

TEACHING QUALITY OF LECTURERS IN THE CONTEXT OF FINANCIAL AUTONOMY OF UNIVERSITIES IN HANOI

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Abstract:

The financial autonomy mechanism has given public universities in Hanoi the ability to manage finances and resources more proactively, make efficient use of the state budget that has been allotted, and increase extra-budgetary revenue by expanding their business, production, and career offerings. Nonetheless, there are several concerns about the quality of lecturers' instruction when it comes to public institutions' necessity for financial independence. With 138 survey questionnaires issued and 105 completed, the author obtained data from 46 public institutions, yielding a 76% response rate. The author then utilized SPSS software to evaluate the degree of effect of various variables on the caliber of instruction provided by lecturers at public universities in Hanoi. The findings indicate that the policy mechanism, management ability, lecturer qualifications, and facilities positively affect the degree of financial autonomy. Based on these findings, the author suggests some ways to enhance the financial autonomy mechanism for public universities in Hanoi in the future.

Keywords: influencing factors, teaching quality, financial autonomy.

1. Introduction

The education sector is undergoing comprehensive innovation, especially at the university level, to train a workforce with the qualifications and skills to meet the development requirements of the country. Therefore, universities need to be centers for training, scientific research, technology transfer, and knowledge export. The quality of teaching in general education and training, and the quality of teaching in universities in particular, is a basic and essential component that constitutes the quality of education at a university and is a factor that plays a very important role in the socio-economic development of a country because it directly affects the quality of human resources—the resource that is considered the most important today. Therefore, improving the quality of teaching is not only a concern of students and lecturers but also of the whole society.

Harvey et al. (1992), there are many ways to define quality in higher education because the definition of quality is "relative to stakeholders." Stakeholders here include students, employers, teaching and non-teaching staff, government and funding agencies, investors, auditors, and the community in general. Quality assurance is the planned and systematic review process of an organization or program to determine whether educational, scholarship, and infrastructure standards are being met, maintained, and improved. A range of factors influence the quality of higher education institutions, including vision and goals, the talent and expertise of the faculty, the quality of libraries and laboratories, access to the Internet, governance, leadership, and relevance. However, a higher education institution is only as good as the quality of its faculty; they are the heart of the organization that produces graduates, research products, and services for the institution, community, and nation (Hayward, 2006). Teaching quality has become an important issue as the higher education landscape continues to face constant change. Therefore, it is necessary to assess the level of influence of factors on the teaching quality of lecturers at public universities in Hanoi, thereby proposing some solutions to improve the teaching quality of university lecturers in the coming time, which is a problem with scientific and practical significance.

2. Overview of the study

Harvey and Green, 1993 Harvey, L., & Green, D. (1993) researched about teaching quality can be understood in a number of different ways. First, quality is excellence. Excellence is judged by the reputation of the institution and the level of its resources. The two go together: good resources give an institution a good reputation, and a good reputation attracts good resources. Second, quality is perfection. Third, quality is fitness for purpose. The quality of teaching is judged by how well it meets its objectives. Fourth, quality is measured by value for money. At the heart of the value-for-money approach to quality is the notion of accountability. Public services are expected to be accountable to those who pay for them and to their 'customers'. Fifth, quality is transformative value. Unlike other service industries, in education, the provider is doing something for the customer. This transformation is necessarily a negotiated and unique process in each case, and the same is true of research. Education is thus not a customer service industry but a transformative process for participants, whether students or researchers. By this definition, quality teaching is teaching that changes students' understanding and the way they apply their knowledge to real-world problems.

Nguyen Thi Phuong Thao¹, Vo Van Viet², (2017), researched about Factors affecting the teaching effectiveness of lecturers. The study was conducted with a sample of 176 lecturers from the University of Information Technology, Vietnam National University, Ho Chi Minh City. The aim of this study was to identify the factors affecting the teaching effectiveness of lecturers. Based on the surveyed, processed, and analyzed results, the study showed that the factors: feedback and students' results; colleagues; facilities; salary, bonus, and allowance in turn affect the teaching effectiveness of lecturers.

Adelabu, M. A., & Akinwumi, F. S. (2008) researched about Factors affecting academic quality in Nigerian universities.

This study identifies some key factors affecting the quality of the Nigerian university system, one of which is poor funding of the university, which has affected manpower and physical resource provision and poor student output. Other factors affecting quality investigated in this study are curriculum and teaching effectiveness. The study adopted a qualitative research approach. Primary and secondary data were collected and analyzed using inferential statistics such as regression analysis, chi-square, and t-tests. The results show that poor funding of university education has a multiplier effect on the quality of university education in Nigeria. The paper concludes by calling for government intervention in education, with a special focus on funding.

