

Open Access Article



<https://doi.org/10.55463/hkjss.issn.1021-3619.60.20>

An Analysis of the University of Social Sciences and Humanities, Vietnam National University Ho Chi Minh City Lecturers' Research Competence

Bui Ha Phuong¹, Duong Thi Phuong Chi¹, Duong Minh Quang¹, Bui Ngoc Quang¹,
Bui Thi Thanh Dieu²

¹ *University of Social Sciences and Humanities, Vietnam National University Ho Chi Minh City, Vietnam*

² *Khanh Hoa University, Nha Trang Province, Vietnam*

Received: August 12, 2022 ▪ Reviewed: September 5, 2022

▪ Accepted: September 29, 2022 ▪ Published: January 5, 2023

Abstract:

Improving the scientific research competence of lecturers is a critical necessity for improving the quality of the teaching staff of each higher education institution. The purpose of this study was initially to analyze the theoretical foundations of scientific research competence and the characteristics of scientific research competence among lecturers at the University of Social Sciences and Humanities (USSH, VNU-HCM). The questionnaire was used to perform this study, which included 245 lecturers from various university units, including lecturers, senior lecturers, and upper lecturers. The findings show that most lecturers at the USSH, VNU-HCM have relatively solid professional knowledge and understanding to be able to perform scientific research tasks on their own in most research activities without guidance. Most lecturers achieve the level of depth required to apply their skills in research and training tasks, as well as train others to progress from a low-to-a high-level. Meanwhile, some lecturers get to specialist level in scientific research. Similarly, only few of lecturers have self-evaluations that they are experts in scientific research. In terms of lecturers' attitudes and awareness of research activities, most lecturers have attitudes and awareness of their scientific research activities. This study might be useful for lecturers, managers in education management, human resources management in universities in general, and lecturers in particular. The findings from this study provide the practical foundations for lecturers at the USSH, VNU-HCM, to construct a framework of scientific research competence, as well as a useful instrument in the management of teaching human resources in the university.

Keywords: scientific research competence, lecturer, research competence framework, University of Social Sciences and Humanities.

越南胡志明市大学人文社科大学讲师研究能力分析

摘要:

提高讲师的科研能力是提高各高等学校师资队伍素质的迫切需要。本研究的目的最初是分析社会科学与人文学（USSH, VNU-人力资本管理）讲师科研能力的理论基础和科研能力的特征。调查问卷用于进行这项研究，其中包括来自各个大学单位的245名讲师，包括讲师、高级讲师和高级讲师。调查结果表明，胡志明大学的大多数讲师都具有相对扎实的专业知识和理解，能够在大多数研究活动中独立完成科研任务，无需指导。大多数讲师达到了将他们的技能应用于研究和培训任务所需的深度水平，并培训其他人从低水平到高水平。同时，部分讲师在科研方面达到专家级水平。同样，只有少数讲师自我评价为科研专家。在讲师对科研活动的态度和意识方面，大部分讲师对自己的科研活动都有态度和意识。这项研究可能对讲师、教育管理中的管理者、一般大学的人力资本管理，尤其是讲师有用。本研究的结果为USSH、VNU-人力资本管理的讲师构建科研能力框架提供了实践基础，同时也为大学教学人力资本管理提供了有用的工具。

关键词: 科研能力，讲师，研究能力框架，社会科学与人文学。

1. Introduction

Research competence is the ability of individuals, organizations, and systems to perform appropriate functions effectively and sustainably (The United Nations Educational, Scientific and Cultural Organization, 2015). Scientific research competence is a significant factor in determining lecturer quality. The quality of lecturers is an important factor in determining the quality of training for lecturers. Universities all around the world have always been interested in increasing their lecturers' scientific research competence. Many authors have discussed and studied the research potential of university lecturers from various perspectives in their research.

Di Battista et al. (2022), for example, assessed lecturers' competence from the perspective of 122 psychology students using a set of free associations about faculty abilities that are important to students in a qualitative pilot study. The relationship between age and research competence is an important topic for science and education policy, according to another approach to the elements impacting the lecturer's scientific research competence, as demonstrated by Lin's (2009) study. Using data from the US Higher Education Survey, this study looked into the relationship between age and research capacity. The study discovered a positive association between age and research competence, as well as a favorable relationship between gender, area of specialty, university reputation, and place of birth of lecturers.

The USSH, VNU-HCM, initially provided an outline of the university's scientific research activities as part of its aim to become a research university. However, no research on the features of lecturers' scientific research competence at USSH or VNU-HCM has been discussed in detail. As a result, this study was carried out with the goal of analyzing the fundamental theoretical issues of the lecturers' scientific research competence and applying the theoretical foundation to analyze the characteristics of the scientific research competence of the lecturers at the USSH, VNU-HCM. The findings shed light on the distinguishing characteristics of

lecturers at the USSH and VNU-HCM over the past two years.

2. Literature Review

In recent years, corporations and organizations have concentrated their research on competency frameworks and their use in human resource management. Several studies have looked into specific sets of competencies for certain target groups, such as competency frameworks for Vietnamese business leaders. Le et al. (2015) address the topics of capacity theory, competency framework, and capability of Vietnamese leaders, specifically in leadership development and managing the public administration area of the Northwest region. In Vietnam, the competency-based human resource development model for leadership and public administration management is seen as a promising paradigm. The authors conducted their research by interviewing human resources directors and managers from two representative provinces in the north of Vietnam.

The findings of the research have highlighted the urgent need to construct a development competence framework based on the global competence framework, as well as the situations in Vietnam and the features of the North area. The proposed competence framework highlights the ability to comprehend geopolitical, cultural, and economic issues in the Northwest region as well as the public administration sector's leadership, management, and administration competencies. The competency framework for leadership and public administration managers in the Northwest region is divided into five categories. There is self-management capacity, executive management capacity, and public administration management capability.

