

**THAI NGUYEN UNIVERSITY
UNIVERSITY OF EDUCATION**

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**DEVELOPING THE TEACHING STAFF
FOR ADVANCED TRAINING PROGRAMS AT
MEMBER UNIVERSITIES OF THAI NGUYEN
UNIVERSITY**

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THE AUTHOR'S PUBLICATIONS RELATED TO THE DISSERTATION TOPIC

1. Hoang Thi Cuong, Vu Kieu Hanh, (2015), "Evaluating the feasibility of the proposed measures to improve the reading comprehension of first-year students at Nong Lam University, Thai Nguyen University", TNU Journal of Science and Technology, special issue to celebrate 85 years of establishment of Vietnam Women's Union (1930 - 2015) ISSN 1859 - 2171, Volume 143, No. 13/1,2015, Page 119- 124.
2. Hoang Thi Cuong (2017), "Factors affecting the development of managerial staff in universities from the perspectives of gender equality", TNU Journal of Science and Technology, ISSN 1859 - 2171, volume 163, No. 03/1, 2017, pp. 25-32.
3. Vu Kieu Hanh, Hoang Thi Cuong (2018), "Developing English language training programs in the competence-based approach at Thai Nguyen University of Agriculture and Forestry", Scientific Journal of Dong Thap University, ISSN: 0866-7675, No. 34/10, Page 88-93.
4. Hoang Thi Cuong (2020), "Requirements for developing the teaching staff for the implementation of advanced Bachelor's programs in universities today", Journal of Educational Equipment, ISSN: 1859-0810, No. 212, period 1-March 2020, Page 4-6.
5. Hoang Thi Cuong (2020), "The current situation of and factors affecting the development of the teaching staff implementing advanced Bachelor programs at the Northern mountainous universities", Journal of Educational Equipment, ISSN: 1859-0810, No. 234 period 1-February 2021, Pages 143-145.
6. Tran Thi Tuyet Oanh, Hoang Thi Cuong, (2022), "Measures to develop the teaching staff for advanced training programs at member universities of Thai Nguyen University", TNU Journal of Science and Technology, ISSN 1859-2171, 2734-9098, June 2022.

INTRODUCTION

1. Rationale for choosing the research topic

The quality of human resource training in universities depends on the quality of the teaching staff. The Law on Education of Vietnam affirms that teachers and the quality of the teaching staff determine the quality of education and training. Therefore, the development of the teaching staff is one of the keys and leading tasks associated with the development of training programs in higher education institutions today.

Vietnamese higher education is facing opportunities and challenges in terms of quality of human resource training to meet the requirements of economic, cultural, and socio-political development in the context of deep international and regional integration. To solve the problem of training high-quality human resources, higher education requires a fundamental change in the objectives and content of the training program and the improvement of the teaching staff quality.

With the general goal of implementing several advanced training programs at the university level to create conditions for the construction and development of several training disciplines, faculties and universities, which are strong enough to meet regional standards and international level. Implementing this policy, since 2006, the Ministry of Education and Training has piloted advanced training programs (CTTT) at several Vietnamese universities in the period 2008-2015. The results show that besides the achievements, the implementation of advanced training programs in Vietnam is still limited in terms of teaching staff (both in terms of quality and quantity), the foreign language proficiency of the teaching staff, teaching methods, competence expertise, which have made a significant impact on the sustainability of advanced training programs.

Advanced training programs are built based on cooperation programs with countries with advanced educational backgrounds, which have been accredited by foreign or regional training institutions. Therefore, it is required for the teaching staff to meet the accreditation requirements of the program's quality according to regional or international standards. In addition, the teaching staff implementing the advanced bachelor's training program must meet the requirements of AUN accreditation standards.

Thai Nguyen University (TNU) is a regional university with 9 member universities and 1 affiliated faculty. The university's mission is to train high-quality human resources for the northern midland and mountainous provinces and the whole country. Thai Nguyen University is one of the universities implementing the project on advanced training programs. In 2015, TNU has 03 universities and faculties that have developed advanced training programs, which are University of Technology, University of Agriculture and Forestry and International Faculty. Until now, although the project has ended, the process of implementing the project on advanced training programs has been maintained and developed at TNU. However, in the process of implementing advanced training programs, there are still some shortcomings in the programs and the conditions for program implementation, especially the teaching staff implementing advanced training programs. Teaching staff development has not built a specific competency

framework for the teaching staff to implement advanced training programs; has not focused on developing their competencies; the recruitment and use of the teaching staff have not been effective; the sending of lecturers for learning to improve qualifications still has many shortcomings; there are no appropriate sanctions to manage the teaching staff implementing advanced training programs, especially highly qualified teaching staff; the inspection and evaluation of lecturers are not paid enough attention to; the pressure on lecturers to self-train and retrain is not high; the screening of lecturers lacks a basis, etc. Therefore, the teaching staff is increasing, but the quality of the teaching staff has not met the requirements. For the above reasons, the researcher chooses the topic: *"Developing the teaching staff for advanced training programs at member universities of TNU"* as the research topic.

2. Aims of the research

The thesis aims to study the theoretical basis of the development of the teaching staff and the practice of developing the teaching staff to meet advanced training programs at member universities of TNU, and then propose appropriate measures for developing the teaching staff to meet advanced training programs and improving the quality of the teaching staff implementing advanced training programs at TNU in particular, contributing to improving the quality of the teaching staff for these programs at universities in general.

3. Research objects and subjects

3.1. Research subjects: The teaching staff of advanced training programs.

3.2. Research objects: Developing the teaching staff to meet advanced training programs at member universities of TNU.

4. Scientific hypothesis

The development of the teaching staff to meet advanced training programs at member universities of TNU, besides the achievements, there are certain limitations; for example, the competence of the teaching staff has not met the requirements of teaching advanced training programs; the implementation approach in teaching staff development has not met the requirements of the competency framework of the teaching staff in advanced training programs. If we can propose and implement measures that are suitable to the characteristics and requirements of the advanced program and in accordance with the actual situation, focus on competence building for the teaching staff, there is a mechanism for recruiting and using while creating an environment and working motivation for this teaching staff, we can develop the teaching staff to meet advanced training programs, contributing to improving the training quality of member universities of TNUE in the period of integration.

5. Defensive arguments

The advanced bachelor's training programs at the university place new requirements on professional competence, scientific research competence and pedagogical competence, foreign languages, informatics and public relations to develop training in the orientation of international and regional integration; therefore, developing the teaching staff to meet the requirements of advanced training programs in universities should be based on the competence requirements of the teaching staff.

