Examining Quality of English Language Learning of University Students in Vietnam: The Moderating Role of Competition Factor*

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A R T I C L E I N F O	A B S T R A C T
	Purpose In the Industrial Revolution 4.0 (IR 4.0), higher education (HE) continues to retain a significant role in providing the growth in quality of manpower level. The English language is an international language that is used in multi-aspects including medicine, economics, media, science, and higher education. English learning quality enhancement is continuously requiring at higher education institutions. This study aims to explore the English language learning quality of university students in Vietnam with the moderating role of the competition factor. **Methodology** The study employs qualitative and quantitative research methods. The questionnaire has been developed as a key tool for collecting data based on recommendations of experts, viewpoints of students from the qualitative research results, and from the theoretical outcomes of meta-analysis in previous studies. The sample was randomly selected with 304 responses.

Findings: The findings confirm that four factors affecting the quality of English learning are (1) Student's subjective factors, (2) Learning Environment, (3) Quality of Teaching Facilitator, and (4) Teaching Curriculum. In addition, the study showed the positive impact of the "Competition factor" on the relationship between the learning environment, the quality of teaching facilitators, and English language learning quality. **Implications for Research and Practice.** In addition, suggestions, and implications for managers of educational institutions are included to improve the effectiveness of English education for students.

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Introduction

The growing industrialization in the era of globalization, often marked as Industrial Revolution 4.0 (IR 4.0), has created radical changes in internet systems, innovative products, processes, and services (Halili, Sulaiman, Sulaiman, & Razak, 2021). In the era of IR 4.0, higher education (HE) continues to retain a significant place in providing the growth in terms of the quality of manpower (Lee, 2017) with the potential of creating a high level of competitiveness in all sectors of an economy (Jackson, 2015). To cope up with the challenges of IR 4.0, there is an imperative demand of the qualitative use of the English language. The English language is used in multi-aspects including medicine, economics, media, science, and HE (Al Khalil, 2016). The knowledge of English language is an influential employment skill crucially contributing to the student's success after graduation (Mainardes, Ferreira, & Tontini, 2011). Furthermore, the English language has been a compulsory subject in the Vietnamese HE curriculum (Vân, 2013). In order that students should be better employed after graduation, they need to acquire English language proficiency.

English language learning in Vietnam is confined to specific groups of students, or specific institutions that offer quality teaching of the English language (T. N. Mai, Trang, N. T. T., & Thanh, N. H. M, 2021; Ngoc & Iwashita, 2012). For quality enhancement, the institutions in Vietnam are striving to change the English language learning quality of graduate students. English language acquisition should significantly contribute to the HE quality. The reason behind insisting on the quality is that the Vietnamese students learn the English language to acquire not only social status but also develop their personalities, build their careers, and earn academic knowledge and often a cultural identity. Marginson (2006) asserts that HE provides students with not only better social status but also lifetime opportunities. For instance, they have adopted international standards for English to become an influential vehicle that fuels HE's international cooperation program, scientific research faculty, and student exchange programs with foreign counterparts (Vân, 2013). Thus, the effort of quality enhancement initiatives is essential for the HE system as a whole (Maguad, 2018). While engaged in active competition, its impact on HE refers to the increasing scope and diversification of activities undertaken by HE institutions (Yeravdekar & Tiwari, 2014).

Language learning or language acquisition is often compared to a living creature whose evolution depends on several factors. The evolution of language has witnessed substantial changes from the period of grammar-translation method to communicative language learning such as approaches including task-based approach, cooperative learning, competition-based approaches, and problem-based approaches (Zarei & Layeq, 2016). Among these, competition-based approaches have emerged more significantly. Numerous studies have associated competition-based approach with education that consolidates motivational and active learning (Coronado, Iglesias, Carrera, & Mardomingo, 2018; Zarei & Layeq, 2016). More importantly, once affirmed to be practically effective, the approach becomes competition-based learning (Blazauskas, Limanauskiene, & Kersiene, 2012; Issa, Hussain, & Al-Bahadili, 2014; Liao, Chen, Cheng, & Chan, 2018). Competition-based learning has specific Indented

Learning Outcomes (ILOs) that clarify motivation, self-determination, problem resolution, teamwork, problem solving, competition, and innovation (Joseph & Rahmat, 2019; Radzi, Tan, & Yusoff, 2020).

