



**CURRENT SITUATION AND SOLUTIONS TO ENHANCE THE QUALITY OF THE SCIENCE RESEARCH ACTIVITIES OF THE LECTURES AT AN GIANG UNIVERSITY'S DEFENSE FOR EDUCATION AND SECURITY DEPARTMENT**

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**Abstract:**

Scientific research and teaching are two essential tasks of lecturers, having a close relationship, interacting, and reciprocating. In this article, by using research methods combined with candid discussion with unit leaders, the author proposes solutions to improve the quality of scientific research activities for the teaching staff defense and security education at An Giang University. These solutions can be considered a priority for other universities in improving the quality of scientific research activities for the teaching staff of defense and security education.

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**Keywords:**

*Scientific research, lecturers, defense and security education, solutions, An Giang University.*

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**THỰC TRẠNG VÀ GIẢI PHÁP NÂNG CAO CHẤT LƯỢNG  
HOẠT ĐỘNG NGHIÊN CỨU KHOA HỌC CỦA GIẢNG VIÊN BỘ MÔN  
GIÁO DỤC QUỐC PHÒNG VÀ AN NINH TRƯỜNG ĐẠI HỌC AN GIANG**

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Thông tin bài viết	Tóm tắt
<p>Ngày nhận bài: 22/07/2022</p> <p>Ngày sửa bài: 21/08/2022</p> <p>Ngày duyệt đăng: 25/10/2022</p>	<p>Nghiên cứu khoa học và giảng dạy là hai nhiệm vụ quan trọng của giảng viên, có mối quan hệ chặt chẽ, tác động qua lại, tương hỗ lẫn nhau. Trong bài viết này, bằng cách sử dụng các phương pháp nghiên cứu, kết hợp với trao đổi trực tiếp với lãnh đạo đơn vị, tác giả đề xuất các giải pháp nâng cao chất lượng hoạt động nghiên cứu khoa học cho đội ngũ giảng viên giáo dục quốc phòng và an ninh ở Trường Đại học An Giang. Những giải pháp này có thể được coi là ưu tiên cho các trường đại học khác trong việc nâng cao chất lượng hoạt động nghiên cứu khoa học cho đội ngũ giảng viên giáo dục quốc phòng và an ninh.</p>

**Từ khóa:**

*Nghiên cứu khoa học, giảng viên, giáo dục quốc phòng và an ninh, giải pháp, Trường Đại học An Giang.*

**1. Introduction**

In higher education institutions, teaching and scientific research are the two main tasks that every faculty member in the school year has to perform. These tasks have a close relationship with each other and contribute to improving lecturers' qualifications. Regulations on scientific and technological activities in universities clearly state that "Teachers must spend at least one-third of their total working time in the academic year (equivalent to 586 administrative hours) on scientific research tasks learn" [1, pp.5]. It can be said that research activities for lecturers of defense

and security education are regular activities, scientific research to ensure and improve the quality of training, to meet the human resource needs of the society, bring prestige and position to teachers - scientists, education and training institutions. In recent years, in addition to efforts to innovate teaching activities, the teaching staff of defense and security education at An Giang University have also constantly promoted scientific and technological research activities. It is necessary to foster and improve scientific research skills for these lecturers at An Giang University, to improve the quality of lecturers, to meet educational requirements and tasks

training in the new situation, especially in the context of the impact of the industrial revolution 4.0.

**2. Research content**

**2.1. Research Methods**

Based on applying the educational, scientific methodology, this article uses the following specific research methods: (i) Methods of collecting, processing, and synthesizing documents: Documents of books, journals, and statistical reports; (ii) Methods of investigation and survey: Conduct questionnaires, survey 13 people (subjects are teachers of the unit); (iii) Methods of mathematical statistics: Statistics, analysis and data processing; (iv) Expert method: Exchange and interview leaders of departments and faculties.

The time to conduct the survey and survey is June 2022.

