

MINISTRY OF EDUCATION AND TRAINING
LAC HONG UNIVERSITY



DO THUAN HAI

**THE RELATIONSHIP BETWEEN COMPETENCE, SCIENTIFIC
RESEARCH RESULTS OF LECTURERS
AND UNIVERSITY BRANDS
A CASE STUDY IN HO CHI MINH CITY**

SUMMARY OF ECONOMICS PH.D'S THESIS

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Reviewer1:

Reviewer2:

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AUTHOR'S PUBLICATIONS

1. Factors Affecting Scientific Research Results by Teachers of Universities Ho Chi Minh City, Vietnam. International Journal of Science and Research (IJSR), Volume 8 Issue 10, October 2019.

2. Relationship between lecturer competence, university brand and results of science reseach of Vietnamese universities. International Journal of Science and Research (IJSR), Volume 8 Issue 12, December 2019.

3. Relationship Between Capacity And Results Of Scientific Research In The Scene Of University Education In Vietnam Today (*Đã đóng phí phản biện, đang chờ kết quả*)

CHAPTER 1. RESEARCH OVERVIEW

1.1 Research necessity

University is a place to train human resources for society in all different fields and industries. Each university performs its main function, which is to train and conduct scientific research and create reputation, build and develop the brand for the university (Tran Tien Khoa, 2013).

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 well perform the tasks 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.

For lecturers at the university, teaching is always concerned by the management board, which is a necessary and sufficient condition for a lecturer and is also an important factor to evaluate faculty capacity. Research group of (Ministry of Education and Training, 2014). Research results of universities are still low, especially the research published in prestigious international journals is limited in many aspects, the total number of research projects published on 100 works only 18/235 universities, accounting for a very low rate, about 7% (Research Information Group, Duy Tan University, 2018).

The author has not seen any research on the relationship between competence, scientific research results and university brands. Therefore, the author chooses the topic **"The relationship between competence, scientific research results of lecturers and university brands: A case study in Ho Chi Minh City"** for research to give research hypotheses, research models and recommendations for governance to contribute to the development of Vietnamese universities today and in the future.

1.2 Research objectives

1.2.1 General research objectives

Identify, measure the impact level and make governance implications on the relationship between competence, scientific research results of lecturers and university brands.

1.2.2 Specific research objectives

- 1) Determine the relationship between competence, research results of lecturers and university brands;
- 2) Measure the impact of the relationship between the capacity, scientific research results of lecturers and university brands;
- 3) Proposing administrative implications for the research issue.

1.3 Research questions

- 1) How to identify the relationship between the competence and results of scientific research of lecturers to university brand?
- 2) How to measure the relationship between competencies, scientific research results of lecturers and university brands?
- 3) What administrative implications should be proposed based on research findings?

1.4 Research subjects, survey subjects and scope of research

Research subjects: (1) Lecturer capacity; (2) scientific research activities and (3) internal brand management activities.

Survey subjects: University lecturers

Scope of space: Vietnamese universities, case studies at universities in Ho Chi Minh City area.

Time range: 2017 to 2019

1.5 Research methodology

Combining qualitative research methods with quantitative research methods.

1.6 Analysis of research gaps:

The author reviews previous related studies including: Studies of faculty capacity; The researches on the results of scientific research and brand

studies show that the above-mentioned domestic and foreign researches have made in-depth studies on different fields such as factors affecting lecturers capacity; factors affecting brand and university brand and factors affecting scientific research results. However, the author has not seen any research study on the relationship between competence, scientific research results of lecturers and university brand. In addition, the issue of university branding of previous studies focused on the evaluation aspect from learners and from society. The research of university brand and the relationship between the competence, the results of scientific research of lecturers and the brand of the university are approached and evaluated from the inside as lecturers and from the perspective of lecturers that are still left open and have not been studied in Vietnam. Therefore, this is defined as a research gap for the author to focus on research in order to find new points compared to previous studies.

1.7 Novelty of the thesis

Novelty 1: Refers to a new, specific relationship: The relationship between competence, scientific research results of lecturers and university brand that have not been studied in the world as well as researched in Vietnam male in the field of higher education. This novelty proves that the faculty capacity in scientific research is very important to enhance the university brand.

Novelty 2: The trust factor is used as an intermediary factor for the impact of two factors (lecturer capacity and scientific research results) on the university brand that the research works on the world as well as in Vietnam has not been studied before.

Novelty 3: The mediating factors (satisfaction, trust and commitment) are analyzed in the approach of university lecturers. This is a difference from previous studies that have studied in the direction of approaching students as a survey object (case studies of Charles Dennis, Savvas Papagiannidis, Eleftherios Alamanos, Michael Bourlakis, 2016).

Novelty 4: Adjusting the original scales to suit Vietnam's higher education context and adding some new observable variables to the scale of the

elements in the research model. The reliability of the new scales in the research model is quite high, so it can be inherited for the related studies.

