



MANAGING DEVELOPMENT OF TEACHING STAFF IN HIGH SCHOOLS IN NINH KIEU DISTRICT, CAN THO CITY, VIETNAM

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Abstract:

In the context of the ongoing implementation of the general education program, especially in primary education, effectively managing the development of high school teaching staff is crucial for achieving comprehensive educational reforms. This study focuses on the current state of development of teaching staff in high schools in Ninh Kieu District, Can Tho City, Vietnam and aims to identify the challenges, advantages, and influencing factors. The study was conducted using a survey from a questionnaire of 216 respondents, including school managers and teachers of 03 high schools in Can Tho City, including An Khanh, Chau Van Liem, and Nguyen Viet Hong. Various obstacles hinder the effective development of teaching staff, namely resource limitations, inadequate training programs, and insufficient support mechanisms. Some suggested solutions might be implemented synchronously, considering specific conditions and timeframes. The prioritization of measures based on feasibility and impact is essential to maximize effectiveness. And the proposed measures aim to address various aspects of management and teaching staff, fostering an environment conducive to the development of high school teachers. By doing so, these measures will contribute to meeting the requirements of the 2018 General Education Program by the Vietnamese Education and Training, thereby enhancing the overall quality of education in Ninh Kieu District, Can Tho City as well.

Keywords: management, development of teaching staff, high schools, Ninh Kieu District, Can Tho City

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1. Introduction

Education and training are two fields of concern to society as a whole, and they play an essential role and directly contribute to fostering and training people. Education and training carry with it a noble mission of training talents and developing human resources for the country. "*For the benefit of ten years of planting trees, a hundred years of growing people*" (Ho Chi Minh, 1958) has always been the educational truth for many generations. If the Vietnamese people want the country to develop and prosper, they need to invest more in education, as Ho Chi Minh advised. Plus, learning will change awareness and vision, plan sustainable strategies, and promote the indispensable improvement of education. Besides, educational managers, in general, and teachers, in particular, are one of the driving forces in promoting industrialization and modernization of the country Vietnam. In recent years, education and training have always been invested in by the Vietnamese state, spending a large portion of the budget on development, especially for teaching staff and educational managers.

The teaching staff at high schools in Ninh Kieu District, Can Tho City, is the core force of Can Tho Province, South Vietnam, in the Mekong Delta region, implementing educational goals, equipping learners with knowledge, skills, attitudes, qualities, ability to think, work independently and creatively, contributing to training high-quality human resources for the city. The role of the teacher management staff is very important, so they need proper attention to manage the teaching staff at educational institutions effectively as expected, if done well. Managing the teaching staff will motivate everyone to work enthusiastically and contribute their efforts to the school.

The management of human resources with professional qualifications above standards and standards is very complex and challenging, including many issues such as psychology, ethics, society, etc. Managers need to have vision and art, and it is necessary to plan uniform and consistent management policies to motivate teachers to work and contribute with peace of mind. In the context of deep international integration, the competition of domestic and international high schools in terms of educational quality for output standards and reforms in salary policy has made this activity even more important. It becomes especially important and plays a decisive role in the success of high school educational institutions. During the process of formation and development, the development of teaching staff in high schools in Ninh Kieu District, Can Tho City, also encountered many difficulties and challenges due to the influence of the economy. In today's market, there is a need for more high-quality human resources due to the competition of many educational institutions for teachers and internal problems in managing school teachers. This requires the school to continue efforts to maintain and develop a team of high-quality teachers to meet development requirements and goals under the current economic, cultural and social situation.

For the above reasons, the issue: "Managing development of teaching staff in high schools in Ninh Kieu District, Can Tho City" was chosen as the research.

2. Literature review

2.1 Fundamental concepts

2.1.1 Management of development of high school teaching staff

Managing and developing high school teachers is an important task to ensure educational quality and comprehensive development for students (Vietnamese Ministry of Education and Training, 2011). That means there is a must to manage, develop a team of teachers with the goal of assessing needs, orient training programs, and provide personalized support to create positive working conditions, promote and share knowledge of the high school teachers. Below are some criteria.

