

**AN OPINION OF LECTURERS ON PROFESSIONAL  
DEVELOPMENT IN HO CHI MINH CITY UNIVERSITY OF  
EDUCATION – VIETNAM**



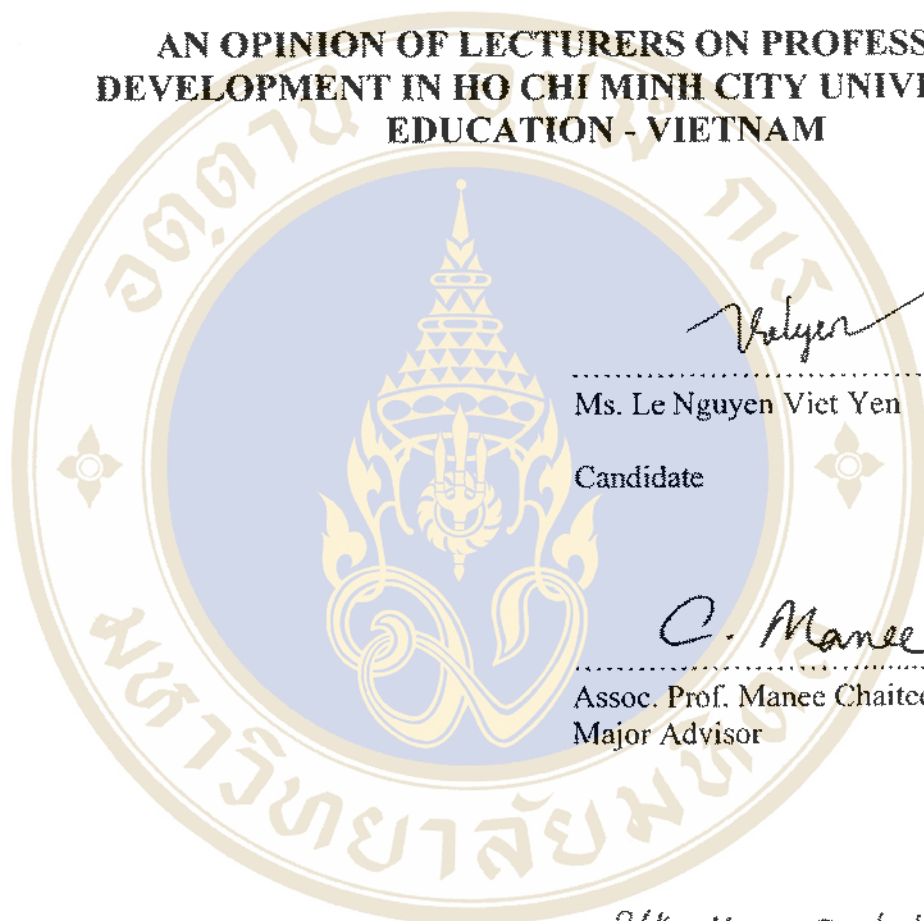
**A THESIS SUBMITTED IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR  
THE DEGREE OF MASTER OF EDUCATION  
(EDUCATIONAL MANAGEMENT)  
FACULTY OF GRADUATE STUDIES  
MAHIDOL UNIVERSITY  
2008**

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Thesis  
Entitled

**AN OPINION OF LECTURERS ON PROFESSIONAL  
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EDUCATION - VIETNAM**



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was submitted to the Faculty of Graduate Studies, Mahidol University  
for the degree of Master of Education (Educational Management)

on  
May 26, 2008



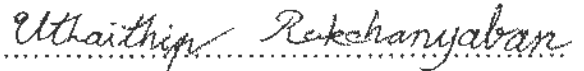
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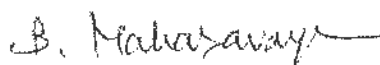
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## ACKNOWLEDGEMENTS

I would like to acknowledge a number of valuable contributions to this study. I thank my major advisor Assoc. Prof. Dr. Manee Chaiteeranuwatsiri and my co-advisor, Dr Uthaitip Rakchanyaban for their enthusiasm and significant teaching and guidance throughout the course of my study and during the preparation of this thesis in particular.

I would also like to heartily thank Assoc. Professor Dr. Pimanong Sinpatrabordee, my external examiner, for her valuable comments, patience and guidance, which helped me to further improve this thesis.

I am indebted to all the Professors, support staffs under the Department of Education for their support and also for sacrificing their valuable time to share their ideas and knowledge, which helped me to proceed on with this thesis.

My special thanks go to my sponsor, TICA - Thailand International Development Cooperation Agency, especially Thai Government for allowing me this opportunity to achieve my academic goals.

Finally, I am grateful to my family and my friends, who have been very supportive in a variety of ways throughout the course. I dedicate the end result to them.

LE NGUYEN VIET YEN

AN OPINION OF LECTURERS ON PROFESSIONAL DEVELOPMENT IN HO  
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ABSTRACT

The objective of this research was to study the opinion of lecturers and differences between levels of opinions on professional development according to personal factors: age, gender, marital status, educational level, monthly income, year of working; organizational factors: faculty field, workload and commitment; and dependent variables: teaching, research and working environment.

The sample of this research was 229 lecturers in charge of teaching and research in Ho Chi Minh City University of Education. The research instrument was a questionnaire. The data were analyzed to obtain percentage, frequency, mean, standard deviation, t-test and ANOVA.

The results revealed that according to lecturers' opinions on professional development, two components of teaching and research were high level and the component of working environment was moderate. The research found that there were statistically significant differences between age, gender, marital status, educational level, year of working, work load and commitment with teaching. In addition, there were also statistically significant differences between educational level, faculty field, workload and commitment with working environment.

It is recommended that the concerned authorities should consider implementing academic and administrative leadership with a strong commitment to engagement in working. They should also enhance research for lecturers' professional development. This research could be used as guidance in properly determining and implementing an educational personal development policy and in motivating the professional improvement of lecturers.

KEY WORDS: OPINION/ LECTURERS/ PROFESSIONAL DEVELOPMENT/

HCMC UNIVERSITY OF EDUCATION

91 pp.

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## CHAPTER 1

### INTRODUCTION

#### 1.1 Background and Significance of the Problem

In a context of constant change and pressure to meet growing social and economic expectations, schools generally, and teachers particularly, need to be equipped professionally to provide quality education experiences for the students in their care. One of the key factors in ensuring the quality of education provision is the maintenance of a highly skilled teaching force (Reimers, 2003).

These are changing times in education systems around the world. With the start of the new millennium, many societies are engaging in serious and promising educational reforms. One of the key elements in most of these reforms is the professional development of teachers; societies are finally acknowledging that teachers are not only one of the variables that need to be changed in order to improve their education systems, but they are also the most significant change agents in these reforms. This double role of teachers in educational reforms - being both subjects and objects of change - makes the field of teacher professional development are growing and challenging. This new emphasis has been welcomed by teachers and educators in general as it represents a much needed appreciation of teachers' work, and also promotes the concept of teaching as a profession. Unfortunately, others have taken this new emphasis to be a sign that teachers are not providing adequate teaching standards. Guskey and Huberman (1995) reflect on this paradox and also report that their work with teachers worldwide offers little evidence to support this belief; "The vast majority of teachers and school administrators we have encountered are dedicated professionals who work hard under demanding conditions" (Guskey and Huberman, 1995: 1). It is for these hard-working teachers and educators that professional development opportunities are needed, not only because they promote

the recognition of their work as professionals, but also because – as is the case for all professionals in any field- new opportunities for growth, exploration, learning, and development are always appreciated.

According to the Strategic Plan of Ho Chi Minh City University of Education (2007-2015 and vision to 2020), the evidence shows that in the process of constructing the University, all staff and lecturers are fully aware of the motto “teaching people, teaching words and teaching professions”. Based on that point of view and from the present situation of the country, Ho Chi Minh City University of Education has been struggling to set up a major pedagogical institution, multi-disciplinary and multi-level institution in which *training high-quality lecturers is its main task*, so as to confirm its mission, role, function and task, meeting the need of training high-quality human resources for the industrialization – modernization of the country.

Up to 2010, the total of officials and officers must be 1200, in which 800 are lecturers and researchers; 70% lecturers have post-graduate degrees, in which 35% have Doctor of Science and Doctor’s degree, 6% have professor and associate professor title; most lecturers apply advanced teaching-learning methods and are able to use computer, foreign languages in their professional activities, in which 15% can give lectures on their own professions by foreign languages, over 80% of lecturers take part in or preside over science research projects.

As to quantity, it is ensured to have sufficient lecturers satisfying the demand of expanding post-graduate training scope of the University and offering more majors. It is striving to cover the rate of students per lecturer from 24 in 2006 to 22 in 2010 and 20 in 2015 and maintain that rate for the following year (this rate includes full-time students and part-time students).

The Strategic Plan also concerns about the staff and lecturers’ generation to show the current significant in the University. Ho Chi Minh City University of Education has no transitional team to shoulder the duties of headmaster-in event the headmaster retires. New generation of lecturers is the backbone of a nation

undergoing modernization. As Vietnam's economy progresses and develops; and the country becomes a global player as its accession into World Trade Organization, these lecturers will need to pay special attention to current issues and trends. Specifically, they will have to be proactive in their guiding and training the new generation to capitalize on the progress and development. That's one of the reasons lecturers of Ho Chi Minh City University of Education should to develop their profession to meet the need of society.

It is said that learning how to teach, and working to become an excellent teacher, is a life long learning that requires not only the development of very practical and complex skills under the guidance and supervision of experts, but also the acquisition of specific knowledge and the promotion of certain ethical values and attitudes. In the words of Cader and Shorrocks (1997), in addition to "knowing what" and "knowing how", teachers must also be competent in "knowing why" and "knowing when".

There are some previous study related to the field of lecturer's teaching developing (Hang, T. T., 2003) and enhancing the research quality (Thao, T. H., 2006) yet there is now no full research on this field – professional development in Ho Chi Minh City University of Education. The researcher stand facing alone to this colossal problem and greatly perplexed with its great complexity, would like to shed the light on an informative part which is not only basic to identifying the whole problem but also to make the first firm step to the long-term research activity that the researcher will continue and perpetuate in the long lifetime.

Lecturers' professional development is changing so rapidly and so frequently all around the world, this study aims to find opinions of lecturers on professional development and factors related their professional development. This research presents an informative and related affects of the current information on the professional development of lecturers, and as such it should be a helpful guide to educational leaders at Ho Chi Minh City University of Education.

## **1.2 Research Objectives**

1.2.1 To study the opinions of lecturers on professional development.

1.2.2 To find out the differences in opinions of lecturers on professional development with regards to personal and organizational factors.

## **1.3 Research questions**

1.3.1 What are the opinions of Ho Chi Minh City University of Education's lecturers on professional development?

1.3.2 Are there any differences in the opinions of Ho Chi Minh City University of Education's lecturers on professional development with regards to personal factors as age, gender, marital status, educational level, monthly income, year of working; and organizational factors as faculty field, workload and commitment.

## **1.4 Scope of the Research Study**

This research was aimed at measuring the opinions of lecturers on professional development. The population of the study included only lecturers. To measure level of opinions on professional development of lecturers in Ho Chi Minh City University of Education; three variables as teaching, research and working environment were derived from theories, previous researches and the Ho Chi Minh City University of Education's functions, roles, mission and development objectives on the Strategic Plan (2007 – 2015 vision to 2020). They were teaching, research and working environment.

## 1.5 Research Contributions

1.6.1 The result of the study may offer to the policy makers, administrators a means for professional improvement. It can be identified to make informed policy decisions to raise the opinions of lecturers and a source to identify positive aspects of the system.

1.6.2 It may also help the future researcher to get an insight about the general aspects of the professional development of lecturers.

## 1.6 Limitation of the Study

1.6.1 This study was limited in variables that the researcher could obtain. They might be other variables from the literature reviews yet the researcher could not choose more for this study. Since there is not enough literature in Vietnam context to substantiate on the topic, most of the literature reviews and discussions are done with references from other countries. Reflection of personal experiences and general observations are also made to substantiate the arguments in the research.

1.6.2 This study was also limited in levels of measurement. The researcher chosen the scale for the survey because of unlike productivity, opinions is present only inside an individual's mind and could not be measured precisely.

## 1.7 Operational Definitions of the Terms

**Professional development** refers to maintain, improve and enhance the skills, knowledge, technique and experience for lifelong learning and career development.

**Opinions on Professional development** refer to beliefs, feelings and expressions of lecturers on their current employment about teaching, research and working environment in Ho Chi Minh City University of Education. Opinions on Professional Development were measured by a 5-point scale of Likert in questionnaire.

**Teaching** refers to the work or the activity and duty of lecturers that giving knowledge, instruction to student in a course of study, lesson plan, or a practical skill, including learning and thinking skills.

**Research** refers to the work or the activities that lecturers must to do beside their teaching time. Research will be supported to lecturer's knowledge and material teaching.

**Working Environment** refers to belongings in organization that each lecturer can touch from the university performs such as: health insurance and safety, social activities, personal affairs and ambient working conditions.

**Educational level** was defined as the highest educational level that the lecturers obtained.

**Monthly income** was defined as the present salary plus fringe benefits, teaching expense which the lecturer receives every month in Ho Chi Minh City University of Education.

**Year of working** was defined as the total number of years the lecturer has been teaching in Ho Chi Minh City University of Education calculated from start date up to the present.

**Faculty Field** refers to the three specific fields in the Ho Chi Minh City University of Education which the lecturer was belongs to: Natural Sciences, Social Sciences and Specified Sciences.

**Workload** refers to the amount of teaching assigned to or expected from a lecturer in a specified time period, 220 periods per an academic year based on policy of Ho Chi Minh City University of Education.

**Commitment** refers to the congruence between the life goals or principles of the individual and the organization whereby the individual identifies with and extends

effort of the general goals of the organization. Commitment was measured by a 5-point scale of Likert in questionnaire.

## **1.8 Research Hypotheses**

The researcher assumed that there were significant differences between opinions of lecturers on professional development based on personal and organizational factors. In specific, the researcher assumed that:

1.8.1 Lecturers with different age, gender, marital status, educational level, monthly income, year of working, faculty field, workload and commitment will have different opinions on professional development regards to teaching.

1.8.2 Lecturers with different age, gender, marital status, educational level, monthly income, year of working, faculty field, workload and commitment will have different opinions on professional development regards to research.

1.8.3 Lecturers with different age, gender, marital status, educational level, monthly income, year of working, faculty field, workload and commitment will have different opinions on professional development based on their working environment.

## CHAPTER 2

### LITERATURE REVIEW

In this chapter, the researcher has studied and reviewed related literatures and academic researches relevant to this study. The chapter on literature review is presented in the following sequence:

1. Background of Ho Chi Minh City University of Education
2. Concepts and Theories relating to Professional Development
3. Previous Studies relating to Professional Development
4. Independent and Dependent Variables used in the Research
5. Conceptual Framework

#### **2.1 Background of Ho Chi Minh City University of Education**

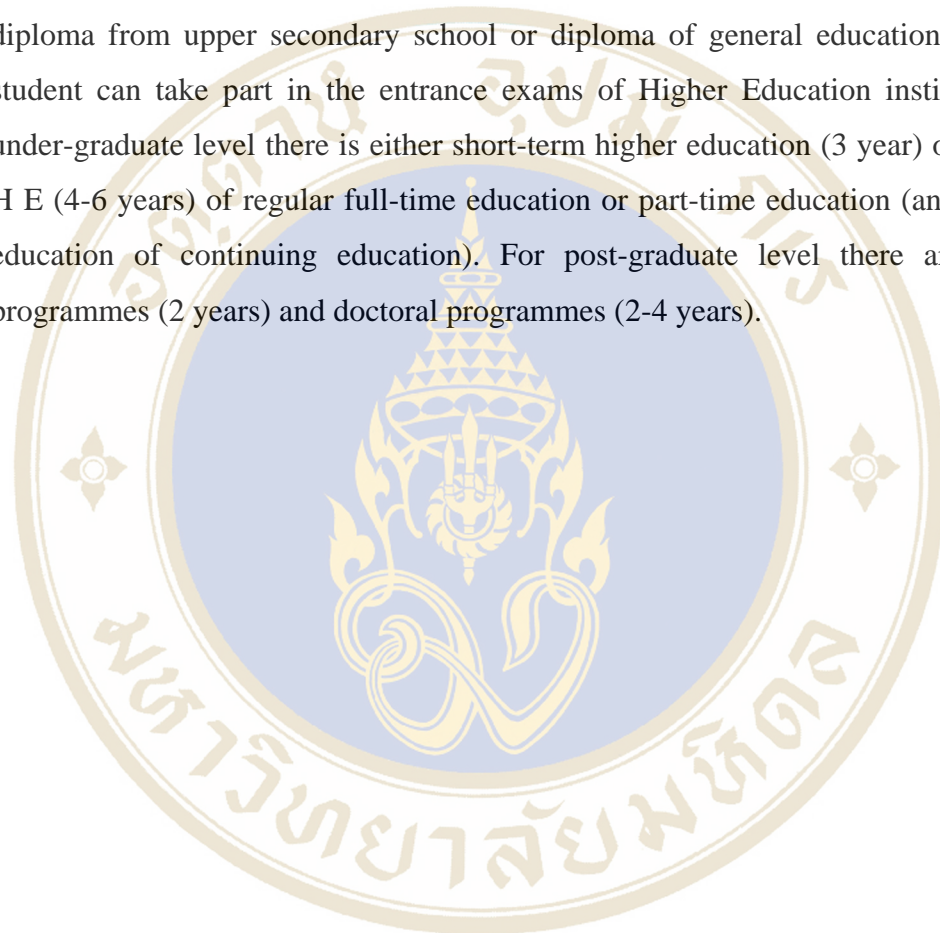
##### **2.1.1 Overview of Vietnam and Vietnam Education System**

Vietnam is located in the Southeastern extremity of the Indochina peninsula and occupies about 331,688 square kilometers. The country has border to China to the North; Laos and Cambodia to the West; South China Sea and Gulf of Thailand to the East and South. Population is around 85 million as of 2006; 94% of population over 15 year is literate.