Novelty 5: Giving governance implications on the relationship between competence, scientific research results of lecturers to university branding that previous studies have not mentioned.

1.8 The structure of the thesis

In addition to the introduction and conclusion, the thesis is divided into 5 chapters, in which each author presents the following specific contents:

Chapter 1: Overview of research topics

Chapter 2: Theoretical foundations and research models

Chapter 3: Research methodology

Chapter 4: Research results and discussion

Chapter 5: Conclusion and management implications

CHAPTER 2: THEORETICAL BASIS AND RESEARCH MODEL

2.1 Theoretical basis of the brand

2.1.1 Concept and brand role

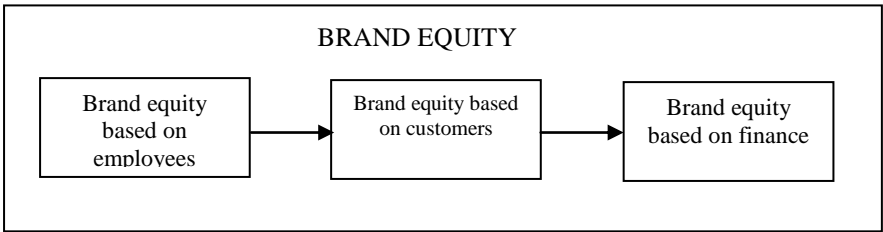
2.1.1.1 Concept of brand

Brand concept follows the point of Marketing Union of America.

Brand concept according to Interbrand (2007).

In view of Tran Tien Khoa (2013).

From the perspective of King and Grace (2009, 2010)



Hình 2.1. Figure 2.1. Type of brand capital

(Source: King and Grace, 2009)

2.1.1.2 The role of the brand

Create images of businesses and products in the minds of people; brand as a commitment between business and customers; brand to market segmentation; Brand makes a difference in the process of product development; The brand brings benefits to the business.

2.1.2 Theoretical basis for employee-based branding (EBBE)

Table 2.1. Some brand views are based on employees

No.	Author	Brand views are based on employees
1	Aurand et al. (2005)	Individual attitudes towards the brand of the business and the integration of brand messages into business activities
2	Henkel et al. (2007)	The quality of employee branding support behaviors
3	Punjaisri and Wilson (2007)	Brand support behavior of employees
4	Cardy et al. (2007)	Reputation reputation, brand engagement

		of employees
5	Supornpraditchai et al (2007)	The preference and uniqueness of brand associations, consistency, brand clarity, credibility, organization / brand engagement, perceived value, personal fit -organize, brand loyalty of employees
6	Punjaisri et al (2009a, 2009b)	Engagement, commitment, brand loyalty and brand support behaviors
7	King and Grace (2009; 2010)	Clarity of role, brand commitment (sense of belonging to an organization)
8	King (2010)	Brand support behavior
9	Ashraf et al. (2011)	Integrate brand messages into business activities
10	Punjaisri and Wilson (2011)	Brand support behavior

(Source: Summary of the author, 2019)

2.1.3 Components of brand equity

2.1.3.1 Trust

Concept of trust

Trust is a complex concept with different meanings and nuances. It can be said that beliefs are not different but only have different levels of trust (Baier, 1986). One person can rely entirely on another or only partially in others on the basis of treating one another (Gambetta, 1988). Although researchers in various fields such as philosophy, social psychology, economics, law and political science have studied trust or trust (Fukuyama 1995; Blomqvist 1997; Govier 1997; Hardin 2006).

The role of trust

Trust plays a very important role in promoting cooperative relationships in activities such as production, business, construction and banking. When a partner works together or works on the same goals they trust that they will receive trust in each other.

2.1.3.2 Satisfaction

The concept of satisfaction

Job satisfaction is one of the most well-studied factors in the field of workplace psychology and is related to many psychosocial issues from leadership to job design (Lu, H., Barriball, KL, Zhang, X. & While, AE.2012).

In Maslow's (1995) view, the satisfaction of a person's needs is decentralized into different levels.

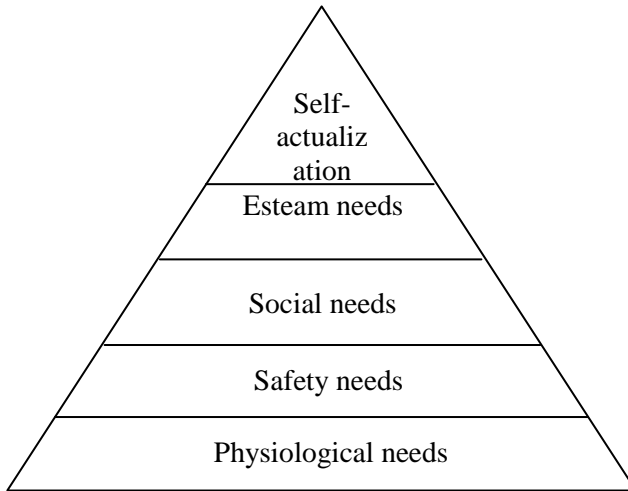


Figure 2.2. Maslow's hierarchy of needs

(Source: Maslow, 1995)

The role of satisfaction

Staff satisfaction with the organization plays an important role in the organization's development strategy. An employee who is satisfied with the job, satisfied with the organization's policies and regimes will have a positive attitude to the work, with the organization's policies from which to have a dedicated and devoted attitude to the organization.