According to international practices, a group of competencies based on current legislation, a group of professional and professional competencies based on position and title, and a group of competencies based on Northwest features (1) general standards (qualities, political theory, education, foreign languages, experience); (2) professional competence; (3) capacity

to understand the reality of Ha Giang; (iv) executive leadership capacity; and (v) self-management capacity are included in the competency framework for the position of head of the administrative reform department. On a scale of 1 to 5, each criterion is defined.

Capacity theory, competency framework, competency framework structure, and competency framework application in human resource management activities were all discussed by Ngo (2015). At the same time, the author makes recommendations for how to develop and apply a competency framework within the organization. According to the author, the competency framework is a useful instrument for recruitment, performance management, human resource development, and, eventually, improving the efficiency of the entire organization. Pham (2021) conducted another study that looked at the meaning of the term “competence,” the competency framework, and its use in management and human resource development. As a result, public servant capability is a major consideration in civil servant recruiting, planning, and rotation.

The proposal “Application of the competency framework for civil servants in Da Nang City” also went over the core ideas of the competency framework, the levels of competence, and the competency framework for applications. The foundation for training, fostering, planning, and appointment is job placement, recruitment, and evaluation of results. It is a term used to describe the combination of knowledge, abilities, attitudes, and personal attributes required to perform a task well. The competency framework for civil servants in Da Nang city was developed to concretize this content according to the provisions of Decree No. 36/2013/ND-CP dated April 22, 2013, of the Government on employment positions and the structure of civil servant ranks and Circular No. 05/2013/TT-BNV dated June 25, 2013, of the Ministry of Home Affairs guiding the implementation of Decree No. 36/2013/ND-CP. This competency framework is one of the scientific human resource management tools, helping to orient the qualities and competencies required in civil servants to achieve the goal of accelerating the reform of the civil service regime and creating a new public administration “professional, responsible, dynamic, transparent, and efficient” in Da Nang city. The competency framework will be used as a guide for all civil servants in different professions, fields, positions, and jobs with the common goal of helping the City People’s Committee develop and implement the correct and feasible policies and provide better public services to the people (People’s Committee of Hoa Vang District, Da Nang City, 2014).

According to the approach of building a competence framework as an assessment tool including specific criteria, the research has analyzed the criteria and standards to evaluate the competence of lecturers in general and the competence of scientific research in general. There are a number of typical competency frameworks, such as those in the evaluation of lecturers

at the People’s Police University. Vo (2014) has also proposed developing criteria for evaluating lecturers at the university. The article has analyzed the basic concepts of assessment and assessment objectives for lecturers at the university and proposed a set of standards and criteria for evaluating lecturers.

In many fields, the concept of competence is used, and there are many approaches. In the field of education, the concept of competence is used very commonly. For example, teachers often refer to teaching capacity, research capacity, professional capacity, community service capacity, etc.; for learners, including learning ability, self-study ability, professional capacity, etc. From the perspective of applying to each different career title in each field, we also focus on different types of competencies, for example, management capacity, leadership capacity, entrepreneurial capacity, etc.

Competence in Latin means “fitness” (Bueno & Tubbs, 2004). Boyatzis (1982) defines competencies as basic characteristics of an individual that are demonstrated by performing outstandingly and effectively. In other words, competence represents an individual’s ability or ability to do a job. Competence has five basic attributes, including motivation, personal characteristics, social roles, attitudes or values, knowledge, and skills.

When designing and describing a capability, there are typically three parts: the definition of the capability, the intended use of the capability, and the levels of the capability. The section on the definition of competence will describe, in the most general terms, what a competency is. The intended use section will answer the question of why this organization or job needs this competency or why it is important (Ngo, 2015). Each specific capacity will include levels of competence. Each level will be specifically described as a set of behaviors, where the latter level includes the competencies of the previous level. The number of degrees of each capacity depends on the complexity of the described behaviors. Usually, each ability can have from 3 to 7 levels, depending on each capacity. Each position will have different level requirements, and thus the position will have different levels of excellence. For each ability level, the minimum level is the lowest level, and then the levels increase gradually until they reach the highest level, which is the excellent level. The lowest level is considered the minimum level that must be built to ensure that all professional titles in a specific agency, organization, or unit must be achieved. Next, the level of excellence needs to show an individual’s outstanding ability, which is different from the rest of the levels. The higher the level, the more benefits it shows in the appointment, planning, and development of personnel.

From the point of view of the Office of Personnel Management in the United States, competence is understood as a measurable characteristic expressed in knowledge, skills, attitudes, and necessary qualities that are required to complete a task and is what makes an

individual more productive than others. The competency framework is a table that describes the combination of knowledge, skills, attitudes, and characteristics that an individual needs to do well in a job, which includes:

- Knowledge refers to information, facts, and rules in a field that have been learned at university or accumulated through practice, documentary sources, or experts.
- Skills describe the special abilities or abilities of an individual or many aspects that are used to solve a real-life situation or job.
- Attitude describes how you view your job, duties, co-workers, and community, which governs the behavior, behavior, and sense of responsibility of the staff.

The structure of the competency framework usually includes three main groups of competencies:

— *Common/core competency group*: This includes the necessary competencies for all positions. Core competencies are determined based on the organization's strategy and core values.

— *Competency group/specialty*: An individual's knowledge and skills in a specific area of expertise are needed to complete a job. They are specific to the job position or department that an individual needs to have to take up that position.

— *Group of management/leadership capacity*: These are requirements for jobs of a managerial nature, including planning, organizing, coordinating resources (budget, people, etc.), monitoring, and evaluating work. Depending on the complexity, level, and scope of management, each title has different requirements for management capacity standards.

According to the career approach, competence in a certain occupational field is the ability to perform activities (tasks and jobs) in the industry according to the standards set for each of those tasks and jobs. Competency includes the skills, knowledge, and attitudes required for a person to perform effectively in a specific task or job in a specific profession at various levels, such as the capacity of the entire profession, the capacity of the occupational department, and the capacity in each job in the profession.

