

**THE GOVERNMENT CONSTRUCTION, INTEGRITY PROMOTION PROCESS  
INDUSTRIALIZATION, LANDIZATIONALIZATION AND INTERNATIONAL  
INTEGRATION: ON THE FIRST POLICY FOR REPRESENTATIVES AND  
SCIENTISTS IN VIETNAM UNIVERSITY OF EDUCATION**

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**ABSTRACT**

The article analyzes the actual investment policy of the Government for the teaching staff and scientists in higher education institutions in Vietnam. The results of researching 176 lecturers and scientists at 18 schools in Hanoi have identified only the status, successes and limitations, the causes that still exist in the process of promulgating and implementing the policy mechanism to invest in the development of lecturers and scientists. From that, the article proposes some perfect solutions on planning policy, policy on attraction, recruitment and a number of other policies in order to perfect the system of government policy consultants for the workforce. lecturers, scientists at the university of basic education as well as solutions to improve the effectiveness of state management.

Keywords: planning policy, recruitment, use and evaluation, training, fostering, remuneration.

**1. INTRODUCTION**

The viewpoint on the *Tectonic Government* was set forth by the Prime Minister at the beginning of his 2016-2021 term of office. In order to implement the construction of a constructive and transparent government in the promotion of the country's industrialization and modernization and international integration in terms of investment policies for lecturers and scientists in higher education institutions in Vietnam, agencies and organizations at all levels need to impregnate with the concept of tectonic government and bring into life this theory on a wide scale. At the same time, the strengthening of inspection, examination and supervision throughout the process of performing assigned tasks is necessary for improving the effectiveness of state management.

In the context of globalization, the measure of a country's prosperity and development does not rely on natural resources but on its ability to innovate, create and especially its knowledge "resources". Economic studies show that every US dollar invested in higher education is worth

twice. As a result, the governments of many countries, especially the developed ones, have soon recognized that higher education institutions are a kind of “ideal economic sector” – that is, investing in this field will reap huge benefits in the future [5].

In Vietnam, the Government has also realized great benefits when investing in knowledge resources in general and lecturers and scientists at higher education institutions in particular because they play an important role in the education system, determining the effectiveness of higher education. Specifically, the Government has approved the project on Training doctoral teachers for colleges and universities in the period 2010 - 2020 (according to Decision No. 911/QĐ-TTg dated June 17, 2010), and at the same time, provides a fund of up to 10,200 billion VND (of which the state budget accounts for about 94% of the total) for this project. In addition to the financing of projects on improving the quality of teaching staff at colleges and universities across the country, the Government has also issued many guidelines and policies to create favorable conditions for attracting high-grade human resources as scientists. However, these policies are still not powerful enough in considering the dedication of domestic lecturers; not motivative enough to attract talented lecturers and scientists, and not strict enough to eliminate those who are not qualified. The teaching department is not qualified and competent. In addition, in fact, there is currently no research related to the government's investment policy for teaching staff at universities and colleges which is implemented in a complete and comprehensive manner [1],[8]. It is clear that investment in education will double the return, but this is not always the case, especially in developing countries where there are many gaps in the education system like in Vietnam.

In that context, the author chose the issue "Government's investment policy on teaching staff and scientists in higher education institutions". In this study, the author will clarify issues related to the concept, role and content of investment policy towards lecturers and scientists; and at the same time, points out the current status of policies being promulgated and implemented by the government in recent years to highlight the advantages and disadvantages of these policies. Thereby, recommendations on effectively improving the government's investment policies in this field will be made for the sake of upgrading the quality of lecturers and scientists at universities all over the country [6].