2.1.3.3 Commitment

Concept of commitment

From the perspective of Meyer and Allen (1990, 1997; Meyer & Herscovitch, 2001) has developed a list of concepts and analyzed the similarities and differences in commitment to work motivation. These parallels are used as the basis for making the concept of commitment.

The role of commitment

Employee engagement is important for employee loyalty and the performance of an organization. The pressure on development and competition with organizations' competitors in the context of globalization has led employers to make their employees less or less restrictive.

2.1.4 Theoretical basis of university branding

2.1.4.1 University concept

Universities, also called higher education institutions in Vietnam, consist of public higher education institutions and non-public higher education institutions, in which non-public higher education institutions are divided into two specific types: private higher education and foreign investment entirely from foreign investors.

2.1.4.2 University characteristics

Universities are educational institutions that train human resources in all sectors of society and are subject to the management of relevant ministries in the school's training activities.

Universities are divided into two groups: public universities and non-public universities.

2.1.4.3 Definition and characteristics of university brand

According to McNally & Speak (2002), university brands are perceived or perceived by the buyer or potential buyer to describe the experience associated with dealing with an academic institution, with products and services of academic institutions.

Meanwhile, Bulotaite (2003) pointed out that the image of a university when it is mentioned will be related to the quality of training, knowledge and skills that students study there.

2.2 Lecturer capacity

2.2.1 Definition of capacity

According to Québec- Ministère de l'Éducation (2004), a person who is capable of using knowledge, skills, attitudes, and experiences and experiences in life is called that person's capacity.

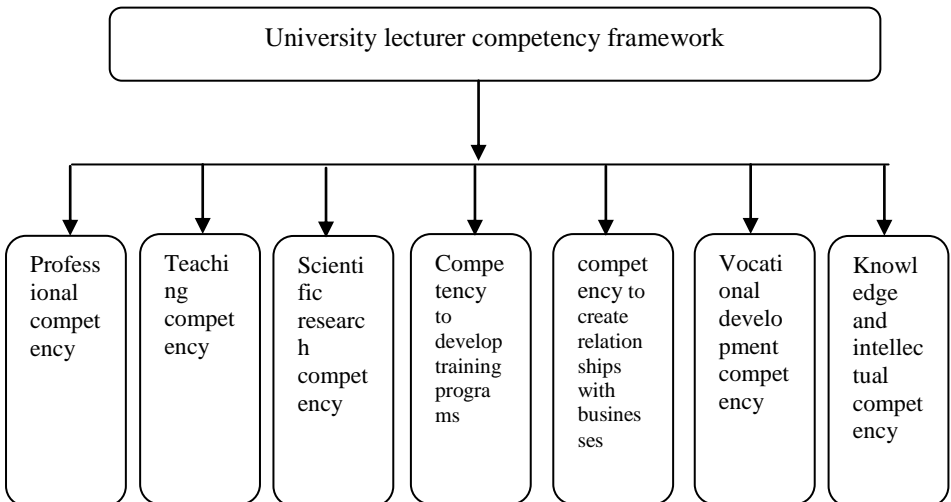
F.E Weinert, OECD (2001) states that: Competence expressed as a system of ability, proficiency or essential skills, can help people qualify to achieve a specific goal.

2.2.2 Concept of lecturers

Lecturers are those who perform the function of teaching and education, know how to use techniques well in teaching, and train regularly to improve their professional qualifications and actively participate in the scientific research and social life. It is an advanced person of society (Nguyen Thac, Pham Thanh Nghi, 2008).

2.2.3 Concept of lecturer competency

Nguyen Thi Quynh Huong (2018) thinks that lecturers' competency in universities belongs to the type of professional competencies, which are specific and typical competencies of university lecturers. The structure of this competency is integrated by the types of component competencies such as: technical and professional competencies, methodological, social and personal capacities to carry out professional activities; teaching activities; Scientific research; Consulting and application deployment of science. The capacity of lecturers teaching at universities includes the following competencies:



(Source: Summary of the author, 2019)

2.3 Results of scientific research

2.3.1 Scientific concept

In the Latin sense, Science is understood as knowledge of people in the process of work, labor, creativity and research.

