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RESEARCH ARTICLE

FACTORS AFFECT THE IMPLEMENTATION OF QUALITY ASSURANCE ATPRIVATE UNIVERSITIES IN HO CHI MINH CITY, VIETNAM

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Abstract

This study was conducted to identify factors that affect the implementation of quality assurance at private universities in Ho Chi Minh City. By exploratory factor analysis (EFA) combines with regression analysis, the research results show that all three factors in the model have a positive impact on the implementation of quality assurance at private universities in Ho Chi Minh City. Based on the results of the research, the author gives policy implications in implementing quality assurance at private universities.

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Introduction:-

Research Introduction:

Over the past two decades, ensuring the quality of higher education has become one of the national, regional and international issues that are the most concern issue. In Vietnam, the issue of ensuring the quality of education in general and the quality assurance in higher education, in particular, has been mentioned since the end of the 20th century. Many domestic and foreign studies related to Higher education quality assurance has been implemented. However, most research has focused on planning and improving the quality assurance system in organizations. Meanwhile, according to Kaewdang (2001), many school administrators and teachers are concerned that quality assurance in educational institutions is difficult, confusing, worrying, and there are still many problems. need answers. One of the issues that need to be answered is what factors influence the implementation of the quality assurance of education at universities in general and private universities in particular.

Theoretical basis

Ensuring the quality of higher education

In a business environment, quality assurance is considered a process "where a manufacturer assures customers that its products or services always meet standards" (Ellis, 1993). The dominant theory of the quality assurance system comes from the business sector and then later puts into education. This process began when the theory of fourteen points for the management of Edwards Deming (1986) was widely introduced. After Deming, Juran (1988; 1989) and Crosby (1979) developed ideas for managing and consolidating quality in organizations.

In higher education, quality assurance is defined as predefined systems, policies, procedures, processes, actions, and attitudes to achieve, maintain, monitor and reinforce quality. (Woodhouse, 1999). This definition is also used by the Australian Quality Assurance Authority.

On the other hand, Frazer (1992) argues that there are four main components in a quality assurance system. First, everyone in the system is responsible for maintaining the quality of the product or service that the organization

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produces. Second, everyone is responsible for reinforcing the quality of this product or service. Third, everyone 'understands, uses, and feels like they own the system that is operating in the right direction to maintain and enhance quality. Fourth, the beneficiaries (managers or customers) need to regularly check the system and be responsible for checking the quality of the product or service.

Factors affect the implementation of the quality assurance at higher education

The study of Wajanawichakon et al. (2012) on factors that affect the implementation of education quality assurance at Ratchathani University in Thailand. Using thecollected data through a face-to-face interview with the questionnaire, this research has shown that the factors affect the implementation of higher education quality assurance include: governance, teachers, staff and other relevant factors. In particular, the factors of governance are considered to have the greatest impact on the implementation of education quality assurance at Ratchathani University. The remaining two factors are assessed to have a moderate impact.

Research by SomputKetkajorn et al (2017) on factors that affect the effectiveness of education quality assurance in Thailand. The purpose of this study is to identify the factors that affect the effectiveness of education quality assurance and compare the effectiveness among schools that have different sizes. The study was conducted with a sample of 1128 managers and teachers from 33 schools in Thailand. Using the method of Multivariate Analysis Of Variance(MANOVA) and numerical analysis, the research results show that the three factors that have the biggest impact on the effectiveness of education quality assurance in Thailand are human resources, leadership and teamwork factors.

The study of WambuaKyalo Benjamin et al. (2017) on technical and environmental factors affect the implementation of the education quality assurance at public high schools in Kenya. Technical factors focus on management ability, supervision of leadership, qualifications of teachers and staff. Meanwhile, environmental factors focus on the location of the school, the landscape around the school, the school's facilities. The study was conducted using a sample of 38 public high schools in Kenya. By descriptive statistical methods and correlation analysis, the research results show that technical factors have a positive impact on the implementation of education quality assurance. Meanwhile, environmental factors have negligible influence.

