

Relationship between Lecturer Competence, University Brand and Results of Science Research of Vietnamese Universities

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Abstract: *In this article, the author uses qualitative research methods to synthesize theories, review the published studies to make research hypotheses to build a research model of the relationship between competence of lecturer, university brands and results of science research at Vietnamese universities today.*

Keywords: scientific research, lecturers, university

1. Introduction

In the present context, as the world is becoming "flatter", the role of universities and the quality of education at universities become more important than ever. With the function of training and teaching, the university trains experts who are competent, highly skilled and cultural; With the research function, each university is associated with a specific brand that is the center of creating new knowledge, training human resources for society and transferring technology to contribute to the development of Therefore, the university brand is considered to be a very important role in the development of society in general and higher education in particular (Charles Dennis et al., 2016).

Practice and theory show that scientific research and teaching have an organic relationship with each other, closely linked and supported each other (Gonobolan Anna, 1987). Scientific research creates the basis, conditions and prerequisites to perform well the task of teaching in the classroom. In contrast, the teaching reflects the results of scientific research activities, applying scientific research results into practice to improve the effectiveness of teaching activities. Therefore, together with teaching activities, scientific research results are also a measure of professional competence of lecturers.

At universities, the improvement of teaching and learning quality is an important factor that has a great impact on the quality of training and retraining of lecturers. In order to assess the professional working capacity, theoretical thinking and practical awareness of lecturers at universities, it is necessary to combine well scientific research activities of lecturers with teaching activities and improve teaching capacity. (Dr. H. Akbar Ali, M. Si, 2015). We all know and realize that scientific research is particularly important in education in general and higher education in particular. In higher education in our country today, scientific research is considered an important "indispensable link" in contributing to improving the quality of training, creating human resources to meet daily needs the higher the society. Scientific research allows lecturers to find the most effective teaching method, which is a factor to evaluate and improve

faculty capacity and vice versa.

In the past two decades, the explosion in the number of universities has created fierce competition in the higher education environment between universities. From 120 universities in 1991 (Tran Tien Khoa, 2013) to 235 universities in 2018 (Le Huyen, 2018), there is a boom in the number of universities (up 50%) after 27 years. corresponding to an average of more than 4 universities established each year. The number of universities has increased significantly in recent decades, along with the Government's current policy that allows public universities to be financially autonomous and proactive in their management.

Thus, the gap between public universities and private universities is gradually closing, creating a equality in the current management of universities at Vietnam, which has promoted the process of competition and brand development of the universities. To build and develop a university's brand will depend on a lot of factors and it also becomes the concern of the university leadership, including internal branding and management. Relying on staff has been studied and confirmed as an indispensable important role in the development of the school brand (Ceridwyn King & Debra Grace, 2009).

2. Research methods

The method used is a qualitative research method. With this method, the author will help to discover and propose research hypotheses to build a research model. Some qualitative research methods are used by the author in this research project, specifically as follows:

2.1 Methods of inheriting basic reasoning

The author explores, studies and inherits previously published research results such as textbooks, scientific studies and legal documents related to the author's research topic. This method of inheritance gives the author an overview of theories related to faculty capacity, scientific research and university branding.

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2.2 Methods of analysis and comparison

Through the study of secondary data collected, the author analyzes, theorizes and compares the data so that the trends and relationships of the research concepts are clearly visible.

2.3 Methods of analysis and comparison

This method helps the author study to link the parts, information relationships, analyzes collected into a unified whole, thereby forming a complete and in-depth study on the topic of the author.

3. Theory of research

Each individual has different abilities and to measure individual competence, since the 1960s John L. Folland and Leonard L. Baird (1968) have built a system of capacity scales including 18 elements. A person's individual ability is also influenced by many factors such as knowledge, skills, self-concept, characteristics and motives (Muhammad Aiman Arifin et al., 2017); Individual competence is also assessed as the intersection between a person's knowledge, skills and behavioral behaviors (Tô Văn Bình, 2016). The Admissions Department of universities must meet the conditions of individual competencies as well as faculty capacity to ensure the quality of training in universities.

