



**CURRENT SITUATION AND SOLUTIONS  
DEVELOPING TEAM OF THE LECTURES IN VIETNAM  
CURRENT EDUCATION INSTITUTIONS**

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**Abstract:**

In the context that the fundamental and comprehensive reform of higher education in Vietnam is being promoted, it is becoming increasingly urgent to set requirements for innovation and to develop the team of lecturers, especially when the goal of education is the formation of personality and the development of personal capabilities for learners. With the identification of the teaching staff as the decisive factor for the success of the educational innovation process, the article summarizes and analyzes the current situation of the team of lecturers in higher education institutions in Vietnam today. On that basis, some basic solutions are proposed to develop the teaching staff to meet the tasks in the coming time.

**Keywords:** the team of lecturers, current situation, solutions, development, Vietnam

**1. Introduction**

The 4.0 technology revolution has had a strong impact on all areas of social life worldwide, especially on the economy, politics, culture, science and technology, and education. For sustainable and long-term development, all countries must adjust their strategies to suit the situation and general trends. Education, as a "*top national policy*", is the first area that needs attention and innovation. Being well aware of this, the XIII<sup>th</sup> National Congress of the Communist Party of Vietnam has determined "*To develop*

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*synchronous institutions and policies to effectively implement the policy of education and training together with science and technology. Learning technology is a top national policy and a key driving force for the country's development"* [1; p.136]. In order to meet the requirements as set out by the Document of the XIII<sup>th</sup> Congress, Vietnamese higher education must quickly renovate training programs, objectives, and methods, including asynchronous solutions for staff development lecturers at higher education institutions.

Indeed, in universities, the team of lecturers is the subject and determinant of the quality of education, training, scientific research, service, and development of the university. Lecturers at universities in Vietnam are "*a special productive force that creates products that are human resources*", and at the same time is the subject of orientation to create sustainable development of society. To fulfill that mission, the development of a team of dynamic, inquisitive, innovative, creative, well-qualified lecturers with active teaching methods, well adapted to the task in the new era. This is really an urgent requirement today.

## **2. Current the team of lecturers in higher education institutions in Vietnam**

### **2.1. Some requirements for lecturers in Vietnam**

Lecturers in higher education institutions in Vietnam are those who are recruited according to job positions and professional titles, work under contract regimes, have clear identities; have good qualities and ethics; to have a healthy body; having the capacity and standard skills in professional fields, in charge of teaching, scientific research and other activities of a training major of the university. Accordingly, the teaching staff in higher education institutions are mainly scientists, highly qualified professionals, engaged in scientific research and other cultural and social activities.

To become a good teacher, besides pedagogical capacity and cultural and social activities, lecturers need to have two competencies simultaneously, namely: professional capacity and scientific research capacity. The unification of these two competencies sets out the requirements for current lecturers:

Firstly, it is necessary to have understanding and knowledge about the university and the higher education environment;

Secondly, it is necessary to understand clearly the objectives, nature, and characteristics of the field of study that the school is training;

Thirdly, it is necessary to master the training program, specifically: subject objectives; teaching purposes, tasks, and contents; Methods and forms of organization of teaching, testing, and evaluation;

Fourthly, it is necessary to understand learners well, exploit learners' motivations and potentials and limit negative ones;

Fifthly, it is necessary to know how to apply rules and principles in teaching and especially to guide students to self-study and self-study;

Sixthly, it is necessary to know how to apply teaching forms, teaching methods, use teaching means, know how to regularly improve teaching;

Seventhly, it is necessary to attach importance to the method of finding, detecting, and solving problems.

## **2.2. Current status of professional qualifications of lecturers in higher education institutions in Vietnam**

As of 2020, Vietnam has 236 universities and 224 colleges, including 60 universities and 28 non-public colleges; there are 118 doctoral training institutions, 120 master training institutions. The total number of lecturers is 91,183 people, the percentage of lecturers with a master's degree or higher is 53.62%, the percentage of lecturers with a doctorate is 12.06%, the number of lecturers with the title of Professor, Associate Professor has only achieved 4.6% [3, p.8]. Thus, it can be seen that the level of lecturers at higher education institutions is not high, many lecturers are still not qualified. In our opinion, the reasons for the above situation are: Firstly, the system of legal documents, especially in terms of remuneration policies for teachers and educational administrators, is not synchronized. The effectiveness is not high, the management mechanism and remuneration regime are not good to attract good lecturers at home and abroad; Secondly, some educational institutions currently have not paid much attention to the plan to build and develop the next source of young lecturers.