In summary, from the relevant studies, it is possible to identify factors affecting the implementation of quality assurance at higher education including administration factors, staff factors, and other relevant factors. On that basis, the author proposes the following research model:

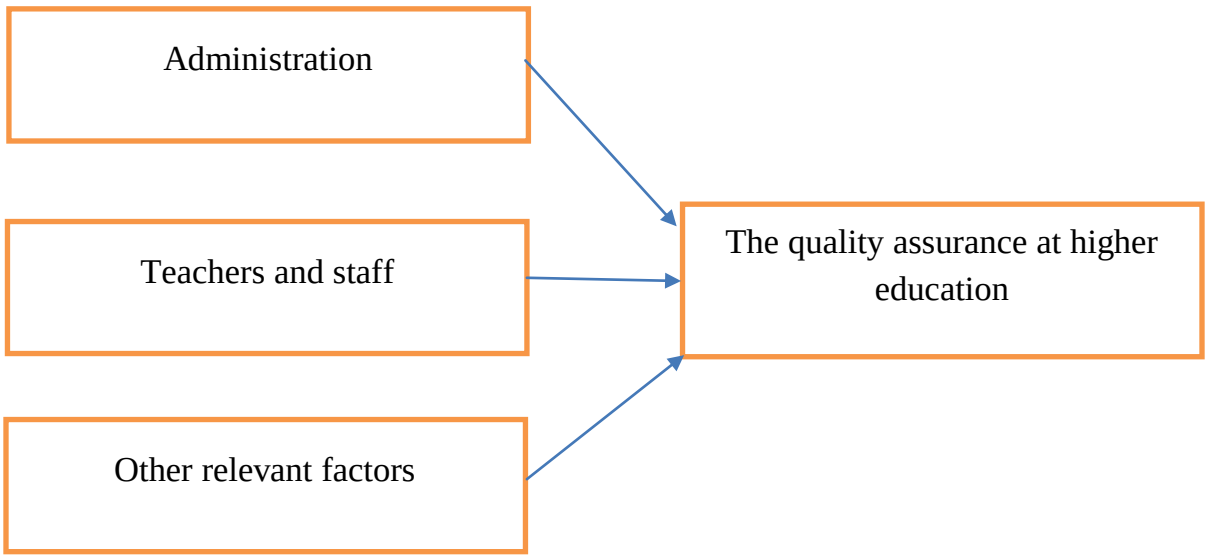

Figure 1:- Proposed research model.

Research Method:-

Building scales and sample sizes

The proposed research model consists of 3 factors that affect the implementation of higher education quality assurance. All observed variables in the factors use the scale of the Likert5 level from 1 to 5. With the choice of No.1 means "Strongly disagree" until the choice of No.5 means "Totally agree".

The scale of factors in the model was developed base on previous relevant studies and was included in expert group discussions. The official scale for the three influential factors is built with 16 official observed variables, the scale for the dependent variable is the implementation to ensure the quality of education in private, universities, which were built with 3 observedvariables.

Table 1:- Observed variables on the official scale and confidence level

Signal	Administration	The correlation coefficient of total variables	Cronbach's Alpha coefficient	Relevant researches
QT1	Managers have a vision of development	0.553	0.882	The researches of Wajanawichakon (2012), SomputKetkajornet al. (2017)
QT2	The administrator commits and implements the quality assurance activity	.0721		
QT3	The administrator supports and creates favorable conditions for quality assurance activities	0.776		
QT4	Administrators create incentives to help employees work well	0.650		
QT5	Administrators have appropriate skills in planning, monitoring, and evaluation of performance	0.655		
QT6	Tasks and responsibilities are clearly presented to employees	0.706		
QT7	There is a system for contact, a system for collecting and organizing information fully and up to date	0.625		
Signal	The factor of teachers and staffs	The correlation coefficient of total variables	Cronbach's Alpha coefficient	Relevant researches
NS1	Teachers have the knowledge and ability to organize lesson plans and activities	0.684	0.814	The researches ofWajanawichakon (2012), SomputKetkajornet al. (2017)
NS2	Employees believe that the quality assurance process is a way to develop the quality of education	0.702		
NS3	Staff work responsibly and effectively	00.626		
NS4	Teachers and staff strive for professional development	.533		
Signal	Other relevant factors	The correlation coefficient of	Cronbach's Alpha coefficient	Relevant researches