The new national educational system, according to the government decision No.90/CP, made on 24 November 1993, consists of five sub-systems: Pre-school education, General Education (with the structure 5-4-3-4), Vocational-Technical education, Higher education, and Continuing education.

- Pre-school education is composed of 3 years and Kindergarten for 3 years. From 6 years old children are admitted to primary education (5 years) leading to the certificate of primary education. After that most of them continue to the basic secondary education (4 years) and some of them may be admitted to vocational training for 1 year. After finishing basic secondary education with the certificate,

some of those children can continue specialized secondary education or upper secondary school general for 3 years or technical 3-4 years or vocational for 3-4 year. In addition, some of them may be admitted to vocational training for 1-2 years. After finishing upper secondary education usually at the age of 18 or after 12 years of schooling pupils have to take the national school leaving examination. With a diploma from upper secondary school or diploma of general education (Tu Tai) a student can take part in the entrance exams of Higher Education institutions. For under-graduate level there is either short-term higher education (3 year) or long-term H E (4-6 years) of regular full-time education or part-time education (and in-service education of continuing education). For post-graduate level there are Master's programmes (2 years) and doctoral programmes (2-4 years).



### THE NATIONAL EDUCATION SYSTEM OF VIETNAM

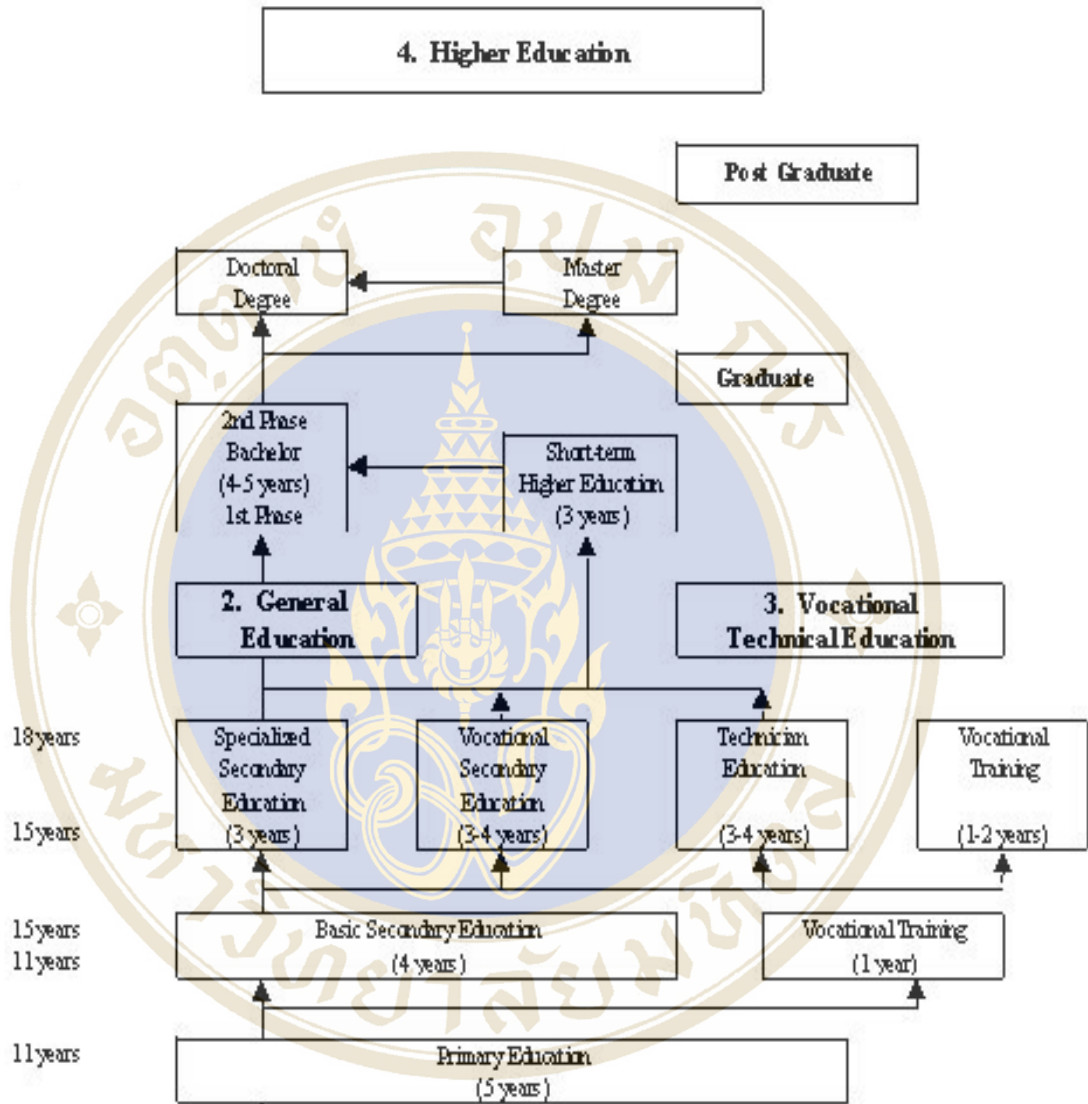


Figure 2.1.1 the National Education System of Vietnam

#### 2.1.2 Position, Functions, Roles, Mission and Development Objectives of Ho Chi Minh City University of Education

Ho Chi Minh City University of Education was established on 27/10/1976 based on Decision No.426/TTg signed by the Prime Minister. Formerly, it was Faculty of Education which was established in 1957 and belonged to Saigon University. In 1995, Ho Chi Minh City University of Education was a member of Ho Chi Minh City National University. In 1999, the Government decided to separate Ho

Chi Minh City University of Education from Ho Chi Minh City National University to set it up as the major teacher education in the South. Ho Chi Minh City University of Education consists of 20 faculties, 7 centers, 1 institute for educational research, 12 offices departments and divisions and 1 Practical High School.

Over the past 30 years, Ho Chi Minh City University of Education has become the nucleus and the most prestigious educational institution in the South. In this period of industrialization – modernization, the Party and the Government have constantly shown great interest in Ho Chi Minh City University of Education. The Ministry of Education and Training has recently instructed Ho Chi Minh City University of Education to draw up the scheme called “The master plan of major Ho Chi Minh City University of Education development up to 2015”.

### **Position and Functions**

Ho Chi Minh City University of Education is a key university in education, which produces teachers with bachelors and post graduated degrees of high quality for the national educational system from pre-school education level to higher education level. It also is an important scientific, educational and cultural research center with a special position in the national education system in general and in the educational institutes’ system in particular.

Ho Chi Minh City University of Education has a responsibility to assist educational schools, education and training departments of the provinces and cities in the south of Vietnam and in the country to improve the quality of training, continuing and in-service training for teachers and scientific research. It also has a responsibility to research and promote solutions for issues related to the field of education as charged by the Ministry of Education and Training.

Ho Chi Minh City University of Education is the unit that receives preferential all-sided investments in teacher’s staffs, facilities, appliances and finance from the government in order to guarantee quality and effect for the teachers’ training and scientific research. Research that must match the demand to key universities in education and meet the development needs of the country.

Vietnam now has become the 150th World Trade Organization (WTO) member after a 12-year wait. WTO’s membership will give Vietnam greater access to

overseas markets and vice versa. There are plenty of schools that are opened in Vietnam, especially in Ho Chi Minh City – the biggest city of commercial and trade of Vietnam. It created a challenge environment to work for Vietnamese people or labor and even the lecturers in public universities. The End of School Year Report, Ho Chi Minh City University of Education, 2005 showed one of evidences that there is a shortage of qualified professionals to run the school and the teaching method was outdated.

### **The role of HCMCUE in the national socio-economic development and in supplying human resource**

At present, the South is a developing economic region but its inhabitants; intellectual ability is actually low. The Government has decided to boost the development of the entire Ho Chi Minh City and the entire South, the South east and the Mekong Delta to 2020 economically, culturally, scientifically in order to improve the quality of human resources, contributing to enhance the development of the economic structure of the South East regions. In education and science research, Ho Chi Minh City University of Education has had close relationship with these areas.

Every year, Ho Chi Minh City University of Education trains approximately 14,000 students, including full-time and part-time by various training types: regular, in-service, transfer degree, training on request, and cooperation in training. Graduates from Ho Chi Minh City University of Education have been working in all provinces of South Vietnam, especially in Ho Chi Minh City and provinces of South East and South West.

The quality of graduates is highly appreciated by educational institutions. The training majors have, in fact, met practical demand. As a result, the number of employed graduates is quite high. This number is shown in statistics: in 2004 93.59% graduates having a job, in 2005 92.61% and in 2006 94.01%.

The role and prestige of Ho Chi Minh City University of Education is also shown in the increasing number of examinees taking part in the entrance exam each year. The pass mark for examinees into faculties of Mathematics – Informatics, Literature, Physics and Chemistry must be over 20 out of 30. One examinee usually

competes against another 22. This is an important factor that helps the University attract good students and ensure training quality.

Ho Chi Minh City University of Education is also a prestigious post-graduate training institution with 23 master's degree majors and 09 PhD majors. The number of post-graduate examinees has increased in the past 3 years: 489 post-graduate learners in 2004, 640 in 2005 and 832 in 2006.

### **Analysis of Ho Chi Minh City University of Education's role in Vietnam tertiary education system**

There are now "08 universities of education, 60 colleges, 01 faculty and another 11 institutions in charge of training teachers" (Report on school-year of 2005 and suggested tasks for 2006 by Ministry of Education and Training, July 2006).

The pedagogical institutions have carried out their great political tasks more actively and efficiently, contributing to the renewal of general education.

Being one of the two *biggest* pedagogical universities, Ho Chi Minh City University of Education has a particular geographical, economic, scientific and cultural position: the University is located in Ho Chi Minh City, the most populous city of the nation, the number one center for economy and one of the two scientific and cultural centers of Vietnam; the place where colleges, research institutes have numerous intellectuals, the place that enjoys wide and strong relationship with the world educationally, scientifically and culturally.

Ho Chi Minh City University of Education therefore plays a major role to half of the country in teacher training. In addition, in some aspects (science research, postgraduate training in some majors, proposal of educational strategies and policies and so on), Ho Chi Minh City University of Education bears the nationwide responsibility.

In order to fulfill that great responsibility, Ho Chi Minh City University of Education needs to maintain the following connections:

– Connection with general education of more than 20 provinces and cities in the South of Central Vietnam and the South Vietnam (with particular tasks: training new teachers, fostering and re-training working high-school teachers, coordinating in educational and scientific research)

– Relation with pedagogical colleges and teacher-training institutions, mainly with more than 30 institutions in South Vietnam (in such particular tasks as actively cooperating professional support like providing guest lecturers, holding seminars, supplying research resources supply, training for degree upgrading, performing courses...) What is more, Ho Chi Minh City University of Education has had a close relationship with Hanoi University of Education, especially for scientific information, for training high-degree lecturers, for exchanging top officials, for designing tertiary syllabuses and of master's and for special lectures of doctoral training.

– Relations with universities, research institutes in Ho Chi Minh City as well as in the whole country in training and science research.

– Connection with prestigious universities and scientific centers both in South East Asia and elsewhere as well. Initially, maintaining and developing current relationships, then building relationships with other countries, especially those who have modern education and science in order to gain more brainpower, more sponsorship for improving the infrastructure, of Ho Chi Minh City University of Education and enhancing the University prestige both domestically and internationally.

It is its important role and position that Ho Chi Minh City University of Education has been recognized by the Government as one of the two major pedagogical institutions of the whole country.

### **Mission**

Ho Chi Minh City University of Education is a national-major teacher education institution, in charge of offering undergraduate and postgraduate training, doing researches in education and other sciences in order to serve the demands of high-quality teacher training and advanced research for the socio-economic and educational development in provinces in South Vietnam and the nation as well.

### **Development objectives**

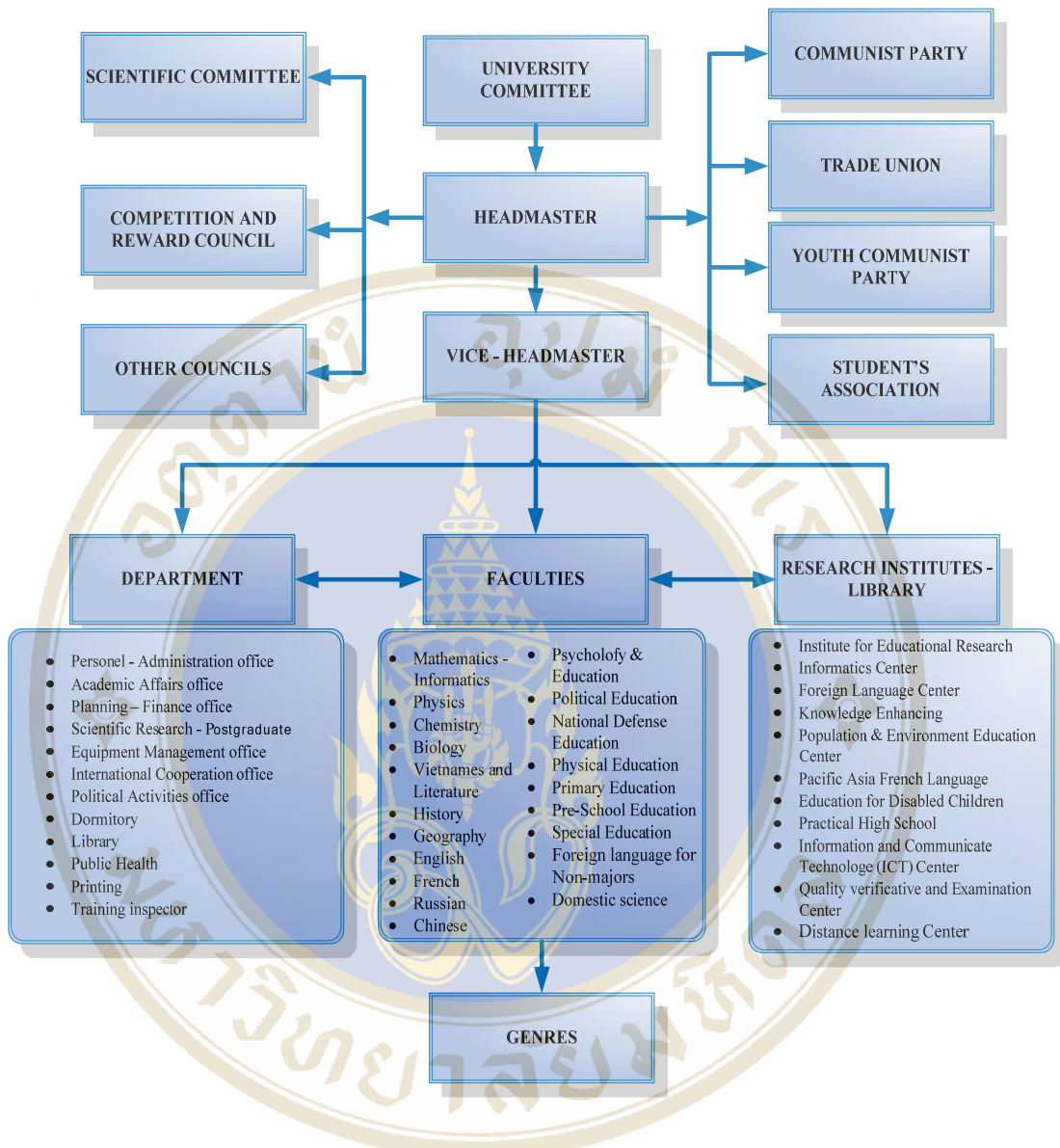
Developing Ho Chi Minh City University of Education as a center of standard and high-quality undergraduate and post-graduate training, firstly in training teachers and educators having a thorough grasp in professional knowledge, able to educate,

teach and learn for all their life.

Developing Ho Chi Minh City University of Education as a modern center for science and technology research, including both educational and natural sciences, paying special attention to science and technology research in education, contributing to solve problems of educational science and reality of all levels in regions in particular and the national education in general.

Developing Ho Chi Minh City University of Education as an open environment for knowledge, linking science research and training with community service, having wide international relations, being the key and motive force in relationships with pedagogical universities and teacher training institutions in the South, becoming the professional premise and clue for departments of education and training, pedagogical institutions and high schools in studying education and pedagogy, in enhancing profession, and in renewing syllabus and teaching methods.

Developing Ho Chi Minh City University of Education as a training and science research institution whose technical and infrastructure facilities are modern and advanced in order to create the best pedagogical environment for teaching, learning and doing research, step by step developing the University as one of the considerable educational centers in the area and worldwide.



**Figure 2.1.2 Organizational Chart of Ho Chi Minh City University of Education**

**The duties and responsibilities of Lecturers in Ho Chi Minh City University of Education**

Teachers care more about educative or pedagogical aspects such as curriculum, teaching methods, pedagogical material and learning results. They often give attention to some particular types of activities that are of special concern to him and do not well articulated priorities for education sector as a whole (Jallade, Cuenin and Radi, 2001).

The duties and responsibilities of Ho Chi Minh City University of Education's lecturers are teaching the subject they are major in. A lecturer had the standard of 220 periods per an academic year for teaching. Besides teaching, they have to do research and do some activities to some organizations (like Youth Union, Women Associations, and The Communist Party Union), advice students, perform academic service for society, and do other duties involved.