Competence can be divided into the following three levels: (i) competence is the successful completion of a specific activity (lowest level); (ii) talent is the ability to solve theoretical and practical problems creatively and create values in life; and (iii) genius is the outstanding completion of a specific activity (highest level). On the basis of different definitions of competence, in order to understand fully and appropriately, competence is understood as a combination of knowledge, skills, attitudes, and behaviors that each person needs to have to effectively perform a particular task. This is the factor helping an individual work and achieve efficiency, which makes the difference in work efficiency between people with good achievements and those with average achievements, as well as those with

no outstanding achievements. Thus, a competent person is considered a person capable of achieving certain results in the performance of a task.

Thus, it can be seen that each job will require an individual's knowledge, skills, attitudes, and behaviors to achieve the set goals and fulfill their roles well. This set of competencies is expressed at different levels. The specific criteria for each type of capacity are called the competency framework. In other words, a competency framework is an effective support tool in human resource management, including recruitment, training, fostering, evaluation, classification, planning, team development, and developing human resource policies in organizations, including higher education institutions. In particular, in higher education, the lecturers' scientific research capacity is considered one of the necessary and important competencies. Most of the research focuses on the lecturers' capacity, which includes the lecturers' scientific research capacity.

The capacity framework has been a popular capacity management model in the world since the 1990s. In Vietnam, the research and application of the competency framework has been focused since 2013. A competency framework is a description of the necessary and sufficient competencies to successfully perform the job of a position, of a group, of a unit, or of the whole organization. Competency frameworks can be described in many ways, one of which is to describe behaviors revealed during job performance. Often, a competency framework is described as being associated with a specific title or role. The competency framework is the basis for recruiting, evaluating, training, fostering, and developing the capacity of the person in charge of the job.

A competency model, also known as a competency framework, is a list of the skills and abilities required to properly do the job of a position, a group, a unit, or the entire organization. A competency framework is a structural framework of standards and competency criteria that reflects the tasks, obligations, and roles of lecturers in order to meet the requirements of university job positions (Mathews, 2007). The competency framework outlines the knowledge, skills, abilities, and behaviors required to execute the job, as well as the proficiency levels indicated by the behavioral indicators. Behavioral indicators are classified into three categories: basic, excellent, and expert.

The COID competency framework model was developed and based on the application that simulates the principle of "training according to social needs" of MIT University (USA) named CDIO, explaining that all training programs must be towards equipping knowledge (conceive) and skills in operating a tool (operate), or applying it to solve problems (implement), or design (design). The principle of describing the component of competence termed COID is the synthesis of the model of a competency including knowledge and/or skills proposed by the OCD consultant: where C (conceive) is knowledge, and OI D

(operate – implement – design) are different sorts of skills in a capacity (Department for International Development, 2010). There are three basic components to each core competency group:

— *Competency*: “Core competency” is the title or name of a core competency, such as the ability to communicate with others.

— *Competency descriptor*: It is a strategy for identifying and evaluating core competences, as well as definition and interpretation. Individuals' ability to communicate, for example, is measured by how well they express information and ideas to ensure that the audience knows and comprehends them.

— *Behavioral indicators* are examples of how a person exhibit competence. Listening skills, the ability to speak clearly and precisely, and the ability to write and use words are all examples.

Similarly, many businesses use the ASK competence model to help them minimize time and cost by concentrating on three major factors:

Knowledge: self-taught, self-researched, or self-acquired through experience.

Abilities: the ability to deal with real-world situations using skills that have been rehearsed and executed several times.

Attitude: Work, tasks, coworkers, and the community are all viewed through the lens of attitude.

3. Materials and Methods

3.1. Participants

The survey sample includes 245 lecturers from the USSH, VNU-HCM faculties. The results are described in Figure 1. Lecturers participate in the survey in the largest percentage (62.0%), followed by senior lecturers (19.2%), and supper senior lecturers in the lowest number (18.2%).

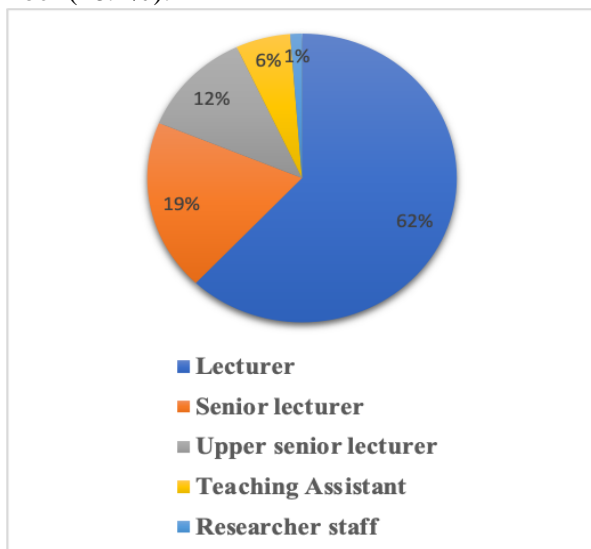


Figure 1. Demographic profile of the respondents

3.2. Data Collection Method

In this study, data was collected and evaluated using both quantitative and qualitative methodologies. A questionnaire was used as a research method. There

were 15 questions, divided into two portions. The survey's content is covered in the first section, which includes motivation, awareness of lecturers' research activities, competency, and personal characteristics; the context for conducting research activities; procedures and budget for research activities; self-evaluation of lecturers' research competence; necessary components of lecturers' research competence; and the lecturers' proposal for improving the quality of research activities. The second stage entails compiling demographic information about lecturers, such as titles, qualifications, specializations, working units, and positions.

This approach aims to evaluate the USSH, VNU-HCM lecturers' capacity for conducting scientific research. The discussion then evaluates study findings and suggests solutions for improving the lecturers' competence for scientific research at the USSH, VNU-HCM.

3.3. Data Processing Method

The questionnaire was distributed to the lecturers in two formats: an online version and a paper version. A total of 245 valid questionnaires were collected. Personal interviews and survey are conducted simultaneously. The method's goal is to gather information about the university's leadership's views on lecturers' research capacity, the university's development orientations in creating the lecturers' research capacity framework, and support solutions. Lecturers' research capacity should be improved. At the same time, the interview's goal for lecturers is to gather information on the lecturer's perception of scientific research duties and to determine the lecturer's research capacity. Depending on the setting of the interview, the interview length can range from 20 to 30 minutes.