## **2. THEORETICAL BASIS**

### **2.1. Overview of the Government's investment policy on lecturers and scientists at higher education institutions**

Investment policy on teaching staff and scientists is a system of government policies aimed at improving the quality and quantity of teaching staff at higher education institutions, especially higher education institutions as universities. More specifically, these are the orientations and implementation incentives of the State to find the answers to problems related to lecturers and scientists. Government investment policy on teaching staff and scientists at higher education institutions plays an important role in the economic and social development of a country. Firstly, for higher education institutions, the policy contributes to improve the quality of teaching staff, thereby boosting educational efficiency, enhancing the quality of highly qualified human resources for the country. Secondly, these policies have a positive impact on the growth and development of the economy. According to Washburn [12], a new knowledge-based economy

will prevail in the 21st century and technological innovation is the driving force of this new "knowledge economy". This scholar also argues that universities are a source of new knowledge and that all lecturers and scientists in these educational institutions play an important role in the economy. Thirdly, the policy of investing in teaching staff helps to attract talent to the university [11]. An educational institution with high-quality lecturers and scientists is one of the important criteria for excellent individuals' decisions of studying, thereby creating more talents for the society. Not only attracting students, but large enterprises will also be interested in colleges and universities with highly qualified teaching staff [9].

The effectiveness of investment policies on lecturers and scientists can be assessed according to the following five basic criteria [8]: (1) Effectiveness: reflects the degree of impact of the policy. The policy is in fact regulated by the authority of the governing body and the statute of limitations of the policy. Effectiveness is expressed in the extent to which the set goals are achieved on the basis of conformity with the needs of social life. (2) Efficiency: reflects the correlation between the results that the policy brings with the costs spent - is the basis for maintaining the existence and development of the policy. Assessing the effectiveness of government investment policy for teaching staff and scientists in colleges and universities relates to the quality, quantity, structure of teaching and research staff and output quality –the human resource trained to meet the needs of society. (3) Fairness: reflected in the reasonable allocation of costs and benefits, rights and obligations between the parties related to the implementation of the policy. (4) Relevancy: promulgated policies must be accepted by society, bringing positive effects in line with the development goals of the education and training industry in particular and the country in general. And (5) Rationality: the policy needs to ensure a balance and harmony status between the policy's goals and the development status of the industry as well as the needs of the lecturers and scientists themselves in the present and in the future..

## **2.2. Contents of the Government's investment policy on lecturers and scientists in colleges and universities**

Policy on investment in lecturers and scientists in higher education institutions consists of five main contents: planning; attracting and recruiting; use and evaluation; training and retraining; and remuneration and honoring [2].

*Planning*: mainly aimed at building a contingent of lecturers and scientists to meet teaching and learning needs qualitatively and quantitatively. Special attention should be paid to improving teaching skills, lifestyle, ethics,... to train high-grade human resources with healthy lifestyles and necessary skills to meet the increasing demands of society, and catch up with international requirements. Specifically, there should be a planning policy to increase the number of lecturers and scientists in universities to ensure lecturer- student ratio as well as the quality standards of teaching and learning. Not only completing teaching tasks, this team needs to constantly improve their knowledge and skills, participate in practical training courses, etc. to improve their professional qualification. In addition, planning policies need to forecast the needs of each profession corresponding to the development of society in order to develop a training plan so as to balance the structure of teaching and research staff, and to ensure the achievement of set goals. As for quality, it is necessary to rely on the general development orientation of the education and training industry to plan the quality of lecturers and scientists to ensure that their qualifications, skills and qualities are met the standards.

*Attracting and recruiting:* The policy of attraction aims to bring together highly qualified and qualified individuals, regardless of nationality, age, gender,... to become lecturers and scientists at colleges and universities across the country. In achieving this goal, those policies target on establishing the relationships between domestic and foreign universities to exchange lecturers. At the same time, linking educational institutions with reputable domestic and foreign enterprises to enhance the teaching effectiveness, and the accompany of theory and practice. Not only that, activities associated with businesses can attract senior officials, especially those with many years of practical experience, to become inspirational and experienced people at universities. Regarding recruitment activities, the policy focused on selecting qualified individuals who are capable of teaching and doing scientific research in higher education institutions. Currently, the recruitment policy of lecturers in our country is quite flexible with many types of contracts suitable to the working regime (official, collaborators, visiting lecturers, part-timers, etc. legal documents in the reference section) with competitive salary to attract promising candidates.

