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Enhance lecturers' responsibility at work

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Abstract

As the country gradually moves towards modernization, school management mechanisms also need to change to suit the development of society, in which workers also need to express and enhance their role and responsibilities for work. In education, there is even more need for each teacher's responsibility. For a long time, Vietnam's public universities received full state support and operated completely dependent on state direction. This leads to the consequence that lecturers rely on the government, do not have a progressive spirit, and lack responsibility for their work... Faced with that situation, the autonomy policy was applied and brought about clear results. The obvious effect is that the responsibility of each lecturer is enhanced. The results of this study show the current status of the management of universities in Vietnam today. When there is no autonomy, the Lecturer's responsibility lies only in completing assigned work. After implementing autonomy, lecturers are forced to make efforts to improve the quality of teaching and participate more in management to bring the greatest benefits to the educational institution. Faced with this reality, a number of solutions have been proposed such as further strengthening the autonomy of universities, from partial autonomy to full autonomy; Changing the management thinking of managers to innovate management in schools, more suitable to society's requirements; Enhance the role of lecturers in their work and at the same time, it is necessary to strengthen capacity training for lecturers in the current reform period. These results may be the basis for further research directions such as increasing autonomy for universities in the era of globalization, innovating the management of current public universities... This study serves as a valuable reference source for further research.

Keywords: *Autonomy, Modernization, Management, Responsibility, University.*

1. Introduction

As soon as the country entered the period of industrialization and modernization, the issue of modernizing university management received attention from the state and the Ministry of Education and Training (Nguyen et al, 2024). Although this issue has been discussed and many different solutions have been proposed, the issue of university management today still has many controversial

issues (Dang, 2003). Considering the factors of the Party and Government of Vietnam's policies on innovating higher education management; current situation and need for innovation in training management in Vietnamese universities; The achievements and application trends are increasingly expanding the scale and depth of the results-based management method that has been widely

applied in the field of education and training... showing that innovation in management according to results a new direction consistent with the development trend of society is a necessary requirement (Phan, 2008). The Prime Minister's Education Development Strategy 2011 - 2020, 771/QĐ-TTg dated June 15, 2012 also affirmed: "The quality of education is still low compared to the country's development requirements during the period. new and compared to the level of countries with advanced education in the region and the world. The relationship between quantitative development and the need to improve the professional capacity of students has not been well resolved; , students after graduation do not meet the requirements of the job; there are signs of deviations in lifestyle behavior among a group of students" (Government of the Socialist Republic of Vietnam, 2012). In addition, "A part of teachers and administrators have not met the requirements and tasks of education in the new period. The proportion of teachers with postgraduate degrees is still low, the ratio of lecturers to students is not achieve the set targets" (Government of the Socialist Republic of Vietnam, 2012). Therefore, to improve the responsibility of lecturers, providing them with rights and obligations is necessary (Pham, 2010).

Research method: This research is through researching valuable reference sources of Vietnamese education experts; circulars and decrees of the government of the Socialist Republic of Vietnam; Contributions from university lecturers... From there, draw conclusions to ensure the scientific nature of the research results.

Research objective: The research was conducted during the period when Vietnam was transforming its educational management mechanism: from a dependent mechanism to an autonomous mechanism. This forces public universities to make changes to accommodate the new mechanism. The research was carried out with the following objectives:

- Through researching documentary sources to discover remaining problems in the management of public universities today.
- Based on the findings, the author proposes a number of measures to improve responsibility for university lecturers in the current period.
- Research results will be a reference source for educational managers, lecturers, and researchers in the current period.

2. Research content

2.1. Concepts

- **University lecturers:** The Law on Public Employees 2010 stipulates: Public employees are Vietnamese citizens recruited according to their job positions, working at public service units under the working contract regime, receiving salary, from the salary fund of public service units according to the provisions of law. Accordingly, a public university teacher is a professional officer responsible for teaching and scientific research at the undergraduate and postgraduate levels in a training major of a public university. In universities, lecturers are also scientists, mastering scientific methods of teaching and education, knowing how to proficiently use technical means in teaching, and regularly training to improve their careers, teaching service, actively participating in scientific research and social life. University lecturer positions include: lecturer, main lecturer and senior lecturer. The standard qualification for a university-level lecturer position is a master's degree or higher. Thus, lecturers in public

higher education institutions are recruited according to job position and professional title, work under a contract regime, and have a clear identity; have good qualities and ethics; to have a healthy body; have the capacity and standard skills in expertise and profession, undertake teaching, scientific research and other activities in a training major of a public university (this concept does not apply to with visiting lecturers).

