



Education for students to enhance research skills and meet demand from workplace - case in vietnam

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Abstract- Nowadays, number of students in emerging countries such as Vietnam, they lack of practical experience and research skills, are still increasing and questionable. This study will use a combination of analytical, qualitative analysis together with descriptive statistics in a special University case in Vietnam to address this issue.

Not only they need team work, foreign language and IT skills, but also we need to equip students with research skills.

Since the establishment of the Thai Nguyen school in 2004 in Viet Nam up to now, scientific research activities (scientific research) at the University of Economics and Business Administration (Business Administration), especially scientific research, have always been concerned and focused on. However, the number of research topics and especially the quality of the scientific works of students is still limited. In this article, we will mention the following issues: current status of scientific research among students of the University; The cause of the above problem and proposed some solutions to enhance scientific research activities of students with the characteristics of the fledgling school.

Keywords: Education for students, research capabilities, skills, Vietnam.

I. INTRODUCTION

Nowadays, many banks, financial companies, security companies, leasing and insurance firms and business and financial analysis division in companies require many students to obtain not only good teamwork, good IT, good foreign language skills, but they also require much research capabilities.

When training forms at the university level are being built in an increasingly improved direction, students can access theoretical and practical knowledge through a variety of rich and diverse ways. Among them, conducting scientific research is considered to be an effective method for students to expand their own knowledge as well as soft skills capital; is an opportunity for students to apply the theoretical knowledge learned in solving practical problems. However, the majority of students today are not aware of the importance of scientific research, so they have not really had the excitement, passion, and investment in this activity properly. This is exactly what the Rector Board, leaders of the University of Economics and Business Administration concern, although it has introduced many measures to promote scientific research activities among students.

II. LITERATURE REVIEW

Alvarez and Moxley (2008) focused on the use of portfolios as a pedagogical strategy to encourage students to reflect on and assess their learning experience. The rationale for the use of student portfolios in social work education includes their capacity to foster self-reflection, integrate the learning experience, prepare students for job searches and employment, and help faculty evaluate and improve the curriculum.

Then, Schaap et al (2012) showed that students are novices who use specific and different learning styles and learning activities in vocational schools and workplaces. It is concluded that the enhancement of students' learning processes needs to be adaptive and differentiated in nature. Recommendations for

further research are elaborated and suggestions for the enhancement of students' learning processes are discussed using insights from hybrid learning environments and boundary crossing via boundary objects.

Next, Baert et al (2017) found in the multidisciplinary literature on the relationship between student employment and educational outcomes. A systematic comparison of the empirical work yields new insights that go beyond the overall reported negative effect of more intensive working schemes and that are of high academic and policy relevance. One such insight uncovered by our review is that student employment seems to have a more adverse effect on educational choices and behaviour (study engagement and the decision to continue studying) than on educational performance (in particular, graduation).

Beside, Evans and Richardson (2017) stated that while universities are increasingly providing opportunities for experiential learning, typically a placement year or internship, a growing number of students are undertaking self-initiated part-time work alongside their full-time degree studies. This part-time employment, typically in retail or hospitality, will help develop the skills, attributes and behaviours that employers demand. However, it is important that graduates are able to elucidate their learning to future employers during the graduate recruitment process. The purpose of this viewpoint article is to challenge full-time degree students who are working part-time to record (perhaps through a logbook) and reflect on their work experience so that they will be able to provide concrete examples to reinforce their skills and experience. The article concludes by discussing the role of universities in the process.

Last but not least, Rahman and Islam (2018) pointed students' experience about their career life will help us to find out the problems faced by the fresh IPE graduates as well as it will help us to solve the problems in our University life. We analyzed the data & build methodology through the brainstorming process & finally achieved our result. This will provide a way to overcome the problems faced by the fresh IPE graduates in their initial career.

III. METHODOLOGY

Method and Data

The method used in this research is qualitative analysis and explanatory research. The analysis process was carried out by using historical information and with historical and dialectical materialism methods.

IV. MAIN RESULTS

Assessment of the Status of Science Research in Students at University of Economics and Business

1. Current Situation of Scientific Research of Students in the Period 2004 - 2014

In order to encourage students' ability to self-study and self-study, the University has incorporated student scientific research into annual teaching and learning plans. The functional departments, the Faculties have taken many actions to attract a large number of students to scientific research, arousing in this powerful young intellectual force the passion for exploration, discovery and creation new scientific works of great value. Responding to that concern, students of the University of Economics and Business Administration in general and students of the Faculties in particular have continuously trained, researched, and actively participated in scientific research activities.

