FACTORS AFFECTING THE ACQUISITION OF TRAINING KNOWLEDGE BY VIETNAMESE UNIVERSITY LECTURERS THROUGH INTERNATIONAL JOINT TRAINING PROGRAMS AT THE UNIVERSITY LEVEL

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Exploring the factors affecting the acceptance of training knowledge by lecturers through international training programs will shed light on how teachers can receive the most knowledge. Knowledge acquisition will be most effective when the stakeholders increase the factors that have a positive impact and minimize the factors that have a negative effect on lecturers’ knowledge acquisition. When the majority of faculty in the international cooperative education program receives effective international training, knowledge and learning will spread throughout the university, moving toward increasing the overall level of teaching capacity of the teaching school. Since then, the quality of education at the school has improved, which meets both the desire for innovation in society's education and the needs of international integration of Vietnam’s higher education. Theoretically, research on knowledge acquired through international collaboration in Vietnam and around the world focuses on organizational-level acquisition rather than individual learning. Some test results on the influence of individual factors on knowledge acquisition are inconsistent, suggesting the possibility of a moderating variable for this effect. In addition, previous studies have examined the influence of two groups of individual and social factors on knowledge acquisition separately, without taking into account the regulatory relationship between these two groups of factors. Research fills this theoretical gap.

Keywords: knowledge acquisition; international training links; educational integration; Vietnam

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Introduction

Learning about the factors affecting the reception of training, and knowledge of the lecturers through the program will shed light on how to make the lecturers receive the most knowledge. International integration programs can help maximize the acquisition of such knowledge by enhancing factors that have a positive impact and minimizing factors that have a negative impact on teacher acceptance of knowledge, as far as circumstances allow. When the majority of lecturers in the international training program receive effective international training and knowledge, they will create a spillover effect in the school, progressing to upgrading the overall level of teaching capacity of the teaching school. Since then, the quality of education at the school has improved, which meets both the innovative aspirations of society and the needs of international integration of Vietnamese higher education.

In terms of theory, knowledge transfer, reception and management is an area that has received research attention from scholars. Many theories have been put forward in this field, but international and Vietnamese empirical studies focus on knowledge acquisition and management through cooperative relationships between enterprises, and on knowledge management. The context of cooperation between universities has not received much attention.

In addition, research on knowledge acquired in international cooperation in Vietnam and around the world has focused on the reception at the organizational level, not on individual learning. Not much is mentioned on individual learning in terms of the role of the individual in the acquisition of knowledge either.

Easterby-Smith et al argue that the individual is the organization's knowledge repository and part of the knowledge transfer mechanism.

Nonaka (1994) asserts that knowledge cannot be created without individuals, and emphasizes that organizational knowledge is derived from individuals' commitment to receive knowledge. Even so, studies have not sufficiently reasoned about individual-level influencing factors in knowledge transfer studies (Fey et al., 2014). Many researchers have argued that the shortcoming of the knowledge-based perspective is that it places too much emphasis on collective factors and ignores individual-level variables. Therefore, integrating micro-platforms in the organizational learning process is a potential topic to enrich the theory of knowledge creation (Foss, 2009).

In practical terms, the study of the factors affecting the acquisition of training knowledge by lecturers through the international training joint program will contribute to the renovation and international integration of the universities in Vietnam by helping to identify the factors that need to be focused on improving or overcoming so that lecturers can learn the most from training practices, obtain knowledge and skills from advanced education systems in the world, thereby applying them in teaching at universities.

Theoretical basis

Knowledge concept

The concept of knowledge has been of interest since ancient times, and epistemology is a philosophical field which had been discussed by ancient Western philosophers. From a philosophical and epistemological point of view, the definition of knowledge is divided into two schools: idealist and empiricist. Plato, Descartes, Kant, Hegel, Husserl, Heidegger, and
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Sartre are typical scholars of the idealistic school (Jashapara, 2011), which considers knowledge as an entity of the mind, derived from Plato's concept: knowledge Consciousness is “justified true belief” (Kakabadse et al., 2003). The empiricist school of Aristotle, Locke, Hume, Pierce, James, Dewey and Wittgenstein associates knowledge with action, arguing that knowledge comes from the experience of the senses and is limited by experience (Jashapara, 2011).

