

PROPOSING SOME SOLUTIONS TO OPTIMIZE THE MANAGEMENT OF LECTURER TRAINING AND FOSTERING IN UNIVERSITIES IN VIETNAM

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ABSTRACT:

This study was based on Clayton Alderfer's ERG theory, Peter Senge's Learning Organization theory, Training Process theory, and Social Learning theory. The study surveyed and interviewed to assess the current state of teacher training in Vietnamese universities. The findings revealed key issues, including low motivation to participate, unstructured training content, limited formats, and inadequate quality and effectiveness. These issues stem from unscientific training concepts, poor understanding of training needs, lax management, unscientific evaluation methods, and a disconnect between training outcomes and teacher development. To address these challenges, the study proposed solutions to optimize teacher training management, including increasing motivation, organizing scientific training content, diversifying formats, and enhancing overall quality and effectiveness. These insights offer valuable guidance for improving teacher training management in universities.

Keywords: teacher training, training management, university lecturers.

1. Introduction

1.1. Background

The 13th Congress of the Communist Party of Vietnam places significant emphasis on the role of teachers and educational administrators in advancing education. Building on the 12th Congress's policy of "developing a team of teachers and administrators to meet innovation requirements," the 13th Congress highlights the improvement of teacher and administrator quality as crucial for educational development. It advocates for enhanced training, better remuneration, and the restructuring of pedagogical institutions to raise standards across all educational levels. [1] [2].

The goal is to standardize teaching staff, ensuring vocational education teachers have university degrees, and college and university teachers possess master's degrees with pedagogical training. Education managers must also undergo management training. Despite these goals, statistics from the Ministry of Education and Training reveal that less than 1% of university teachers hold professorships, with the majority holding master's degrees. This highlights a gap in meeting the required standards, as many teachers lack advanced qualifications and essential pedagogical skills, posing challenges to the quality of higher education and the training of high-quality human resources. [3].

1.2. The meaning of the study

Lecturer training and retraining activities are carried out in many universities in Vietnam with the purpose of improving capacity, qualifications and skills to serve the work of teacher. When the Law on Higher Education in Vietnam was promulgated in 2018, the requirements for teachers in all aspects also increased accordingly, including entry requirements, academic requirements, teaching requirements, etc. Through training teachers can improve teacher quality, education level and teaching proficiency. The research was conducted to understand the of teacher training and fostering and analyze the current state of research at home and abroad, combining the current teacher training of the Universitys and draw experience in optimizing teacher training. Learn about optimizing teacher training to meet teachers' self-development needs, promoting improvement in the quality of university teacher training and enrich the theoretical basis for research on optimizing teacher training.

The country's series of educational reform policies require reform at all levels for universities and to improve the quality of talent output, optimizing the teacher training is very important.

2. Literature review

Over the past decade, Vietnam has implemented significant educational reforms in line with the 11th Congress of the Communist Party's resolution, leading to important achievements in education and teacher quality improvement. This research focuses on teacher training at universities. Despite progress, there are still gaps in optimizing teacher training, particularly at the university level, where research is limited. Most studies focus on high school teachers, leaving university educators underexplored, with current training content and methods insufficient to meet the demands of educational innovation and socio-economic development.

Research on teacher training at universities needs further exploration, especially in integrating learning with practical experience, understanding training needs, and developing effective evaluation

criteria. The concept of research universities in Vietnam is still new, and existing teacher training models, such as credit management, dual degree programs, and continuing education, require further development. Current studies reveal issues like unclear training needs, impractical content, and unscientific evaluation indicators.

This study aims to analyze and optimize teacher training in Vietnamese universities, through identifying current problems and integrating successful practices from international universities. Using surveys, interviews, and data analysis, the research will propose solutions to improve teacher training, ultimately supporting the innovation of Vietnam's educational system and the development of a more effective talent training model for society.

3. Research methods

The article highlights the importance of teacher training and development in improving teaching quality and university talent output, emphasizing the transformation of teacher roles for better talent cultivation, based on ERG theory. It examines issues in university teacher training using Learning Organizational, Training Process, and Social Learning theories, identifying root causes through surveys and interviews.

Survey methods and tools: Questionnaires were prepared after discussions with subjects and supervisors, followed by a pilot survey and finalization of the questionnaire.

Data processing: Statistical methods were used to analyze the survey data and draw scientific conclusions.

Sample statistics: The survey received 200 responses, with analysis conducted without interference in respondents' choices.