*Use and evaluation:* The use of lecturers and scientists in training institutions is the activity of organizing and arranging job positions and certifications suitable to each individual's capacity, helping them maximize their potential to complete the assigned tasks well. The use of these objects needs to be strategic in the long run to bring the highest efficiency. In parallel with policies on using resources of lecturers and scientists, it is necessary to have a regular evaluation process to best examine the effectiveness of teaching and training. The objective of the evaluation policy is to point out the advantages and disadvantages of each individual for the most reasonable way to use them. In addition, assessment activities help measure the progress in qualifications and skills of teaching and scientific research staff. Consequently, it helps to motivate these individuals to promote their strengths and improve their weaknesses to successfully complete the assigned tasks.

*Training and retraining:* in order to perfectize and develop knowledge and skills for teaching and scientific research staff at universities, it is necessary to have a policy of regular training and retraining according to prescribed standards, meeting current and future development goals of education and training. These policies are applied equally to teaching staff at educational institutions in order to increase the quality of teaching and learning, and also have the effect of encouraging lecturers and scientists to improve their self-training on knowledge and skills. The policy on training and retraining includes a variety of contents and forms so that universities can choose the right plan for their organization. Forms of training can be mentioned such as: training, short/long-term courses, field trips, exchange programs of lecturers and scientists between domestic and foreign educational institutions. Especially for highly qualified individuals, it is necessary to create favorable conditions for them to improve their teaching skills and experience in order to better serve the target of human cultivation. It should be noted that these policies need to comply with the strategic direction of the industry and each training institution to achieve the highest effectiveness. In addition, policies need to create favorable conditions for lecturers and scientists to promote their individual capacities, be proactive in their work, and work together towards common goals.

*Remuneration and honoring:* the policy of remuneration for lecturers and scientists is a form of recognition for their contributions in their working process. Remuneration policy comprises of both material and spiritual treatment, which can be mentioned as: salary, bonus, allowances,

benefits, insurance, vacation, in order to create a favorable environment. The university works well for faculty and scientists and encourages them to dedicate themselves further to their work and to the organization. In particular, individuals with high professional qualifications will receive higher remuneration commensurate with their contributions, not only that, they will also be provided with modern working equipment for teaching and research activities. In addition, those lecturers and scientists who are incompetent, do not complete their assigned tasks or violate the regulations on teachers' standards should receive appropriate discipline forms, such as salary downgrade, job transfer, or even dismissal, termination of the contract. regarding policies to honor teaching and research staff, it is necessary to implement emulation titles to timely honor their contributions to the education sector and demonstrate the " Be deferential to the teacher and respect their morals " of the university.

### **3. RESEARCH METHODS**

The article approaches the topic on the basis of the principles and methods of dialectical materialism of Marxism-Leninism, Ho Chi Minh's ideology, the Party's viewpoints and directions, which are expressed through political orientations, policies, and laws of the State on education and training in general and higher education in particular, especially on lecturers and scientists at universities and colleges, etc. orientation of research topics.

Secondary data is collected in recent years through articles, monographs, domestic and foreign researches, and reports related to investment policy for teaching staff and scientists. From the collected data, we perform screening, classification and information processing. Statistical data, policy content taken from documents, books, newspapers, magazines, scientific information on specific research results related to the topic have been published in publications and scientific reports; statistics of the General Statistics Office and the Ministry of Education and Training over the years; the main documents on the guidelines and lines of the Party, policies and laws of the State on the development of lecturers at public universities and colleges from 1986 to 2015 and research orientations to 2020 and the scope of this work to 2030.

