VARIABLES THAT AFFECT THE TEACHING PERFORMANCE AND COMPETENCE OF ENGLISH LANGUAGE TEACHERS AT THAI NGUYEN UNIVERSITY FOR THE SCHOOL YEAR 2014-1015

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SUMMARY

The purpose of this paper is to determine the variables affecting the teaching performance and competence of English language teachers at Thai Nguyen University for the school year 2014-2015. Results indicated that the level of the respondents' commitment to their job as English teachers was moderately committed to their work with the mean score of 3.89. Likewise, the teacher's competence in term of teachers' qualities was "very satisfactory" with the mean score of 3.72. Moreover, r-value of 0.42 (p<0.05), a significant relationship between work values in terms of commitment level of teachers and competence of teachers in terms of teachers' qualities. This study showed a significant relationship between work values in terms of commitment level of teachers and competence of teachers in terms of teaching skills with the obtained r-value of -0.37(p<0.05).

Key words *teaching performance, competence, variables*

INTRODUCTION

English has become a part of the Vietnamese culture and the social life of the Vietnamese. It is therefore vital for the Vietnamese English teachers to develop the learner's confidence and ability in using the language for effective communication and critical thinking. That is why English becomes a basic subject in the curriculum of the universities in Viet Nam. In learning English language, English teachers contribute a great deal in making learners thorough. In today's fast-paced and ever-changing environment, if one wants to be ahead of the others, he must be able to read, speak and write English since English language has acquired the status of being an international language. Teaching advancement and increasing globalization has also increased the importance and need for learning English.

How the English teacher should work, what methods he should adopt, what strategies to use and how to test the result of teaching in English are the questions that confront every English teacher.

Teacher's performance is the best instrument used to determine the improvement of instruction and how well the methods and techniques used were applicable to the students. [1] Teacher's performance may be measured in their daily activities in their respective courses [4] The performance of the teacher whether she is effective or not effective is not usually measured by the quality of the students she has produced. More often the teacher is often blamed if the students failed to manifest the expected behavior and the kind of the learning they have learned during the period of schooling This quality learning refers to the performance of the students in the academic and their chosen field of specialization in the school and even outside Moreover, if the students were able to land a good job and become successful, then they were given quality teaching and learned with laurels from her mentors with patience for years. This is common baseline of teachers' effectiveness in the world of education. What is the measure of effective teaching and teacher? [6]

Teaching is effective to the extent that a competent teacher acts in ways that are favorable to the development of a desirable

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personality This competency of the teachers will create a long lasting impact on the part of students And to the teachers, they are effective if they are capable of bringing about a desired behavioral change in the students [2].Teacher competencies and teacher effective were usually identified as something new in research in the effort to recognize debate in good instruction, they were merely a combination of teaching principles and methods that effective teacher have been using for several years [3]

Successful teaching needs the competencies of the teachers These include qualities, teaching skill. These competencies are important in the success of the learning and teaching process Success and failure of teaching largely depends on the style and techniques of the teacher in the delivery of her lesson To sum up, her competence in the profession has really big impact on the teaching repertoire of the teacher.

From the roles and the duties of the teachers, the researcher was motivated to conduct this study to determine the teaching performance and competencies of English language teachers at Thai Nguyen University and further identify the strengths and possible weaknesses, which could serve as basis for upgrading the English competencies of English teachers in Viet Nam

SUBJECT AND METHODOLOGY

The study was conducted for the school year 2015-2016 at Thai Nguyen University The respondents of this study were English language teachers and students who chosen randomly from five different universities of Thai Nguyen University, namely: Thai Nguyen University of Agriculture and Forestry, Thai Nguyen university of Medicine and Pharmacy, Thai Nguyen University of Education, Thai Nguyen University of Economic and Business Administration, Thai Nguyen University of Technology Industry.

This study employed the descriptive method of research., it describes the nature of a situation as it exists at the time of the study and to explore the causes of particular phenomena. [5] The descriptive research estimates a relationship between two sets of data. It is designed to estimate the extent to which different variations are related to each other in the target population It ascertains how much variation is caused by one variation in relation with the variation caused by another variable

Data were collected through structured questionnaire made by researcher This questionnaire is intended to reveal the personality characteristics of the respondents. It also is designed to draw out the information on the teaching performance of English teacher through performance rating and teacher's competence such as teacher's qualities, teaching skills

RESULTS AND DISCUSSION

Teachers' work values

The level commitment of respondents was interpreted "agree" with the mean score of 3.89 Among the items, item number 6-ranked first with a mean of 4.07 interpreted as "agree". Least-rated is item number 4 with a mean of 3.60 also interpreted as "agree".