## **2.2 Concepts and Theories relating to Professional Development**

### **2.2.1 Concepts and Definitions of Professional Development**

Professional development is defined in the study of Berniz, K (2004) that professional development is a broad concept that is multidimensional in nature. Professional development is defined as the “skills to carry out your job”, the “means to acquire skills” and the meeting of “employment requirements”. Professional development is also considered to be related to the teacher “own personal learning” and that of others, through “transfer of understandings” and resources.

Professional Development is clarified by Nashville State Technical Community College, Faculty Development Program Committee as “Professional Development includes formal and informal means of assisting instructors not only with acquiring new skills but also with developing insights into pedagogy and their own classroom practice and exploring new or advanced understandings of content and resources”. It also refers to "activities to enhance professional career growth." Such activities may include individual development, teaching, research, continuing education, and in-service education, as well as peer collaboration, study groups, and peer coaching or mentoring.

The term ‘Profession’ is referred to an occupation requiring special form of education. A profession is a specialized work function within society, generally performed by a professional. The term ‘Profession’ is a group of similar jobs or fields of interest that require specific training or expertise. Sometimes used as interchangeably with ‘occupation.’ ‘Teacher’ is an example of an occupation. Professional Development means to ‘increase knowledge or skill through study, travel, research, workshops or courses, sabbaticals, internships, apprenticeships,

residencies or work with a mentor or master'. It is also a process of learning and keeping up-to-date in one's area of expertise. It may be formal or informal training to enhance skills, knowledge and ability to practice. A personally initiated obligation and right to build discipline expertise, to enhance personal growth, to improve teaching abilities and to contribute to organizational development.

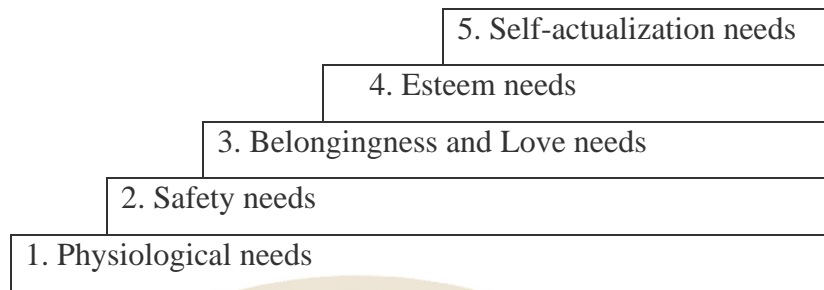
Professional development is frequently used when we talk about any profession or work that expresses one's quality of being competent possessing adequate professional skill, knowledge, qualification or capacity. In the case of a teacher or his profession, we come to understand that teaching constitutes one of the major tasks of a teacher which requires 'competence'. Competence is a promising but vague concept with multiple meanings. Most theorists and investigators from diverse disciplines agree that "it refers to effective functioning within one's environment" (Jaishi, 2001 of Maluccio, 1981).

### **2.2.2 Theories relating to Professional Development**

In order to understand lecturers and their opinions on career development, there are many theories accepted by scholars in the world. The research provides some theories that are fundamental framework for studying as follows:

#### **2.2.2.1 Hierarchy of Needs Theory by Abraham H. Maslow (1908-1970)**

Maslow (1954: 80, 82) has studied about the motivation. He stated that the human needs originate the motivation. He believes that the human behaviors derive from their needs and human always needs. The needs that are responded will not be their motivation anymore, and only the ones that are not responded are their motivation. Human needs are in steps, from the lowest ones to the highest ones. After the low needs are responded, human will need the higher ones. Maslow separates human needs from the lowest one to the highest ones in 5 levels as follow.



**Figure 2.2.2.1 Maslow's Motivation Theory**

The first level is the physiological need that is the basic need for survival such as the needs for food, air residence, medicine and sexual desire.

The second level is the safety needs. After the physiological needs are responded, the next needs are such as physical and mental security, the security from accidents and the operational security.

The third level is the belongingness and love needs. After the physiological and the safety needs are responded, the next needs are society and love needs such as the needs to participate or the needs to be accepted by the society, love and friendliness from colleagues.

The fourth level is the esteem needs. After the needs in the third level are responded, the next needs are such as being famous in the society, being praised by other people or having high position in the organization.

The fifth level is the self-actualization needs that are at the highest level. It is the need to achieve the goal a person has expected.

In sum, Maslow's motivation theory indicates that after the human needs are responded, human will need the next needs. Therefore, to motivate the officials to work more efficiently, the leaders must understand their needs and try to respond them so that the officials can be more motivated. Then they can work more efficiently. In contrast, if the leaders can not motivate the officials to make happy with the incentives, the officials will be bored and their work is not efficient.

### **2.2.2.2 Theory X and Y by Douglas McGregor (1960)**

Douglas McGregor (1960: 33-57), a professor in administration, applied Maslow's theory to the motivation form. He believes that generally human are lazy.

They tend to shirk to work the least; moreover, they lack of ambition, responsibility and leadership. They are selfish, always thinking of themselves, without any consideration on the organization's needs. At last, they reject the changes, and they are not intelligent. He proposed the theory about human behaviors in 2 ways: the negative behavior (Theory X) and the positive behavior (Theory Y).

The theory X proposes the negative hypotheses about the operation of human behaviors as follows.

1. Most human beings do not like to work. They will always shirk if they can.
2. The method to control the officials is by the force such as threaten or strict control so that the officials can do their tasks.
3. Most human beings always shirk of the responsibilities. They lack of enthusiasm.

Meanwhile, the theory Y proposes the positive hypotheses about the operation of human behaviors as follow:

1. Human beings are likely to devote themselves to the operation as they consider it the relaxation.
2. The leaders don't need to force or threaten the officials. Everybody wants to work by himself and to be responsible to the operation. The leaders should speak to them politely.
3. Most people are highly responsible to the operation. They are enthusiastic and creative to improve the operation.

In conclusion, Mc Gregor's X and Y theory indicates that the motivation to make the officials fulfill their work depends on the leaders whether they will use which theory. However, it also depends on the behaviors of the officials in the organization. If the leader consider them in the good point and want to provide them the opportunity to work with their full potentially, the theory Y will motivate the officials better than the theory X. However, this does not mean that the leaders can absolutely ignore the control of the officials. It can be noticed that the theory Y is always applied in various organizations.

### 2.2.2.3 Herzberg's Two-Factor Theory

Frederick Herzberg (1959: 113-115) studied about the motivation causing the operational satisfaction. He did a research on the operation satisfaction from 200 accountants and engineers in order to see what the factor was bringing about the satisfaction or dissatisfaction in their present work. He concluded that there were 2 vital factors relating to the operational satisfaction and the dissatisfaction as follow.

The motivation factors are the ones motivating the employees to please with their work. They also make the employees work more efficiently. The factors comprises of 6 following types (Herzberg, 1993: 45-49).

1. Achievement
2. Recognition
3. Work itself
4. Responsibility
5. Advancement
6. Growth

The hygiene factors are the ones which support a person to work all the time. These factors are not considered the ones that make people work more, but they help people work more happily and prevent people from shirking. There are 8 kinds of these factors as follows.

1. Company policy and Administration
2. Supervision – Technical
3. Working conditions
4. Interpersonal Relations
5. Salary
6. Status
7. Job security
8. Factor in Personal Life

In sum, regarding Herzberg's Hygiene factors, if the leaders have employed the mentioned factors to respond the needs of the employees in the organization, the employees will be motivated and gratified with their work. Furthermore, if they want to encourage or motivate the employees to work for the organization with their full

potential, they have to employ the motivation factors. Hence, Hygiene Theory may foster working environment variable.

Maslow	Mc Gregor	Herzberg
<p><b>High Level Needs</b></p> <ul style="list-style-type: none"> <li>-Self-Actualization Needs</li> <li>- Esteem Needs</li> </ul> <p><b>Low Level Needs</b></p> <ul style="list-style-type: none"> <li>- Belongingness and Love Needs</li> <li>- Security Needs</li> <li>- Physiological Needs</li> </ul>	<p><b>Theory Y</b></p> <ul style="list-style-type: none"> <li>-Fame, Self-Actualization</li> <li>-Creativity, Control and Self-Control</li> </ul> <p><b>Theory X</b></p> <ul style="list-style-type: none"> <li>- Security Needs, Shirk Responsibility</li> <li>-Control with Strict punishment</li> </ul>	<p><b>Motivation Factor</b></p> <ul style="list-style-type: none"> <li>- Achievement</li> <li>- Recognition</li> <li>- Work itself</li> <li>-Responsibility</li> <li>- Advancement</li> <li>- Growth</li> </ul> <p><b>Hygiene Factor</b></p> <ul style="list-style-type: none"> <li>- Company policy and Administration</li> <li>- Supervision – Technical</li> <li>- Working conditions</li> <li>- Interpersonal Relations</li> <li>- Salary</li> <li>- Status</li> <li>- Job security</li> <li>- Factor in Personal Life</li> </ul>

**Figure 2.2.2.3 the relationship between Maslow’s Motivation Theory, Mc Gregor’s X and Y Theory and Herzberg’s Two-Factor Theory.**

Therefore, for the professional development, the operational incentives are considered very important. If the lecturers in the university are highly inspirable with the operation, they will be motivated developing their teaching and involving task in order to be qualified employees. From this theory, the leaders must pay attention to the improvement of lecturers by providing the incentives such as the operational conditions, further study chances, fringe benefits, salary, wages and other incomes

etc., in order that the lecturers can be gratified with work. This is to encourage them to learn and develop their teaching and working.

#### 2.2.2.4 Adult Learning Theory

Webster's Dictionary (1976: 1286) defined learning as a process of increasing and improving knowledge, skills, habits or expressions, resulting from stimulation through experience, practice or training.

Roger (Roger, 1986 cited by Suda Bulsuk, 2002: 25) defined learning as changes that resulted in knowledge and understanding, dependent on memorization ability. There were two aspects of change. One was automatic and the other through purpose and effort, but the two had to be relatively permanent.

In addition, Speck (1996) notes that the below important points of adult learning theory should be considered when professional development activities are designed for educators:

- Adults will commit to learning when the goals and objectives are considered realistic and important to them. Application in the 'real world' is important and relevant to the adult learner's personal and professional needs.
- Adults want to be the origin of their own learning and will resist learning activities they believe are an attack on their competence. Thus, professional development needs to give participants some control over the what, who, how, why, when, and where of their learning.
- Adult learners need to see that the professional development learning and their day-to-day activities are related and relevant.
- Adult learners need direct, concrete experiences in which they apply the learning in real work.
- Adult learning has ego involved. Professional development must be structured to provide support from peers and to reduce the fear of judgment during learning.
- Adults need to receive feedback on how they are doing and the results of their efforts. Opportunities must be built into professional development activities that allow the learner to practice the learning and receive structured, helpful feedback.

- Adults need to participate in small-group activities during the learning to move them beyond understanding to application, analysis, synthesis, and evaluation. Small-group activities provide an opportunity to share, reflect, and generalize their learning experiences.

- Adult learners come to learning with a wide range of previous experiences, knowledge, self-direction, interests, and competencies. This diversity must be accommodated in the professional development planning.

- Transfer of learning for adults is not automatic and must be facilitated. Coaching and other kinds of follow-up support are needed to help adult learners transfer learning into daily practice so that it is sustained.

Teachers are experienced professionals with extensive backgrounds in educational practice. They are experienced, capable adult learners, and the variety of experiences they bring with them to development programs affects what and how they learn.

Everybody agrees that good education needs good teachers. It is impossible to make a better education system unless better teachers are working in it. The initiators of lasting change agents are the teachers if they are equipped with a sound pedagogy based on the solid foundation of updated knowledge and information. An effective and functional cadre of teachers is an important component of a good education system. (“Teacher Education for 21<sup>st</sup>. Century: Problems and Prospects”, 1998, cited by Dorji, 2007).

In the light of the above adult learning theory, an official policy document of Education Ministry written by Rabten W. (2005), recommends the following criteria for nominating teachers for professional development programs.

1. Speck’s (1996) perspective ‘Adults will commit to learning when the goals and objectives are considered realistic and important to them. Application in the ‘real world’ is important and relevant to the adult learner’s personal and professional need’ is complementary to Rabten’s book, criterion number one, *Relevancy*. The background of the candidate must match with the content of the NBIPs (National Based In-service Programs). In this way, the experience of the NBIP would boost the competence of the teachers in carrying out the specific work he/she is expected to do in school (Rabten W., 2005: 51).

2. The Speck's notion of 'Adult learners need to see that the professional development learning and their day-to-day activities are related and relevant', accords with the professional development nomination criterion number two, competency, which states 'After attending the Professional Development program, a teacher is assigned with a special responsibility, which demands the application of the skills or knowledge learnt'.

3. Speck's 'Adult learners come to learning with a wide range of previous experiences, knowledge, self-direction, interests, and competencies. This diversity must be accommodated in the professional development planning' is compared to Equal Opportunity. Rabten (2005) states that 'nominate staff who have not attended NBIPs earlier or who are require to gain expertise to undertake their teaching role are covered by this criteria'.

In summary, learning was a process to increase knowledge, skills and attitude with intent and attempted to change behaviors permanently and automatically to improve their career. Consequently, this investigation would be based on Speck's adult learning guideline to found out the need of career development. Since lecturers were crucial for the teaching and research in the university, he/ she had to possess knowledge, understanding, good practical skills, feeling and emotion and positive in order to attain a more efficient working.

#### **2.2.2.5 Human Resource Development**

Human Resource Development is the framework for helping employees develops their personal and organizational skills, knowledge, and abilities. Human Resource Development includes such opportunities as employee training, employee career development, performance management and development, coaching, succession planning, key employee identification, tuition assistance, and organization development.

The focus of all aspects of Human Resource Development is on developing the most superior workforce so that the organization and individual employees can accomplish their work goals in service to customers.

Human Resource Development can be formal such as in classroom training, a college course, or an organizational planned change effort. Or, Human Resource Development can be informal as in employee coaching by a manager.

The human resource development's goal was motivated staff to maximize their ability to bring about the human potential in the most beneficial way, in other words, the objective of human resource development was the qualified human resource that could do the work as required by the organization. Most organizations aspire to pick out the qualified personnel because they trust these were the key to the organization success (Apidsara, 2005).

The effective process of human resource development in this 21<sup>st</sup> century was "The Human Resource Development Entity" (Danai Tianput, 2003). It was defined as a new idea trend of the human resource by which combined every dimensions of the human resource development, for example, individual development must be achieved by every instrument supported by the organization.

In addition, Beach (1970: 7) explained that Human resource development was a process of learning provided for workers to gain knowledge and skill required for their work to meet the specific objective as well as to improve their behaviors as required.

Killian (1989: 126) defined Human resource development as advanced planning for personnel to make them ready to work, to fulfil their duty for the greatest advantage of the organization. Moreover, the organization must fill them with energy, willpower, intelligence, knowledge and ability to work and should encourage the personnel to use all of their ability to fulfil their duty for the highest success of the organization.

Nadler (1989: 45) mentioned that Human resource development was the provision of activities in order to increase the worker's experience and learning at a specified period of time. Their activities aimed to improve the workers' working potential and of enhancing the workers' advancement.

The definition of the term "Human Resource Development" as explained by some experts' concepts mentioned above could be summarized as a process of improving the employee's knowledge, ability, skill and attitude towards their work. The objective of these activities was also to give employees self-confidence, good

values and personality consistent with their organization. The human resource development must be conducted continually to enable employees to effectively fulfill their duty and improve their working behavior for the greatest advantage of themselves, their organization and society as well.

Consequently, human resource development is important in the human resource development process; individual development, career development and organization development.

### **2.3 Related Research Studies**

Quang, T. & Dung, H. K. (1998) studied Human Resource Development in State-Owned Enterprises in Vietnam; this research tried to shed light on the different problems in human resources development (HRD) of SOEs in Ho Chi Minh City, considered as Vietnam's economic and cultural center, and to suggest guidelines that would help formulate sound HRD practices.

In a broad sense, culture, value and norms of particular society are determined factors of human behaviors (Hyytiä and Kola, 2005; Harris et al., 2005). The "society" of teachers and administrators can be understood, in some extent, as the country where they live and the place where they work.

In country context, the way that citizens view things are shaped by culture, religion, thinking of other people that exist around them, the values and norms of the national government. In workplace context, the organization, physical resources and value embedded in institutional practices influence teachers' perception and practices (Villegas-Reimers, 2003). However, since schools have multiple ideologies, it is hard to identify exactly what common values of teachers involve.

In other cases, staff and teachers build their working culture by valuing both day-to-day operation (assessment, flexible delivery, teaching and the like) and development of long-term skills (Harris et al., 2001). Many schools perform a culture of 'top down' change which increases the tension between compliance needs of organizations and the needs of the individual as professional (Harris et.al, 2001).

Derek Glover and Sue Law, authors of the book "Managing professional Development in Education" – Issues in Policy and Practice (1996). The authors

contrast development in Britain with those in other countries, highlighting the implications of current trends. Using case studies and personal reflection opportunities, the study helps readers to develop a deeper understanding of professional development in their own contexts.

Nopparat Arayapathanakul (1997) studied the relationship between personal factors, motivation with work satisfaction of department chief, health promotion of community hospital. It was found those personal factors: age, education, work experience, rank, salary were positively related to motivation for working improvement. On the other hand, motivation that could forecast the work satisfaction was motivation in work accomplishment, further study, getting a respect from colleague, duty assignment, responsibility, welfare, extra payment, communication system and stress from working.