		total variables		
OT1	Sufficient facilities and equipment for education	0.627	0.815	The researches ofWajanawichakon (2012), SomputKetkajornet al (2017)
OT2	The appropriate environment promotes learning	0.719		
OT3	Adequate infrastructure to meet demand	0.607		
OT4	Full internal and external communications systems for using at work	0.589		
Signal	Ensuring the quality of higher education	The correlation coefficient of total variables	Cronbach's Alpha coefficient	Relevant researches
QA1	Teachers, staff accept and evaluate education quality assurance activities as part of the development	0.627	0.663	The researches of Wajanawichakon (2012), SomputKetkajornet al (2017)
QA2	The education quality assurance system is built and continually improved	0.527		
QA3	Personnel in all departments are aware of each person's shared responsibility and responsibility in general	0.448		

Source: Calculation results from SPSS 22.0 software

The sample size is determined by the empirical principle with a minimum sample size of 5 times the number of variables in the model (Nguyen DinhTho, 2011). The experimental research model includes 18 variables (including 3 observed variables of the higher education quality assurance scale), so the minimum sample size is 90 observations. Survey subjects are lecturers and staff at 5 private universities in Ho Chi Minh City, including Van Lang University, HoaSen University, Van Hien University, FPT University, University of Economics and Finance. The number of distributed questionnaires was 450, and the number of valid votes for analysis was 397. As such, the sample sizes for this study are consistent with empirical principles.

Table 2:- Description of the research sample.

Method **Quantity**	**Face to face interview**	**Interview via email**
Number of distributed questionnaires	146	304
Number of surveys are collected	142	255
Number of surveys were not collected	4	49

Source: Research Results of the author.

Data processing methods

Data processing is performed on SPSS 22.0 data processing program in 3 steps:

Step 1: The scales in the model are put into a reliability test that usesCronbach's Alpha tool. The observed variables in the scale with correlation coefficients of totalvariable less than 0.3 are removed from the scale and scales with Cronbach's Alpha coefficient less than 0.6 are considered removed.

Step 2: After conducting a preliminary assessment of the scale, the study continues to perform EFA discovery factor analysis with the reliability scales. Observed variables in the scale with factor loading (factor loading) less than 0.55 are excluded. The extractingmethod of used coefficients is the Principal Component factor, Varimax rotation and the stopping point when extracting Eigenvalue elements is 1. The scale is accepted when the total extractedvariance is equal to or greater than 50%.

Step 3: Linear regression analysis is to know the impact of independent variables on the dependent variable.

Research Results:-

Verify the reliability of the scales

Table 1 shows that the total correlation coefficient of all observed variables in the scales is greater than 0.3. Therefore, the observed variables are satisfactory. Besides, Cronbach's Alpha coefficient of the scales in the model is greater than 0.6. Thus, the scales in the model all ensure reliability.

Exploratory factor analysis (EFA)

Table 3 shows that theresults ofexploratory factor analysis (EFA) extractfrom three factors that represent18 observed variables with a total variance that was extracted of 64.13% at an Eigenvalues of 1,244 greater than 1. Besides, the KMO value of 0.903 is greater than 0.5 and less than 1, suggesting that EFA analysis is suitable for real data. In addition, Bartlett test results have a Sig significance level of less than 0.05,it means that the observed variables are linearly correlated with the representative factor.

Table 3:- Results of exploratory factor analysis (EFA).