Interview methods, such as face-to-face interviews, telephone interviews, and some face-to-face interviews, must be scheduled and adaptable in advance, depending on the specific settings. Each interview lasted somewhere between 15 and 30 minutes (face-to-face interviews). To ensure the study's credibility, we picked some important data and data from the USSH, VNU-HCM. The data results were quantitatively analyzed using SPSS software, and the conclusions were analyzed using a combination of quantitative and qualitative methodologies.

During the first semester of the 2021-2022 academic year, data will be collected from October to December.

4. Results and Discussion

4.1. The Current State of Research Outputs at University of Social Sciences and Humanities, Vietnam National University Ho Chi Minh City

With the vision of being a research-oriented university, following the modern model of a world university, USSH, VNU-HCM is focusing all efforts to strive to implement the university's development strategy, focusing on improving training quality

according to national and international standards to quickly become a leading research university in social sciences and humanities in Vietnam, contributing to making VNU-HCM a university that can compete with prestigious universities in the region and in the world. The university's long-term development goal is to innovate and grow in the direction of becoming a "research university" with innovations in university administration, training, and scientific research. To serve the community and society, the essential necessity is to combine teaching and learning with scientific research, training, and scientific research. This is also part of VNU-HCM's goal to integrate into regional and international countries' education and training operations, providing the country with high-quality human resources in the context of integration.

The USSH, VNU-HCM now offers 58 undergraduate training programs. The university's training activities have accomplished numerous great accomplishments throughout the years, contributing to the university's national and international prominence. The university has trained and offered a sizable number of university-educated people to society, assisting in the development of high-quality human resources for the southern area in particular and the country as a whole. This high-quality human resource is providing practical and successful contributions to the country's overall growth in a variety of functions and positions. The university offers numerous benefits and strengths in this regard, as well as many challenges and restrictions in the training process.

According to staff figures as of June 30, 2021, the USSH, VNU-HCM currently employs 901 individuals (576 lecturers, or 63.9%; 325 employees, or 36.1%), including 525 lecturers (58.3%), 11 researchers (1.2%), and 365 experts and training staff (accounting for 40.5%). Whereas lecturers with PhD and doctoral degrees in science, including professors and associate professors, number 248 (or 47.2%); lecturers with master's degrees number 276 (or 52.6%); and foreign lecturers with bachelor's degrees number only 1 (0.2%).

The USSH, VNU-HCM provide many training activities, cultural exchanges, and scholar exchanges with researchers, lecturers, PhD students, graduate students, and students from different countries. The university has increased its focus and investment in foreign publishing over the last five years (2015–2020).

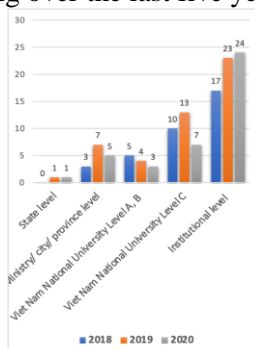


Figure 2. Statistics on science and technology tasks at all levels from 2018 to 2020

From 2018 to 2020, the numerous bar charts above indicate the mix of scientific and technology tasks at all levels. The results of conducting scientific and technology tasks at the state, ministry/city/province, and Vietnam National University Levels A, B, C, and institutional levels are depicted in the graph above. The number of scientific research projects has increased at all levels, from an average of 30 subjects per year (2015–2017) to 44 topics per year (2018–2019), with the number of state-level projects, at the provincial and national university levels, increasing by 50% in 2019.

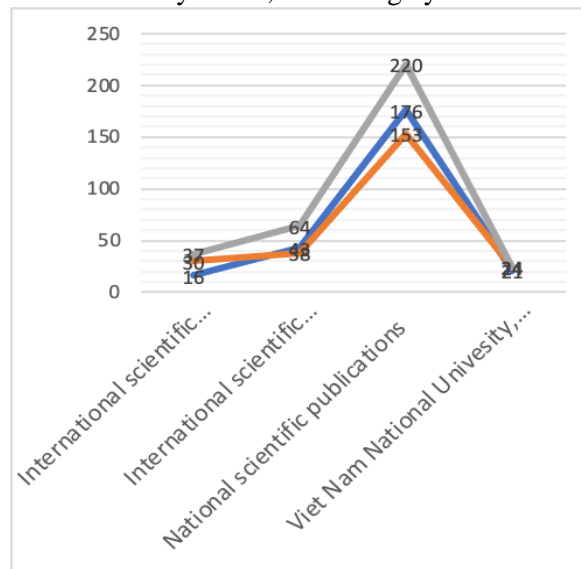


Figure 3. Statistics on national and international scientific publications from 2018 to 2020

Between 2015 and 2020, the number of scientific articles published in international journals has increased considerably (from 46 in 2015 to 66 in 2019), with the number of publications in ISI, and Scopus catalogs increasing from 2 to 30.

Regarding the policy of supporting scientific research activities of lecturers, the university also has a policy of supporting lecturers whose scientific products have been published, such as articles published in domestic and international journals, publication of books, textbooks, materials for teaching and learning, etc. The contents of rewards for encouraging lecturers to publish science are publicly and widely disseminated to lecturers in the Regulation on Collection and Acceptance.

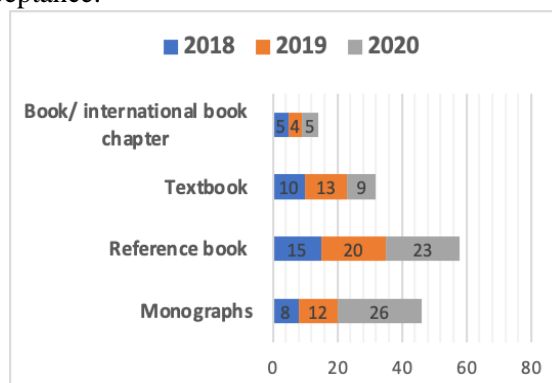


Figure 4. Statistics on international and national books from 2018 to 2020

In addition, the number of books/book chapters published internationally is maintained steadily for three consecutive years, with 4-5 book chapters published annually.