**2.2. Current status of scientific research activities of national defense and security education lecturers at An Giang University**

*2.2.1. Professional qualifications of the teaching staff*

The Department of National Defense Education of An Giang University is a unit directly under An Giang University’s Board of Directors, under the direct leadership and direction of the Board of Directors, which has a mutually influencing relationship with other departments, centers, libraries, and faculties of the school. Currently, the teaching staff of defense and security education at An Giang University has 13 lecturers who teach about 3,000 undergraduate students at An Giang University every year [2]. About qualifications: Ph.D. students: 03 people; masters: 05 people; bachelor: 05 people. Statistical results in Figure 1 show that the training level of the teaching staff of defense and security education is very modest; most of the teachers are very young. Teachers have teaching experience of under 15 years.

Number of lecturers	Ph.D. students	Masters	Bachelor	Officer	Political theory		Main lecturer	Years of teaching	
					Political middle	Political senior		Less than 15 years	Over 15 years
13	03	05	05	12	03	02	02	10	03

Figure 1. Professional qualifications of lecturers in defense and security education at An Giang University

Over the past years, the Department of National Defense Education at An Giang University has been gradually perfecting the regulations to strengthen scientific research activities. Continuing to implement the goal of “Scientific research is the vitality of the unit” [3, pp.7] is one of the solutions to improve the training quality of the unit and is a necessary condition for self-study. The lecturers enhance their professional skills and supplement the required knowledge for professional activities. Scientific research tasks are specified in the Regulations on the working regime of lecturers, which is a necessary condition for evaluating

and classifying officials and voting for emulation at the end of the school year.

*2.2.2. Perception of the teaching staff about the meaning of scientific research*

After discussing with leaders of departments and faculties, we selected ten criteria to evaluate the significance of scientific research for lecturers (Figure 2); the results showed that there were five criteria with a high rate of selection chosen from 60% or more, including Obligations and responsibilities (92.3%); Show professional capacity (76.9%); Conditions for promotion (69.2%); Contribute to income generation (61.5%); Create credibility (61.5%).

Criteria	Selection results	
	Amount	Ratio (%)
Duties and responsibilities	12/13	92.3
Show professional competence	10/13	76.9
Conditions for promotion	9/13	69.2
Contribute to income generation	8/13	61.5
Build a reputation	8/13	61.5
Contributing to improving the quality of lectures	6/13	46.1
To discover new knowledge	6/13	46.1
To solve practical problems	5/13	38.5
To gain a deeper understanding of the profession	5/13	38.5
Passion	4/13	30.8

Figure 2. Teachers’ perception of the meaning of scientific research

The criteria selected by teachers less than 50% include: Contributing to improving the quality of lectures and to discovering new knowledge with the same number of people assigned (46.1%); To solve practical problems and to gain a deeper understanding of expertise (38.5%), and the lowest criterion of Satisfying passion, only 4/13 people chose (30.8%). Teachers still think that scientific research is a mandatory responsibility, a necessary condition for emulation. From that, teachers have not cared about scientific research activities.

2.2.3. Motivation for scientific research of lecturers

The survey results in Figure 3 show that the motivation for scientific research of teachers by question can choose all four contents, showing a significant difference between the motivations given.

Most teachers believe that: the motivation to participate in scientific research is because of the task (12/13 people asked to choose) and consider emulation and commendation (11/13 people selected); only 38.5% of the respondents chose the motivation for scientific research to improve their professional capacity. Particularly motivation because passion accounts for a relatively low percentage, only 15.3%. From the survey results, it was found that the motivation for scientific research of teachers in the Department recently was not good. Therefore, the Department of National Defense Education of An Giang University needs to strengthen propaganda about the benefits of scientific research activities for teachers and have plausible mechanisms and policies to motivate active teachers actively participate in research activities.