The size of undergraduate students is 1,824,328, college students are 539,614, of which university regular students are 1,348,937, college regular students are 519,722. The total number of students working while studying is only about 20% more than regular students [3, p.11]. Overall, the average student/faculty ratio is now 26/1. For many non-public schools, this number is certainly much higher, not to mention the deviations caused by false numbers in reports or explanations applying to establish new schools, new majors. In school's top universities in the world, such as Harvard University, the student/professor ratio is 3.5/1; student/faculty is 2/23. In other advanced higher education countries, the student/faculty ratio is usually between 15-20/1 [5, p.18]. Compared with the above-average international standards, the higher education sector in Vietnam is currently short of about 30,000 - 40,000 lecturers. In addition, the Ministry of Education and Training also admits: because lecturers spend too many hours in class, they do not have time to invest in scientific research activities, compiling textbooks, lectures, etc., so the improvement of quality expertise is still limited. One of the accurate measures of the quality of lecturers, besides fulfilling their teaching obligations, is their scientific research achievements. This is even worse. Currently, international publications on scientific research by scientists who are staff and lecturers of domestic universities are still very modest, which is not yet assessing the actual quality of such works.

There is a serious shortage of qualified lecturers who can catch up regionally and internationally in the context of the rapid development of natural sciences, technical sciences, and even other humanities and social sciences make additional urgent requirements. Previously, Vietnam had a policy and plan to quickly train 20,000 doctors both at home and abroad, but with the method and quality of training graduate students as in some recent training institutions, the project looks like a crash. The admission of

new lecturers to replace the retired team is carried out every year, but those who are capable and experienced in research and teaching are not very interested because of the low salary and working regime constraints. The number and quality of lecturers do not correspond to the rapid increase and opening of new schools and professions. After all, university lecturers are still both weak and lacking, unable to meet the urgent requirements of higher education innovation, let alone update, grasp, and adapt to the requirements, requirements of the 4.0 technology era.

### **2.3. Current status of scientific research of lecturers in higher education institutions in Vietnam**

Scientific research plays an important role in improving the scientific qualifications of lecturers, has a positive effect on the quality of training, and at the same time affirms the "brand" of educational institutions in the integration period international. Scientific research is always considered the top criterion to evaluate the achievements of each lecturer. However, in Vietnam today, many universities have not paid attention to this issue.

In recent years, scientific research activities at many universities (both public and private schools in various fields) have been weak in both quality and quantity. According to statistics, the number of articles published in specialized journals in the country or works published at different levels of each university lecturer shows that there are many lecturers, even though they have PhD or Associate degrees professors or teaching for a long time, but hardly have many commensurate studies or have not done any. In addition, the number of universities and higher education institutions with internationally recognized articles (with ISI/SCOPUS articles) is very modest despite the relatively large number of teachers and scientific titles. The number of scientific research tasks of all levels that have been accepted in 2020 is 390 tasks, attracting nearly 3,100 turns of officials, lecturers, and researchers to participate, training 350 masters, and providing training support 120 PhDs, published 55 reference books and monographs, published 650 articles in domestic and international scientific journals (63.8% in domestic specialized journals, 36.1% in peer-reviewed journals foreign publications, the rest are published in conference proceedings), 115 applied products are technical processes, products for production and life, industry, and local development [4, p.473].

In general, the number of scientific research works of lecturers at higher education institutions is small, of low quality, and not commensurate with their potential. The reason for that situation is: Firstly, the research capacity of lecturers, especially young lecturers, is limited by both objective and subjective reasons (because of the limited scientific potential, the research is not much; busy with classroom lectures, with learning to improve professional qualifications, improve foreign languages, and informatics), so the lack of research works affects the tasks of lecturer faculty members, meanwhile, teaching and scientific research is always "dual" tasks of university lecturers; Secondly, due to the incomplete awareness of some lecturers about the role and benefits of scientific research in their working process; Thirdly, most university lecturers are not serious and

passionate about scientific research activities, so the situation of lecturers doing scientific research is of the nature of "dealing" to have enough scheduled hours out quite popular; Fourthly, achievement disease, form in scientific research is also quite common, so many scientific works are not of high quality.

### **3. Some solutions to improve the quality and develop the team of lecturers in higher education institutions in Vietnam today**

In the current context, higher education institutions are gradually implementing university autonomy. This is a matter of concern to the authorities, the higher education system in Vietnam, and many other countries around the world. University autonomy is understood as the fact that universities have a degree of independence from relevant state management agencies in terms of organizational structure management, financial resource allocation, revenue generation, recruitment personnel, equipment for teaching and research. Accordingly, one of the decisive factors to the success of the university autonomy process belongs to the role of lecturers. From the above situation about the team of lecturers, we propose some solutions to improve the quality of university lecturers in the current context.

#### **3.1. Develop appropriate training and recruitment policies**

Firstly, it is necessary to renew and improve the quality of university lecturers. This is considered a strategic, fundamental, and long-term solution to the current higher education development overall strategy. In addition to studying to improve the qualifications and standards of classroom teachers, they need to be trained and fostered in university teaching methods by the process of standardization and international integration. The building of teaching staff is always associated with improving the quality of each lecturer because when all members of a pedagogical group are good, that group is sure to be good. To do so, each lecturer needs to constantly improve political skills, cultivate revolutionary ethics; exemplary formal behavior of the teacher/teacher; build the right engine, high responsibility, ready to receive and complete all assigned tasks. Each lecturer himself must uphold the spirit of self-study and self-research to expand his understanding of both specialized and interdisciplinary knowledge, especially new knowledge about modern teaching methods and techniques positively teaching skills, applying information technology to improve teaching quality and effectiveness.