2.3.2 Concept of scientific research

According to the research group of Princeton University, the United States thinks that scientific research is the work of reviewing, searching, investigating, observing and experimenting based on collecting data and data to conclude a problem existing problem or new problem of things, phenomena, worldview and human society.

2.3.3 Methods of scientific research

According to Bauer (1992), a scientific research method is a technical system to study phenomena, the purpose of which is to gain new knowledge, or complete and inherit previous knowledge.

According to Beveridge (1950), more emphasis on the scientific aspect is: To be considered science, the method of investigation must be based on the collection of empirical evidence or measurable evidence, in accordance with specific theoretical principles.

2.3.4 The role of scientific research

In the context of today's scientific and technological revolution, science plays an extremely important role in creating the material basis of society, perfecting social relationships and forming new people.

2.3.4 Concept of scientific research results

In the view of US scientists, the results of scientific research are information about the laws of things, solutions in technology, organization and management; specimens with technically feasible specifications.

Scientific research results shown in scientific reports; audio tapes or discs; in samples for testing (Circular 15/2014 / TT-BKHCN).

Scientific research results are information to prove the nature of the incident through the research process. The evaluation of actual scientific research results is an assessment of the information contained in it.

Evaluation of scientific research results is to determine the scientific value of research results. Scientific values do not always agree with economic, cultural or social values.

Research results also contain new knowledge that researchers have found in the research process. The results of scientific research cannot be assessed by whether it is applied immediately after the end of the research topic and does not rely on the administrative level to evaluate the scientific research results (Liney Manjarrés Henríquez et al., 2004).

2.4 Develop research hypotheses

Table 2.2. Summary of research hypotheses

Hypothesis	details	Expected sign
H ₁	Faculty capacity directly affects the results of scientific research and vice versa	+
H ₂	Faculty capacity directly affects university branding	+
H ₃	The results of scientific research directly affect the university brand	+
H ₄	Lecture competence directly affects teacher satisfaction	+
H ₅	The results of scientific research directly affect the commitment of lecturers	+
H ₆	Satisfaction has a direct impact on the university brand	+
H ₇	Trust directly affects the university brand	+
H ₈	Commitment that directly impacts university branding	+
H ₉	Lecture competence directly affects trust	+
H ₁₀	The results of scientific research directly affect trust	+

(Source: Summary of the author, 2019)

2.5 Proposal of research model

Based on the established research hypotheses, the author proposes a research model for the research topic consisting of six elements with 10 relationships, namely:

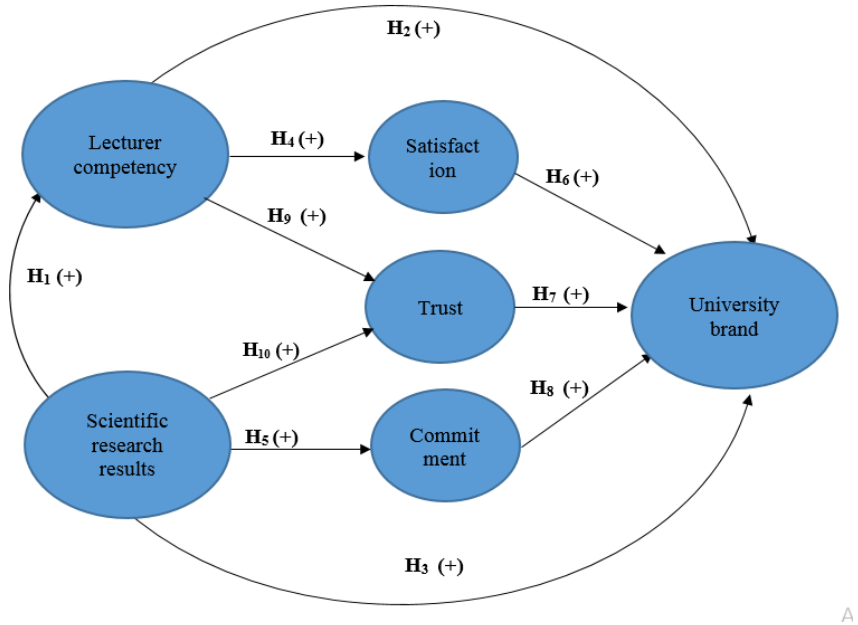


Figure 2.4. Proposed research model

(Source: Summary of the author, 2019)