Obwogi, J. (2013) researched about Factors that affect the quality of teaching staff in universities in Kenya (dissertation). The study sought to establish the factors that affect the quality of teaching staff in universities. A descriptive survey design was adopted, with eight universities and constituent colleges considered for the study. Stratified random sampling was used, and a total of 120 questionnaires were administered. A total of 102 questionnaires were returned. The data was analyzed, and several tests were carried out using various statistical tools. The findings of the study indicated that human resource management (HRM) practices in universities remain the greatest challenge to quality. Some of the HRM practices, such as performance feedback and provision for training and retraining, are desirable. The capacity to apply HRM tools to driving university operations, such as performance-based management, reward, and motivation, is minimal. The findings also indicate a mismatch between government resource allocation and the increase in student enrollment. Capacity constraints in both established universities and constituent colleges continue to be evident. Teaching facilities are becoming overstretched, hence compromising quality, as noted in this study. Furthermore, the contribution of university teaching staff to society in terms of research and technology transfer is wanting. University teaching staff are not adequately facilitated to engage in research and publication. There is therefore a need to address the gaps in human resource management (HRM) as well as encourage the continuous professional development of teaching staff.

Adu, E. O., & Okeke, C. I. O. (2014) researched about Factors affecting lecturers' participation in continuing professional development (CPD). A case study design was used to investigate university lecturers' perceptions of the factors influencing their participation in continuing professional development (CPD). A survey questionnaire instrument was developed by the researchers to answer the two research questions posed. Forty lecturers were randomly selected from four faculties at BA ISAGO University College, Botswana. Descriptive statistics were used to analyze the results, and the results showed that university lecturers are more likely to participate in CPD if they perceive the content of such programs to be relevant and practical and if such programs provide lecturers with opportunities to share their ideas. It also showed that they are more likely to participate in CPD if they perceive such programs to be in line with the lecturers' self-identified needs. Conversely, inadequate resources to undertake the study, a lack of funds to pay for courses, a lack of focus and poorly structured content of CPD programs, and a heavy workload were found to hinder university lecturers' personal ability to participate in CPD. The study concludes that addressing the factors inhibiting CPD will lead to the active participation of lecturers in CPD programs. Recommendations are made on how the management of BA ISAGO University College can positively influence lecturers' continuing professional development.

Through an overview of research works on factors affecting the teaching quality of lecturers at public universities, the authors found that no research has focused on investigating the factors affecting the teaching quality of lecturers at public universities in Hanoi. Therefore, the authors found a gap in their research. The authors identified the following factors: the role of the state, human resource management, professional development of lecturers, and facilities.

3. Research method

With the research objective of identifying factors affecting the teaching quality of lecturers in public universities in Hanoi, the authors used quantitative research. The authors analyzed data on SPSS 22 software using the following tools: Cronbach's alpha to test the reliability of the scale; EFA exploratory factor analysis; correlation analysis; and regression analysis.

Currently in Hanoi, there are a total of 46 public universities, including 8 public universities belonging to the Vietnam National University, Hanoi, and 38 public universities under the management of state agencies. The number of questionnaires issued was 120 and sent to 46 schools; the number of questionnaires received was 94, reaching 78%. All the questionnaires received met the necessary information requirements. The number of variables in the study is 16, so the number of questionnaires received meets the requirements of the research sample. The survey subjects include lecturers in public universities in Hanoi.

Inheriting from previous theoretical studies, the proposed hypotheses are:

Hypothesis 1: The role of the state has a positive impact on the teaching quality of lecturers.

Hypothesis 2: Effective human resource management has a positive impact on the teaching quality of lecturers.

Hypothesis 3: Developing lecturers' professional capacity has a positive impact on the teaching quality of lecturers.

Hypothesis 4: Facilities have a positive impact on the teaching quality of lecturers.

The scales of this study are inherited from previous studies. The scale details are shown in Table 1. The questions use a 5-point Likert scale. 1: strongly disagree; 2: disagree; 3: normal; 4: agree; 5: strongly agree.

Table 1. Scale description table

No	Factor	Code	No. Variables
1	Staff Professional Development	PCL	3
2	Human Resource Management	HRM	4
3	Role of Government	RST	3
4	Physical Facilities	FAE	3
5	Teaching Quality	TQA	3

4. Research results

4.1 Evaluate the reliability of the scale

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Cronbach's Alpha = .743				
PCL1	7.09	.724	.572	.630
PCL2	7.09	.788	.570	.633
PCL3	7.19	.802	.530	.678
Cronbach's Alpha = .794				
RST1	7.71	.852	.726	.620
RST2	7.65	1.026	.572	.784
RST3	7.55	.895	.619	.740
Cronbach's Alpha = .686				
HRM1	10.77	1.601	.357	.692
HRM2	10.81	1.296	.615	.517
HRM3	10.84	1.576	.480	.616
HRM4	10.86	1.540	.439	.640
Cronbach's Alpha = .747				
FAE1	7.56	1.109	.560	.680
FAE2	7.46	1.025	.553	.688
FAE3	7.45	.981	.612	.617
Cronbach's Alpha = .647				
QA1	7.33	.740	.514	.468
TQA2	7.44	.829	.382	.653
TQA3	7.28	.826	.482	.519