Rungnapa Poonnart (1999) studied the job description and working improvement among professional nurses of Payathai 2 hospital. The results demonstrated that personal factor comprising of age, marriage status, family income, number of financially supports and seminar was not positively related with working improvement. Factors that could forecast the common working improvement were the factors of job descriptions that were variety of skill, reflections from work and freedom decision of work.

Teaching is much more than a job. Being a teacher is a way of life. One is a teacher not only one stands in front of the classroom, but also as one walks through life, applying what one knows and understand and can do. Thus, teachers should have a passion for lifelong learning in order to fuel their pursuit of new knowledge, new experiences and new opportunities to learn. It is the teachers' learning that impacts on students' learning. From the words of Rabindranath Tagore, (as cited in Mishra, 2000: 1): "A teacher can never truly teach unless he still learning himself"; it can be conclude that the quality of education is directly related to the quality of teachers and their continuing professional development.

The book of Philip Adey (2004) named "The Professional Development of Teachers: Practice and Theory" draws on the author's 30 years of experience, on a series of new empirical studies, and on the extensive literature on staff development to develop an integrated model of effective professional development. The model

relates concepts of belief change, collegiality, school ethos, school and local government leaders, as well as key features of effective professional development programmes such as longevity, constructivism, theory-bases, and coaching. It has theoretical validity and can be used as a practical guide to anyone involved in educational change: teachers, researchers, curriculum innovators, school leaders, university staff, educational policy makers, local government and government Ministers. In spite of its deep scholarly roots, this book is written in a lively, accessible style. It will challenge established theoreticians in the field while providing very direct advice to practitioners.

Another research studied about “A tension for Spanish teachers' professional development: "skills to carry out your job" or “continuing personal cultural knowledge and attributes" of Berniz, K (2007) - Flinders University that investigated the perceptions and needs of teachers of Spanish and included a group of 16 teachers, a third of the teacher population, from metropolitan and country South Australia. The findings of the study revealed that within-system weaknesses and individual-identified locus of control were barriers to Spanish teachers' professional development and growth. Tensions existed between teachers and officials' expectations of professional development which influenced participants' views of professional development and achievable outcomes. The findings suggest participatory strategic negotiations are required if both parties are to improve the perceptions of the value of professional development provisions and outcomes.

Yates, S.M. (2007) studied on “Teachers' perceptions of their professional learning activities”. Several principles of effective professional development for teachers, based on a synthesis of research evidence, have been espoused by the Centre for Educational Research and Innovation (CERI, 1998). A survey based on these principles was developed and administered to 395 primary and secondary teachers at the conclusion of a variety of curriculum; topic or Information Communication Technology (ICT) based professional learning activities which ranged from seminars and workshops to longer courses. While teacher age, gender and school level were not significant, teachers' ratings indicated ICT activities and longer courses contributed significantly to their professional renewal. Teachers also perceived longer courses were more applicable to their work. The findings affirm the CERI principles

of effective professional development and endorse the need for long term activities that have specific focus.

## 2.4 Independent and Dependent Variables used in the Research

These variables came from the mission, roles, and functions of Ho Chi Minh City University of Education; theories and the related studies above. Since the study was focused on the lecturers of Ho Chi Minh City University of Education only, the nature of data was homogeneous that comes from the same setting. As such, not all variables and factors discussed above are viable to use in this study.

The following are the most relevant variables on professional development of lecturers' opinion in the context of this study:

### 2.4.1 Independent Variables

#### Personal and Organizational factors

Many researchers found that personal and organizational factors has some effects with professional development which are age, gender, marital status, educational level, monthly income, year of working, faculty field, workload and commitment as follow:

**Age:** Some studies have shown that age plays an important role in determining one's opinion on developing their career. Age means chronological age, measured in ratio scale that denotes a number of years a respondent lived. Glenn, Taylor & Weaver, 1977 (cited in Dorji, 2007) found that age is positively related to motivate career development. As workers grow older, they become more fulfill because of the intrinsic and extrinsic rewards of work like prestige, income, authority and autonomy on the job. Though effect from age is not clear but age also relate to time and year of experience. An elder person always has more experience but also depends on types and situation of work.

**Gender:** refers to the sexual identity of the respondents. Many studies have shown that gender is also important predictor of motivation for professional development. It is seen that more and more females are taking up the teaching profession. It is of utmost importance to understand the difference of job attitudes across the gender. Cook, 1979 supports the comparison between male and female

(cited in Dorji, 2007) who found in his study that female teachers have higher morale and motivation for career development than male teachers do. The researcher assumes that gender is positively relevant to teachers' career development.

**Marital Status:** this variable also related to the condition and motivation for developing and improving career. People who are single may have much time for develop their teaching than who are married. It is generally found that married workers were more. The researcher found that marital status will be influent to professional development. In the results of Thao, T. H (2006) on Real situation about studying research project of lecturers in University of Culture – Vietnam, that were found the differences on marital status for lecturers who were single, married and others. The single lecturers had much available time than the married and the others (widowed and divorced) lecturers for researching.

**Educational Level** is considered as the increase in the level of knowledge and experience in the theoretical aspect of the subject matter. This factor was a foundation of life, job and growth in the complex and changing society. In this study, it was believed that as Dejnozka (1963) found that higher educational level has the direct relation to the opinion level towards career development motivation. Wipawachat (2002) also found the higher positive opinion with the higher academic degree of respondents. It was thus hypothesized that educational level was related to the lecturers' opinion on professional development.

**Monthly income** is the current monthly salary (including fringe benefits and teaching expenses) of the officials in the Ho Chi Minh City University of Education. Most surveys found that income comes after job security, nature of work and job advancement having a relation to career improvement in organization, (Boonsiri R, 2002). But in Vietnam recent, economic condition is gradually higher; so that high cost of living income will be primary important. Income or salary will be one of conditions to commit or motivate the professional development of teachers.

**Year of working:** Year of working is interesting as one looks at the level of teacher development. The study on the quality of teachers' professional lives by Fraser, & et al., 1998 (Dorji, 2007) showed that teachers with longer service are overall less satisfied with teaching and working. The researcher found that year of experience related to professional development. People who have been working for a

long time and they have knowledge and more experience will be motivated in order to develop their career for the higher position.

**Faculty Field:** Based on the roles, functions and mission of Ho Chi Minh City University of Education, the researcher found that there is different motivation to develop their teaching or working from different Faculty or department in the University. In addition, Hang, T.T. (2003) in her study on some managing solutions to enhance the teaching quality of lecturers in Ho Chi Minh City University of Education, Vietnam mentioned that the different field of teaching motivated lecturers enhance and improve the teaching quality differently. Because of the subject and the benefit of each faculty are not the same.

**Workload:** refers to the measure of the demand placed upon the internal resources of a human. Workload is affected by both the external demands on the human as well as the resources available. Workload may be measured or estimated in cognitive or physical (perceptual, physiological, psychomotor, etc.). Lecturers are expected to shoulder various responsibilities in university besides teaching. In Ho Chi Minh City University of Education, a lecturer teaches standardized of 220 periods per an academic year. On top of this, he/she has to carry out numerous other roles and responsibilities such as clerical works, co-curricular activities and extra-curricular works, Head teacher, President of Trade Union, Dean. Hang, T.T. (2003) also figured out this factor for her investigation for research. Her findings showed that even lecturers teach less or much periods per academic year (220 is standard time for an academic year), there were no differences on the quality of teaching by workload.

**Commitment:** Sheldon (1971) defined organizational commitment as the positive attitude toward colleagues and intention to work for the success of the organization. Hrebiniak & Alutto (1972) defined organizational commitment as the non-willingness to leave the organization for the better payment, more autonomous job more colleagues. Furthermore, Meyer and Allen (1991) stated that organizational commitment is “a psychological state that characterizes the staff’s relationship in the organization and intention for the decision to continue membership in the organization”. Positive feeling employee which affectively committed towards the organization will bring other beneficial effects to the organization. In conclusion, commitment can be defined as the level of the sense of belonging to the organization,

loyalty, acceptance of the organization goal, regularly attend the organization activities, conditions to work for long time with the organization.

## 2.4.2 Dependent variables

### Opinions on professional development

**Teaching:** Some research findings demonstrate that teaching is the single most important school variable affecting student achievement. Well-prepared, highly qualified teachers are essential if we are to ensure that all students achieve the high standards necessary for them to lead fulfilling lives and become productive students. They believe it is the union's responsibility to work to improve teacher quality and enhance the teaching profession. According to the Strategic Plan of Ho Chi Minh City University of Education (2007-2015 and vision to 2020), the evidence shows that in the process of constructing the University, all staff and lecturers are fully aware of the motto "teaching people, teaching words and teaching professions". Therefore, it was evidence that teaching is the main mission of lecturers of Ho Chi Minh City University of Education for their career improving. Teaching was also the key variable for studying the quality of teaching from Hang, T. T. (2003).

**Research:** Marion MacLean and Marian Mohr (1999) explain that the term teacher-researcher is an important term to them because it has redefined their roles as teachers. Teacher research is inquiry that is intentional, systematic, public, voluntary, ethical, and contextual. The mission of Ho Chi Minh City University of Education shows that this university is a national-major teacher education institution, in charge of offering undergraduate and postgraduate training, doing researches in education and other sciences in order to serve the demands of high-quality teacher training and advanced research for the socio-economic and educational development in provinces in South Vietnam and the nation as well. Besides teaching, research was also the matter could not separate in school organization for evaluate lecturers' ability and workload. Furthermore, in the research of Thao, T. H. (2006) on Real situation about studying research project of lecturers in University of Culture – Vietnam emphasized that lecturers has been forgotten about beside teaching, they have a responsibility doing research as the regulation of education of Vietnam for universities. The

findings also showed the weakness of some cases of lecturers group that never do any research projects in the ten years of working in the university.

**Working Environment** refers to health and safety, work methods, work ethics, and ambient working conditions. The environment in which people work has a tremendous effect on their level of pride for themselves and for the work they are doing. The university infrastructure is also one of the important factors which make difference of work place. Research of Quang, T. & Thang, L. C. (2004) on Human Resource Management in Vietnam, in *Managing Human Resources in Asia-Pacific* showed the finding in which the working condition influences considerable to one's inspiration to develop their potential and ability of working.

## 2.5 Conceptual Framework

The conceptual framework of this study was developed by integrating the variables from different theories of professional development from the literature review. The common and most relevant from the literature review are taken in as both independent and dependent variables as follow:

1. Personal factors which include age, gender, marital status, educational level, monthly income, year of working; and organizational factors which consist of faculty field, workload and commitment.
2. Professional development which include teaching, research and working environment.

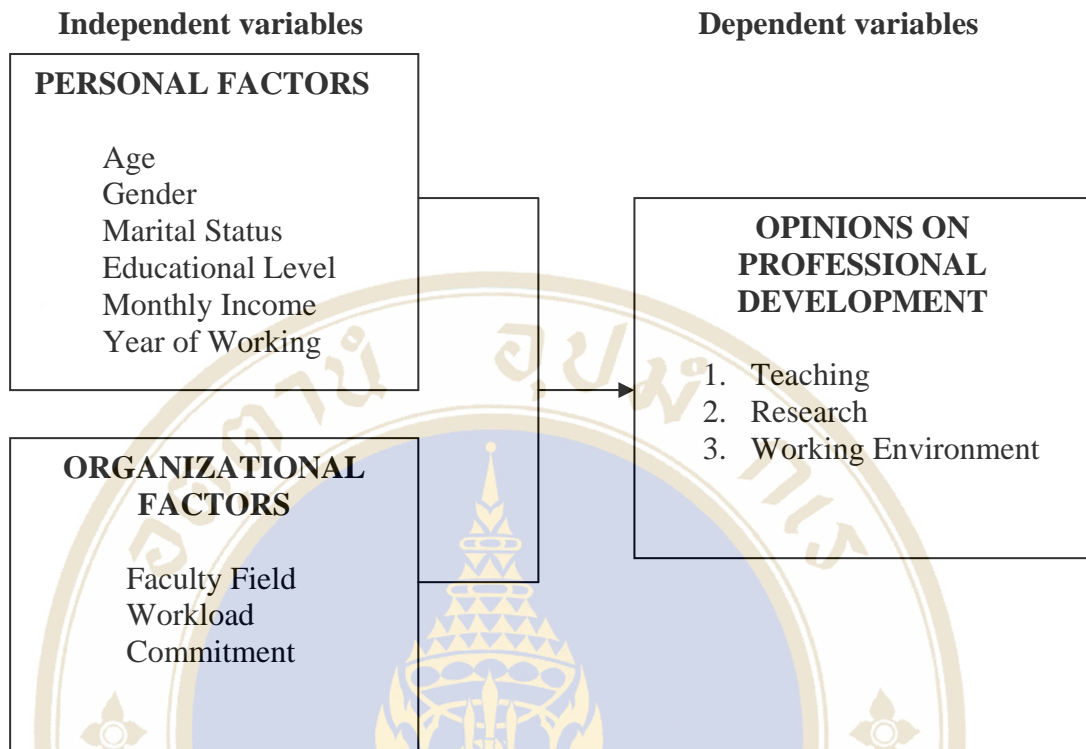


Figure 2.5 Conceptual Framework

## CHAPTER 3

### RESEARCH METHODOLOGY

This study was aimed at identifying the opinions on professional development and the possible differences between the opinions on professional development regarding to age, gender, marital status, educational level, monthly income, year of working, faculty field, workload and commitment of lecturers in Ho Chi Minh City University of Education.

This research was quantitative. The research methodology adopted by researcher was as follow:

- 3.1 Population and Sample
- 3.2 Research Instrument
- 3.3 Try-out of the questionnaire
- 3.4 Data Collection Procedure
- 3.5 Statistics and Data Analysis

#### **3.1 Population and Sample**

According to personnel statistic on website and yearbook of Ho Chi Minh City University of Education in 2006, there was 821 academic staff in total in which 533 lecturers. As for determination of sampling size, the researcher calculates sampling size by using Taro Yamane's formula (1967).

Yamane (1967, p886) suggested the sample size be calculated by the following formula:

$$n = \frac{N}{1 + Ne^2}$$

Where n is the sample size (persons)

N is the population size (533 persons)

e is the error of sample groups at the level 0.05

This could be substituted as follow:

$$n = \frac{533}{1 + N(0.05)^2} = 229$$

There will be at least 229 respondents to be chosen for collecting information of this study.

### 3.2 Research Instrument

The questionnaire was divided into three sections as follow:

Part 1: Personal Factors including age, gender, marital status, educational level, monthly income, year of working; and Organizational Factors consist of field of faculty, workload and commitment of the respondents.

Part 2: Professional development was measured with the construction of five-point Likert scale, which identified levels of opinion on professional development.

Part 3: Additional suggestions – an open-ended question and the respondents can provide comments and recommendations.

#### Criterion of scoring professional development

Positive item	Negative item	Level of Opinions
5	1	occurred when the subjects answered strongly agree
4	2	occurred when the subjects answered agree
3	3	occurred when the subjects answered undecided
2	4	occurred when the subjects answered disagree
1	5	occurred when the subjects answered strongly disagree

Three-scale value for classification of opinions on professional development (teaching, research and working environment):

$$\frac{\text{Highest score} - \text{Lowest score}}{\text{Number of levels}} = \frac{5-1}{3} = 1.33$$

3.68 – 5.00	High
2.34 – 3.67	Moderate
1.00 – 2.33	Low

The formula using for classification of commitment as follow:

Two-scale value by  $\bar{X}$  cutting point

Lowest  $\leq \bar{X} = \text{Low}$

Highest  $\geq \bar{X} = \text{High}$

### 3.3 Try-out of the questionnaire

The questionnaire was pre-tested with 30 lecturers who were not included in the sample group. The results were then analyzed to assess its reliability value by means of Cronbach's Alpha-Coefficient.

$$\alpha = \frac{n}{n-1} = \left\{ \frac{1 - \sum s_i^2}{s_t^2} \right\}$$

Where  $\alpha$  represents coefficient of reliability

$n$  represents numbers of question in the instrument

$s_i^2$  represents score variation for each item

$s_i^2$  represents score variation for the whole instruments

The results from finding out the reliability value test with 51 questions were selected regards to factors of opinion of lecturers as table 3.3 below:

Variables	Cronbach's Alpha Coefficient
Commitment	0.78
Teaching	0.83
Research	0.67
Working environment	0.74
Total	0.85

**Table 3.3 The value of Cronbach's alpha**

The table 3.3 showed that testing reliability in level of teaching was the highest at very good level with 0.83. Two levels of commitment and working environment were at good level as 0.78 for commitment and 0.74 for working environment. The lowest was research at 0.67. In overall, the result of testing reliability for this study was at very good level with 0.85 (Burns, 2000).