CHAPTER 3. RESEARCH METHODS

3.1 Research process

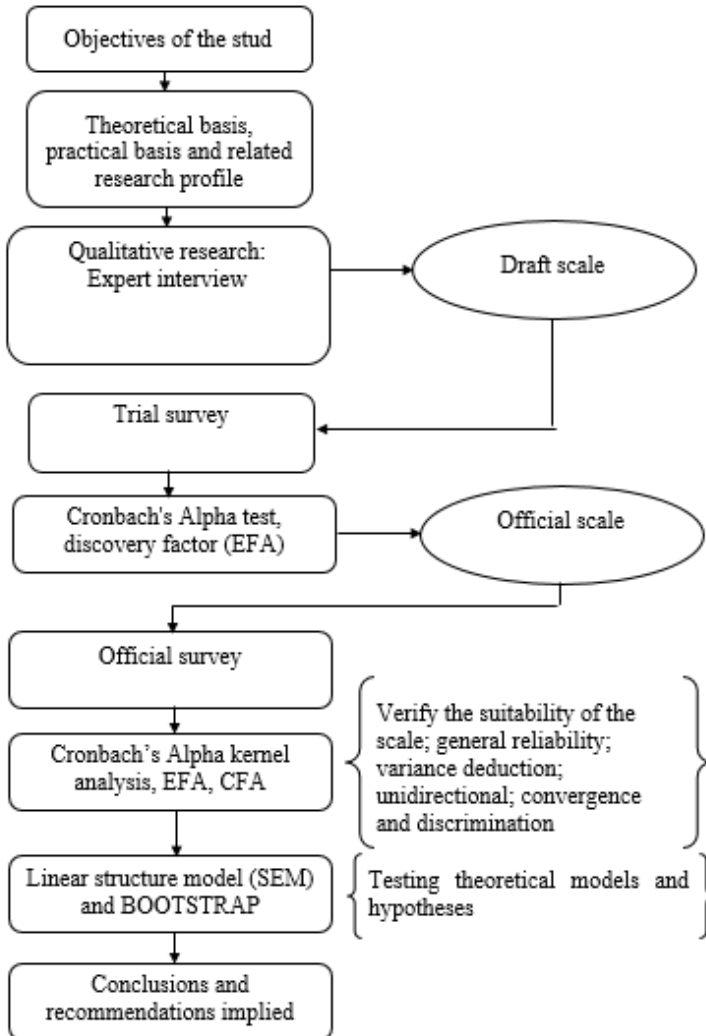


Figure 3.1. research process

(Source: Summary of author, 2019)

3.2 Research method and design

3.2.1 Qualitative research method:

With this method, the author will help to discover, build and adjust the research model; constructing and completing observed variables to measure research concepts.

3.2.2 Quantitative research methods

3.2.2.1 Preliminary quantitative research

From the results of qualitative research, synthesize the preliminary scale. The author uses a preliminary scale to randomly survey the lecturers of universities in Ho Chi Minh City with a sample number of 132 to perform the steps to verify the reliability of the scale through Cronbach's Alpha coefficient and Exploratory factor analysis (EFA) adjusts the scale accordingly. Summarize the official scale to carry out the official quantitative research step.

3.2.2.2 Official quantitative research

The main contents of this formal research step include: analysis of reliability of scales via Cronbach's Alpha coefficient; Explore factor analysis (EFA); affirmative factor analysis (CFA), linear structure modeling by analysis (SEM) and repeatability analysis by Bootstrap method, specifically:

3.3 Methods of data collection

To study the topic, the author collects secondary and primary data.

3.4 Analysis and data processing

To analyze and process the data in this study, the author used mainly tools such as Excel, SPSS and AMOS to process.

3.5 Preliminary quantitative research results

3.5.1 Preliminary Cronbach's Alpha test results

The Cronbach's alpha test results for each scale are summarized by the author, specifically as follows:

Table 3.1. Cronbach's Alpha reliability analysis of the scale

No.	The scale	Cronbach's Alpha coefficient
1	Lecturer competency	0,912
2	scientific research results	0,894
3	University brand	0,948
4	Satisfaction	0,886
5	Trust	0,941
6	Commitment	0,946

(Source: Summary of the author, 2019)

Cronbach's Alpha coefficients of the scales all achieved values > 0.6 and the correlation coefficients of the observed variables all reached values greater than 0.3. Thus, the scales are judged to be reliable.

3.5.2 Preliminary EFA test results

Analyzing the factors to discover the components of the scale, the author performed EFA test for all variables included in the model, resulting in: KMO coefficient = 0.831 ($0.5 \leq \text{KMO} \leq 1$) so EFA is consistent in accordance with Bartlett's Chi-square statistics and statistics, the values reach the significance level Sig = 0,000. Therefore, observed variables are correlated with each other in terms of the overall scope. The scales from 6 original components after analyzing factor of discovering EFA still retain 6 components with 26 observed variables, the extracted factors all achieved reliability. Therefore, the scales are acceptable. The scale after analyzing the remaining EFA discovery factor: lecturer competency (7 observed variables); Research results (4 observed variables); University brand (4 observed variables); Satisfaction (3 observed variables); Trust (4 observed variables) and Commitment (4 variables close by) were compiled by the author into an official questionnaire for official survey and is presented in Annex 4.