Although there is not really a consensus on the view of knowledge (Jashapara, 2011, Tzortzaki & Mihiotis, 2014), modern views are based on both these schools. Knowledge, according to Nonaka (1994), involves the dynamism of each person when demonstrating their belief in the quest for truth, which is "information, technology, know-how, skill" (Grant, 1996), or “information valuable for action” (O'Dell & Grayson, 1998).

Knowledge is a rationally justified personal belief based on a combination of personal experiences, values and characteristics, and interactions with others. These definitely considered knowledge to be developed from the constant accumulation and verification of information, thus being knowledge used for decision-making and action.

**Knowledge classification**

Knowledge is divided into many types based on different aspects as follows:

1. according to the explicit nature: there are two types of hidden knowledge (tacit) and explicit knowledge (explicit);
2. according to the subject of knowledge: there are 2 types: individual knowledge (individual) and collective knowledge (collective);
3. according to the nature and expression of knowledge: there are 3 types of knowledge: descriptive knowledge (know-what), know-how knowledge and understanding knowledge (know-why). There is no clear boundary between explicit and implicit knowledge (Nonaka & Krog, 2009). They are at either end of an axis. Almost all knowledge has a level of implicit and explicit (Alavi & Leidner, 2001).

Some authors argue that collective knowledge actually does not exist, or at least is very faint, because "the learning process takes place in the mind of the individual" (Simon, 1991), and this argument was supported by Grant (1996) when he argued that knowledge creation is an individual activity, while the collective, or organization, has the main task of applying the available knowledge of individuals to provide wealth and service.

Descriptive knowledge and know-how were introduced by Ryle (1949), and then Anderson (1981) further developed into two groups: descriptive knowledge and know-how. Following this classification, a number of other authors have developed and supplemented with knowledge-know-how.

There is currently no specific research on awareness of training programs. Training knowledge is related to teaching and learning expertise, student assessment, and management knowledge is related to ensuring the regular operation of the university training program. Higher education is a special service because the ultimate perceived value, called “customer value” (Dorri et al., 2012), is contributed by both the service provider and the customer row. Therefore, there are many value chain models developed specifically for higher education, researched and developed by scholars Van de Merwe & Cronje (2004), Pathak & Pathak (2010).
Receiving knowledge

An individual's knowledge acquisition is the search, collection, and acquisition of new knowledge (Esmaelinezhad & Afrazeh, 2018, Kim & Lee, 2010). According to this definition, knowledge acquisition is similar to learning. Jashapara (2011) reviews two schools of cognitive and behavioral psychology, thereby explaining that: in terms of cognition, learning takes place when there is a change in the state of knowledge, and in terms of behavior, learning is a change in responsiveness.

Compare knowledge and understanding

Although frequently used in close contexts and representing the same topic of knowledge and learning, "knowledge" and "knowing" are clearly distinguished by scholars. “Knowledge” is an object, possibly a commodity, while “knowing” is an action. Knowledge is “knowledge in action”, a social achievement that occurs when the subject engages with the world through practice.

Knowledge of training

There are currently no studies examining training programs. This thesis divides knowledge in the international joint training program into two areas: training knowledge and management knowledge. Training knowledge is related to teaching and learning expertise, student assessment, and management knowledge is related to ensuring the regular operation of the university training program.

The author uses Sison & Pablo’s (2000) value chain model for universities. This is the value chain that is built when scholars develop the E-College system. This value chain is very useful in analyzing training services provided to students and also as a tool for developing management systems.
Research overview of factors affecting the acquisition of personal knowledge

There have been many theoretical and empirical studies on knowledge transfer and acquisition between two organizations in strategic alliances, and internal knowledge transfer between groups and departments.

But among them, there are very few studies on the factors affecting the knowledge acquired at the individual level in the contexts of international association and cooperation. Currently, there are very few studies on knowledge acquisition in international joint training programs in Vietnam and around the world.