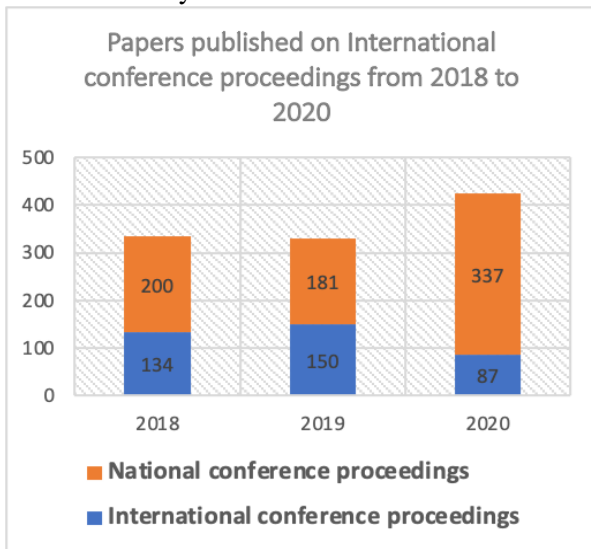


Figure 5. Statistics on Papers published as international conference proceedings from 2018 to 2020

In general, science and technology activities in recent years at the USSH, VNU-HCM have changed significantly in both quantity and quality. These results are obtained from the collective efforts of the university to promote scientific research activities to realize the common vision of VNU-HCM towards being a research university. Initially, a number of key research groups towards domestic and international publication have been formed, and student scientific research has gone into depth on a number of topics directly related to Industry 4.0 initiatives.

4.2. Factors Affecting the Lecturers' Research Competence

Lecturers' scientific research activities are influenced by a variety of factors, which include their motivation and awareness of scientific research activities; their capacity and personal characteristics; the context and environment in which they conduct research; and the processes, procedures, and funding resources to assist their scientific research activities.

Table 1. Factors affecting the lecturers' research competence at the USSH, VNU-HCM

Group of factors	Affecting factors	
Motivation, awareness of conducting research	It's a personal preference	ĐC1
	It's the lecturers' responsibility.	ĐC2
	It aids in the comprehension of theory and practice.	ĐC3
	Serving teaching, improving the university's reputation	ĐC4
	Increase income	ĐC5
	An opportunity to connect researchers and experts	ĐC6
	Promotional, training, and developing opportunities	ĐC7
Competence and personal characteristics	Experience in scientific research and professional capacity	NL1
	Time and the habit of carrying	NL2

Context/environment	out scientific research	
	Possibility of collaboration in research	NL3
	Other factors (age, gender, health, economic status, etc.)	NL4
	Regulations governing the university's scientific research activities	MT1
Procedures, budget for research	Development strategy to become a "research university"	MT2
	Libraries, as well as other information resources for conducting research.	MT3
	Equipment and facilities	MT4
Procedures, budget for research	Funding for the implementation of research	KP1
	The university's reward, encouragement, and support for scientific research.	KP2
	Administrative procedures (publishing, review, acceptance, technology transfer, etc.)	KP3

Firstly, the group of factors on motivation and awareness of lecturers towards scientific research activities includes factors such as personal preferences of lecturers, which are mandatory tasks of lecturers; a condition to help lecturers better understand the theory and practice of their profession; serving teaching activities, contributing to improving the teaching quality and training reputation of the university; It is an opportunity for lecturers to connect with researchers and experts in the same field; it is an opportunity for lecturers to be recognized, improve their capacity to be promoted, and an opportunity to participate in training and fostering programs to improve the research capacity of lecturers, in particular, the capacity of lecturers to improve the research capacity of lecturers in general.

Secondly, the lecturers' scientific research activities are influenced by a number of aspects related to their capacity and personal characteristics. Professional capacity, scientific research experience of lecturers, time and habit of lecturers conducting scientific research, the faculty's ability to collaborate in scientific research, and other factors such as age, gender, health, and economic status of lecturers are all part of this group of factors.

Thirdly, the lecturer's scientific research context and environment are also a group of factors affecting the lecturers' research activities. These include university regulations on scientific research activities, a development strategy to become a "research university", libraries and reference sources for conducting scientific research, facilities and equipment for lecturers' scientific research activities, and financial sources and funds to support scientific research.

According to the statistical results, among the factors on the awareness and motivation of lecturers for scientific research activities, lecturers find that participating in scientific research activities is an imperative task (the mean value is 4.2). Increasing income has the least impact on lecturers' scientific research activity (mean value is 3.02).

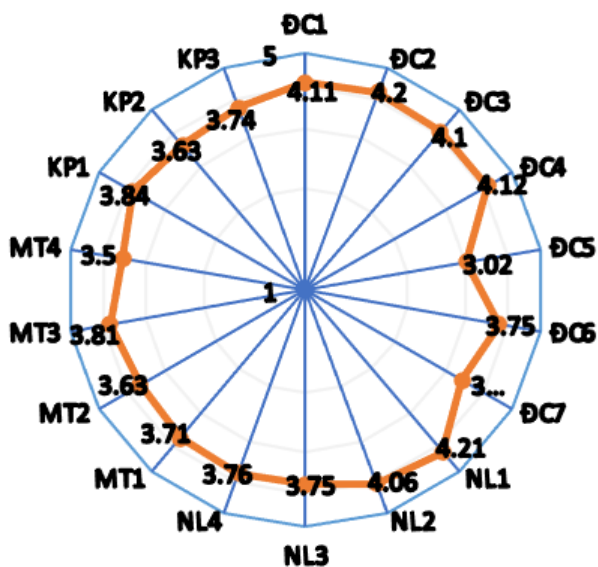


Figure 6. Factors affecting the lecturers' research competence at the USSH, VNU-HCM

Personal preference, assisting in the better understanding of professional theory and practice, serving teaching, and enhancing the university's reputation all have an impact on lecturers' scientific research activities (average value is about 4.1). A variety of elements influence lecturers' scientific research activities, including professional capacity, scientific research experience (the average value is 4.21), and the time factor, as well as the lecturer's habit of conducting scientific research (the mean value is 4.06). These are the two factors that have the most impact on lecturers' scientific research efforts. Meanwhile, faculty members' ability to collaborate in scientific research had the least impact on their academic success (mean value of 3.75).