In Vietnam, students encounter issues that are detrimental to English learning motivation. These issues include insufficient opportunities to show-off English proficiency, isolation due to insufficient English comprehensibility (Pham & Bui, 2019), lack of confidence (Ngoc Truong & Wang, 2019), and overdependence on ready-made learning (H. T. M. Nguyen, Nguyen, Nguyen, & Nguyen, 2018). Amidst these challenges, there is a need to understand the determinants of English language achievement and its quality amidst the global pandemic. Several studies have discussed the enhancement of quality of education (H. T. Le & Truong, 2021; Maican & Cocoradă, 2021; Subekti, 2021). However, not many studies have examined the influence of competitiveness and related elements on the quality of education and English language achievement. This research study filled this literature gap and explored the factors of competition to discuss how it created a moderating effect upon the relationship between students' learning of the English language and its driving factors in Vietnam.

Literature Review

The role of competition

Education and competition exist as universal terms that obtains mutuality and contradiction in nature. To acknowledge the interconnectedness of these terms, studies have been conducted to establish the relationship between education and competition from multiple perspectives (Cantador & Conde, 2010; Jwaifell & Al-Atyat, 2015; Kristensen, Troeng, Safavi, & Narayanan, 2015b).

According to Marginson (2006), human competition is defined as a social structured contest among people, institutions, or nations for individual advantage. When engaging in competitive situations, goals and their attainment process are formed (Liu, Adair, Tjosvold, & Poliakova, 2018), and are connected to ending achievement for defining 'win and lose' recognition (Jwaifell & Al-Atyat, 2015). In HE, the existence of competition is recognized within a multi-level including student-to-student, students-to-lecturer, institution-to-institution, and other educational connectedness (Krücken, 2021). The competition variable exerts a lot of influence on institution's efforts to innovatively develop approaches to adapt to needs and wants (Webster, 2011). Moreover, HE is driven by certain norms and standards such as instructional processes, institution's mission, funding, curricula, faculty experience, student quality, adequacy of facilities, and governance structure which are related to the measurement of student learning process and achievement (Bunce, Baird, & Jones, 2017; Hanna, 1998). In addition, institutions compete to satisfy students' learning needs (Brown, 2017; Webster, 2011).

On the other hand, Chan and Lam (2008) depict competition as referring to social comparison driven by goals and achievement, especially in the education perspective.

Competition moves to multiple levels from self-competition to group competition for students (Kristensen et al., 2015b). Competition is also related to such learning environment represented in confrontations among research scholars, educational management, students, parents, and the government (Bunce et al., 2017). A competitive learning environment can moderate the learning quality by accommodating healthy competitive elements and creates pressure as appropriate. With competition-based learning, innovative approaches are extended into problem-based learning (O'Brien, McGarr, & Lynch, 2020) and game-based learning (Ariffin, Oxley, & Sulaiman, 2014; Burguillo, 2010; Greipl, Moeller, & Ninaus, 2020; Zarei & Layeq, 2016), which enhances the quality of students' learning.

The detrimental effects of competition in education have been discussed in various studies elaborating how competition makes a negative impact on students' learning. Studies have also pointed out the co-existing relationship between competition and education wherein competition elements have appropriate control on education. For instance, either physical classroom or e-learning environment, competition occupies more time of students in comparison to a non-competitive environment (Worm & Buch, 2014).

Factors affecting quality in education

Higher education contributes significantly to societal development that seeds talent, produces workforces, conducts high profile research achievement and publishes scientific researches (Kaplan, 2019). Furthermore, it also allows personal growth in knowledge, attitude, value, belief, culture, and behavior (Kilova, 2020) and determines the extent to which students' learning quality should be accomplished as the cornerstone of education (Buzdar & Jalal, 2019). In modern competitive environment, HE is devoted to quality enhancement or even to the far-sightedness of sustainable development (Musselin, 2018). As such, quality in HE scenario develops a few criteria and standards to meet in order to innovatively enhance the quality of teaching and learning approaches (Kilova, 2020). Moreover, quality assurance is driven by curriculum, learning environment, teaching-learning capability, infrastructure, facilitators and quality standards (Hanna, 1998; Kilova, 2020), as well as by management and institutional governance policies to meet the criteria or standard. Brown (2017) asserts that knowledge, research, scholarship, and services are referral terms of HE; however, the accreditation of students' learning should be perceived as the milestone.

The focus of HE management directly or indirectly influences students' learning quality (Buzdar & Jalal, 2019). In Vietnam, the government has endeavored to enhance HE quality. Hayden and Le-Nguyen (2020) draw attention to the amended Resolution 14 of the Vietnamese government discourse that aims at reforming the HE institutions in multi-facet ways including sector planning; curriculum; student participation rates; staffing quality; research productivity; governance, and management; and global engagement. Significantly, Vietnamese institutions work on a nationally ranked mechanism that employs sophisticated measurable criteria (Hayden & Le-Nguyen, 2020; A. N. Mai, Do, Mai, & Nguyen, 2020), which fosters the competition of quality

enhancement. As an institutional autonomy, HE institutions strive to boost research productivity, internationalization, and educational quality for increasing competition (A. T. H. Le, 2018).

