



Recommendations for Enhancing Quality Culture at Public Universities Post Covid-19 Pandemic in Ho Chi Minh City of Vietnam

Thai Dinh Do¹, Giang Thi Linh Le², Linh Khanh Luu³,
Xuan Thi Thanh Cao¹, and Tra Tran Huong My¹

¹Saigon University (SGU), Ho Chi Minh City, VIETNAM.

²Ho Chi Minh City University of Transport (UT-HCMC), Ho Chi Minh City, VIETNAM.

³University of Finance and Marketing (UFM), Ho Chi Minh City, VIETNAM.

*Corresponding Author (Email: thaidd@sgu.edu.vn).

Paper ID: 13A10C

Volume 13 Issue 10

Received 04 April 2022

Received in revised from 25
June 2022

Accepted 02 July 2022

Available online 09 July
2022

Keywords:

Quality culture; Public Universities; University Management; Covid-19 pandemic; Planning; Doing the plan; Checking and evaluating; Acting; PDCA cycle.

Abstract

Since early 2020, the Covid-19 epidemic has negatively impacted the education industry. Children and students had to stop going to school for months. Many teachers and students are infected with Covid-19. Many important industry tasks cannot proceed as planned. Thus, universities build and develop a quality culture that is an activity to maintain quality awareness and working habits in each leader, manager, faculty, staff, and learner. Quality culture applies effective implementation of total quality management, which significantly improves the quality of education in general and public universities in particular. The paper's goal uses a set of standards to assess the quality culture of public universities according to the value approach. The authors used a method for testing descriptive statistics by surveying 120 persons working for universities in Ho Chi Minh City (HCMC). The findings showed that the current situation of the quality culture of public universities is at a lower level based on mean and SD. Thus, it is necessary to study and propose measures to improve the quality culture of public universities to a higher level. The article novelty shows the epidemic revealed weaknesses and unsustainability in the quality culture of higher education institutions. Non-business revenue from tuition fees of universities has not been realized, service revenue from other sources has decreased while other expenses still have to be ensured, such as salaries for teachers and administrators; operating and leasing costs; expenses incurred for disinfection, sterilization, and epidemic prevention over a long period.

Discipline: Education (HEI), Organization Management (Quality Culture).

©2022 INT TRANS J ENG MANAG SCI TECH.

Cite This Article:

Thai, D.D., Giang, T.L.L., Linh, K.L., Xuan, T.T.C., & Tra, T.H.M. (2022). Recommendations for enhancing quality culture at public universities post Covid-19 pandemic in Ho Chi Minh City, Vietnam. *International Transaction Journal of Engineering, Management, & Applied Sciences & Technologies*, 13(10), 13A10C, 1-16. <http://TUENGR.COM/V13/13A10C.pdf> DOI: 10.14456/ITJEMAST.2022.239

1 Introduction

Vietnam's education system has begun to pay much attention to the development of culture in general and the cultural development in Vietnam. Besides the development of quality assurance and education accreditation activities. The quality in particular in each university, although quality culture has been studied and published by many educational researchers. In recent years, the development of quality culture at public universities established an environmental system for the organization's quality activities and continuous quality improvement (Ahmed, 2016).

In addition, the quality culture in higher education in general and public universities has been studied and applied in recent years. However, in HCMC, only a few universities claim to build a quality culture to develop quality assurance. The role of quality culture had confirmed by many researchers and prestigious higher education institutions in the world as a decisive factor in the success of universities in the context of increasing competition (Barbulescu, 2015). Increase, and the number of learners is decreasing. The author finds that building a quality culture is one of the strategic solutions to help Vietnamese public universities solve the current shortcomings and inadequacies in quality development.

Moreover, the quality culture is the foundation and motivation for higher education institutions to maintain and improve their quality, identity, and competitive advantages (Hou, 2012). A quality culture will help public universities quickly adapt to national and international quality standard system changes. And demonstrate quality commitment to society, creating a quality management environment. These activities have a precise orientation in human resource development from the above analysis (Thai et al., 2022). The authors have surveyed educational management experts knowledgeable in the field of quality culture to have a more objective view of the current situation of quality culture, thereby suggesting the following functions of policy ideas to improve the quality culture for public universities in the future.

2 Literature Review

2.1 Quality Culture

Quality culture is a critical element affecting each university's quality assurance system. Building and developing a quality culture in each university aims to help people realize the importance of quality in higher education, specifically the roles and obligations of each individual in contributing to quality in the organization. Many kinds of research showed that quality culture is an organizational culture that contributes to the development of high regard for quality (Hildesheim & Sonntag, 2019; Lapiņa et al., 2015; Papailiou, 2015). The quality culture is the totality of values related to quality, against which an organization develops its viability in its external environment and manages its internal problems. Quality culture is a form of organizational culture in which quality improvement is seen as a regular activity identified by two factors. (1) Psychological factors include values sharing, trust, expectations, and commitment to

quality. (2) Management factor with a well-defined process for quality improvement and individual performance coordination efforts (Sakthivel & Raju, 2006).