Table 1. *Self- Perceived Mean Level of Teachers' Work Values in terms of Commitment*

Indicators	Mean	SD	Interpretation
1 Willing to extend time to work even without extra compensation	3.90	0.99	Agree
2 Being loyal to the teaching profession	3.90	0.96	Agree
3 Teaching as an inspiration	4.03	0.93	Agree
4 Accept challenging tasks given by the superior	3.60	0.89	Agree
5 Whole-heartedly accept curricular assignments and designation without complaints	3.83	0.79	Agree
6 Spend extra time with the students who need help or assistance	4.07	0.78	Agree
Overall	3.89	0.43	Agree

Numbers from table 2 show that the level of commitment of respondents was interpreted "satisfied" with the mean score of 3.89. Among the items, Item number 2 was ranked first with a mean of 4.40 interpreted as "Very satisfied". Least-rated was item number 1 with a mean of 3.70 also interpreted as "satisfied". The finding implies that teachers were satisfied with their job, they agreed the conditions of work place, they had good human relations. Now they want to have higher salary to support their needs.

Table 2. *Self-Perceived Mean Level of Teachers' Work Values in Terms of Job Satisfaction*

Indicators	Mean	SD	Interpretation
1. The salary I receive is good enough to pay my basic needs	3.70	0.75	Satisfied
2. My co-teachers in the university or work are helpful and friendly	4.40	0.56	Very Satisfied
3. My superior and administrator are willing to listen and share difficulties with students and teachers	4.03	0.81	Satisfied
4. I am given the chance to attend seminars/ workshops and training to enhance my teaching skills	4.00	0.91	Satisfied
5. I am given the opportunity to pursue my studies for educational advancement and professional growth	4.03	0.89	Satisfied
6. I am praised and recognized by my co-workers, superior and administrators when I fulfilled the tasks assigned excellently	4.10	0.48	Satisfied
Overall	**4.04**	**0.44**	**Satisfied**

Teachers' Performance Profile

Among the thirty teacher (30) respondents, no one or no respondent obtained an "excellent" performance rating with the mark ranging between 10 -9.0. ON the other hand, there were about 8 respondents or 26.67 percent obtained "very good" performance level. Most respondents or 73.33 percent had a "good" performance in teaching English with the mark ranging from 6.5 to 8.4. No any teacher – respondent has "fair" or "poor" performance level. The findings imply that most teachers were rated well by supervisors and they had good performance in teaching English whether they are old or young

Table 3. *Mean Performance Level of Teachers in terms of Performance Rating*

Rating	Frequency	Percentage	Description
9.5 – 10.0	0	00.00	Excellent
8.5 – 9.4	8	26.67	Very Good
6.5 – 8.4	22	73.33	Good
5.5 – 6.4	0	00.00	Good
1.0 – 4.4	0	00.00	Fair
			Poor
Overall	**8.16**	**SD= 0.44**	**Good**

The findings as shown in table 4 revealed that teachers' qualities were rated "Very satisfactory" by the students with the score mean of 3.72. Among the items, the item number 9 was rated the least with the mean of 3.28 and was interpreted "Satisfactory" On the other hand, item number 3 ranked first with the mean of 4.01. Most of the items have the mean over 3.28 and described as "very satisfactory" The findings imply that most teachers were competent enough in the field of teaching.

The finding as shown in the table 5 revealed that teaching skills of respondents were "very satisfactory" with the score mean of 3.67. Most items had the mean ranging from 3.39 to 3.93 and described as "very satisfactory" The findings show that most respondents have the skills in teaching English. The teachers-respondents always encouraged students to take part in group discussion activities and use English language which made the students have more confidence in learning the language This teaching skill seemed to be the most effective one for student. They also knew how to praise students when students have good and interesting answers. This also shows that recognizing or praising students is necessary to learn English spontaneously

Table 4. *Mean Competence of Teachers in terms of Teachers' Qualities as perceived by students*

Indicators	Mean	SD	Interpretation
1 Neatly dressed-up when coming to class	3 71	0 78	Very satisfactory
2 Has a good voice when she he explains the lesson	3 69	0 59	Very satisfactory
3 Has a good-looking appearance	4 01	0.79	Very satisfactory
4 Come to class on time and seldom absent	3 99	0.95	Very satisfactory
5 Friendly and helpful to her his colleagues	3.67	0.92	Very satisfactory
6 Cheerful, optimistic, sociable cooperative and has a sense of humor	3 73	0 81	Very satisfactory
7 Approachable and always open to help students with their problem in the course of study	3 95	0.72	Very satisfactory
8 Communicate with people skillfully and tactfully	3 47	0.76	Very satisfactory
9 Show deep concern, understanding and sympathy to his/her students	3 28	0.89	Satisfactory
Overall	**3.72**	**0.80**	**Very satisfactory**

