

Training Quality Management and Management of Teacher Training: an Overview of Research Initiatives in Vietnam



Quynh- Nguyen Hoang Thao¹, Hai-Hoang Nam², Nguyen- Thang The³

²Faculty of Primary Education, The University of Danang, University of Science and Education

³The Vietnam National Institute of Educational Sciences

ABSTRACT: Training quality in general, and training quality management in particular, play a critical role in educational growth, representing not only the current level of educational development but also serving as the foundation for future educational development. This article employs the process of document review for training quality management and documents pertaining to the quality of teacher training in Vietnam. The findings show that training quality and training quality management, as well as teacher training quality management, have several techniques, forms, and content and that there are numerous aspects that can impact training quality. Training quality management or training quality assurance As a result, further research is required to increase not just awareness of training quality but also training quality.

KEYWORDS: training quality, training quality management, Vietnam education.

INTRODUCTION

Today, improving the quality of education is an objective requirement in the face of the trend of international integration and is also a decisive factor for educational institutions. Vietnam is in a period of industrialization and modernization, so it is in dire need of high-quality human resources to promptly grasp scientific and technical advances in the world. Without measures to improve the quality of education, first of all, educational institutions will not keep up with the development of society and will not receive the trust of social forces. Failed to achieve the goal of modernization.

Educational institutions will gradually create new changes, forming a "culture of quality" in each educational institution, each educational administrator, teacher, and student, so that the quality of education is guaranteed and constantly improved and enhanced. In educational quality management, education quality accreditation is considered a measure, tool, and means of building a "quality culture" in educational institutions. The ultimate goal is to make each educational institution understand that quality is an issue. own survival. Especially for educational institutions that are on the path of innovation and development, the implementation and active participation in the educational quality accreditation process is a very necessary job to prove their ability and capacity in a comprehensive manner.

Management of teacher training is divided into models, including one or all of the following processes: teaching, training, organization, and research. All four of these processes are now considered essential components of teacher education planning (Avalos, 1985; Thomas, 1990a). These processes are represented in three groups of teacher education models: (1) Pedagogical models, which mainly focus on the teaching roles and personal development of teachers; (2) Organizational models that focus on preparatory teachers, which can organize participation and informal education; (3) Research models, which play the role of generating new ideas for better quality education, training, and teaching.

Although the issue is quite diverse, this article only focuses on overviewing studies on teacher training management and training quality management.

METHOD

In order to collect research documents related to training quality management and teacher training management, there are two main concepts used "Management of teacher training", and "management of training quality". After collecting the data, the organization categorizes them according to the following aspects: reasons for doing the research, research methods, research results, and recommendations and recommendations.

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RESULTS

Teacher training management

The research on teacher training management consists of six works carried out during the period from 2008 to the present. In a study on teachers' ability to improve children's language skills, (Vu T.K.T & Đinh T.K.T, 2021), teachers' abilities to improve linguistic skills in early childhood are critical. However, it appears that researchers in Vietnam are not paying enough attention to this problem. Thus, the purpose of this study is to investigate elements that indicate kindergarten teachers' competence in improving language skills for children. This study used the Delphi technique to conduct three rounds of interviews with 14 experts, the last two of which were to confirm the relevance of factors found in round 1. To summarize, this study discovered 46 characteristics that characterize kindergarten instructors' competence in improving language skills for children. These 46 criteria were further divided into four categories: (1) the teacher's linguistic duty; (2) language development activities; (3) building a classroom language environment; and (4) involving parents and the community. The findings of this study will have ramifications for policymakers, teacher training managers, and preschool directors in developing policies and programs to improve kindergarten teachers' skills.

Additionally, (Le .T.N, 2020), teacher competence training is critical in the contemporary environment of educational innovation, particularly for preschool instructors. As a result, controlling the training of preschool instructors toward competency is critical. The author examined the management situation of preschool teacher training toward competency at educational colleges and then proposed six strategies to enhance management in order to meet the needs of basic and comprehensive education innovation.

With research on the teacher training management model, (Nguyen D.N, 2019), this research on links between universities and business is anticipated to assist universities to enhance their teaching and learning quality and give their students with information that allows them to operate in enterprise in the context of Vietnam's global integration process and Industry 4.0. Using an information systems management-driven approach, this paper provides a conceptual model for university-enterprise links. According to the findings of this study, antecedents of links and university enterprise connections are structurally connected to firm performance.

In the research on management of teacher training in defence, (Phan X.D, 2016), the quality and effectiveness of management of national defense and security teacher training in universities for the last ten years following the promulgation of Directive No. 08/2002/CT-BGDDT dated 20/3/2002 of the Ministry of Education and Training on "Training of national defense teachers for secondary schools tati vocational schools" is significant, serving as a foundation for proposing feasible solutions to improve the quality and effectiveness of management.