Besides, the quality culture in universities is an organizational subculture, consisting of a system of material values in which the quality management system is central and spiritual values in which quality values are leading (Tierney, 1988; Rashid & Taibb, 2016). Connecting factors create a favorable environment for the establishment and continuous improvement of quality to meet customers' ever-changing needs, creating competitive advantages, and ensuring the development of customers - sustainable development of universities in globalization and international integration (Rad, 2006; Mohd & Borhandden, 2012).

2.2 The Necessity of Building Quality Culture

The quality culture is also significant. University rectors should establish a control and evaluation mechanisms system to maintain and improve the quality of training, scientific research, and community service. At the same time, it is necessary to ensure the quality of training programs to meet society's needs (Jackson, 2004; Hildebrandt et al., 1991).

Besides improving the training quality of higher education institutions, post-accreditation activities' quality improvement regularly and substantively demonstrated the university education's commitment and accountability (Hou et al., 2014; Abma & Widdershoven, 2008). To build and develop a quality culture in public universities, educational institutions must raise stakeholders' awareness and quality assurance work (Bendermacher et al., 2017; Akareem & Hossain, 2012).

The achievements and overall quality of the university system are still low compared to the requirements of international integration. Building a quality culture in public universities aims to establish a vision and mission on quality and a quality value system (Brennan, 2018; Dellana & Hauser, 1999). Besides, a working environment for quality solves problems and current limitations. It ensures the sustainable development of public universities in deep integration with advanced education globally (Esaki, 2015; Harvey & Green, 1993).

It is the issue of quality in light of the real needs of each higher education institution for the construction and proper operation of its internal quality assurance system. When the internal quality assurance has done well, the registration for quality accreditation and external assessment will reduce pressure on educational institutions (Harvey & Stensaker, 2008; Ewell, 2010). In contrast, the quality maintains and improves, affirming the public universities' prestige and brands. Finally, quality culture is a common trend in all universities. Building and developing a quality culture is an urgent requirement to ensure training quality and express the unique identity of each university (Hairuddin & Mohammed, 2012; Hasham, 2018).

2.3 Build and Develop a Quality Culture

Building a quality culture must ensure consensus from the top management to the employees, impacting from the top down and the bottom up. The university's leaders must be

exemplary and pioneer to initiate the construction and development of a quality culture (Acer & Guclu, 2017; Ali & Musah, 2012). The collective of officers, lecturers, staff, and students must be involved. Participate in discussions, and contribute to and improve all quality culture-building activities (Ansah, 2015).

Building a quality culture at the university must be associated with quality assurance and control, especially internal quality assurance. Only then will the quality standards be appropriate and serve the purpose of quality improvement and development at the unit (Bush & Sara, 2011; Deem et al., 2008).

It was developing a quality culture that must be suitable to the specific conditions of the university to meet the quality accreditation criteria of the Ministry of Education and Training of the network of Southeast Asian universities to rank among the top universities in the world to study with regional and international standards (Ehlers, 2009; Jawad et al., 2015).

The board of directors, unit leaders, and organization members discuss and set quality standards based on stakeholders' mission, vision, goals, and preferences (Lycke & Tano, 2017; Martin-Sardesai et al., 2017). Through intermediate management levels, briefings, and conferences of cadres - officials, the university has communicated guidelines and policies on quality assurance to employees. At the same time, they also publish documents on the universities' websites and bulletin boards at work (Mohammed et al., 2016; Ntim, 2018).

Implementation: Units directly realize quality tasks in each individual and collective work. Unit leaders are responsible for monitoring and orienting following quality standards (Pervaiz et al., 2009; Rahnema, 2020). Check and evaluate: This is a common step in management activities. This examination and assessment are carried out first at the university's departments, faculties, departments, and centers and then at the university level (Sargeant, 2012; Yorke, 2000).

Building and developing a quality culture is about creating its values, characteristics, and advantages and spreading its effects to influence the work performance of individuals and groups (Trivellas & Dargenidou, 2009; Strydom et al., 2004). Inspection and evaluation help units see the advantages and shortcomings overcome to achieve better results. Thus, the culture of quality is systematic and continuous. When the quality culture had placed in the right place for all members' activities, this result helps organizations have oriented towards quality, and rectors will certainly affirm the prestige and brand of the university to a new height. Priority should be given to anti-degradation, upgrading of facilities, the infrastructure of the library area and dormitory (the buildings have not been socialized, not yet upgraded) to meet the needs of the stakeholders; have a mechanism to monitor and collect comments from stakeholders (Cameron & Wesley, 2018; Adserias et al., 2017; Adina-Petruța, 2014). Directing units to develop detailed plans for upgrading facilities and equipment at the beginning of the school year for supervision (Jay & Leisyte, 2017; Croucher & Woelert, 2016).

3 Method

Building and developing an educational culture in our country is currently a significant concern for society. In recent years, along with external assessment and quality accreditation, the Vietnamese education system has begun to pay attention to the quality culture in each educational institution. The synchronous implementation of the above solutions will raise awareness of the importance of a quality culture in higher education, specifically the role and obligation of each individual in contributing to quality at the institution. Therefore, improving the quality and commitment of leaders and unifying the implementation of the collective and units such as lecturers, learners, managers, employees, and employees (Hair et al., 2021).

