

**FACTORS AFFECTING THE COMPETENCE-BASED DEVELOPMENT OF ENGLISH LECTURERS
AT UNIVERSITIES UNDER THE MINISTRY OF INDUSTRY AND TRADE
IN THE CONTEXT OF INTERNATIONAL INTEGRATION**

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Abstract. In the context of international integration, developing English lecturers is becoming increasingly urgent because using English is considered an indispensable requirement of all people in the world and a priority issue of all countries. Therefore, exploring the factors affecting English lecturers' development is increasingly important to find out solutions in order to improve its effectiveness. The article aims to study the status of factors affecting the competency-based development of English lecturers at universities under the Ministry of Industry and Trade in the context of international integration through quantitative research methods. Data were collected through a questionnaire survey with 294 managers and English lecturers. Research results show the forceful impact of all six factors on the development of English lecturers.

Keywords: Higher education, staff development, English lecturers.

1. Introduction

The globalization and international integration are a typical and contemporary process of social development, in which all countries promote activities for strengthening the cohesion with each other to comply with “common rules of the game” within the framework of the institutions and regulations agreed on the basis of inseparable relationship of common goals, values, resources, power and interests. That sets new and higher requirements for learning, cultural exchange, and conveying scientific and technological knowledge of humanity in a “flat world”. Those new requirements always go hand in hand with a valuable means to connect the peoples, everybody, cultures, economies, scientific and technological research achievements... of humanity. Accordingly, the “golden key in the age of integration” is foreign language, of which English is the common and most used language (currently 50 countries use English as a main language and nearly 80 countries use English as a second language). The use of English is considered an indispensable need of all citizens in the world and is a problem that every country prioritizes to solve in the context of international integration, so the development of English lecturers becomes increasingly urgent. However, the development work of English lecturers in Vietnam in general and the English lecturers at universities under the Ministry of Industry and Trade in particular meets with a lot of difficulties such as “inadequacies in quality, quantity and structure; a part has not kept up with the requirements on educational innovation and development” (Communist Party of Vietnam, 2013) due to the impact of many objective and subjective factors.

To improve the effectiveness of the development work of English lecturers, the determination of its impact factors is extremely important. The purpose of research is to learn about the real situation of the factors affecting the competence-based development of English lecturers at universities under the Ministry of Industry and Trade in the context of international integration through the quantitative research method. The research results are the basis to help managers find solutions for further improving the effectiveness of development work of English lecturers, thereby contribute to improving the quality of higher education.

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2. Research content

2.1. Factors affecting the competence-based development of English lecturers

2.1.1. Main characteristics of the age about the socio-economic development in the context of international integration

The main characteristics about the socio-economic development of the present age are the indispensable trend of globalization and international integration, development of knowledge economy and market economy, and breakthrough development of science and technology in the fourth industrial revolution. Among those characteristics, the international economic integration is the foundation for countries to organize activities: preferential trade agreement; join the free trade area; sign economic partnership agreement; participate in the common market; custom union; economic and monetary union; participate in economic cooperation forums in order to bring about common benefits.

With the above main characteristics of the age, Vietnam has opportunities for socio-economic development in general, but it also has a lot of challenges in improving the quality of human resources to meet the international integration requirements. The quality of human resources training in general and English training in particular depends on many factors, including the competence of English lecturers at universities; this leads to the need to develop English lecturers based on competence. Thus, the main characteristics of the age about the socio-economic development in the context of international integration are one of the environmental and objective factors that affect the development of English lecturers at universities.

2.1.2. The Party's leadership and the State's policy on developing teaching staff and educational managers in the context of international integration

The Party's leadership and the State's policy on developing teaching staff and educational managers in the context of international integration are one of the factors in the environment for competence-based development of English lecturers. The viewpoints, goals, tasks and solutions for socio-economic development of the country in the period 2021-2030 were proposed by our Party at the 13th National Congress such as "Promoting the international integration and cooperation in science and technology, diversifying partners, choosing strategic partners who are the countries with advanced science and technology; closely linking the international cooperation in science and technology with international economic cooperation"; "Training people in the direction of morality, discipline, sense of civic and social responsibility; with life skills, work skills, foreign languages, information technology, digital technology, creative thinking and international integration (global citizen)"; "Improving the quality and effectiveness of teaching and learning foreign languages, attaching importance to teaching, learning and using English" (Communist Party of Vietnam, 2021) are the Party's leading thought in human resource development in general. The Resolution No. 44/NQ-CP dated 09/6/2014 of the Government on Promulgating the Government's Action program on implementation of the Resolution No. 29-NQ/TW dated 04/11/2013 of the Party Central Committee on basic and comprehensive innovation in education and training (Government, 2014); The Resolution No. 14/2005/NQ-CP dated 02/11/2005 of the Government on basic and comprehensive innovation in higher education of Vietnam in the period 2006 - 2020 (Government, 2005); The Decision No. 89/QD-TTg dated 18/01/2019 of the Prime Minister on Approving the Project for improving capacity of lecturers and managers at the higher education institutions to meet the requirements on basic and comprehensive innovation in education and training for the period 2019-2030 (Prime Minister, 2019) are the documents managing the activities of universities, including the development of English lecturers. From that, it is realized that the Party's leadership and the State's policy on development of teachers and educational managers in the context of international integration are the environmental and objective factors that impact on the development of English lecturers at universities.