- **Needs assessment:** it is necessary to assess the current situation in terms of quantity, quality and capacity of the teaching staff, identify strengths and weaknesses, as well as gaps that need to be addressed and identify training and development needs for each teacher based on the school's educational goals and curriculum requirements teach.
- **Personal development and support:** There is a need to create a friendly, collaborative and supportive working environment where teachers feel respected and encouraged to be creative and build a recognition and reward system to motivate and encourage teachers. This may include recognition of teaching achievements, educational initiatives and dedication to the school.
- **Promoting and sharing knowledge:** There should build professional learning communities in schools, where teachers can share knowledge, experiences and learn from each other, and encourage collaborative activities and dialogue among teachers, such as professional meetings, seminars, and research groups.

In general, managing the development of high school teachers is an important and complex task, requiring attention to many different aspects, from needs assessment, curriculum orientation, development and personalized support to creating positive working conditions and promoting knowledge sharing. Performing these tasks well will ensure educational quality and comprehensive development for students while improving the capacity and working motivation of teachers.

2.1.2 Developing teaching staff at high schools

2.1.2.1 Requirements for the number of teachers in high schools

According to the provisions of Circular No. 20/2023/TT-BGDĐT dated October 30, 2023, of the Vietnamese Minister of Education and Training, the number of teachers and staff of high schools is in Article 2. In the principles for determining job positions and norms, the number of people working in public general education establishments and the number of teachers in public high schools include teachers recruited as civil servants and teachers on labor contracts. If a public general education institution is assigning a number of teachers lower than the maximum quota as prescribed in this Circular (because the assigned staff is not enough according to the maximum quota or cannot be recruited), then based on the maximum quota specified in this Circular to determine the number of

teachers signing labor contracts according to the provisions of Decree No. 111/2022/ND-CP dated December 30, 2022, of the Government on labor contracts for some types of jobs in administrative agencies and public service units.

2.1.2.2 Requirements for the structure of the teaching staff in high schools

In the Vietnamese context, it can be seen that there are some fixed requirements as follows:

- Structure according to training level: The training levels of high school teachers today can include many levels such as: University, College, High School (this level is mainly for teachers who are about to retire or in remote areas) and the corresponding qualifications of the teachers. The major is not pedagogy but has pedagogical training. Determining a reasonable structure for a training level and implementing activities related to achieving that structure is also a measure to improve the quality of teachers.
- Determining the structure of public employees by professional title is carried out according to the provisions of Clause 5, Article 3, Decree No. 106/2020/ND-CP, September 10, 2022: it ensures a reasonable structure: the number of people working in positions with specialized professional titles and shared professional titles accounts for at least 65% of the total number of people working in public service units.
- Age structure: when dividing jobs to teachers by age group, it is to determine the team structure as a basis for analyzing the current situation and development trends of an organization and recruiting additional teachers.

2.1.2.3 Requirements for the quality of teachers in high schools

Developing a high school teaching staff is not only about improving the quality of teachers but also about building a solid foundation for the sustainable development of education. Through planning activities, building environment and policies, organizing training, testing and evaluation, teachers will be fully equipped with knowledge, skills and the best working conditions to complete their tasks of teaching and educating students in the context of current educational innovation (Vietnamese Ministry of Education and Training, 2023).

2.1.2.4 Requirements for recruiting teachers in high schools

Pursuant to Circular No. 06/2020/TT-BNV issued by the Vietnamese Ministry of Home Affairs on December 2, 2020, effective from the date of issuance, has provided detailed regulations on the organization of entrance examinations, recruitment of civil servants and public employees, examinations for civil servant rank promotion, and examinations or consideration for promotion of civil servant professional titles.

Managing and developing of high school teaching staff is a continuous and comprehensive process, including growth in quantity and change in quality, aiming to perfect and improve to achieve the goals of higher education in the future. Also,

developing a team has a tremendous impact on the quality and operational efficiency of high schools in Ninh Kieu District, Can Tho City, including managing and developing the team of high school teachers in terms of quantity, structure, quality, recruitment and job division of teachers in high schools. In the content, it is necessary to develop human resources plans for teachers in high schools by recruiting teachers in high schools, training and fostering them, checking and evaluating the management and development, and regimes and policies for teachers in high schools.

Also, managing and developing high school teaching staff is influenced by objective factors and subjective factors such as regional characteristics of geography, economics, and culture of each locality, international trends and cooperation, leadership and management, training and professional development, and feedback from students and parents. It is also the management capacity of the school board, professional qualifications and skills of teachers, teachers' motivation and working spirit. Plus, it could be policies and incentives, working environment and facilities, organizational culture and learning environment. It might also be teachers' ability to self-study and develop, train, and foster programs and support from the school and community.