Table 3.2. Preliminary EFA test

KMO coefficient (Kaiser-Meyer-Olkin)		0,831
Bartlett's Test	Chi squared	41480,310
	df	325
	Sig0,	0,000

CHAPTER 4. RESULTS AND DISCUSSION

4.1 Official quantitative research results

4.1.1 Descriptive statistics sample survey

Gender: Of the 648 people surveyed, 290 were male (44.8%) and 358 were female (55.2%). Thus, the survey sample has approximately the same proportion of men and women, consistent with the representative of the sample.

About age: According to the survey results, the number of samples under the age of 30 years old is 197 people (accounting for 30.4%). Age from 30 to 40 years old is 369 people (accounting for 56.9%). Age from 41 to 50 years old is 77 people (accounting for 11.9%). Age group over 50 years old is 5 people (accounting for 0.8%) of the total number of survey samples. Thus, the statistical age of the survey object is distributed at different ages, consistent with the representative of the sample.

Regarding seniority: The survey results show that the number of seniority working for less than 5 years is 165 (accounting for 25.5%), the number of seniority working from 5 years to 10 years is 364 people (accounting for 56 , 2%), the number of seniority working for 11 years to 15 years is 98 people (accounting for 15.1%) and the number of seniority people working for over 15 years is 21 people (accounting for 3.2%). Thus, the seniority of the survey sample is also distributed at different levels, consistent with the representative for the sample.

4.1.2 Testing Cronbach's Alpha

No.	The scale	Cronbach's Alpha
1	Lecturer competency	0,838
2	scientific research results	0,847
3	University brand	0,870
4	Satisfaction	0,863
5	Trust	0,848
6	Commitment	0,857

(Source: Summary of the author, 2019)

4.1.3 Testing EFA

Kaiser-Mayer-Olkin coefficient (KMO): is the index used to consider the suitability of factor analysis ($0.5 \leq KMO \leq 1$) is a sufficient condition for factor analysis is appropriate, and if If this value is less than 0.5, the factor analysis may not be appropriate for the data (Hoang Trong & Chu Nguyen Mong Ngoc, 2008). The results of EFA analysis have KMO coefficient = 0.907 (<1) so EFA is suitable for the data. The Chi-quare statistical value of the Bartlett test is valid with a significance level of Sig = 0,000. Eigenvalues value stops at 8,709 (for factor 1); 2,270 (for factor 2); 1,866 (for factor 3); 1,667 (for factor 4); 1,455 (for factor 5) and 1,316 (for factor 6) both achieve values > 1 , cumulative total variance (Total Variance Explained) is 69,131% $> 50\%$, All factor load factors are greater than 0.5. Therefore, it can be concluded that this factor analysis is appropriate.

4.1.4 CFA test

The research model consists of six sub-components: faculty capacity (NLGV), Scientific research results (SR), University brand (EBBE), Satisfaction (SAT), Trust (TRUST)) and Commitment (COM). CFA results of the measurement model are shown in the following figure.

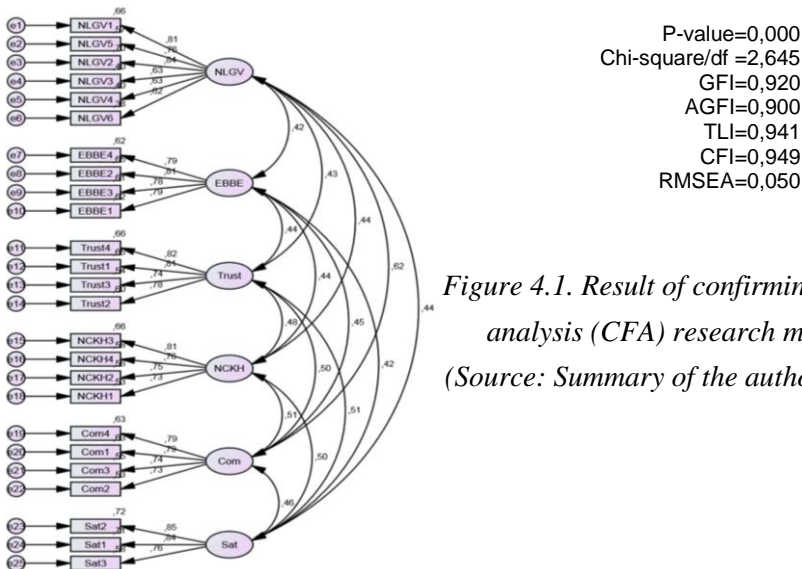


Figure 4.1. Result of confirming factor analysis (CFA) research model
(Source: Summary of the author, 2019)

Table 4.1. CFA test indicators

Targets	Limit	Result
χ^2/df (Chi-square/df (cmin/df))	≤ 3	2,645
GFI	$\geq 0,9$	0,920
AGFI	$> 0,85$	0,900
TLI	$\geq 0,9$	0,941
CFI	$\geq 0,90$	0,949
RMSEA	$\leq 0,08$	0,050

Thus, the CFA test indicators give satisfactory results (based on sources cited by Bagozzi & Yi (1988), Awang, Z (2012), Hair et al (2010) and Nguyen Dinh Tho & Nguyen Thi Mai Trang (2008) shows that the model is consistent with the research data.

