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Lecturers' Development at Public Universities in Vietnam (1986 - 2020): Current Situation and Solution

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Abstract: Improving the quality of the contingent of lecturers at universities and colleges has always been concerned and focused on by countries around the world, considering this human resource "laying the foundation" for the construction, training fostering, and developing high-quality human resources to meet the international integration process in the context of the industrial revolution 4.0 which has a strong impact on all areas of social life. As one of the developing countries, Vietnam has recently seen many social and political tensions created to make universities more academically and financially autonomous to operate and compete equally with real private schools in training human resources for socio-economic development. This article provides an insight into the current state of higher education development in Vietnam (1986 – 2020), especially the teaching staff of public universities. Based on analyzing and evaluating the current situation of the quantity, quality, proportion, and structure of the teaching staff of public universities in Vietnam today, the author gives some basic solutions to continue to develop. To develop the contingent of lecturers at public universities to meet the current requirements of higher education reform in Vietnam. The methodology used in this study is qualitative comparative analysis.

Keywords: lecturer, developing university lecturers, higher education, public schools, Vietnam.

越南公立大学讲师的发展 (1986 年至 2020 年) : 现状与解决方案

摘要 : 不断提高高校讲师队伍的质量一直是世界各国关注和关注的重点,他们认为这种人力资源是“基础”的建设,培训,培养和发展高素质的人力资源,以满足工业革命 4.0 背景下的国际一体化进程,对社会生活的各个领域都产生了深远的影响。作为发展中国家之一,越南最近出现了许多社会和政治紧张局势,使大学在学术和财务上更加自治,可以与真正的私立学校开展业务并与之竞争,从而为社会经济发展培训人才。本文提供了对越南高等教育发展现状的了解 (1986 年至 2020 年), 尤其是公立大学的教职员工。在分析和评估当今越南公立大学师资队伍的数量,质量,比例和结构的现状的基础上,作者提出了一些可以继续发展的基本解决方案。发展公立大学的讲师队伍,以满足越南高等教育改革的当前要求。本研究中使用的方法是定性比较分析。

关键词 : 讲师,发展中的大学讲师,高等教育,公立学校,越南。

1. Introduction

Lecturers are the subject and factor determining the quality of education, training and scientific research, service, and school development. Lecturers at university establishments are "the special production force that creates products as human resources", as well as the subjects that orient to create the sustainable development of society [15].

In the current context of Vietnam's education, teaching effectiveness in educational institutions, especially public schools, has contributed to the implementation of Vietnam's educational reform plan to establish an advanced, responsible, modern education, meeting requirements of socio-economic development and international integration. The current mission of public higher education institutions is to

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train and foster human resources with professional qualifications, skills, foreign languages, and information technology to adapt to globalization effectively. To carry out the above mission, developing a team of lecturers who are dynamic, exploring, innovating, creative, with good professional qualifications, with active teaching methods, well adapted to the tasks in the new age is an urgent requirement nowadays.

The research questions in this study will be:

Question 1: What is the current state of teaching staff at public universities in Vietnam today?

Question 2: What should be done to improve the current state of lecturers at public universities in the coming time?

2. Related Works

Developing teaching staff is a topic that educational scientists in countries around the world are interested in researching. Up to now, many works have been announced. According to the research results of OECD members (Organization for Economic Co-operation and Development), the quality of teachers includes the following contents: 1) Rich knowledge about the scope of the curriculum and the content of the subject they teach; 2) Pedagogical skills, including the acquisition of a "store of knowledge" about teaching methods, of the ability to use those methods; 3) Having a reflective mindset before each issue and having self-criticism capacity, very specific characteristics of the teaching profession; 4) Be sympathetic and committed to respecting the dignity of others; 5) Having the managerial capacity, including management responsibility inside and outside the classroom.