4.3. The Necessity of Building a Research Capacity Framework of Lecturers in Human Resource Management

The management and evaluation of lecturers, which have always been a source of concern in universities, has gradually become a focus in recent years, while the competency framework application is widely and effectively used in management, training, recruitment, evaluation, and staffing in businesses. Universities also use the competency framework to evaluate the quality of admissions work, define training program output standards for learners, and compare the output quality of learners during the training process. In addition to lecturing, lecturers are expected to complete research projects and other work as assigned by the unit. As a result, the research capacity framework is extremely important for the university's human resource management, particularly for the teaching staff.

In terms of the competency framework's general application, past research has demonstrated that it may be utilized as a basis for hiring qualified managers and staff, as well as an important foundation for developing program planning for leaders and managers. It is a

crucial foundation for developing a performance and compensation management system for managers and leaders in organizations, as well as for training and retraining plans, identifying training needs, and content of training programs to develop managers and leaders (Ngo, 2015).

There are some difficulties in assessing the capacity of lecturers, such as a lack of specific evaluation criteria, evaluation criteria that do not fully measure the capacity of lecturers, or a lack of performance indicators, stemming from the actual requirements of recruitment, training, fostering, evaluation, and classification of officials and employees in universities today.

To begin with, the research competency framework is an important criterion for recruitment of lecturers. The recruitment department can employ the competency framework as a basis for recruiting lecturers in keeping with the university's development strategy. The competency framework will serve as a foundation for the university to determine suitable competencies for each lecturer to take on and perform well; to develop an appropriate academic staff selection process, and to develop interview questions in the recruitment and selection process for lecturers for each position.

"The competency framework will be used by the university to assess which skills are appropriate for each lecturer to take on and successfully complete. It's also utilized to create a suitable academic staff selection process, as well as interview questions for lecturers in the recruitment and selection process for each position".

Furthermore, when reviewing and evaluating candidates for lecturer positions, the university can determine each candidate's capacity for the position of lecturer, enabling it to discover potential candidates' strengths and weaknesses. You can identify people who are constrained in their ability to improve and polish their skills. On this basis, the university can select lecturers with good scientific research ability as well as promising lecturers who can develop research capacity in accordance with every university's development strategy.

Second, the framework for research capability is regarded as an essential component of lecturer training and development. The university can identify training and retraining needs, training program content, foster the development of the teaching staff, and identify the gap between the lecturer's existing scientific research capacity and the expected competence as required by the lecturer's title based on the actual capacity of each lecturer and compared to the competency framework, including specific standards.

"The university needs to have a plan to train and foster scientific research skills for young lecturers who do not have much research experience; should have policies to attract experts in the fields of social sciences and humanities to collaborate with the university,

increase the number of international publications in prestigious journals, and increase university rankings.”

The university will have to identify the requirements and competency levels of each title of lecturer, senior lecturer, and upper senior lecturer while developing a research competency framework for lecturers. These qualifications and degrees, in particular, are not only appropriate for the title of lecturer, but also predict the development orientation and competence of lecturers as senior lecturers and upper senior lecturers. This will be important to close the gap created by a lack of required lecturer competencies, such as knowledge, skills, and attitudes, and to improve the faculty's scientific research potential.

Third, the research competency framework is a valuable and useful tool for evaluating lecturers, assessing their capacity in general and scientific research capacity in particular, in order to determine the lecturers' potential factors and the degree of completion of the objectives set for them in comparison to their requirements for assigned tasks and the university's development orientation. The lecturer research capacity framework is a collection of criteria for measuring and evaluating lecturers' capacity in scientific research activities. The institution must have an appropriate assessment competency framework in place to assess lecturers' research capability in particular and their ability to complete duties in general. In that case, the capability framework will incorporate appropriate criteria and indicators. As a result, the lecturer's competence to conduct research will be assessed in accordance with the university's criteria. Creating a competency framework to help orient, compare, and contrast each lecturer's required abilities with their actual capacity.

“At the moment, the university is pushing and supporting international publication, which is the ideal direction for the university to pursue in order to fulfill its aim of being a research university. On the other hand, the institution should encourage new lecturers who are not yet ready to publish internationally to do so in domestic journals”.

Another viewpoint is as follows:

“Associate professors make up a large portion of today's lecturers. Professors at the university don't have a lot of scientific publications, so policies should be put in place to encourage or persuade associate professors and professors to have international publications; increase remuneration to cover the costs of scientific publication; and the costs of publishing articles in international journals.”

Fourth, the university's research capacity framework is used to create a preference regime, or a policy that rewards, encourages, and motivates academics. At the university, a framework and policy should be in place to recognize and motivate professors in a variety of ways, including both emotionally and physically. The research capacity framework will then assess each lecturer's capacity level based on scientific publications, allowing appropriate incentive systems to be implemented. For

example, lecturers will be awarded and paid to support public pay if they achieve the minimum requirements of annual research tasks and produce outstanding goods in terms of quantity and quality.

Currently, in order to enhance the university's scientific publication activities, a number of universities are recognizing and supporting lecturers who publish high-quality scientific papers in accordance with each university's appreciation standards. To ensure the success of this reward strategy, the university can create a research capacity framework for lecturers, allowing each individual and unit of the university to be proactive in achieving the research limit at a particular level while receiving help from the university. To ensure the success of this incentive program, the university can create a research capacity framework for lecturers, encouraging each individual and unit of the university to be proactive in fulfilling the research limit.

