



## MANAGEMENT OF TRAINING ACTIVITIES FOR TEACHING STAFF AT CAN THO COLLEGE, VIETNAM<sup>i</sup>

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### **Abstract:**

With the topic "Management of training activities for teaching staff at Can Tho College", the study has systematized the theoretical basis of the management of training activities. It deals with a survey on the current situation of training the teaching staff of Can Tho College, Can Tho City, Vietnam, and proposes some measures to foster the teaching staff at Can Tho College, Can Tho City. On the basis of theoretical research and practical survey, the authors would propose 6 specific measures to manage training activities for teaching staff at Can Tho College. The proposed measures would affect all subjects and stages of the management process from raising the needs, planning, organizing, directing to checking and evaluating; impacting on all elements of the management of training activities of lecturers in order to foster, as well as diversify training activities to meet the needs of lecturers. Each proposed measure also has different goals, tasks and implementation, but in general, they are closely related, interact and complement each other. Therefore, those measures must be implemented in a synchronous, unified, flexible and flexible manner in order to achieve high results, meeting the requirements of improving the level and quality of teaching at the school today.

**Keywords:** management, training activities, teaching staff, Can Tho College

### **1. Introduction**

In the process of industrialization and modernization, in order to realize the goal of a rich people, a strong country, a just, democratic and civilized society, creating conditions for

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each country to train and create human resources source to foster talents and enrich the "assets of the nation" is an invaluable resource of the nation and mankind. Therefore, the "training of lecturers and administrators" is a very necessary thing. Can Tho College, Can Tho City, Vietnam is not an exception, lacking in quantity, limited in quality and not really reasonable in structure, with many shortcomings. In the general context as well as in the development conditions of the University, the quality of training plays a very important role, in which it is impossible not to mention the role of the teaching staff and the school's management staff. The quality of the teaching staff depends on their professional qualifications along with the training of pedagogical capacity. However, with the increasing requirements of innovation, the teaching staff is not strong, the training and retraining activities are still limited, and they have not actively planned training and retraining to raise the standard of the teaching staff.

Decision No. 89/QĐ-TTg, dated January 18, 2019, of the Vietnamese Prime Minister, "Approving the Project to improve the capacity of lecturers and managers of higher education institutions to meet the requirements of higher education institutions. demand for a fundamental and comprehensive renovation of education and training in the period of 2019 – 2030." Accordingly, the general goal and direction is to accelerate the implementation of the task of standardizing the teaching staff according to each educational level and training level, for all primary, secondary, and secondary teachers. lecturers of vocational education institutions must have a university degree or higher and have pedagogical capacity. College and university lecturers have a master's degree or higher and must be trained and fostered in pedagogical skills. Education managers at all levels must be trained in management skills. To build a contingent of lecturers and managers of higher education institutions with quality assurance, reasonable structure, meeting the requirements of the fundamental and comprehensive reform of education and training of qualified human resources, high quality and develop science - technology for the country, associated with the requirements of entrepreneurship, innovation, requirements of the Fourth Industrial Revolution.

In Circular 15/2017/TT-BLĐTBXH on stipulating criteria and standards for vocational education quality accreditation, in Standard 7 of Criterion 3, it is also emphasized "Implement recruitment, use, planning, foster, evaluate and classify teachers, managers, public employees and employees according to regulations to ensure publicity, transparency and objectivity."

In addition, we are in the process of accelerating industrialization and modernization of the country, and many new and modern production technologies have been put into production. Therefore, if the teaching staff cannot meet the needs of human resource development for the cause of industrialization and modernization of the country, and of course, their old knowledge and qualifications will not be able to meet the needs of the future. new requirements of development, of new and modern equipment. The issue of management of training activities for lecturers in colleges must be given more importance. Over the years, Can Tho College has made great efforts in the management and training of the teaching staff. But in fact, there are still many

shortcomings in terms of the number, professional qualifications and pedagogical capacity of the teaching staff.

Stemming from the above reasons, in order to contribute to improving the quality of the teaching staff as well as to help the teaching staff to perfect and improve their qualifications to reach the standards of the team, the research title "Management of training activities for teaching staff at Can Tho College" is chosen.