Lecturers capacity are always concerned by university leaders because they are persons who teaches directly for students, often interact with students in courses, modules, and training programs (Nguyen Dinh Tho, Nguyen Thi Mai Trang, 2010). Lecturers in universities, in addition to the individual capacity of each person, are also influenced by the conditions to create teacher professions such as: teaching competence, professional competence, communication competence and professional competence (Muhammad Aiman Bin Arifin et al, 2018); impact of work performance, skills, ethics, tasks and personal issues (Aliasghar Mashinchi et al., 2017).

Thus, the lecturers capacity is formed from two factors: individual capacity and responsiveness to become a lecturer in universities and it is the lecturer capacity that influences the activities of the university, in which the activity associated with lecturers capacity is scientific research. Scientific research activity are also specified and codified into a specific provision in the higher education law (higher education law, 2012) for lecturers to perform outside their main teaching tasks, lecturers shall also perform scientific research tasks. Scientific research and the results of scientific research tasks are influenced and influenced by lecturer capacity. According to Emmanuel Chinamasa (2012), that scientific research activities are motivated by factors such as wanting to own scientific research results and want to be promoted. He also affirmed that factors affecting scientific research output as well as scientific research results are influenced by a part of faculty capacity.

Therefore, the author makes the following hypothesis:

H₁: Lecturer competence affects scientific research results and vice versa.

Lecturers are considered a profession like other professions, lecturers also work in an organization called a university or higher education institution. Each recruited lecturer will be formally staffed in a higher education institution which is called the school's organic faculty (Law on Higher Education, 2012). According to Michael Proksch, Ulrich R. Orth and T. Bettina Cornwell (2015) suggest that capacity building will positively impact an organization's brand. The faculty working in every school strives to fulfill the assigned task and it is in the accomplishment that contributes to the brand's reputation (Michael Proksch, Ulrich R. Orth and T. Bettina Cornwell, 2015).

The workload of a lecturer is specified, including the prescribed teaching period called teaching period, time for conducting scientific research and time for other tasks for the department and university (Muhannad Anwar Al-Shboul and Adnan Salem Al-Doulat, 2018). There are competent lecturers who feel that the assigned work is very light and that they are satisfied with the current job at the school, competent lecturers who have not met the requirements and the workload makes them feel tired, sometimes under pressure at work (Frances M. Carp, 1981).

Thus, when a university institution staffed its faculty members, the lecturers will have to perform the tasks assigned from the school to complete the tasks with the organization and the school. Each task of the lecturer is associated with the internal branding activities of the school both when the teacher works during the hour as well as the after-school activities of the lecturers outside the school are associated with the school's that university brand. In addition, qualified lecturers will not be afraid of the pressure to work and they will be satisfied with their work.

Therefore, the author makes the following hypothesis:

H₂: Lecturer competence affects university brand

H₄: Lecturer competence affects satisfaction

Scientific research is the task of lecturers, which are specified by universities on the duration of scientific research according to each academic year and each semester (Higher Education Law, 2012). The duration of lecturers' scientific research is an important factor to the lecturers' scientific research results. According to a statistical report of the Ministry of Education and Training (2018), the scientific research results of universities are still very low, especially research works published in prestigious international journals are limited. In many respects, the total number of research projects published in over 100 projects has only 18/235 universities in Vietnam (accounting for a very low rate, only 7.66%).

Scientific research results are also a criterion for assessing the quality of education of universities. The Ministry of Education and Training has turned the research results into a criterion in the educational quality accreditation standards at Educational Institution level (Circular 12/2017 / TT-BGDĐT dated May 19, 2017) and training program level

(Circular 04/2016 / TT-BGDDT dated 14/03/2016). Internationally, the results of scientific research have been organized by the Southeast Asian University Network (AUN - QA) into a standard for testing educational quality at the institution level and at the training program level. Although it has undergone three revisions and improvements to the evaluation set, the criteria for scientific research results are retained for the evaluation (Guide to AUN-QA Assessment at Programme Level, Version 3.0, 2015). In addition, the number of published scientific research works is also ranked by the world's leading university-ranked organizations such as Times Higher Education (THE); Quacquarelli Symonds (QS) and Shanghai Academic Ranking of World Universities (ARWU) consider and assess university rankings.