“The university should explore granting more funding to encourage lecturers to perform scientific research, as well as aiding lecturers in decreasing teaching hours, increasing research time, and providing opportunities for textbook writing. It is also suggested that the university make an immediate strategy to establish a separate publication (the National University Proposal permits this) to allow lecturers to publish more scientific research.”

Similarly, a lecturer mentioned:

“The university has to improve the development of young lecturers so that they can conduct scientific research,” says the lecturer. “A structure or method should be in place at the university to allow experienced elder lecturers to mentor and support younger lecturers in pursuing research.”

Fifth, the university uses the competency framework to establish a strategy for developing teaching faculty in order to meet the university's development goals. Clearly, the implementation of a research competency framework is critical not only for human resource management and as a foundation for evaluating and rewarding lecturers, as well as for the university's orientation and progress. When the competency framework is used and the faculty's capacity is not fully utilized, the university should consider revising the research competency framework to make it more relevant, as well as creating the necessary conditions to support, encourage, and motivate lecturers to achieve their full potential. The university can then figure out how the industry is developing.

“A strategy for collaborative research with lecturers in interdisciplinary areas of research is required, as well as the formation of research groups in each branch and major, active networking with experts in the same field at home and abroad, and the conversion of scientific research results into lecture hours suitable for lecturers with workforce capacity.”

Effective policies, plans, and an implementation roadmap are required for modern universities' strategic growth orientations, such as the USSH's development direction of becoming a research university. The

university's human resource management operations at the time necessitated the development of a scientific research competence framework for lecturers.

5. Implications

An overview analysis of the research situation on lecturers' research capacity frameworks around the world and in Vietnam, as well as the practical conditions of current universities, particularly the USSH, is crucial. This study contributes to the creation of a theoretical foundation for lecturers to construct a research competency framework by providing basic content. After identifying the context of lecturers' scientific research capacity, the university can create and deploy a competency framework based on the following roadmap:

Step 1: Standardize the structure, duties, and responsibilities of the organization, as well as job positions, job descriptions, and titles. Competencies are typically associated with the accomplishment of specific occupational tasks. It will be impossible to grasp which abilities are required to enable the person to perform the job and become superior if the list of work roles and job descriptions is not apparent when standardizing the company's structure, duties, and responsibilities.

"The university should have particular regulations for evaluating lecturers' scientific research performance according to their titles. There are special rules in place for lecturers who can just teach and have limited research capabilities. Many lecturers aspire to perform scientific research but are unable to do so due to their overburdening schedules. As a result, the university must study specific cases in order to appraise them appropriately, inspiring lecturers to work according to their own capacity and objectives while remaining consistent with the university's development strategy."

Step 2: Determine the capacity and capabilities of each employment position. The capacity assessment procedure must closely follow the roles and tasks. Each new position's outputs must ensure that the chosen competencies are appropriate and contribute to increased productivity. The simplest method is to conduct an internal survey or conversation about how frequently each competency is used and how important it is for specific positions. Clearly specify specific needs for each levels of professional titles, such as lecturers, senior lecturers, and super senior lecturers, so that a research capacity framework for lecturers can be constructed for each class of professional titles.

Step 3: Create research competence framework and dictionaries as a guide. The university can construct a competency framework using accessible competency frameworks and dictionaries that fully defines the capacity, describes the behaviors associated with the ability, and gives illustrations to establish the required capacity, behavior, and level. Meanwhile, the university might modify and supplement other standards in order to create a framework for lecturers' research

competence that is unique to each university.

Step 4: Define the content and components of the lecturers' research competency framework. As fundamental components of the research competency framework for lecturers, core competencies, capacity descriptions, and capacity indicators are included. The first is the core competency of scientific research capacity, which encompasses lecturers' knowledge, abilities, and attitudes toward scientific research activities, which are the essential competencies that define students' competence. In addition, each essential capability must be described in great depth. In addition, capacity indicators should be used to depict lecturers' scientific research capacity framework.

The competency framework includes a variety of competency levels that describe the breadth and depth of knowledge, skills, and attitudes that make up a capacity. The number of degrees of each capacity is determined by the complexity of the acts specified. For example, the levels for completing a research task could be expected to contain a minimum of 5 levels. While developing a research competency framework for lecturers, universities may look into other connected issues (Table 2).

Table 2. Competency level descriptions (Le et al., 2015)

Level	Descriptions of competence levels
Level 1	Indicates that the person is proficient at the elementary level. If they are guided, people at this level can use their abilities in some easy situations.
Level 2	Indicates a basic level of proficiency. Individuals of this level, given enough instruction, can put their skills to use in a range of challenging situations, most of which are commonplace.
Level 3	Suggests a reasonable level of expertise. Individuals at this level can use their skills in the majority of situations without the need for training.
Level 4	Demonstrates a high level of competence. Individuals at this level are capable of using their knowledge in new or changing environments, as well as training others to go from level 1 to level 3.
Level 5	Exhibits expert-level expertise. Individuals at this level are capable of applying their skills in a range of difficult situations and coming up with innovative solutions.

Firstly, professional competence based on grade standards and professional competence based on job position have a lot in common, thus they can be integrated into one.

"The university should develop young lecturers and assemble a team of experts in the social sciences and humanities." Many lecturers are currently experiencing a severe scarcity of experienced and qualified lecturers. In areas such as international publications, implementation, and topics, it is feasible to collaborate in research with both domestic and foreign lecturers.

Secondly, the advisory department—Human Resources and Organization Department, External Affairs and Scientific Management Department, and Scientific Management Department—can conduct the appraisal and develop a research capacity framework for each job position based on consultation to people in

similar positions and, if necessary, the opinions of the university's leaders. It should be emphasized that the capacity of the individual who now holds the post or who works under the contract for that role is simply a suggestion.

Third, in terms of training level, particular qualifications relating to the job position can be given by identifying a number of majors that are most suitable for the job position based on objective evaluation of the employee. When agency leaders and personal references are made to faculty members holding the post, the stated majors will be given priority when recruiting or appointing.