Secondly, higher education institutions need to have appropriate policies to attract highly qualified and well-qualified lecturers and lecturers who have been studying abroad back to educational institution university to continue to contribute.

#### **3.2. Developing policies for scientific research work of lecturers**

Firstly, motivate scientific research for lecturers by encouraging scientific activities at different levels. According to Nguyen Van Tuan, "*The stronger the research motivation of*

*lecturers, the more research capacity will be maximized"* [5, p.22]. Currently, most higher education institutions have innovations to promote the scientific research activities of faculty, but better financial policies are needed to encourage active faculty scientific research. In fact, with the existing salary system, lecturers face many difficulties in life, many lecturers have sought different jobs to work part-time to improve the quality of life for their families.

Secondly, establish an academic freedom environment at higher education institutions. Academic freedom is always associated with the academic responsibilities of each scientist, most importantly objectivity and loyalty to the truth, adherence to ethical and professional standards, and respect for freedom academics of other members, fair dealing with different academic perspectives. With this environment, each lecturer can develop their research capacity in many different ways. They are free to develop their intellect through researching passionate topics, thereby improving the scientific research capacity of each lecturer, and at the same time improving the quality of research products.

Thirdly, promote the positivity and initiative of lecturers in scientific research through academic exchanges, presentations of research topics, reports of research results, professional seminars. This is a good opportunity for lecturers, especially young lecturers, to meet and exchange with colleagues with experience in scientific research and research experts.

Fourthly, identifying teaching and scientific research as a "dual" task, so in the evaluation of lecturers, higher education institutions need to supplement the following content: publicizing the lecturer's scientific research records teachers, helping students to have more information to choose teachers during the course registration process.

### **3.3. Strengthen international cooperation**

In the trend of globalization in all fields of socio-economic life, including the fields of science and education, expanding international cooperation is one of the important measures to improve the quality of education. Through international cooperation activities, lecturers update new knowledge and skills in research and teaching; renewing material and technical facilities through cooperation projects, saving training and research costs. The expansion of cooperation relations with countries with advanced training levels in the world will help higher education institutions in Vietnam improve their quality and reputation on the regional and international levels.

Continue to strengthen and tighten cooperative relationships with universities and research institutes in countries and international organizations; well coordinate support projects and build new international supported projects; coordinate with foreign countries to provide training and refresher courses on administration and management topics for leaders, managers, and lecturers of the university. Strengthening delegations to conduct practical research, exchange experiences, and academic exchanges with training institutions and universities in countries with many achievements and experiences in economic development, science and technology, and technology and build

a stable political system, build a prosperous and prosperous country. Strengthen the exchange of delegations to conduct field research, exchange experiences, and academic exchanges at political science training and fostering institutions in countries with similar circumstances and contexts to Vietnam in transition economic model but achieved a strong growth rate and many achievements in industrialization and modernization of the country.

Inviting scientific experts and international scholars in several scientific fields related to the faculty's expertise to provide training, seminars or refresher courses on innovation of curricula, teaching and learning materials, and teaching methods - active learning, improving foreign language skills for lecturers. Establish research cooperation projects between lecturers at higher education institutions in Vietnam and other countries in several relevant scientific fields. To encourage, create mechanisms and motivations for lecturers to conduct scientific research and publish scientific research works in international journals.

### **3.4. Raise the awareness of professional development and self-development of the team of lecturers**

This is the most important measure because it belongs to the subjectivity of the team of lecturers. Only when the teaching staff themselves have a sense of professional development, perfecting their personality, and determining the goals in their work, then other measures will promote the effectiveness, the process of improving the quality of the lecturers. Only they achieve their desired goals. The consciousness of career development not only stops at cultivating expertise, professionalism, and professional capacity, but also needs to expand in planning self-study, lifelong learning, and being proactive in research work science. In addition, the team of lecturers should actively participate in learning, cultivating, and fostering soft skills: information technology, foreign languages, and teamwork. Especially, in today's context of deep integration, foreign languages and informatics play an important role in improving the quality of teaching, learning, and research. Lecturers need to improve their foreign language skills to have access to rich resources in the world, self-study, and research. Besides, foreign languages and informatics also help them have the opportunity and ability to participate in many types of training, including e-training, e-learning (training - online learning, media integration smart, dynamic, creative).

## **4. Conclusion**

In the context of educational innovation, in the face of great and constant changes in the fields of economy, science, technology, culture, and society, the role of the lecturer is even more important. The educational impact of the teaching staff directly affects the personality development process of the learners, both profoundly, comprehensively, and with a long-term orientation.

Improving the quality of lecturers is an urgent requirement of higher education in Vietnam today, but it should be based on reality and need to have specific steps and roadmap to solve each stage and each problem subject. Effective implementation cannot be achieved if only individual solutions are implemented, but there must be an asynchronous combination of solutions, creating a change in the teaching staff and changing the perception of the whole society, because after all, according to UNESCO: “*The quality of education does not exceed the quality of teachers*”.

### **Conflict of Interest Statement**

The authors declare no conflicts of interests.

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