Factors influencing quality in education

Student's Motivation and Attitude

Motivation and attitudes are interdependent with individual characteristics. Students adapt to different states of motivation and attitude in their studies. Tertiary educational institutions in Vietnam are mostly adopting student-centric approaches wherein intrinsic factors are employed as determinants of foreign language achievement. Intrinsic factors are related to motivation and attitude and are either positively or negatively influencing education quality (H. T. Nguyen, Warren, & Fehring, 2014). Studies have examined students' motivation, positive attitude, autonomous learning, self-determination, and how these variables enhance the educational quality (Du, 2020; H. T. Nguyen et al., 2014). There are also studies that have discussed negative cognitive states such as depression, shyness, overpressure, laziness, lack of motivation, etc. that depreciate the quality of education (Di Gregorio & Beaton, 2019; H. T. M. Nguyen et al., 2018). In the Vietnamese context, students adapt to negative pressures multi-dimensionally in the form of parents' expectations, inequality of regional development, and employment competition that concurrently positively and negatively influence HE students.

Students' Objectives

Language learning is a prolonged process requiring self-devotion and attainable objectives to attain the learning outcomes. Language acquisition is perceived as ending achievement, the goals that are set for learners to acquire acceptable comprehension in reading, writing, listening, and speaking. In the study of Vietnamese context, Ngoc and Iwashita (2012) discovered that English learners struggle with external challenges such as examination, testing system and high importance given to grammar comprehension. Thus, most students' narrow down their objectives and aim only to pass the examination. But it is possible that the increased competition in the employment market and international standardization would possibly force students to set once again broad, long term and far-sighted objectives.

Quality of Teaching Facilitators

Studies have also discussed the role of English language teachers in achieving significantly the quality of education (T. N. Mai, Trang, N. T. T., & Thanh, N. H. M, 2021) (T. N. Mai, Trang, N. T. T., & Thanh, N. H. M, 2021; Tung & Ly, 2020). In language acquisition, skilled and capable pedagogues are recognized to make a positive impact on students' motivation and help in innovatively implementing pedagogical approaches (Giao, 2021; Tung & Ly, 2020). Thus, English language teachers act as quality facilitators who influence educational quality.

Curriculum

Due to competition, the curriculum also needs to be updated and upgraded to adapt to international competition. In a course like English language, educational quality much depends on curriculum development, curriculum assessments, resourceful content, and other related educational variables (Prakash, 2018). The curriculum helps to define the intention and purpose of education, pedagogical approaches, and delivery of the relevant content. An effective curriculum also influences a students' outcome achievement (Di Gregorio & Beaton, 2019; Rudhumbu & Du Plessis, 2020).

In Vietnam, adapting to an accredited curriculum and resources of international standards can result in academic excellence (Tran & Nguyen, 2018). Students reportedly enjoy reading textbooks of internationally recognized authors and leading academic publishers from which they learn disciplinary content and improve their English language proficiency. Additionally, English language is a compulsory subject in Vietnamese HE (weighed 270 credit hours in total program) which influences students' graduation (Ngoc Truong & Wang, 2019). Vietnamese HE also accepts international qualifications as an alternative such as International English Language Testing System (IELTS), TOEFL, and TOEIC.

Learning Environment

The learning environment is formally described as lecturing and presenting learning material. In a modern context, a learning environment is one where students can show their self-determination, self-capability and receive peer and lecturer's feedbacks and evaluation (Di Gregorio & Beaton, 2019). Moreover, due to the growth of technology, HE requires an online learning environment. The online learning environment benefits education in multiple perspectives such as diversifying students' learning experience, allowing real-time feedback, reducing physical capacity pressure, and learning from a distance. Since the COVID-19 virus outbreak, HE has transformed into online-based learning to cope with social distancing circumstances. For any drawbacks of online learning environment, students also need inadequate concentration during learning time, in turn, depreciating students' performance (Was, Hollis, & Dunlosky, 2019).

Significance of Competition in English Learning Quality

Due to globalization, international standardization, rising technological advancement, information revolution, and rapid transformation of practically all types of activities have consecutively increased competition in HE (Beketova, 2016). In addition, reputed educational brands have resorted to marketization and competitive advantage principles, which has further increased competitiveness. This is done particularly to draw the attention and retention of key stakeholders like parents, students, quality workforce, etc. (Pucciarelli & Kaplan, 2019). International university rankings and standardization of programs, demand for world-class universities, development and reformation of regional educational hubs are a few other schemes to engage HEIs university performance (Terziev & Lyubcheva, 2020).