Observed variables	Factor		
	1	2	3
QT7	0.785		
QT3	0.765		
QT6	0.729		
QT2	0.676		
QT5	0.676		
QT1	0.610		
QT4	0.583		
NS4			
OT1		0.862	
OT2		0.854	
OT3		0.655	
OT4		0.576	
NS2			0.880
NS1			0.821
NS3			0.720
KMO	0.903		
Barlett's Test	Sig. 0.000		
Eigenvalues	1.244		
The total variance extracted		64.13%	

Source: Calculation results from SPSS 22.0 software

Regression analysis

The results of regression analysis to evaluate the factors that affect the implementation of the quality assurance of education at private universities in Ho Chi Minh City are presented in Table 4. The regression results show that The R Square coefficient has a value of 0.57, which means that the factors that explain 57% of the change in educational quality assurance implementation. Besides, the VIF of all variables in the model is less than 5, that is, the model does not have multi-collinear phenomena. The Durbin-Watson coefficient of 1.701 also shows that the model has no autocorrelation. The F test also shows that the model has no variance change phenomenon.

In Table 4, the Sig significance level column. show that the regression coefficients of governance factors, teaching staff, staff, and other related factors all have Sig significance. is less than 0.05 and positive. As such, governance factors, teaching staff, staff, and other relevant factors all have a positive influence on the implementation of the quality assurance of private universities.

Table 4:- Results of regression analysis.

Model	Regression coefficient not yet standardized		Standardized regression coefficients	t	Sig.	Collinearity Statistics	
	Coefficient	Standard	Beta			Tolerance	VIP

			error					
	Constant	7.056E-018	0.033		0.000	1.000		
	Administrator	0.595	0.033	0.595	17.983	0.000	1.000	1.000
	Other factors	0.064	0.033	0.064	1.943	0.045	1.000	1.000
	Factors of teachers and staffs	0.461	0.033	0.461	13.934	0.000	1.000	1.000
	R Square	0.57						
	Durbin-Watson	1.701						
	Statistics F	173.775	Sig. 0.000					

Source: Calculation results from SPSS 22.0 software Regression models have the form

"Quality assurance of higher education = 7,056 ×" 〖"10"〗 ^ "- 18" "+ 0.595 × Administrative factors + 0.064 × Other factors + 0.461 × Teacher and staff factors + ε_t

Further analysis based on the standardized regression coefficients shows that the administration factor has the strongest impact, followed by the teacher, staff and other factors.

Policy implications

Based on the research results, in order for the quality assurance implementation to take place smoothly, private universities should:

Regarding administration factors: it is necessary to strengthen the leadership of the Party, the participation of mass organizations in the process of making related decisions and implementing quality culture in educational institutions. Building and operating a quality assurance system in universities; Issue management documents on quality assurance. Regularly inspecting and supervising all activities towards achieving committed quality, ensuring that all human resources in the unit are at their best and are provided with all the necessary conditions to be able to maximize their personal capacity.

For the factors of teachers and staff: it is necessary to pay more attention to the recruitment of highly qualified staff, to actively plan training and retraining of cadres according to their positions, according to task performance results. Regularly review the ratio of students/lecturers for each training branch to adjust to suit quality assurance conditions, according to regulations and development orientations. Besides, it is necessary to carry out the propagation to all teachers and staff at the same time to understand the unit's strategy; values, meanings, quality work practices and benefits of implementing educational quality assurance activities of the unit.

For other relevant factors: it is necessary to ensure that the conditions of learning materials, learning equipment, facilities meet the requirements of staff, lecturers and students, and enhance applying information technology in management. In addition, there should be sufficient classrooms for teaching and learning, with dormitories for learners, ensuring sufficient housing and living space for boarding students, equipped with equipment and facilities for cultural, art and physical training and sports activities according to regulations. More importantly, there should be a master plan for the use and development of facilities in the school's strategic plan.

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