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Human Resources at Vietnamese Universities in the Process of International Integration

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Abstract---Human resources is the decisive factor determining the quality of the training of universities. Especially in the context of international integration and the explosion of the fourth industrial revolution (revolution 4.0) today, in order to survive, develop and assert their brands, universities must pay more attention to more to the quality of the human resources to meet the increasing demands of society. In recent years, the quality of human resources in universities in Vietnam has been continuously improved. However, compared with developed countries in the region, the quality of human resources in Vietnamese universities is still limited, still a long distance, requiring longer-term strategies from universities.

Keywords---human resources, international integration, quality, university.

Introduction

In the current international integration flow, competition between countries is essentially a competition for human resources while other factors such as resources, geographical location... are no longer advantages. Our country is in the process of industrialization, modernization, and integration, the training of human resources to meet social needs has become a central task, education, and training together with science and technology have been determined is the leading national book. The process of deepening integration with countries in the region and the world is placing increasing demands on the quality of human resources. Therefore, the role of human resources in universities is very important, it determines the quality of human resources in general of the country. With that great role, it requires a team of intellectual workers with high management, professional and technical qualifications, with a sense of discipline, patriotism, and physical ability, to be able to take on the task. education and training, supply

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of human resources according to the requirements of socio-economic development. In recent years, the quality of human resources at Vietnamese universities has been continuously improved to meet the increasing demands of society. However, with the current rapid development of science and technology, compared with the progress of universities in the region, the quality of human resources at Vietnamese universities, in general, is still a long distance away on the fields of expertise, methods, scientific research, as well as the necessary knowledge for the integration.

Literature review

Research on the responsiveness of the quality of human resources in higher education in Vietnam in the period of international integration, author Tran Quoc Toan (editor, 2012) has contributed many new observations. The author presents scientific arguments about the relationship between education and training with the market on both theoretical and practical aspects, especially surveys, evaluations, and explanations on the quality of human resources, the response of education and training in general and higher education in particular to social needs before the impact of the market economy and the process of international integration.

According to author [Pham Cong Nhat \(2012\)](#), along with the current process of innovation and extensive international integration, Vietnam's higher education needs to be renewed on the basis of retaining the unique characteristics of Vietnamese universities. higher education in the country, and at the same time approaching the common standards of the world. The biggest limitation of human resources in universities is the ability to research and publish research results. Most of the advanced education systems of countries in the region and the world today are capable of creating a large team of scientists who are qualified to research and publish research results in the field. national and international in large quantities. Along with the trend of international integration, the quantity and quality of works published in international scientific publications has become an important measure, the objective index not only reflects the development of science and technology. as well as scientific performance but also reflects the actual level and quality of education in each country. In Vietnam, in recent years, despite the interest of many educational institutions in creating a mechanism to encourage scientists to focus on research and publish domestic and international research results. , but the results are still limited, even tending to lag behind many countries in the region and in the world. From there, the author proposes a solution to overcome this problem, which is to strengthen research activities and international publications, towards the internationalization of scientific evaluation standards and professional activities at institutions. higher education department.

On the basis of inheriting theories of human resource management, author Nguyen Van De (2009), has researched on planning and forecasting activities of faculty development in the context of higher education innovation. Vietnamese studies meet the requirements of international integration. The author describes the overall picture of higher education and university lecturers through the following aspects: The situation of developing teaching staff in practice, strengths

and weaknesses; the level of success, the causes of existence, the inadequacy of solutions to develop teaching staff. Since then, the author has proposed a new model of the personality structure of lecturers in the era of the knowledge economy; provide requirements on quality and competence for lecturers in order to meet the task of fundamental and comprehensive innovation in higher education.

Discussing the labor quality of human resources in higher education, from the point of view that higher education human resources are the most decisive factor to the quality of human resource training, many researchers have focused on Explaining the position and role of human resources in higher education, in which, the decision belongs to the quality of lecturers. Thereby, the authors found a basic solution system, creating work motivation for the teaching staff at the university level. Researching on the evaluation process, training quality accreditation criteria of universities to assess the quality of higher education in Vietnam today, author Ta Thi Thu Hien (2011), emphasizes the field of teaching and learning, professional teaching, scientific research, training management of lecturers, quality of inputs - students and quality of outputs - trained human resources.