### 3.4 Data Collection Procedure

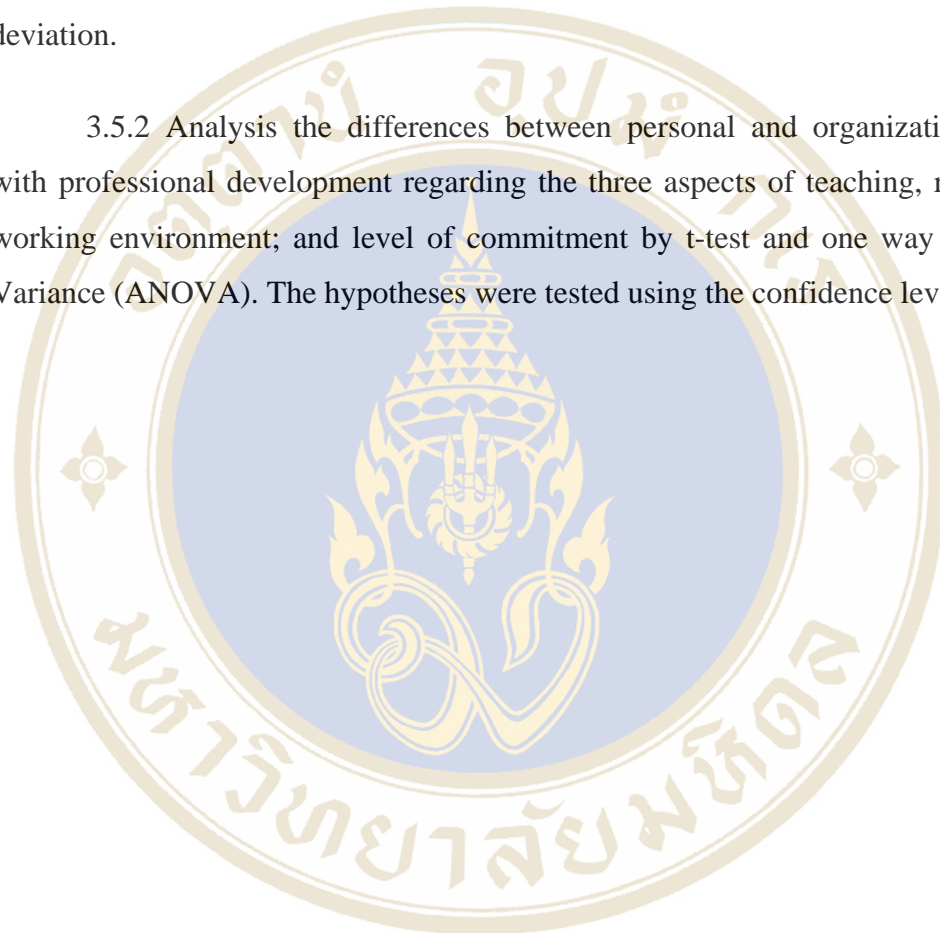
The researcher got the approval from the Ho Chi Minh City University of Education to collect data from three groups of lecturers (base on the field of subject: Natural Sciences, Social Sciences and Specified Sciences). The questionnaires were chosen and sent to the sample by randomly to survey. A time period of three weeks were given to fill up the questionnaire. The researcher went personally to collect the filled up questionnaires from the faculties.

### 3.5 Statistics and Data Analysis

All collection data was analyzed by means of Statistical Software Package under the following statistical methods:

3.5.1 Descriptive statistic was used for classifying data, expressing general basic characteristic of the samples, summarizing characteristics of independent variables and dependent variables. The researcher analyzed data of age, gender, marital status, educational level, monthly income, year of working, field of faculty and workload of lecturers by using frequency, percentage, mean and standard deviation.

3.5.2 Analysis the differences between personal and organizational factors with professional development regarding the three aspects of teaching, research and working environment; and level of commitment by t-test and one way Analysis of Variance (ANOVA). The hypotheses were tested using the confidence level of 0.05.



## CHAPTER 4

### RESULTS

This chapter discusses the results of the study on opinions of lecturers on professional development in Ho Chi Minh City University of Education. The data collection was done through questionnaire survey. A total of 229 sample questionnaire were distributed in this study. The response rate obtained was 207 samples (90.4 %). The findings were presented into 3 parts as follows:

1. Personal and organizational factors.
2. Professional development of lecturers in Ho Chi Minh City University of Education.
3. Analysis of the difference between personal and organizational characteristics and its effects on the level of opinions among lecturers in Ho Chi Minh City University of Education.

#### 4.1 Personal and organizational factors

##### 4.1.1 Personal and Organizational Factors of the Respondents

Table 4.1 below presents descriptive statistics calculated for the whole sample of participants in Ho Chi Minh City University of Education. The statistics include the number of responses, frequencies, percentage, means and standard deviations of the participants' personal and organizational information.

The majority of lecturers were 43.4 % within the age group of 20-29; the lowest age group was 50 % in 30-39 years old and the middle was 67% of group of over 40 years old.

The table shows that the majority of lecturers are females with 50.7 % of the total sample respectively.

The findings in terms of marital status found 62 % of lecturers were married which only 6 % were widowed, separated or divorced. The remaining 32% were single.

Most of the lecturers had Master Degree with 46.4 % and 35.3 % had Bachelor Degree. 18.4 % of lecturers had Doctor Degree.

In terms of income per month, the findings found that 44.5 % of lecturers earned less than and equal to 200 USD per month while 55.6 % lecturers earned over 200 USD per month that including salary, fringe benefits, teaching expenses.

In addition, there were 46.9 % lecturers teaching in Ho Chi Minh City University of Education for less than and equal to 5 years while 53.2 % of lecturers teaching in this university for over 5 years teaching here.

There were 39.1 % of lecturers in Specified Sciences Field; 36.2 % of lecturers in Social Sciences Field and 24.6 % lecturers in Natural Sciences Field.

For the extra income outside the University, the findings received that there were 45.4 % lecturers had part-time job and 54.6 % of lecturers had no part-time job.

Regarding workload per an academic year, majority of lecturers had 55.6 % teaching less than and equal to 220 periods per an academic year and 44.4 % of lecturers had over 220 periods per an academic year.

From research projects in the past 5 years, the table shows that majority of sample 50.3 % lecturers had less than and equal to 2 research projects, only 6.8 % of lecturers had equal to and over 3 research projects in the past 5 years while there was 43 % of lecturers had no research projects in the past 5 years.

**Table 4.1 Frequency and percentage of the data from Personal and Organizational factors of the sample**

General information	Number (n =207)	Percentage (100)
<b>Age</b>		
20-29	90	43.4
30-39	50	24.8
over 40	67	31.8
$\bar{X} = 35.57$ S.D = 10.72		
Min. = 22    Max. = 59		
<b>Gender</b>		
Male	102	49.3
Female	105	50.7

**Table 4.1 Frequency and percentage of the data from Personal and Organizational factors of the sample (Cont.)**

<b>Marital status</b>		
Single	66	32
Married	128	62
Widowed/Separated/Divorced	13	6
<b>Educational level</b>		
Bachelor	73	35.3
Master	96	46.4
Doctor	38	18.4
<b>Income per month (salary + fringe benefits + teaching expense) in HCMC UE</b>		
≤ 200 USD	92	44.5
>200 USD	115	55.5
$\bar{X} = 254.59$	S.D = 85.85	
Min. = 100	Max. = 500	
<b>Part-time job</b>		
yes	94	45.4
no	113	54.6
<b>Faculty Field</b>		
Natural sciences field	51	24.6
Social sciences field	75	36.2
Specified sciences field	81	39.1
<b>Year of Working</b>		
≤ 5 years	97	46.9
> 5 years	110	53.1
$\bar{X} = 8.47$	SD = 6.67	
Min. = 2	Max = 34	
<b>Workload per academic year</b>		
≤ 220 periods	115	55.6
>220 periods	92	44.4
<b>Research projects in the past 5 years</b>		
no	89	43.0
≤ 2 projects	104	50.2
≥ 3 projects	14	6.8
$\bar{X} = 1.05$	S.D = 1.12	
Min. = 0	Max. = 5	

#### 4.1.2 Organizational Factor of the Respondents regard to their level of opinions on commitment

##### 4.1.2.1 Level of opinions on commitment

Table 4.2 presents descriptive statistics calculated for information about the level of lecturers' commitment. Majority of lecturers had low commitment at 56 % (n=116) while 44% (n=91) of lecturers had high commitment.

**Table 4.2 Number and Percentage of commitment level**

Scale	Number	Percent
High ( $\geq \bar{X}$ )	91	44
Low ( $\leq \bar{X}$ )	116	56
<b>Total</b>	<b>207</b>	<b>100</b>

Table 4.3 below summarizes the results of level of lecturers' opinions in term of commitment to the Ho Chi Minh City University of Education. Ten questions were addressed in order to determine the level of opinions on commitment.

**Table 4.3: Mean, standard deviation and level of opinions of lecturers on commitment**

Opinions on commitment	$\bar{X}$	SD	Level of Opinions
University has a standardized contract to commit lecturers teaching here.	4.47	0.67	High
University applies its Contract of Commitment in a very strict manner.	4.53	0.54	High
Salary and promotion is fair and appropriate.	3.20	0.99	Low
Further learning encourages lecturers to commit working here.	3.70	0.93	Low
University promotes teaching development.	3.39	0.87	Low
Happy to lecture at this university.	3.81	0.76	Low
Proud to be a lecturer at this university.	3.91	0.77	High
Will teach at this university until retirement.	3.79	0.82	Low
See this employment with the university is long-term.	3.62	0.84	Low
Stay working here even finished MA or Ph.D.	3.64	0.75	Low
<b>Average total</b>	<b>3.81</b>	<b>0.19</b>	<b>Low</b>

Note: 1.00 – 3.81 = Low; 3.82 – 5.00 = High

The results demonstrated that overall level of opinions of lecturers on commitment was low with a mean ( $\bar{X}$ ) of 3.81 and SD of 0.19. Highest level of commitment with the mean ( $\bar{X}$ ) of 4.53 and SD of 0.54 was agreement in *the University applies its Contract of Commitment in a very strict manner* comparatively lowest mean with ( $\bar{X}$ ) of 3.20 and SD of 0.99 was in *salary and promotion is fair and appropriate for lecturers*.

## 4.2 Opinions of lecturers on Professional Development (teaching, research and working environment)

### 4.2.1 Opinions of lecturers on Professional Development regarding Teaching

Table 4.4 presents the level of opinion of lecturers in term of teaching. Thirteen questions were addressed in order to determine the level of opinions with respect to their opinions on teaching.

**Table 4.4: Mean, standard deviation and level of opinions of lecturers on teaching**

Opinions on teaching	$\bar{X}$	SD	Level of Opinions
Self-development is important for teaching.	4.64	0.56	High
Teaching development updates lecturer's professional knowledge.	4.42	0.67	High
Further study for master or doctoral degree is essential to teaching profession.	4.56	0.56	High
Lecturers are encouraged to study further in their areas of profession.	4.03	0.78	High
Workshops/ Seminars among lecturers are regular conducted as part of life long learning strategy.	4.29	0.65	High
Lecturers participate in seminar or observe classes in order to exchange their teaching experiences.	4.12	0.76	High
Lecturers have opportunity to participate in seminar abroad to enhance knowledge, skills and experiences applicable to teaching.	3.93	0.86	High
Lecturers are encouraged to publish textbooks, academic articles or training material periodically in their area of teaching.	4.12	0.70	High
University supports lecturers in higher learning.	4.52	0.56	High
Teaching of lecturers is evaluated for future development.	4.02	0.88	High
Technical aid and well equipped facility are important to teaching job.	4.27	0.68	High
Teaching development is relevant to teaching profession.	3.91	0.98	High
Knowledge gained from seminar improved lecturer's teaching skills.	3.53	1.06	Moderate
<b>Average total</b>	<b>4.18</b>	<b>0.75</b>	<b>High</b>

Note: 1.00 – 2.33 = Low; 2.34 – 3.67 = Moderate; 3.68 – 5.00 = High

The overall opinions of lecturers in term of teaching represented a high level with  $\bar{X} = 4.18$  and  $SD = 0.75$ . Among thirteen items, there were high in thirteen items where as one was in moderate. The results showed that the opinions about *lecturers' self-development is important for teaching* illustrated in the highest level of opinions with  $\bar{X} = 4.64$  and  $SD = 0.56$  and lecturers were moderately agree with *knowledge gained from seminar improved lecturer's teaching skills* with  $\bar{X} = 3.53$  and  $SD = 1.06$ .

#### 4.2.2 Opinions of lecturers on Professional Development regarding Research

As shown in table 4.5, fourteen questions were offered to assess the level of opinions of lecturers in term of research.

**Table 4.5: Mean, standard deviation and level of opinions of lecturers regarding research**

Opinions on Research	$\bar{X}$	SD	Level of Opinions
Research enhances knowledge, skill & ability of lecturers.	4.25	0.67	High
Personal improvement motivates lecturers to take on research.	4.29	0.57	High
University Board and the Faculty Board provide opportunity for scientific research.	3.86	0.68	High
Lecturers conduct academic researches periodically.	3.18	0.93	Moderate
Most lecturers believe further study allow them to develop knowledge, technique, and skill when conducting academic researches.	3.38	0.73	Moderate
Lecturers participate in meetings and discussions aiming at determining quality of research or evaluation of research.	3.54	0.77	High
Lecturers have access to the latest academic journal, researches, articles and documents useful for conducting researches.	3.92	0.63	High
Research findings are to be presented in a seminar.	4.00	0.71	High
Researches are to be presented to appropriate channel.	4.05	0.61	High

**Table 4.5: Mean, standard deviation and level of opinions of lecturers regarding research (Cont.)**

Research studies are to be shared among faculties in the university to enhance teaching experience	4.06	0.56	High
Lecturers have opportunity to work on researches with senior lecturers.	4.41	0.59	High
Research activities are used as another criterion for career promotion.	4.01	0.83	High
Budget or funds are sufficiently allocated for conducting researches.	1.78	0.83	Low
Participating in research seminar or workshop in the university sometimes is useful for lecturers.	2.98	0.92	Moderate
<b>Average total</b>	<b>3.69</b>	<b>0.72</b>	<b>High</b>

Note: 1.00 – 2.33 = Low; 2.34 – 3.67 = Moderate; 3.68 – 5.00 = High

Results showed that the overall level of opinions of lecturers was in high level with the  $\bar{X} = 3.69$  and  $SD = 0.72$ . Among respondents, majority were in the favor of *research enhance knowledge, skill & ability of lecturers* with the mean of 4.25 and  $SD$  of 0.67 while their opinion for *budgets and funds for researching are sufficiently* was at low level with the mean of 1.78 and  $SD$  of 0.83.

#### 4.2.3 Opinions of lecturers on Professional Development regarding Working Environment

Table 4.6 presents the level of opinions of lecturers in regards to working environment from fourteen questions.

**Table 4.6: Mean, standard deviation and level of opinions of lecturers regarding working environment**

Opinions on Working Environment	$\bar{X}$	SD	Level of Opinions
Facility has sufficient and adequate resources for the development of teaching and researching.	2.86	0.78	Moderate
Materials and equipments (software or computers) are available to support teaching and research conducting.	2.89	0.92	Moderate
Lecturers share ideas, knowledge and skills gained from attending seminars, workshops or conferences.	3.19	0.82	Moderate

**Table 4.6: Mean, standard deviation and level of opinions of lecturers regarding working environment (Cont.)**

Opinions on Working Environment	$\bar{X}$	SD	Level of Opinions
University's culture motivates lecturers to learn and to develop their teaching and research.	3.26	0.91	Moderate
Lecturers receive award if they achieve the standard set out by the university.	3	0.88	Moderate
In general, most of lectures happy to teach at this university.	2.89	0.84	Moderate
Salary is satisfactory, regarding to the present economic condition.	2.19	0.95	Low
Fringe benefits are appropriate	2.45	0.87	Moderate
Lecturers are satisfied with the fringe benefits.	2.41	0.92	Moderate
Taking health examination is compulsory yearly.	4.22	0.6	High
Taking health examination is actually beneficial for lecturers.	3.92	0.81	High
Health insurance regime is convenient to lecturers.	3.1	0.78	Moderate
Social insurance plan is necessary as it offers a safety net to lectures.	4.1	0.64	High
Higher learning did not put pressure and stress on lecturers.	2.9	0.7	Moderate
<b>Average total</b>	<b>3.10</b>	<b>0.82</b>	<b>Moderate</b>

Note: 1.00 – 2.33 = Low; 2.34 – 3.67 = Moderate; 3.68 – 5.00 = High

It was found that the overall level of opinions of lecturers was in a moderate level, with  $\bar{X} = 3.10$  and  $SD = 0.82$ . Among fourteen items, three items in high level of opinions, one item was in low level of opinions; the rest ten items were in moderate level. Opinions on *taking health examination is compulsory yearly* was in highest rank, with  $\bar{X} = 4.22$  and  $SD = 0.6$ . On the other hand, opinions level was the lowest in opinions on *higher learning did not put pressure and stress on lecturers* with the mean of 2.9 and  $SD = 0.7$  in each case.

#### 4.2.4 Overall Opinions of Lecturers in Professional Development

The table 4.7 demonstrated overall level of opinions of lecturers was at moderate level with  $\bar{X} = 3.66$  and  $SD = 0.76$ . The results indicated that the highest

level of opinions on professional development was teaching, with mean of 4.18 and SD of 0.75, and research was high with mean of 3.69 and SD of 0.72; while working environment was moderate at mean of 3.10 and SD of 0.82.

**Table 4.7: Mean and Standard Deviation of overall opinions of lecturers in professional development**

Opinions on Professional Development	$\bar{X}$	SD	Level of Opinions
1. Teaching	4.18	0.75	High
2. Research	3.69	0.72	High
3. Working Environment	3.10	0.82	Moderate
<b>Total</b>	<b>3.66</b>	<b>0.76</b>	<b>Moderate</b>

### 4.3 Analysis of the Difference between Personal and Organizational Factors and its effects on the level of opinions of lecturers on Professional Development

In this section, the level of opinions of lecturers on Professional Development were analyzed in terms of individual personal and organizational characteristics regards to teaching, research and working environment, respectively.

#### 4.3.1 Difference in age and its effects on the level of opinions on Professional Development

Table 4.8 and table 4.9 illustrated the overall level of opinions of lecturers on professional development regard to component of teaching, research and working environment by age group.