Some studies use other theoretical classifications (Dao & Nguyen, 2016; Ko et al., 2005) and add knowledge characteristics to the influencing factors (Dao & Nguyen, 2016). There are two types of contexts for studies of individual knowledge acquisition:

(i): Internal knowledge acquisition: research on knowledge transfer and reception among employees in an organization/project (Esmaeelinezhad & Afrazehe, 2018).

(ii) Receiving knowledge from outside through international cooperation, association, joint venture, or consulting project with knowledge givers and receivers belonging to two different organizations (Dao & Nguyen, 2016, Ojo & Raman, 2017).
In the study of personal knowledge transfer between IT consultants and customers, Ko et al. (2005) use Szulanski’s (1996) research framework but categorize the factors into three groups: knowledge factors, communication factors and motivational factors. Furthermore, the study of Ko et al., (2005) on knowledge transfer from 38 technology consultants to 80 client organizations implementing projects in the US confirms the dependence on knowledge transfer on the following factors: the capacity to absorb knowledge, share knowledge, relationship internal motivations of recipients and donors, and the reliability of information sources.

The theory of knowledge absorptive capacity was first laid by Cohen & Levinthal (1990), and later developed by scholars, and extended to knowledge acquisition at both the organizational and individual levels.

The school of personality traits affecting learning is explored by scholars Esmaeelinezhad & Afrazeh (2018).

Based on Ajzen's (1991) theory of planned behavior, it can be argued that five traits in the personality model, including openness, conscientiousness, extraversion, and sociability, and sensitivity (Costa & McCrae, 1992) have an impact on individuals' knowledge management behavior, including knowledge acquisition behavior.

Social factors are considered from different perspectives in the studies of Ko et al. (2005), Kim & Lee (2010) and Kankanhalli et al. (2012).

The reciprocal interaction on an issue helped Indonesian officials to acquire tacit and explicit knowledge of training curriculum development. However, the dissemination of knowledge to the training departments in the university is limited due to internal communication problems, so the new knowledge is only stored and used in the unit with the affiliate program international training.

When there are not many studies on knowledge acquisition in the cooperative relationship between two universities, similar research in the business context can be used as a reference, but the knowledge acquisition model will need to be tested redefining, although the two contexts are the same “child” entity established by partners who are “parent” organizations in foreign and Vietnamese countries, to present a product or service to the market.

While the parent companies have limited responsibility for the operation and quality of the joint venture's products, in the international joint training program the degree-granting institution is solely responsible for the quality of the diploma, or more broadly, the quality of training. Due to the fact that the international joint training program has no legal entity, a Vietnamese university or a foreign university, or both parties, shall grant the same degree and bear respective responsibilities.

The affiliate program is considered by both the Vietnamese side and the foreign side as their own, belongs to them and therefore has a higher attachment to the “parent” schools than a joint venture with the parent companies. This difference in attachment can affect the knowledge recipient's consciousness and level of learning, as well as the donor's intention and level of knowledge delivery.
### Table 1 - International training linkage models
(made by the author)
(Source: Tho & Ppang, 2011)

<table>
<thead>
<tr>
<th>Models</th>
<th>Funding</th>
<th>Participation of Vietnamese partners</th>
<th>Participation of foreign partners</th>
<th>Goals of Vietnamese partners</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of funding (Before 2000)</td>
<td>Sponsorship from a third party</td>
<td>Receive funding. Provide training venue Logistics; participate in the selection of students</td>
<td>Provide training program; provide trainers; degree in quality control</td>
<td>Training the team, the program was implemented on schedule and effectively</td>
<td>Foreign partner</td>
</tr>
<tr>
<td>Training cooperation in the country, foreign universities play a key role (1995 - present)</td>
<td>Students contribute one or all</td>
<td>Like the model above and: contribution of VN teaching assistants; contribution of VN lecturers in some subjects; cooperation with foreign partners to adjust the teaching content to suit the VN situation</td>
<td>Like the model above and: training for Vietnamese teachers and teaching assistants; cooperation with Vietnamese partners to adjust teaching content to suit Vietnamese circumstances</td>
<td>Improve the training capacity of the school (lecturers and facilities); train high-quality human resources for the country; attract many students to fund the program</td>
<td>Foreign partner or parallel</td>
</tr>
<tr>
<td>Franchising (2005 – present)</td>
<td>Student</td>
<td>Like the model above and: Contribution of Vietnamese teaching assistants Contribution of Vietnamese lecturers in some subjects; cooperation with foreign partners to adjust the teaching content to suit the Vietnamese situation</td>
<td>As the model above, the number of trainers provided is reduced or may not be provided</td>
<td>Strengthen the training capacity of the school; meeting the demand for access to international education for the majority; scaling up cooperation and training</td>
<td>Foreign partner</td>
</tr>
</tbody>
</table>