According to Huynh The Nguyen, Truong Thi Tuyet An (2015), the biggest limitation of human resources in universities in Vietnam today is the ability to research and publish research results. Most of the advanced education systems of countries in the region and the world today are capable of creating a large team of scientists who are qualified to research and publish research results in the field. national and international in large quantities. Along with the trend of international integration, the quantity and quality of works published in international scientific publications has become an important measure, the objective index not only reflects the development of science and technology. as well as scientific performance but also reflects the actual level and quality of education in each country.

Author Trinh Thi Dieu Hang (2013), discusses the current situation of the quality of lecturers participating in teaching joint training programs. From the inadequacies of this quality management work, the author proposes to approach the university training quality management model according to the TQM (Total Quality Management) model. This is a model of managing the educational process, rigorously testing and screening to ensure quality from the input (programs, content, facilities - teaching equipment, financial management and taking into account the quality of the student's input), the teaching-learning process, and the output (results and adaptability in terms of labor and employment). When applying this model, the quality of higher education is assessed by the results of customer satisfaction (internal customers are learners, external customers are parents, community, employers, society).

Results and Discussions

About professional qualifications

Regarding the qualifications of human resources, in general, lecturers in universities are highly qualified people compared to other professions in society

due to the demanding professional characteristics and professional standards. In addition, due to job requirements and a high sense of self-discipline, they always have the spirit of learning to improve their professional qualifications; Therefore, the educational level of human resources has increased over the years. Resolution 29-NQ/TW of Communist Party of Vietnam on fundamental and comprehensive reform of education and training states: “Teachers of colleges and universities have a master's degree or higher and must receive professional training and retraining. pedagogical service” (Communist Party of Vietnam, 2013).

However, the level of education has not met the requirements of the lecturer's qualifications. In the 2016-2017 school year, the total number of lecturers in higher education institutions in Vietnam is 72,792 people (public: 57,634 people; non-public: 15,158 people). In which, the number of lecturers with doctorate degrees is 16,514 people (accounting for 22.7%); Master's degree is 43,127 people (accounting for 59.2%); 12,519 people with university and college degrees (accounting for 17.2%); specialties I and II are 523 people; The other level is 109 people. The whole education sector currently has 4,687 professors and associate professors (accounting for 6.4% of the total number of lecturers), of which 574 professors (accounting for 0.8%) and 4113 associate professors (accounting for 5.6%).

Table 1
Qualifications of human resources in higher education from 2006 to 2017

Year	Professor	Associate Professor	Segmentation by level of expertise				
			Ph.D	Masters	Specialist I and II	University, college	Other qualifications
2006-2007	463	2.467	5.882	18.272	472	28.267	625
2007-2008	-	-	5.886	20.275	314	29.122	523
2008-2009	-	-	6.217	22.831	298	31.299	545
2009-2010	-	-	7.104	26.715	413	35.332	994
2010-2011	-	-	7.924	30.374	434	34.998	843
2011-2012	-	-	9.152	36.360	443	37.243	911
2012-2013	-	-	9.562	39.002	489	37.716	548
2013-2014	487	2.902	9.653	34.152	319	21.006	76
2014-2015	536	3.290	10.424	37.090	563	17.251	336
2015-2016	550	3.317	13.598	40.426	620	14.897	50
2016- 2017	574	4687	16.514	43.127	523	12.519	109
2017-2018	729	4538	20.198	44.634	632	9495	32

(Source: Ministry of Education and Training)