The current situation of the teaching staff and the development of the teaching staff to meet the requirements of advanced training programs at member universities of TNU reveals that there are still shortcomings in the quantity and quality of the teaching staff.

Developing a competency framework for the teaching staff to meet the requirements of advanced training programs at universities; organizing training courses and evaluating the teaching staff according to the competency framework, and creating an environment and motivation for the development of the teaching staff based on the competency framework will contribute to improving the quantity and quality of the teaching staff implementing advanced training programs at member universities of TNU.

6. Research questions

In order to maintain and develop advanced training programs at TNU, what requirements should be set for the teaching staff to develop the teaching staff to ensure the quality of the training program?

How is the development of the teaching staff to implement advanced training programs at member universities of TNU carried out? What are the existing problems? What are the causes?

What solutions are needed to develop the teaching staff in terms of quantity and quality to meet the requirements of advanced training programs at TNU?

7. Research tasks

7.1. Building a theoretical basis for teaching staff development to meet advanced training programs at universities.

7.2. Investigating and evaluating the current situation of developing the teaching staff to meet advanced training programs at member universities of TNU.

7.3. Proposing solutions to develop the teaching staff to meet advanced training programs at member universities of TNU; Testing the proposed solutions.

8. Scope of the research

Conduct surveys, and evaluate the current status of the teaching staff and the development of the teaching staff for advanced training programs at member universities of TNU, including University of Agriculture and Forestry, University of Technology and International Faculty.

Survey data was collected from 2019 to 2021

The thesis surveyed managers, faculty members involved in teaching specialized and general subjects, students majoring in Science and environmental management, Food Technology, Agricultural economy, Mechanics, Electrical engineering, and International Faculty.

9. Methodology and research methods

9.1. Approaches

9.1.1. System-based approach

9.1.2. Practice-based approach

9.1.3. Standard-based approach

9.1.4. Competence-based approach

9.1.5. Human resource development-based approach

9.2. Research Methods

9.2.1. Group of theoretical research methods

9.2.2. Group of practical research methods

9.2.3. Statistical methods of data processing

10. New contributions of the thesis

10.1. Theoretical contributions

The thesis has systematized, deepened, and enriched the theory of teaching staff development to meet the advanced training curriculum; pointed out the characteristics of this teaching staff and identified the requirements for the teaching staff. This serves as a basis for proposing solutions to develop the teaching staff to meet advanced training programs.

10.2. Practical contributions

- The thesis has analyzed and assessed the current status of lecturers in meeting advanced training programs at member universities of TNU. Specifically, the thesis has pointed out the achievements, limitations and causes that need to be overcome, which serves as a practical basis for proposing appropriate measures.

- The thesis has provided an important scientific basis for managers in making policies to develop the teaching staff to meet the advanced curriculum at member universities of TNU in the current context of international integration.

- The thesis has proposed measures for developing the teaching staff to meet advanced training programs. The measures concern ensuring the quantity, quality and structure of the teaching staff to achieve the goal of training high-quality human resources at member universities of TNU, meeting the requirements of international integration.

11. Structure of Thesis

In addition to the introduction, conclusion, and recommendations, the thesis consists of 3 main chapters.

Chapter 1. THEORETICAL BASIS OF TEACHING STAFF DEVELOPMENT FOR ADVANCED TRAINING PROGRAMS AT UNIVERSITY

1.1. Literature Review

1.2. The teaching staff for advanced training programs at the university

1.2.1. The concept of advanced training program

An advanced program is a training program containing international elements that are supplemented and perfected in accordance with the actual conditions of Vietnam and in accordance with the mission and vision of the training institution to train students according to international standards. The advanced program is taught entirely in English according to the standards of a foreign partner university. This advanced program is implemented in Vietnam but based on using advanced foreign programs, textbooks and technologies; implemented by universities in Vietnam and degrees are awarded by universities in Vietnam.

1.2.2. Features of advanced training programs

- *Objectives of advanced training programs:*
- *Output standards of advanced bachelor's programs:*
- *Content of advanced training programs:*
- *Training modes:*
- *Evaluation methods:*
- *Training environment:*
- *Teaching staff:*
- *Forms of organization and implementation of advanced training programs:*

1.2.3. Requirements for the teaching staff of advanced training programs at universities

1.2.4. Decentralized management and development of the teaching staff for advanced training programs at the university

1.3. Developing the teaching staff of advanced training programs at the university

1.3.1. The concept of the teaching staff and the development of the teaching staff of advanced training programs

1.3.1.1. Teaching staff

The teaching staff in universities is the workforce that fulfills the requirements of tasks, educational goals and regulations of their superiors as well as the organization of teaching and scientific research work of the university or educational institution, which have been announced to the society.

1.3.1.2. Teaching staff development

Developing the university teaching staff is the process of building, perfecting or changing the status of the teaching staff, helping them to meet the requirements of quantity and quality, qualification structure, expertise, age structure, etc; helping them effectively carry out the training and scientific research tasks set out by the program.

1.3.1.3. Developing the teaching staff for advanced training programs at the university

Developing the teaching staff to implement advanced training programs is the process of planning, building and fostering a teaching staff of university leaders, functional departments, and specialized faculties in the university, making this teaching staff more effective, and improved in both quantity and quality and have a reasonable structure, meeting the requirements and development tasks of the university in general, and advanced training programs in particular.

1.3.2. Perspectives on developing the teaching staff and requirements for developing the teaching staff of advanced training programs

1.3.3. Content of developing the teaching staff for advanced training programs at university

1.3.3.1. Planning the teaching staff to meet the requirements of implementing advanced training programs at universities

1.3.3.2. Recruiting and using the teaching staff to meet advanced training programs

1.3.3.3. Training and fostering the teaching staff to meet advanced training programs

1.3.3.4. Assessing the university's teaching staff's competence to meet advanced training programs

1.3.3.5. Creating a working environment for the teaching staff in implementing advanced training programs

1.4. Factors affecting the development of the teaching staff of advanced training programs

1.4.1. Internal factors

1.4.2. External factors

Summary of Chapter 1

Developing the teaching staff to meet advanced training programs in member universities of TNU is the process of building and perfecting the teaching staff at universities to meet new professional competency standards.