- **Responsibilities of lecturers at work:** lecturers must regularly study to improve awareness and professional qualifications, especially specialized knowledge, promptly research and update new knowledge to apply in lessons. Lecturers must have pedagogical skills, truly love their profession and be dedicated to their profession. In addition, lecturers must also participate in the school's management and be responsible to the school and society for the educational quality of their working unit. During the period when universities are transitioning to an autonomous mechanism like today, it is even more necessary for lecturers to increase their responsibility in expressing their own role in the development of the school.

- **Management towards autonomy:** According to the information page of the Ministry of Education and Training posted on November 20, 2021, the issue of autonomy is explained as follows: 1/Autonomy in school management and operation; 2/Financial autonomy; 3/Autonomy in recruiting and managing staff and determining their working conditions; 4/Autonomy in training and enrollment activities; 5/Autonomy in determining standards and evaluation methods. The autonomy mechanism always requires schools to ensure teaching quality while satisfying social needs to ensure the school's existence and development in society.

2.2. The current state of management affects the responsibilities of lecturers at work

Currently, the Ministry of Education and Training is aiming for autonomy in universities. This can be said to be the right and reasonable step in the current period, gradually moving towards an independent, autonomous and fully autonomous university. According to many research results on the role of lecturers in universities during the autonomy period, some of the following problems still exist:

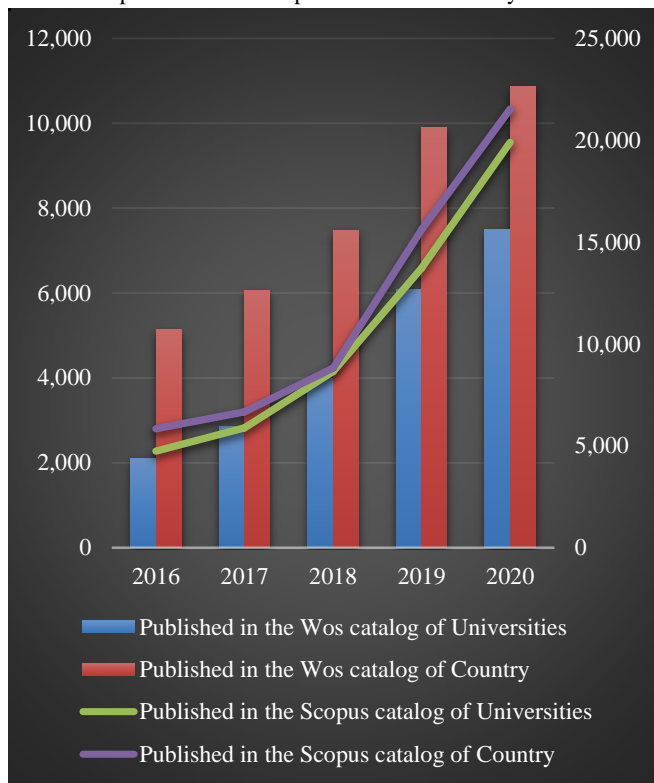
Most lecturers currently do not have the right to participate in school management and administration. Higher education management still shows many weaknesses. After a period of implementing higher education innovation, the problem of subsidized management ideology and reliance on support from the Ministry of Education and Training still exists. While schools are currently transitioning to autonomy, some schools still do not have enough capacity to do this. In addition, most current lecturers are only involved in teaching activities and have not participated in the general management of the school, so their responsibility is still low and they often have a mentality of relying on others (Nguyen, 2016).