The World Conference on Higher Education with the theme "Higher Education in the twenty-first century - Vision and Action" was held in Paris in 1998. The conference noted: "A strong policy on team development is an important factor for universities. Clear policies related to university teaching staff should be developed that update and improve their skills, encourage improvement in curriculum, teaching and learning methods, and appropriate financial and professional status, to achieve high quality in research and teaching" [1].

As summarized by UNESCO, in modern education, the role of the teacher has changed in the following directions: take on more functions than before, have greater responsibility in selecting teaching and educational content; shift strongly from imparting knowledge to organizing student learning, use knowledge resources in society; attach importance to the individualization in learning, changing the nature in the relationship between teachers and students; require wider modern teaching facilities, thus requiring additional necessary knowledge and skills; require broader and closer cooperation with teachers at the same school, change the structure in the relationship

between lecturers; require tightening relationships with students' parents and community, contributing to improve quality of life; require the instructor to participate in activities widely outside the school; reduce and change the traditional reputation in relationships with students, especially for older students and with their parents [2].

For university teachers, the International Conference on "Higher Education in the 21st century - Vision and Action" raised the necessary competencies of an exemplary teacher as follows: 1) Have knowledge and understanding of different scientific ways of the instructor; 2) Have the knowledge, competence, and attitude in terms of monitoring and evaluating teachers to help them progress; 3) Voluntarily improve yourself in your profession; know how to apply career criteria and always update the latest achievements; 4) Know the application of information technology knowledge to their subjects and disciplines; 5) Ability to perceive external "market" signals about the needs of employers for graduates; 6) Master new achievements in teaching and learning, from face-to-face teaching to distance learning; 7) Attention to the views and wishes of the "customers", it can be known as different partners and students' views and wishes; 8) Understand the effects of international and multicultural factors on training programs; 9) Ability to teach different types of students, belonging to different groups of age, socio-economic environment, ethnicity... and know how to work with more hours a day; 10) Capable of ensuring formal lectures, seminars and research seminar or work in workshops with a larger number of students; 11) Ability to understand the individual's career "adaptive strategies". Teachers can base on these requirements to choose some fields that are most necessary for them to go deep.

In the 21-point recommendation about the organization's modern educational development strategy, UNESCO states: "Teachers must be trained to be more educators than imparting experts" (point 18). In particular, the training program of teachers needs to make full use of new teaching methods and equipment" (point 16) [3]. Daniel R. Beerens, the author of the book "Creating a culture of motivation and learning", said that proactivity and innovation are the main criteria of today's teachers. He advocated creating a culture of motivating and regularly learning the teaching staff, considering it the primary, new value of teachers [4].

Michael Fullan and Andy Hargreaves [12] identified aspects of teaching staff development, including psychological, professional, and career cycle development. According to Blackwell R, Blackmore P, teaching staff development is part of university strategy, and there are a variety of team development solutions such as building faculties into learning communities and training teaching staff; encouraging research-based teaching; Incorporate information

technology into staff training and facilitate teaching staff development [5].

To improve the quality of teacher training, the Government of Malaysia introduced many reforms from the selection, recruitment, content of training programs, information technology, length, content, and methods of training to the approach [6]. Each Education Institute has from 800 - 1000 students. These students will take one year to obtain a Postgraduate Diploma and five and a half years to obtain a Bachelor of Education. Teachers who are working and wishing to improve their skills can attend 2 - 3 day courses taught by lecturers from many disciplines. These courses last from a few days to weeks, months and serve as supplementary courses [6].

The author Le Duc Ngoc said that there are two main reasons to pay attention to the development of university teaching staff, which are: i) Qualifications of the contingent determine the quality and ability of a school in teaching, researching, and serving society in the commodity economy; ii) Salary and allowance cost for this team is the biggest expense of each university, it is closely related to the quality, effectiveness, and efficiency of training [7].

The author Pham Thanh Nghi researched and assessed the current status of teaching staff through research investigations on education, human resource analysis, building solutions to foster teaching staff, including programs and organizational plans. Forms of training include concentrated training, non-concentration training, on-site training, and distance training. The author focuses on self-training and self-training and sees it as a strategy for educational development [8].