To develop the teaching staff to meet advanced training programs, the professional competence and quality of the teaching staff are required. Next, it is necessary to transform the competency standards of the teaching staff into all the main functions and components of management activities to form a standardized process from planning to developing, recruiting, assigning, using, evaluating, training, fostering, rewarding to building an environment, creating motivation for the teaching staff to develop.

In the process of developing the teaching staff to meet advanced training programs, influencing factors must be considered to limit the negative ones and promote positive factors, to exploit all advantages in the development of the teaching staff and ensure that the task is effective as required.

From the study of the theoretical basis for the development of the teaching staff for advanced training programs at member universities of TNU, the researcher has deeply investigated and surveyed the current situation, which is an important basis to identify the strengths and weaknesses existing in the process of developing the teaching staff for advanced training programs in universities, understanding the causes and proposing solutions to further improve the effectiveness of staff development management in advanced training programs at member universities of TNU today.

Chapter 2. THE CURRENT SITUATION OF DEVELOPING THE TEACHING STAFF FOR ADVANCED TRAINING PROGRAMS AT MEMBER UNIVERSITIES OF TNU

2.1. Introduction about the subjects and process of the survey on the current situation

2.2. Current status of the teaching staff implementing advanced training programs at member universities of TNU

2.2.1. In terms of quantity and structure

2.2.1.1. Quantity

Table 2.2. Statistics of the teaching staff

No.	University/Faculty	Total number of lecturers	Faculty members					Visiting lecturers		
			Prof.	Assoc. Prof.	PhD	MA	Bachelor	Prof.	Assoc. Prof.	PhD
1	University of Agriculture and Forestry	57	1	4	28	24	0	0	0	0
2	University of Technology	69	1	3	17	42	0	0	1	5
3	International Faculty	22	1	2	8	9	0	0	0	2
Total		148	3	9	53	75	0	0	1	7

(Source: University of Agriculture and Forestry, University of Technology and International Faculty - Thai Nguyen University)

From the above statistics table, it can be seen that, according to the Law on Higher Education (amended and supplemented), No. 34/2018/QH14 [46], the teaching staff of institutions implementing advanced training programs have met the requirements of training programs with 03 professors, 09 associate professors, 53 Ph.D., 75 master degree holders. Moreover, the teaching staff is constantly being trained and developed to implement and meet the further requirements of advanced training programs.

2.2.1.2. About the structure

Table 2.3. Statistics on gender, age and seniority of the teaching staff

No.	University/Faculty	Male	Female	Age				Seniority			
				Under 30	31-40	41-50	Over 50	< 5 years	5-10 years	10 - 20 years	>20 years
1	University of Agriculture and Forestry	32	25	1	28	27	1	1	8	45	3
2	University of Technology	42	27	44	0	16	6	0	27	31	11
3	International Faculty	14	8	6	9	5	2	0	7	13	2
Total		88	60	51	37	48	9	1	32	89	16
Percentage (%)		59,5	40,5	34,5	25	32,4	6,1	0,01	21,6	60,1	10,8

(Source: University of Agriculture and Forestry, University of Technology and International Faculty - Thai Nguyen University)

The above table shows that, in terms of age structure, the teaching staff in these universities have a relatively reasonable structure with 57% of the teaching staff aged 31-50 (34.7% aged 31-40, and 25% at the age of 41-50). The structure of 59.5% male - 40.5% female of the universities' teaching staff shows a relatively reasonable level; it is necessary to adjust the gender structure to gain a more reasonable balance in the strategy of developing the teaching staff to implement advanced training programs.

2.2.2. About quality

2.2.2.1. About the level of training

a. Language proficiency and IT competency of the teaching staff

Table 2.4. Language proficiency and IT competency of the teaching staff

No.	University/Faculty	Language proficiency					IT competency		
		B1	B2	C1	Bachelor	IELTS 6.0/TOEFT550	Post-graduate	Bachelor	Certificate
1	University of Agriculture and Forestry	15	19	5	0	18	0	0	48
2	University of Technology	14	12	15	9	19	0	0	54
3	International Faculty	6	8	2	0	6	0	0	22
Total		35	39	19	9	43	0	0	124
Percentage (%)		23,6	26,4	12,8	6,1	29,1	0	0	83,8

(Source: University of Agriculture and Forestry, University of Technology and International Faculty - Thai Nguyen University)

According to statistics, 29.1% of the teaching staff have IELTS 6.0 /TOEFT 550 certificate; 6.1% of the teaching staff have university degrees; 26.4% of the teaching staff have B2 level and 23.6% B1 level. With the above foreign language proficiency, the teaching staff will face many difficulties in organizing teaching in foreign languages, so the issue of improving foreign language skills in specialized teaching is a requirement for each lecturer implementing advanced training programs. The survey results show that the vast majority of the teaching staff have only IT certificates, accounting for 83.8%. Thus, the issue that needs to be concerned by the universities is to continue to foster and develop the teaching staff for advanced training programs in the current period.

b. Training and retraining the teaching staff for 5 years (2015-2020)

Table 2.5. The number of the teaching staff trained and fostered for 5 years

Academic Year	Total	Training			Fostering		
		PhD	Master	Other	Profession	Foreign language	IT
2015-2016	69	8	5	0	10	0	0
2016-2017	65	8	10	0	5	2	4
2017-2018	82	11	9	0	12	3	6
2018-2019	87	15	12	0	10	6	3
2019-2020	91	20	5	0	32	2	5

(Source: Statistics from Thai Nguyen University)

The statistics table shows that the number of the teaching staff trained and fostered for advanced training programs is increasing. This is a positive fact in the current renovation process.

c. About scientific research competence

Table 2.6. The number of scientific research works which have been carried out

Types		Number by academic year				
		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Scientific research works	National-level	1	3	2	4	3
	Ministry-level	5	6	5	7	8
	University-level	39	28	35	34	33
Scientific journals	International	42	33	47	63	98
	National	47	38	46	45	49
	University-level	11	4	9	4	3
Inventions, solutions, science and technology awards		4	5	7	9	14
Student scientific research works		12	8	18	22	19
Total		161	125	169	188	227

(Statistical source from Thai Nguyen University)

Statistical results on scientific research products of universities show that the scientific research competence of the teaching staff in these universities is still limited, especially the competence to publish and apply research results into practice.

d. About the scale

For the training of students in advanced training programs, there is an uneven fluctuation, but in general, there is a tendency to decrease and increase again. In training work, the universities have mechanisms and policies to invite highly qualified scientists and officials (professors, associate professors, doctorates) to participate in teaching and professional exchange. Scientific research helps young lecturers have the opportunity to study and improve their qualifications. However, the number of visiting lecturers in the universities is generally small. The universities with a very small percentage of highly qualified permanent teaching staff do not have visiting lecturers. This is also an urgent issue for the universities implementing advanced training programs in the current period.

