
NGUYEN DUY KHANG,
PHAN THI TUYET VAN,
University of Gdańsk,
Gdansk, Poland

“VALUES” OF THE UNIVERSITIES AND AN INVESTIGATION TO “THE CORE VALUES” OF UNIVERSITY COMMITMENTS IN VIETNAM

This paper presents the concerns about values of the universities in light of current misleading roles, beliefs, and offers of higher educational institutes. Starting from the facts of increasing unemployment rate of graduates in higher education in the recent years, the data from World Bank partly displays the missing values of universities in the current period of the society. With an aim to investigate the current existing values from the core values of university commitments in Vietnam, the authors focus on reviewing literature for a proper understanding about “values of the universities” and draw out the analysis for that of a specific situation in Vietnam. This article is also an attempt to identify the different views of values from scientific knowledge and somewhat of unscientific beliefs.

Key words: *values of education, values of universities, core values, university commitment, Vietnam*

The ideas presented in this paper are as an investigation to a quest about the core values of universities. The values have been alerted aside with the issues from the current trends in a Vietnamese national newspaper:

“Hơn 110.000 cử nhân làm việc giản đơn. Hiện cả nước có 225.500 người có trình độ ĐH trở lên đang thất nghiệp, chiếm tới 20% số lao động thất nghiệp.”

Thanh Ha (2015)

This quote means that *“110 thousands graduated bachelors are working in the simple-requirement jobs and 20% out of the unemployment are qualified with a higher education level”*. Similarly, according to the Databank of World Bank¹, the unemployment rate of Poland increases 3.8% in the most recent value in comparison to that data in 2010, in which the unemployment with a tertiary education is accounted for 12.1% of out the total labor work force. Higher education has been altered by its values and a reduction of prestige, quality, and belief leading by unemployment. In some cases, values of universities could be equally categorized through the effects and influences of the graduation holders. The more the level of unemployment of graduates from an institution is the more

reduction of its values in the society and probably in the academic communities.

More urgent and important than ever that the values of universities are doubted, in case of that the notions of “values” and “values of the universities” should be properly understood and described though “values” have no consensual definitions and differ from themselves in a number of ways:

“Values can be defined as a person’s principles or standards... Values involve general beliefs about desirable and undesirable ways..., desirable and undesirable goals or end-states, or “a broad tendency to prefer certain states of affairs over others.” (Yeung, Craven and Kaur, 2014:19)

“Values are understood in theories of economics, psychology, and sociology. How values may be studied so that ultimately they can contribute to our understanding of individual and social behavior... Values have disappeared in social scientific discourse... Values in all forms are unobservable.” (Michod and Nadel, 1993: 2)

“Values refer to the ‘conception, explicit or implicit, distinctive of an individual or characteristic of a group, of the desirable, which

¹ The Public Databank of Worldbank was filtered to collect data about the rate of unemployment in 2010 and the most recent value of Poland.

influences the selection from available modes, means, and ends of action. In this sense, values are relevant at the individual student and professor levels, as well as at the institutional (e.g., university) level.”

(Moosmayer and Siems 2012:259-260)

In a broad dimension, values have been classified according to different orientations and perspectives. Values have been seen through a package (Michod and Nadel, 1993:68) and there are *instrumental values*, *immanent values*, and *persuasive values* (Michod & Nadel, 1993: 4). In Asian ideologies, values consist of “materializing values and non-materializing values” or “measurable values and non-measurable values”. Values can also be virtually attached to anything; as a result we have social, economic, environmental, and also scientific values (Kibet, 2014). According to Kibet (2014), the further division can be intrinsic and instrumental values. In addition, many declarations of universities about duties and responsibilities are focusing on the notions of “core values” (Boni & Gasper, 2012 and Cotzee, 1991).

In some other perspectives or more particular cases, “values” in regarding the dimension of universities have attempted, constructed, and connected the terms to “university ranking” (Rinner, R. & Koivula, J. 2005; Mainardes, Raposoand, and Alves 2012; and Rozman and Marhl 2008). Institutional values involve “academic quality” (Mathias, 1984) or “a strike for quality” (Kibet, 2014). In reality quests, values of universities may be immediately connected to the teaching qualities (Wright, 2000), academic excellence (Henkel, 1997), academic expertise (Rinner and Koivula, 2005), academic communities

(Mainardes, Raposoand, and Alves; 2012), stakeholders (Rossi and Rosli 2015 and Mainardes, Raposoand, and Alves; 2012), knowledge (Rozman and Marhl 2008 and Wohl and Tapingkae, 1972), economic-market orientations regarding *performance, efficiency, competition in the emerging markets hereby insinuate the new values from significantly refashioning institutions* (Henkel, 1997:142), traditional orientations (Coetzee 1991 and Rinner & Koivula 2005), satisfaction (Moosmayer and Siems 2012), human development dimensions (Boni and Gasper, 2012), and so on.