Quality enhancement is also fueled by competition among HE institutions. Their quality in a market-oriented perspective is governed by both economic and non-economic performances. Competition, therefore, is considered an effective mechanism to encourage high-performance services. It is determined by several factors like ongoing global trends that lead to improving public service quality, prosperous available resources, and efficiency and efficacy of public administration. HE institutions also strive to accumulate competitive advantage from which institutions are required to fulfill both economic and non-economic aspects. For instance, to ensure economic performance, education is attached with commodification and profit orientation (Musselin, 2018). HEIs are engaged in financial investment, infrastructure development with international quality (Hartmann, 2021), and marketing diversification (Jabbar et al., 2019). It is asserted that the more competition levers among HEIs, the greater efficiency is required in the diversification of service and products, quality, and financial relatedness. Last, but not the least, educational quality is driven by numerous academic quality factors like curriculum content, evaluation methods, teaching methods, students learning outcomes, teaching staff competencies, pedagogical approaches, scientific resources, and technology applications.

Significantly, in IR 4.0, the quality of the institutions relies on online course design, online teaching methods, capability of facilities, and quality management of online programs. In short, the consistency in educational service delivery for either online or offline modes and internal or external competition, each crucially contributing to HE quality. Unlike the external competition, internal competition influences the enhancement of innovation, efficiency, and performance-driven by performance evaluation, individual achievement, and competition among institutional units. This shows that competition existing in both external and internal environments is considerably influencing the quality of HEIs (Beketova, 2016).

Competition essentially fosters the development of students as well in HEIs. The knowledge accomplishment and development of students remain as fundamental goals of HEIs (Kilova, 2020). Students afford the connectedness of the learning process - an assessable factor, and products driven by self-motivation. Students are also expected to develop societal responsibility, self-recognition, compassion, and knowledge (Kilova, 2020). Various studies indicate that a competitive learning environment influences a student's outcomes and that direct competition perceives the presence of other competitors, whilst indirect competition relies on the assessable manner (i.e. students receive lecturer's evaluation) (Darling-Hammond, Flook, Cook-Harvey, Barron, & Osher, 2020).

Competitions might also often attach measurement tools to judge the performance standards (Jwaifell & Al-Atyat, 2015). Tools such as individual competence-incompetence, ability-inability, and ranking systems are characteristics of competition (e.g., pass, fail, distinction, high distinction) (Rahman, 2020). These are linked with both extrinsic and intrinsic factors. Extrinsic factors include the learning environment, assessment system, level of competition, social and cultural context, feedback, and reflection, etc., influencing a student's education quality (Radzi et al., 2020). Intrinsic factors occur when students are involved with self-competition (Bunce et al., 2017;

Kristensen, Troeng, Safavi, & Narayanan, 2015a; Radzi et al., 2020). For instance, reward achievement and its admirable status of being a winner are relatively significant elements that motivate and reinforce a student's intrinsic efforts (Cantador & Conde, 2010). Intrinsic motivation is also not homogenous to high/low-achievement motivation (Song, Kim, Tenzek, & Lee, 2013). In addition, the attitudes between male and female students are different, and male is expected for more competitiveness than female students (Bönte, Lombardo, & Urbig, 2017; Muñoz-Merino, Molina, Muñoz-Organero, & Kloos, 2014). However, Truong (2017) states that female students are more competitive than male peers in English language learning.

Along with motivation, (Cantador & Conde, 2010) assert that the clear goals of development are significant for learning quality improvement, which provides meaningful self-construct for students to gain competitiveness during the competition, and influence important to the final achievement of students. There are also a few other variables related to competitiveness such as individual talents, skills, abilities, attitudes, desire for achievement, goal attainment, and acknowledgment of others' competitiveness (Chauhan, 2012). Different variables afford competition differently. While gifted individuals are at better performance than peers, inter-group competition gives them an opportunity to enhance the learning experience and assessment performance.

The pressure of competition also enhances students' ability to retain focus on learning goals, and in turn, improve the learning outputs. In case of a negative impact, competitions result in the exaggeration of recognition and overestimation of personal achievement (Issa et al., 2014), reducing the negative impact to students' cognitive state (Song et al., 2013). However, competition results not only in negative impacts but also leads to positive results in the form of students' learning quality (Cantador & Conde, 2010; Jwaifell & Al-Atyat, 2015). Hence, the evidence of ability or competence is an acceptable assertion of competition. Whilst the nature of competition is sophisticated due to the difference between individual students amidst a group of students, this impacts the measurement of the outcomes (Jones & Edwards, 2019). From the individualistic perspective, the concept of competition is indeed intrinsically accepted (ĐẾN, TIẾN, & HỒNG, 2016). In short, competition externally stimulates students in the learning process, and positively influences their level and efficiency of cumulative knowledge achievement (Hwang & Chang, 2016).