2.2.2.2. In terms of qualities and capabilities

a. About the moral qualities

In general, the political qualities of the faculty members of the surveyed universities basically meet the requirements of university lecturers and are qualified to improve the level of political theory and state management knowledge in order to actively contribute to the development of teachers to meet the requirements of advanced training programs in the current context.

In general, the ethics, lifestyle and dedication to the profession of lecturers ensure that they can meet the requirements of advanced training programs in the current context. This is the basic premise in terms of teacher quality for the universities in the process of building and developing the teaching staff to implement advanced training programs;

b. About professional competence

According to the survey results to assess the actual situation of the professional competence of the teaching staff as required by advanced training programs, the main aspects of the assessed professional competence are at the level of good or higher (from 2.96 to 3.37).). However, the criteria related to the competencies of organization, production management, and practical approach of the teaching staff have not been highly appreciated (scores 6,7 and 8 respectively). There are still some opinions that rate these criteria as average or weak.

In terms of professional qualifications and trained pedagogy, most of them meet the standard requirements of the teaching staff implementing advanced training programs; However, to quality requirements and develop advanced training programs, it is necessary to continue to implement more effectively the training of the teaching staff.

c. Language and IT competencies

Generally, language and IT competencies are the basic ability that helps the teaching staff of advanced training programs to integrate with the teaching staff of many foreign training institutions to update and develop their training programs. However, there are some limitations in the current competence of the teaching staff.

d. Teaching competence

- Teaching competence:

The results of interviews and observations of several showed that some young lecturers lacked experience in organizing and managing classes, and conducting overview lectures on the subject. Some lecturers mainly summarized the lessons; they did not use methods of teaching and learning that can promote the activeness of learners; therefore, they have not created excitement to attract learners, and could not promote the activeness and performance competence of learners.

- Competence to develop training programs:

The survey shows that the competence of the teaching staff to develop and implement training programs is fair, with the average score of the criteria $\bar{X} = 3.0$. This is also a common problem of the teaching staff today. Especially for the teaching staff implementing advanced training programs, the problem is even more urgent. This requires the universities to focus and foster the teaching staff on this skill.

- Competence to interact with learners:

The obtained data show that the teaching staff implementing advanced training programs are assessed for their ability to interact with learners at a good level with an average score $\bar{X} = 3.08$. The above fact shows that the effective implementation of advanced training programs requires the teaching staff in many different factors, in which it is necessary to perform well the competence to interact with learners. With the above results, it is required that there should be a change in a better direction in this competence group of the teaching staff.

- Competence to share information with colleagues:

The survey results on this competence of the teaching staff implementing advanced training programs only reached a good level with group average score $\bar{X} = 2.79$. This fact requires that there should be more specific and synchronous solutions in developing the faculty's competence to share information with colleagues.

e. Scientific and technological research competence

According to the survey results, the main aspects of the faculty's scientific research competence of the university's faculty members were assessed as being quite good, the average score of the evaluation criteria was 2.81 points, with the average score of the criteria from 2.13 to 3.24. Some criteria still have average ratings.

g. Competence to correlate with businesses of the teaching staff implementing advanced training programs

The obtained results show that the assessment of the competence to correlate with businesses of the teaching staff implementing advanced training programs is quite good, with an average score of 3.08. In general, the competence to correlate with businesses of the teaching staff implementing advanced training programs has not been appreciated and needs to continue to be developed in the coming time. Universities need to develop cooperation documents with businesses in the area to improve their training quality, personal and organizational reputation in business, community and society.

h. Competence to constantly learn and develop oneself

The expressions of professional development competence of the teaching staff were assessed at a good level, with the average score of the criteria reaching $\bar{X} = 2.91$. Specifically, the weakest assessed criterion of the teaching staff in terms of professional development competence is "Using foreign languages for professional development activities" (2.56). This is also completely consistent with the statistics of foreign language proficiency of the teaching staff. Therefore, the universities need to focus on developing the foreign language skills of their teaching staff.

2.3. Current situation of developing the teaching staff to meet advanced training programs at member universities of TNU

2.3.1. Actual situation of awareness about developing the teaching staff to meet advanced training programs at member universities of TNU

2.3.1.1. Perception of administrators, the teaching staff and students about the importance and necessity of advanced training programs

The results are shown in Figure 2.4. below:

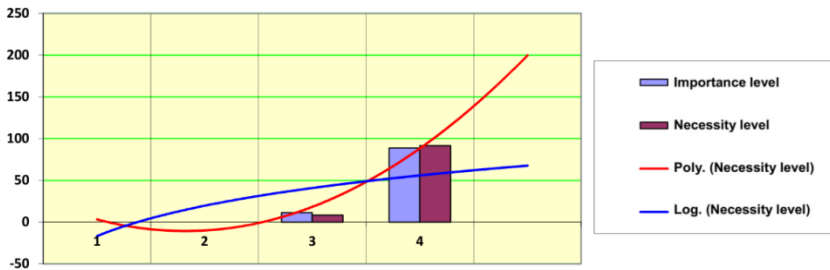


Figure 2.4. Opinions on the importance and necessity of advanced training programs

The figure shows comments and assessments about the role and necessity of advanced training programs in the current period. Most of the evaluation opinions of administrators, the teaching staff and students reveal the importance and necessity of advanced training programs in the current international integration trend with the rate of 100%.

2.3.1.2. Actual situation of awareness of requirements for teaching staff to meet advanced training programs at member universities of TNU

The results obtained through the survey show that the requirements for the teaching staff to implement advanced training programs were evaluated with many different opinions. However, most participants highly appreciated the necessity for the requirements of the teaching staff to implement advanced training programs. In order to achieve the goal of developing the teaching staff to implement advanced training programs, the leaders of the universities need to organize training and retraining as well as have specific plans to further improve the quality of the teaching staff, from which there is a basis for improving the quality of the teaching staff in training students of advanced training programs.