The results of the analysis of the factor groups Role of the State, Development of professional competence of lecturers, Human resource management, Facilities, Teaching quality show that the Cronbach's Alpha coefficients of the scale are .794, .743, .686, .747, .647, respectively. These coefficients are all greater than 0.6, and the total variable correlation coefficients of the observed variables in the scale are all greater than 0.3. Therefore, all observed variables are accepted and will be used in the subsequent factor analysis.

4.2 Exploratory factor analysis

The authors included 4 factors in the EFA analysis to analyze the convergent validity and discriminant validity of these factors. According to the data in Table 3, the KMO coefficient = 0.579 > 0.5, proving that the study has enough observed variables to constitute a factor. The significance level Sig. = 0.000 < 0.05% shows that the Bartlett test is statistically significant and that the analysis of the factors is appropriate.

Table 3. KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.579
Approx. Chi-Square		427.592
Bartlett's Test of Sphericity	df	78
Say.		.000

Table 4. Rotated Component Matrixa

	Component			
	1	2	3	4
RST1	.878			
RST2	.812			
RST3	.778			
HRM2		.871		
HRM4	-.307	.650		
HRM1		.629		
HRM3		.626		
FAE3			.843	
FAE2			.788	
FAE1			.744	
PCL3				.825
PCL2				.782
PCL1				.778

Table 5. Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.967	22.821	22.821	2.967	22.821	22.821
2	2.392	18.402	41.223	2.392	18.402	41.223
3	1.708	13.137	54.360	1.708	13.137	54.360
4	1.497	11.516	65.876	1.497	11.516	65.876
5	.942	7.243	73.119			
6	.764	5.880	78.999			
7	.639	4.915	83.914			
8	.563	4.331	88.245			
9	.469	3.609	91.854			
10	.342	2.635	94.488			
11	.312	2.403	96.891			
12	.293	2.253	99.144			
13	.111	.856	100.000			

The results of the EFA analysis with the Eigenvalues > 1 criterion show that 4 factors are extracted with a total variance of 65.876% (>50%). All factor loading coefficients of the factors >0.5. The variables all satisfy the convergent validity and discriminant validity, so the scales all have high values for evaluating the corresponding variables.

4.3 Multivariate regression analysis

The results of the Pearson correlation test sig between the 4 independent variables RST, PCL, HRM, FAE and the dependent variable show that only 3 independent variables, PCL, HRM, FAE, have sig all less than 0.05. Thus, there is a linear relationship between these independent variables and the dependent variable FIA.

Table 6. Correlations

	TQA	RST	PCL	HRM	FAE
TQA Pearson Correlation	1	.314**	.045	.303**	.384**
Sig. (2-tailed)		.002	.667	.003	.000
N	94	94	94	94	94
PCL Pearson Correlation	.314**	1	.043	.144	.205*
Sig. (2-tailed)	.002		.684	.166	.047
N	94	94	94	94	94
RST Pearson Correlation	.045	.043	1	-.198	.011
Sig. (2-tailed)	.667	.684		.056	.920
N	94	94	94	94	94
HRM Pearson Correlation	.303**	.144	-.198	1	.248*
Sig. (2-tailed)	.003	.166	.056		.016
N	94	94	94	94	94
FAE Pearson Correlation	.384**	.205*	.011	.248*	1
Sig. (2-tailed)	.000	.047	.920	.016	
N	94	94	94	94	94

4.4 Regression analysis

The results of the linear regression analysis are shown in Table 7. The adjusted coefficient of determination R square = 0.217 shows that the independent variables explain 21.7% of the variation in the dependent variable. Table 7 also provides the Durbin–Watson value to assess the phenomenon of first-order autocorrelation. The DW value = 1.860, which is between 1.5 and 2.5, so the result does not violate the assumption of first-order autocorrelation. The ANOVA table shows the results of the F test to evaluate the hypothesis of the adequacy of the regression model. The significance value of the F test is 0.000 < 0.05, so the regression model is adequate. The Coefficients table shows that the VIF coefficient is < 2, so there is no multicollinearity. Thus, it can be concluded that the model fits the actual data.