4.1.5 Testing linear structures (SEM) and hypotheses

4.1.5.1 Testing the research model

The results of SEM linear structure test analysis for the research model by AMOS data processing software give the general results in table 4.14 below.

Table 4.2. Table of SEM test results

Targets	Limit	Result	Conclude
Indicator p	$< 0,05$	0,000	Model matching
χ^2/df (Chi-square/df (CMIN/df))	$\leq 5,0$	3,581	Model matching
GFI	$\geq 0,9$	0,901	Model matching
TLI	$\geq 0,9$	0,908	Model matching
CFI	$\geq 0,9$	0,919	Model matching
RMSEA	$\leq 0,08$	0,063	Model matching

(Source: Summary of the author, 2019)

Thus, the results of linear structure analysis (SEM) show that the scales of the research concepts have reached the allowed value. The research model is compatible with market data.

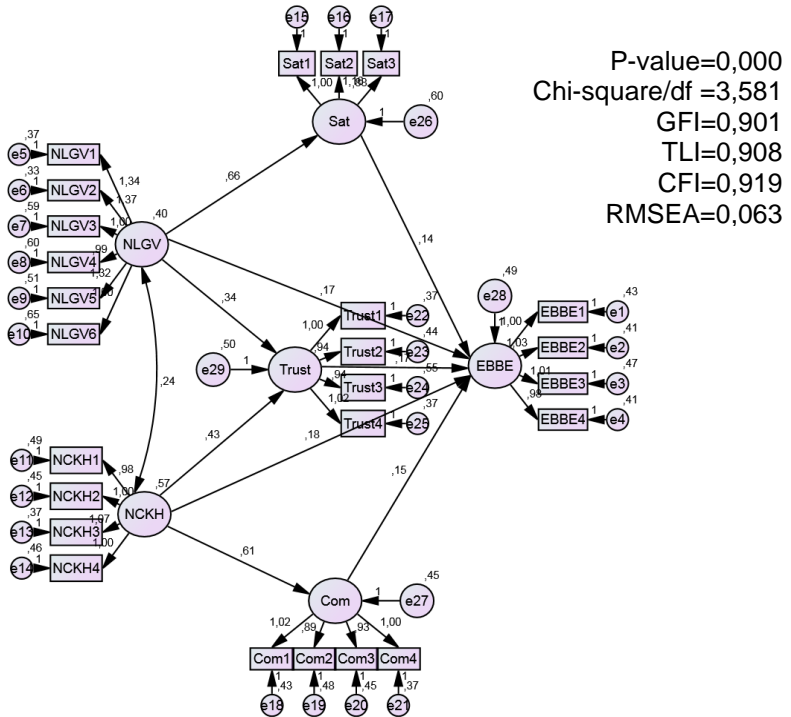


Figure 4.2. Model of linear structural analysis (SEM)

(Source: Summary of the author, 2019)

Thus, it is concluded that the 6 elements in the research model are related to each other, of which the University brand factor is directly affected by 05 factors: Satisfaction (SAT), Lecturer competency (NLGV), Trust (TRUST), Scientific research results (NCKH), Commitment (COM) and University brand (EBBE). University brand are indirectly affected by 2 elements of faculty capacity (NLGV) and Scientific research results (NCKH). The degree of impact of each factor on strong or weak university brand depends on the relationship of each factor.

In addition, the faculty capacity factor has a relationship and impact on the results of scientific research and vice versa.

4.1.5.2 Testing research hypotheses

From the results of data analysis, the author concludes the following hypotheses:

The hypothesis H1 is accepted; Hypothesis H2 is accepted; Hypothesis H3 is accepted; Hypothesis H4 is accepted; The H5 hypothesis is accepted; Hypothesis H6 is accepted; Hypothesis H7 is accepted; Hypothesis H8 is accepted; The hypothesis H9 is accepted; Hypothesis H10 accepted.

4.1.6 Verify reliability by Bootstrap method

This study uses the Bootstrap method with the number of replicates $N = 1200$. Estimated results from 1200 samples are averaged with bias, showing that most deviations are not statistically significant with significance level. 95%. Therefore, the conclusion: the estimates in the model are reliable.

From the analysis results show that the absolute CR value of the relationship is very small compared to 2 so the bias is very small, not statistically significant at the 95% confidence level. Thus, the conclusion is that the estimates in the model have confidence.