2.3.2. Actual situation of contents for developing the teaching staff to meet advanced training programs at member universities of TNU

2.3.2.1. Actual situation of planning teaching staff to meet advanced training programs at member universities of TNU

Table 2.19. Planning the teaching staff to meet advanced training programs at member universities of TNU

Contents	Necessity level				Average score \bar{X}	Level	Implementation level				Average score Y	Level
	Very necessary	Necessary	Normal	Not necessary			Good	Fair	Average	Weak		
1. Analyse the current status of the teaching staff	13	40	10	0	3.49	1	38	57	22	0	3.14	2
2. Forecasting the needs and resources of the teaching staff	54	51	12	0	3.36	4	34	51	32	0	3.02	3
3. Develop a plan for the management of the teaching staff	60	47	10	0	3.43	3	27	61	27	2	2.97	4
4. Disseminate the plan to all the teaching staff	64	43	10	0	3.46	2	48	43	26	0	3.19	1
5. Organize the implementation of the plan	51	42	24	0	3.23	5	18	42	41	16	2.53	6
6. Check and evaluate the implementation of the plan	48	44	25	0	3.20	6	18	56	35	8	2.72	5
Average					3.36						2.93	

The results of the above analysis show that the assessment of the necessity achieved the average level of 3.36; however, when implemented, it only reached the average level of 2.93. Some contents also have weak reviews. From the above actual results, it is necessary for the researcher to research and propose appropriate solutions to further improve the effectiveness of the teaching staff planning to meet advanced training programs in the member of TNU.

2.3.2.2. Actual situation of recruiting the teaching staff to meet advanced training programs at member universities of TNU

Table 2.20. Recruitment of the teaching staff to meet advanced training programs at member universities of TNU

Contents	Implementation level				Average score \bar{X}	Level	Satisfaction level				Average score Y	Level
	Very reasonable	Reasonable	Normal	Not reasonable			Good	Fair	Average	Weak		
1. Public entrance exams	45	43	30	0	3.15	1	48	40	26	3	3.14	1
2. Decentralization of recruitment to Faculties, Departments, Centers	45	43	26	3	3.11	2	40	33	28	16	2.83	5

Contents	Implementation level				Average score \bar{X}	Level	Satisfaction level				Average score Y	Level
	Very reasonable	Reasonable	Normal	Not reasonable			Good	Fair	Average	Weak		
3. Develop standards for recruiting lecturers	50	34	25	8	3.08	4	45	29	39	4	2.98	3
4. Define specific recruitment process	43	39	21	14	2.95	5	39	37	30	11	2.89	4
5. Recruitment according to plan	50	42	12	13	3.10	3	53	24	37	3	3.09	2
6. The number of vacancies meets the needs of lecturers' job positions	37	47	19	14	2.91	6	32	46	20	19	2.78	6
Average					3.01						2.95	

The above survey results show that managers and the teaching staff of the surveyed universities rate this content in the recruitment of the teaching staff at a relatively good level with an average score of 3.01; however, the level of Satisfaction is only fair-good with an average score of 2.95.

2.3.2.3. Actual situation of using teaching staff to meet advanced training programs at member universities of TNU

Table 2.21. The actual situation of using the teaching staff to meet advanced training programs at member universities of TNU

Contents of managing the use of the teaching staff	Satisfaction level				Average score \bar{X}	Level
	Unsatisfactory	Normal	Fair	Good		
1. Formulating and promulgating regulations on employment positions	0	23	48	46	3.20	2
2. Organize the assignment of using lecturers according to the job position	0	14	56	47	3.28	1
3. Rotation and appointment of staff members	0	34	62	21	2.89	3
4. Regularly evaluate the use of the teaching staff	0	62	36	19	2.42	4
Average					2.95	

The results obtained in Table 2.19 show that the arrangement and use of teaching staff in the surveyed universities is relatively good.

Thus, it can be seen that, in general, the level of meeting the requirements of management and use of the teaching staff of the universities is not high. Although the measures to manage the use of the teaching staff were evaluated quite well, the implementation results are not synchronous and thorough, and the level of meeting requirements is not high.

2.3.2.4. Actual situation of training and fostering teaching staff to meet advanced training programs at member universities of TNU

The obtained data shows that the level of performance in training and fostering the teaching staff for advanced training programs was assessed at a fair level with an average score of 2.58. Many contents of training and retraining the teaching staff for advanced training programs

are evaluated as average performance. From the above results, it is shown that the universities need to further strengthen competence-building contents to develop training programs for the teaching staff to better suit the actual conditions of Vietnam and the universities;

2.3.2.5 Reality of testing and assessing the teaching staff to meet advanced training programs at member universities of TNU

The survey results show that administrators and the teaching staff of the surveyed universities are aware of the need for the assessment of task performance of the teaching staff; the average scores for these criteria range from 3.07 to 3.33,

Also according to the survey results, the assessment of the teaching staff is at a good level, with the average score of the criteria reaching 2.99.

The results of the comparison of performance level and satisfaction level are shown in Figure 2.5 below:

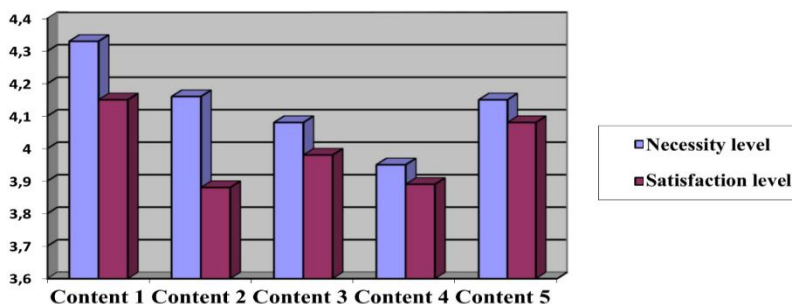


Figure 2.5. The level of implementation and the level of satisfaction of the examination and evaluation of the teaching staff of advanced training programs

2.3.2.6. The reality of creating a working environment for the teaching staff to meet advanced training programs at member universities of TNU

The results obtained from the survey show that the teaching staff and administrators of the universities implementing advanced training programs all realize that creating an environment, policy and working regime for the teaching staff is very necessary with an average score of 3.45. However, the implementation has not achieved the expectations, with the level of implementation being fair with an average score of 2.62 points. This shows conflicting problems in perception and implementation. Therefore, more appropriate actions are needed to further improve the quality of these contents.