## 2. Literature Review

According to Christopher Day (2014) in the article "*Successful school leadership*", the challenges that leaders face in schools are ensuring that teaching and learning are always good, ensuring the mastery of basic knowledge and skills. Hecklau et al., (2016) mentioned four main groups of competencies in meeting the requirements of the 4th Industrial Revolution, namely technical or professional competencies including relevant knowledge and skills with regard to the profession, methodological competence includes the knowledge and ability to solve problems and make decisions; Social competence includes all experiences and capacities as well as attitudes to cooperate and communicate with others; Personal competence includes the social values, motivations and attitudes of the individual.

In the study "*Development of a training program for enhancement of technology competencies of university lecturers*" by Chomsupak Cruthaka (2016), it was mentioned that lecturers must have information technology skills to enable them to teach, research and professional development in the 21st century. According to Clever Ndebele (2014) in the article "*Voices of Educational Developers on the Enabling and Constraining Conditions in the Uptake of Professional Development Opportunities by Academics at a South African University*" found limitations in the professional development of lecturers such as lacking of time, overloading in work as well as underestimation of teaching when compared to research. According to the author, in order to attract lecturers to improve their expertise in refresher courses, these courses should be tailored to meet the needs of lecturers in different disciplines.

Muhammad Dilshad (2019), in the study "*Continuous Professional Development of Teachers: A Case of Public Universities in Pakistan*", mentioned development activities for teachers such as skills, knowledge, expertise and other characteristics. Another point as a teacher. The main objective is to improve faculty performance and enhance student achievement. Activities take a variety of forms such as: discussions with colleagues, responding to student feedback and peer reviews as well as participation in certification classes, seminars, conferences, etc.

In the Vietnamese context, regarding the issue of fostering and managing activities of fostering the teaching staff, developing the teaching staff, a number of doctoral and master's theses specialized in education management have been researched. According to the doctoral thesis "*Management of teaching staff in multi-disciplinary and multi-disciplinary universities in Vietnam from the point of view of autonomy and social responsibility*" of author Pham Van Thuan (2009), researching solutions for managing the teaching staff

in multidisciplinary and multi-disciplinary universities in Vietnam from the point of view of autonomy and social responsibility has clarified more theoretical issues and summed up international experience on managing the teaching staff. In higher education institutions, thereby proposing measures to manage the training and fostering of staff in general and teachers in particular in multidisciplinary and multi-disciplinary universities.

That development of teaching staff at colleges in the North of Vietnam, in the context of vocational education innovation from the doctoral student, Nguyen Dang Lang, poses that lecturers without a program training, self-training, and organizing regular professional training, will certainly fall behind the times, and will be eliminated from the school. Thus, the capacity to perform tasks shows that the training of teachers is associated with the development goals of the school.

In "*Scientific research of lecturers - An important factor contributing to improving the quality of training at universities in the current period*" by Tran Mai Uoc (2013), it emphasizes teaching and scientific research, which are two important - mandatory - necessary tasks of any university lecturer. These two tasks are mutually complementary. In particular, the article highlights the scientific research tasks of university lecturers, which have a great influence on the quality and reputation of the university's training. Thereby, the article points out the practical benefits of scientific research for lecturers, typically scientific research helps lecturers deepen, update and cultivate knowledge; develop the thinking and creative capacity of lecturers; a link between theory and practice.

Ngo Thi Minh Thuc (2015) in "*Management of training for college teachers in response to current educational innovation*" identifies factors affecting training management activities such as mechanisms, policies and other factors. The most subjective factor for teacher training management activities is "*creating motivation and building a pedagogical environment to promote teacher training activities*".

Nguyen Van De (2019) in "*Solutions to improve the capacity of lecturers at universities in the Mekong Delta in the context of integration*", mentions the problem of identifying needs and types of staff training. From this respect, depending on the needs, the school will create the most favorable conditions to foster the teachers in a reasonable way in accordance with the individual requirements and the needs of the school.

Thieu Minh Tu (2021), in the thesis "*The current situation of training and retraining activities to improve the qualifications of the teaching staff of Hong Duc University at present*" said that the lecturers are the subject, the human being. determining the quality of education, training and development of each school. The author, in addition to identifying the strengths of the lecturers at the school, has made a number of limitations as a large part of the lecturers are not fully aware of their responsibilities in learning, fostering, and settling down, being satisfied with their current qualifications, who have not tried to study to improve their qualifications, have not taken the initiative in participating in the planning of training and fostering to a doctorate. In addition, the salary regimes, incomes and training and retraining support for young lecturers are limited, making them not really secure to improve their qualifications.