The Suggested Research Model

For the current study, the authors propounded a research model including 5 independent factors which are (1) Students' attitudes and motivation, (2) Quality of teaching facilitators, (3) Students' objectives, (4) Teaching curriculum, (5) Learning Environment; and a dependent factor of English language learning quality. Additionally, competition was included as a moderating variable of the regression relationships. Based on these variables, eight hypotheses were suggested as follows:

H[1]: Students' attitudes and motivation affect English language learning quality.

H[2]: Quality of teaching facilitators' impact on English language learning quality.

H[3]: Students' objectives affect English language learning quality.

H[4]: Teaching curriculum influences English language learning quality.

H[5]: Learning Environment affects English language learning quality.

H[6]: Competition impacts on the regression relationship between Quality of teaching facilitators and English language learning quality.

H[7]: Competition affects the regression relationship between Teaching Curriculum and English language learning quality.

H[8]: Competition influences the regression relationship between Learning Environment facilitators and English language learning quality.

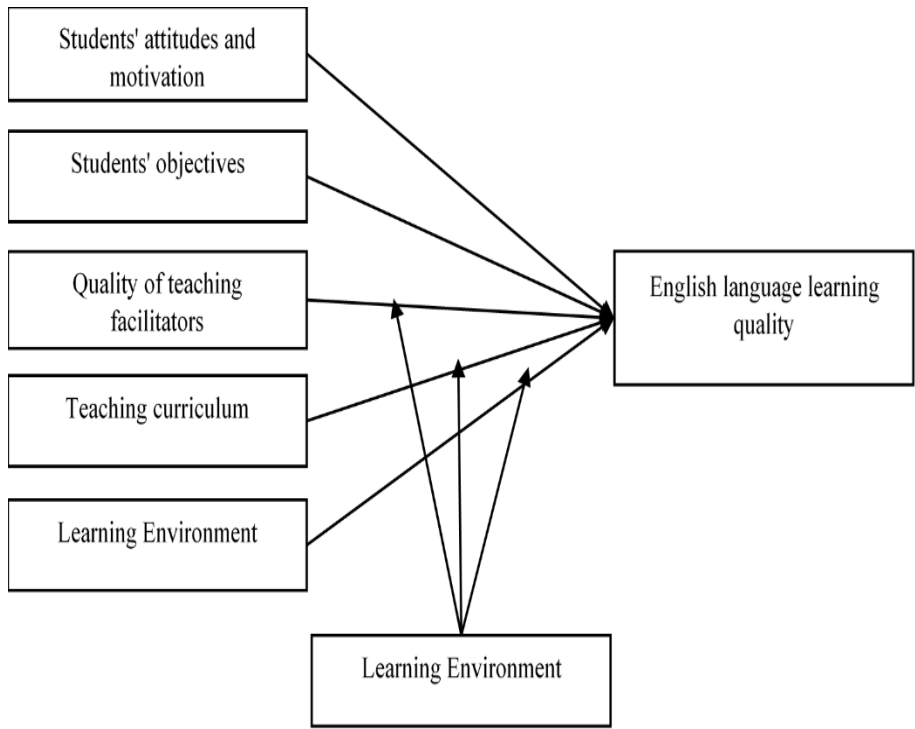Figure 1 illustrates the relationship between these variables.

Figure 1: Proposed Research Model (Authors, 2021)

Method

Research Design

This study utilized the mixed method research design in which primary data, research tools and techniques were implemented in both qualitative and quantitative modes.

Research Sample

The sample was randomly selected, and questionnaire was sent to 350 respondents. After filtering, 304 responses met the requirements and were used to analyze the results. These 304 respondents were both male and female, from different training facilities and specializations. The respondents were also segregated based on their examination results.

Data Collection Instruments and Procedures

The data collection instruments comprised interviews conducted with 10 experts who were researchers, university administrators, and heads of English departments / faculties. There informants belonged to 7 universities located in Ho Chi Minh City. The informants discussed issues related to quality of English language education, the hidden and potential problems and measurement scales to gain a competitive edge. Another instrument was focused group discussions (FGDs) and 3 additional in-depth structured interviews carried out with 30 students selected randomly to get a higher understanding of the observed variables and to enable the crosscheck the results.

As the third instrument of this research, based on the results of the FGDs and interviews, a questionnaire was developed as a data collection tool. The questionnaire's contents were adopted from previous studies (Du, 2020; El-Omari, 2016; Gover, Loukkola, & Peterbauer, 2019; Krsmanović & Petrović, 2009; Ngoc & Iwashita, 2012; H. T. Nguyen et al., 2014; Wright, 2011). Validity and reliability of the tool were checked by English language experts and suitable modifications were made based on students' viewpoints, results of the qualitative research, and from the theoretical meta-analyses of previous literature. Prior to starting the research, the authors carried out a pilot test with 25 student participants to check the comprehensibility of the contents of questionnaire and to receive feedback. This step further helped to improve the quality of the questionnaire.