Used a 5-point Likert scale to measure teachers' satisfaction with various training aspects, including time, content, methods, evaluation, and incentives..

4. Research results

4.1. Test reliability with Cronbach'& Alpha

If Cronbach's Alpha falls within the range of 0.8 to 1, the scale is considered good; if it falls within the range of 0.7 to 0.8, the scale can be used. Additionally, if Cronbach's Alpha is in the range of

Table 4.1. Cronbach' & Alpha test results

Reliability Statistics				
Cronbach's Alpha			N of Items	
.909			10	
Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
TIME	35.26	19.307	.690	.899
GD1	35.06	20.459	.632	.903
GD2	35.02	21.839	.382	.915
TC1	35.32	19.204	.719	.897
TC2	35.48	18.834	.752	.895
TC3	35.35	19.445	.728	.897
B1	35.26	19.641	.730	.897
B2	35.33	19.609	.771	.895
TMAM	35.43	19.754	.637	.902
IM	35.61	18.681	.685	.900

0.6 to 0.7, it meets the requirements for new studies. Variables with item-total correlation coefficients less than 0.3 will be excluded. [4].

The results of the reliability testing for the scales indicate that all scales: training duration, training content, training methods and evaluation methods, training benefits, and mechanisms encouraging participation in training, as well as teacher' decision to participate in training, all exhibit very good reliability (>0.8), with Corrected Item-Total Correlation (>0.3).

4.2. Descriptive statistics on teacher training satisfaction

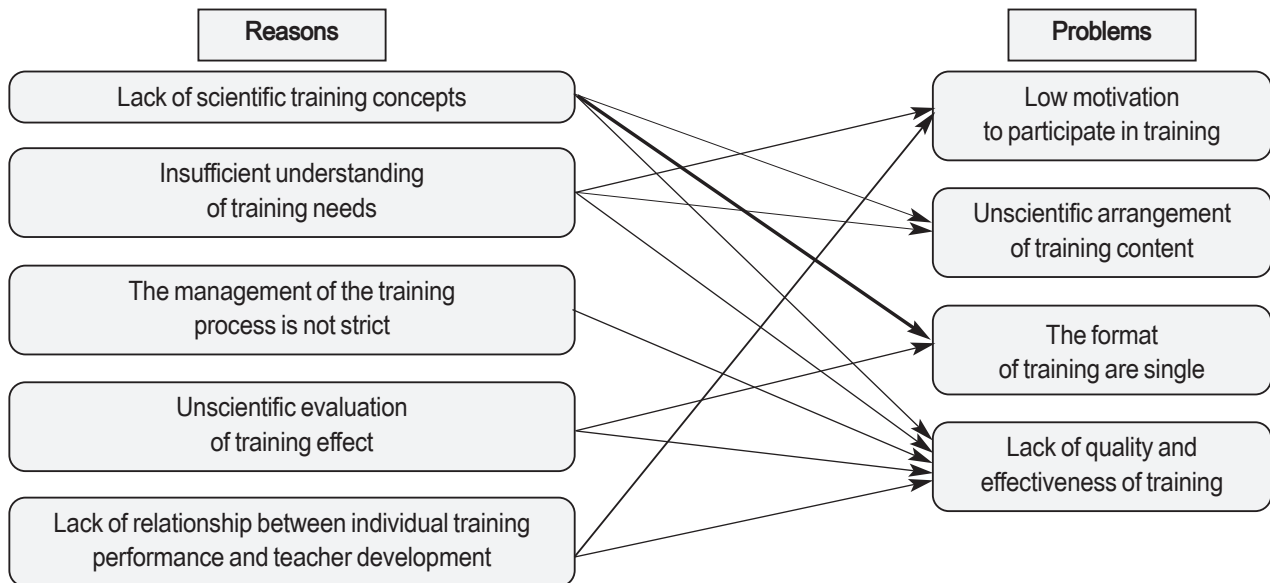
Utilizing the average score calculation on the Likert scale to compute the achieved scores for each content when investigating the current status of teacher training activities and managing teacher

training activities in Universities. Based on the average score of the factors rank the factors and from there draw the necessary comments.