About the quality of teaching

Currently, the teaching method of teachers with the support of information technology has been improved, but the way teachers teach students to passively absorb is still quite common. The methods and forms of teaching organization of lecturers are quite outdated. The results of a field survey conducted by the American National Academy of Sciences in 2006 have comments on Vietnamese university teaching and learning methods as follows: "Teaching methods are not effective, too dependent on lectures. curriculum and less use of active learning skills, resulting in less interaction between students and faculty in and out of the

classroom; too much emphasis on memorizing knowledge by rote without emphasizing conceptual learning or high-level learning (such as analysis and synthesis), resulting in superficial learning instead of in-depth learning; students learn passively” (Ngo Tu Thanh, 2010). Although, in recent years, according to the policy of the Ministry of Education and Training of Viet Nam, many universities and colleges throughout the country have begun to apply the teaching method for students by credit method, but according to many experts, “Credit training in Vietnam is not really in line with the spirit of credit. The way of teaching and learning has not yet escaped from the spirit of the age group. Students' initiative is still weak” (My Quyen, 2012). The innovation of teaching methods in universities in our country today is often only a formality. Teaching devices, such as projectors, videos... are just supporting means to improve teaching quality, the most important thing is the awareness that education must be creative, responsible demonstrated through the improvement of methods and curriculum has not yet been focused.

Statistics of the World Bank (WB) show that Vietnam has good quality of education but lacks a highly skilled workforce. It is the lack of thinking skills, social skills, technical skills, problem-solving skills, creative thinking, communication skills, the ability to work independently, work in groups, manage time value. These skills need to be improved immediately to meet the requirements of regional integration and benefit from signed free trade agreements. Universities only train according to what they have and have not paid attention to training according to the needs of society, so the professions are trained as well as the professional capacity, qualities and skills of graduates. not meet the requirements of the labor market. The rate of graduates who can't find jobs and do not do well-trained occupations is high and the percentage of trained and professional human resources that are unemployed is increasing, causing great waste to society and exert considerable pressure on the economy. According to the survey report on labor and employment of the General Statistics Office, in the second quarter of 2016, there were 1.12 million unemployed workers nationwide, of which workers with university degrees or higher accounted for the highest percentage (more than 191 thousand people).

Vietnam only scored 3.79 out of 10 points, ranking 11th out of 12 Asian countries participating in the World Bank's ranking, while Thailand and Malaysia scored 4.94 and 5.59 points, respectively. Besides, the human resource structure of Vietnam also has many shortcomings. As a rule, the number of direct workers with intermediate/primary qualifications must be many times larger than the number of indirect workers with university or higher degrees. As of the second quarter of 2015, the structure of Vietnamese labor qualifications is 1.0 from university and above – 0.35 college – 0.65 intermediate level – 0.4 elementary school. In addition, the preparation of knowledge, skills, and attitudes as well as the willingness of Vietnamese workers to move to work in ASEAN countries is not really convincing. The agreement within the framework of the AEC on 8 areas of free movement of occupations is accompanied by the requirement that workers must be trained and if they are fluent in foreign languages, especially English, they will be able to move more freely. However, the English proficiency of Vietnamese workers is still too low, and very few workers are able to use the

languages of ASEAN countries such as Thailand, Laos, Cambodia, etc. These limitations are becoming a challenge for higher education in Vietnam.

In the context of adapting to the 4.0 revolution, and at the same time with the improvement of financial capacity and autonomy, our country's higher education system needs to pay attention to transformation capacity, startup-oriented training capacity, industry, innovation-oriented academic research capacity, digitization capacity, and especially capacity to serve the community. Diplomas and certificates in our country are not clear in terms of standards, so there is a lack of trust in employers and the ability to convert degrees to other countries still faces many obstacles. Besides, Vietnamese workers still lack soft skills, which are necessary skills in the working process. Skills such as teamwork skills, negotiation skills, independent problem-solving skills, creativity, technology skills, proficient use of foreign languages... have not been focused on training in the process of university.

Scientific research capacity

Along with the trend of international integration, the quantity and quality of works published in international scientific publications have become an important measure, the objective index not only reflects the development of science and technology, as well as scientific performance but also reflects the actual level and quality of education in each country. In Vietnam, in recent years, despite the interest of many educational institutions in creating a mechanism to encourage scientists to focus on research and publish domestic and international research results, but the results are still limited, even tend to lag behind many countries in the region and in the world.

In the period 2011-2015, the total number of international publications of Vietnam in ISI journals reached 11,791 articles, of which universities had 5,738 articles, accounting for more than 50% of international publications in the country. Among universities, publications of 16 universities in engineering and technology have the highest number of 1,733 articles. In addition, in 2015, scientific journals of National Economics University and University of Economics Ho Chi Minh City were included in the list of Asian scientific journals.