Primary data is collected through a survey of lecturers and scientists at universities in Hanoi to get an overview of the current investment policy situation for them. The questionnaire is designed into two parts: (1) general information about the lecturers participating in the survey, and (2) an assessment of the current Government's investment policy on lecturers and scientists at the higher education institutions. We distributed questionnaires directly and via email to more than 200 lecturers and scientists. The number of feedback votes collected is 176 valid votes; is also the research sample of the article.

**Table 1: Survey sample**

Criteria	Amount	%	Criteria	Amount	%
Foreign Trade University	45	25.57	Female	117	66.48
University of Commerce	38	21.59	male	59	33.52
National University of Economics	23	13.07	Age	Amount	
Hanoi University of Industry	14	7.95	< 30	13	7.39
University of Science and Technology	10	5.68	30 – 40	26	14.77
University of Foreign Languages, Hanoi National University	7	3.98	41 – 50	29	16.48
University Transportation	6	3.41	51 – 60	65	36.93
University of Architecture	5	2.84	> 60	43	24.43
University of Civil Engineering	4	2.27	Level	Amount	
University of Mining and Geology	3	1.70	Professor, Associate Professor, Doctor	34	19.32
Irrigation University	3	1.70	Doctor	70	39.77
Other	18	10.23	Masters	72	40.91

Source: Ministry of Education and Training and other collected sources

The data collected from the survey are summed up, classified and processed by using information analysis methods such as descriptive statistics, comparative, synthesis methods, in the analysis and assessment of the current situation of the Government's investment policy on lecturers and scientists in higher education institutions in Vietnam today.

#### 4. RESEARCH RESULTS

##### 4.1. Policy and development process for lecturers and scientists in educational institutions in our country



Higher education in Vietnam was developed very early since the feudal state of the Ly dynasty established the Temple of Literature in 1076, the first Vietnamese university. Less than a year after the independence day on September 2, 1945, the Provisional Government of the Democratic Republic of Vietnam established the Ministry of Education and issued Decree No. 146/SL affirming the three principles of the new education: massification, nationalization and scientification. During the war period, investment in education and technology of the North and the South, although not invested and focused, was still paid attention. From 1978 to 1985, as the country was unified, the higher education system was uniform in terms of model and operating method. Schools across the country were consolidated and developed following the Soviet model. High schools were established in the South, the type of university was abolished, and private schools were nationalized. The management of universities is based on “centralization, bureaucracy and subsidies” with a top-down decision-making structure. Since the renovation in 1986, the higher education system has been gradually restructured. To ensure consistency in management, in 1990 the Ministry of Education and Training was established, the State focused on the macro management role while the university was autonomous to meet their training and research needs [7].

With the awareness that education and training policies together with science and technology policies are the two national policies that need to be given the highest priority to realize long-term sustainable development goals, the fields of education and training in recent years have been provided large investment from the state budget. Vietnam's annual expenditure on education is approximately 20%, equivalent to 5% of GDP. In the structure of budget expenditure for education, the Government pays great attention to investing in lecturers and scientists in educational institutions. Regarding training policy, after Project 322, the Prime Minister approved Project 599 on new training for the period 2013 - 2020 with a total budget of about 2,070 billion VND, giving priority to training in specialized fields with high demand which are not available domestically.

In addition to focusing on investing in training lecturers, the Government also focuses on investing in Science and Technology (S&T). The Government has focused on two major projects on investment in science and technology, namely the Project on Renovating the S&T management mechanism approved by the Prime Minister in Decision No. 171/2004/QD-TTg dated September 28, 2004 on "Innovation of financial investment mechanisms and policies for S&T activities" and the Project "Continuing to fundamentally, comprehensively and synchronously renew the organization, management mechanism and operation mechanism of S&T". The main solutions in reforming financial investment mechanisms and policies for S&T activities include: Diversifying investment capital sources for S&T; Renovating investment policy and state budget allocation mechanism ; Completing the mechanism of using financial resources to motivate science and technology; A number of mechanisms have been issued in the direction of innovation in recent years [4].