2.1.3. Professional competence framework of English lecturers at universities meets the requirements of international integration

The professional competence framework of English lecturers is a set of standards for competence requirements structured by the groups of standards on knowledge and professional skills associated with roles, functions, attitudes, sentiments, values, and motivations and the specific tasks for a job position (a specific profession) developed by the universities. Therefore, this factor is one of the subjective factors and belongs to the management subject of universities. The competence-based development of English lecturers at universities requires a professional competence framework to serve as a basis for implementing the contents of planning, recruiting, using, training and improving, assessing and creating motivations for the English lecturers to develop. However, currently the Ministry of Education and Training has not issued the professional competence framework of English lecturers at universities, and the universities have not yet developed the competence framework of English lecturers for their universities. This situation leads to the matter that the universities lack a basis for implementing the contents of competence-based development of English lecturers. From that, it is realized that the professional competence framework of English lecturers at universities that meets the requirements of international integration is a factor that affects the competence-based development of English lecturers at universities.

2.1.4. Self-motivation to develop the professional competence of English lecturers at universities

The self-motivation to develop the professional competence of each English lecturer at universities is one of the subjective factors and is a factor under the management. All things and phenomena always move according to the development trend thanks to the self-motivation of things and phenomena; on the other hand, the things and phenomena always have impact from the external environment to move in the direction of development. The impacts from the management activities at universities to develop the English lecturer, no matter how strong, are only external factors. Meanwhile, the self-motivation to transform in the direction of development of each English lecturer is the decisive internal factor in the goal of developing their own professional competence. Therefore, the self-motivation to develop the professional competence of each English lecturer is a subjective, internal factor to the management object, which has an impact on the competence-based development of English lecturers at universities.

2.1.5. Human resource management capacity of managers at all levels in universities

Management always plays a prerequisite and decisive role in the quality and effectiveness of all activities in the society. The human resource management capacity is one of the subjective factors belonging to the subjects managing an organization in general and managers at all levels in a university in particular. The professional level of the management subject in implementing the management activities on the basis of basic management functions decides the quality and effectiveness of activities of the organization. However, the professional level in implementing the basic management functions of a manager depends on the management capacity of the management subject of that organization. Thus, the management capacity of the management subject in an organization decides the quality and effectiveness of the management activities.

The development of English lecturers at universities is a management activity of the managers at all levels in universities. It means that the quality of implementing the contents of development of English lecturers at universities depends on the human resource management capacity of the managers at all levels in that university. Therefore, the human resource management capacity of the managers at all levels in universities is one of the factors that affect the establishment and implementation of contents of competence-based development of English lecturers at universities in the context of international integration.

2.1.6. Level of financial and infrastructure investment of universities in development of English lecturers

The level of financial and infrastructure investment of universities in development of English lecturers at universities is one of the subjective factors and belongs to the management subject factor. The purpose and means to perform an activity always have a dialectical relationship with each other. To achieve the purpose of a certain activity, it is necessary to have sufficient quantity and quality of means for that activity. The material facilities and finance are one of the means and conditions to implement an activity. Thus, in order to develop English lecturers at universities, in addition to the impact of managers at all levels and in addition to the self-motivation of each English lecturer, there must be a reasonable investment in finance and material facilities to implement the contents of planning, choosing, using, training and improving, evaluating, and creating motivation. It also means that the financial and material facility investment factor in development of English lecturers is one of the factors that have an impact on this development of English lecturers at universities.

2.2. Research method and sample

Research method: The research uses quantitative research methods through questionnaire surveys.

Research sample: The research conducted a survey of managers and English lecturers of four universities under the Ministry of Industry and Trade (Hanoi University of Industry, Industrial University of Ho Chi Minh City, University of Economics - Technology for Industries, Ho Chi Minh City University of Food Industry). The total collected questionnaires were 294, including 109 questionnaires of managers and 185 questionnaires of English lecturers.

Scale levels: The research used questionnaire with a 5-level scale: Very strong / Relatively strong / Normal / Weak / Very weak. Accordingly, the range of significance of the levels for analysis and assessment is as follows: 1.00 - 1.49: Very weak; 1.50 - 2.49: Weak; 2.50 - 3.49: Normal; 3.50 - 4.49: Relatively strong; 4.50 - 5.00: Very strong.

