

**LECTURERS' PERCEPTIONS TOWARDS PROFESSIONAL DEVELOPMENT: A
CASE STUDY OF THE UNIVERSITY OF SOCIAL SCIENCES AND
HUMANITIES – VIETNAM NATIONAL UNIVERSITY – HO CHI MINH CITY –
VIETNAM**

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ABSTRACT

This study was intended to investigate the perceptions of lecturers in the University of Social Sciences and Humanities (USSH) – Vietnam National University – Ho Chi Minh City – Viet Nam about professional development with regard to teaching, research, and working conditions; and to evaluate their perceptions towards professional development by personal factors (age, gender, marital status, educational level, monthly income, years working, and faculty field) and organizational factor (organizational commitment). Participants in this study were 214 lecturers (133 females and 61 males) in the USSH. A mixed method approach was used. Quantitative measures consisted of demographics, perceptions, and comparisons of differences of perceptions, analyzed by descriptive (frequency, percentage, means, and standard deviation) and inferential (One-way ANOVA and t-tests) statistics. Post-hoc tests were also done to determine significant differences between pairs of values of an independent variable. Qualitative measures included six questions in an interview questionnaire, which were analyzed by content analysis.

Findings reveal that the overall perception level of the lecturers in the USSH regarding the three aspects of professional development (teaching, research, and working conditions) was high. When the perceptions were compared based on personal and organizational factors, there were statistically significant differences found by age, gender, educational level, years working, and organizational commitment.

Although the results of this study indicate that lecturers' perceptions towards professional development were found to be at a high level, it is recommended that the concerned authorities should have more reasonable policies regarding lecturers' salary and fringe benefits to motivate them. Moreover, a survey on lecturers' professional development needs should be conducted to obtain a deeper understanding of their thinking, attitudes, and interests. Further studies should be carried out with the staff's professional development in the USSH.

**KEY WORDS: PROFESSIONAL DEVELOPMENT/LECTURERS/
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