Tran Thi Hoai Thu (2022) in "*Some solutions to develop graduate training faculty at Trade Union University*", said that to be able to develop the university's graduate training faculty, the school needs to concretize the strategy of developing the teaching staff by carefully reviewing and assessing the social needs to develop a strategy for the development of the training sector, thereby having a strategy to develop the appropriate teaching staff. To ensure development in both quantity, reasonable structure, and quality to be consolidated and improved to avoid the situation when the industry code is opened but the training demand of the society is too low compared to the training capacity. The faculty members have a doctorate degree and at the same time ensure a balance in terms of age, gender, qualifications, and a balance between teaching specialties and trained specialties. Besides us, the author also mentioned the process of recruiting lecturers. According to the author, how to attract and prioritize the use of master's and doctoral graduates in developed countries to be able to meet the requirements of the standards of lecturers participating in training is an issue. Creating at school is one of the central issues.

Nguyen Thanh Doan (2019), in "*Developing the teaching staff of Nha Trang Tourism College in the context of integration*", expressed that the teaching staff is one of the determining factors of training quality. In addition, the author has also identified a number of limitations in the organizational structure, which is the lack of synchronization in the organizational structure, and the facilities have not met the development scale, and there are no multi-class classrooms. function. After that, the material and spiritual life of the volunteers was still difficult. Teachers' income is mainly salary. Some young teachers have low wages, do not have a house, and still have to rent, so they are not able to stabilize their lives and are not really secure in their work.

## **2.1. Research Aims and Questions**

This research with the topic related to managing training activities for teaching staff at Can Tho College, Ninh Kieu District, Can Tho City, Vietnam aimed at contributing to improving the quality of the school's teaching staff not only in terms of quantity but also quality with the three objectives: (1) to systematize the theoretical basis for management of training activities of college lecturers, (2) to survey on the current situation of management of training activities for teaching staff at Can Tho College, Ninh Kieu District, Can Tho City, and (3) propose some measures for the management of training activities for teaching staff at Can Tho College.

And, there are three research questions as follows:

- 1) What is the current situation of managing training activities for teaching staff at Can Tho College?
- 2) What are the suggestions for managing training activities for teaching staff at Can Tho College to achieve high efficiency?
- 3) What are the theoretical and practical bases to propose such measures?

### 3. Research Methodology

#### 3.1. Research Participants

The total number of people surveyed was 99 people, including Board of Directors and leaders of departments (n=10) and lecturers (=89).

#### 3.2. Research Instruments

The research instruments were a questionnaire and in-depth interviews.

The instruments used the rating scale for items in the questionnaire, based on a 5-point scale (Nguyen Dinh Tho, 2011), and each question was evaluated with 5 different levels. The meanings of the levels with the convention were as follows:

- Rating scale for questions about the importance of teacher training activities of Can Tho College was: 1. Absolutely not important; 2. Doesn't matter; 3. Normal; 4. Important; 5. Very important.
- Processing and evaluating survey results: the average score of the survey contents was divided into the following levels:
  - 1 - 1.80: Not important/Weak/Very Disinterested/Never/Very Low/Completely Unsuitable,
  - 1.81 - 2.60: Less important/Medium/Not interested/Rarely/Low/Not relevant,
  - 2.61 - 3.40: Normal/Fair/Normal/Occasionally/Average/Confusion,
  - 3.41 - 4.20: Important/Good/Interested/Frequent/High/ Appropriate,
  - 4.21 - 5.00: Very important/Very good/Very interested/Always/Very high/Completely relevant.

### 4. Findings and Discussions

The study would pose the results of the first two research questions as follows:

#### 4.1. The Current Situations of Training Activities for Teachers at Can Tho College

##### 4.1.1. Actual Situation of Awareness about the Importance of Training the Teaching Staff

The survey results show that the awareness of the importance of fostering teaching staff at Can Tho College is recorded in Table 4.1.