2.3. Real situation of factors affecting the competence-based development of English lecturers at universities under the Ministry of Industry and Trade

The majority (from 73.5% to 93.9%) of managers and English lecturers think that all factors have a very strong impact on the competence-based development of English lecturers at universities under the Ministry of Industry and Trade (see Table 1). Up to 93.9% of managers and English lecturers assess that the professional competence framework of English lecturers at universities meets the requirements of international integration and self-motivation to develop the professional competence of each English lecturer at universities has a very strong influence. These are also two factors that most (99.7%) of managers and English lecturers assess at relatively strong/very strong influence level. In addition, 87.4% of managers and English lecturers also realize that the human resource management capacity of managers at all levels in universities has a very strong influence on the development work of English lecturers. No factor was found to have a weak/very weak influence.

Table 1. Assessment of managers and English lecturers on the factors affecting the development of English lecturers

Factors	Levels of influence				
	Very strong	Relatively strong	Normal	Weak	Very weak
Main characteristics of the age about the socio-economic development in the context of international integration	87,1%	9,9%	3,1%	0,0%	0,0%
The Party's leadership and the State's policy on developing teaching staff and educational managers in the context of international integration	79,9%	11,9%	8,2%	0,0%	0,0%
Professional competence framework of English lecturers at universities meets the requirements of international integration	93,9%	5,8%	0,3%	0,0%	0,0%

Self-motivation to develop the professional competence of English lecturers at universities	93,9%	5,8%	0,3%	0,0%	0,0%
Human resource management capacity of managers at all levels in universities	87,4%	10,9%	1,7%	0,0%	0,0%
Level of financial and infrastructure investment of universities in development of English lecturers	73,5%	18,4%	8,2%	0,0%	0,0%

In general, according to the assessment of managers and English lecturers, all six factors have a very strong impact on the competence-based development of English lecturers at universities under the Ministry of Industry and Trade (average score fluctuates in the range 4.65 – 4.94) (see Figure 1).

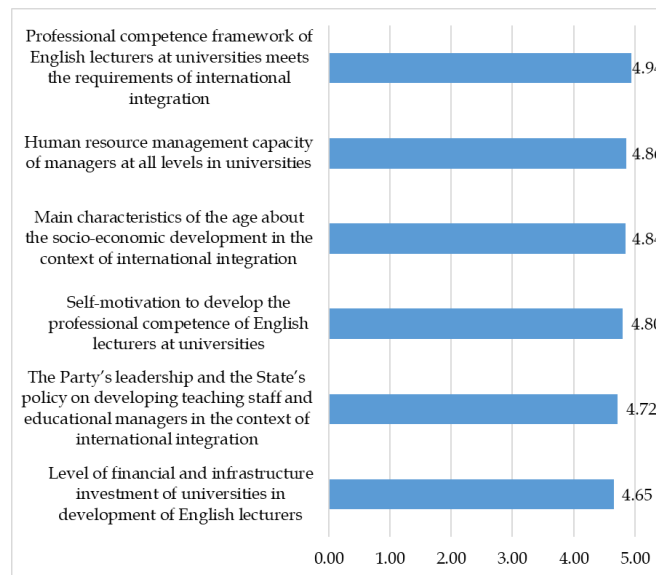


Figure 1. General assessment of factors affecting the development of English lecturers

“Professional competence framework of English lecturers at universities meeting the requirements of international integration” is assessed to have the strongest impact on the competence-based development of English lecturers at universities under the Ministry of Industry and Trade (average score = 4.94), followed by “Human resource management capacity of managers at all levels in universities” (average score = 4.86). This shows that the professional competence framework of English lecturers and the human resource management capacity for managers at all levels in universities under the Ministry of Industry and Trade have a significance to contribute to deciding the quality of implementing the contents of competence-based development of English lecturers at these universities. The research result also shows that at present, the universities under the Ministry of Industry and Trade have not had the professional competence framework of English lecturers. That real situation is one of the difficulties and inadequacies in implementing the contents of development of English lecturers. The main cause of these difficulties and inadequacies is due to the human resource management work of managers at all levels in universities under the Ministry of Industry and Trade. Therefore, the universities under the Ministry of Industry and Trade must have management solutions to build their competence framework and improve the human resource management capacity for managers at all levels in universities.

Conversely, “The level of financial and material facility investment in development of English lecturers at universities” and “The Party’s leadership and the State’s policy on developing teachers and educational managers in the context of integration” is assessed to have the lowest impact on the competence-based development of English lecturers at universities under the Ministry of Industry and Trade (average score = 4.65 and 4.72 respectively).

3. Conclusion

The research has provided a general picture of the real situation of the factors affecting the competence-based development of English lecturers at universities under the Ministry of Industry and Trade in the context of international integration. Accordingly, all six factors have a very strong impact on the development of English lecturers. These are practical bases for the management levels to find solutions for solving difficulties and overcoming inadequacies in the competence-based development of English lecturers at universities under the Ministry of Industry and Trade in the context of international integration.

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