The growth rate announced by Vietnam ISI each year is from 10 to over 20%. There are years like 2013 with a growth rate of 28%. If compared with countries in the ASEAN region, with the number of ISI publications of 11,791 articles in the past 5 years, Vietnam ranks fourth in the region, after Singapore, Malaysia, and Thailand. However, the statistics of S4VN also show that, although, in the top position, Vietnam is still a long way from the top countries. For example, in the past 5 years, Singapore has had 68,516 international publications, nearly 6 times higher than Vietnam. Thailand, the country ranked third in the region, also had 38,953 ISI international publications from 2011-2015, three times higher than Vietnam.

Table 2
Comparison of the world ranking position on ISI announcement results of
Vietnam and ASEAN countries (2010 - 2015)

Nation	Year 2010	Year 2011	Year 2012	Year 2013	Year 2014	Year 2015
Singapore	34	34	33	32	30	28
Malaysia	40	38	38	38	37	37
Thailand	41	42	43	43	44	45
Vietnam	62	61	60	57	57	55
Indonesia	64	63	62	61	60	61
Philippines	69	68	67	66	67	67
Cambodia	121	120	112	112	111	108
Laos	132	123	123	126	133	127
Brunei	140	142	141	137	134	124
Myanmar	147	147	147	147	145	136

(Source: Vietnam Scientific Survey Team (Scientometrics for Vietnam - S4VN)
updated from ISI's Web of Science database)

Statistics show that universities currently provide more than 90% of science and technology human resources in the country, the remaining 10% are trained abroad. Lecturers in universities are ranked as one of five scientific forces in the fields of natural sciences, social sciences, economic sciences, education, engineering, and technology. agriculture, forestry, fishery, medicine, natural resources, and environment. In addition to commercial products and intellectual property certifications, this school always has the highest rate of international publication. During the period 2011-2016, this school block (16 schools) internationally published 1,733/5,738 international articles of the whole country, accounting for 30% of the whole industry. However, compared to other universities in the region, scientific research productivity is quite low.

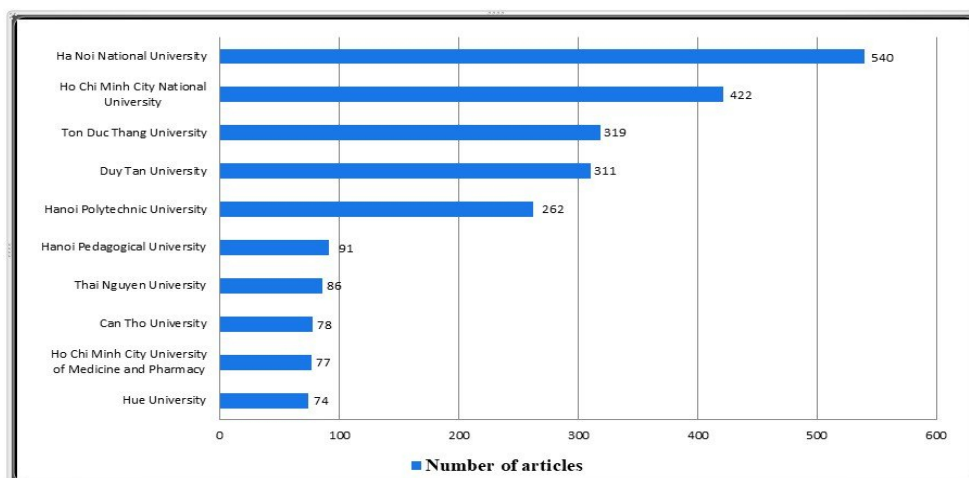


Figure 1. Top 10 Vietnamese universities to announce ISI for the 2016-2017 school year

(Source: Vietnam Scientific Survey Team (Scientometrics for Vietnam - S4VN)
updated from ISI's Web of Science database)