Scientific research motivation	Selection results	
	Amount	Ratio (%)
Mission	12/13	92.3
Passion	2/13	15.8
Enhance professional capacity	5/13	38.5
Examining emulation and rewarding	11/13	84.6

Figure 3. Faculty's motivation for scientific research

2.2.4. Results of scientific research activities and standard hours of the teaching staff

Statistical results of standard hours of teachers show that the average number of hours is 625 hours/teacher/school year (Figure 4). In general, the total number

of actual teaching hours of teachers is relatively high compared to the number of hours teachers complete the prescribed norm (270 hours/year), and 80% of the hours exceed 200 hours or more.

School year	Teaching hours	Science study time	Science research topic		Scientific article
			Base level	Unit level	
2019-2020	8210	1123	01	01	04
2020-2021	8110	1250	01	03	07
2021-2022	8050	1580		02	12
<b>Total</b>	<b>24375</b>	<b>3953</b>	<b>02</b>	<b>06</b>	<b>23</b>

Figure 4. Scientific research results and standard hours of teachers in the last 3 school years

According to Figure 4, the total number of actual teaching hours of teachers is relatively high, but the number of hours of scientific research teachers is low and uneven among teachers. On average, in 3 school years, each teacher only achieved about 94 hours of scientific research in the year, but up to 53.8% of teachers did not have science research hours. Thus, on average, the number of hours of scientific research by teachers only accounts for about 47.9% of the total number of hours to be performed in the year (196 hours/year). Compared with the regulations of An Giang University, Vietnam National University Ho Chi Minh City, and the Ministry of Education and Training, the above results are meager.

According to statistics from the date of establishment until now, the Department of National Defense Education has four scientific research projects at the grassroots level, and seven scientific research projects at the unit level that have been accepted, of which one teacher has two topics of scientific research and two teachers have three scientific research topics. If counted in the last three academic years alone, the Department of National Defense Education has seven cases at all levels, but up to nine teachers do not have and do not participate in scientific research topics. Among the four teachers with scientific research topics, two teachers have up to two scientific research topics. Regarding scientific articles, by the end of the academic year 2021

- 2022, the Department has thirty articles, of which only three have been published in international journals. Particularly in the last three academic years, there have been twenty-three articles, of which two teachers have published up to fifteen pieces, but 06/13 teachers have never published scientific research results.

*2.2.5. Difficulties in scientific research activities of lecturers*

According to Figure 5, among the difficulties when doing scientific research raised by the majority of teachers, the challenges that are confirmed by teachers have a higher rate: The funding allocated for each scientific research topic is still too low and

disproportionate, and the Complicated payment procedures have the same consensus rate of 92.3%, Scientific research is challenging to work 84.6% and Posting in scientific journals is difficult at 76.9%, especially Ability foreign language is limited at 69.2%. Thus, it is necessary to have solutions to foster and improve scientific research capacity and create a favorable research environment for teachers in the Department.

Difficulties agreed by teachers at a lower level are: Too busy for teaching work is 53.8%. Content of lower agreement is that access to information sources and documents is still limited 46.2%; Too busy because of family work 40.63%.

Difficulties in scientific research	Selection results	
	Amount	Ratio (%)
Foreign language restrictions	9/13	69,2
Scientific research projects are funded with low implementation costs	12/13	92,3
Complicated payment procedures	12/13	92,3
Post articles in scientific journals	10/13	76,9
Too much time for teaching	7/13	53,8
Busy household chores	5/13	38,5
Research is hard work	11/13	84,6
Access to information sources and materials is limited	6/13	46,2

Figure 5. Difficulties in scientific research activities of teachers

*2.2.6. Evaluation of the current status of scientific research activities of the teaching staff*

From the survey results, along with the data collected from the Department provided and through discussions with some leaders, we found that the lecturers of the Department of National Defense Education of An Giang University have not completed the norm of scientific research hours due to various reasons: Scientific research is mainly carried out by teachers, but concentrated on a few teachers; For many teachers, scientific research is a difficult job, and some teachers have never participated in it. The group of subjects who have not completed scientific research hours mainly focuses on older lecturers and young lecturers who have just been recruited for work.