2.4. Actual situation of factors affecting the development of the teaching staff of advanced training programs at member universities of TNU

The survey results show that the development of the teaching staff is influenced by many different factors, including: Sources and input quality of the teaching staff; Competence level of the teaching staff; The university's regime and policy; Elements of physical facilities; Integration and globalization issues; The rapid development of science and technology;

Management mechanisms and policies of the state and the sector. These factors all greatly affect the development of the teaching staff of member universities of TNU. The average score of the criteria is from 3.05 to 3.58. In addition, according to the assessment, there are a number of factors that partially affect teaching staff development, which are: Regulations of the university related to training and development; Human resource management competence of the university management staff; Student factors at the universities implementing advanced training programs; Macro policy factors and support from the state and international organizations.

From the above practice, the researcher found that factors inside and outside the university have a significant influence on teaching staff development for advanced training programs in member universities of TNU. These studies serve as an important basis for the researcher to develop and propose appropriate solutions to influence important changes in the process of faculty development at universities in general and in other training units of TNU in particular.

2.5. General assessment of the situation

2.5.1. About advantages

It can be said that the teaching staff of the universities have a relatively reasonable structure. Gender structure shows the ratio of men - women in the teaching staff; the more balanced this ratio is, the more favorable it is for teaching staff development. The teaching staff of the surveyed universities have good moral qualities, a firm ideological stance, and are loyal to the socialist orientation. The qualifications and competence of the teaching staff are assessed at a good level and gradually improved, basically meeting the needs of teaching, scientific research as well as advanced training program tasks.

The percentage of the teaching staff with academic titles and degrees is relatively high; The foreign language and IT competencies of the teaching staff basically meet the requirements. Many of the teaching staff have access to modern teaching methods.

The universities have also issued a number of policies to attract and treat the teaching staff; focused on training and fostering to improve the qualifications and competence of the teaching staff. The universities have made great efforts in developing training plans, fostering the teaching staff, sending many of the teaching staff to attend training and retraining courses to standardize and improve the quality of the teaching staff.

2.5.2. About shortcomings

The scientific research results of the teaching staff are not high compared to the requirements. The competence of the teaching staff in general is only assessed at a fair-average level. Most of the universities have regulations on the responsibilities and duties of the teaching staff, but they only stop at the documents stipulating general standards of the State. The specific competency framework of lecturers in advanced training programs has not been built yet.

The awareness of university management levels about teaching staff development according to the requirements of advanced training programs is still inadequate, not commensurate with the training tasks.

The current teaching staff planning has not been unified, and the professional competency standards associated with the teacher's job title are not clear. The recruitment of lecturers according to the administrative process is still temporary; there is little decentralization down to the faculties and departments, not according to the requirements of the task description of the competency framework, and the competence of the candidates has not been assessed. The evaluation of the teaching staff is not really effective; the results of teacher evaluation are still formal, not as a basis for the teaching staff to adjust themselves.

The number of papers published in national and international scientific journals by faculty members of the universities which implement advanced training programs is still limited. The number of visiting lecturers at the universities is generally small. Some young lecturers still lack experience in classroom organization and management. The design and proficient use of assessment tools for training programs are not high. The professional development capacity of many lecturers is still not high; the use of foreign languages for professional development activities has not been really focused.

2.5.3. Reasons

2.5.3.1. Reasons for good achievements

The universities have seriously implemented the right documents and guidelines of the Party and State on education and training, which is an opportunity for the universities to develop stronger and stronger.

The universities have increased investment in facilities and equipment, and are facilitated to expand in terms of training space and scale to ensure quality. Party committees and authorities at all levels of the universities have paid attention to directing the teaching staff to constantly develop, rapidly increase in quantity, quality, professional qualifications, and competence, and ensure political and moral qualities to meet the development needs of the university in general and the mission of advanced bachelor's training programs in particular.

The management staff always creates favorable conditions to encourage the teaching staff to study and improve their qualifications to promote their full potential in professional activities. Innovating teaching and learning methods has been focused on implementing training for the teaching staff, investing in upgrading facilities, and renovating forms and methods of management.

2.5.3.2. Causes of limitations

The universities are not effective in planning the teaching staff based on the needs of advanced training programs. The mechanism of recruitment and use of lecturers in the implementation of advanced training programs still has some shortcomings and lacks synchronization.

The universities have not built a plan to develop the teaching staff scientifically, close to reality. The staffing plans of the institutions are mainly reflected in the resolutions and operational plans of the units, not based on scientific arguments. When there is no specific plan to develop

the teaching staff, close to reality, it will be difficult to recruit, arrange and use the teaching staff in a scientific and quality manner.

The capacity framework of lecturers to implement effective and appropriate advanced training programs has not been developed. At the same time, in implementation, it has not created an environment, creating motivation for the teaching staff to implement advanced training programs.

Summary of Chapter 2

In chapter 2, the researcher has investigated the status of the teaching staff implementing advanced training programs at member universities of TNU. The survey results on the current situation of developing the teaching staff to meet advanced training programs at member universities of TNU show that the current situation of faculty planning to meet advanced training programs in member universities of TNU in some universities is still lackluster in planning and systematicity, not very close to human resource needs, and has not yet ensured the principle of democratic centralism and publicity. The reality of recruiting the teaching staff to meet advanced training programs at member universities of TNU is only assessed at a fair level. The reality of using teaching staff to meet advanced training programs progress to meet the requirements of management and use of the teaching staff of the universities is not high. The reality of training and fostering the teaching staff to implement advanced training programs has been paid attention to by the university, but it is not synchronized in content and is not effective. There is a significant difference between the level of necessity and the level of satisfaction in the reality of testing and evaluating teaching staff of advanced training programs at member universities of TNU. Creating a working environment for advanced training programs has not been effectively implemented.

Based on researching and surveying the current situation and determining the influence of factors affecting the development of teachers of great significance, the thesis proceeds to develop and propose measures to develop the teaching staff for advanced training programs at member universities of TNU in chapter 3 of the thesis.

Chapter 3. MEASURES FOR DEVELOPING THE TEACHING STAFF OF ADVANCED TRAINING PROGRAMS AT MEMBER UNIVERSITIES OF TNU

3.1. Principles of proposing measures

3.1.1. Principles of ensuring systematicity

3.1.2. Principles of ensuring practicality

3.1.3. Principles of ensuring inheritance

3.1.4. Principles of ensuring effectiveness

3.1.5. Principles of implementing innovation

3.2. Measures for developing the teaching staff for advanced training programs at member universities of TNU

3.2.1. Building a competency framework for the teaching staff to meet the requirements of advanced training programs

University leaders need to develop a competency framework for the teaching staff of advanced training programs to develop a teaching staff

that meets the requirements of the university, in line with the modern trend of human resource management.