Based on the research objective of the article, the study uses both qualitative and quantitative techniques, a quantitative approach and this is a mixed-method approach. This approach ends by combining different data types to better assist in answering research questions. The authors suggested that the mixed method approach is best suited for this type of research. The mixed-method process increases the reliability of the research results because the qualitative data support the quantitative data. The objective of the study is to identify and test local policy implications. Research starts from focusing on a literature review to theory synthesis. Design the research includes the following main tasks: (1) Qualitative research, (2) Research preliminary quantification, and (3) Formal quantitative research (Hair et al., 2021).

Qualitative research: Research documents and learn the previous works of domestic and foreign authors related to quality culture to detect and refine the content as a basis for the study. Set up an outline of expert interviews and group discussions to complete the questions for preliminary research, and determine the scale and observed variables. In addition, the synthesis of research achievements of previous research articles is also to find gaps to guide the proposed research content. In addition, when studying (Hair et al., 2021). In theoretical theory, previous studies also proved that the concepts included in the study had been checked and tested. Qualitative research was conducted by interviewing experts in education with 30 people knowledgeable about quality culture in universities in Vietnam.

Research preliminary quantification: This study discussed through a direct interview technique with detailed survey questionnaires, pre-designed, measured by a Likert scale, with points from 1 to 5. 1 disagrees entirely; 5 agreements (Hair et al., 2021). This sample size is 30 people involved in implementing quality cultural development work in public universities in HCMC, selected by a random and convenient sampling method. Collected data is cleaned and processed using SPSS 20.0 software. The data used in the preliminary survey questionnaire was taken from the qualitative research results.

This study discussed a direct interview technique with an official survey questionnaire to design the survey. The authors derived from preliminary quantitative research results. The data had selected by random sampling method. This sample is 120 people, including experts, managers, department heads, department heads, deans, administrators, and lecturers who have taught for ten

years or more about a quality culture in public universities in HCMC (Hair et al., 2021). In addition, the authors have analyzed the situation and causes.

4 Result and Discussion

Compliance with some implementation regulations has not been thorough due to the lack of a system. The system synthesizes requirements on quality culture to achieve a common consensus in the universities. Survey results of 30 experts showed that quality control mechanisms only meet 16 percent of the actual need to build a quality culture. Quality leadership had demonstrated at all levels of management. The department manager, process, or function should have the same responsibilities as the quality leader in their department.

Universities lacked the information channels to record and respond to quality culture improvement activities at public universities. Universities changed actions, beliefs, working habits, and artistic quality. Survey results of 30 experts showed that information channels only meet 16 percent of the need to build a quality culture. Rewards play an essential role in motivating and motivating employees in quality activities. Rewards are benefits that encourage the work done well, achieving the set goals. The forms of rewards include bonuses and sudden salary increases.

The investigation results of the quality culture in public universities in HCMC: According to the actual research results, public universities in Ho Chi Minh City have not planned to build a quality culture in public universities. Universities still face many difficulties in forming a sense of self-discipline to work with the highest quality in each member of the university, including learners, to build a university-focused cultural environment into the rate. This factor is a process of purposeful, planned, and scientific influence of the subjects in the university. Thus, public universities make a plan. The construction objects form a culture of quality according to a defined model. Planning quality culture helps universities guide the strategy and design plans that fit the future. Planning helps set goals, methods, and ways for the organization's activities. Planning to help establish standards to support the inspection results after the management therapy. This step is necessary to define goals, resources, implementation time, and methods to achieve the desired goal. Many officials, lecturers, and employees of higher education institutions have to reduce their working hours and quit their jobs; students have to get used to teaching and learning online during the pandemic. The work of testing and evaluating learning outcomes in the context of online learning is still confusing, with many potential risks of fraud in quality testing and assessment. Higher education institutions' enrollment and graduation work have also been changed and adjusted.

Table 1: Planning to build a quality culture in public universities

Scale	N	Percent	Valid Percent	Cumulative Percent
Completely disagree	18	15.7	15.7	15.7
Disagree	11	9.6	9.6	25.2
Neutral opinion	34	29.6	29.6	54.8
Agree	44	38.3	38.3	93.0
Completely agree	8	7.0	7.0	100.0
Total	115	100.0	100.0	

Table 1 shows that the survey respondents answered from levels 1 to 3 accounting for over 54.8 percent. This result is a reasonably high rate and is also a scientific basis for proposing recommendations to improve culture quality in public universities. Besides, the organization of training in the form online is only a temporary solution to maintain and keep students. Students do not drop out without a methodical plan and careful preparation due to many difficulties in terms of conditions. Online training is also only suitable for theoretical subject content, not practical skills that are the primary requirement in the vocational education training program.

Table 2: Doing the plan, implement the details of the given planning of quality culture in public universities

Scale	N	Percent	Valid Percent	Cumulative Percent
Completely disagree	10	8.7	8.7	8.7
Disagree	19	16.5	16.5	25.2
Neutral opinion	33	28.7	28.7	53.9
Agree	45	39.1	39.1	93.0
Completely agree	8	7.0	7.0	100.0
Total	115	100.0	100.0	

Table 2 shows that quality measurement is an integral part of the feedback loop for quality control in quality control. Table 2 shows that all persons who answered from levels 1 to 3 accounted for over 53.9 percent. This result helps quality measurement assess the quality state to maintain and strengthen the system's quality. Performance measurement across all functional areas of the organization, such as product development, purchasing, manufacturing, marketing, customer care, and support administration. Measuring quality provides data to help with job performance and help maintain a continuous perception of quality within the organization. Continue to review and evaluate the effectiveness of annual investment and exploitation of information technology equipment and network infrastructure to plan to invest, upgrade, and ensure network safety and security.