Table 4.2. Descriptive statistics on teacher satisfactio

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
IM	200	1	5	3.62	.798
TC2	200	1	5	3.76	.719
TMAM	200	1	5	3.80	.678
TC3	200	2	5	3.88	.651
B2	200	2	5	3.90	.598
TC1	200	2	5	3.92	.693
B1	200	2	5	3.97	.622
TIME	200	2	5	3.98	.701
GD1	200	3	5	4.18	.571
GD2	200	3	5	4.21	.539
Valid N (listwise)	200				

Figure 4.1: Diagram of the cause and effect relationship between the problem and the cause



According to the results table above, the average satisfaction scores of teachers with the factors range from 3.62 to 4.21, indicating that most factors only achieve a "good" level of satisfaction.

4.3. Theoretical analysis of the causes for training management problems

To analyze the cause and effect relationship between the main problems existing in teacher training management and their underlying causes, The author applies insights from ERG theory, Learning Organizational theory, Training Process theory and Social Learning theory.

4.3.1. Reasons for low motivation to participate in training

Low motivation to participate in training stems from a lack of understanding of training needs and the absence of a clear connection between training performance and teacher development. According to ERG Theory, training that fails to address basic professional requirements or challenges leaves existence needs unmet, leading to disinterest. The lack of connection between training outcomes and professional growth can make teachers feel isolated and undervalued, further reducing motivation. Learning Organization Theory suggests that without a clear path to personal mastery or links to professional

development, teachers may perceive training as unimportant. Similarly, Training Process Theory highlights that misaligned objectives and ineffective performance recognition diminish motivation. Social Learning Theory points out that observing disengaged peers or uncommitted leaders can lead others to adopt a similar attitude. To counter this, training must align with teachers' needs and career goals, offer transparent benefits, and foster a culture of continuous learning and career progression, meeting teachers' existence, relatedness, and growth needs.

4.3.2. Reasons for unscientific arrangement of training content

The unscientific arrangement of training content is often due to a lack of scientific training concepts and an insufficient understanding of training needs. According to ERG Theory, failing to understand teachers' growth needs can lead to missed opportunities for development, resulting in demotivation. Without scientifically grounded concepts, training content may further disconnect from teachers' actual needs. Learning Organization Theory emphasizes that this lack of understanding reflects a failure to prioritize learning as a core value, leading to disjointed and ineffective training programs. Training Process

Theory highlights that inadequate needs assessment disrupts the design and delivery of tailored training, while Social Learning Theory suggests that without a solid understanding of needs and scientific concepts, teachers may miss out on valuable social learning opportunities. Overall, these factors contribute to the unscientific arrangement of training content, hindering its relevance and effectiveness. Organizations must better understand training needs and adopt scientifically grounded concepts to ensure training content is coherent and aligned with goals.

4.3.3. Reasons for the format of training are single

The single format of training in universities is often due to a lack of scientific training concepts and unscientific evaluation methods. According to ERG Theory, without these scientific concepts, training fails to meet teachers' practical needs, leading to generic, one-size-fits-all programs. Unscientific evaluations overlook the importance of fostering collaboration, resulting in training formats that do not encourage peer interaction or mentorship. Learning Organization Theory suggests that this stagnation prevents adaptation to changing educational needs, leading to outdated training approaches. Training Process Theory highlights that training not grounded in scientific principles lacks relevance and effectiveness, while flawed evaluation methods stifle innovation. Social Learning Theory warns that unscientific practices can be perpetuated by imitation, further entrenching ineffective methods. To overcome these issues, universities must integrate scientific concepts into training, adopt rigorous evaluation methods, diversify training formats, and promote evidence-based practices to ensure training meets the diverse needs of faculty and supports professional growth.

4.3.4. Reasons for Lack of quality and effectiveness of training

The lack of quality and effectiveness in teacher training stems from several issues: a lack of scientific training concepts, insufficient understanding of training needs, poor

management, unscientific evaluation, and a weak connection between training performance and teacher development. According to ERG Theory, these issues result in training that fails to meet teachers' basic professional needs and hinders their growth. Learning Organization Theory emphasizes that these deficiencies prevent the development of innovative and adaptive training programs, while Training Process Theory highlights the impact on the relevance, effectiveness, and implementation of training. Social Learning Theory warns that poorly managed and unscientific training practices are likely to be imitated, perpetuating ineffectiveness. To improve training, a comprehensive approach is needed: adopt evidence-based training concepts, conduct thorough needs assessments, implement strict management, use scientific evaluation methods, and establish a clear link between training and career development. These strategic improvements will make training more responsive, effective, and supportive of teachers' professional needs. Addressing these issues with insights from ERG, Learning Organization, Training Process, and Social Learning theories will enhance the quality and outcomes of teacher training programs at University.