4.1.7 Multi-group analysis

4.1.7.1 Multivariate analysis of gender variables

Results of multi-group analysis of sex variables showed that P-value of Levene's Test = 0.003 < 0.05. Therefore, the variance of two groups of men and women is heterogeneous so we base on the data of the value of the unequal Equal variance of the T-Test test that shows the P-value of T-test = 0.690 > 0.05. In conclusion, there is no difference between the two groups.

4.1.7.2 Multivariate analysis of age variables

ANOVA analysis results show that P-value of ANOVA = 0.158 > 0.05. In conclusion, there is no difference between age groups.

4.1.7.3 Multi-group analysis of seniority variable

ANOVA analysis results show that P-value of ANOVA = 0.670 > 0.05. Conclusion There was no difference between the seniority working groups.

4.1.7.4 Multivariate analysis of qualification variables

Levene statistic results show that the P-value of Levene's Test = $0.693 > 0.05$. Therefore, the variance of the qualification groups is homogeneous, qualified for ANOVA analysis.

ANOVA analysis results show that P-value of ANOVA = $0.169 > 0.05$.

Conclusion There was no difference between proficiency groups.

4.2 Discuss the research results

The research model consists of 10 relationships corresponding to 10 research hypotheses, of which five hypotheses on relationships: satisfaction with school brand (H6); Trust with school brand (H7); The commitment to the school brand (H8); The capacity of lecturers with trust (H9) and the results of scientific research with trust (H10) are studied by the author, the conclusion has a relationship and impact with each other. This result is also consistent with the research results on the relationship between Satisfaction, trust, commitment and school brand in the research of Charles Dennis, Savvas Papagiannidis, Eleftherios Alamanos, Michael Bourlakis (2015) . This group of authors has affirmed that Satisfaction, trust, commitment and brand are related and have an impact on each other and the level of impact depends on each factor. Research by Ceridwyn King & Debra Grace (2009) also shows that employee satisfaction is also a constituent factor and impact on brand equity (H6).

CHAPTER 5. CONCLUSIONS AND IMPLICATIONS OF MANAGEMENT

5.1 Conclusion

5.1.1 Achievements of research objectives

Thus, the research results of the thesis have achieved specific objective No. 1 "Determining the relationship between competence, scientific research results of lecturers to university brand".

The research results of the thesis have achieved specific research objectives No. 2 "Measuring the impact of the relationship between competence, scientific research results of lecturers on university brand".

The research results of the thesis have achieved specific research objectives No. 3 "Proposing the administrative implications for the research problem".

5.1.2 Conclusion

5.1.2.1 Qualitative research results

The qualitative research results presented by the author in the content of chapter 1, chapter 2 and chapter 3 include: The proposed research model with 6 elements; 10 research hypotheses and expected signs corresponding to 10 relationships in the research model; The draft questionnaire included 26 questions through expert interview method to standardize the questions (each question corresponds to an observed variable) to measure research concepts (Table 3.8).

5.1.2.2 Quantitative research results

Quantitative research results are specifically presented by the author in the content of chapters 3 and 4 including preliminary testing (chapter 3) and official testing (chapter 4).

5.1.3 Conclusion of new contributions of the thesis

5.1.3.1 Conclusion of contribution to research gap

The author's research results through qualitative research and quantitative research have confirmed the relationship that previous studies in the world and

in Vietnam have not studied. The results of this research contributed theoretically through an academic study to show the existence of the relationship of these three factors (faculty capacity, scientific research results and university brand). The research results also have practical contributions when the author synthesizes the theoretical basis, reviews related studies, points out the relationship and proposes administrative implications on the relationship between lecturers' capacity, scientific research results and university branding so that administrators have more bases in university administration to contribute to the development of domestic higher education in the context of international integration today.

5.1.3.2 Conclusion contributing to the novelty of the study

The research results meet the novelty of the thesis.

The research results meet the novelty of the thesis.

The research results meet the novelty of the thesis.

The research results meet the 4 novelty of the thesis.

The research results meet the 5 novelty of the thesis.

5.2 Implications for governance

5.2.1 Descriptive statistics observed variables

Through the results of quantitative research by analyzing and processing data on SPSS software, the author describes the observed variables as a basis for proposing administrative implications.

5.2.2 Administrative implications

From the research results, the author proposes administrative implications for the following factors:

- Governance implications of scientific research results
- Management implication of faculty competence.
- Management implication of university branding.

5.3 Limitations of the thesis and further research directions

5.3.1 Limitations of the thesis

Limited scope of the survey.

Limitations on research scope.

Limitations on sampling methods.

Limitations on the relationships in the research model.

5.3.2 Further research directions

The thesis has pointed out four limitations of the study and was specified in section 5.3.1. As such, further studies may focus on the limitations of this study to continue the study in order to complete the study at a wider, deeper scope.