Tran Ba Hoanh, in his work "The Problem of Teachers, Theoretical and Practical Studies," has analyzed the issues surrounding the development of the teaching staff from the role of teaching staff and position in society. Especially, the author studies in-depth training, the use, and the building of quality teaching staff [9].

According to author Pham Minh Hac: Success in teaching and educating students requires teachers to have an advanced worldview, noble moral qualities, high skill levels, and professional skills. Knowledge, skills, and skills are materials to create capacity. He said that pedagogical competencies are general competencies, including basic components, which are individual competencies divided into groups: a) Personality competencies such as control capacity, self-control psychological control force; b) Teaching capacities: scientific capacity, language capacity; c) The capacity to organize communication: pedagogical observation, pedagogical ingenuity, attention distribution capacity, organizational capacity, communication capacity. These competencies are common capacities of teachers, while specialized

competencies are associated with teaching in different subjects [10].

In summary, since the end of the twentieth century, research on teaching staff development following standard professional trends has been conducted in many countries worldwide. The researches all affirm that the teaching staff and the development of the teaching staff is one of the basic conditions for ensuring the quality and development of education; The teaching staff's viewpoints and perceptions of the position and role are more and more correct and comprehensive. At the same time, the studies also offer many different solutions to develop the teaching staff, such as: building professional standards, criteria, requirements, testing methods, using technology, modern techniques.

3. The Research Method

The systematic approach is used to analyze the current development of the teaching staff of public universities in Vietnam through the quantity, quality, proportion, and structure of the teaching staff of universities. The advantages and achieved results for the teaching staff development of public universities in Vietnam to meet the requirements of developing human resources for the country's socio-economics are qualitative analysis and explanatory research. The analysis process was carried out by using historical information and with historical and dialectical materialism methods.

Besides, the article uses historical and logical methods, comparison, analysis and synthesis, induction and interpretation, statistical methods from the sources, references to serve in research and presentation.

4. Scope of Article Results

The development of the contingent of lecturers at public universities in Vietnam in recent years has made an important contribution to the international integration process. In the process of international integration, Vietnam always considers the training and development of the teaching staff of public universities as the goal and driving force of the revolution, the decisive factor for the success or failure of the revolution, especially in the process of international integration with a new comprehensive and profound awareness of both theory and practice in all fields, awareness of the position and role of the teaching staff of public universities. At present, Vietnam has become a low-middle-income country. It has reached many achievements in the development of education and training in general and in the development of teaching staff at public universities in particular. However, the reality has many limitations and weaknesses, requiring appropriate solutions and policies to continue to develop the contingent of lecturers at public universities to respond to the requirements of higher

education innovation and international integration in the current industrial revolution 4.0 context in Vietnam.

The research results can be used to make policy recommendations to develop the faculty of public universities further to meet the requirements of international integration in Vietnam in the coming time.

5. Results and Discussion

5.1. The Current State of the Teaching Staff at Public Universities in Vietnam

Based on the implementation of Central Resolution 7 (term X) "On building a contingent of intellectuals in the period of accelerating national industrialization and modernization" and the Government's Resolution No. 44 / NQ-CP on "Fundamentally and comprehensively renovating education and training, meeting the requirements of industrialization and modernization in the conditions of a socialist-oriented market economy and international integration", the public universities have applied creativity, in accordance with their specific conditions, to develop and improve professional qualifications for the contingent of lecturers. The schools have focused on in-depth training, implementing many forms of joint training, academic exchange expertise for staff and lecturers. Therefore, the teaching staff of the university is constantly increasing in quantity and quality.

In 1986-2019, the number of public universities increased by 2.7 times. 62/63 provinces and cities of Vietnam had at least one university. The number of schools increased rapidly, mainly due to upgrading from college to university (especially in 1996-2019). The number of students increased 23 times while the number of lecturers increased only 4.4 times. The highest student/teaching staff ratio was 32.72/1 (2001-2006 period) shows the number of university lecturers of the public schools has not met the actual training needs.