**Table 4.1:** Evaluation results on the awareness of the importance of fostering teaching staff at Can Tho College

Statement	Director board (n=10)		Lecturers (n=89)	
	Mean	SD	Mean	SD
The importance of training teachers	4.20	0.42	3.60	1.58

From Table 4.2, the survey results show that teachers think that the role of teacher training activities is important. In this scale, the level of interest of teachers is above average (Mean/M= 3.60, SD=1.58) close to *Important* in which, about 27% evaluating from

below normal level, the remaining 73% of teachers from normal level. Meanwhile, the expectations of managers are higher (M=4.20, SD=0.42).

**Table 4.2:** The level of interest of the school leaders in the training of teachers by percentage

Level of interest	Less important	Not interested	Normal	Interested	Very interested	Mean
<b>Respondents</b>						
<b>Director board</b>	0	0	0	6	4	<b>4.40</b>
	0%	0%	27.4%	57.5%	15.1%	
<b>Lecturers</b>	5	2	31	31	20	<b>3.66</b>
	6%	2%	35%	35%	20%	

In Table 4.2, it is clear that the management staff are very interested in the training of teachers (M=4.40), and for teachers, this level (M=3.66), in which, only 8% of teachers chose below level 3, showing that there are also some teachers who do not realize the level of attention of leaders.

Also, statistics show that, from the perspective of teachers, the level of interest of the Director board (school's leaders) in fostering the teaching staff is yes, the activity of managing the teaching activities for the teaching staff is an urgent and vital requirement. In the past time, the school's leaders have paid attention and created favorable conditions for faculty members to participate in this activity. In the period 2020-2022, the school has created conditions for 7 teachers to go to an *advanced political theory program*, 15 teachers to attend *an intermediate of political theory one*, 2 researchers (1 domestic, 1 foreign program), 2 teachers pursuing graduate school in Vietnam.

**Table 4.3:** Statistics of the number of teachers sent to improve their political theory and professional qualifications in the period 2020-2022

Year	Advanced Political Theory	Intermediate Political Theory	Doctoral program		Master program		Undergraduate		Total
			Domestic	Foreign	Domestic	Foreign	Domestic	Foreign	
2020	2	5	1	1	4	1	0	0	<b>14</b>
2021	3	5	2	0	4	0	3	0	<b>17</b>
2022	2	5	0	0	2	0	1	0	<b>10</b>
<b>Total</b>	<b>7</b>	<b>15</b>	<b>3</b>	<b>1</b>	<b>10</b>	<b>1</b>	<b>4</b>	<b>0</b>	<b>41</b>

The school leaders are also interested in managing and updating professional knowledge for teachers such as creating opportunities for teachers to take refresher courses to achieve professional titles, managing and improving foreign languages and informatics skills for teachers, who can apply to their own teaching. However, due to the economic condition of the school, the school usually only supports reducing the number of lessons as well as supporting part of the funding. The school always encourages teachers to apply for scholarships.

#### 4.1.2. Actual Situation of the Results of Training Activities for Teaching Staff

**Table 4.4:** Evaluation of the results of training activities  
for teaching staff at Can Tho College in recent years

No	Content of program	Weak	Average	Fair	Good	Excellent	Mean	SD	Ranking
1	Fostering political ideology, quality and morality	0	0	46	35	8	3.57	0.66	1
2	Professional capacity building (training level)	6	5	35	40	3	3.33	0.90	2
3	Improving scientific research capacity	8	6	42	30	3	3.16	0.92	5
4	Developing teaching and pedagogical skills	0	17	33	36	3	3.28	0.81	3
5	Capacity building for professional development	2	17	31	36	3	3.24	0.88	4
6	Enhancing complementary competencies (foreign languages, informatics)	4	15	35	35	0	3.13	0.85	6
<b>Total</b>							<b>3.28</b>		

From Table 4.4, it is shown that teachers perceive the performance of these programs as above Good ( $M=3.28$ ). The lecturers clearly realize that the training activities of teachers in recent years have achieved certain results, but there are still some limitations that need to be overcome. Looking at the hierarchy shown in the survey, it is seen that most of the teachers rated the Good level in the content "Fostering political ideology, quality and morality" with  $M=3.57$ ; followed by "Professional capacity building" with  $M=3.33$ ; and followed by "Developing teaching and pedagogical skills" with  $M=3.28$ . Those are the focus that the school can do according to the guidelines and policies. The remaining "Enhancing complementary competencies (foreign languages, informatics)" is only slightly higher with  $M=3.13$ .