Teachers have not really shown their role as participants in school management. 1 /About assessment work. In today's educational units, we are lacking a professional evaluation agency. Current forms of faculty evaluation often take the form of self-assessment by lecturers and mutual assessment by lecturers. Therefore, we lack objective criticism, thus leading to a situation where the results of lecturer evaluation are not truly fair. Lecturers are also not the ones who fully demonstrate their roles and responsibilities for this assessment work; 2/About the quality of teaching. Most

lecturers today are following the direction of their superiors and are not really proactive, self-aware, and creative in their work. This is partly due to inadequate management mechanisms, partly due to reliance on subsidies, partly because lecturers do not feel their responsibility in ensuring prestige, honor as well as the school's teaching quality; 3/About the management of the school administration system. This issue is currently mostly managed by a few school leaders. Ordinary lecturers have almost no role in this matter. Because of the ambiguity in their roles, current lecturers mostly stop at participating in teaching and doing well their assigned tasks. Other issues do not receive their attention (Vietnam Ministry of Education and Training, 2016).

Limitations in the ability to research and publish research results. Along with the development of world education, in addition to teaching, international publications have become an important measure to evaluate the teacher's capacity and contribution to the school's development. In the regulations regulating the duties of university lecturers, scientific research is part of the educational mission. However, the majority of current lecturers still rarely participate in scientific research (Pham, 2020; Vu, 2018). Although recently, university lecturers have also announced that international schools have increased significantly compared to previous years, but compared to international schools, Vietnam is still too far away (ranked 43rd and contributing 0,586% number of articles).

Chart. Compare international publications in recent years



Source: Viet Nam Ministry of Education and Training

“Actually, it is not that we are unable to publish articles, but because every day we have to do too many tasks and these tasks distract our attention, while letting To complete our writing, we need quiet time and a certain amount of concentration” (lecturer of foreign language university). According to the regulations of the Ministry of Education and Training, every year, lecturers must do the following tasks: 1/Teach, develop training programs, fully implement and ensure the quality of training programs; 2/Research, develop scientific applications and transfer technology, ensure

training quality; 3/Study and foster to improve the level of political theory, expertise, profession and teaching methods; Participate in practical activities to improve the quality of training and scientific research; 4/Preserve the quality, reputation, and honor of lecturers; 5/Respect the personality of learners, treat learners fairly, protect the legitimate rights and interests of learners; 6/Participate in management and supervision of higher education institutions, participate in Party, union and other work; 7/Independence of professional opinions in teaching and scientific research on the principle of conformity with the interests of the State and society; to sign guest lecture and scientific research contracts with higher education institutions, scientific research institutions, other agencies and organizations according to the regulations of the higher education institution for which they are working; 8/Appointed to the title of lecturer, awarded the title of People's Teacher, Outstanding Teacher and rewarded according to the provisions of law; 9/Other duties and powers according to regulations on organization and operation of higher education institutions and other relevant laws. Thus, scientific research is one of the duties of lecturers and it accounts for about 30% of their working time .

Along with the trend of international integration, the quantity and quality of works published in international scientific publications have become an important measure, an objective index that not only reflects the development of science and technology as well as scientific performance but also reflects the actual level and quality of each country's education. Faced with the reality of the existence and weakness of universities and the roles and responsibilities of lecturers in today's work, schools need to have a system of measures to enhance the responsibility of teachers lecturers at work, ensuring quality according to society's requirements.

Qualifications do not meet the requirements

Regarding academic degrees: Regarding the structure of faculty composition, the number of professors and associate professors in 2015 nationwide only reached 5,17%, the number of doctors reached 12,06% (while in average universities In the West, about 70% of lecturers have doctoral degrees), master's degrees account for 46,41%. Data shows that the quality of university lecturers in Vietnam is still very low (12,06% are PhDs, only reaching 48,24% of the target of the Education Development Strategy) (Ministry of Education and Training).

The foreign language and information technology skills of public university lecturers are still low. Schools opening training majors according to advanced programs have not many lecturers teaching in English, only concentrated in Hanoi and Ho Chi Minh City. According to survey data, only 36,6% of public university lecturers receive foreign language training, 39,5% receive information technology training, an alarming number when Vietnamese higher education The South integrates internationally.

The teaching and scientific research capacity of a part of the teaching staff is still low. Teaching methods, exams, testing, and evaluation of lecturers are slowly being innovated. Teaching content is still heavy on theory and books, and is not suitable for the different characteristics of different types of educational institutions, regions and learners; Training is not closely linked to use and socio-economic life; not yet changed strongly according to social needs; Not focusing on life skills education, soft skills training (teamwork, information technology application, improving foreign language skills and social activities), promoting creativity and practical capacity of students (Nguyen & Nguyen, 2018).