**Hypotheses based on the theory of knowledge absorption capacity**

Pre-existing knowledge (Cohen & Levinthal, 1990), or abilities (Minbaeva et al., 2003) of an individual includes individual's knowledge, abilities, skills, and experience (Yildiz et al., 2019). Learning is a cumulative process, so previous learning experience affects your ability to learn in the future.

Hypothesis H1: Professional knowledge of Vietnamese lecturers has a positive influence on their acquisition of training knowledge.

The intercultural knowledge base is not mentioned much in theories of knowledge absorption capacity, but is recognized by some scholars (Dao & Nguyen, 2016; Park & Choi, 2014; Yildiz et al., 2019) when researching knowledge acquisition, knowledge absorption capacity in the context of multinational companies or international joint ventures.
Makino & Delios, cited by (Park & Choi, 2014), argue that the international experience of domestic workers makes recognizing and accessing new knowledge more effective, thereby making an important contribution to learning effectiveness.

Hypothesis H2: The intercultural knowledge of Vietnamese lecturers has a positive influence on their acquisition of training knowledge.

According to Minbaeva et al. (2003) and Kim et al. (2010), the intensity of both the cognitive and behavioral efforts of a person is determined by the motivation to learn. Motivation to learn is the willingness and motivation of an individual to receive knowledge. Although the ability to learn is high, if the motivation to learn is low, the acquisition of knowledge will be very limited (Minbaeva et al., 2003). The capacity to absorb knowledge is integrated over time as individuals practice professional practices, and from self-study, research and prior accumulation of employees (Ojo & Raman, 2017).

Hypothesis H3: The intrinsic learning motivation of Vietnamese lecturers has a positive influence on their knowledge acquisition about training.

The process of value recognition and knowledge assimilation involves making connections between new knowledge and cognitive structures (Cohen & Levinthal, 1990), which is influenced by thinking style. Each individual's thinking style reflects how they process information and make decisions (Lowik et al., 2017). There are two main thinking styles, the associative cognitive style and the association cognitive style. Intrinsic motivation to learn manifests as an individual learns because they enjoy learning. The motivation to learn is also reflected in efforts (Minbaeva et al., 2003).

Hypothesis H4: The socialization mindset of Vietnamese lecturers has a positive impact on their acquisition of training knowledge.

Interactions of Vietnamese lecturers with partner lecturers are the three starting points for international training knowledge received by Vietnamese lecturers. Nonaka’s theory two decades ago suggested that face-to-face interaction is the setting of three initiations since face-to-face interaction is the only tool for capturing the full spectrum of psychophysiological sensations and responses which is an important factor in sharing tacit knowledge (Nonaka et al., 2000).

The author uses Lin's (2005) interaction scale and Napier's (2005) criteria on the diversity of interactive channels and communication levels to build a scale of the interaction of Vietnamese lecturers with partners.

Hypothesis H5: The interaction of Vietnamese lecturers with their partner trainers has a positive impact on their acquisition of training knowledge.

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Research methods

The qualitative research has the goal of finding new factors, checking and screening independent variables in the preliminary model, preliminary determining the relationship between independent and dependent variables, and testing the scale. The qualitative research was carried out by in-depth interviews with lecturers of two different international joint training programs about their partners and majors, which is the Bachelor of Business Administration program in cooperation between the National University of Economics and Business with the University of Sunderland and the Bachelor of Banking and Finance program in cooperation between the National Economics University and the University of the West of England. Primary information is collected through in-depth interviews with lecturers about their knowledge acquisition. The total number of interviewees is 8 lecturers divided equally between the two programs.