By 2019, public universities account for 72.60% of the number of schools, 87.53% of students, and 72.01% of the teaching staff of the whole system. Specifically, there are 163 public universities, 69,591 teaching staff, and 1,520,807 students. Compared to the 2006-2007 school year, the number of lecturers increased by 2.21 times, the number of students increased by 1.49 times, the number of schools increased by 1.49 times.

The teaching staff is always actively involved in research and scientific guidance. To develop the knowledge economy and actively integrate into the world, scientific research has always been concerned and focused on by public universities. Along with teaching activities, scientific research is considered one of the two most important tasks of teaching staff [16]. Over the past years, universities have gradually built up specific mechanisms for scientific research to renew teaching methods, combine theory with practice and meet the increasingly competitive requirements of

human resources. Therefore, the scientific research topics and works of lecturers are increasingly going into depth, requiring products created from research to have practical value and meet the essential needs of the knowledge economy. The 2000-2018 period shows that the growth rate in quantity is quite good, especially in the period 2010-2018, the average growth rate is over 20% per year. The research capacity of Vietnamese scientists has also developed well, as shown through the data on the percentage of publications with Vietnamese authors over the number of publications with Vietnamese addresses (up from 35 % in 2000 to 50% in 2017 and 53% in 2018) [11].

The reality shows that the scientific research results of university teaching staff are always well appreciated, highly applicable in production and life, solving practical problems, creating breakthroughs about productive force, growth model renewal, economic development.

Regarding the informatics and foreign language skills of lecturers, especially young lecturers, initially met the requirements of international integration. The 21st century is considered to be the century of global citizens, so to train global citizens, the teacher understands and initially practices the requirements of global citizens. One of the basic requirements is to have knowledge in information technology and foreign languages for integration. Recognizing that importance, schools have created conditions in all aspects for teaching staff, especially young ones, to participate in short and long-term training courses on informatics and foreign language.

However, the quality of the teaching staff of public universities still has limitations:

i) The proportion of professors and associate professors nationwide is only 5.17% in 2019. The doctorate rate is 12.06% (the corresponding figures at the average universities in the West are about 70 %), the percentage of masters accounts for 46.41%. Thus, the quality of Vietnamese university teaching staff is much lower than the educational development strategy's goal that by 2020 Vietnam will reach at least 25% of its lecturers as PhDs. The language and computer skills of the teaching staff of public universities are not high. There are not many schools offering advanced programs, mainly concentrated in Hanoi and Ho Chi Minh City. The number of lecturers who are capable of teaching in English is low. According to interview data, only 36.6% of public university lecturers are trained in foreign languages, and 39.5% are fostered in information technology.

ii) Regarding the scientific research of lecturers of public universities: According to the Ministry of Education and Training, currently, there is 91,183-person staff involved in teaching, but very few lecturers participate in research [14]. The total number of scientific articles published by Vietnam is 3,456. On average, only 345 articles are published each year, and the number and number of articles cited are also very

low (23.1% have not been cited at all, 44.5% are quoted from 1 - 5 times).

According to the Institute of Scientific Information (ISI), in the 15 years from 1996 - 2019, Vietnam had only 13,172 scientific publications published in peer-reviewed international journals, equal to about 1/5 of Thailand (69,637), 1/6 of Malaysia (75,530), and 1/10 of Singapore (126,881). Currently, our country has about 9,000 professors and associate professors, 24,000 doctors, and more than 100 thousand masters. Still, the number of scientific publications of the whole country in 15 years is less than 1/5 of the published number of the University of Tokyo (69,806 publications) and 1/2 of the National University of Singapore (28,070 publications) [13].

iii) The public universities do not have a specific policy mechanism for high-qualified teaching staff, leading to human capital flight. In practice, many schools allow teaching staff to study to improve their expertise. Still, then they are willing to pay back the training support funds to switch to a working environment with income or to have a better academic environment. In addition, there are no mechanisms and remuneration policies to attract a contingent of highly qualified lecturers (titles and degrees) to work. Outdated thinking, lack of science in using human resources in training units still exist, so it has not brought into play the competency level of talented people in the unit.