Data Analysis

PLS-SEM application was used to process data. The descriptive statistics of various factors of the study were prepared: such as Students' objectives (StuObj); Students' attitudes and motivation (StuMotAtt); Quality of teaching facilitators (QuaTea); Teaching curriculum (Cur); Learning Environment (LeaInv); English language learning quality (ELLQ) and Competition (Compe).

Findings

There were 304 respondents to the questionnaire, both male and female, from different training facilities and specializations. The respondents were also segregated

based on their examination results. Table 1 exhibits the results of the demographic analysis of the sample of the study.

Table 1

Results of Demographic Analysis

Items	Amounts	Ratio
Gender		
Female	192	63.16%
Male	112	36.84%
Total	304	100%
Training facilities		
State University	131	43.09
Private University	173	56.91
Total	304	100%
Majors		
Economic & Business Administration	93	30.59%
Social Sciences and Humanities	102	33.55%
Heath science	60	19.74%
Engineering and technology	49	16.12%
Total	304	100%
Students' Results		
Great	53	17.43%
Rather	169	55.59%
Medium	45	14.81%
Weak	37	12.17%
Total	304	100%

Source**:** Based on the findings of the study (2021)

Table 2 illustrates the descriptive statistics of various factors of the study such as Students' objectives (StuObj); Students' attitudes and motivation (StuMotAtt); Quality of teaching facilitators (QuaTea); Teaching curriculum (Cur); Learning Environment (LeaInv); English language learning quality (ELLQ) and Competition (Compe).

The results in Table 2 display the highest mean value of "English language learning quality" of 4.08 which shows that students have great interest in the quality of foreign language learning. The next highest mean is measured for the "Learning Environment" with 3.68 value suggesting that many students understand the importance of having the appropriate learning environment. The lowest mean is measured of "Teaching curriculum" of 3.0 value which suggests that student's assessment of the quality of their English learning is also affected by the curriculum and content of instruction, especially for students who are not majoring in the English language. In addition, the competitive variable also achieved the average value at a level, showing that there was competition in the learning process. Table 3 illustrates the Cronbach's alpha coefficients of the scales presenting scale means and scale variance of items in the correlation analyses. The results show that all 29 observed variables were accepted and included in the EFA factor analysis.

Table 2

Descriptive Statistics

Factors	N Statistic	Minimum Statistic	Maximum Statistic	Mean Statistic	Std. Error	Std. Deviation Statistic
Students' objectives (StuObj)	304	1.00	4.25	3.1653	.03093	.53932
Students' attitudes and motivation (StuMotAtt)	304	2.00	4.00	3.0526	.02805	.48913
Quality of teaching facilitators (QuaTea)	304	1.50	4.25	3.1809	.03322	.57927
Teaching curriculum (Cur)	304	2.00	3.80	3.0066	.02617	.45637
Learning Environment (LeaInv)	304	2.00	4.00	3.3684	.02598	.45299
English language learning quality (ELLQ)	304	2.75	5.00	4.0839	.04468	.77897
Competition (Compe)	304	1.25	4.00	3.3651	.04460	.77762
Valid N (listwise)	304					

Source: Based on the findings of the study (2021)

In terms of EFA analysis, the first EFA results of 29 observed variables depict four (4) factors that have been extracted at Eigenvalue = 1,203 of which the extracted variance is at 55.765%, and KMO is at 0.908. The results shows that a new factor is formed based on a mixture of Students' Motivation and Attitude and Students' Objectives. This factor includes all observed variables from the subjective consciousness of the students. The author named this factor "Student's subjective factor" (Student), at the same time, hypothesizes H1, H3 will be replaced by hypothesis "H1': Student's subjective factor affects "English language learning quality".

The EFA result points out that the EFA factor analysis is agreeable. The EFA analysis results of the dependent variable and moderating variable are shown in Table 5 and Table 6

Table 7 and Table 8 present the Pearson correlation coefficients and multicollinearity or autocorrelation among the variables of the study. This result expresses that the model does not exist in multicollinearity or autocorrelation. Table 9 and Table 10 summarize the ANOVA results and Regression results of the model implemented in this study.