The quality of the products of public university lecturers means that graduates have jobs and can do the job. In Ho Chi Minh City, by 2022 year, there will be nearly 46 thousand workers with university degrees or higher. According to labor and employment statistics conducted by the General Statistics Office of Vietnam, in 2021, the whole country will have 3.38% of workers with university degrees unemployed (General Statistics Office, 2021).

Thus, it can be seen that the capacity of current university lecturers is still not enough. To improve the quality of teaching, increasing the responsibility of lecturers is necessary and urgent today.

2.3. Measures to improve lecturers' responsibility at work

2.3.1. Strengthening autonomy in universities

Autonomy in universities is the right decision. This has been done for a long time by countries with developed education systems and has achieved certain successes.

Vietnam is currently generally promoting the exercise of autonomy of universities. To promote autonomy in university management, we must first clarify the relationship between universities and governing bodies, and exercise the autonomy of universities in governance. schools. 1/Governing agencies need to further rationalize management and delegation of authority, giving schools autonomy to operate. The governing body manages the schools according to the law and the schools operate the schools according to the law. 2/The management method of governing agencies needs to be converted to implementing macro, indirect regulations, while trying to coexist with control and supervision. 3/Governing agencies should establish higher education coordinating organizations or management organizations such as informal organizations to plan higher education development and provide recommendations and consultations. policy consultation and development. While promoting the graded development of universities, the government should conduct graded management for different types of universities and carry out institutional design for different types of universities in terms of governance structure. principles, methods of resource allocation and school management authority.

2.3.2. Innovating school management

Traditionally, Vietnamese education is implementing school management according to the goal of teaching quality, that is, management according to standards. However, in the current transition period, school management needs to have certain changes to suit the new era of power sharing (Vietnam Ministry of Education and Training, 2021). Accordingly, the principal should not hold all power in his hands but should share power so that school members can participate in running activities. The principal will gradually reduce his or her role and responsibilities in the school and create opportunities for other members to develop their sense of responsibility and capacity. Thus, innovating management not only innovates the way principals and vice principals work, but also innovates from main lecturers, class instructors, and subject leaders... Decentralization needs to be demonstrated. in schools, especially enhancing the role of the professional team leader, so that the professional team leader can also perform team management with full management functions.

Management levels and schools need to have clearer and more specific regulations on the rights and responsibilities of each member of the school, in order to enhance their responsibility towards the school.

2.3.3. Enhance the role and position of lecturers in schools

In any training institution, lecturers are always an organic force, playing an important role in teaching, ensuring the quality of teaching in the school. Lecturers are also the main subjects of school management. Therefore, the problem is that the school now needs to take some measures to enhance the position, role and responsibility of lecturers. 1/Select qualified lecturers according to the school's requirements in terms of professional expertise, ethics, ideology, lifestyle...; 2/Motivate lecturers to work hard and devote themselves to the cause of education, to the school and to the lecturers themselves; 3/Ensure that lecturers always have the most effective and quality work results every year. To do this, the school needs to build a system of standards for lecturers and it is also the criteria for evaluating lecturers annually.

In addition to teaching and research, lecturers should also be those who have the right to participate in school management, especially educational quality management.

2.3.4. Enhance capacity and quality training for lecturers

Innovate the training and fostering of teaching staff. Training and fostering teachers is a strategic task in improving the quality of teachers. In the current context, the more the role and capacity requirements of teachers are enhanced, the more important training and fostering becomes. In training, it is first necessary to innovate the process of selecting and recruiting lecturers. Selected lecturers must be truly excellent people with teaching ability and pedagogical skills. Regularly organize or organize periodically in the form of concentration, in-service... to improve the qualifications of lecturers, combining training and fostering academic knowledge with study tours of models and experiences. in localities domestically and internationally to enhance practical knowledge for lecturers. Schools also need to have policies to support teachers to be trained and improve their professional, educational, and political qualifications. In addition, schools also need to innovate self-assessment and evaluation of teachers. To do this, the school needs to coordinate with lecturers and management levels to come up with a set of standard assessment tools, creating working motivation for lecturers.