In order to meet the demands, (Hoang T.M.P, 2015), the administration of vocational teacher training concerns the supply and demand for vocational instructors. The unique management principle of training vocational teachers complies with supply and demand, quantity-quality, and principles that ensure synchronous functioning of the fundamental aspects of education—training management in decentralization and devolution. The management contents primarily consist of planning, training plans to identify the needs of vocational training teachers based on education forecasts, and educational development planning: arranging the training process. In which the emphasis is on the innovation of objectives, programs, curriculum, and activities to practice their teaching practice; the implementation of mechanisms for coordination between schools of technology and education and vocational training establishments, educational authorities, and relevant organizations; and the assessment of the quality of training after graduation of students who are employed as teachers at vocational training institutions.

Refer to the international experience, (Le T.T.H, 2008), management is essentially a process of controlling the movement system to a specified goal, and the training process management is only effective in quality when fully carrying out this nature. This study applies systems reasoning to show the negative information in the relationships of the system, especially the explicit and complete description of the goal. Therefore, it is necessary to fully realize the dynamic role of information obtained from quality control, and it is necessary to consider quality assurance as a management solution and a training method.

In terms of management of training quality”

In the study relevant to vocational training, (Luu T.T & Nguyen T. Đ, 2018), the report investigates the state of excellent vocational education in Hau Giang province. The poll was carried out by interviewing specialists and managers, instructors, students, and enterprises. The descriptive statistical approach is used to investigate the elements that influence the quality of vocational education. The findings examine three important aspects that have a direct impact on the quality of vocational training: the input factor, the training method, and output management. Finally, the report makes some suggestions for improving the quality of vocational education in Hai Giang province.

Besides, (Ma T.H et al, 2016) the article analyzes the factors affecting the quality of management of vocational training for rural workers in Lai Chau province. Research results show that the group of factors that have the greatest influence includes quality and policy factors; the second group of influencing factors is the size and quality of rural labor; the third group of influential factors is the labor market; the fourth most influential factor group is the group of factors that need vocational training of rural workers; and

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the fifth group of factors is the group of local factors. Based on the research results, the article has proposed some solutions to improve the efficiency of the quality management of vocational training for rural workers in the province in the coming time.

For the sector of civil services, (Ho D.M, 2019), Ho Chi Minh City holds an essential position and role in advancing Vietnam's contemporary industrialisation, modernisation, and international integration. Ho Chi Minh City has always been at the forefront of the National Public Administration Reform Program, exploring, proposing, and implementing groundbreaking and innovative administrative reforms that focus on organizational structure, administrative procedures, and management quality in training and retraining civil servants and public employees. However, there are still limits in the management quality of training and retraining of civil officials and public employees in Ho Chi Minh City that must be addressed in order to satisfy the new administrative reform and international integration needs of the city. This article examines the outcomes of training and retraining civil officials and public employees in Ho Chi Minh City and suggests some future alternatives.

Similarly (Nguyen T.H.H & Doan . V.D, n.d.), Training cadres and civil employees is seen as an important instrument for the growth and strengthening of cadres' and civil servants' competencies. As a result, in most countries, quality management of training is a crucial approach for establishing a body of skilled, trained cadres and civil servants to satisfy the criteria of public administrative reform. This article investigates the ideas of quality and quality management in cadre and civil servant training, offering methods for quality management in training to help produce a body of cadres and civil servants equipped to fulfill the objectives of public administration reform.

The research onto links of universities – businesses, (Nguyen D.T, 2020), this research on links between universities and firms is designed to assist universities enhance their teaching and learning quality and give their students with information that allows them to operate at the enterprise in the context of Vietnam's global integration process and Industry 4.0. Using an information systems management-driven approach, this paper provides a conceptual model for university-enterprise links. This study shows that antecedents of connections and university enterprise linkages are fundamentally connected to enterprise performance.

Regarding to total quality management in university, (Đo T.B.H et al, 2016), the article analyzes and evaluates the current situation of training quality management in accordance with the comprehensive quality management model, as well as the extent to which it meets the requirements and conditions for implementation at FPT University's vocational colleges, stating that the cause for training quality management at the school is still limited. On that premise, the author has offered methods that are appropriate for the school's environment and quality development approach. Improving training quality management is the foundation for FPT University's vocational colleges in particular, and universities in general, to steadily enhance the quality of their training.