In 2017, the number of qualified professors and associate professors increased by nearly 60% compared to the previous year, while the number of researches published in foreign journals increased by only 17%. It can be seen that scientific research achievements have not yet corresponded to the rapid and continuous growth in the number of ordained scholars. Based on the number of professors and associate professors with the number of scientific research articles published in the ISI/Scopus journal based on data cited from the Web of Science, on average annually, each Vietnamese professor and associate professor Nam received 0.3 scientific researches published in international journals. Topping this list is the leading scientific research center in the country, Hanoi National University with 540 articles in the period 2016-2017, on average, each professor and associate professor has only 1.3 research papers. Scientific research published in prestigious foreign journals. Meanwhile, the expected number for professors is 4-6 lessons/year, for associate professors is 3 lessons.

If compared with the region, the number of studies published in the journal ISI/Scopus of Vietnam also lags behind Thailand or Singapore. It is estimated that by 2030, the number of scientific articles in Vietnam is only equal to current Singapore. By 2025, Vietnam will be equal to Thailand in 2016. Also according to this statistic, not only the number of publications but also the quality of publications through the citation index of Vietnam is also poor compared to other ASEAN countries, especially the Philippines and Singapore. However, up to 80% of scientific works are under the joint name or in cooperation with foreigners.

Among the publications of universities, the block of agroforestry - fishery - medical schools has 3,349 articles in national and international conference proceedings. Compared with the existing human resources, the number of scientific research projects of this university is very modest, with an average of only 0.74 articles/scientist in 5 years (2011-2016). Many schools have 20 - 60 years of development history.

The block of pedagogical universities (21 schools under the Ministry of Education and Training) has 2,000/9,000 doctoral lecturers, but the number of prestigious international articles such as ISI/SCOPUS is quite modest compared to the existing human resources (only there are 804 articles in the period 2011-2015). In which, Hanoi National University of Education has a publishing rate of ISI international articles of 0.15 articles/ doctor/year; Da Nang University of Pedagogy 0.13 articles/doctor/year; Ho Chi Minh City University of Education 0.06 lessons/doctor/year; Hanoi National University of Pedagogy 2 has 0.02 lessons/doctor/year. Even the Institute of Educational Sciences did not have an international paper.

For universities of social sciences and humanities, the international publication is not higher. On average, a scientist gets nearly 0.5 papers per year. Only the University of Economics (Hanoi National University) achieved 1.45 articles/doctor/year. Besides, the revenue from scientific research and technology transfer of universities is still too low. Meanwhile, the level of international cooperation in scientific research of the higher education system is very small,

only a few technology and engineering schools have higher linkages (Vietnamese Student Association, 2017).

In the past 10 years, the number of international publications under Vietnam's Scopus has increased nearly 5 times, from 1,764 articles in 2009 to 8,234 articles in 2018. Among ASEAN, Malaysia is the country with the largest population. 5th in the region with nearly 31 million inhabitants (at the beginning of 2019), but achieved the highest number of Scopus scientific publications, with the highest average annual number of Scopus publications in ASEAN - approx. 24,700 articles/year. These figures of Singapore, Thailand, Indonesia, Vietnam, and the Philippines are about 19,000, 12,850, 9,450, 4,220, and 2,300 articles/year, respectively; The rest of ASEAN countries only get an average of 200-300 articles per year. In recent years, Vietnam has paid more and more attention to scientific research activities and international publications. The quantity and quality of research and publications are constantly increasing. Statistics on the Scopus database show that the number of international publications in Vietnam has a fairly stable growth rate, of which the highest is in 2016 (40.97%). Meanwhile, Indonesia is recorded as the country with the highest growth rate of Scopus international publication in ASEAN.

Published by Vietnamese scientists on Scopus in all fields, in which, the most focus is on natural science and technical science. In 2018, the fields with the number of research published in Scopus journals reaching a thousand articles or more include agricultural science, mathematics, materials science, physics and astronomy, science computers, and engineering. Other fields such as dentistry, medicine, neuroscience, nursing, veterinary medicine, psychology, arts, and humanities have a limited number of Scopus papers, all under 100. On the other hand, every year, the number of patents granted by universities is much lower than that of enterprises and research institutes. This shows that the labor productivity in the field of scientific research of the university's human resources is quite low compared to other subjects.