In fact, the content and meaning of any value structures can be generated from social conditions in which and that the universities exist and are framed in actions in particular time and place for the self- and else-determination of what can be known, what can be seen, what can be provided and therefore, what can be valued. Therefore, *a structural source of values generated by the consistencies the discrepancies that are experienced in the course of everyday life.* (Michod & Nadel, 1993: 23).

“Values as concepts that regulate “impulse satisfaction in accord with the whole array of hierarchical, enduring goals of the personality, the requirements of both personality and sociocultural system for order, the need for respecting the interests if others and of the group as a whole in social living. Values provide criteria for people’s judgement and choice; but they are only a subset of such criteria: those that are socially sanctioned and simultaneously serve the best interests of both the individual and society, integrating the preferences arising from

“ought” as well as “want”.”
(Michod & Nadel, 1993: 33)

The consciousness about the “values of universities” is including, but not limited to “the concepts of values”. The current trends of research on this issue are about the values, roles, and qualities of universities in case of globalization and a broader context of Europe under the massive movement to deal with the market-centered or economic-centered orientations at the same time with maintaining the traditional values in academic and knowledge contribution (Diez-Hochleitner 1997; Henkel 1997; Wright 2000; Rinner & Koivula 2005; and Boni & Gasper 2012).

The literature and even unidentified-unscientific cultural beliefs regarding the values of universities have indicated that the matter has never been easy to unclog as if they are simply interrogated:

- What does a university value?
- How do these values change upon time and in a specific context of Vietnam?

In order to problematize and generate the practical knowledge in a specific context along with the values of universities, these questions structured this paper to contribute a review, a perspective for understanding, and a reflection to the valuable contributions of universities which are present or missing at the mean time.

Values of the universities: Definitions and Recognitions

This section focuses on the definition of the values of universities and how these values can be recognized from a range of academic journals in Taylor and Francis Online. The concepts of “university

values” or “values of universities” have been recognized in different ideologies and theories of socio-economic, politics, sociology, humanism, and even psychology from either traditional views or contemporary perspectives.

In the globalization and broader contexts like Europe or Southeast Asia, the massive effects of the market-centered or economic-centered orientations have alternated the traditional values universities in academic and knowledge contribution out of the boundaries (Boni & Gasper 2012). Incorporating into universities *national drives for efficiency and productivity has triggered the adoption of new public management in other public sector organizations* (Bleiklie, 1994:12). In an international study of impacts of higher education reforms, the values can be recognized differently through the transformation of universities into corporate enterprises. The insinuation of performance, efficiency, and competition in the emerging markets has added the new values from significantly “refashioning institutions” (Henkel, 1997). *Academics and their institutions thus become vulnerable like other institutions valued for utilitarian ends². The international mobility of students and scientists was one of the generic and quintessential features of the first universities in Europe* (Trondal, 2010:352).

“Academics, for their part, on the face of public accountability, are struggling to hold onto the values and modes of working that belonged to an elite system: modes of specialization, divisions of labor and institutional governance that stem from the dominance of the discipline in concepts of academic identity and professionalism; the kind of ancient Greek city

² Henkel, 1997:135

state democracy that values equality and community among academics, not between them and other occupational groups and certainly not consumers; and individual autonomy, albeit with some concessions to collective responsibility.”

Henkel (1997:142)

Actually, the values of a higher educational institution have never been apart from academic, political effect, product-users’ awareness, professionalism... and much prior to the effectiveness and influences of universities in the training quality, the satisfaction of labor employment and the societies, part of reputation and ranking and constructive roles in growing knowledge and desires for human beings. Rankings, which describe the quality of the universities by measuring the level of satisfaction of important achieving criteria, inform the consumers and stakeholders part of the values for “fund allocations” and for many other purposes (Rozman and Marhl, 2008). According to Becher (1989), the values of a university can be counted through its success in shifting to the entrepreneurial culture and new managerial structures in comparison to its traditional existence. Structure, usefulness and reputation are considered to be values of university when competing with businesses for students, staff and research contracts in Rinner and Koivula (2005).