Moreover, (Pham T.M, 2007), the form of work-study training at universities and colleges faces many challenges in terms of content, form, operation method, etc., especially in managing the quality of training forms. This theoretical study mentions the innovative elements of quality management in this form and the findings show that the credit-based approach to training has the most advantages in creating the best conditions for learners, in line with the philosophy of continuing education. Therefore, it is necessary to research and implement formal and non-formal training as a whole while still taking into account the specific characteristics of this type.

More importantly, (Tran. T.T, 2017), university autonomy is an inevitable trend where universities will be fully accountable for all things: academic integrity, financial integrity, efficient use of resources, quality and suitability of output, and ensuring social equity. The article wants to find the educational quality management systems suitable for the new autonomy model, helping to create advantages for the progress of jobs and activities to achieve quality and effectiveness in education through the process of improving the capacity of the school organization.

Quality and quality management of higher education (Vu X.H, 2009) is a matter of concern in the education system in general and at military universities in particular. This study applies the theory of total quality management to discuss the quality management of military higher education with many advantages: tight staffing organization; planning calculation; working under orders; organizing regular inspection and examination; stable customers; identical teaching and living conditions; quick feedback; timely improvements. There are a number of solutions required for quality management conditions, input quality management, and training process quality.

The quality of education managers (Nguyen T.H, 2015) is directly related to the quality of training programs for masters in education management. The master of education management training program establishes criteria for participants' knowledge, abilities, and moral ethics. The article on quality management describes the training program for masters of education management in the context of current educational innovation, with the goal of mentioning new approaches to quality management in the training program for masters of education management at the National Institute of Education Management.

In recent years, the international standard ISO 9000 (Phan L.H, 2015) has been strongly propagated and applied in our country in many fields of life. In the field of education and training, many universities in our country have effectively applied the quality management model according to ISO standards in school management activities. The article introduces the quality management model according to ISO standards in education and training in general and in universities in particular, thereby proposing levels

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and roadmaps for the application of this management model in schools. University in the People's Public Security with concrete steps

We are putting total quality management into practice at Hanoi University of Pharmacy (Pham B.T, 2018) in order to improve training quality, open prospects for the school to develop with a quality brand name, and achieve the goal of comprehensive capacity development. Students to meet the needs of society.

One of the measures proposed by the platform to fundamentally and fully rebuild education and training is to increase training quality (Pham N.T, 2020). Today, the quality of education is critical to the school's existence in a market economy, deep integration, and severe rivalry. There is no other method for training institutions to flourish and integrate into the market but to increase the quality of their own training, and non-public colleges in Hanoi city are exempt from this law. As a result, schools require ways to increase the quality of their education.

On the research on international experience, (Le H.H, 2017), one of the intriguing subjects in various workshops in Vietnam at all levels is teacher and pedagogical training experience in developing countries, in order to accomplish the goal of full basic innovation in the domain of education and international integration. The article discusses the experience of several nations in the globe in the development and selection of model training programs and techniques for organizing the execution and administration of excellent teacher and pedagogical training. As a result, it is proposed that teacher and pedagogical training experience be creatively and effectively implemented to improve the quality of teacher and pedagogical training management in Vietnam.

The standard and its application, (La V.H, 2021) the new principle title standard has been released, and management staff development activities must be based on the standard in order to increase management staff quality. According to the survey results, some outcomes have been realized in the development of management personnel in primary schools in Cao Bang city, Cao Bang province. However, several flaws must be addressed, such as evaluating managers based on the standard title of principal; staff planning, training, and retraining; appointing and rotating managers; and establishing rules and incentives to drive managers to improve.

In the sport sector, (Bui Q.H, 2014), improving training quality is a top concern of training institutions, including sports training schools. This study focuses on finding solutions to improve the quality of sports training. The research results have selected 10 solutions to improve the quality of training at Bac Ninh Sports University. These solutions are purpose, content, and organization to combine in the application process.

CONCLUSION

The reasons or contexts for conducting research on training quality management or teacher training management are quite diverse, ranging from issues of competence or specific criteria of teachers but more broadly the system of teachers. system of teachers or officials in a locality. Research methods are mainly carried out in two directions, one is theoretical research by generalizing issues related to the research topic, thereby identifying or commenting and making comments to clarify the problem. theoretical topics have not yet been applied; the second is practical studies by questionnaires or interviews to show the proposed hypotheses and reflect real problems. As management studies, the findings focus on solutions to improve the quality or effectiveness of teacher training management or current training quality management in higher education institutions or institutions. pedagogical training.

This article also has limitations because the number of documents is not completely complete at the national scale but only belongs to the existing data system at the Ministry of Science and Technology, so it only partially shows the picture. on training quality management and current teacher training management.

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