Consciousness, attitude, and scientific spirit of a part of teachers toward scientific research tasks are inadequate, and self-satisfaction psychology and lack of confidence in striving to rise to appear quite common [4, pp.32]. Most of the teaching staff are not fully aware of the critical role of scientific research; the implementation of scientific research activities is stopping at coping, making, or thinking of taking teaching time to make up for scientific research hours. The scientific research capacity of some teachers is

still limited, having a fear of research and a lack of enthusiasm. Funding for scientific research activities of the unit is limited [5, pp.45]. Leaders of the Department have not adequately balanced the time between teaching and scientific research. The volume of education exceeds the standard hours relatively high, so the time spent on scientific research is still much lacking, and must take teaching hours to make up for it.

**2.3. Solutions to improve the efficiency of scientific research activities for the teaching staff of defense and security education at An Giang University to meet current requirements**

From the current situation and specific characteristics of the educational environment, to promote scientific research activities of the Department today, we propose some essential solutions as follows:

*2.3.1. Raising awareness of the position, role, and importance of scientific research activities for the teaching staff of defense and security education at An Giang University*

Scientific research of the teaching staff is a process of meticulous, serious, positive, proactive, and creative work, which requires strengthening education to raise awareness, role, and importance of activities scientific

research activities, because teaching and scientific research are the two main tasks of lecturers. This activity plays a vital role in the development of each school, through which each lecturer not only acquires new information but also has access to new methods and thinking to actively create and innovating teaching content and techniques, combined with research activities, is a process of self-learning and training of research skills. Therefore, the teaching staff of defense and security education must raise awareness and actively participate in scientific research to expand, deepen and consolidate knowledge, thereby building motivation and enthusiasm for lecturers and constantly improving their professional qualifications to perform their duties well. According to the Regulations on the working regime of lecturers at higher education institutions as prescribed by the Ministry of Education and Training: "Every year, lecturers must complete assigned scientific research tasks corresponding to their titles or current job position. Scientific research results of lecturers are evaluated through scientific and technological products, research activities, and technology transfer; at least equivalent to a grassroots-level scientific research project that has been accepted as satisfactory or higher or an article published in a scientific journal with the international standard code ISSN or a scientific report at specialized scientific conferences" [1, pp.6].

To do this well, the Party Committee and leaders of the Department of National Defense and Security Education at An Giang University need to determine the proper guidelines and measures to lead and direct the strengthening of educational activities for students lecturers on the viewpoints and policies of science and technology development in the context of international integration, the Industrial Revolution 4.0, together with documents and guidelines of An Giang University, Vietnam National University Ho Chi Minh City, Ministry of Education and Training on science and technology activities in the University and regulations and regulations on management of scientific activities and scientific research of staff and lecturers. Since then, they are raising awareness and responsibility to form needs and interests in scientific research activities for lecturers. It is the active and proactive process of the lecturers participating in scientific research activities and the process by which they gradually improve their scientific research methods, styles, and skills. Therefore, lecturers need to take advantage of time. Regular efforts, arrange appropriate work to study the plan carefully and grasp the characteristics, requirements, content, process, form, and methods, scientific research skills to clearly define their responsibilities in participating in forms of scientific research; harmoniously solving research tasks and teaching tasks, and taking advantage

of time and efforts to accumulate practical experience to improve scientific research skills.

### *2.3.2. Advise to develop and improve regulations and regulations on scientific research activities*

The teaching staff of defense and security education needs to study carefully to advise on amending and supplementing the Regulation on scientific research activities in the direction of a more balance between teaching and scientific research activities of the team teaching staff, especially the specific tasks of the teaching staff of national defense and security education. Develop a plan to convert scientific research work into standard time in a satisfactory, equal, and reasonable manner.

Regulations on scientific research for lecturers must create pressures, create opportunities, and have mechanisms and policies to encourage, attract and help lecturers to participate in scientific research (including scientific research, including legal and ethical aspects of scientific research regulation). The Department of National Defense Education needs to consult with the school to build a reward mechanism with material and spiritual values for lecturers who continuously exceed scientific research hours for many years. Praise and reward individuals and collectives for bidding and successfully implementing external scientific research topics and projects.