Fourth, on the basis of the capacity framework, it is suggested that a framework of scientific research capability of lecturers be built. It can be supplemented and altered based on the functions and tasks of each university unit and subject with your current role at work.

6. Conclusion

In conclusion, developing a research capacity framework for lecturers is one of the key steps in enhancing and improving lecturers' research capacity. Developing a lecturer's research capacity framework to aid the university in managing teaching staff (recruitment, use, training, appointment, evaluation, and assessment of lecturers), training, fostering, developing appropriate regimes and policies for lecturers, and assisting lecturers in self-assessment of their own capacity in the process of professional development. The construction of a research capacity framework is dependent on each university's development conditions and directions, in which case specific criteria for the faculty's scientific research capacity must also be appropriate. Feasibility Since then, the new research capacity framework has shown to be quite beneficial in terms of increasing research capacity.

7. Limitations and Further Study

The study was only completed within the boundaries of USSH, VNU-HCM within the implementation time frame. The study was also continued in order to get a more broad-based and comprehensive picture of VNU-HCM universities. Surveying and investigating on the research capacity of lecturers from different disciplines at VNU-HCM universities is highly required. The employment of the focus group interview method also aids in gathering research data in the investigations in another future study.

Acknowledgments

The research was funded by the Vietnam National University, Ho Chi Minh City (VNU-HCM) within the framework of Project Number "C2021-18b-02".

Authors' Contributions

The group of authors divided up the work necessary to create and complete the article, with Bui Ha Phuong

being the author who made the most significant contributions from the beginning to the end. Dr. Bui Ha Phuong, Dr. Bui Thi Thanh Dieu wrote the article's final draft, with assistance from Dr. Duong Minh Quang, an associate professor who examines and synthesizes documents. Dr. Bui Ngoc Quang and MA. Duong Thi Phuong Chi then edited the article's structure and content.

References

- [1] BOYATZIS, R. (1982). *The competent manager: a model for effective performance*. New York: Wiley. Retrieved from <https://www.researchgate.net/publication/247813294>
The Competent Manager A Model For Effective Performance
- [2] BUENO, C., & TUBBS, S. (2004). Identifying global leadership competencies: an exploratory study. *Journal of American Academy of Business*, 5(1/2), 80-87.
- [3] DEPARTMENT FOR INTERNATIONAL DEVELOPMENT. (2010). *DFID core competency framework*. Retrieved from https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/214008/competency-framework.pdf
- [4] DI BATTISTA, S., PIVETTI, M., MELOTTI, G., & BERTI, C. (2022). Lecturer Competence from the Perspective of Undergraduate Psychology Students: A Qualitative Pilot Study. *Education Sciences*, 12(2), 139. <https://doi.org/10.3390/educsci12020139>
- [5] LE, Q., TA, H.H., & MAI, H.A. (2015). Research and apply the competency framework to human resource development for leadership and management in the Northwestern public administration sector. *Science Journal of Vietnam National University*, 1, 6-18.
- [6] LIN, C.D. (2009). *Researches into Creative Talents and Creative Education*. Beijing: Economic Science.
- [7] MATHEWS, P. (2007). *University leadership development strategies: building leadership capacity in Victoria, Australia: a case study report for the OECD activity improving university leadership*. OECD.
- [8] NGO, N.Q. (2015). Retrieved from <https://ngoquynham.net/2015/07/19/khung-nang-luc-va-ung-dung-trong-hoat-dong-quan-tri-nhan-su/>
- [9] PEOPLE'S COMMITTEE OF HOA VANG DISTRICT, DA NANG CITY. (2014). Retrieved from <https://hoavang.danang.gov.vn>
- [10] PHAM, T.D. (2021). Managing civil servants by capacity to meet administrative reform requirements in Vietnam. *State Management Review*, 4, 17-21.
- [11] THE UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION. (2015). *Global Citizenship Education. Topics and Learning Objectives*. Paris: UNESCO. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf000023299>

3
[12] VO, D.T. (2014). Building Evaluation Criteria for Lecturers of the People's Police University. *Journal of Educational Administration*, 50, 37-40.

参考文献:

[1] BOYATZIS, R.

(1982). 称职的经理：有效绩效的典范。纽约：威利。取自https://www.researchgate.net/publication/247813294_The_Competent_Manager_A_Model_For_Effective_Performance

[2] BUENO, C., & TUBBS, S.

(2004). 确定全球领导能力：一项探索性研究。美国商学院杂志, 5(1/2), 80-87。

[3]

国际发展部。(2010)。英国国际发展部核心能力框架。取自https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/214008/competency-framework.pdf

[4] DI BATTISTA, S., PIVETTI, M., MELOTTI, G., & BERTI, C.

(2022)。心理学本科生视角下的讲师能力：一项定性试点研究。教育科学, 12(2), 139。
<https://doi.org/10.3390/educsci12020139>

[5] LE, Q., TA, H.H., & MAI, H.A.

(2015)。研究并将能力框架应用于西北公共行政部门领导和管理的的人力资源开发。越南国立大学科学杂志, 1, 6-18.

[6] 林, C.D.

(2009)。研究创新人才与创新教育。北京：经济科学。

[7] 马修斯, P. (2007年)。大学领导力发展战略：

澳大利亚维多利亚州的领导能力建设：经合组织提高大学领导力活动的案例研究报告。经合组织。

[8] 非政府组织, N.Q.

(2015)。取自<https://ngoquynham.net/2015/07/19/khung-nang-luc-va-ung-dung-trong-hoat-dong-quan-tri-nhan-su/>

[9] 岷港市和旺区人民委员会。(2014)。取自<https://hoavang.danang.gov.vn>

[10] PHAM, T.D.

(2021)。按能力管理公务员以满足越南行政改革的要求。国家管理评论, 4, 17-21。

[11] 联合国教育、科学及文化组织。(2015)。全球公

民教育。主题和学习目标。巴黎：联合国教科文组织。取自<https://unesdoc.unesco.org/ark:/48223/pf0000232993>

[12] VO, D.T.

(2014)。建立人民警察大学教师评价标准。教育行政学报, 50, 37-40。