The number of science and technology tasks at all levels that were accepted in 2016 was 274 tasks. These tasks have attracted the participation of nearly 3,000 officials, lecturers and researchers, trained 312 masters, supported the training of 77 doctors, published 36 reference books and monographs, and published. 594 scientific articles in domestic and international journals have been published, 115 applied products are technical processes, products for production and life, industry, and local development.

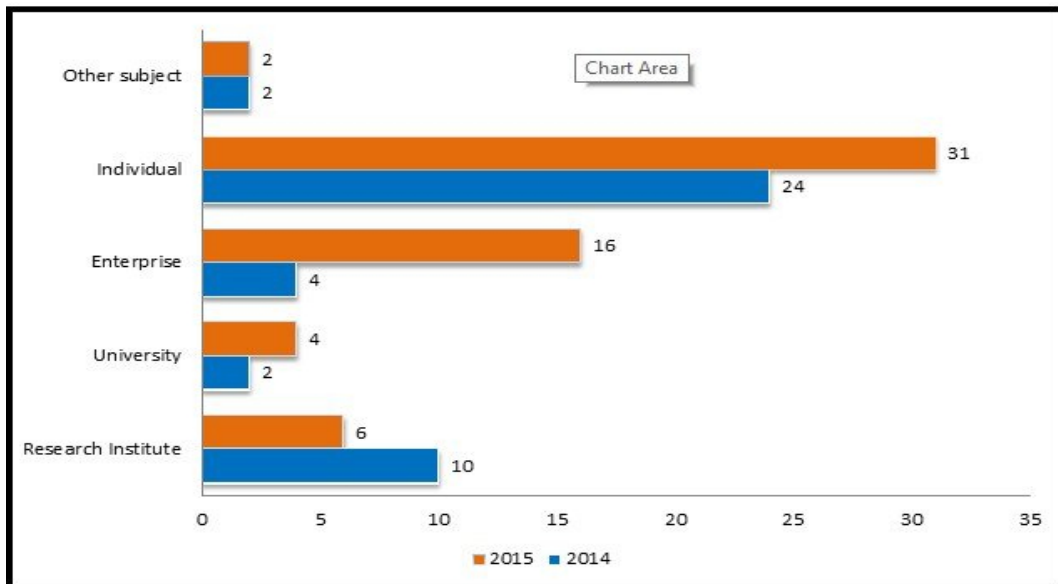


Figure 2. Number of patents granted by Vietnamese applicants
(Source: Annual Report of the National Office of Intellectual Property of Vietnam in 2015)

Research organized in groups is a mainstream trend in scientific research today. In universities, although scientific research groups have also been formed, they are still basically separate working methods, lacking mutual support. These inadequacies limit the ability to develop scientific research in Vietnamese universities today. On the basis of surveys from 142/271 universities, currently in the system of universities, 945 research groups have been formed, with an average of 7 research groups per university.

As of the 2016-2017 school year, 491 teaching and research groups have been established at training institutions, of which the most teaching and research groups are: Hanoi University of Science and Technology (127 groups), followed by universities: Tay Nguyen University (42 groups), University of Da Nang (36 groups), Hung Yen University of Technical Education (30 groups), Vietnam National University Ho Chi Minh City. Ho Chi Minh City (24 groups), Hanoi National University (23 groups). High-quality engineer training programs, engineering training programs, talented bachelors, and advanced programs are interested in developing by many universities.

In Vietnam today, the way to organize scientific research in universities is still inadequate. The university is not a scientific research center, nor is it an address for businesses, agencies, and units to order research projects. Thus, there is a lack of linkage between universities and society in scientific research and publication of scientific research results. Funding for the topics is quite modest; The mechanism of review and acceptance, payment, and settlement of topics is still slow, so it has not created a strong motivation to promote scientific research. On the other hand, the income of a lecturer in general, especially a young lecturer, is too low, so the lecturer has to teach a lot or do jobs contrary to the

industry to increase income and improve life. This fact limits the ability and conditions for scientific research.