The qualitative study was carried out from May to August 2022. The results of the qualitative study are some qualitative evidences of the research model and the validation of the scale.

The quantitative research has the goal of re-testing the proposed model after adjusting it through qualitative research. The quantitative research was conducted with 148 lecturers to test the research model, carried out from September to December 2022.

Table 3 - Formal scale for dependent variable knowledge acquisition
(Source: compiled by the authors)

<table>
<thead>
<tr>
<th>No</th>
<th>Factors</th>
<th>Scales</th>
<th>Mean</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Knowledge reception Alpha = 0.825</td>
<td>Descriptive knowledge of course content</td>
<td>4.17</td>
<td>0.643</td>
</tr>
<tr>
<td>2</td>
<td>Knowledge and secrets about subject content</td>
<td>3.67</td>
<td>0.753</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Knowledge and understanding of course content</td>
<td>3.54</td>
<td>0.844</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Descriptive knowledge of teaching methods</td>
<td>3.54</td>
<td>0.971</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Know-how about teaching methods</td>
<td>3.45</td>
<td>0.966</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Knowledge of teaching methods</td>
<td>3.43</td>
<td>0.974</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Descriptive knowledge of assessment methods</td>
<td>3.95</td>
<td>0.820</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Know-how about assessment methods</td>
<td>4.01</td>
<td>0.854</td>
<td></td>
</tr>
</tbody>
</table>

Evaluation of the scale: First, the scales will be preliminarily evaluated through two methods: Cronbach's Alpha reliability coefficient and the exploratory factor analysis (EFA). Next, the scales were tested by means of confirmatory factor analysis (CFA).

Theoretical model testing: Along with confirmatory factor analysis (CFA), model testing has been carried out through AMOS 23 linear structural analysis software.

In the multiple regression model, we have the additional hypothesis that the independent variables are not completely correlated with each other. Thus, when estimating the multiple regression model, this assumption must be tested by testing the phenomenon of multicollinearity.
We use the VIF index (the Variance Inflation Factor). Usually, if the VIF of a certain variable is >2, then this variable has almost no explanatory value for the variable Y in the model (Hair et al., 1998). And if the VIF of a variable <2, it is assumed that multicollinearity does not occur. Actually, if VIF>2, we must be cautious in interpreting regression weights as such (Tho & Ppang, 2011).

Table 4 - Cronbach’s Alpha Test Results before EFA Analysis
(Source: Compiled by the authors)

<table>
<thead>
<tr>
<th>No</th>
<th>Scales</th>
<th>Number of Observed Variables</th>
<th>Cronbach’s Alpha if Item Deleted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Professional knowledge (PK)</td>
<td>5</td>
<td>0.882</td>
</tr>
<tr>
<td>2</td>
<td>Intercultural knowledge (IK)</td>
<td>5</td>
<td>0.894</td>
</tr>
<tr>
<td>3</td>
<td>Socialization thinking (ST)</td>
<td>5</td>
<td>0.845</td>
</tr>
<tr>
<td>4</td>
<td>Intrinsic motivation to learn (IML)</td>
<td>4</td>
<td>0.817</td>
</tr>
<tr>
<td>5</td>
<td>Interact with partner teachers (IPT)</td>
<td>5</td>
<td>0.843</td>
</tr>
<tr>
<td>6</td>
<td>Accept knowledge (AK)</td>
<td>4</td>
<td>0.814</td>
</tr>
</tbody>
</table>

**Confirmatory factor analysis CFA**

Confirmatory factor analysis CFA is the next step. According to exploratory factor analysis (EFA), it involves the design to define, test, control, and independently adjusts measurement models. The purpose of the CFA is to create measurement models with good fit. This measure is used to test the model's linear structure.