The competency framework will be the basis for the university to study and make training and retraining plans for the teaching staff implementing advanced training programs, not only before the planning process but also during the planning and development process to provide regular and continuous training, creating conditions for the teaching staff to best meet the requirements of expertise, skills, methods and social activities.

The competency framework of the teaching staff for advanced training programs is the basis for developing policies to develop this teaching staff appropriately.

The competency framework is an important basis for training activities, specifically the identification of training needs, the content of the training program and the staff development of advanced training programs.

3.2.2. Planning the teaching staff based on the needs of advanced training programs

Planning the teaching staff to meet advanced training programs based on a competency framework will help training institutions have a specific roadmap step by step to meet the requirements of advanced training programs and improve the training quality.

At the same time, teaching staff planning is to identify each development stage along with specific striving targets to be achieved in the process of teaching staff development, the teaching staff planning objectives to meet the sufficient quantity and reasonable structure, quality assurance, meeting the requirements of the University's development strategy in the implementation of advanced training programs.

3.2.3. Organize training for the teaching staff to meet the requirements of the competency framework of the teaching staff implementing advanced training programs

The objectives are to continuously develop the system of knowledge, skills, expertise, professional practice, professional competence, pedagogy and standards of quality, ethics and professional attitudes according to the standards of professional titles, the teaching staff in general, regulations for the teaching staff implementing advanced training programs in particular.

Organize training and fostering to improve staff competence and qualifications to meet the requirements of building and developing the universities in general, the universities implementing advanced training programs in particular according to the mission set by the State and the Ministry of Education and Training.

Training and retraining help improve professional competence, teaching competence, foreign language, scientific research and other competencies, meeting the title standards of the teaching staff as prescribed in the current Education Law and the increasingly demanding requirements of advanced training programs.

3.2.4. Renovate the mechanism of recruitment and use of the teaching staff for advanced training programs

The renovation of the recruitment mechanism and the use of the teaching staff is to affirm the active role of the university in planning tasks and work for the teaching staff to maximize their abilities and competencies for the goals and tasks of university development. At the same time, the management and use of the teaching staff also aim to actively promote the activities of the teaching staff towards the goal of completing the assigned tasks and work.

Innovating recruitment and use of the teaching staff is the need to adjust, arrange and assign the teaching staff to positions and tasks, corresponding to each lecturer's professional title, suitable to maximize the competence of the teaching staff in the implementation of the university's common tasks and goals. Organizing the recruitment of the teaching staff based on the required competence of the teaching staff for advanced training programs aims to regularly supplement the number of lecturers, meeting the requirements on the structure and quality of the lecturers in each stage of the university's development, to proactively perform the training tasks, and meet the social requirements in the current context.

The selection of the teaching staff aims to make the teaching staff constantly increase in size, meet the requirements of quantity, ensure a reasonable structure, and meet the quality standards of the teaching staff according to each stage of the university's development.

At the same time, the selection of the teaching staff aims to regularly supplement qualified lecturers to the university's permanent teaching staff to ensure that they meet the tasks of advanced training programs according to social needs.

The management and use of the teaching staff also aim to proactively place the teaching staff in assigned work positions and tasks in accordance with their abilities, capabilities and forte, and at the same time meet the goals, requirements and tasks of advanced training programs in the universities in different stages of development.

3.2.5. Building an environment, creating motivation to work for the teaching staff of advanced training programs

This method aims to propose the needs, conditions and favorable working environment while ensuring the rationality of mechanisms and policies, socialization and consensus in the organization, in order to create work motivation to promote individual competence and the role of the teaching staff.

The universities will exploit the latent capacities in each lecturer to become "material strength" or the ability to carry out activities such as teaching, research, social and community activities to promote creative labor in each lecturer and the whole teaching staff of the university.

Build an integrated and developed cultural environment in the university to meet the requirements of advanced training programs in schools.

The leaders of the universities implement the policies and build the working environment for the teaching staff to take full advantage of the regimes and policies and create the best conditions for the working environment for the teaching staff; to deal with issues related to the legitimate rights, obligations and interests of the teaching staff in accordance with the specific circumstances of the university and the locality; to promptly encourage and motivate the teaching staff to work creatively in the process of performing tasks and meet the requirements of advanced training programs.

3.3. Relationship between the proposed measures

Each measure is a component of a unified whole, has a close relationship with each other, interacts with each other and supports each other to achieve the goal of each measure, and at the same time contributes to achieving the goal of enhancing the quality of teaching staff development for advanced bachelor training programs. The measures proposed based on practical research will contribute to overcoming the limitations in teaching staff development for advanced training programs at member universities of TNU. In order for the solutions to be effective, during the implementation process, it is required that all levels of education management apply flexibly and in accordance with the conditions of each university to ensure the effectiveness of staff management activities as well as teaching staff development for advanced training programs. By doing so, the measures for developing the teaching staff of advanced training programs will bring high efficiency, contributing to improving the quality of the educational and training programs of the university.

3.4. Testing and experimenting with the proposed measures

3.4.1. Testing the proposed measures

3.4.1.1. Overview of the test

3.4.1.2. Results of testing the necessity of the proposed measures

a. Results of testing the necessity of the proposed measures

As can be seen in Table 3.2, the results of testing the necessity of the proposed measures show that all of the 5 measures are evaluated as necessary or very necessary. From the assessment table, the necessity of the measures for *developing the teaching staff of advanced training programs at member universities of TNU* proposed in the thesis is quite high with an average score of 3.67 (min = 1; max = 4).

b. Results of testing the feasibility of the proposed measures

The proposed measures are all evaluated as feasible, with an average score of 3.58 (min = 1; max = 4). Based on the test results, the survey participants all made the statement that the measures were very feasible or feasible;

c. The correlation between the necessity and feasibility of the proposed measures

With the correlation coefficient: $r = 0.9$, it can be confirmed that the necessity and feasibility of the proposed measures for developing the teaching

staff of advanced training programs at member universities of TNU are proportional and close.