Table 3: Checking and evaluating the results of planning of quality culture in public universities

Scale	N	Percent	Valid Percent	Cumulative Percent
Completely disagree	14	12.2	12.2	12.2
Disagree	16	13.9	13.9	26.1
Neutral opinion	36	31.3	31.3	57.4
Agree	43	37.4	37.4	94.8
Completely agree	6	5.2	5.2	100.0
Total	115	100.0	100.0	

Table 3 shows that all persons who answered from levels 1 to 3 accounted for over 57.4 percent. This result showed leadership is a critical element in quality management. Leadership commitment to quality is necessary but not sufficient. Management must demonstrate participation in quality activities by evidence. Besides, leadership is the person who initiates and supports the vision of the organization's overall quality culture. First, the participation of good leaders in quality strategic management through setting, orienting and implementing quality

objectives and strategies, participating in quality councils, and directing quality activities for the organization's quality.

Table 4: Doing the plan, implement the details of the given planning of quality culture in public universities

Scale	N	Percent	Valid Percent	Cumulative Percent
Completely disagree	10	8.7	8.7	8.7
Disagree	19	16.5	16.5	25.2
Neutral opinion	33	28.7	28.7	53.9
Agree	45	39.1	39.1	93.0
Completely agree	8	7.0	7.0	100.0
Total	115	100.0	100.0	

Table 4 shows that all persons who answered from levels 1 to 3 accounted for over 56.5 percent. Make appropriate adjustments to start a new cycle of protocol editing from the evaluation results. Besides, quality culture is both an opportunity and a challenge. Students' demand for services is increasing, and it is necessary to improve service quality continuously. Quality improvement is activities throughout the organization to improve efficiency and performance and create additional customer benefits.

Quality improvement is a continuous effort to maintain and enhance the quality of training with the principle that the following training quality must be better than the previous quality, and the gap between service characteristics and customer requirements is getting smaller. Finally, quality culture and education also assessed that the quality of vocational training was affected because the practice time at enterprises, production, and business establishments could not be carried out as planned. Especially for high-quality vocational training transfer programs being piloted. Many programs and plans for professional activities have been postponed or canceled, such as the national vocational skills exam national defense and security education sports festival.

Table 5: Testing descriptive statistics for improving quality culture in public universities

Contents	N	Min	Max	Mean	Std. Deviation
Planning to build a quality culture in public universities	115	1.00	5.00	3.1130	1.17552
Doing the plan, implement the details of the given schedule of quality culture in public universities	115	1.00	5.00	3.1913	1.07520
Checking and evaluating the results planning of quality culture in public universities	115	1.00	5.00	3.0957	1.10003
Acting through the assessment of quality culture in public universities	115	1.00	5.00	3.0696	1.07378

Table 5 shows all factors for improving quality culture in public universities: The mean is around 3.0, and Std. The deviation is approximately 1.0. Statistical results are very suitable for the authors to suggest policy implications for improving the quality of culture in public universities in the coming time. It is to enhance the quality culture in public universities in HCMC. It is necessary to address the four situations analyzed above synchronously. The authors have investigated the urgency and feasibility of the above four situations, considered urgent and feasible and

implemented in public universities. Besides, Plan - Do - Check - Act (PDCA) cycle with four steps arranged into a closed cycle represents that PDCA is an iterative cycle from planning, implementing, evaluating, and changing to creating continuous and never-ending improvement in a specific process or operation university. The organization of training online is only a temporary solution to maintain and keep students. Students do not drop out without a methodical plan and careful preparation due to many difficulties in terms of conditions. Facilities and capacity of teachers. Online training is also only suitable for theoretical subject content, not practical skills that are the primary requirement in the vocational education training program.

Planning to build a quality culture in public universities (3.1130): Quality culture planning is the activity of defining objectives, policies, means, resources, and measures to achieve quality objectives. In the current period, quality culture planning is considered a leading role, decisive impact on all future quality management activities, and a measure to improve management effectiveness. Therefore, public universities need to review the mission and vision of the higher education institution, emphasizing the role of quality in the development of the higher education institution.

At the same time, adjust and supplement the development strategy of the higher education institution, which sets the goals, content orientation, solutions, and resources for building a quality culture. Besides, develop a quality policy to establish training, scientific research, and community service. Public universities should develop a quality plan to implement the policy with specific goals and requirements and propose solutions and timelines. Finally, the leader who continues mastering planning awareness is the first and decisive solution in building a quality culture in public universities. A complete understanding of planning will help each member understand the role of quality, new quality attitudes, and accurate, effective, and consistent behaviors and improve quality culture practices. The quality culture strategy must be customer-oriented. University managers must determine how quality will fit into the university's overall system. Leaders should consider the close relationship between process needs and capabilities in developing an operational strategy.