Table 1. Number of scientific research topics of students of faculties in the period 2004 - 2014

Unit: Topics

Year	Total	Economics	Accounting	Management	Banking-Finance	Law-Management
2004	2	2	0	0		
2005	8	4	3	1		
2006	13	5	5	3		
2007	14	4	7	2		
2008	6	1	2	3		
2009	15	6	6	3		
2010	12	3	7	2		
2011	8	3	0	5		
2012	19	12	4	3		

2013	21	6	6	9		
2014	28	10	4	4	1	10

(Source: Scientific Management Department, 2014)

Through table 1 we see, in general, the number of scientific research topics of the whole school has increased over the years. Although there are uneven fluctuations between years, the proportion of science students in the Faculty of Economics and Faculty of Accounting always accounts for about 50-70% of the number of topics of the whole school. It is worth noting that in the academic year 2013 - 2014, due to the division and establishment of a number of new Faculties, the number of topics in 2014 was much higher and there was a division of 5 Specialized Faculties. The result is thanks to the efforts of both teachers and students in the Faculties, especially many teachers who are enthusiastic and dedicated to helping science students, so the quantity and quality of works also increase.

Every year, to encourage the passion for scientific research, the school has submitted good quality topics to participate in many contests inside and outside the school to recognize such achievements such as: The "Young Vietnamese Science Talent" award of Ministry of Education and Training, Conference: "Young scientific research of University of Economics and Business Administration", Conference "Scientific research students of economic schools and national business administration" ... Student topics are of good quality also participated and won many prizes from encouragement to first prize at these playgrounds. This helps confirm the quality of teaching and research of the University as well as motivates students to strive to improve the value of scientific research works.

However, after 10 years of establishment and development with more than 5000 organic students / year of the university, the number of scientific research topics above students is not commensurate with the potential, has not met the requirements set forth. In addition, the quality of the topic is a matter of discussion. Most of the scientific research topics of the students in the laboratory were ranked well, about less than 20% ranked pass and the topics with good ratings were very modest.

Table 2. Quality of scientific research topics of students, period 2006 - 2013

Unit: topics

Dept./ Year	Pretty Good			Pass		
	Economics	Accounting	Management	Economics	Accounting	Management
2006	4	3	1	0	2	2
2007	3	6	2	1	0	1
2008	1	1	2	0	1	1
2009	6	4	2	0	2	0
2010	3	3	2	0	4	0
2011	2	0	5	1	0	0
2012	8	3	2	4	1	1
2013	4	5	7	2	1	1

(Source: Scientific Management Department 2014)

This is the result reflecting the quality of scientific research works of students over the past time. In fact, scientific research among students is being viewed as a movement activity. Not many students are really passionate about the scientific research activities - which is considered one of the key activities of university training. This situation is a concern not only for the Dean of Specialization Faculties but also for the School Leadership Board. The current problem is, usually from the 3rd year of study onwards, students begin to approach research activities, which means that the time spent on scientific research is only about a year, while at the end of the course students must be busy. Busy with internships and graduation topics. Most students after graduation are looking for jobs and do not continue to pursue scientific research, leading to unfinished scientific works. In the past 10 years, there have been 61 scientific research projects of students registered for implementation but not completed on time, forced to liquidate the contract. Especially in 2007 and 2010, the number of registered subjects that did not meet the implementation progress increased highly, mainly in the Faculty of Economics and Faculty of Business Administration.

Causes of the Problem

Scientific research has always been considered one of the most important activities of students at universities and colleges. However, this activity in general, of the Faculty of Specialization in particular has not really attracted and spread widely to all students, the quality of the topic is limited. So what is the main cause, we would like to give a number of reasons as follows:

One of the key causes of weakness in science research students that has been pointed out is the lack of scientific research environment. With the current university training program in Vietnam, students must diligently go to the class to listen to lectures (copy papers), review lessons, take exams, exams, thesis ... With assessment mainly based on results. The final exam results, of course they have to devote all their energy to the subjects to get good academic results. Therefore, students do not have much motivation to do scientific research. In addition, the initiative of each young person in studying is not high, lack of passion for learning, so most students consider scientific research as quite distant, or just for students excellent, not for me.

Moreover, information about scientific research activities has not been widely disseminated, the content on research direction, the benefits of scientific research to promote is limited, not many students are interested and explored. There are many young people who do not fully understand how scientific research is, do not know where to start or what to study? Therefore, when the University implements scientific research proposals, very few students can grasp and complete the proposal form because the registration time is often short, students have difficulty in finding research directions as well as instructors guide.