Table 3

Cronbach's Alpha Coefficients of The Scales

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Students' Object				Cronbach's Alpha = 0.851
StuObj1	9.68	3.071	.691	.818
StuObj2	9.55	2.995	.684	.818
StuObj3	9.45	2.618	.738	.790
StuObj4	9.31	2.307	.711	.817
Students' Motivation & Attitude				Cronbach's Alpha = 0.756
StuMotAtt1	6.19	1.127	.567	.694
StuMotAtt2	6.12	1.071	.617	.638
StuMotAtt3	6.00	1.023	.575	.689
Quality of Teaching Facilitator				Cronbach's Alpha = 0.817
QuaTea1	9.69	3.218	.617	.780
QuaTea2	9.55	3.027	.704	.738
QuaTea3	9.48	3.366	.627	.776
QuaTea4	9.45	3.205	.607	.785
Teaching Curriculum				Cronbach's Alpha = 0.733
Cur1	12.16	4.169	.430	.714
Cur2	12.03	3.603	.559	.666
Cur3	12.01	3.726	.492	.689
Cur4	11.91	3.022	.545	.671
Cur5	12.01	3.254	.499	.689

Table 3

Continues

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Learning Environment			Cronbach's Alpha = 0.743	
LeaInv1	13.28	3.609	.488	.704
LeaInv2	13.38	3.399	.601	.664
LeaInv3	13.48	3.722	.456	.715
LeaInv4	13.62	3.327	.477	.712
LeaInv5	13.61	3.415	.522	.692
English language learning quality			Cronbach's Alpha = 0.927	
ELLQ1	12.03	5.438	.848	.898
ELLQ2	12.31	5.817	.871	.894
ELLQ3	12.42	6.034	.831	.907
ELLQ4	12.24	5.089	.806	.921
Competition			Cronbach's Alpha = 0.931	
Compe1	10.06	5.495	.862	.902
Compe2	10.11	5.750	.835	.912
Compe3	10.04	5.441	.833	.912
Compe4	10.17	5.583	.825	.915

Source**:** Based on the findings of the study (2021)

Table 4 presents the results of the EFA using the extracted and rotation methods:

Table 4

Rotated Component Matrix

Rotated Component Matrix					
	Component				Factor
Observed variables	1	2	3	4	
StuObj1	.767				
StuObj2	.740				
StuObj3	.734				
StuObj4	.706				
StuMotAtt1	.664				Student's subjective factors
StuMotAtt2	.602				
StuMotAtt3	.521				
LeaInv5		.702			
LeaInv2		.687			
LeaInv3		.675			Learning Environment
LeaInv4		.618			
LeaInv1		.604			
QuaTea2			.724		
QuaTea1			.700		Quality of Teaching Facilitator
QuaTea3			.671		
QuaTea4			.659		
Cur3				.735	
Cur2				.663	
Cur4				.661	Teaching Curriculum
Cur1				.556	
Cur5				.546	
Extraction Method: Principal Component Analysis.					
Rotation Method: Varimax with Kaiser Normalization.					
a. Rotation converged in 6 iterations.					

Source**:** Based on the findings of the study (2021)

Table 5

Rotated Component Matrix of The Dependent Variable

	Component
	1
ELLQ2	.933
ELLQ1	.916
ELLQ3	.909
ELLQ4	.888
Extraction Method: Principal Component Analysis.	
a. 1 components extracted.	

Source**:** Based on the findings of the study (2021)

Table 6

Rotated Component Matrix of The Moderating Variable

	Component
	1
Compe1	.925
Compe2	.909
Compe3	.907
Compe4	.902
Extraction Method: Principal Component Analysis.	
a. 1 components extracted.	

Source**:** Based on the findings of the study (2021)

Table 7

Pearson Correlation Coefficient

		ELLQ	**QuaTea**	**Cur**	**LeaInv**	**Student**
ELLQ	Pearson Correlation	1	.738**	.714**	.574**	.736**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	304	304	304	304	304
QuaTea	Pearson Correlation	.738**	1	.546**	.486**	.584**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	304	304	304	304	304
Cur	Pearson Correlation	.714**	.546**	1	.445**	.548**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	304	304	304	304	304
LeaInv	Pearson Correlation	.574**	.486**	.445**	1	.394**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	304	304	304	304	304
Student	Pearson Correlation	.736**	.584**	.548**	.394**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	304	304	304	304	304
**. Correlation is significant at the 0.01 level (2-tailed).						

Source: Based on the findings of the study (2021)

Table 8

Model Summary

Model	R	R Square	Adjusted Square	RStd. Error of the Estimate	Durbin-Watson
1	.879a	.773	.770	.37332	1.782
a. Predictors: (Constant), Student, LeaInv, Cur, QuaTea					
b. Dependent Variable: ELLQ					

Source**:** Based on the findings of the study (2021)

Table 9

ANOVA Results

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	142.190	4	35.548	255.066	.000[b]
	Residual	41.671	299	.139		
	Total	183.861	303			

a. Dependent Variable: ELLQ
b. Predictors: (Constant), Student, LeaInv, Cur, QuaTea

Source**:** Based on the findings of the study (2021)