5. Experience and inspiration from foreign university teacher training management

Teacher training is vital for developing future talents and reforming education in Vietnam, crucial for improving overall education quality. As Vietnam undergoes educational innovation, optimizing teacher training is increasingly urgent. Learning from global practices, especially from China, the UK, Australia, Singapore, and the US, provides valuable insights.

Globally, teacher training is key to educational quality, leading institutions to allocate resources and develop strategic plans for continuous development. Universities often have specialized departments to manage training programs tailored to various experience levels. Training now includes not only subject expertise but also technology integration, student psychology, and classroom management.

Evaluating training effectiveness is prioritized, using tools like feedback and classroom observations. There is a growing emphasis on linking training to career development, with programs tied to promotions and salary increases. Continuous improvement, international collaboration, and business involvement in training are increasingly common, enhancing teaching skills and preparing teachers to meet modern educational challenges.

6. Proposing some solutions to optimize the management of teacher training and fostering in universities in Vietnam

6.1. Increase the motivation for teachers to participate in training

To enhance teacher motivation for training at the university, a comprehensive plan is essential, focusing on both short-term skills and long-term career development. Many teachers currently lack clear professional development plans, leading to uncertainty and dissatisfaction. Tailored plans that align training with growth, adjusted based on feedback, are crucial for fairness and effectiveness.

Lifelong Learning: Universities should promote continuous learning and reflective practices, fostering an environment of open communication and critical thinking to enhance organizational culture.

Training Needs: Programs should be tailored to individual needs, with new teachers focusing on foundational skills and experienced educators aligning training with career goals and aspirations.

Human-Centered Management: Involve teachers in designing training content, allowing choice and self-assessment, to enhance engagement and effectiveness.

Teacher Autonomy: Empower teachers by revising training methods, engaging them in discussions about their needs, and scheduling training to avoid conflicts with teaching duties.

Incentive Mechanisms: Combine extrinsic rewards with intrinsic motivators like career advancement, ensure fairness through standardized criteria, and maintain objectivity

with monitoring and feedback mechanisms for continuous improvement.

6.2. Arrange the content of scientific training

To enhance teacher training effectiveness, it's crucial to organize scientific training content and design curricula that align with teachers' interests. Training should be structured into foundational, intermediate, and advanced levels to ensure a systematic approach.

Improving Practicality: Current training at the university is mainly theoretical, with limited practical application. Training content should be tailored to specific roles, making it relevant to real-world teaching. Collaboration with businesses can ensure alignment with market needs.

Shaping Content: Focus on quality, emphasizing student-centered teaching and integrating theory with practice. Training should cover core subjects like curriculum design and educational technology, supported by high-quality materials based on the latest research.

Optimizing Content: Address both political theory and practical skills, tailoring content to teacher needs. Include foundational courses on political awareness and modules on management and teaching proficiency, with an emphasis on creating high-quality educational resources and utilizing electronic platforms.

Arranging Content:

Primary: Help new teachers integrate, covering school culture, rules, and practical topics.

Intermediate: Enhance professional competence and teamwork, improving classroom efficiency.

Advanced: Tailored to specific needs, focusing on skills in topic selection, material management, and management capabilities.

6.3. Enriching Training Formats

University training is limited by resources, time, and budget, resulting in formats that don't meet diverse faculty needs. To improve outcomes, collaborative efforts and resource-sharing should be explored. Establishing networks

for cooperative training and using big data can diversify formats, boost enthusiasm, and enhance effectiveness.

Guiding Units to Fulfill Tasks: Practical skills training should be prioritized, with increased collaboration between universities and businesses to align training with market demands and enhance career readiness. However, budget constraints highlight the need for more investment in diverse training formats.

Shared Training Resource Library: Universities can collaborate to create shared online and offline training libraries, pooling resources to reduce costs and enhance access to high-quality materials.

Training Planning Platform: A platform can help teachers select suitable training projects based on their role, assigning scores for time and difficulty, ensuring flexibility and commitment, while professional guidance enhances engagement.

Online Resources for Self-Learning: Online courses offer practical, flexible training that supports continuous learning. Government-established online academies can provide access to a range of courses, with user-friendly platforms integrating with existing systems to ensure effectiveness.