Develop and link quality expectations to training quality guidelines and determine the desired quality for special training, assessed by the student's perception of the desired level of performance. Public universities should organize the formulation and declaration of the vision and mission of the quality culture of the public university. The vision and mission of a quality culture are considered distinctive features of each public university. A vision and mission statement of a consistent quality culture inspires, motivates and strengthens trust among members, fostering a commitment to a quality culture and a spirit of self-fulfillment quality culture. The guideline for all quality cultural activities of the university, helping the university the public sector is proactive and resilient in the face of increasing challenges from the external environment in the present and the future.

Doing the plan, implement the details of the given schedule of quality culture in public universities (3.1913): Public universities must analyze the impact of factors on culture and training quality. Many different factors influence the quality of civilization. For any university, there are vital factors affecting quality culture. Managers need to identify these factors. The internal factors that are especially important are people, technology, vehicles, and materials. Lecturers' skills, materials, and technological processes combine to produce a training or service to a certain extent. Therefore, factors had considered in close relationships with each other and the external environment. Besides, public universities implement quality assurance activities to ensure regularity and continuity, aiming at building a quality culture in that all members of the higher education institution, including learners, have a solid grasp of their work.

Regularly organize seminars, conferences, seminars, training, and fostering classes on quality culture for university members. The requirements for these activities include: in terms of content, it should be suitable for each target group, which are managers, lecturers, or employees; in terms of methods, attention had paid to create an environment for discussion, experience sharing, dialogue, and criticism for the participants; on the subject of organization, not only by the principal but also the activities of the heads of the units and the leaders of the quality groups in the university. In addition, it is necessary to encourage active university members to organize propaganda programs, discuss, foster, and help colleagues, especially those who oppose the policy of building a university-quality culture.

Based on mastering the plan of the unit of the university, organizing the implementation of the highest quality understanding how one's work had done to achieve the highest quality including compliance with the requirements of quality, improvement, and creativity to gradually form the working habit of achieving and exceeding quality culture.

The public universities continue checking and evaluating the results planning of quality culture public universities (3.0957): Quality control is critical, and this factor is part of quality management but will focus primarily on quality requirements. Simply put, the operator will control the process of creating translation products through many factors. The aim is to be able to guarantee the best quality. Therefore, public universities need to develop a set of criteria for assessing quality culture in public universities.

This checking is an essential tool to quantify the effects of building a quality culture, clarifying the contribution of quality culture to the development of public universities. Besides, help evaluate each solution's achievement level to build a quality culture so that the university leaders can make the appropriate university adjustments, additions, or innovations. Besides, public universities continue renovating policies on quality culture to complete the policy system to ensure conformity with the vision and mission of quality culture, quality culture system, quality culture tradition, and quality culture mechanism.

The public universities' quality culture creates motivation to strive to fulfill the tasks of each member of the public universities to the best. Especially make a long-term commitment of the

team with the public universities, helping to reduce the "brain drain" situation that aggravates the problem - increasing direction. However, the policy system on quality culture must be appropriate to help improve public universities' efficiency. Continue to pay attention, invest in facilities, and gradually modernize costumes, teaching equipment, training management, and scientific research.

Leaders continue creating a breakthrough in synchronous and effective implementation of technology application projects in management and supporting teaching activities study and scientific research to enhance training quality. They were perfecting the operating management system, educational management software, scientific research; system, lecture halls, libraries, laboratories, data, information, and documents. Finally, the quality monitoring process implements activities according to professional skills and expertise to ensure quality complies with the set criteria.

Acting through assessing quality culture in public universities (3.0696): Continuous improvement in the university is an essential principle to help the university analyze and evaluate the current situation to identify areas for improvement, set quality goals, and find implementation solutions to achieve those goals. The principle of continuous improvement has a significant influence on maintaining the internal capacity of the university, increasing the ability to react to changes inside and outside the university, and enabling the university to grasp development opportunities. In addition, the implementation of continuous improvement also helps the university constantly innovate, improve competitiveness, and improve the university's ability to meet students' expectations. Therefore, public universities must create a working atmosphere for a quality culture.

Quality culture in a public university is a positive expression of the quality culture's attitudes. And behaviors of all university members. In other words, it is the working atmosphere with the highest excitement and motivation in realizing the quality culture's vision, mission, and objectives based on the quality culture system. The working atmosphere for quality culture had constituted by two main factors: the tradition of quality culture and the mechanisms and policies of quality culture, which play a role in promoting quality culture. The universities had the performance of the public universities in general and each member in particular. This factor is also the most precise expression of the quality culture in public universities. Finally, public universities continue renovating policies on quality culture to complete the policy system to ensure conformity with the vision and mission of the quality culture, the quality culture system, the quality culture tradition, and the quality culture mechanism.

The public universities' quality culture helps create motivation to strive to complete the best tasks of each member of the public universities, especially creating a long-term commitment of the team with the public universities, helping to reduce the brain drain that tends to increase. However, the policy system on quality culture must be appropriate to help improve public universities' efficiency. It perfected mechanisms and policies, investing in facilities to meet training and scientific research requirements. Focus on developing and perfecting regulations on

education, training, and scientific and technological activities following rules and guidelines, paying attention to fostering, attracting, appreciating, and treating a contingent of science and technology staff, especially leading experts and talents in the field of science and technology. Teachers and scientists have policies to attract talents to academies and work for public universities through practice. Strongly renovate the mechanism and implement the remuneration regime for teaching and scientific research staff to enhance training quality.