#### 4.1.3. General Assessment of the Current Status of Training Activities and Management of Teacher Training Activities at Can Tho College

##### 4.1.3.1. Goodnesses

With the attention of school leaders, along with the efforts of learning and self-improvement, most of the teachers and management staff are qualified. The management of training activities for teachers in recent years has been concerned by the college, from orientation, setting goals, planning, organizing implementation to checking and evaluating training results, basically meeting the urgent requirements that need to be managed for the teaching staff throughout the college. The teacher training activities received the attention of leaders, managers and the participation of the teaching staff, contributing significantly to the positive results that the college has achieved in recent years. The implementation of directing documents on teacher training in a timely



manner, in accordance with the policy. Instructional materials are provided to training teachers for replication and use. The school directs and deploys in a timely manner, in accordance with the guidelines, goals and contents of fostering political ideology.

In the implementation of the strategic plan, the school has regularly organized training activities in the following aspects: guiding teachers to master the goals and plans of the training program; building solidarity and consensus in schools; at the same time regularly letting teachers attend other teachers' time to learn teaching methods. And in directing the implementation of the training plan, the school has built a department to direct the training activities to promptly support teachers when problems arise while attending the training.

In the examination and evaluation of the implementation of the strategic plan, the school pays attention to the inspection and evaluation of the construction plan. Usually, at the end of the training session (for the content of the training at school), there is usually a test, or reflection. When learning about the results achieved when participating in the training, the survey respondents all evaluated the content of the training in terms of improving their political level, moral quality, professional knowledge, and pedagogical skills. average and above.

The school has had orientations on teacher training activities, considering it the largest orientation in the implementation of the school's strategic development plan in general and the school's staff development strategy in particular. Most managers and teachers are aware of the importance of teacher training activities. Since then, most of the survey respondents highly appreciated the need for training activities.

In general, the majority of school administrators and teachers are aware of the importance of fostering activities. In the process of training, teachers have a sense of responsibility when learning to improve their qualifications. The performance of the management and fostering function of teachers is also concerned for the school and achieves certain results, although it is not synchronous and still has some limitations and inadequacies. Basic training activities strictly adhere to the process and content and achieve the training goal, thereby contributing to improving the capacity, quality and qualifications of the teaching staff in the college.

#### **4.1.3.2. Weaknesses**

In addition to the goodneses, the training and management of teacher education activities of the school also have some limitations as follows:

- There are still some limitations to raising awareness of school teachers about fostering activities. From the survey results, it can be seen that most managers are aware of the importance of training activities. However, there is still a minority of teachers who are not properly aware of the importance of teaching activities, so the sense of fostering and self-improvement is not high.
- The planning work is still limited. Although the school has policies and orientations for the training activities of the teaching staff, the planning work has not been specific and detailed. In addition, the plan is mainly based on the needs

of the University, without paying attention to the needs and aspirations of individual teachers in fostering activities.

- The training plan has not shown the initiative in reasonable time and the training content is still limited.
- The management of the self-improvement plan of teachers is still vacant and has not been given adequate attention.
- Limitations in the organization and implementation in the leadership and direction: there is a lack of high consistency between the guidelines of the leadership and the implementation of the management staff. The implementation of the work is still overlapping, and there is no specific guidance on the decentralization of management and work execution.

Next, material conditions and policies for teachers are still limited and inadequate. Although the school's facilities have shown signs of deterioration in recent years, the facilities have not yet met the requirements. The equipment for training such as classrooms, equipment, and documents are not adequate. Computer facilities, internet system is unstable, information is not updated in time. The active study of documents before participating in the training course has not been focused. Therefore, teachers are always passive in preparing for learning and fostering. In part, the department that organizes the training courses has not focused on the preparation and study of the teachers' documents before participating in the training. In addition, the policy to support, treat and encourage teachers to participate in training and after the training has not met the teachers' expectations.