The biggest limitation of human resources in universities in Vietnam today is the ability to research and publish scientific research results. According to the survey results, only 19% of lecturers regularly participate in scientific research, 49% of lecturers sometimes participate and 15% rarely participate. Most of the advanced education systems of countries in the region and the world today are capable of creating a large team of scientists who are qualified to research and publish research results in the field national and international in large quantities. Despite encouraging results, Vietnam's number of international studies is still modest compared with many countries in the region. On the other hand, universities lack the support of facilities for research such as laboratories, textbooks, documents, electronic libraries, data stores, Internet connection... Universities, Vietnamese research institutes need to have more specific and effective policies to encourage scholars to participate more in scientific research, especially in areas of modest publication such as medicine, economics, dentistry, veterinary medicine, basic science, economics and management, multidisciplinary research, etc. Vietnam also needs to promote the model of cooperation and association between universities and businesses to increase economic resources, costs for scientific research, and at the same time increase the applicability of research results into practice.

Knowledge of international integration of human resources of Vietnamese universities

When participating in international integration in higher education, English is the main language for communication, teaching, and research. Global education organization EF (Education First, operating in 116 countries) reports the results of its 8th 2018 study on the English Proficiency Index (EPI) of 88 countries and regions. country, based on data from 1.3 million English tests randomly selected from adult test-takers. This is the largest global English proficiency index today.

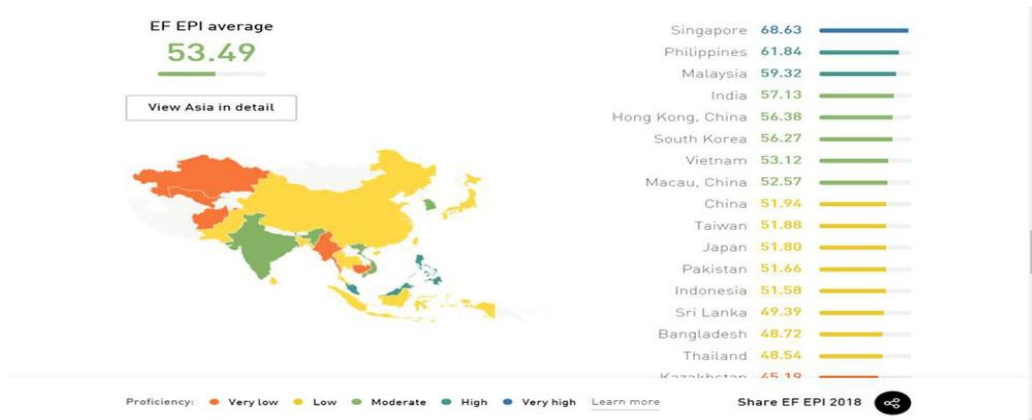


Figure 3. English Proficiency Index EF EPI of some Asian countries
(Source: EF EPI Country Fact Sheet, 2018)

Vietnam is in the middle group, ranked 41/88, divided by region, our country has no place in the high level of English proficiency. The two regions with the best English are the Southeast (54.49 points) and the Red River Delta (54.34 points). In Asia, Vietnam ranks 7th, after Singapore, Philippines, Malaysia, India, Hong Kong (China), Korea. Although there are average scores in the rankings, in universities, the use of English in teaching and learning is still limited. One of the main reasons is the low English ability of the lecturers. Most of the subjects are taught in Vietnamese, so students do not have a favorable environment to learn English.

International integration in higher education is effective and practical learning and experience exchange activities aimed at developing the training capacity of universities and catching up with international training standards soon. However, at present, the human resources involved in the integration process in Vietnamese universities still have a large gap compared with ASEAN countries such as The percentage of Vietnamese lecturers who can speak English is still small. In addition, Vietnamese students who are weak in foreign languages also face many difficulties in teaching to improve the quality of schools. Most of the students entering the school have low foreign language ability, so it is also difficult to train.