This recommendation is to implement the above solutions. It is necessary to have many different conditions in which the information element plays an essential and transparent role. Therefore, it is required to establish an integrated management information system in the university to gather all data sources in all areas of activity for processing information. An integrated management information system is an integrated system of information systems for each function. Each functional information system supports a specific field, such as a training management information system and a training system for human resource management information. This integration makes sharing data and information more accessible, helping decision-making in quality culture activities to ensure accuracy and timeliness.

5 Conclusion

Quality culture is an organization's awareness, commitment, and attitude toward quality standards. In many studies, an authentic quality culture is one where all members genuinely care about the quality of their work and make decisions based on achievable levels. Thus, the quality culture is crucial in Vietnamese higher education's external quality assurance system, which is incomplete. Investment resources for higher education are limited, etc. Therefore, public universities require the talent and determination of leaders of higher education institutions, the active participation of all members inside, and the support of stakeholders outside the higher education institution.

According to the actual research results, public universities in Ho Chi Minh City have not planned to build a quality culture in universities. Public universities still face many difficulties in forming a sense of self-discipline to monitor the achievement of the highest quality in each member of the university, including learners. Public universities have not developed a quality culture in their universities, and there are still many shortcomings in implementing quality culture improvement. This factor is a process of purposeful, planned, and scientific influence of the university subjects on building a quality culture to improve the quality of training. To enhance the quality of culture, public universities must commit to quality improvement, consider it a priority task, have a roadmap and solutions, and invest resources to implement continuous quality culture improvement and build a quality culture.

Public universities need to improve quality after the inspection process and quality determination. The assessment and quality improvement activities had compared domestically and internationally, considering stakeholders' requirements. Accordingly, public universities must actively review and evaluate the quality of their actions, ensuring that they meet the criteria of

assessment standards, conditions, and the development of the labor market. The article recommends that public universities strengthen their artistic quality based on the above.

Due to time and budget limitations, the study has certain limitations in conducting research. This limitation is the reliability of research concepts. Therefore, the study only conducted interviews with 120 people, in which 115 answer sheets were valid, including lecturers, staff, faculty leaders, and administrators in HCMC, so they do not fully represent the research crowd. Second, this study implements a convenient sampling technique by sending survey-to-survey subjects. So, the reliability of the research scales will be higher if the sample is randomly selected.

The following research should conduct the sampling technique by directly interviewing each close subject. This paper makes the data more reliable and increases the number of survey samples by over 120 for all public university employees. Further studies should also build a research model and compare the results with building a quality culture in private universities to have a more comprehensive view of the current state of quality culture.

6 Availability of Data and Material

Data can be made available by contacting the corresponding author.

7 Acknowledgment

The authors would like to thank the board of directors of Saigon University for encouraging and supporting us throughout the research process.

8 References

- Abma, T. A., & Widdershoven, G. A. M. (2008). Evaluation and/or social relation. *Evaluation*, 14(2), 209–225. DOI: 10.1177/1356389007087540
- Acer, E. K., & Guclu, N. (2017). An analysis of the expansion of higher education in Turkey using the new institutional theory. *Educational Sciences-Theory and Practice*, 17(6), 1911–1921. DOI: 10.12738/estp.2017.6.0031
- Adina-Petruța, P. (2014). Quality culture - a key issue for Romanian higher education. *Social and Behavioral Sciences*, 116, 3805–3810. DOI: 10.1016/j.sbspro.2014.01.845
- Adserias, R. P., Charleston, L. J., & Jackson, J. F. L. (2017). What style of leadership is best suited to direct organizational change to fuel institutional diversity in higher education? *Race Ethnicity and Education*, 20(3), 315–331. DOI: 10.1080/13613324.2016.1260233
- Ahmed, J. U. (2016). Massification to the marketization of higher education: private university education in Bangladesh. *Higher Education for the Future*, 3(1), 76–92. DOI: 10.1177/2347631115610222
- Akareem, H. S., & Hossain, S. S. (2012). Perception of education quality in private universities of Bangladesh: a study from students' perspective. *Journal of Marketing for Higher Education*, 22(1), 11–33. DOI: 10.1080/08841241.2012.705792
- Ali, H. M., & Musah, M. B. (2012). Investigation of Malaysian higher education quality culture and workforce performance. *Quality Assurance in Education*, 20(3), 289–309. DOI: 10.1108/09684881211240330
- Ansah, F. (2015). A strategic quality assurance framework in an African higher education context. *Quality in Higher Education*, 21(2), 132–150. DOI: 10.1080/13538322.2015.1084720