As such, a university is accredited for educational quality, regardless of its level (Institution level or program level) or is ranked by the higher education institutions, proving that the training quality is satisfactory social requirements, training the society with good quality human resources, thereby improving the brand value of the school.

Therefore, the author proposed the research hypothesis:

H₃: Results of scientific research affecting university brand

In addition to teaching, lecturers also publish scientific research works of lecturers. It is assumed that the commitment of lecturers in carrying out scientific research tasks will affect the number of published scientific research. Phil Yihsing Yang and Yuan-Chieh Chang (2009) encourage teachers to go beyond traditional thinking in publishing scientific research. Improvements and innovations are needed to increase the number of published scientific works. Thus, in the work, tasks in general and in scientific research activities of lecturers in particular, the commitment to complete the task as well as the commitment to have the number of published scientific works will greatly affect the performance in general and scientific research results in particular of university lecturers. From there, the author hypothesized:

H₅: Results of scientific research affect the commitment of lecturers

The brand field in general has been studied by many domestic and international researchers for a long time such as Aaker, D. A. (1991, 2000); Anderson, E. W. (1998); Bickart, B., & Schindler, R. M. (2002); Keller, K. L. (1993, 2003); Davcik et al (2015); Davis (2002); Srivastava, Shocket and Weitz (1988); Simon and Sullivan (1993).

Each author has a unique perspective on the brand value of an organization. According to Ceridwyn King & Debra Grace (2014), the brand must be started from employees, then to customers and ultimately the financial resources of the organization. The two authors have also built a brand equity model that is composed of three elements: internal brand management, employee's brand knowledge and employee-based brand equity (EBBE Benefits).

The two authors also identified employee satisfaction as a component of EBBE Benefits and a commitment to branding as a component of employee brand knowledge. According to

Charles Dennis et al. (2015) analyzed the role of brand cohesion in higher education. The authors point out that brand equity is influenced by employee satisfaction, trust, and commitment.

Thus, in order to build a brand in general from internal factors in the organization as well as branding in universities in particular, three factors have been proven by researchers to influence the brand. including satisfaction, trust and commitment. From there, the author proposed the following research hypothesis:

H₆: Satisfaction affects the university brand

H₇: Trust affects the university brand

H₈: Commitment to impact the university brand

H₉: Trust affects Satisfaction

H₁₀: Trust affects Commitment

4. Research model

On the basis of theoretical overview, reviewing the related previous studies and research hypotheses, the author proposes a research model for the topic as follows:

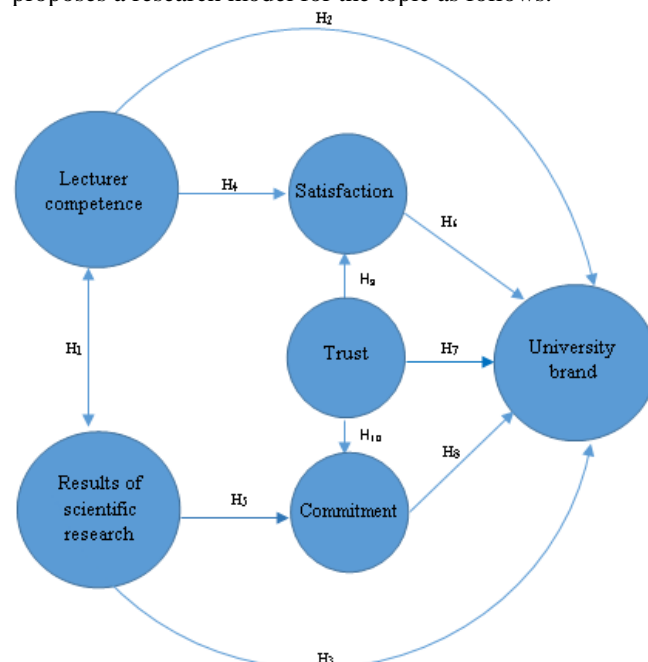


Figure 1: Research model

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