“Getting a good reputation by being the best at something allows that nationally or internationally visible top-ranking units are better at creating a good reputation than having uniformly good activities throughout the entire university. Such units are also seen as more

useful in marketing and imago building of the university.”

(Rinner and Koivula, 2015:107)

In addition, Rinner and Koivula (2005) indicates the reduction role of “academic voice” from professional experts and academic expertise due to the consequence of managerialism in the work of *market-orientedness and strategic management*³. The effects from decentralized evaluation and control system have driven the universities to different values as “low trust/high control syndrome”.

The values of universities involves the traditional roles of producing and transmitting knowledge, the contemporary values as the wisdom incubator and a chain in the knowledge network of producer, the values of business with effectiveness and development of quality and services, and the unidentified values from ranging, fame and reputation. In some circumstances, university ranking is affected by a key means of research through the contribution of academic communities (as a stakeholder). The crucial values of universities can be counted accordingly on the research and publications of which the universities’ reputation has been greatly impacted (Mainardes, Raposoand, and Alves; 2012). According to Rinner and Koivula (2005), the values of universities indicate the center roles of economic development of a higher educational institute as a *business incubator and a special nod in a network of knowledge producers*⁴. If the traditional values of universities have been tied to the knowledge producing and knowledge transmitting, these values have been changed and had less recognition in the contemporary era. The current values can be recognized

³ Rinner and Koivula, 2015: 109

⁴ Rinner and Koivula, 2015: 110

connecting to the fact that the university is *the place where cultural reproduction and technological production combine, and from which knowledge is shared in a network and disseminated to society with both scientific and social role*.⁵ The additional values of universities include the movement that the university becomes the main motor of economic development. A multiform university is open to the combination of networking the teaching and researching for the desire for knowledge and *Mertonian values*^{6,7}.

Beside the adding values of the academic and administrative staffs, values of universities also involve the values of students because they become a special consideration for any goals, efforts, even marketing strategies (Wright, 2000). Wright states the critical importance of universities when realizing students and employers as of the main fragments in considering the marketing efforts. In a different context of Thailand, the values of universities have been connected to the values of students. In Wohl and Tapingkae (1972), the values are created among the dilemma of students' wishes from which the values of universities which have been formulated

mentally and materially. The values of university for Thai students are that if the university can bring them "vagueness things" for economic and material personal pleasure, comfort, and security, for ingrained traditional pressures for caring for family and the underprivileged, and for national and community welfare and development⁸.

In a different perspective of educational management, the values of universities have a link to "responsibilities" in which university becomes a center of actions for:

"...prospective thinking, helping to analyze, track and predict social and economic trends and issues, anticipating problems and contributing to their resolution and is responsible for the relevance of the education and training provided, the employability of graduates, to applied research and furthermore requiring an entrepreneurial spirit to prevail among all its members."

(Mainardes, Raposo and Alves, 2012: 79-80)

Values of the universities are accumulated from the aforementioned features and also different university stakeholders and resources because the challenges, the needs of stakeholders (administrators, academic staff, working staff, students, and the employers), the resources, the network... have generated these values through the process of evaluating, competing, dealing with problems, and unclogging the issue (Mainardes, Raposo and Alves; 2012). *The capacity of a university to react to environmental threats, exceed the expectations of its publics and deal with internal issues collectively determines stakeholder orientation* (Tam, 2007) that a university

5 Rinner and Koivula, 2015: 111

6 Rinner and Koivula, 2015: 111

7 Sourcing from Wikipedia with a citation from Merton, Robert K. (1973) [1942], "The Normative Structure of Science", in Merton, Robert K., *The Sociology of Science: Theoretical and Empirical Investigations*, Chicago: University of Chicago Press. Mertonian values – including universalism (scientific validity, equality of opportunity), "communism" (all scientists should have common ownership of scientific goods - intellectual property, to promote collective collaboration; secrecy is the opposite of this norm), disinterestedness (scientific institutions act for the benefit of a common scientific enterprise, rather than for the personal gain of individuals within them), and organized skepticism (scientific claims should be exposed to critical scrutiny before being accepted: both in methodology and institutional codes of conduct)

8 Wohl and Tapingkae, 1972: 28

has its value within the image of itself and within the contribution of its academic communities. The values of universities have been demonstrated through their roles to contribute to the capacity of skills and knowledge generating and to be active in developing and delivering of a region's smart specialization strategy (Kempton, 2015). For example, the Japanese universities plays an active role in introducing key technology and knowledge into Japan with the critical contributions of academics and graduates to the birth of many famous Japanese companies towards the excellence with respects to scientific research and industries which have added value to the universities (Hatakenaka, 2010).