In addition, the project implementation fee is also a matter of concern. Currently, with the approved budget of 2,500,000 VND / 1 topic, the majority of students doing scientific research think that the costs in the collection, data processing, analysis and printing process cannot be met. Press the subject. Therefore, leading to 2 problems: Firstly, due to the low budget, it does not attract students to participate in scientific research activities, Secondly, if the quality is done, it will not be commensurate with the expected subject director because Tight finance leads to poor topic quality.

Finally, there is not much connection between the research environment and enterprises. There is no close relationship between researchers and students with localities and enterprises that need to apply science. This not only makes scientific works of students impossible to apply after completion as well as reduces the value of scientific research products, in addition, they also lose a large investment in scientific research.

V. DISCUSSION

Several Solutions to Attract Students to Participate in Scientific Research

To encourage students to study science with passion and passion, from the first years, students need to be familiar with the scientific environment, equipped with solid knowledge, plus good orientation from the instructors, they will have more time to pursue a topic of interest and more quality work will result.

Firstly, it is necessary to improve the curriculum, focusing on improving the language proficiency of students. The current curriculum is still heavy in theory, has not focused on practice, the volume of subjects not related to the specialization is quite large. To meet the requirements of the quality of labor in the domestic and international market, the University should improve the curriculum to help students access advanced education and science. As a result, increasing soft skills, promoting group activities and improving students' foreign language skills. As a result, students will exploit the amount of valuable foreign references to serve their study and scientific research to improve the quality of their research. Students who are confident with their scientific research achievements promote their passion for research as well as attract friends who are interested in and participate in scientific research, from which the quantity and quality of scientific research works of the university are improved.

Secondly, promote activities to propagate and disseminate information about scientific research: Specialized faculties should coordinate with Youth Union, Student Union to organize seminars, exchange talks to introduce, equipping students with modern learning methods, building up right learning attitudes and research goals. Combined with the exchange between students and those who are successful in learning and scientific research, thereby lighting dreams and ambitions in students. Organized many contests, intellectual playgrounds to attract students to participate, share, learn from experiences and knowledge. Establishing and maintaining effective academic clubs for students, coordinating with the Youth Union and functional departments to promote the role of young lecturers in guiding students to participate in research activities science.

Three is, Raising awareness of lecturers: Each lecturer needs to identify scientific research, guiding students to do scientific research is an important task not only related to their own work but also to help improve the status of the University. Therefore, to guide students to complete a good quality scientific research topic, each lecturer needs to meet the following criteria:

- Must be someone who loves science, knows how to do science, has prestige in science and knows how to guide students to implement a scientific research topic.
- Need to be dedicated to students, willing to help, share experiences and knowledge with students.
- Teachers themselves also need to accumulate certain results and experience in scientific research, so that students can believe in doing their best.
- Fourth are, there are more incentives for students to participate in scientific research and instructors such as:
- To be selected to post in specialized scientific journals, to attend scientific conferences inside and outside the University.
- Students with a research topic ranked well or above are given priority when considering the outstanding and advanced student titles, studying scholarships for study and encouraging talents.
- Students considered to transfer domestic and foreign PhD students must have at least 1 research and rewarded at the University level or higher.
- For lecturers to guide students to achieve good results or to win prizes, the school should have prompt encouragement and reward such as: giving certificates of merit, adding emulation points, physical rewarding.

Fifth, there should be a link between the school and business, the implementing agency. Enterprises and units that have a need for scientific products will finance the research project, then they will apply that topic to production and business activities. Thus, scientific research will have two important sources: input is funding from businesses, output: research works to practice.

VI. CONCLUSION

Over the past years, the leaders of the University of Economics and Business Administration have supported in terms of funding, procedures, and guiding documents for scientific research activities, so that the scientific research topics of the students participating in the contest have been achieved get some specific results. But with the current scale of the school's development, the quantity and quality of the topic are not adequate. The reason comes from many sides from students, instructors and many other objective reasons. Therefore, in the next period, there should be specific measures such as: improving the teaching program; Propagating and widely disseminating benefits of scientific research to students; There is a reasonable and timely rewarding regime ... thereby helping the University's scientific research activities to be more prosperous.

Martinez et al (2013) specified that programs can facilitate degree attainment for students by continuing to provide financial support, flexibility in school and work schedules, and support services tailored to specifically address doctoral student needs. Lastly, our participants' stories may resonate with other doctoral students, and thus, may help them think about ways to attempt to balance their work and personal lives.

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