**Table 7. Results of regression analysis
Model Summaryb**

Model	R	R Square	Standard Error of the Estimate	Std. Error of the Estimate	Durbin-Watson
1	.492a	.242	.217	.36449	1.860

a. Predictors: (Constant), FAE, RST, HRM

b. Dependent Variable: TQA

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.816	3	1.272	9.575	.000b
	Residual	11.957	90	.133		
	Total	15.773	93			

a. Dependent Variable: TQA

b. Predictors: (Constant), FAE, PCL, HRM

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.184	.480		2.468	.015
	PCL	.226	.094	.226	2.400	.018
	HRM	.211	.101	.199	2.090	.039
	FAE	.247	.083	.288	2.994	.004

Dependent Variable: TQA

The results in Table 7 show that the values in the Sig column of the variables PCL, HRM, FAE are all <5%, proving that the 3 independent variables all have a statistically significant impact on the dependent variable. The relationship between the variables is expressed by the following equation:

$$FIA = 0.288 * FAE + 0.226 * PCL + 0.199 * HRM$$

5. Conclusion

The results of the Pearson correlation test and linear regression analysis accepted the three hypotheses. Facilities have a positive impact on teaching quality; the regression analysis results show that Sig. = 0.004 (<0.05), there is a positive relationship between facilities and teaching quality. The author's research results on this factor show that it is the factor with the strongest influence on the teaching quality of lecturers at public universities in Hanoi ($\beta = 0.288$). This is entirely consistent with the reality that lecturers find it difficult to improve the quality of teaching in limited facilities.

The development of lecturers' professional competence has a positive impact on the teaching quality of lecturers; the regression analysis results show that, with Sig. = 0.018 (<0.05), there is a positive relationship between professional competence development and teaching quality. The author's research results on this factor show that it is the second most influential factor ($\beta = 0.226$).

Human resource management positively affects teaching quality. The results of the regression analysis show that, with Sig. = 0.039 (<0.05), there is a positive relationship between human resource management and teaching quality. The author's research results on this factor show that it is the third most influential factor ($\beta = 0.199$).

From the results of this study, the human resource management factor, the main factor contributing to improving the quality of the teaching staff at universities in Hanoi, is still the least mentioned. As an important resource, human resource management activities such as recruitment and selection, training, promotion, career development, performance, motivation, and remuneration need to be given more attention. The motivating perspective will encourage the teaching staff to invest more time in the activities of the faculty as well as provide quality service to customers in need. At the same time, by applying personnel management methods that employees will perceive as positive and considerate, such as ensuring employment or better remuneration, leaders often recognize the efforts and contributions of lecturers, reward high-achieving lecturers, and create opportunities for continuous learning, which will attract more dedicated teachers. This supports our second hypothesis that effective human resource management (HRM) activities at universities contribute to improving the quality of the teaching staff.

Career development and the acquisition of new knowledge and skills are two of the main responses to the requirements of existence, adaptation, and development. Investment in training and career development in universities needs to be strengthened to improve quality. Universities also need to have clear and objective training policies to create equal opportunities for qualified and deserving staff. Career development and training prepare lecturers for better teaching and research, which will allow staff to develop and be assessed in the context of the organization's learning and development. This is consistent with the hypothesis that effective continuing professional development activities contribute to improving the quality of the teaching staff. Improving or enhancing the professional capacity of the university's teaching staff is very important. To retain employees in their respective fields, the most progressive organizations must incorporate employee development into their budget and performance expectations. Such activities are very meaningful in the context of increasingly diverse schools and in the context of academia, and global diversity has changed the knowledge base. Developing the staff will open up opportunities for motivated lecturers, such as developing policies, evaluating and developing curricula, applying modern teaching methods, and contributing to society.

From this study, the quality of the teaching staff is still a challenge that all stakeholders must address, and in particular, ensure the application of appropriate human resource management (HRM) measures as well as encourage continuous professional development of the teaching staff. With the increasing demand for higher education, universities need to allocate a corresponding amount of funding to develop their staff.

This will encourage staff to continuously conduct research in order to be able to present related articles at international conferences and workshops. In addition, the need to address the working conditions of the teaching staff is essential, including the provision of offices equipped with full amenities. Therefore, universities must have clear training policies outlining a human resource development strategy.

The need for staff recognition as a key resource in the university establishment is also very important. In this study, most of the human resource management issues, including staff recruitment, professional development, performance management, reward, recognition, and reward, are rated low. For example, the staff appraisal system is found to be very weak. Therefore, universities must improve their human resource management practices, recognize performers, and ensure that the methods used to attract and retain staff are appropriate. Staff motivation will reduce the brain drain. The appraisal system should also be reviewed to enhance objectivity and increase staff acceptability.

The expansion of teaching facilities is also necessary to improve quality. The existing teaching facilities and their conditions are the reference points for the respondents. With the increase in student enrollment, increasing the provision for capital projects is necessary to cater for the expansion of library facilities, lecture halls, recreational facilities, catering and accommodation facilities, modern laboratory equipment, modern teaching aids, and increased access to internet facilities. We therefore recommend that the government and the university councils increase the budget for the expansion and rehabilitation of the university's physical facilities.

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