluated for reliability Cronbach's Alpha and exploratory factor analysis EFA. The tests show that the scale meets the requirements in terms of reliability, extracted variance,

convergent validity... Multivariate regression results on 6 training quality factors of the Faculty of Business Administration, Industrial University of Ho Chi Minh City. HCM has obtained specific results.

The research results have met the objective of studying the factors affecting the quality of training students in business administration at the Industrial University of Ho Chi Minh City. The specific results are:

Firstly, the research model of factors affecting the quality of business administration training of the Industrial University of Ho Chi Minh City is determined by quantitative research method. Including 6 factors: *student input, facilities, training program, lecturers, student output, commitment of the school.*

Secondly, by measuring the impact of each factor on the quality of business management training students at Industrial University of Ho Chi Minh City.

5.2. Management Implications

The managerial implications are given based on the influence of the components on the training quality of the Faculty of Business Administration, the implications are related to the observed variables that meet the test requirements, related to the equation Regression shows the level of impact of the independent variables on the quality of training. The regression equation for training quality standardization is as follows:

$$Y3 (CLDT) = 0.254*DVSV + 0.253*GV + 0.187*CKCNT + 0.184*CSVC + 0.170*CTDT + 0.143*DRSV$$

5.2.1. Recommendations

Implications related to student input

Student input factor ranked first in terms of how it affects the quality of training in the Faculty of Business Administration at the Industrial University of Ho Chi Minh City with a coefficient of Beta = 0.254 and a Mean value of 3.96 in general. The school is evaluated at a good level, creating many advantages for teaching and training at the school. The author proposes the following managerial implications:

First, good raw materials make good products. Therefore, universities in general and the Faculty of Business Administration in particular need to have a careful selection of inputs, not for the sake of targets or for economic and commercial purposes, but willing to lower the admission criteria to the faculty with a small number of students. large amount, but actually the capacity is not high. Poor student input will lead to consequences affecting the quality of the teaching process.

Secondly, a school with fairly easy admission conditions in the long run will make the school's brand less valuable to excellent students, so the business administration department of universities needs to consider this issue.

Implications related to lecturer

Lecturers are the second most influential factor on the quality of training in the Faculty of Business Administration at the University of Technology, Ho Chi Minh City, with a coefficient of Beta = 0.253 and a Mean value of 4.14 in general, the school's faculty is at a good level. well, meeting the teaching and training activities of the unit. Therefore, the implication is focused on improving the quality of lecturers expressed through qualifications, knowledge, skills and attitudes.

Firstly, to promote the training and fostering of highly

qualified and successful lecturers.

Second, create conditions for lecturers of the Faculty of Business Administration to participate in training courses to update new knowledge and expand specialized knowledge.

Third, during the teaching process, lecturers should regularly organize small competitions among students in the classroom so that students are motivated to emulate and get used to working pressure. Moreover, the characteristics of the Faculty of Business Administration are: Being sensitive and flexible, teachers need to have practical lessons so that students can self-study and draw necessary skills.

Implications related to school commitment

Among the factors, the school's commitment has the third most influence on training quality with Beta = 0.187 and Mean value of 4.41. In general, the school's vocational education and training is at a good level, meeting expectations and expectations. students' expectations. Through this, the author can see that, for students, the commitment of the school does not affect the quality of training much. The author would like to suggest some implications as follows:

Firstly, implementing step by step the orientations and goals set out to create positive achievements so that students feel more secure and confident about the brand of the Faculty of Business Administration in particular or the university in general.

Secondly, always consider the reality of the University's existing resources, thereby making firm commitments, avoiding the case of empty commitments, degrading the school's value.

Third, every year the school must conduct a practical survey of former students and businesses to see how students evaluate the school's commitments in order to take measures to adjust the unrealized commitments.