iv) The model of building, training, and linking training and retraining of teaching staff is very inadequate. The recruitment work in some units still lacks transparency, and has not focused on retaining, training, and sending to training in a high academic environment in other countries for excellent and talented students. Therefore, qualifications accidents happen in the faculty of the staff. Many unscrupulous lecturers even graduated from in-service university, joined and then studied for Master's and doctoral degrees to comply with the State's regulations and then teach at undergraduate and postgraduate.

v) The planning of teaching staff is not reasonable in terms of structure, professional qualifications, and scientific research capacity. At present, many schools appoint unskilled cadres, reducing the prestige of the unit, even the appointed person. Many qualified cadres have not been planned or appointed for some reason, leading to conflicts within the agency. The investment, association, and cooperation in training faculty members with prestigious schools in the region and the world are still limited. The cooperation mechanism still has many shortcomings on our side, so the schools you do not want to associate, even are willing to break the contract, pay compensation for the unsatisfactory requirements of the schools on our side. In addition, the research and review of the construction and development of the contingent of lecturers at universities and colleges in the Hanoi capital have not

been done regularly and seriously, so it has not achieved great results.

In the period 2000- 2015, the ratio of students/lecturers increased rapidly, reaching the highest rate of 32.7/1 in 2001-2006. Meanwhile, at the top universities in the world, such as the Harvard University, students/teachers are 13/2 (student/professor ratio is 3.5 /1). At the same time, countries with advanced higher education generally have a student/teacher ratio in the range from 15 to 20/1. In the period 2015 – 2020, the country has an average of 90,368 lecturers and 2,016,308 students. The average student/faculty ratio is 22.3, a decrease of half compared to 1985-1991 but still high.

The number, proportion, and structure of university teaching staff have not met the immediate and long-term requirements; gaps and patchwork among lecturers generations are still common; lack of an adjacent core team with high professional qualifications. According to the statistics for 2015-2020, the country has about 1 million/ 3,016,308 students. Thus, the average number of students/lecturers is 22.3, according to a 5-year cycle. This rate has decreased by half compared to the period 1985-1991 but has not met the requirements in terms of quantity, not considering the number of lecturers at public universities.

The above limitations and weaknesses have greatly affected the quality of higher education in our country. Therefore, completing policies to fill gaps, remove difficulties, encourage and motivate public university lecturers to develop in quantity, improve quality with a reasonable structure and ratio is a key and urgent requirement.

5.2. Solutions to Improve the Quality of Lecturers at Public Universities in the Coming Time

For meeting the requirements and tasks of renewing Vietnam's education in the face of the strong development of the industrial revolution 4.0, the following solutions should be taken to improve the quality of university lecturers at public schools:

Firstly, in order to ensure the success for the career of reviving education, contributing to promoting deeper and broader international integration, the building and development of a contingent of officials and employees in the university should be done on a solid legal foundation, which is the legal documents with high legal value such as: Honor teachers and teaching profession, improve the social position of teachers; train a contingent of teachers and educational administrators, build pedagogical schools to ensure a sufficient number of teachers at all educational levels, training levels, and special subjects in society; foster the quality and competencies, standardize the contingent of teachers and educational administrators; take care of the material and spiritual life of teachers and educational administrators; policies for teachers

and educational administrators need to be legalized to ensure high legal value and enforcement, and to ensure fair adjustments for teaching staff and educational administrators in public and non-public schools; etc...