The result of the CFA, the test shows the overall goodness of fit of the model the criteria: Chi-square = 256.068; 146 steps due; P-value = 0.000. The criteria to measure the fit of the model is relatively high and satisfactory (TLI = 0.955 > 0.9; CFI = 0.962 > 0.9; RMSEA = 0.052 < 0.08; Chi-Square/df = 1.754 < 2). In addition, the scale satisfactory concepts of reliability, simplicity integer, convergent, and discriminant.

**SEM linear structural model analysis**

The SEM linear structural model analysis method was used to test the research models. After making the model adjustment by hooking the error pairs of the pairs of measured variables' corresponding measures, the model's fit indicators are improved and met the requirements. The results of the SEM structural model analysis are shown in Fig. 4, showing that the model achieves compatibility with survey data: Chi-square = 398.185; 264 steps due; P-value = 0.000.the criteria TLI = 0.956 (≥ 0.9), CFI = 0.9362 (≥ 0.9), RMSEA = 0.042 (< 0.008), Chi-Square/df = 1.508 all met the requirements.
Figure 3 - CFA analysis results
(Source: Compiled by the authors)

Figure 4 - SEM analysis results
(Source: Compiled by the authors)
The author uses Lin's (2005) interaction scale and Napier's (2005) criteria on the diversity of interactive channels and communication levels to build a scale of the interaction of Vietnamese lecturers with partners:
- I often interact with partner lecturers (Lin, 2005).
- I can interact with partner lecturers in many different ways (Napier, 2005).
- I can interact with many people at different levels of teaching/management partners (Napier, 2005).
- My interaction with partner trainers is sufficient for the job (Lin, 2005).
- The communication atmosphere between me and my partner lecturers is very friendly (Lin, 2005).
- My interactions with partner trainers are constructive (Lin, 2005).

Through the exchange and explanation of partner lecturers, Vietnamese lecturers not only grasp the teaching methods - knowledge and know-how - but also understand the reasons, and the training philosophy attached to it, i.e. knowledge and understanding. Training practices associated with advanced education such as being student-centered and encouraging critical thinking are conveyed through stories, examples and explanations by foreign lecturers. While those philosophies are not mentioned directly and explicitly, if teachers recognize them, they will absorb them.

“In terms of learning”, "the best we can do is how to think about working with students, changing the way students are assessed, how to provide opportunities and listen to students.”

Table 5 - Results of testing the relationship between concepts
(Source: Compiled by the authors)

<table>
<thead>
<tr>
<th>Parameter</th>
<th>Estimate</th>
<th>S.E.</th>
<th>C.R.</th>
<th>P</th>
<th>Label</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPT &lt;--- PK</td>
<td>.149</td>
<td>.060</td>
<td>2.478</td>
<td>.013</td>
<td>yes</td>
</tr>
<tr>
<td>IPT &lt;--- IK</td>
<td>.626</td>
<td>.052</td>
<td>12.025</td>
<td>***</td>
<td>yes</td>
</tr>
<tr>
<td>IPT &lt;--- IML</td>
<td>.016</td>
<td>.049</td>
<td>.329</td>
<td>.042</td>
<td>yes</td>
</tr>
<tr>
<td>IPT &lt;--- ST</td>
<td>.096</td>
<td>.057</td>
<td>1.685</td>
<td>.022</td>
<td>yes</td>
</tr>
<tr>
<td>AK &lt;--- IPT</td>
<td>.456</td>
<td>.067</td>
<td>6.803</td>
<td>***</td>
<td>yes</td>
</tr>
</tbody>
</table>

Test the theoretical model of the Bootstrap method

The Bootstrap method is implemented with a repeated sample count of N = 1000 times. Estimates from N samples are averaged, and this value tends to be close to the population estimate. The difference between the mean of the estimates from Bootstrap and the original estimates is called the bias. The results of parameter estimation by Bootstrap are shown in Tab. 6.
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Table 6 - Results of parameter estimation using Bootstrap
(Source: Compiled by the authors)