2.2 Related studies

According to Robert J. Marzano (2000), teachers play an essential role in improving the quality of education. Marzano is one of the leading educational researchers, and his work has made important contributions to the understanding of the role of teachers in the teaching and learning process. Teachers can significantly influence students' academic progress through the application of effective teaching techniques, facilitating a positive learning environment, and establishing positive relationships with students. He also emphasized proper assessment and feedback to support student growth. Therefore, to support learners in achieving the best results in the learning process, building and developing a team of teachers is very important and urgent. Timely attention, support, and urging can create maximum conditions for promoting the professional capacity, creative teaching capacity, and active learning of learners to meet the development needs of students. economic, cultural and social development.

In "Organizational approaches to staff development to support teaching and learning" by Webb and Murphy (2000) point out effective methods and approaches to develop teachers to support the teaching and learning process. Research on human resource development in the field of education often focuses on providing training and support programs for teachers so that they can improve their skills, understanding and attitudes during the education process and interact with students such as professional training programs, seminars, group discussions, managed learning communities, or individual forms of support such as coaching and feedback. They may have focused on integrating professional development into teachers' daily work environments to ensure that what they learned could be applied flexibly and effectively in the classroom.

Hyland (2007) in the book "Good practice in quality improvement in teaching and learning in Irish universities" emphasized the role of using a variety of teaching methods

to suit the needs and learning styles of students. Students, positive interactive relationships between students and teachers in the learning process and developing professional teaching capacity for teachers are the best ways to promote the effectiveness of education and training in educational institutions department of education.

In “The teacher education development and management strategy” of Tanzania (2007), important priorities and strategies for improving teacher education and management are mentioned in the country's education system. He proposed measures to improve the quality of teacher training programs, including updating content, methods and educational technology, supporting teachers in developing professional skills and improving professional qualifications, improved management and support for teachers such as improving working conditions and creating conditions for them to be more effective in the classroom and suggestions for related training programs continuously so that teachers can update their knowledge and skills over time to make better use of the educational program.

In addition, policies and incentives such as salary increases, benefits, bonuses, praise, and support for creative research, create a positive, comfortable and supportive working environment for teachers, helping them feel motivated. students and interest in work in the process of carrying out educational tasks, is the premise to encourage them to develop capacity, invest in teaching, and professional development, maximize effectiveness and quality of teaching and learning of the educational unit.

Kalninh (2010), in “Information-didactical space of personality-professional self-development of a teacher”, provides insight into how teachers can use the information and educational space to develop themselves professionally and personally, thereby improving the effectiveness and quality of the teaching and learning process for the right teacher with the educational trends of the times.

Dave Urich (2018) has emphasized the importance of developing and managing human resource talent in organizations, especially in the context of technological and labor market transformation, organizational performance reform, building and maintaining a positive and flexible organizational culture to promote success and innovation along with the importance of effective leadership and management in creating a motivating and creative. Accompanying the development of information technology, the teacher must be a professional tutor with the important goal of helping learners find, select, and apply knowledge and information easily in a practical way: multi-channel, multi-dimensional, changing learners' thinking, capacity, and vision during the teaching process. The teacher must be an expert in subject content and, at the same time, be able to apply information technology to the teaching and learning process.

Teachers need to design activities and lessons that are flexible and appropriate to student's needs and abilities, as well as integrate information technology into teaching activities. Teachers not only teach but also play an important role in developing students' soft skills and creative thinking. They can also play a role in promoting innovation and technological development in educational environments, from the use of new technologies to the development of digital educational content and applications. With

such multi-dimensional and versatile roles, teachers not only play an important role in imparting knowledge but are also important companions and sources of inspiration in students' learning journeys to achieve effectiveness and the highest educational results as expected.

Therefore, managers need to create opportunities for training, learning, research, etc. for teachers. Most practically, financial support will encourage teachers to develop their own professional capacity and promote the roles and responsibilities of teachers in schools towards learners, actively contributing to student success.

In Vietnam, Ha Thi Mai (2013) affirmed that education is the process of conveying and absorbing the social and historical experiences of human generations. Tran Thi Tuyet Oanh (2008) said that education is a social phenomenon, complex in many aspects and aspects. It can be also said that education is a social phenomenon, which contains the transmission and comprehension of human social and historical experience in many different aspects.