Table 5. *Mean Competence of Teachers in terms of Teaching Skills as perceived by students*

Indicators	Mean	SD	Interpretation
1 Present the lesson clearly from the easiest to the most difficult	3 50	0 76	Very satisfactory
2 Motivate the students using different techniques	3 51	0 73	Very satisfactory
3 Provide varied learning activities for the students	3 39	0 70	Very satisfactory
4 Prepare the instructional materials appropriately to the level of the students	3 86	0 71	Very satisfactory
5 Use suitable teaching methods and strategies in presenting a lesson	3.69	0 87	Very satisfactory
6 Act as a facilitator in an interactive discussion	3 55	0.96	Very satisfactory
7 Recognize students' responses and praise them when necessary	3 49	0.96	Very satisfactory
8 Encourage students to take part in group discussion	3 93	1 10	Very satisfactory
9 Ask students to do homework regularly	3 71	0 79	Very satisfactory
10 Prepare quizzes and examination which measure students' learning	3 54	0 67	Very satisfactory
Overall	**3.67**	**0.83**	**Very satisfactory**

Test of Correlation between Person-Related Factors, Work Values and Performance of Teachers, Competence of Teachers

Table   presents the correlation between mean performance of teachers and person-related factors and work values The study failed to show any significant correlation between mean performance of teachers and person-related factors such as age, length of service, and work values in terms of commitment and job satisfaction The obtained P-values of 0 52, 0 85, 0 46 and 0 41 for age, length of service, commitment and job satisfaction were higher than the threshold P-value of 0 05 This means that the hypothesis which states that there is significant relationship between the person-related factors, work values and performance of teachers, was partially accepted On the other hand, there was a significant relationship between the number of trainings/

seminars attended and mean performance of teachers as reflected by the obtained r values of 0 41 (p<0 05)

This implies that age, length of service, commitment and job satisfaction had no significant bearing on the teaching performance of English teachers at Thai Nguyen University Only number of trainings /seminars attended have an effect on teaching performance of English teachers.

Table 7 shows correlation between the person-related factors such as gender, civil status, educational attainment, work values and mean performance of teachers It can be noted that for gender with X^2 value of 0 65 (p>0 05), for civil status with X^2 value of 3 40 (p>0 05), for educational attainment with X^2 value of 0.08 (p>0 05) revealed to be "not significant" This implies that gender, civil status and educational attainment had no significant effect on performance of English teachers of Thai Nguyen University

Table 6. *Test of Correlation between the Person-Related factors such as Age, Length of service, Number of Trainings, Seminars attended, Work Values and Mean Performance of Teachers*

Variables	r	P-value	Decision
Age	-0 12	0 52	Not Significant
Length of service	-0 03	0 85	Not Significant
Number of Training seminars attended	0 41	0 02	Significant
Commitment Level	0 14	0 46	Not Significant
Job satisfaction Level	0 13	0 47	Not Significant

Table 7. *Test of Correlation between the Person-Related factors such as gender, civil status, educational attainment, Work Values and Mean Performance of Teachers*

Variables	X^2	P value	Decision
Gender	0 65	0 41	Not Significant
Civil status	3 40	0 06	Not Significant
Educational attainment	0 08	0 77	Not Significant

Table 8 reflects correlation between the person-related factors such as age, length of service, number of training/seminars attended, work values and mean competence of teachers in terms of teachers' qualities. The commitment level of teachers with r-values of -0 42(p<0.05) interpreted to be "Significant". The age with r-value of 0 13 (p>0 05), the length of service with r-value of 0 10 (p>0 05), number of training attended with r-value of -0 14 (p>0.05), the commitment level of teachers with r-value of -0.42 (p>0 05), the job satisfaction level of teachers with r-value of 0 31(p>0 05) were not significantly related to teachers' competence in terms of teachers' qualities. It can be noted that the only single factor that had significant relationship with teachers' competence in terms of teachers' qualities is commitment level of teachers.