Table 10

Regression Results of The Model

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-1.418	.189		-7.509	.000		
	QuaTea	.409	.050	.304	8.134	.000	.543	1.841
	Cur	.499	.061	.292	8.189	.000	.596	1.679
	LeaInv	.283	.056	.164	5.045	.000	.713	1.402
	Student	.561	.061	.334	9.245	.000	.581	1.722

a. Dependent Variable: ELLQ

Source**:** Based on the findings of the study (2021)

The results confirm that factors like Student, Quality of Teaching Facilitator, Learning Environment, and Teaching Curriculum are statistically significant in the model and have a positive impact on the English language learning quality. Therefore, the linear regression equation is as follows:

ELLQ = 0.304*QuaTea + 0.292*Cur + 0.164*LeaInv + 0.334*Student

On the other hand, the variance inflation factor (VIF) is very small (less than 2) which demonstrates that these independent variables are not closely and completely related and hence multicollinearity phenomenon does not exist.

Table 11 compares the results of the competition of the relationships between independent and dependent variables.

These results show a positive effect of competition on the relationship between QuaTea and LeaInv variables on ELLQ. Besides, the p-value of Compe* is greater than 0.05, thus, it is concluded "competition" does not affect the relationship between teaching curriculum and ELLQ.

Table 11

The Influence of Competition on The Relationships Between Independent and Dependent Variables

Items	Coefficient	SE	t	p
Compe -> (QuaTea ->ELLQ)	0.2702	0.0576	4.6953	0.000
Compe -> (Cur ->ELLQ)	0.1450	0.0841	1.1746	**0.0856**
Compe -> (LeaInv ->ELLQ)	0.1920	0.0903	2.1274	0.0342

Source: Based on the findings of the study (2021)

Discussion, Conclusion and Recommendations

From the above results, there are 4 factors that have strongly seen as affecting the quality of students' English learning, in which, the β coefficient of Student's Subjective factors is the largest ($\beta = 0.334$) and shows the importance of building the right attitude and motivation in learning to achieve learning results. This commensurate with the goals that each student sets for himself. In addition, factors such as Quality of Teaching facilitator, Learning Environment, and Teaching curriculum achieved β coefficients are 0.304, 0.164 higher than 0 and completely positively affected the quality of English language learning. Besides, the impact coefficient of the competitive factor on the relationship between the quality of teaching facilitators and the learning environment on the quality of learning English is 0.2702 and 0.1920. Therefore, hypotheses $H_{1'}$, H_2, H_4, H_5, H_6, H_8 are accepted, and hypothesis H_7 is rejected.

This study has discussed various aspects of quality in education and the role of competition in the process of learning English. Qualitative and quantitative research methods were used, and four factors were identified that were seen affecting the quality of English learning, namely: (1) Student's subjective factors, (2) Learning Environment, (3) Quality of Teaching Facilitator, and (4) Teaching Curriculum. In addition, the study shows the positive impact of competition on the relationship between the learning environment, the quality of teaching facilitators, and English language learning quality. The study suggests improving the effectiveness of English education of students who are not majoring in this language. However, the present study still has certain limitations such as its relatively small sample size, limited region of Ho Chi Minh City and very few variables. The results will be more accurate and convincing if larger sample size is obtained, and the study is conducted covering a larger geographical region. Future studies can be conducted on various other variables to highlight the relationship between English language learning and competition.

The results of the study suggest that most students reckon that learning English is vital and they also show their desire to improve their language level. In addition, the students also believe that there is competition in learning, which makes their learning results better. Therefore, HE institutions should build a better learning environment, invest more in improving the quality of lecturers, and innovate curricula for each specific learning purpose to create more opportunities. They should also create a fair

competitive learning environment to motivate students to make more efforts in language learning.

There are a few recommendations of the study. The institutions should have an academic advisor who will help students choose suitable courses and develop an academic plan that helps them achieve their goals. These academic advisors should regularly conduct surveys of students' needs for English learning. Simultaneously, they should evaluate learning outcomes in certain stages to notice changes in the learning process, from which there will be measures to help students enhance their learning ability. The institutions should also try to adapt to the rapid pace of technological developments. They should develop teaching methods that can improve the learning environment for their students. Students can attend seminars about English learning to enhance their self-study skills and guide themselves in the right direction. Administrators of educational institutions should pay attention to creating a convenient learning space to increase comfort during the process of students continuing to study. In the face of the unpredictable development of the Covid-19 pandemic, most of the courses have been transferred from offline to online, therefore, having a convenient online destination for learning. More qualified lecturers and facilitators need to improve the quality of English teaching. One of suggestions is to upgrade the recruitment criteria to match the new requirements for teaching methods. Such benefits of personal competition should be created within the learning process so that English lecturers need to learn and use competitive teaching methods and feel motivated to build a proper attitude to learn.

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