Secondly, foster and improve qualifications and professional capacity. University lecturers need to be fostered, improve their qualifications and professional capacities through training to improve their professional qualifications, using information technology for teaching, and applying advanced forms to the work of training teachers, promoting scientific research, fostering in the direction of research, and improving foreign language proficiency. Specifically: fostering teachers to actively participate in advanced forms of training, online training, to both improve their qualifications and approach new teaching models, thereby helping them to supplement their knowledge. , diversify teaching forms. In the coming time, online teaching models will be applied in university training, such as E-learning, B-learning, TV seminar. At the same time, it is necessary to replicate the linkage model between schools, managers, and entrepreneurs. Based on that linkage, teachers can participate directly in the process of practicing and working in enterprises. Enterprises can send highly skilled staff to participate in the training. Thus, new lecturers have the conditions to innovate, create, associate theory with practice. In addition, it is necessary to promote the fostering of scientific research capacities for university lecturers so that they can apply modern methods in teaching.

Thirdly, building plans and plans to continue to develop the faculty of faculty in terms of both quality and reasonable structure. Completing the higher education institution network planning and training of trainers based on using state management tools such as standards and regulations for higher education institutions; publicity and transparency of information on quality assurance conditions and outcomes, education quality accreditation, and quality assurance standards to guide investment as well as organize and rearrange institutions in the system to suit the human resource development needs of the country.

Fourthly, continue to train and foster a contingent of public university lecturers. Training and retraining play a particularly important role in developing the capacity and qualifications of teachers. With the increasing requirement for knowledge, skills, attitudes, and the quality of lecturers, it should be raised accordingly. The quality of teaching staff depends greatly on the effectiveness of training and retraining. Therefore, it is necessary to plan to foster the training of lecturers to send abroad for doctoral training, gradually raise the standard of lecturers with doctoral degrees in the whole system according to projects using the state budget, scholarship programs, and some bilateral scholarships.

Fifthly, building faculty competency framework standards applicable to public universities and administrators. This is the basis for building effective

training and retraining programs to meet the requirements of high-quality training and effective management of training institutions in terms of university autonomy and international integration.

Sixthly, reform the recruitment mechanism and evaluate the contingent of public university lecturers. Recruitment is the first step in the faculty management cycle that is decisive for developing the subject, faculty, and school. In training activities, the recruitment of good lecturers, the university will operate with higher results. The lecturer is the decisive factor to the success of the university. Recruitment of faculty must come from the needs of the job: the size, the training profession, the number of research topics. The State must complete the planning of faculty staff in each stage and build a set of "standard qualifications for lecturers", a system of job listings and structure of lecturers, from which there are bases to recruit the right people right job, right quantity, ensuring reasonable structure and ratio.

Seventhly, develop a remuneration policy to attract talents to work in universities based on building and implementing recruitment policies and regimes; working environment and conditions to ensure the quality and working efficiency of lecturers (especially for professors, associate professors, experts, teachers/senior/doctorate); salaries and scales, payroll of lecturers. At the same time, lecturers are guaranteed the right to study, engage in scientific research, participate in economic and social activities, enjoy preferential policies on housing, vehicles, social insurance, health insurance following the law and other preferential regimes. In addition, the development of regulations on rewarding, handling violations, complaints, and complaint settlement related to teachers and education administrators must ensure fairness and transparency.

6. Conclusions

Developing the faculty of public universities is indispensable to meet the increasing demands on the quality of human resources. Over the past years, public universities in Vietnam have always considered faculty development the most important task that must be conducted regularly and continuously. Therefore, the public universities have trained a contingent of highly qualified lecturers with ethics, healthy lifestyles, and devoted to the profession. However, the international integration process requires schools and each teacher to gradually innovate and improve the quality of the teaching staff who are truly qualified, know information technology and foreign languages. From analyzing the development of university lecturers in public schools in the process of international integration, the article has given some basic solutions to continue developing university faculty. The public sector aims to meet the current requirements of higher education reform in Vietnam, such as: reforming

education and training; develop the faculty of faculty in terms of both quality and reasonable structure; building faculty competency framework standards applicable to public universities and administrators; reform the recruitment mechanism and evaluate the contingent of public university lecturers.

The synchronous implementation of the above solutions will improve the quality of the teaching staff of public universities in Vietnam, meeting the requirements of socio-economic development in international integration.

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