- Barbulescu, A. (2015). Quality culture in Romanian higher education. *Social and Behavioral Sciences*, 191, 1923–1927. DOI: 10.1016/j.sbspro.2015.04.445
- Bendermacher, G. W. G., et al. (2017). Unraveling quality culture in higher education: a realist review. *Higher Education*, 73(1), 39–60. DOI: 10.1007/s10734-015-9979-2
- Brennan, L. (2018). Success factors of quality management in higher education: intended and unintended impacts. *European Journal of Higher Education*, 8(3), 249–257. DOI: 10.1080/21568235.2018.1474776
- Bush G. B., & Sara, R. R. (2011). Environmental adult learning and transformation in formal and nonformal settings. *Journal of Transformative Education*, 8(2), 71–88. DOI: 10.1177/1541344611406736
- Cameron, K., & Wesley, S. (2018). A framework for organizational quality culture. *Quality Management Journal*, 16(4), 7–25. DOI: 10.1080/10686967.1999.11919208
- Croucher, G., & Woelert, P. (2016). Institutional isomorphism and the creation of the unified national system of higher education in Australia: An empirical analysis. *Higher Education*, 71(4), 439–453. DOI: 10.1007/s10734-015-9914-6
- Deem, R., Mok, K. H., & Lucas, L. (2008). Transforming higher education in whose image? Exploring the concept of the 'world-class' university in Europe and Asia. *Higher Education Policy*, 21(3), 83–97. DOI: 10.1057/palgrave.hep.8300179
- Dellana, S. A., & Hauser, R. D. (1999). Towards defining quality culture. *Engineering Management Journal*, 11(2), 11–15. DOI: 10.1080/10429247.1999.11415022
- Ehlers, U. D. (2009). Understanding quality culture. *Quality Assurance in Education*, 17(4), 343–363. DOI: 10.1108/09684880910992322
- Esaki, K. (2015). Target entities of total quality management based on the new TQM and three-dimensional unification value models. *Intelligent Information Management*, 7(2), 70–79. DOI: 10.4236/iim.2015.72007
- Ewell, P. (2010). Twenty years of quality assurance in higher education: what's happened and what's different? *Quality in Higher Education*, 16(2), 173–175. DOI: 10.1080/13538322.2010.485728
- Hair, J., Anderson, R., Tatham, R., & Black, W. (2021). *Multivariate data analysis*. US: Prentice-Hall: Upper Saddle River, NJ, USA.
- Hairuddin, M. A., & Mohammed, B. M. (2012). Investigation of Malaysian higher education quality culture and workforce performance. *Quality Assurance in Education*, 20(3), 289–309. <http://dx.doi.org/10.1108/09684881211240330>
- Harvey, L., & Green, D. (1993). Defining quality. *Assessment and Evaluation in Higher Education*, 18(1), 9–34. DOI: 10.1080/0260293930180102
- Harvey, L., & Stensaker, B. (2008). Quality culture: understandings, boundaries, and linkages. *European Journal of Education*, 43(4), 427–442. DOI: 10.1111/j.1465-3435.2008.00367.x
- Hasham, E. S. (2018). Academic institutions are no different from any other: Total quality management does enhance performance. *International Journal of Organizational Leadership*, 7(4), 348–373. DOI: 10.33844/ijol.2018.60340
- Hildebrandt, S., Kkistensen, K., Kanji, G., & Dahlgaard, J. J. (1991). Quality culture and TQM. *Total Quality Management*, 2(1), 1–15. DOI: 10.1080/09544129100000001

- Hildesheim, C., & Sonntag, K. (2019). The quality culture inventory: A comprehensive approach towards measuring quality culture in higher education. *Studies in Higher Education*, 4(1), 892–908. DOI: 10.1080/03075079.2019.1672639
- Hou, A. Y. (2012). Mutual recognition of quality assurance decisions on higher education institutions in three regions: a lesson for Asia. *Higher Education*, 64, 911–926. DOI: 10.1007/s10734-012-9536-1
- Hou, A., Chen, K., Hui-Jung., & Morse, R. (2014). Transforming the quality assurance framework for Taiwanese higher education: a global context. *Policy and Society*, 33(3), 275–285. DOI: 10.1016/j.polsoc.2014.09.001
- Jackson, P. R. (2004). Employee commitment to quality: Its conceptualization and measurement. *International Journal of Quality & Reliability Management*, 21(7), 714–730. DOI: 10.1108/02656710410549073
- Jawad, S., Jamshaid, I., & Wahab, F. (2015). Quality culture in higher education institutes: the perspective of different stakeholders. *VFAST Transaction on Education and Social Sciences*, 6(2), 72–79. DOI: 10.21015/vtess.v6i2.309
- Jay, D., & Leisyte, L. (2017). Knowledge sharing and organizational change in higher education. *The Learning Organization*, 24(5), 355–365. DOI: 10.1108/TLO-04-2017-0034
- Lapiņa, I., Kairiša, I. & Aramina, D. (2015). Role of Organizational Culture in the Quality Management of University. *Social and Behavioral Sciences*, 213(1), 770–774. DOI: 10.1016/j.sbspro.2015.11.472
- Lycke, L., & Tano, I. (2017). Building quality culture in higher education. *International Journal of Quality and Service Sciences*, 9(3/4), 331–346. DOI: 10.1108/IJQSS-04-2017-0033
- Martin-Sardesai, A., Irvine, H., Tooley, S., & Guthrie, J. (2017). Organizational change in an Australian university: Responses to a research assessment exercise. *Pacific Accounting Review*, 28(4), 458–470. DOI: 10.1108/PAR-02-2016-0015
- Mohammed, A., Bin T. C., & Nadarajan, S. (2016). Mapping the relationship among quality management practices, organizational learning, organizational culture, and organizational performance in higher education: A proposed framework. *American Journal of Industrial and Business Management*, 6(1), 401–410. DOI: 10.4236/ajibm.2016.64036
- Mohd A. H., & Borhandden, M. M. (2012). Investigation of Malaysian higher education quality culture and workforce performance. *Quality Assurance in Education*, 20(3), 289–309. DOI: 10.1108/09684881211240330
- Ntim, S. (2018). Embedding quality culture in higher education in Ghana: quality control and assessment in emerging private universities. *Higher Education*, 68(6), 837–849. DOI: 10.1007/s10734-014-9747-8
- Papailiou, E. K. (2015). Embedding quality culture in higher education provision: The Cyprus case. *Journal of Quality in Education*, 5(6), 1–9. DOI: 10.37870/joqie.v4i4.74
- Pervaiz, K. A., Ann, Y. E. L., & Mohamed, Z. (2009). Cultures for continuous improvement and learning. *Total Quality Management*, 4(5), 426–434. DOI: 10.1080/0954412997361
- Rad, A. M. (2006). The impact of organizational culture on the successful implementation of total quality management. *The TQM Magazine*, 18(1), 606–625. DOI: 10.1108/09544780610707101
- Rahnuma, N. (2020). Evolution of quality culture in an HEI: critical insights from university staff in Bangladesh. *Educational Assessment, Evaluation, and Accountability*, 32, 53–81. DOI: 10.1007/s11092-019-09313-8