#### **4.2. Evaluation of statistics on the current status of lecturers and scientists in higher education institutions**

After 30 years of renovation and 15 years of implementation: "Strategy for development of education 2001 - 2010", our country's higher education has strongly developed in terms of scale, diversified types and forms of training, and initially adjusted the basic system structure,

improving training contents, programs and processes, mobilizing many social resources for development. Positive and close-to-reality changes have been made to the quality of training in some industries and fields. The workforce of public university faculty has increased in number, with university and post-graduate degrees basically, and the structure and percentage of lecturers have changed positively.

**Table 2: Size of higher education institutions and teaching staff and students**

Criteria	Unit	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Total number of colleges and universities	School	421	428	436	442	454
In which: Number of universities	School	207	214	219	223	235
Number of colleges	School	214	214	217	219	219
Total College Students	Person	2,424,717	2,325,451	2,363,942	2,202,732	2,142,410
In which: University students	Person	1,628,619	1,670,023	1,824,328	1,753,174	1,767,879
College students	Person	796,098	655,428	539,614	449,558	374,531
General Lecturer of Colleges and Universities	Person	89,041	91,633	91,183	93,851	95,855
In which: University lecturer	Person	61,674	65,206	65,664	69,591	72,792
College lecturer	Person	27,367	26,427	25,519	24,260	23,063
General Doctorate of Colleges and Universities	Person	9,456	10,198	10,999	14,231	17,211
In which: Doctor of University	Person	8,939	9,653	10,424	13,598	16,514
College Doctorate	People	517	545	575	633	697

Source: Ministry of Education and Training and other collected data

In the 2019-2020 school year, the whole country has 454 universities and colleges (public and non-public ones), including 95,855 lecturers and 2,142,410 students. Public universities play the leading role, accounting for 72.60% of schools, 87.53% of students and 72.01% of lecturers; the average number of students increased by 3.87%; the number of lecturers increased by 4.92% on average; the number of students per ten thousand people is 194, not yet reaching the target of 200.



The number of university and college lecturers has increased steadily over the years, with an increase of about 2%-3% per year. However, the number of college-university doctorates witnessed a clear and strong growth, from 9,456 doctors in the period 2015-2016 to nearly doubled number in the 2019-2020 period. The number of university-college doctorates increased most remarkable in the period 2018 - 2019 and 2019 - 2020 with growth rates of 29.385% and 20.939%, respectively. This is the clearest result in the implementation of the Project 599 on training new university and college doctors in the 2016-2020 period, with priority given to training in specialized, high-demand fields that have not yet been regulated in our country by the project "Oversea training and fostering of leaders and managers by state budget". State budget spending on lecturers in colleges and universities increased sharply in the period 2015 – 2019 with an average investment of 177.05 million VND per lecturer in 2013 to 253.08 million VND in 2016. In particular, the state budget expenditure for a university/colleges doctorate has grown strongly, from 1,667.25 million VND to a peak of 1,970.39 million VND in 2014 and down to 1,409.50 million VND in 2019. In the trend of down-sizing the number of students at colleges and universities (from 2,424,717 students in the period 2015-2016 to 2,142,410 students in the period 2019-2020), the teaching staff is improved in both scale and quality has partly met the training needs of learners. The trend of decreasing student size is both a challenge and an opportunity for universities to restructure, arrange, classify and screen faculty, to standardize staff and improve training quality, step by step to adapt and meet the requirements of international integration of our country's higher education.