The correlation between the necessity and the feasibility of the management measures proposed by the researcher is shown in the following figure:



Figure 3.3. Correlation between the necessity and feasibility of the proposed measures

3.4.2. Experimenting with the proposed measures

3.4.2.1. Overview of the experiment

- * Experiment purpose:
- * Experiment content:
- * Experiment object:
- * Experiment progress:

Step 1: Choose an experiment sample

Step 2: Evaluate the pre-experiment results

Step 3: Implement the measures in which training is organized for the teaching staff on developing the course syllabus and organizing teaching to meet the learning outcomes of the course.

Based on the above competency framework, we organized training courses to develop the competence of developing course syllabus for the teaching staff to meet the learning outcomes of advanced training programs and foster teaching methods to develop learners' competencies and meet the needs of the students.

Step 4: Measure the post-experiment results

The experiment results were measured in 2 ways as described in the pre-experiment evaluation, using the same scale and the average score is the score of the 2 measurement methods added together divided by 2.

- * Criteria and scale of experiment results

Criterion 1: Fostering results compared to the competency framework. The scale is the teacher's self-assessment table.

Criterion 2: Products before and after fostering. The scale is the course syllabus built by the lecturer.

Criterion 3: The rationality of the fostering organization. The scale is the questionnaire and the fostering process.

3.4.2.2. *Experiment results*

* Pre-experiment results

Evaluation of the lecturers' competence to develop curricula (developing course syllabus) before the experiment;

The results of the assessment of the teacher's ability to develop curricula before the experiment show that the average score for the assessment of the teacher's ability was not high, at only 1.92. Specific results in the contents of the criteria (see Appendix 12) are detailed in the table below:

Number	Lecturers' Achievement Level Average score for the criteria						Average
	5	6	7	8	9	10	
Lecturers	17	23	10	0	0	0	5.86

* Competence to develop teaching programs of the teaching staff after being fostered

After the end of the training course, we conducted an assessment of the lecturers' competence to develop the curriculum (output). The results show that the average score showed a change in the teacher's competence with an average score of 2.4. Specific results in the contents of the criteria (according to Appendix 12) are detailed in the table below:

Number	Lecturers' Achievement Level Average score for the criteria						Average
	5	6	7	8	9	10	
Lecturers	0	7	17	21	5	0	7.48

Comparing the results after the experiment with the results before the experiment, it can be seen that the self-assessment mean score has a significant difference between the pre-experiment scores of 1.92 and the post-experiment mean score of 2.4. This is also evident in the specific assessment of the criteria for developing the course syllabus (Appendix 12). The post-experiment results with an average score of 7.48 are higher than the pre-experiment scores of 5.86 points by 1.62 points. The results show that the proposed measures can be put into practice.

Conclusion: Lecturers in group 2 (after the experiment) had a greater difference than in group 1 (before the experiment) by 1.98. At the same time, the lecturers in group 2 are located further away from the average value of those in group 1. This shows that the applications of the measures for assessing the capacity to develop training programs (developing syllabus) of lecturers have achieved positive results. This initially confirms the feasibility and effectiveness of the proposed measures as well as the impact of the teaching staff development measures on the level of capacity to meet the requirements of advanced bachelor's training programs.

Summary of Chapter 3

Based on theoretical research on the development of the teaching staff, together with the application of the results of several research works on management and development of the teaching staff and summarizing experiences from the practice of developing the teaching staff for advanced training programs of some training institutions; on the other hand, through research and surveys on the practice of developing the teaching staff for advanced training programs at member universities of TNU; in addition, thoroughly implementing the principles and orientations to propose solutions to develop the teaching staff, we built a scientific and practical basis for proposing solutions to develop the teaching staff for advanced training programs in the current context. Based on the testing and experiment results, it can be confirmed that the solutions to develop the teaching staff for advanced training programs at member universities of TNU that the thesis has proposed are both necessary and feasible at a high level. To perform well the development of the teaching staff for advanced training programs, it is necessary to synchronously implement the proposed solutions. Each solution has a certain role, affecting different areas of this process. It is not possible to implement each solution individually, but they must be implemented in close combination to promote efficiency and quality of teaching staff development.

CONCLUSIONS AND RECOMMENDATIONS

1. Conclusion

Theoretically, teaching staff development is a dynamic category in the field of human resource development of an organization. It reflects changes in the nature of the teaching staff (quantity, structure, quality) in a positive direction from the present to the future.

By taking that approach, the thesis has built a theoretical basis for teaching staff development for advanced training programs, systematically studied the content and solutions along with other impact factors and guarantee conditions as well as experiences from the practical development of faculty members of the universities implementing advanced training programs on a national scale.

Practically, the current status of teaching staff and teaching staff development for advanced training programs has been analyzed, evaluated, and clarified in the thesis, which further elucidates some basic issues about teaching staff and the work of developing qualified teaching staff for advanced training programs.

Regarding the current status of the teaching staff, the thesis has analyzed, evaluated and clarified the status of the teaching staff in the universities implementing advanced training programs on several key aspects such as quantity, structure, quality, and level of meeting competence requirements for the teaching staff in the current context.

Regarding teaching staff development, at the same time as assessing the current situation of the teaching staff, the thesis has also analyzed, evaluated, and clarified the situation of developing the teaching staff for advanced training programs in the universities in such aspects as planning, recruitment, management and use, training - fostering, competence assessment, implementation of policies and regimes, creating a working environment for the teaching staff;

Based on theoretical and practical issues on the teaching staff and developing the teaching staff for advanced training programs, the thesis has proposed 5 specific measures that are systematic and comprehensive, in line with the characteristics of the universities implementing advanced training programs, in which the measure “organize fostering for the teaching staff to implement advanced training programs in the integration trend” is considered a breakthrough solution, a fundamental and regular task throughout the process of building and developing the teaching staff to meet advanced training programs in the current context.

The test to assess the reliability of the necessity and feasibility of the measures to develop the teaching staff for advanced training programs at member universities of TNU in the current context has been conducted in the universities. Simultaneously, we experimented with one measure (sample) “organize fostering the teaching staff to implement advanced training programs in the integration trend”, which is one of the 5 measures proposed in the thesis. The results show that the proposed measures for developing the teaching staff for advanced training programs are urgent, feasible and practical for the universities which offer advanced training programs in the current context.

Those results have confirmed that the measures of developing the teaching staff for advanced training programs at member universities of TNU proposed in the thesis have a scientific basis, meet the requirements in terms of theory and practice, and can be widely applied in institutions offering advanced training programs in the current context.

2. Recommendations

2.1. For the Ministry of Education and Training

2.2. For Thai Nguyen University

2.3. For universities implementing advanced training programs

2.4. For the teaching staff