According to Official Dispatch No. 3899/BGDĐT-GDTrH, dated August 3, 2023, of the Vietnamese Ministry of Education and Training on guiding the implementation of secondary education tasks for the 2023-2024 school year, planning the teaching staff to ensure the requirements for implementing the 2018 General Education Program, which helps improve the quality of universal secondary education, effectively implement vocational education and stream students after middle school and high school. It also promotes digital transformation and innovative educational management mechanisms, as well as implements democratic school governance, discipline, order, quality, and educational effectiveness in secondary education establishments. Also, it should strengthen innovation in teaching methods and testing and assessment in the direction of developing student capacity, diversify forms of education, promote experiential activities and scientific research of students while deploying digital technology applications in teaching and learning and focusing on developing a team of teachers and educational administrators to meet the requirements of implementing the 2018 General Education Program. And, it is also to focus on improving the professional capacity of teachers, ensuring enough subject teachers to organize the teaching of subjects in the program.

Pursuant to Official Dispatch No. 3228/SGDDĐT-GDTrH, dated October 16, 2023, of Can Tho City Department of Education and Training on guidance on implementing professional tasks of the biology subject in the 2023-2024 school year, and pursuant to Vietnam's Education Law No. 43/2019/QH14 dated June 14, 2019, of the National Assembly, it is to identify the educational goal to comprehensively develop Vietnamese people with ethics, knowledge, culture, health, aesthetics and profession, have qualities, capacity and civic awareness, have patriotism, national spirit, loyalty to the ideals of national independence and socialism, promote the potential and creativity of each individual; improve people's knowledge, develop human resources, foster talents, and meet the requirements of the cause of building and protecting the Fatherland and international integration.

Based on the actual situation of Ninh Kieu District, Can Tho City, educational development must be associated with the needs of socio-economic development, scientific and technological progress, strengthening national defense and security, carrying out standardization, modernization and socialization, ensuring balance in occupational structure, qualifications, human resources and regional compatibility while expanding scale on the basis of ensuring quality and efficiency, the combination of training and teaching jobs divided.

According to Clause 1, Article 3 of Decree 24/2021/ND-CP by the Vietnamese Government, dated March 23, 2021, the regulations on management in preschool education establishments and public general education establishments, educational activities include enrollment activities, organization of educational activities, management of conditions to ensure educational quality in educational institutions are focused on by the education sector.

In addition, in the context of the current economic, political, and socio-cultural situation, the regulations on the management of educational activities, according to Chapter II of Decree 24/2021/ND-CP, mention enrollment activities. In educational organizations, financial and asset management activities, organizational structure and personnel, etc., the responsibilities and authority of the school board are responsible for building strategies and the school's educational policies, as well as monitoring and evaluating the school's activities, responsible for comprehensive leadership and management of the institution's educational activities, including the management of teachers and staff, responsibilities and powers of the head of an educational institution, playing an extremely important role, especially the management of teachers at high schools while managing the teaching staff at educational institutions is necessary. Besides, to build a team of teachers who are specialized in quantity and quality, have qualities, style, good ethics, and are enthusiastic in their work, dynamic in performing tasks, and have professional qualifications with high standard, standard teaching style, indispensable support from all levels, departments, teacher unions and advanced educational managers.

The standard requirements for managers, teachers, officers and employees in education and training units have met the requirements of providing high-quality human resources for the country in general and education, in particular, in accordance with international standards. The standards for teacher teams in the professional standards are mainly based on four basic groups such as: research capacity, teaching capacity, capacity to participate in educational activities and teacher development conditions.

3. Research methodology

3.1 Research aims and questions

This is a very important topic and is very significant in improving the quality of training. The general output and quality of teachers' teaching and student learning in high schools in Ninh Kieu District, Can Tho City, meet the requirements of innovating management

for continuing education establishments (lifelong learning and teaching), strengthening inspection, inspection and supervision in the direction of promoting decentralization of management, strengthening the autonomy of units associated with the responsibilities of the head, meeting the requirements of educational innovation and training in the current period through understanding the current status, analyzing factors affecting the development of teachers and proposing improvement solutions. These deal with the three specific objectives, namely

- 1) to systematize the theoretical basis for managing the development of teaching staff in high schools in Ninh Kieu District, Can Tho City,
- 2) to survey the current status of managing the development of teaching staff in high schools in Ninh Kieu District, Can Tho City, and
- 3) to propose measures to manage the development of teaching staff in high schools in Ninh Kieu District, Can Tho City. The study was carried out with three research questions as follows:
 - a) Based on what theoretical basis is the managing development of teaching staff in high schools in Ninh Kieu District, Can Tho City?
 - b) What is the current status of managing the development of teaching staff in high schools in Ninh Kieu District, Can Tho City, in recent years?
 - c) Based on theory and survey of the current situation, what measures are proposed to improve better the quality of managing development of teaching staff in high schools in Ninh Kieu District, Can Tho City?