**Table 3: State budget expenditure structure for education and training and science and technology**

Criteria	Unit	2015	2016	2017	2018	2019
State budget expenditure on education and training	billions dong	127,136	155,603	174,777	187,653	195,635
State budget expenditure for colleges and universities	billions dong	15,765	19,295	21,672	23,269	24,259
Proportion of expenditure on colleges and universities in total state budget expenditure on education and training %	%	12.4	12.4	12.4	12.4	12.4
State budget expenditure on science and technology	billions dong	5,918	6,593	7,027	9,788	10,471
State budget expenditure for colleges/universities/schools	billions dong	37.45	45.08	49.71	52.64	53.43
State budget expenditures on science and technology/schools	billions dong	14.06	15.40	16.12	22.14	23.06

	dong					
State budget expenditure for colleges and universities / Lecturers	million dong	177.05	210.57	237.68	247.94	253.08
State budget expenditure on science and technology / lecturers	million dong	66.46	71.95	77.06	104.29	109.24
State budget expenditure for college/doctoral training	million dong	1,667.25	1,892.02	1,970.39	1,635.09	1,409.50
State budget expenditure for science and technology/PhD	million dong	625.87	646.50	638.88	687.79	608.40

Source: Ministry of Education and Training and other collected data

However, the scale and quality of science and technology is still small, not commensurate with the scale and quality of student training in educational institutions, which is clearly reflected in the weak computer skills of the faculty. Only 36.6% of public university faculty are trained in foreign languages, 39.5% in information technology, an alarming number when Vietnam's higher education system integrates into the world. The reason is that although the Government has paid attention to invest in S&T, there have not been any decisive policies and more abundant state budget for the S&T sector. Although state budget expenditure for science and technology has increased dramatically since 2010 with VND 4,144 billion, more than twice, up to VND 10,471 billion in 2019, but the percentage structure of total state budget expenditure of science and technology expenditures is only about 0.7% while state budget expenditure of education and training expenditure is about 15% of total expenditure. With the 2020 estimate of state budget expenditure for science and technology at VND 11,243 billion, it is expected that there will be a positive change in the level of science and technology in the teaching staff of universities.

### 4.3. Survey results

The current state of the Government's investment policy towards lecturers and scientists in higher education institutions is demonstrated by the results of a survey of the opinions of lecturers and scientists at the universities and colleges in Hanoi:

#### - *Planning policy*

Regarding the planning of the number of lecturers and scientists in higher education institutions, the survey results showed that 76.7% of the opinions assessed that the Government's planning on the number of teachers was reasonable and acceptable compared to the requirements of educational institutions, with an average score of 3.2/5 points. The above results show that the planning of the number of lecturers and scientists at higher education institutions is relatively well implemented and is consistent with the needs of using lecturers at the universities as analyzed in the Statistics list above.

Regarding the planning of the structure of lecturers and scientists, only 25.57% of the survey respondents rated the Government's investment policy as reasonable, the acceptable level accounted for a relatively high rate of 31.25% , and this expenditure only achieved an average

score of 2.64/5 points. The above results show that the planning on the structure of lecturers and scientists at higher education institutions is still limited. The reason is that the Government's investment policy on lecturers and scientists is mainly determined at the macro level, not associated with human resource needs for specific professions, lacks a unified legal framework. The most comprehensive and uniform way is to expand the number of lecturers according to a reasonable structure (following the trend of expanding the training scale of a number of key industries such as economics and construction).

Quality evaluation on the planning of lecturers and scientists at higher education institutions, the survey results showed that only 20.45% of the respondents said that the planning quality of the Government is appropriate, the average score is only 2.43/5 points. This result shows that the lack of consistency in the planning of the structure of lecturers and scientists has an impact on the results of the quality planning at educational institutions. According to the Ministry of Education and Training, that the percentage of lecturers entitling Professor, Associate Professor and Doctorate in the whole system is still low, especially at pedagogical colleges, which is still too low (accounting for about 3.4%). % is consistent with the statistical analysis above.

In recent years, on the basis of the Party's orientations and guidelines, the Government has implemented a number of investment policies, policies to attract and create a source of lecturers and scientists from good and outstanding students and young scientists from universities. The Government has fully issued legal documents related to the attracting and recruiting highly qualified human resources.