<table>
<thead>
<tr>
<th>Parameter</th>
<th>SE</th>
<th>SE-SE</th>
<th>Mean</th>
<th>Bias</th>
<th>SE-Bias</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPT &lt;--- PK</td>
<td>0.072</td>
<td>0.002</td>
<td>0.146</td>
<td>-0.003</td>
<td>0.002</td>
<td>-1.5</td>
</tr>
<tr>
<td>IPT &lt;--- IK</td>
<td>0.08</td>
<td>0.002</td>
<td>0.629</td>
<td>0.003</td>
<td>0.003</td>
<td>1</td>
</tr>
<tr>
<td>IPT &lt;--- IM</td>
<td>0.058</td>
<td>0.001</td>
<td>0.17</td>
<td>0.001</td>
<td>0.002</td>
<td>0.5</td>
</tr>
<tr>
<td>IPT &lt;--- ST</td>
<td>0.066</td>
<td>0.001</td>
<td>-0.1</td>
<td>-0.004</td>
<td>0.002</td>
<td>-2</td>
</tr>
<tr>
<td>AK &lt;--- IPT</td>
<td>0.081</td>
<td>0.002</td>
<td>0.453</td>
<td>-0.003</td>
<td>0.003</td>
<td>-1</td>
</tr>
</tbody>
</table>

Discussing quantitative research results

Basically, the test results confirm the effects of some personal factors and some social factors on the knowledge acquisition of lecturers, and at the same time confirm that social factors have a controlling relationship details on the influence of personal factors on knowledge acquisition.

The teacher's expertise has a low-level influence on knowledge acquisition. This is quite consistent with the qualitative research results of the thesis on professional knowledge factors and in accordance with the studies of Ojo & Raman (2017) and Rowold (2007).

Intrinsic motivation to learn has an effect on teachers' knowledge acquisition with medium significance, consistent with theory and some previous studies (Kankanhalli et al., 2012). One's intrinsic energy is a sustainable source of energy for the person to acquire knowledge, even if the benefits of learning are not anticipated (Yildiz et al., 2019).

Socialized thinking is the factor that affects the acquisition of knowledge and is confirmed with a very strong significance level, compared to other individual factors. The results are consistent with the theory and previous research of Lowik et al (2017), showing the importance of thinking style to knowledge acquisition in general. In the international joint training program, the higher the socialization mindset of the lecturer, the more knowledge is received. Differences in thinking styles account for differences in information processing and decision-making (Zahra & George, 2002).

The positive regulatory influence of interaction with partner lecturers on the relationship between socialized thinking and knowledge acquisition is strongly confirmed. This is consistent with the theory. The higher the interaction efficiency, the greater the influence of socializing thinking on the teacher's knowledge acquisition and vice.

Conclusion

The results of quantitative testing of the model of the influence of personal and social factors on the reception of knowledge about training by lecturers through the international training program.

Confirmed relationships include:
- positive influence of the following factors: professional knowledge, intrinsic motivation to learn, socializing thinking, interaction with partner lecturers;
the positive regulatory influence of the interaction factor with partner lecturers on the relationship between professional knowledge and knowledge acquisition, socialization thinking and knowledge acquisition.

Thus, qualitative and quantitative research together confirms the positive influence of intrinsic learning motivation factors and interaction with partner lecturers on the reception of students' teacher training knowledge. Both studies suggest that further testing of the technical knowledge factor is warranted because the evidence for the effect is weak, possibly due to the effect of the “capacity trap”. As for the intercultural knowledge factor, the qualitative research results have not shown the variation of the factor because this factor of the lecturers is quite uniform. This assertion is reinforced when no evidence of the effect of this factor has been found in quantitative studies. The influence of the socialization thinking factor, although not confirmed in qualitative research, is confirmed with strong evidence in quantitative research, confirming hypothesis H4 that socializing thinking has a positive influence on socialization towards the teacher's reception of knowledge.

While qualitative research makes predictions about the moderating role of two factors interacting with partner lecturers to the relationship between individual factors and knowledge acquisition. Knowledge, quantitative research specifically confirms this regulatory role in the effects between professional knowledge, intrinsic learning motivation and socialized thinking on knowledge acquisition.

References:


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