**Table 4.8 Mean and standard deviation of lecturers' opinions on Professional Development by Age group**

Professional Development	Age Group					
	20 – 29		30 – 39		over 40	
	$\bar{X}$	S.D	$\bar{X}$	S.D	$\bar{X}$	S.D
1. Teaching	4.25	0.43	4.09	0.33	4.15	0.40
2. Research	3.73	0.38	3.65	0.43	3.68	0.33
3. Working Environment	3.09	0.38	3.18	0.60	3.06	0.35

**Table 4.9 Statistics of lecturers' opinions on Professional Development by Age group**

Professional Development	Statistics									
	Between Groups			Within Groups			Total		p-	
	SS	df	MS	SS	df	MS	SS	df	F	value
1. Teaching	0.960	2	0.480	31.851	204	0.156	32.810	206	3.074	0.048*
2. Research	0.221	2	0.111	28.580	204	0.140	28.801	206	0.790	0.455
3. Working Environment	0.425	2	0.213	38.262	204	0.188	38.687	206	1.133	0.324

\*The mean difference is significant at the 0.05

Regarding to teaching section, table 4.8 and table 4.9 showed that lecturers within all three types of the age group were at high level with the mean score of age group 22-29 was  $\bar{X} = 4.25$ ; while the mean score of age group 30-39 was ( $\bar{X} = 4.09$ ) and the mean score of age group over 40 years old was  $\bar{X} = 4.15$ . Although the result showed that lecturers with younger age and lecturers with older age had similar level of opinions on teaching; the result demonstrated there were statistically significant difference between the age groups at the level of 0.048 ( $p < 0.05$ ). The significant difference also was found by paired test with LSD (Least Significant Deviation) of age group of 20-29 having opinions on professional development higher than age group of 30-39.

Table 4.8 and table 4.9 showed that overall opinions on professional development regard to research of lecturers was at the moderate for age group 30-39 with  $\bar{X} = 3.65$  while was at high for age group 22-29 and over 40 with  $\bar{X} = 3.73$  and  $\bar{X} = 3.68$ , respectively. The result confirmed that there was no statistically significant difference on overall opinion of lecturers on research by their age. Since the p-value of 0.455 ( $p > 0.05$ ) represented no difference in the level of lecturers' opinions on professional development regard to age group of lecturers.

With respect to working environment section, table 4.8 and table 4.9 explained that the overall opinions of lecturers on professional development by age group was at moderate level of three types of age group 22-29 with  $\bar{X} = 3.09$ , age group 30-39 with  $\bar{X} = 3.18$  and age group over 40 years old with  $\bar{X} = 3.06$  respectively. There was

no statistically significant difference on working environment at p-value of 0.324 ( $p > 0.05$ ) by lecturers' age.

#### 4.3.2 Difference in gender and its effects on the level of opinions on Professional Development

Table 4.10 illustrated the overall level of opinions of lecturers on professional development regard to component of teaching, research and working environment by gender.

**Table 4.10 Mean, standard deviation and statistics of lecturers' opinions on Professional Development by Gender**

Professional Development	Gender				t	p-value
	Male		Female			
	$\bar{X}$	S.D	$\bar{X}$	S.D		
1. Teaching	4.09	0.40	4.27	0.38	- 3.161	<0.001*
2. Research	3.70	0.30	3.69	0.43	0.241	0.810
3. Working Environment	3.06	0.44	3.14	0.42	- 1.365	0.174

\*The mean difference is significant at the 0.05

The table 4.10 also illustrated the level of opinions of lecturers on teaching for both male ( $\bar{X} = 4.09$ ) and female ( $\bar{X} = 4.27$ ) at high level. The result showed that there was statistically significant difference on the level of opinions between male and female at the level of 0.001 ( $p < 0.05$ ). The result indicated that female lecturers had higher level of opinions than male lecturers.

As illustrated in table 4.10, the level of opinions of lecturers on professional development regards to research component showed that the overall opinions was at the high level for both male and female with  $\bar{X} = 3.70$  and  $\bar{X} = 3.69$  respectively. Since the p-value of 0.810 ( $p > 0.05$ ) represented no difference in the level of lecturers on research between male and female. Thus, there was no statistically significant difference on the level of opinions on research by gender.

The table 4.10 revealed that the overall opinions on professional development regard to working environment to gender was at moderate for both male ( $\bar{X} = 3.06$ ) and female ( $\bar{X} = 3.14$ ) of lecturers. The p-value confirmed that there was no statistically significant difference between opinions of lecturers on working environment by their gender.

### 4.3.3 Difference in Marital status and its effects on the level of opinions on Professional Development

Table 4.11 and table 4.12 illustrated the overall level of opinions of lecturers on professional development regard to component of teaching, research and working environment by marital status.

**Table 4.11 Mean and standard deviation of lecturers' opinions on Professional Development by Marital Status**

Professional Development	Marital Status					
	Single		Married		Widowed/ separated/ divorced	
	$\bar{X}$	S.D	$\bar{X}$	S.D	$\bar{X}$	S.D
1. Teaching	4.27	0.39	4.17	0.40	3.80	0.26
2. Research	3.67	0.36	3.72	0.36	3.53	0.52
3. Working Environment	3.09	0.41	3.11	0.46	2.99	0.22

**Table 4.12 Statistics of lecturers' opinions on Professional Development by Marital Status**

Professional Development	Statistics									
	Between Groups			Within Groups			Total		p-value	
	SS	df	MS	SS	df	MS	SS	df	F	
1. Teaching	2.362	2	1.181	30.448	204	0.149	32.810	206	7.914	<0.001*
2. Research	0.531	2	0.266	28.270	204	0.139	28.801	206	1.917	0.150
3. Working Environment	0.170	2	0.085	38.516	204	0.189	38.687	206	0.451	0.638

\*The mean difference is significant at the 0.05

As illustrated in table 4.11 and table 4.12, the level of opinions of lecturers on teaching in three kinds of marital group: single ( $\bar{X} = 4.27$ ), married ( $\bar{X} = 4.17$ ) and

others (widowed, separated, divorced) ( $\bar{X}=3.80$ ) was at high level. The result indicated that lecturers who are single and married had higher opinions on teaching than lecturers who are widowed, separated or divorced. The finding confirmed that there was statistically significant difference on overall opinions of lecturers on teaching by their marital status with p-value of 0.001 ( $p<0.05$ ). To further assess the difference between each marital group, after employing LSD, it was found that there were differences in the level of opinions on teaching among the marital group between single and widowed/ separated/divorced; and marital group between married and widowed/ separated/divorced.

Regarding to research component, table 4.11 and table 4.12 showed that overall professional development of lecturers was at high level in group of single  $\bar{X} = 3.67$ , and in group of married with  $\bar{X} = 3.72$ ; while group of widowed, separated, divorced was at moderate level with  $\bar{X} = 3.67$ . At a statistical significance level of 0.05, the finding demonstrates that there was no difference in overall level of opinions on research by lecturers' marital status with p-value of 0.150 ( $p>0.05$ ).

As illustrated in table 4.11 and table 4.12, the overall professional development of lecturers on working environment was at moderate level in all group of single ( $\bar{X}=3.09$ ), group of married ( $\bar{X} = 3.11$ ) and group of widowed, separated, divorced ( $\bar{X} = 2.99$ ). At a statistical significance level of 0.05, the finding demonstrates that there was no difference in overall level of opinions on professional development regard to working environment with p-value of 0.638 ( $p>0.05$ ) by lecturers' marital status.

#### **4.3.4 Difference in Educational Level and its effects on the level of opinions on Professional Development**

Table 4.13 and 4.14 illustrated the overall level of opinions of lecturers on professional development regard to component of teaching, research and working environment by educational level.

**Table 4.13 Mean and standard deviation of lecturers' opinions on Professional Development by Educational Level**

Professional Development	Educational Level					
	Bachelor		Master		Doctor	
	$\bar{X}$	S.D	$\bar{X}$	S.D	$\bar{X}$	S.D
1. Teaching	4.24	0.35	4.18	0.44	4.07	0.37
2. Research	3.63	0.31	3.71	0.44	3.78	0.29
3. Working Environment	3.04	0.41	3.07	0.41	3.28	0.49

**Table 4.14 Statistics of lecturers' opinions on Professional Development by Educational Level**

Professional Development	Statistics									
	Between Groups			Within Groups			Total		p-value	
	SS	df	MS	SS	df	MS	SS	df	F	
1. Teaching	0.676	2	0.338	32.134	204	0.158	32.810	206	2.146	0.120
2. Research	0.606	2	0.303	28.195	204	0.138	28.801	206	2.193	0.114
3. Working Environment	1.568	2	0.784	37.119	204	0.182	38.687	206	4.308	0.015*

\*The mean difference is significant at the 0.05

These table showed that opinions of lecturers on teaching was at high level for all lecturers who obtained Bachelor degree ( $\bar{X} = 4.24$ ), Mater degree ( $\bar{X} = 4.18$ ) and Doctor degree ( $\bar{X} = 4.07$ ). The result showed that there was no statistically significant difference on overall opinions of lecturers on teaching by their educational level with p-value of 0.120 ( $p > 0.05$ ).

Regarding to research section, table 13 and table 14 showed that the level of opinions of lecturers on professional development was at moderate for lecturers who had Bachelor degree ( $\bar{X} = 3.63$ ); while lecturers who had Mater degree ( $\bar{X} = 3.71$ ) and Doctor degree ( $\bar{X} = 3.53$ ) were at high level. The result revealed that lecturers with higher level of education had positive opinions on research improvement. The finding confirmed that there was no statistically significant difference on overall

opinions of lecturers on research by their educational level with p-value of 0.114 ( $p > 0.05$ ).

Table 4.13 and table 14 pointed out that level of opinions of lecturers on professional development based on working environment with education showed was at moderate level for all three types of lecturers who are obtained the Bachelor degree ( $\bar{X} = 3.04$ ), Master degree ( $\bar{X} = 3.07$ ) and Doctor degree ( $\bar{X} = 3.28$ ). The result confirmed that the lecturers who had higher level of education had positive opinions on working environment. There was statistically significant difference between opinions of lecturers on working environment to their educational level at p-value 0.015 ( $< 0.05$ ). After employing LSD to assess any paired differences, there was found the difference in between bachelor group and doctor group of lecturers.

#### 4.3.5 Difference in monthly income and its effects on the level of opinions on Professional Development

Table 4.15 demonstrated the overall level of opinions of lecturers on professional development regard to component of teaching, research and working environment by monthly income.

**Table 4.15 Mean, standard deviation and statistics of lecturers’ opinions on Professional Development by monthly income**

Professional Development	Monthly Income				t	p-value
	<=200USD		>200 USD			
	$\bar{X}$	S.D	$\bar{X}$	S.D		
1. Teaching	4.23	0.42	4.14	0.38	1.597	0.112
2. Research	3.66	0.38	3.72	0.37	- 1.093	0.276
3. Working Environment	3.04	0.39	3.14	0.46	- 1.636	0.103

\*The mean difference is significant at the 0.05

As shown in the table 4.15 showed that overall opinions on teaching by monthly income of lecturers of HCMC University of Education was at high level for both group of receiving salary less than and equal to 200 USD per month and over 200 USD per month with  $\bar{X} = 4.23$  and  $\bar{X} = 4.14$  respectively. Difference in opinions

on teaching was determined by t-test at a statistical significance level of 0.05. The results indicated that there was no difference in the level of opinions on teaching with p-value of 0.112 ( $p > 0.05$ ). Thus, there was no difference in the level overall opinions on professional development regard to teaching based on monthly income.

In term of research component, table 4.15 showed that overall professional development on research of lecturers was at moderate level for lecturers who stands of group of receiving salary less than and equal to 200 USD per month with  $\bar{X} = 3.66$  and was at high level for lecturers who stands of group of receiving salary over 200 USD per month with  $\bar{X} = 3.72$ . Difference in opinions on research was determined by a t-test at a statistical significance level of 0.05. The results indicated that there was no difference in the level of opinions on research because p-value of them showed that  $p = 0.276$  ( $p > 0.05$ ). Thus, there was no statistically significance difference in the level overall opinions on research based on monthly income.

Regarding to working environment component, table 4.15 represented the overall level of opinions on professional development of lecturers was at moderate level pertaining to both lecturers who received income of less than or equal to 220 USD ( $\bar{X} = 3.04$ ) and lecturers who received over 200 USD ( $\bar{X} = 3.14$ ) per month. The results indicated that there was no difference in the level of opinions on working environment with p-value of 0.103 ( $p > 0.05$ ). Thus, there was no statistically significant difference in the level overall opinions on professional development regard to working environment by lecturers' monthly income.

#### **4.3.6 Difference in year of working and its effects on the level of opinions on Professional Development**

Table 4.16 demonstrated the overall level of opinions of lecturers on professional development regard to component of teaching, research and working environment by year of working.

**Table 4.16 Mean, standard deviation and statistics of lecturers' opinions on Professional Development by year of working**

Professional Development	Year of working				t	p-value
	<= 5 years		> 5 years			
	$\bar{X}$	S.D	$\bar{X}$	S.D		
1. Teaching	4.29	0.40	4.08	0.37	3.804	<0.001*
2. Research	3.69	0.42	3.69	0.33	- 0.037	0.970
3. Working Environment	3.04	0.43	3.15	0.43	- 1.907	0.058

\*The mean difference is significant at the 0.05

As illustrated in table 4.16 showed that the overall opinions on professional development regard to teaching component to year of working was at high level when considering the year of working of the lecturers who works in less than or equal to 5 years with  $\bar{X} = 3.67$  and lecturers who works in over 5 years with  $\bar{X} = 3.64$ . Difference in opinions on professional development was determined by t-test at a statistical significance level of 0.05. The results indicated that there was statistically significant difference in overall level of opinions on teaching after taking year of working into account with p-value of 0.001 ( $p < 0.05$ ).

As shown in the table 4.16 showed that overall opinions on professional development regard to research by year of working of lecturers was at high level for both group of working than and equal to 5 years and over 5 years with  $\bar{X} = 3.69$ . The results confirmed that there was no difference in the level of opinions on research with p-value of 0.970 ( $p > 0.05$ ). Hence, there was no difference in the level overall opinions on professional development regard to research by lecturers' year of working.

Table 4.16 explained that the overall opinions of lecturers on professional development on working environment was at moderate level for all lecturers who works in less than and equal to 5 years ( $\bar{X} = 3.04$ ) and lecturers who works in over 5

years ( $\bar{X} = 3.15$ ) in the university. The p-value of 0.058 confirmed that the overall opinions of lecturers on working environment were not statistically significant.

#### 4.3.7 Difference in Faculty Field and its effects on the level of opinions on Professional Development

Table 4.17 and table 4.18 illustrated the overall level of opinions of lecturers on professional development regard to component of teaching, research and working environment by faculty field.

**Table 4.17 Mean and standard deviation of lecturers' opinions on Professional Development by Faculty Field**

Professional Development	Faculty Field					
	Natural Sciences		Social Sciences		Specified Sciences	
	$\bar{X}$	S.D	$\bar{X}$	S.D	$\bar{X}$	S.D
1. Teaching	4.10	0.38	4.20	0.35	4.52	0.45
2. Research	3.68	0.32	3.66	0.38	3.73	0.40
3. Working Environment	3.07	0.42	3.02	0.33	3.19	0.51

**Table 4.18 Statistics of lecturers' opinions on Professional Development by Faculty Field**

Professional Development	Statistics									
	Between Groups			Within Groups			Total		p-value	
	SS	df	MS	SS	df	MS	SS	df	F	value
1. Teaching	0.499	2	0.249	32.312	204	0.158	32.810	206	1.574	0.210
2. Research	0.182	2	0.091	28.619	204	0.140	28.801	206	0.650	0.523
3. Working Environment	1.211	2	0.606	37.475	204	0.184	38.687	206	3.297	0.039*

\*The mean difference is significant at the 0.05

Regarding to teaching, table 4.17 and 4.18 showed that there were at high level for all lecturers who was working at Natural Sciences Field ( $\bar{X} = 4.10$ ), Social Sciences Field ( $\bar{X} = 4.20$ ) or Specified Sciences Field ( $\bar{X} = 4.52$ ). At a statistical significance level of 0.05, the finding demonstrates that there was no statistically

significant difference in overall level of professional development's opinions with regards to teaching by lecturers' faculty field with p-value of 0.210 ( $p > 0.05$ ).

With respect to research, table 4.17 and 4.18 illustrated that the overall opinions on professional development was at moderate level of lecturers who works in Field of Social Sciences with  $\bar{X} = 3.66$ ; while the overall was at high level for both lecturers who works in both Field of Natural Sciences and Specified Sciences with  $\bar{X} = 3.68$  and  $\bar{X} = 3.72$  respectively. Difference in opinions on professional development on research was determined by an F-test at a statistical significance level of 0.05. The results indicated that there was no difference in overall level of opinions on research after taking year of working into account with p-value of 0.523 ( $p > 0.05$ ).

In term of working environment, the table 4.17 and table 4.18 showed that the overall of opinions of lecturers on professional development regard to faculty field was at moderate level for lecturers working in Field of Natural Sciences ( $\bar{X} = 3.07$ ) and Field of Specified Sciences ( $\bar{X} = 3.19$ ); while was at high level for lecturers who working in Field of Social Sciences ( $\bar{X} = 4.02$ ). Difference in opinions on working environment was determined by an F-test at a statistical significance level of 0.05. The results indicated that there was difference in the level of opinions on working environment with p-value of 0.039 ( $p < 0.05$ ). Therefore, there was statistically significant difference in the level overall opinions on professional development regard to working environment by Faculty Field of lecturers. In addition, after employing LSD, it was found that there were differences in the level of opinions on working environment among the faculty field group between social sciences and specified sciences faculty field.