Table 8. *Test of correlation between the Person-related factors such as Age, Length of Service, Number of Training Seminars attended, Work Values and Mean Competence of Teachers in terms of teachers' qualities*

Variables	r	P value	Decision
Age	0 13	0 49	Not Significant
Length of service	0 10	0 60	Not Significant
Number of Training/seminars attended	-0 14	0 43	Not Significant
Commitment Level	-0.42	0 02	Significant
Job Satisfaction Level	-0 31	0 10	Not Significant

Table 9 showed the correlation between the person-related factors such as gender, civil status, educational attainment and mean competence of teachers in terms of teachers' qualities. There was no significant relationship between person-related factors such as gender with X^2 value of -1 58 (p>0 05), civil status with X^2 value of 1 40 (p>0 05), educational attainment with X^2 value of 0 58 (p>0 05) which were all greater than the p-value at 0 05 level of significant

Table 9. *Test of correlation between the Person-related factors such as Gender, Civil status, Educational Attainment and Mean Competence of teachers in terms of teachers' qualities*

Variables	X^2	P value	Decision
Gender	4 58	0 10	Not Significant
Civil status	1 40	0 49	Not Significant
Educational attainment	0.58	0 74	Not Significant

Table 10 predict that there was no significant relationship between mean competence of teachers in terms of teaching skills and person-related factors such as age, length of service, number of training/seminars attended, job satisfaction level. All the obtained P-values of 0 90, 0 99, 0 46 and 0 93 for age, length of service, number of training/seminars attended, job satisfaction, were higher than the P-value at 0.05 level of significance. This means that there is strong evidence against the hypothesis. Thus, the hypothesis which states that there is a significant relationship

between the person- related factors, work values and competence of teachers in terms of teaching skills, was not accepted.

As shown in the table, the commitment level of teachers with r-values of -0 37(p<0.05) interpreted to be "Significant" It can be noted that the only single factor that had significant relationship with teachers' competence in terms of teaching skills was commitment level of teachers.

Table 10. *Test of correlation between the person-related factors such as age, length of service, number of training attended, Work values and Mean Competence of Teachers in terms of Teaching Skills*

Variables	r-	P value	Decision
Age	0 02	0 90	Not Significant
Length of service	0 00	0 99	Not Significant
Training attended	-0 14	0 46	Not Significant
Commitment	-0.37	0 04	Significant
Job satisfaction	-0 01	0 93	Not Significant

Table 11. *Test of correlation between the person-related factors such as Gender, Civil status, Educational Attainment and Mean Competence of Teachers in terms of Teaching Skills*

Variables	X^2	P value	Decision
Gender	0 07	0 78	Not Significant
Civil status	0.66	0.41	Not Significant
Educational attainment	0.00	1 00	Not Significant

Table 11 showed the correlation between the Person-related factors such as gender, educational attainment and civil status and mean competence of teachers in terms of teaching skills The obtained P-values of 0 78, 0 41, 1 00 for gender, civil status and educational attainment were greater than the threshold P-value of 0 05 This implies that there was no significant relationship between gender, civil status, educational attainment with teaching skills There was a significant relationship between commitment and mean competence of teachers in terms of teaching skills because the p-value of 0 04 for commitment is smaller than the threshold P-value of 0 05

CONCLUSIONS AND RECOMMENDATIONS

Result of the study indicated that there is no significant relationship between work values and teaching performance of the teachers The hypothesis which indicates that there is a significant relationship between the teachers' person-related factors and teaching competence of the teachers is not supported

It is recommended that English teachers may further update their teaching competence by

attending seminars or workshop on English language or by attending English language proficiency tests such as TOEFL or IELTS Moreover, superiors and administrators may care about the spiritual life and material life of English teachers regularly

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TÓM TẮT

NHỮNG YẾU TỐ ẢNH HƯỞNG ĐẾN HOẠT ĐỘNG GIẢNG DẠY VÀ NĂNG LỰC CỦA GIÁO VIÊN TIẾNG ANH TẠI ĐẠI HỌC THÁI NGUYÊN NĂM HỌC 2014-2015

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Ngày nay, những nghiên cứu liên quan đến hoạt động giảng dạy và năng lực của giáo viên tiếng Anh đã trở nên phổ biến ở Việt Nam và thế giới. Tuy nhiên, chưa có nghiên cứu nào chứng minh được liệu rằng những giải pháp này có thực sự hiệu quả trong giảng môn tiếng Anh của các giáo viên tại Đại học Thái Nguyên hay không. Do đó, bài viết này nhằm giới thiệu một nghiên cứu mới với mục đích là tìm ra những yếu tố ảnh hưởng đến hoạt động giảng dạy và năng lực của các giáo viên tiếng Anh tại Đại học Thái Nguyên năm học 2014-2015 để giúp giáo viên tự nâng cao trình độ chuyên môn và năng lực giảng dạy tiếng Anh.

Từ khóa: *Hoạt động giảng dạy, năng lực, yếu tố*