2.3.5. Each individual must be aware of their own role and responsibility towards the school

Lecturers need to self-study, improve their qualifications, and be proactive in activities: During the teaching process, self-training is the best condition to improve quality, capacity, professional qualifications and career. The service is commensurate with the job position and meets the requirements of today's society. Each person in the teaching process will know best what advantages they have and what limitations they have; know your own strengths and weaknesses; Knowing the quality of your teaching will help you learn how to improve yourself. Self-training is a path to accumulate knowledge, foster thinking, and is a concern and experiment to find appropriate forms and measures to convey knowledge to learners. In the current information technology boom, self-training and fostering have many advantages. As long as teachers have a spirit of perfectionism, effort, are strict with themselves and have a learning method, improving their own abilities is not too difficult.

First, each lecturer must determine for himself the criteria in all aspects of politics, ideology, character, moral qualities, lifestyle, living style, professional capacity, and practical knowledge.

farewell... to strive to perfect ourselves. That requires each teacher to constantly improve their professional capacity and teacher behavior in the new period. Build the right motivation, high responsibility, be ready to accept and complete all assigned tasks well. Lecturers themselves need to practice ethics. Ethics here are social ethics in general and professional ethics in particular. People with good ethics are always aware of their own responsibilities towards society and work. A teacher's ethics are demonstrated through his compassion, tolerance, and enthusiasm in researching and finding appropriate teaching methods for each type of learner.

Second, lecturers must always practice enthusiasm, passion, and dedication to their work, which is an important factor in improving the quality of teaching; It is from the passion, enthusiasm, and responsibility that teachers cultivate and accumulate theoretical and practical knowledge everywhere, at all times, and practice their own skills and pedagogical methods to transfer to students.

Third, promote initiative, creativity, wholeheartedly, and do your best to complete work and teaching tasks. Each lecturer must be diligent, positive, and enthusiastic in their work and assigned tasks, saving time and working facilities to work most effectively. Lecturers need to develop specific programs and plans in performing work, ensuring time according to regulations such as: making their own work plans by year, month, week, and day. The annual plan is a general orientation about your responsibilities for the year, then you must determine what tasks you will do during the month, week, and day; Which tasks need to be solved first, which tasks need to be done later. Once you have a plan, you must adhere to the proposed plan.

The greatest responsibility of the lecturer is to grasp the actual needs of each subject training and fostering officials and civil servants, thereby building their own teaching methods suitable for different target groups. Every teacher must uphold the spirit of self-study and research to expand their knowledge. Learners always want to hear new things, current issues, and vivid practices that happen every day. Therefore, in order for lectures to be attractive, lively, and attract the attention of learners, lecturers need to always learn, supplement knowledge, and update information regularly to grasp necessary issues for students. In addition, each teacher needs to focus on innovating methods and applying advanced technical means in designing lessons and information technology to improve the quality and effectiveness of teaching.

Fourth, in parallel with improving professional qualifications, pedagogical capacity, and practical capacity, training lecturers' scientific research abilities is also an urgent task that needs to be done. Teaching and scientific research are two tasks that directly support and complement each other. Improving the quality of scientific research, summarizing the practice of lecturers, and orienting lecturers to choose research topics suitable to the professional activities of the School, has many practical values when become a useful reference source in teaching and learning. Focusing on practical research activities of lecturers to improve the quality of lectures, the school needs to promote activities of sending lecturers to conduct practical research at the grassroots level, reinforce and supplement and explain issues.

Thus, lecturers must always uphold their responsibility to learn, research to improve their qualifications, and improve their professional skills to ensure quality teaching hours, be conscious of assigned work and set an example for students. Follow, that also

contributes to building the quality of teaching at the school and demonstrates the responsibility of lecturers in the university.

3. Conclusion

Autonomy is a progressive form of management suitable for the development of today's society. With the autonomy mechanism, the school will need more responsible officials for their work. Faced with reality for a very long time, our officials, lecturers, and teachers have become accustomed to subsidies and passively following instructions and directions from higher levels, but now, the government Those lecturers and staff need to have a change in thinking, working style, proactively complete work, be creative in working style and bring high efficiency in work. In addition, for leaders at all levels, there also needs to be a clear distinction between the boundaries between guiding, directing and supervising school activities, giving more authority to school principals so that they can have the right to make decisions supreme in the development orientation of their unit. Therefore, improving the responsibility of lecturers during this period will help partly overcome the difficulties that schools are currently facing.

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