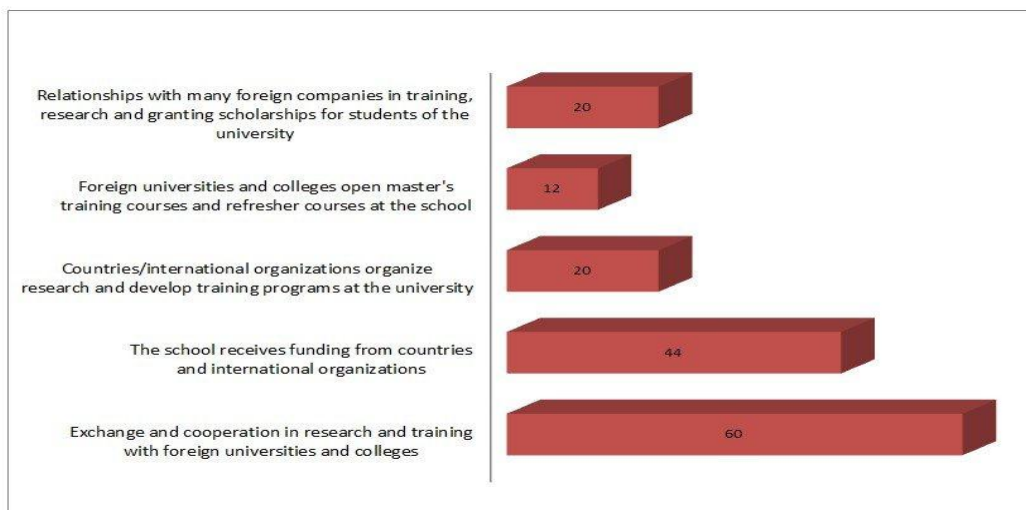


Figure 4. Forms of international relations of Vietnamese universities
(Source: Statistics from the author's survey results)

In the form of international relations of Vietnamese universities with universities, research centers, organizations, and foreign enterprises, cooperation and exchange in research and training with universities; Receiving funding from countries and international organizations are the two most widely implemented forms. However, the development of educational programs, assessment, and accreditation of education quality; The expansion of bilateral and multilateral relations in international cooperation in education is still modest. In particular, a large number of foreign organizations and individuals, international organizations, and overseas Vietnamese have not been encouraged to invest,

sponsor, teach, conduct scientific research, apply for science, technology transfer in universities in Vietnam.

The important issue is that universities need to raise awareness of the role that determines the quality of education and training of teachers and educational administrators, especially awareness of the need for international integration. Economic performance has been enhanced, in line with the spirit of the Resolution of the 8th Party Central Committee of Communist Party of Vietnam (Term XI) set out: "Raising awareness of the role that determines the quality of education and training of teachers and educational administrators".

Among the necessary conditions that human resources must prepare for international integration, they all realize that they must be fully equipped with the knowledge, professional qualifications, foreign language, and computer skills, ability to communicate. These are indispensable knowledge in the integration environment. In addition, for universities, a system of modern facilities is equipped that will create favorable conditions for cooperation, knowledge acquisition, and educational technology transfer.

According to the survey results, the assessment of managers about the human resources of their schools today shows that the outstanding abilities of the human resources of the schools are teaching capacity, basic knowledge, and expertise. knowledge about social issues. Those are also the necessary requirements of the industry. However, other requirements for human resource capacity, especially in the current integration period, have low scores such as research capacity, management capacity, foreign language ability, and informatics.

Conclusion

International and regional economic integration is an inevitable trend in the development process of Vietnam. For successful integration, we need a strong and advanced university education to promote the pioneering role in training high-quality human resources for the country. In order to innovate and improve the quality of higher education, it is necessary to have appropriate policies and strategies and an objective recognition and assessment to promote the strengths and overcome the limitations and inadequacies of the university higher education in our country. In the solutions to develop universities in the modern direction, improving the quality of human resources should be considered the most important and decisive solution.

The quality of human resources at universities in Vietnam is not high, reflected in all three criteria: professional qualifications, personality, and soft skills, not meeting the requirements of the education and training career. training, placed in the context of international integration in education and training. Universities have had strategies to improve the quality of human resources to meet the high requirements of international integration in education. However, due to limitations in the policy on training, using human resources, and attracting the participation of leading experts at home and abroad in the training process; There has not been a close link between schools and businesses to maximize resources

to improve the quality of higher education, so the efficiency achieved is still not high.

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