### *2.3.3. Regularly pay attention to, encourage, and create a favorable environment for defense education lecturers to promote their talents, intelligence, and creativity in scientific research activities*

When participating in these activities, lecturers still face many difficulties in terms of the research environment, conditions, and salary regime that do not guarantee their life to be able to focus on research science; the number of lecturers assigned to preside over large scientific projects is still too small. Therefore, the teaching staff needs a favorable research environment to create and nurture dreams, passions, and great aspirations. The Resolution of the XIII Congress emphasized, "Having a strategy for the development of science and technology in line with the general trend of the world and the country, meeting the requirements of national construction and defense in the new period, an appropriate response to the Fourth Industrial Revolution" [6, pp.156]. Accordingly, for the teaching staff of defense and security education to have the best research environment, An Giang University needs to continue to pay attention to building strategies and scientific potentials among the teaching staff important factor in fostering scientific research skills for this team. In particular, building a working environment, research equipment, investment in information technology infrastructure, a modern Internet to be

able to access all information sources, open sources of documents connecting to the world from anywhere in the world system of electronic libraries, research centers, libraries, and databases, especially in need of many new, rich and diverse research products at home and abroad to serve the research process of the lecturer.

Create conditions for lecturers in terms of time and funding along with reward policies, encourage scientific research and research implementation, and publish research results, especially for works and articles science on the list of scores of the State Council for Professor Title and articles published internationally to support research funding, publication fees for lecturers.

#### *2.3.4. Organize many training activities to improve scientific research capacity for lecturers*

The unit should attach importance to the organization of fostering research capacity for teachers, creating a favorable scientific research environment, and actively engaging teachers in various forms of scientific research. The faculty's scientific research capacity is formed and developed through the cognitive process. Starting from acquiring knowledge and accumulating experience to skill training and through the practice of scientific research.

For the process of fostering scientific research capacity for teachers to achieve good results, it is required to maximize the role of units and forces involved in training and retraining, especially the unit in charge of activities scientists and leaders of the unit, to perform scientific research tasks by regulations, processes, and procedures. Enhancing the responsibility of leaders in fostering scientific research capacity for teachers; assigning and arranging scientists with academic titles, academic degrees, enthusiasm, and experience to guide teachers step by step to improve their research capacity.

#### *2.3.5. Promoting cooperation and association in scientific research*

The Department of National Defense Education at An Giang University should strengthen and coordinate with the faculties, the Center for National Defense and Security Education at universities in the Mekong Delta region, and the country. Take advantage of the support of units to participate in programs and projects of cooperation on science and technology, topics, and specialized seminars. Regularly exchange information, collect timely information on the current state of science and technology and the science and technology community, and develop research directions for teaching, defense education, and training tasks security according to the global trend before the impact of the Industrial Revolution 4.0 [7].

### **3. Conclusion**

In the past, the scientific research activities of teachers at the Department are not suitable, stemming from many reasons, both objective and subjective, but the impact is mainly emotional. In the context of globalization and deeper international integration, with the critical role of scientific knowledge, it is urgent to propose some solutions to promote the scientific research activities of teachers. Currently, scientific research activities of lecturers of defense and security education are very important in turning the training process into a self-training process. This is also a necessary basis for innovating teaching contents and methods, contributing to improving training quality, meeting the increasing demands of society to train, foster, and develop human resources high-quality force to meet the cause of industrialization and modernization of the country, especially in the face of the strong impact of the Industrial Revolution 4.0.

Scientific research is both a right and a responsibility for the teaching staff who are directly teaching classes in colleges, universities, academies in general, and the Department of National Defense Education at the An Giang University in particular. Actively and proactively doing scientific research will contribute to improving thinking ability and ability to solve practical problems posed and enhanced the reputation of lecturers when standing in front of students and students. Thereby contributing to enhancing the position of An Giang University in the current Vietnamese higher education system.

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