The implementation of inspection and evaluation of teacher training activities has not been properly focused. The school annually develops and implements an internal inspection plan to evaluate managers, teachers, and staff performing their duties. However, this is a general inspection, not a major test for fostering activities. Training activities are only a small part of the internal inspection contents of the school. If this is considered a separate content, with a clear and timely implementation plan, and interaction from the examiner and the inspected person, the effectiveness of the training will be significantly improved.

## **4.2. Causes of Weaknesses**

### **4.2.1. Objective Reasons**

The conditions for conducting training activities for teachers are still limited and inadequate, including limitations in terms of facilities, materials, and funding sources for the implementation of training activities. Facilities do not meet practical needs. Currently, many administrative-heavy jobs such as records, lesson plans, and books take up a lot of time for managers and teachers, so the investment in training activities is narrowed. Funding to support training implementation is not commensurate with practical needs. While the reality requires a fundamental and comprehensive reform of education and training, there are many problems to improve the quality of education, in which to improve the quality of the staff; especially training and retraining so that the teaching staff can adapt to the continuous innovations of practice. On the other hand, the policy

regime for managers and teachers is still inadequate, not creating motivation for managers and teachers to actively participate in effective training activities.

#### 4.2.2. Subjective Reasons

The reasons for the teachers themselves, due to limitations in qualifications and capacity, a minority of teachers still have difficulty in determining the content and methods of training in accordance with their own capacity and needs. Therefore, the teacher has not proposed the appropriate content and form of training. On the other hand, when accessing the content that has been fostered and trained, teachers are still not able to fully understand. Since then, when applying to the actual conditions of the unit will arise many difficulties and limitations.

Another reason is that the perception, psychology, and attitude toward the fostering activities of teachers are not high. Many teachers are not active, are afraid to participate in training, have no sense of progress, are only satisfied with existing knowledge; afraid to innovate, not proactive in professional training. They are afraid to innovate, do not actively build and implement the business plan. Besides subjective psychology, dependence. A part of teachers is elderly, difficult to approach new things, and often changes in the direction of the education sector.

There are contents and training programs that are not close to the practical needs of teachers and have not innovated methods. Management and direction have not changed over time. On the other hand, the motivation for teachers to participate in fostering activities has not been focused, and has not stimulated the voluntary and active spirit in the training of teachers.

Thus, it can be said that the school's teaching and learning activities are at a good level and tend to develop well. However, there are still many limitations that need to be overcome so that this work is really a factor to ensure the development of both quantity and quality of the school's teachers, specifically the management of teacher training activities. receive proper attention and attention from school leaders; not managed according to specific processes, so managers still face many difficulties in management and direction; Regarding the examination, it was not paid enough attention, only to organize the inspection of lectures, to attend the hours according to the school plan, but the management staff could not check to draw experience for teachers to participate in the training.

#### 4.3. Measures for Management of Teaching Training Activities of Can Tho College

The following would reveal the last research question.

In order to well manage the training of teachers at Can Tho College, the authors would propose 6 measures to develop the teaching staff of the school, which are:

- **Measure 1:** Organizing awareness raising for teachers and administrators at all levels about the importance and necessity of training teachers to meet the requirements of educational innovation.
- **Measure 2:** Completing the system of regulatory documents and standards on training activities.

- **Measure 3:** Improving the efficiency of teacher planning, forecasting the teaching needs of teachers in the process of school development.
- **Measure 4:** Making a training plan associated with the investigation of the needs of the trained subjects and the requirements for training innovation of the college.
- **Measure 5:** Organizing and carrying out the inspection and evaluation of training activities in line with the goals and requirements set for the training classes.
- **Measure 6:** Creating conditions for the training of teaching staff.

Through the survey, the authors confirm that the proposed measures have a strong and positive correlation between urgency and feasibility. Therefore, the measures we propose are completely grounded, really necessary, highly feasible and in line with reality, with objective requirements in order to well manage teacher training activities. Moreover, the measures have a dialectical relationship with each other, affecting each other. In the process of implementation to bring about high efficiency, the management staff of the college needs to synchronously use the above 6 measures and apply the measures flexibly and creatively based on the reality of the unit.

According to the survey opinions of managers and teachers, the proposed measures are feasible and urgent at a high level. This proves that the measures proposed by the research author have a practical basis and are valuable, which is essential for managers to apply in improving the effectiveness of management of training activities in this period.