In Tomàs Folch and Ion (2009), values are categorized under the university culture which also consists of others: *beliefs, proceedings, behaviors, standards, and symbols*⁹. Values have been classified through the orientated evaluation criteria which requires into accounts teaching activities, research work, the quality of students' work and lives, and the importance of international cooperation of the faculties, student and teaching staff "mobility", and the ratio productive values of students and teachers (Rozman and Marhl, 2008). According to Robinson and Adams (2008) the values of university are in association with the benefits of and from the prospective students and staff, the influences from the communities and the surroundings. In contrast, according to Boni and Gasper (2012) the values have been affected with the dimension of human development and orientation in research, teaching, community engagement and university governance, and university activities. In a description from World Bank, cited in Boni and Gasper (2012), tertiary

education is necessary for the effective creation, dissemination, and application of knowledge, and for building technical and professional capacity' (p. 452). The different focuses of universities of human development orientation or economy-centered orientation have provided the universities with various values, drives, and responsibilities. No matter of which directions or orientations a university have been driven to, it is important to make higher education to be more relevant to personal, social and economic needs. For that goal, it is essential to widen access to university, to increase and change the "elite education" vs. "massive education", to reduce the tuitions, and to ensure the values of each counterparts of the university from within to outside.

In short, universities should produce and facilitate the ease-access of knowledge as the instrumental value to the society (Pinheiro, Langa and Pausits, 2015). Each higher education institution should harmonize its important role in "business education"¹⁰. University has traditional values from the role of "initiators of academic research" and in promoting literacy in a variety of disciplines (Hamilton, 1990). Without the process of innovation in higher education, the traditional prestigious value is in light of research and its currency of academic excellence for "individuals" and institutions (Mathias, 1984). The values of universities are much accumulated through the cycles of adding features among the stakeholders in which the reputations of individuals and institutions, the values of disciplinary cultures, the society and human beliefs, and the attitudes, competences and contributions of the academic staffs have reinforced each of and among others to create the invaluable cores. Among university

9 Tomàs Folch and Ion, 2009:146

10 Moosmayer and Siems, 2012:257

responsibilities both current and traditional roles, knowledge producers and incubators are still very important. For that reason, the values underline the importance of universities in being able to transfer knowledge to economic agents for not only economy benefits (Rossi and Rosli, 2015:1971). Values which can be measured with/out the vagueness from different understanding and classifications account for the universities' existence of cultural, pedagogical, and research responsibilities, inescapable social responsibility, universalism, the open acceptance of all trends of thought and knowledge, the ready-to-launch attitudes of sharing among the broader communities and networks, and the *pertainiousness to the universe at the service of humanity*¹¹. In a relevance of thought, accommodation of university facilitates *the internal forces of traditional values as well as the external environmental forces of national needs. If this principle is to be adhered to much is still to be done to make the university developmental. We are, after all, predominantly a developing country*¹². As a result, universities contributes their values to the cultural levels of society and of developing spiritual assets¹³, academic functions in research and training for human developing in different complexion of the social structures and demands.

Values of the universities: An investigation to "the core values" of university commitments in Vietnam

Not much research or literature has been recorded about the values of universities in Vietnamese context. It could be from the cultures of unclarified, unwritten, and unspoken, but diverse of vagueness. As aforementioned about

the values of universities, it can be ambiguous but only the core values of Vietnamese universities are diversified and can be explicitly found along with each higher education institution. They can be derived from the commitments of a university to its academic quality (Mathias, 1984); satisfying the needs of the leaners with both intrinsic and instrumental values (Kibet, 2014); and especially confirmation of the important role of a university involving some non-materializing values called university ranking (Rinner, R & Koivula, J., 2005; Rozman & Marhl, 2008; Mainardes et al., 2012). The core values as defined earlier in this paper provide a foundation for staff and students to realize the missions and achieve the visions of the institution.

There are 471 colleges and universities in Vietnam by the academic year 2013-2014 (Hong Hanh, 2014). The concept of university in Vietnam is very different from other countries. Accordingly, all the aspects related to objectives, subjects, administration and organization of a higher education institute were pointed out. However, the values which a university should pursue and aim were not specified in this law; instead, some academic activities are required to guarantee by a university such as training, science and technology, international cooperation, and quality assurance.