#### **4.3.8 Difference in workload and its effects on the level of opinions on Professional Development**

Table 4.19 indicated the overall level of opinions of lecturers on professional development regard to component of teaching, research and working environment by workload.

**Table 4.19 Mean, standard deviation and statistics of lecturers' opinions on Professional Development by Workload**

Professional Development	Workload				t-test	p-value
	<= 220 periods		> 220 periods			
	$\bar{X}$	S.D	$\bar{X}$	S.D		
1. Teaching	4.24	0.36	4.11	0.44	2.376	0.019*
2. Research	3.70	0.35	3.70	0.40	0.130	0.896
3. Working Environment	3.03	0.35	3.18	0.51	- 2.311	0.022*

\*The mean difference is significant at the 0.05

Table 4.19 showed that the overall opinions on professional development regard to teaching component was at high level when considering the periods of lecturers undertake per an academic year. This table indicated that lecturers who works in less than or equal to 220 periods with  $\bar{X} = 4.24$  and lecturers who works in over 220 periods with  $\bar{X} = 4.11$  both were at high level. Difference in opinions on teaching was determined by t-test at a statistical significance level of 0.05. The results confirmed that there was statistically significant difference among opinions on teaching and workload with p-value of 0.019 ( $p < 0.05$ ).

As illustrated in table 4.19, the overall opinions on professional development regard to research was at high level for both lecturers teaching with less or equal to 220 periods and over 220 periods per an academic year with mean of score  $\bar{X} = 3.70$ . The results revealed that there was no difference in overall level of opinions on research after taking workload into account with p-value of 0.896 ( $p > 0.05$ ).

Table 4.19 showed the overall opinions on professional development at moderate level for both lecturers whose teach with less than or equal to 220 periods ( $\bar{X} = 3.03$ ) and over 220 ( $\bar{X} = 3.18$ ) periods per an academic year. The p-value obtained from this assessment was 0.022 ( $p > 0.05$ ) indicated that there was statistically significant difference on the overall lecturers of opinions on working environment with regards workload of lecturers per an academic year.

#### 4.3.9 Difference in commitment and its effects on the level of opinions on Professional Development

Table 4.20 illustrated the overall level of opinions of lecturers on professional development regard to component of teaching, research and working environment by commitment.

**Table 4.20 Mean, standard deviation and statistics of lecturers' opinions on Professional Development by Commitment**

Professional development	Commitment				t	p-value
	Low		High			
	$\bar{X}$	SD	$\bar{X}$	SD		
1. Teaching	4.08	0.41	4.30	0.35	- 4.181	<0.001*
2. Research	3.67	0.39	3.72	0.35	- 0.911	0.363
3. Working Environment	3.03	0.52	3.18	0.42	- 2.530	0.012*

\*The mean difference is significant at the 0.05

In term of teaching section, the level of opinions on teaching was at high level for both lecturers who had low level ( $\bar{X} = 4.08$ ) and high level ( $\bar{X} = 4.30$ ) of opinions on commitment to Ho Chi Minh City University of Education. The result indicated that lecturers who had high level on commitment obtaining higher opinions on teaching than lecturers who had low level on commitment. The p-value 0.001 ( $p < 0.05$ ) confirmed that there was statistically significant difference on the overall opinions of lecturers on teaching by commitment. Therefore, there was significant difference on teaching component by commitment of lecturers.

Table 4.20 showed that the level of opinions on professional development based on level of commitment of lecturers was at moderate level for lecturers who had low level of commitment with  $\bar{X} = 3.67$ ; there was at high level for lecturers who had high level of commitment with  $\bar{X} = 3.72$ . The result confirmed that there was no statistically significant difference with p-value of 0.363 ( $p > 0.05$ ) overall professional development regard to research by lecturers' commitment.

With regard to working environment section, table 4.20 illustrated the overall opinions on professional development with level of commitment of lecturers was at

moderate level for both lecturers who had low level of commitment ( $\bar{X} = 3.03$ ) and lecturers who had high level of commitment ( $\bar{X} = 3.18$ ). Since the p-value of 0.012 ( $p < 0.05$ ) represented a difference in the level of opinions of lecturers on working environment to level of commitment, there was statistically significant difference between opinions of professional development on working environment by lecturers' commitment.

#### 4.3.4 Summary of the research results

**Table 4.21 Summary of Research Results with Hypothesis 1**

Hypothesis	Result
1. Lecturers with different age have different opinion on teaching factor.	Accept
2. Lecturers with different gender have different opinion on teaching factor.	Accept
3. Lecturers with different marital status have different opinion on teaching factor.	Accept
4. Lecturers with different educational level have different opinion on teaching factor.	Reject
5. Lecturers with different monthly income have different opinion on teaching factor.	Reject
6. Lecturers with different year of working have different opinion on teaching factor.	Accept
7. Lecturers with different faculty field have different opinion on teaching factor.	Reject
8. Lecturers with different workload have different opinion on teaching factor.	Accept
9. Lecturers with commitment have different opinion on teaching factor.	Accept

**Table 4.22 Summary of Research Results with Hypothesis 2**

<b>Hypothesis</b>	<b>Result</b>
1. Lecturers with different age have different opinion on research factor.	Reject
2. Lecturers with different gender have different opinion on research factor.	Reject
3. Lecturers with different marital status have different opinion on research factor.	Reject
4. Lecturers with different educational level have different opinion on research factor.	Reject
5. Lecturers with different monthly income have different opinion on research factor.	Reject
6. Lecturers with different year of working have different opinion on research factor.	Reject
7. Lecturers with different faculty field have different opinion on research factor.	Reject
8. Lecturers with different workload have different opinion on research factor.	Reject
9. Lecturers with commitment have different opinion on research factor.	Reject

**Table 4.23 Summary of Research Results with Hypothesis 3**

<b>Hypothesis</b>	<b>Result</b>
1. Lecturers with different age have different opinion on working environment factor.	Reject
2. Lecturers with different gender have different opinion on working environment factor.	Reject
3. Lecturers with different marital status have different opinion on working environment factor.	Reject
4. Lecturers with different educational level have different opinion on working environment factor.	Accept
5. Lecturers with different monthly income have different opinion on working environment factor.	Reject

**Table 4.23 Summary of Research Results with Hypothesis 3 (Cont.)**

6. Lecturers with different year of working have different opinion on working environment factor.	Reject
7. Lecturers with different faculty field have different opinion on working environment factor.	Accept
8. Lecturers with different workload have different opinion on working environment factor.	Accept
9. Lecturers with commitment have different opinion on working environment factor.	Accept

In conclusion, table 4.21 showed that the lecturers with difference in age, gender, marital status, year of working, workload and commitment were found to be statistically significant with teaching of professional development; while educational level, monthly income, faculty field were not statistically significant.

Next is table 4.22 that showed there were no statistical significant differences between age, gender, marital status, educational level, monthly income, year of working, faculty field, workload and commitment with research setting of professional development of lecturers.

Consequence is table 4.23, this table showed that the lecturers with difference in educational level, faculty field, workload and commitment were found to be statistically significant with working environment of professional development; while lecturers with difference in age, gender, marital status, monthly income, and year of working were not statistically significant.

## CHAPTER 5

### DISCUSSION

This research was study on opinions of lecturers on professional development in Ho Chi Minh City University of Education. The data was collected from 207 samples of lecturers in Ho Chi Minh City University of Education. Research findings discussed relevant to two sections according to research objectives as follows:

1. Discussion on opinions of lecturers on professional development on three variables: teaching, research and working environment
2. Discussion the differences in personal and organizational factors with opinions of lecturers on professional development regards to teaching, research and working environment.

#### **5.1 Opinions of lecturers on professional development**

Research findings demonstrated that overall opinion of lecturers on professional development was found that 70% (n=145) of lecturers had moderate level of opinion on professional development; while 30% (n=62) of lecturers of lecturers indicated having low level of opinion on professional development. When comparing the items to one another, the results indicated that the highest level of professional development stands in teaching. Next was followed by research, and working environment was the lowest factor at moderate level of opinion. Types of professional development are separately discusses below.

### 5.1.1 Professional development on Teaching

The results of opinions of lecturers on professional development in term of Teaching demonstrated a high level of opinion. In the means of thirteen teaching factors, almost items were at high level of opinions on professional development. *“Further study for master or doctor degree is essential to teaching profession”* measured the highest among the thirteen teaching factors. The factor of *“Knowledge gained from seminar did not much improve lecturer’s teaching skills”* was measured at moderate level of teaching factors. None of the thirteen factors measured low teaching of professional development.

According to the Strategic Plan of HCMC University of Education (2007-2015 and vision to 2020), the evidence shows that in the process of constructing the University, all staff and lecturers are fully aware of the motto *“teaching people, teaching words and teaching professions”*. Hence, it was evidence that teaching is the main mission of lecturers of HCMC University of Education for their career improving. Teaching was also the key variable for studying the quality of teaching from Hang, T. T (2003).

### 5.1.2 Professional development on Research

The professional development on Research component was found at high level of opinions. In the means of fourteen research factors, there was only one item standing at low level of opinions on about *“budget or funds are sufficiently allocated for conducting researches”*. The highest research factor was *“lecturers have opportunity to work on researches with senior lecturers”* at high level of opinions.

The reason behind this might be due to insufficiency in financial support for research. Furthermore, there were a big difference between teaching and research section in reality of Vietnam (Thao, T. H. ,2006). Specially in Ho Chi Minh City University of Education, because of the specific characteristic of Ho Chi Minh City University of Education was teaching, so that lecturers tend to concentrate developing their teaching in classroom than do research.

### 5.1.3 Professional development on Working Environment

The aspect of lecturer's professional development factor that fell at the range of moderate level was the working environment. In general, within fourteen items of working environment, the finding found that professional development on working environment was at moderate level with the highest item of moderate was "*university's culture motivates lecturers to learn and to develop their teaching and research*". Furthermore, professional development in terms of "*taking health examination is compulsory yearly*" was measured the highest level of opinions. Most of lecturers agreed that *taking care of health was very important to their teaching and working* in the university. However, the aspect of *health insurance regime* indicated at moderate level of opinions and one item of working environment was at low level of opinions on about "*higher learning did not put pressure and stress on lecturers*". This finding showed the conflict of awareness of taking care about health, condition for working with salary and health insurance.

Vietnam economy was one of the fastest developing economies in Asia, and it desperately needs skilled cadre. The transition from a centrally planned to a market economy in Vietnam has a strong impact on the labor market, on relative earnings, and on returns to education. Therefore, the reason behind this case might be stands in the out-of-dated University's policy compared to the changing and developing rapidly of Ho Chi Minh City currently.

## 5.2 Discussion the differences between personal and organizational factors to opinions of lecturers' on professional development

### 5.2.1 Age

The results illustrated that overall opinions on professional development of 22-29 years was at the highest of respondents. It was at high level and other groups, 30-39 years, and over 40 years at moderate level. After considering each aspect separately, there was difference at statistical significant among age and teaching.

However, the research and working environment aspect were no statistical significant difference by age. Thus, it can be concluded that all age of lecturers have the same opinion and motivation on developing their profession; except factors between age and teaching.

The finding of relation between age and teaching supported the studies carried out by Glenn, Taylor & Weaver, 1977 (cited in Dorji, 2007), that found that age is positively related to motivate career development. As workers grow older, they become more fulfill because of the intrinsic and extrinsic rewards of work like prestige, income, authority and autonomy on the job. However, the finding of relation between age and research plus working environment did not support that studies has mentioned. It could be because of 22-29 years group of lecturers who still young and would like to contribute from the early beginning for their profession. And the rest of three 30-39 years, over 40 years group also interested in improving their skills, further study to get more income beside salary. In addition, it could be because of the position they want to stand to grant with those achievements they did with teaching and research in the university.

### **5.2.2 Gender**

The finding demonstrated that overall professional development of lecturers were at the moderate for male and was at the high for female. The finding was found no statistical significant difference between gender with research and working environment; except teaching. There was significant difference between gender and teaching. The result of relation between gender and teaching supported the finding of Cook, 1979 on showing the comparison between male and female (cited in Dorji, 2007) who found in his study that female teachers have higher morale and motivation for career development than male teachers do. However, the finding of relation between gender and research plus working environment did not support that study. The reason could be due to non-discriminatory policy of Vietnamese Government against to the gender. Under the policy, females receive of the equal opportunities with male in all kinds of right, responsibility and benefit. With the only one case of

teaching had difference with gender, it might because teaching was always a priority mission of HCMC University of Education.

### 5.2.3 Marital Status

In term of marital status, overall opinions on professional development was at moderate in group of married and others; while group of single was at high level. Married and widowed/separated/divorced groups had the moderate level of opinions on professional development while single group indicated the high opinions on professional development. The findings demonstrated that there was statistically significant difference in the level of overall opinions on teaching with regards to marital status. The rest of factors between marital status of research and working environment were not found to be significant.

The results of difference between marital status and teaching supported the finding of Thao, T. H. (2006) on Real situation about studying research project of lecturers in University of Culture – Vietnam, that were found the differences on marital status for lecturers who was single, married and others. The single lecturers had much available time than the married and the others (widowed and divorced) lecturers for researching. However, this finding of no difference between marital status to research and working environment did not support by Thao. H. T (2006)'s finding.

### 5.2.4 Educational Level

The research findings confirmed that the overall opinion on professional development compared with the educational level was at moderate to bachelor and master degree and was at high with doctor degree. There was statistically significant difference in the level of opinion on working environment with regard to level of education; while there were no significant difference in the relation of educational level to teaching and research. However, the results showed that lecturers with the qualification of doctor degree were found to have higher opinion on professional than lecturers with bachelor and master degree. Those lecturers who have had higher level like doctoral degree might took things more reasonably and carefully than others.

The relation of teaching, research and educational level of result did not support the statement of Dejnozka (1963) that found higher educational level has the direct relation to the opinion level towards career development motivation. In addition, Wipawachat (2002) also found the higher positive opinion with the higher academic degree of respondents. Because of there has had an opportunity for higher study for all lecturers, not only young or older lecturers in Ho Chi Minh City University of Education. This point showed that there was no sharp competition in opportunity for improving their profession, especially by their educational level.

### **5.2.5 Monthly Income**

The research findings showed that overall opinion on professional development by monthly income was at moderate level. The results also indicated that there was no statistically significant difference in the level of opinion on teaching, research and working environment components after taking level of monthly income into account. The evidence showed that monthly income of both group of less than and equal to 200 USD and over 200 USD per month obtained the moderate level.

Based on some previous studies, such as Boonsiri R, (2002) found that income comes after job security, nature of work and job advancement having a relation to career improvement in organization; the finding results was opposite side to that statement. It might be because of the University's policy on financial aspect. Some items involving to salary, benefit and insurance for teaching and working in the university were being chosen with disagree of answering. In two years come to now, the society and economic of Vietnam was increasing rapidly after Vietnam join to be World Trade Organization's member. Therefore, it opens a lot of many career opportunities for lecturers working out of time they teach in the university. The salary they got from university and salary they got outside university had chance to be compared. Thus, monthly income in university may not representative for showing the motivation they would like to improve their career in the university.

### **5.2.6 Year of working**

The research results demonstrated that the overall opinion on professional development with regards to year of working was at moderate level of opinion. The results also confirmed that there was statistically significant difference on level of opinion of teaching by their year of working. Yet, there were no statistically significant difference between research and working environment and year of working.

The finding of relation between opinion on teaching and year of working supported the study on the quality of teachers' professional lives by Fraser, & et al., 1998 (cited by Dorji, 2007). That study showed that teachers with longer service are overall less satisfied with teaching and working in their organization. However, the rest of finding on relation between research and working environment to year of working did not supported to above study. It was caused by the policy and the management of Board's Ho Chi Minh City University of Education on commitment towards the university. As finding showed there were 45.4% of lecturers having part-time job out side the university. Young lecturers tend to go out side working and teaching because they were paid higher than amount of this university. So that year of working of lecturers could not being representative for the difference on level of opinion on research and working environment of lecturers.

### **5.2.7 Faculty Field**

Opinion on professional development in relation to faculty field was at high level. The findings showed that there was statistically significant difference on opinion of working environment by their faculty field. However, there were no significant differences in the relation between teaching and research to faculty field of lecturers.

This finding of relation between working environment with faculty sustained with Hang, T.T (2003) study on some managing solutions to enhance the teaching quality of lecturers in Ho Chi Minh City University of Education, Vietnam which mentioned the differences on field of teaching because every field of faculty

motivated lecturers enhance and improve the teaching quality differently. Yet, it did not support to the finding of relation between teaching and research regard to lecturers' faculty field. Every field of faculty has its functions and missions differently, however because of the opportunity for improving profession as not different; that why lecturers who work in Natural Sciences, Social Sciences Field or Specified Sciences Field had no difference in their teaching and research's improvement. Their working environment was exception in this case. It had the same opportunity to enhance their further study but not the same in opportunity to serve their life or their work condition. Because the benefits from every of field of faculty was different.