Regarding the evaluation of the policy on attracting a large number of the most outstanding individuals in terms of capacity, qualifications and qualities, ethics, regardless of nationality, gender and age, as obtained by the survey, 16.48% of opinions rated this policy at reasonable level (mean score of 2.59). This result shows that the policy to attract good quality lecturers and scientists is not effective and inadequate because the conditions for material and spiritual benefits and social welfare have not been met.

The recruitment policy on choosing the right person for the right job and at the right time, and selecting people with qualifications and capabilities to do teaching and scientific research at the institutions is quite appreciated. The survey results show that 32.96% of the opinions on recruitment policy are reasonable or higher, the average score is 3.07/5 points, which is quite satisfactory. This obtained result is due to the fact that the Government has built a legal framework system, regulations on recruitment policies for lecturers and scientists, which are reflected in the Law on Education, the Law on Higher Education, and the university's charter. However, there are still some opinions that the government's investment policy on recruiting lecturers and scientists is not reasonable, due to a number of reasons such as the exam structure and the uniform exam format... being applied to all different fields is not reasonable, recruiting a team of lecturers and scientists to obtain degrees as an important standard is not suitable for current development conditions.

- ***The policy of use and evaluations***

The legal basis for implementing the use and management of lecturers and scientists is relatively complete, so the evaluation of the policies on the use of lecturers is quite high. The survey results showed that 45.68% of respondents rated the policy as appropriate, with an average score of 3.47,

which was quite high. This result shows that the Government's investment policy on lecturers and scientists in higher education institutions in recent times has been effectively implemented.

As for the evaluation policy of lecturers and scientists relatively influences the motivation of teaching staff to perform their professional tasks, study, cultivation and struggle, so the evaluation policies are often be done carefully and in accordance with reality. According to the survey results, there are 39.21% of the respondents who think that the policy of evaluating the teaching staff and scientists is at an appropriate level or higher, the average score is 3.14/5 points. This shows the efforts in evaluating the teaching staff and scientists at the higher education institutions, the high level of perfection of the legal documents on the quality assessment standards and the number of government employees. However, some comments said that the way to evaluate lecturers and scientists still has some unreasonable things such as not consulting the evaluation of lecturers of students, not describing and evaluating the work of lecturers. According to specific and complete job positions, the assessment is still heavily formal and does not reflect the reality of the teaching staff and scientists.

Regarding the honoring policy, the documents and regulations are getting more and more complete, the educational tradition is always honored by the society, so the evaluation results of the honoring policy are relatively good (average score). is 3.72/5 points). The work of assessing and recognizing the title of Professor and Associate Professor is also evaluated fairly regularly, which is a motivation for lecturers and scientists. The emulation and commendation work was carried out synchronously and effectively, however, it was still slow to innovate and still carry heavy achievements.

## 5. RECOMMENDATIONS AND SOLUTIONS

On the basis of the actual situation of the Government's investment policy towards lecturers and scientists in higher education institutions along with the context that Vietnam's education is undergoing fundamental and comprehensive renovation and international, economic conditions have posed many problems to be solved, the author proposes the following solutions to the Government and State to improve investment policies for lecturers and scientists at educational institutions:

*Firstly*, for the organizational structure, the state management apparatus in the field of education should be arranged simply, creatively and effectively promote the implementation of mechanisms and policies of the State. The State needs to build and perfect the institution, legal environment and legal system to strengthen the tools to ensure the development of lecturers and scientists in higher education institutions. In addition, the quality of the Government's investment policy on lecturers and scientists depends on the capacity, qualifications and experience of policy makers, so the State must professionally implement the policy. Formalize the team of policy makers, ensure they understand and firmly grasp the objectives, tasks, content, importance... of the issued policies. Thereby, there is a basis to complete the policy making process to ensure the appropriateness, consistency and compatibility with the development strategy of college, university and socio-economic education of the country concurrently Forecasting and assessing the impact of policies on development of lecturers and scientists are issued.