Demonstration Classes: Implementing demonstration classes allows teachers to observe effective practices, fostering a culture of continuous learning and excellence. Covering a wide range of disciplines, these classes encourage participation and provide valuable feedback for future training improvements.

6.4. Improve the Quality and Effectiveness of training

Training evaluation is a systematic process that assesses the effectiveness of teacher training using set objectives and theoretical approaches. It should be integrated throughout the training, allowing for adjustments before, during, and after sessions. Evaluations should combine qualitative and quantitative methods, focusing on both the process and outcomes.

Process and Outcome Assessment: Formative evaluation monitors attendance, performance, and engagement, while outcome assessment tests training effectiveness through exams, presentations, and group activities, ensuring a balanced evaluation.

Qualitative and Quantitative Assessment: Qualitative feedback encourages positive reinforcement, while quantitative scores measure attendance, participation, and test results. Combining these methods provides a complete evaluation, fostering motivation and maintaining objectivity.

Optimizing Training Management:

Clarify Standards: Define clear standards for new teachers to ensure fairness and maintain enthusiasm.

Tailor Rules: Adjust rules to suit different participant characteristics for effective training.

Manage Content: Regularly refine training content based on feedback to meet teacher needs.

Monitor Participation: Observe teachers' mental and physical states, learning attitudes, and effectiveness to improve outcomes.

Manage Logistics: Oversee logistics to ensure a supportive training environment.

This comprehensive approach ensures that university training is effective, targeted, and conducive to teacher development.

7. Conclusion

Given the policies and tasks assigned by the Communist Party of Vietnam and the Ministry of Education, there is a pressing need to invest in improving teaching quality at universities. Enhancing the professional quality of teachers is essential for advancing each training major, as inadequate teacher training will hinder the improvement of scientific and teaching activities. The challenges faced in training teachers are common across many schools today, especially as vocational education undergoes further reforms. The optimization of teacher training at universities is crucial for the school's transformation and development.

This article leverages ERG theory, Learning

Organization theory, Social Learning theory, and Training Process theory to examine the current state of teacher training at universities. Through surveys and interviews, it identifies the root causes of existing issues, exploring the links between teacher needs, incentive structures, training satisfaction, content relevance, training formats, and overall effectiveness. The study offers insights and recommendations to refine

teacher training, aiming to foster innovative talent development models and contribute to the realization of a "Pioneer - Innovative - High-Quality - Highly Qualified" university.

While the article addresses some methodological issues in teacher training, the findings are preliminary. The author welcomes feedback and contributions from scientists to deepen and enhance the research ■

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ĐỀ XUẤT MỘT SỐ GIẢI PHÁP NHẪM HOÀN THIỆN CÔNG TÁC QUẢN LÝ ĐÀO TẠO, BỒI DƯỠNG GIÁO VIÊN TẠI CÁC TRƯỜNG ĐẠI HỌC Ở VIỆT NAM

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TÓM TẮT:

Nghiên cứu này, dựa trên lý thuyết ERG của Clayton Alderfer, lý thuyết Tổ chức Học tập của Peter Senge, lý thuyết Quá trình Đào tạo, và lý thuyết Học tập Xã hội, sử dụng các cuộc khảo sát và phỏng vấn để đánh giá tình trạng đào tạo giảng viên tại các trường đại học Việt Nam. Kết quả nghiên cứu đã tiết lộ những vấn đề chính: động lực tham gia thấp, nội dung đào tạo không có cấu trúc, hình thức đào tạo hạn chế, và chất lượng cũng như hiệu quả đào tạo không đạt yêu cầu. Những vấn đề này bắt nguồn từ các khái niệm đào tạo không khoa học, sự hiểu biết chưa đầy đủ về nhu cầu đào tạo, quản lý lỏng lẻo, phương pháp đánh giá không khoa học, và sự tách rời giữa kết quả đào tạo và sự phát triển của giảng viên. Để giải quyết những thách thức này, nghiên cứu đề xuất các giải pháp nhằm tối ưu hóa quản lý đào tạo giảng viên, bao gồm tăng cường động lực, tổ chức nội dung đào tạo khoa học, đa dạng hóa hình thức đào tạo, và nâng cao chất lượng cũng như hiệu quả tổng thể của chương trình đào tạo. Những thông tin chi tiết này cung cấp hướng dẫn quý giá để cải thiện quản lý đào tạo giảng viên tại các trường đại học.

Từ khóa: đào tạo, bồi dưỡng giáo viên, quản lý đào tạo, giảng viên đại học.