### **5.2.8 Workload**

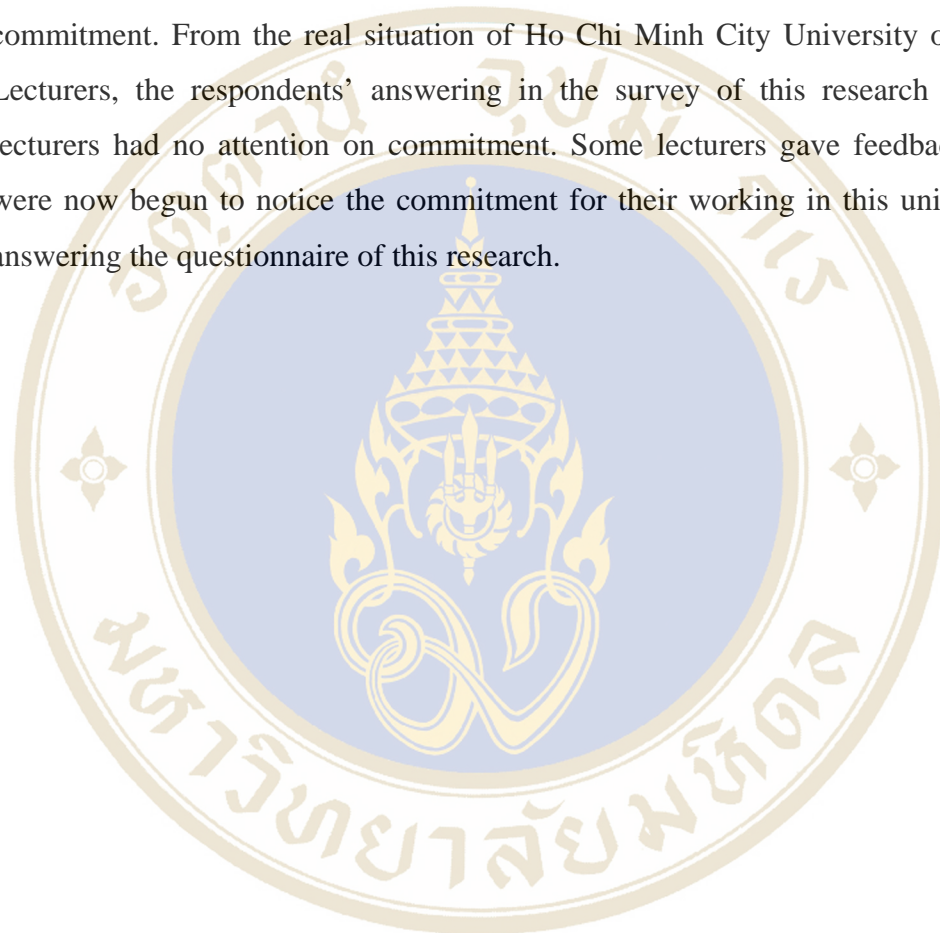
The research findings showed that overall opinion on professional development of lecturers by workload at moderate for either lecturers whose teach with less or over 220 periods per an academic year. The results indicated that there was significant difference in the level on teaching and working environment with regard to their workload.

This result of relation between teaching and working environment with workload did not support to Hang, T.T (2003) in her research. Her findings showed that even lecturers teach less or many periods per academic year, there were no differences on the quality of teaching by workload. However, in the finding of relation between research and workload supported to Hang's study. This was because of lecturers tending to improve and focus on teaching more than caring develops research in time they work in the university.

### **5.2.9 Commitment**

The study findings concluded that the overall opinion on professional development at moderate level for lecturers who has commitment of low level; while those lecturers who has having high level of commitment was at the high level of opinion on professional development. The results also confirmed that there was significant difference between commitment and teaching component. Yet, there were

not significant on the level of professional development with regards to research. This finding of relation between commitments to research did not meet the statement of Sheldon (1971) on positive attitude toward colleagues and intention to work for the success of the organization though organizational commitment. But this supported from finding of relation between teaching and working environment with commitment. From the real situation of Ho Chi Minh City University of Education Lecturers, the respondents' answering in the survey of this research proved that lecturers had no attention on commitment. Some lecturers gave feedback that they were now begun to notice the commitment for their working in this university after answering the questionnaire of this research.



## CHAPTER 6

### CONCLUSION AND RECOMMENDATIONS

This final chapter comprises the following headings as they are derived from the findings and discussion on the basis of data analysis obtained from the study.

6.1 Conclusion

6.2 Recommendations

6.3 Suggestions for Further Study

#### **6.1 Conclusion**

This research was about opinions of lecturers on professional development in Ho Chi Minh City University of Education. It anticipated finding out the level of opinions of lecturers on professional development regarding to teaching, research and working environment. The study also aimed to identify the possible statistically significant differences of the lecturers' opinions on professional development and discuss in relation to the personal and organizational factors such as: age, gender, marital status, educational level, monthly income, year of working, faculty field, workload and commitment.

This research was a survey research, using questionnaires to collect data. The researcher used the quantitative data to clarify the possible statistically differences in lecturers' professional development. Descriptive statistics like percentage, frequency, mean and standard deviation were used for describing the personal and organizational factors of the sample. Inferential statistics such as t-test and ANOVA were applied for studying the significant differences between the lecturers' opinion on professional development and affecting factors. The studies population was the lecturers teaching

in Ho Chi Minh City University of Education with the sample size of at least 229 lecturers. The results of the study were as follow:

### **6.1.1 Personal and Organizational Factors of the Sample**

Popular of the respondents in the study were female (50.7%) and most of them (43.44%) were 22-29 years of age. Many of them were holding the qualification of master degree (46.4%) with less than or equal to 5 years of working in the University and 44.5% respondents who earn less than and equal to 200 USD for income per month. It was found that most of the respondents (62%) were married and teach at Specified Sciences Faculty Field (39.15%). There was 55.6% respondents who teach at less than and equal to 220 periods per an academic year, with had part-time job was 54.6% of respondents. In addition, the finding also showed that the majority of respondents had less than and equal to 2 research projects was 50.2% while 43% of respondents was no research projects in the past five years.

### **6.1.2 Differences of level of lecturers' opinions on Professional Development by personal and organizational factors**

The findings from this study confirmed that the overall lecturers' opinions on professional development were at moderate level as measured by the questionnaire. In the relation of personal and organizational factors to teaching, research and working environment of professional development, the findings were as follows:

The research findings showed that overall professional development of all age of lecturers in Ho Chi Minh City University of Education was moderate level on professional development. A significant difference was shown to exist between teaching aspects by lecturers' age. However, there was no statistical significant difference in all overall of research and working environment components by their age.

The finding indicated overall professional development of lecturers were at the moderate for male and was at the high for female. The study showed that there was statistically significant difference in the level of opinion on teaching with regard to

gender. Besides, the finding also was found no statistical significant difference between gender with research and working environment.

The results of the study confirmed that the overall opinions on professional development was at moderate in group of married and others; while group of single was at high level. There was difference in the level of overall opinions on teaching with regards to marital status. Married and widowed/separated/divorced groups had the moderate level of opinions on professional development while single group indicated the high opinions on professional development.

The findings of the study with regard to educational level showed that overall opinions on professional development compared with the educational level was at moderate to bachelor and master degree and was at high with doctor degree. There was no statistically significant difference in the level of opinions on teaching and research with regard to level of education. However, the results showed that lecturers with the qualification of doctor degree were found to have higher opinions on professional than lecturers with bachelor and master degree. In addition, there was statistically significant difference between working environment by lecturers' educational level.

The research findings showed that overall opinions on professional development by monthly income were at moderate level. The results also indicated that there was no statistically significant difference in the level of opinions on teaching, research and working environment after taking level of monthly income into account. The evidence showed that monthly income group of less than and equal to 200 USD and over 200 USD per month obtained the moderate level.

The research results confirmed that the overall opinions on professional development with regards to year of working were at moderate level of opinions. The results also demonstrated that there was statistically significant difference on level of opinions of teaching by their year of working. However, there were no statistically significant difference between research and working environment by lecturers' year of working.

The results of the study established that opinions on professional development in relation to faculty field were at high level. The findings showed that there was statistically significant difference on opinions of working environment by their faculty field. Yet, there were not significant in relation of teaching and research to faculty field of lecturers.

The research findings showed that overall opinions on professional development of lecturers by workload at moderate for either lecturers whose teach with less or over 220 periods per an academic year. The results indicated that there was no significant difference in the level on research with regard to their workload. However, significant difference appears on relation between teaching and working environment with workload. It showed that in spite of there were no difference on research and overall professional development with workload; there were still had two differences among teaching and working environment with workload factor.

The finding of the research with regard to commitment with professional development was at moderate level for lecturers who has commitment of low level; while those lecturers who has having high level of commitment was at the high level of opinion on professional development. The results also confirmed that there was no significant difference on the level of research with regards to level of commitment. However, there were statistical significant differences between commitment with teaching and working environment.

## 6.2 Recommendations

According to the analyses of surveys and findings of the research regarding the factors affecting opinions of lecturers on professional development (teaching, research and working environment) in Ho Chi Minh City University of Education; the subsequent recommendations were found:

- Implement academic and administrative leadership with a strong commitment to engagement in working.

- Setting out the plan for sending lecturers go study abroad for improvement their field of profession should be more analyzed.
- Lecturers are encouraged to collaborate with overseas scholars and to be involved in research and development activities which are supported by the university with appropriate financial incentives and other resources.
- In order to improve knowledge and update information for lesson plan, lecturers need to do more project research or write paper publishing on journal.
- Establishing the policy for studying research as a criterion for professional development of every lecturer.
- Lecturers need a condition that having good facilities (equipment, materials, computer, software) for them to teaching and research to develop their career.
- Procedure for taking health care, health insurance and social insurance should be convenient.
- The salary increasing also is one of crucial issues that the university should be cared about for further.

### 6.3 Suggestions for further study

- In this study, the researcher has studied population sample who are lecturers of Ho Chi Minh City University of Education. The study emphasized studying on opinion of lecturers about their career development, specifically on three types of profession as teaching, research and working environment. From this finding, researcher noticed that there should be research explore about research development for lecturers in the university. Besides, a deeper research on about study lecturers' working condition is also an aspect to consider.

- There should be an additional qualitative study on enhance the opinion on professional development; especially on opinion of the managers, leaders, head such as the president, the head of departments in the university. Information from them will help the researcher finding more explanation and guidelines for further professional development to all lecturers and even staffs in the university.



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## QUESTIONNAIRES ON AN OPINION OF LECTURERS ON PROFESSIONAL DEVELOPMENT

### Directions

1. The questionnaire comprises 2 parts as follow:

Part 1 is general information about the personal and organizational factors.

Part 2 is the information about the current of lecturers' needs, facilities and advantages and disadvantages in HCMC University of Education.

2. Please answer all questions accurately and directly to your opinions as the results from the study can be beneficial for the improvement of the lecturers' teaching and research in HCMC UE.

### Part 1: Personal and Organizational factors

*Please check the box or fill in the blank on the item that is most relevant to you.*

1. Age .....

2. Gender:

Male  Female

3. Marital Status:

single  married  widowed/ separated/ divorced

4. Educational Level:

Bachelor  Master  Doctor

5. Monthly income from HCMC UE (salary + fringe benefits + teaching expenses):

..... VND/ month

6. Years of working experience ----- year/ years

7. Faculty Field:

Natural Sciences Field  Social Sciences Field  Specified Sciences Field

8. Do you have another part-time job while teaching in HCMC University of Education?

Yes  No

9. On average, how many periods do you spend teaching on an academic year basis?  
 ..... periods

10. From 2003 to present, how many research projects have you done?  
 ..... project/ projects

11. Opinions on COMMITMENT:

**BASED ON YOUR OPINION, USE A SCALE OF 1-5, PLEASE INDICATES THE LEVEL THAT IS MOST APPLICABLE TO YOU.**

- 1. strongly disagree
- 2. disagree
- 3. undecided
- 4. agree
- 5. strongly agree

No	Content	Level of Opinions				
		1	2	3	4	5
	<b>Commitment</b>					
1	The University has a standardized contract to commit lecturers teaching here.					
2	The university applies its Contract of Commitment in a very strict manner.					
3	The salary and promotion is fair and appropriate.					
4	Further learning encourages lecturers to commit working here.					
5	The university promotes my teaching development.					
6	I am happy to lecture at this university.					
7	I am proud to be a lecturer at this university.					
8	I am going to teach at this university until my retirement.					

9	I see my employment with the university is temporary.					
10	I will change job when I finish my MA or Ph.D.					

**Part 2: Opinions on Professional Development**

No	Content	Level of Opinions				
		1	2	3	4	5
	<b>Teaching</b>					
1	Lecturers' self-development is important for teaching.					
2	Teaching development updates lecturer's professional knowledge.					
3	Further study for master or doctoral degree is essential to teaching profession.					
4	Lecturers are encouraged to study further in their areas of profession.					
5	Workshops/ Seminars among lecturers are regular conducted as part of life long learning strategy.					
6	Lecturers participate in seminar or observe classes in order to exchange their teaching experiences.					
7	Lecturers have opportunity to participate in seminar abroad to enhance knowledge, skills and experiences applicable to teaching.					
8	Lecturers are encouraged to publish textbooks, academic articles or training material periodically in their area of teaching.					
9	The University supports lecturers in higher learning.					
10	Teaching of lecturers is evaluated for future development.					
11	Technical aid and well equipped facility are important to teaching job.					
12	Teaching development is irrelevant to teaching profession.					
13	Knowledge gained from seminar did not much					

	improve lecturer's teaching skills.					
	<b>Research</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
14	Researching will enhance knowledge, skill and ability of lecturers in the university.					
15	Personal improvement will motivate lecturers to take on research.					
16	The University Board and the Faculty Board provide opportunity for scientific research.					
17	Lecturers conduct academic researches periodically.					
18	Most lecturers believe further study will allow them to develop knowledge, technique, and skill when conducting academic researches.					
19	Lecturers participate in meetings and discussions aiming at determining quality of research or evaluation of research.					
20	Lecturers have access to the latest academic journal, researches, articles and documents useful for conducting researches.					
21	Research findings are to be presented in a seminar.					
22	Researches are to be presented to appropriate channel.					
23	Research studies are to be shared among faculties in the university to enhance teaching experience					
24	Lecturers have opportunity to work on researches with senior lecturers.					
25	Research activities are used as another criterion for career promotion.					
26	Budget or funds are sufficiently allocated for conducting researches.					
27	Participating in research seminar or workshop in the university sometimes is not useful for lecturers.					
	<b>Working Environment</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
28	The facility has sufficient and adequate resources for the development of teaching and researching.					

29	Materials and equipments such as software or computers are available to support teaching and research conducting.					
30	Lecturers in the University share ideas, knowledge and skills gained from attending seminars, workshops or conferences.					
31	The university's culture motivates lecturers to learn and to develop their teaching and research.					
32	Lecturers receive award if they achieve the standard set out by the university.					
33	In general, most of lectures happy to teach at this university.					
34	The salary is satisfactory, regarding to the present economic condition.					
35	The fringe benefits are appropriate					
36	The lecturers are satisfied with the fringe benefits.					
37	Taking health examination is compulsory yearly.					
38	Taking health examination is actually beneficial for lecturers.					
39	The health insurance regime is convenient to lecturers.					
40	Social insurance plan is necessary as it offers a safety net to lectures.					
41	Higher learning puts pressure and stress on lecturers.					

***Additional suggestions:***

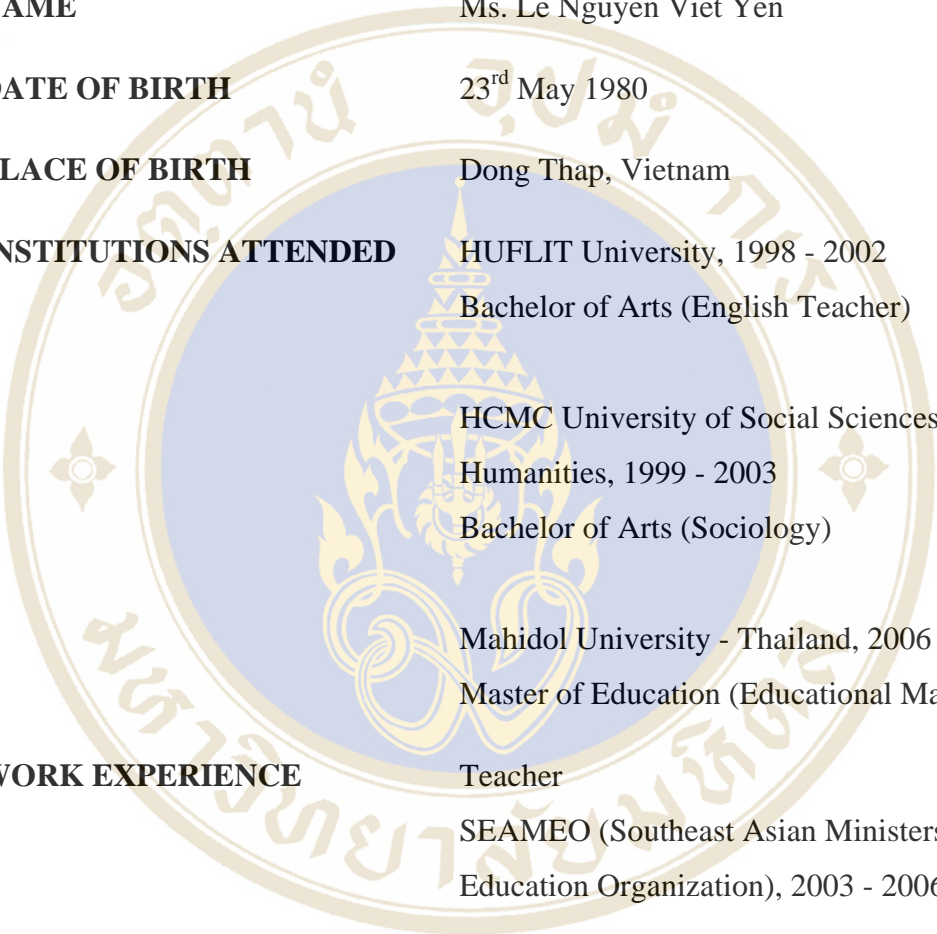
Please give some suggestion for the teaching and researching development over here.

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***Thank you for your time reading and answering the survey!***

## BIOGRAPHY



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