## 5. Conclusion and Suggestions

### 5.1. Conclusions

Through the research, the study has systematically, contributed to clarifying the theoretical basis of the research problem, applying Vietnamese Resolution 29-NQ/TW of the Politburo *"on fundamental and comprehensive reform of education and training, meeting the requirements of industrialization and modernization in the context of a socialist-oriented market economy and international integration"* and implementing the Party's and State's viewpoints on personnel work, drawing building staff; from there, deeply analyze, clarify the specificity, raise the basic requirements of the training and fostering of teachers at Can Tho College.

The study has conducted a survey and assessment of the current status of training activities for teachers of Can Tho College. The survey results showed that the majority of administrators and teachers were aware of the importance of fostering and improving teachers. However, the level of implementation of the training was not regular, proactive and has not brought high efficiency. In order to improve the efficiency of management of training activities for lecturing staff, it is necessary to better orient training activities, to meet the requirements of improving the quality and effectiveness of training and fostering teachers in the new situation.

The management of training activities for teachers of the college is basically carried out in accordance with the management function. However, there are still many limitations in the work of improving the content, methods and forms of training,

promoting self-training activities, and perfecting the planning; organizing activities and holding the training management apparatus and inspecting and evaluating the training activities for teachers of Can Tho College.

The earlier measures are not a complete and complete system of measures, but are some urgent measures in the immediate future and are the basis and foundation for the implementation of other measures. These measures have an organic, close relationship, interact with each other, and complement each other in order to develop the teachers of the college. Therefore, the issue of management of teacher training activities must be considered to be a premise, a basic factor, and a leading factor in the development of the leaders and should be prioritized. Investing in fostering and improving the qualifications of teachers is definitely the most effective investment, in creating the school's reputation and brand. The quality of the teaching staff has a great influence on the existence and development of the leader.

The above-proposed measures are the results of a serious research process and have a close combination of the research methods that the author mentioned in the first part. The survey results confirmed the objectivity of the proposed measures. That shows that the thesis has solved the research tasks and confirmed the scientific hypothesis of the topic.

## **5.2. Suggestions**

### **5.2.1. For the Ministry of Labour, Invalids and Social Affairs**

- Strengthening the organization of refresher courses on pedagogical skills and teaching methods for college teachers;
- Improving the skills of practical teachers, focus on training specialized staff, leading experts and managers, especially school administrators;
- Developing and promulgating an appropriate vocational incentive allowance regime for teachers of vocational education.

There is a remuneration regime for teachers with high qualifications and skills to contribute to the cause of education. And there is a policy of financial support for vocational colleges with adequate equipment for teaching work.

### **5.2.2. For Rector of Can Tho College**

It is necessary to develop and promulgate a system of rules, regulations and appropriate regulations for the training and retraining of lecturers. The school board needs to base on actual needs to develop a plan to develop teachers with a clear roadmap and annually check, evaluate and adjust the implementation of the plan. In addition to the actual needs of the school, the school board should also rely on the training needs of teachers in each major, to have specific training directions for each department, so that teachers have more motivation to improve their professional knowledge.

There is a need to organize a variety of training activities for teachers. And the college board is to rely on the results of teachers' training to evaluate, classify and consider emulation and commendation every year. In addition, the reward and

punishment policies are clear to stimulate teachers to actively participate in capacity-building training.

The board can arrange refresher courses after the school year, during the summer or before the school year so that teachers can arrange time to focus on attending these refresher courses.

### **5.2.3. For Teachers of Can Tho College**

Teachers need to be aware of the roles and responsibilities of the lecturer, be proactive in constantly learning to improve their qualifications in all aspects to meet the assigned tasks, and always be responsible for the career of construction and development of the college.

In addition to the refresher courses organized by the school, teachers must constantly self-study and self-improve their foreign languages, informatics, pedagogical skills, professional qualifications, improving teaching methods, and contributing to learning, enhancing the quality of training, medical examination and treatment for the head of the family. And they also actively participate in scientific research, register topics for implementation of grassroots-level projects, provincial, ministerial and state-level projects, and promote exchange and internship activities at enterprises in order to improve professional qualifications and professions.

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The authors declare no conflicts of interest.

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