Implications related to facilities

Facilities have the fourth effect on training quality (Beta=0.184) and have a value of 4.08. In general, the school's CSVC is at a fairly good level, meeting the teaching and training activities of the unit. However, in order to maintain good infrastructure and improve training quality, the author proposes the following implications:

Firstly, in the hot season, the classrooms do not have enough ventilation, which affects students' learning. Therefore, the Faculty of Business Administration needs to add classroom equipment such as air conditioners and ventilators to help increase ventilation. while creating comfort for students and the best conditions for learning.

Secondly, it is necessary to upgrade the configuration of the computer regularly so as not to be outdated compared to the common ground of society, even to update the latest changes in technology to help students keep up with modernity. of the discipline.

Implications related to training program

The training program has the fifth influence on the quality of training students in Business Administration (Beta = 0.170) and has a Mean value of 4.00. In general, the school's training program is rated at a good level by students, meeting expectations. students, in line with the needs of today's society and businesses. According to the survey results, the author proposes a number of implications to maintain the quality assurance of training programs as follows:

Firstly, every year, the school and the Faculty of Business Administration need to have a survey of stakeholders such as students, alumni, businesses and lecturers about the content of the training program to assess the relevance of the program. training with the requirements of society, the requirements of enterprises and in accordance with the vision and mission of the school.

Second, at the end of each course, there should be an assessment of the output standards of the training program to see if it is still suitable for practice or not? To add or remove some output standards.

Third, for the subjects in the training program, the faculty must have a plan to check the content of the lecturer's lectures to see if it is consistent with the output standards of the subject or not? Does the subject test meet the output standards of the training program? Lecturers need to update their lectures regularly.

Fourthly, schools and departments should maintain a routine of attending class to evaluate lecturers and assess whether the subject content meets the requirements of the business in terms of knowledge, skills, and attitudes?

Implications related to student output

Student output is the sixth most influential factor with Beta = 0.143 and has a Mean classification value of 4.25. In general, the school's student population is at a fairly good level, showing the quality of the school's training. Therefore, in order to maintain and create better outputs, the author proposes the managerial implications for the Faculty of Business Administration to study as follows:

Firstly, the quality of student output is the result of the process of being studied at the school, so the faculty needs to pay attention to monitor and analyze the annual student output rate, thereby serving as a basis for evaluation, recommendations and control. Adjust the curriculum to make it more appropriate.

Second, the Department of Business Administration requires flexibility, creativity, and practicality. Therefore, the faculty needs to carefully consider the quality of tests, exams, and reports in order to have higher requirements in the capacity of each student. Students from the Faculty of Business Administration will then produce high results in terms of the quality of graduates.

The above are the managerial implications for 6 factors affecting the quality of training in the Faculty of Business Administration based on the regression equation. Thus, in order to further improve the training quality of the Faculty of Business Administration, the Industrial University of Ho Chi Minh City needs to pay attention and focus on investing in solutions to improve the quality of student input, student output, and improve student outcomes. quality of lecturers, training programs, facilities and at the same time fulfill the commitments of the school to students.

Limitations when the author's team carried out the research

Although we have made great efforts and tried to perfect, the topic cannot avoid limitations such as:

Research time in the context of universities has many changes in training programs. This partially affects the research time, making the survey and research time longer due to repeated surveys.

The collection of primary data is still difficult, despite the support from students at the University, however, the

evaluation of the questionnaire is time consuming for the respondents., causing many people to evaluate it, not really accurate, making data processing difficult and lengthy.

The sample size for research on factors affecting the training quality of the Business Administration department at the Industrial University of Ho Chi Minh City is only 200. Therefore, the results only meet the practical needs of the school.

Thus, the study still has certain limitations: Firstly, the sample size of the study performed, although meeting the requirements of quantitative research, is too small compared to the number of students in the Faculty of Business Administration. at school; Second, convenient sampling method, unevenly distributed among students with different school years; Third, in the study, the topic only mentioned 6 factors measuring training quality. In fact, there are a number of other factors that affect the quality of students' training. These are also suggestions for further studies; Fourth, because the subject of the survey is that student, the student only understands the training quality of the school but does not know the results of the evaluation and ranking of the training quality of the school.

From those results and limitations, the author is looking forward to the contributions of teachers to improve the research problem and make it more practical.

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