Similar to the quests about the values of universities around the world and from literature, a series of questions should be posed in this context. What does the basis for the core values universities in Vietnam declare and pursue? What are really the core values of Vietnamese universities? And do the values committed by the universities contribute to human development?

11 Diez-Hochleitner, 1997:51

12 Coetzee, 1991:41-2

13 Diez-Hochleitner, 1997:55-56

For answering these questions when these types of information are quite vague in the context itself, a consideration of investigation should be noticed regarding the core values stated by some well-known national and private universities in Vietnam. It can be said that every university in Vietnam decides on its own core values with diversity of objects of interest. In fact, regarding to the core values, Can Tho University¹⁴ simply employs four concise words as Consensus-Devotion- Quality- Innovation. Hoa Sen University¹⁵ also classifies its values into seven separate terms with explanation and illustrating image for each as (1) Studious spirit; (2) Independence thinking; (3) Responsibility; (4) Integrity; (5) Respect for Differences and Diversity; (6) Dynamics and Creativity; and (7) Commitment for Leading Quality. Besides, University of Languages and International Studies¹⁶ (a member of Ha Noi National University) highly appreciates dynamics, creativity, honesty, sense of responsibility, and ability to live and work in competitive and multicultural environment. The university adds a philosophy of development as “creating opportunities together” to the core values as a confirmation for their effectiveness. Sometimes, the core values are reflecting lengthily and much focus on the fame of the university. An example is taken from Hanoi Medical University¹⁷ whose values are totally different from the mentioned universities’ as follows:

- Teachers, officials, students and practitioners are always proud of Hanoi Medical University; fully aware of the responsibility to inherit and promote the fine traditions of the university.
- Teachers of the school are honor, fully aware and voluntarily exemplary in completion of two noble missions simultaneously: Teachers- Physicians, those that are socially respected.
- Officials of the school are proud to be an important part in training medical staff with virtues and talents, scientific researching, technology transferring, and taking care of people’s health.
- Being studied and practiced in such a prestigious university both domestically and internationally has been a strong motivation for students to continually strive for achieving the best quality by which students can have capacity for long-term and sustainable development.
- With the honor and proud to be working and studying under the roof of Hanoi Medical University, teachers from different generations, officials, students and practitioners strive to contribute to improve the status of a national key university which has been recognized and highly appreciates by the Party and the State.

In fact, the values of an institution are usually not equal to what has been committed. The values could be higher or lower according to different perspectives and the achieving values of that university. In examples, some above values e.g. from Can Tho University which tend to focus much on roles of faculty and staff, evoke the perceptions

14 Website of Can Tho University at http://www.ctu.edu.vn/intro_det.php?mn=2&id=35

15 Website of Hoa Sen University at <http://www.hoasen.edu.vn/vi/562/ve-hoa-sen/7-gia-tri-cot-loi-cua-dai-hoc-hoa-sen#.VwehQ49OJrQ>

16 Website of Language and International Studies at <http://ulis.vnu.edu.vn/taxonomy/term/414/1619>

17 Website of Hanoi Medical University at http://hmu.edu.vn/news/tID3385_Su-menh-Tam-nhin-va-gia-tri-cot-loi.html

about commitment to teaching qualities, academic expertise, and academic excellence. In the other way, apart from declaring for quality commitment as Can Tho University, Hoa Sen University involves and emphasizes the essence of learning together with human issues in its core values. Some other aspects such as human development and good qualities; i.e. dynamics, honesty, and responsibility, are also inserted in the core values of the universities. Particularly, some universities set out their core value too generally and vaguely which cannot fully help orientate students or staff towards how to achieve the mission of the universities. Regarding to this, Ha Noi Medical University's core values which is a good example reflects not only the limitation of defining the role of the university to community but also the status of Vietnamese higher education. It is the fact that some universities like Hanoi Medical University recognize the core values based on their longstanding reputation. With reputation, the university may have rights to require more devotion and efforts from people to university than to specify its responsibility to community in its core value.

Although true values of a university cannot be decided by either its statement about the core values or its pride, Vietnamese people bear in mind the prejudice that this university is better than that university or national university has better training quality than private ones. This thinking may be wrong because values of a university sooner or later will be recognized by the society. However, the reality shows that Vietnam still encounters serious problem with the disparity in the quality of education among different universities. From that, percentage of having employment for graduated students depends much on

what universities students attended. For example, an economics student who graduated from a national university will have more job opportunities than the one from a local or private university.