*Secondly*, on the basis of completing the organizational structure, policy making process and capacity building of planners, the State needs to develop a long-term and master plan to ensure

sufficient quantity, quality and structure, practical, suitable to the needs of human resource training in each specific development stage of the country. In addition, the State also needs to consider the training of human resources through domestic and foreign linkages to serve regional and international integration with a long-term vision to 2030.

*Thirdly*, the State needs to improve the policy of attracting and recruiting through the improvement of the legal environment, policies and mechanisms in the educational environment in order to create conditions for promoting professional capacity for lecturers and scientists. The State also needs to continue to develop policies to invest financial resources and facilities to serve scientific and experimental research, ensuring investment resources for education and training reaches the rate of 20% of total budget expenditure, with priority given to science, engineering and high-tech industries. In the coming time, the State will continue to improve the implementation of policies to attract talents, have regimes, mechanisms and policies to nominate and use good lecturers and scientists; The recruitment mechanism needs to be associated with the essence of ensuring fairness and transparency, and building standards for the capacity of lecturers and scientists to avoid the situation of formality and preference for degrees.

*Fourthly*, the State must perfect the policy of using and evaluating lecturers and scientists in order to properly assess the nature and ensure fairness for each individual, thereby encouraging the development of professional capacity and professional development, and motivation to strive. Specifically, the State needs to comprehensively renew its policy from using luxuriously to employing talents based on the provisions of the law, developing and implementing specific mechanisms and policies to create a scientific, professional and democratic working environment., innovate the use policy and develop regulations to ensure standards and scientific processes to evaluate the teaching staff, scientists based on many different criteria.

*Fifthly*, in order to improve the qualifications of lecturers and scientists to meet the needs of human resource training for the market, the State needs to strengthen the improvement of training and retraining policies for teaching staff and scientists. Specifically, through a number of training and retraining projects to send staff to study abroad, to train world-class lecturers for a number of key industries and new occupations with potential for development. In addition, the formulation and implementation of policies on association with domestic and foreign universities to coordinate training and diversify training forms is an immediate and long-term task, which is of great significance to development of college and university education in Vietnam.

*Sixthly*, in order to create motivation for the development of lecturers and scientists, the State needs to perfect the system of remuneration and honor policies for individuals who have successfully completed their tasks. Some solutions the State can consider implementing such as perfecting the policy of giving real and full autonomy to educational institutions, perfecting the salary scale system to ensure the welfare regimes for lecturers, students and scientists in universities and colleges in particular and for the whole education system in general.

## **6. CONCLUSIONS**

In order to build a theoretical base system, the author has collected information sources, gathered scientific basis on concepts, roles and factors affecting the Government's investment policy for the lecturers and scientists at Vietnamese higher education institutions. The author has conducted

research, surveyed the opinions of lecturers and scientists at universities and colleges in Hanoi and analyzed the current situation of government investment policies for teaching staff and scientists in higher education institutions (policies on planning, attracting and recruiting, use and evaluating, training, fostering and remuneration and honoring). Since then, the research has pointed out the achievements and limitations that still exist in the government's investment policies such as the planning policy on quality and the inappropriate structure of lecturers and scientists. The policy of attracting and recruiting is still limited due to the heavy formality, the remuneration regime is not high, the teacher evaluation policies do not reflect the actual level of contribution of the employees, and disadvantages of the policy on training and retraining. This is the basis for the author to propose solutions to overcome investment policies for lecturers and scientists in higher education institutions.

The improvement of the policy system on investment and development of lecturers and scientists at colleges and universities today plays a very important role in the development of the education sector, the economy and society of our country. Therefore, it is absolutely necessary to develop principles to improve the policy on investment and development of lecturers and scientists. The study has proposed a number of general and specific solutions to improve planning policies, policies to attract and recruit, policies to use and evaluate lecturers, policies on training and fostering and Remuneration and honors policy, and recommends the State to implement synchronous solutions to get the best results.

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