- Rashid, F., & Taibb, C. (2016). Total quality management (TQM) adoption in Bangladesh ready-made garments (RMG) industry: A conceptual model. *American Journal of Industrial and Business Management*, 6(1), 1085–1101. DOI: 10.4236/ajibm.2016.611102
- Sakthivel, P. B., & Raju, R. (2006). Conceptualizing total quality management in engineering education and developing a TQM educational excellence model. *Total Quality Management*, 17, 913–934. DOI: 10.1080/14783360600595476
- Sargeant, J. (2012). Qualitative research part II: participants, analysis, and quality assurance. *Journal of Graduate Medical Education*, 4(1), 1–3. DOI: 10.4300/JGME-D-11-00307.1
- Strydom, J. F., Zulu, N., & Murray, L. (2004). Quality, culture, and change. *Quality in Higher Education*, 10(3), 207–217. DOI: 10.1080/1353832042000299496
- Thai, D. D., Lan, C. L., Y V. N., & Sang, H. M. (2022). Applying system theory to building quality culture model in higher education institution. *International Transaction Journal of Engineering, Management, & Applied Sciences & Technologies*, 13(2), 1–12. DOI: 10.14456/ITJEMAST.2022.32
- Tierney, W. G. (1988). Organizational culture in higher education: defining the essentials. *Journal of Higher Education*, 59(1), 2–21. DOI: 10.1080/00221546.1988.11778301
- Trivellas, P., & Dargenidou, D. (2009). Organizational culture, job satisfaction, and higher education service quality: The case of technological educational institute of Larissa. *TQM Journal*, 21(4), 382–399. DOI: 10.1108/17542730910965083
- Yorke, M. (2000). Developing a quality culture in higher education. *Tertiary Education and Management*, 6(1), 19–36. DOI: 10.1080/13583883.2000.9967008
-



Dr. Thai Dinh Do is an Associate Professor and Dean of the Department of Post-graduate Training at Saigon University, Ho Chi Minh City, Vietnam. His major research directions focus on Assessing the Quality of Education Activities in terms of Material and Spirit and have a close relationship with one another as following Education Quality Assurance, School Culture, Quality Culture in Educational Institutions, and Measurement, Testing, and Evaluation in Education Activities.



Dr. Giang Thi Linh Le is a Lecturer and Dean of the Department of Quality Management at the Ho Chi Minh City University of Transport, Vietnam. She holds a Doctor degree in Measurement and Evaluation in Education. She involves in Building, Adjusting and Evaluating Programs at universities in Vietnam Her research is related to Quality Assurance in Education. She is in charge of ensuring the Quality of Programs at my university and participates in Consulting Design, Adjusting and Evaluating Curriculum to meet the output which is based on the national qualification framework and the requirements of national and international quality standard. Email: giang.le@ ut.edu.vn.



Linh Khanh Luu is a PhD Candidate. She is a leader of the Education Quality Unit at the University of Finance and Marketing, Vietnam. Quality of Education is an important issue in university and she involves in implementing continuous quality improvement, and writing a self-assessment report. She is an Education Accreditor of the Ministry of Education and Training; Her research in Education Science focuses on Student Assessment Methods, Teaching and Learning Methods. Email: luukhanhlinh2021@ gmail.com.



Dr. Xuan Thi Thanh Cao is a subject Lecturer, Deputy Head of Graduate Training Department, and Head of Education Administration at Saigon University, Ho Chi Minh City, Vietnam. She holds a PhD in Education Management. She also manages the Graduate Training Department, and teaches Educational Management Training courses. Her research is related to Educational Management and Educational Quality Management. Email: cttxuan@ sgu.edu.vn.



Tra Tran Huong My is a PhD Candidate in Educational Management and an officer at the Department of postgraduate training at Saigon University. She takes part in Constructing Training Programs and Educational Quality Management. Email: huongtra@ sgu.edu.vn.