What phenomenon does this inequality also reflect in Vietnamese higher education? According to Bao Tuoi Tre, dated on October 2, 2003 (cited in Huu Ai & Ba Hoa, 2011) indicators for assessment of intellectual, foreign language skills and ability to adapt to the conditions of reception of science and technology of Vietnam youth, followed a scale of 10 in comparison with the region, the percentages are: intellectual 2.3/10; language skills 2.5/10; and adaptability 2/10. This disadvantage partly explains for inequality in labor recruitment as a certain result of low quality and raises a question why Vietnamese higher education cannot achieve its expected values although every university in Vietnam declares and aims to some kinds of core values? Van Duong (2014) pointed out that the exaggeration of the title "university" in Vietnamese society leads to the inadequacy between the actual capacity of universities and the requirements of the society. He stated that:

"For private universities, many of them appeared for many years without having any own bases but renting somewhere from here and there unstably. Faculty and staff are "patches". All these institutions have is the title "university". The inside content is completely empty"

This statement is compatible with the figures carried out by Hong Hanh (2014) for many shortcomings of Vietnamese higher education:

"..... the result from a

checking for the implementation of the commitments for some conditions when establishing higher education institutions showed that some universities and colleges haven't had any building facilities but have still rented places. Many schools almost had no scenery and sport center for students.... Regarding research laboratories and equipment, only 19.7% are evaluated in good quality with modern equipment and technology, only 15.5% of the laboratories are responded to the needs of scientific research and these rooms are mostly in key universities or Vietnam's top universities..... The percentage of using computer is 3.6 teachers per 1 computer and 27.3 students per 1 computer....."

The opening of universities and colleges in recent years disregarding of training quality has reduced the values of this kind of education considerably. Another reason indicated by Huu Ai & Ba Hoa (2011) is the irrational distribution of teaching staff with high qualification. Currently, majority of 25-30% of professors and associate professors working in big universities in Ha Noi and Ho Chi Minh city. The distance between universities becomes bigger. The values of universities are likewise overlooked due to some practical issues. While the good students try to learn hard to get into big and prestigious universities, the less good or average students find ways to enter universities too. To satisfy this demand, a number of universities create any favorable conditions e.g. lower basic standard to welcome students. The training quality as a result cannot meet the requirements of the society. A serious consequence from this is the imbalance

between the vocational training and university training. The role of university seems to be increased by popular psychology of getting a university degree but then being decreased by its false values. One more reason should be considered as mentioned by Moosmayer and Siems (2012: 257) that higher education institution should harmonize its important role in business education. It is one of the most important factors contributing to the values of a university; unfortunately, Vietnamese higher education seriously hasn't satisfied this requirement. According to a recent survey, about 50% of Vietnamese graduated students haven't found jobs in their fields of study (Huu Ai & Ba Hoa, 2011). The evidence reflects the serious lack of links between training and the needs of the market. In other words, higher education curriculum in Vietnam still prioritizes theory over practice and the relationship between scientific research activities of universities and business activities of enterprises has not been paid adequate attention.

In general, the above reality of Vietnamese higher education reduces the inherent values of universities and inadvertently turns the core values stated by university to tool for promoting more than a commitment for helping people develop. Values of universities must be relevant to personal, social and economic needs and get along with traditional values of the country as mentioned earlier in the paper.

Conclusions

Values of the universities have been reflected through the universities, the quality and reputation of their staffs, academics, students, and the communities. Values of the universities have been changed accordingly to the

process of market-centered economic or human development orientation with or without a strong maintaining of their traditional values. The values can be easily counted through an institution reputation, the quality training reflecting through the effectiveness of employment from graduated students, the quality and quantity of research projects, publications, funds within its context or to the bigger network and at the global levels. The values of each institution have been evaluated by different perspectives and these values can be equal, more or less in comparison to its commitment and its rankings.

Values of a university should be taken into consideration in any countries. True and false values need to be clearly distinguished. Values of a university have not represented for only it but for the whole education of a country. It is necessary to determine the roles of university in the society since then activating the responsibility of the institution in not only providing knowledge and skills but enhancing human desires for development. Core values a university or a system of education may gain coming from intrinsically rather than externally.

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