3.2 Research site

3.2.1 Education and Training in Can Tho City

In recent years, the Education and Training sector of Can Tho City has achieved many outstanding achievements. The network of educational and training establishments in the city is continuously invested in, developed and expanded. As of June 2021, the entire city has 175 preschools, including 37 non-public schools; with 49,264 children. General education has 280 schools with 200,381 students, including 3,296 non-public students.

3.2.2 Overview of high schools in Can Tho City

In the 2020 - 2021 school year, Can Tho City has 37 high schools, including 08 non-public schools. The total number of students is 32,301 students (including 1,724 non-public students). The mobilization rate for the right age group reached 70.24%. In order to prepare for the implementation of the 2018 General Education Program, high schools have proactively developed educational plans from the beginning of the school year, supplemented and adjusted according to innovative instructions, in accordance with real conditions of each unit, in which the organization, construction and distribution of subject programs is consistent with knowledge and skills standards and has interdisciplinary integration, focusing on capacity development, topic-based teaching, especially interdisciplinary, integrated topics, and student capacity development topics are given due attention while topics/expertises are increasingly improving in quality.

High schools have also regularly evaluated teaching and educational results through many different forms, such as classroom observations, learning records, learning products, learning projects, and experiments, presentations and scientific research through the results of practice and experiments, through a presentation on the results of performing learning tasks. The schools' subject teams/groups perform well in innovating methods and testing and evaluating in new directions, demonstrated through the preparation and teaching of topics/topics with many active teaching methods and techniques. are combined, such as problem-solving teaching, hands-on kneading methods, and project teaching methods.

High schools coordinate with higher education institutions, research institutes, organizations, and businesses to implement STEM (Science, Technology, Engineering, Maths) activities. Many managers and key teachers in math, physics, chemistry, biology, information technology, and technology joined training classes on designing and building educational teaching topics, organizing research, guiding scientific research and implementing the process of scientific projects, and participating in scientific and technical competitions.

3.2.3 Research participants

The study got data from 03 schools: An Khanh, Chau Van Liem, and Nguyen Viet Hong. It was conducted a survey of questionnaires of 216 respondents, including 08 administrators (principal, vice principal), 208 teachers from these four high schools.

Table 3.1: Current status of the number of administrators and teachers at high schools in Ninh Kieu District, Can Tho City, participating in the survey (as of July 2023)

No	High schools	No of classes	No of managers	No of teach	Teacher/Class ratio
1	An Khanh	37	3	73	2.05
2	Chau Van Liem	42	2	70	1.71
3	Binh Thuy	30	3	65	2.27
Total		109	8	208	1.98

3.3 Research instruments

From the questionnaires the study used a 5-level Likert scale to conduct the survey. This scale provided 05 different options for survey respondents to choose from, which was easy to understand for respondents and suitable for evaluating the results of a large sample of survey participants.

Options	Marking values	No of respondents	Total score for each option
"Very Good"/ "Very important"	5	A	5A
"Good"/ "So important"	4	B	4B
"Fair"/ "Important"	3	C	3C
"Average" "Less important"	2	D	2D
"Weak"/ "Not important"	1	E	1E

3.4 Data analysis

The questionnaires were done with SPSS based on the calculations as follows:

Levels	Mean	Meaning of levels	
1	1.00-1.80	Not important	Weak
2	2.81-2.60	Less important	Average
3	2.61-3.40	Important	Fair
4	3.41-4.20	So important	Good
5	4.21-5.00	Very important	Very Good

4. Findings and discussion

4.1 Recruitment and usage of teaching staff

Below are the current status of recruitment and use of teachers at high schools in Ninh Kieu district, Can Tho city (as of July 2023)

High schools	N	Percentage	Recruitments (%)	Cumulative percentage
An Khanh	1	1.40	1.40	1.40
Nguyen Viet Hong	8	11.60	11.60	13.00
Chau Van Liem	22	31.90	31.90	44.90
Total	69	100	100	157.90

Source: Can Tho City Department of Education and Training, 2022.

From this table, it can be seen that the number of new teachers recruited at each high school was different. In recent years, the selection of lecturers for high schools has been carried out in the following direction: every year, based on the plans of the schools, Can Tho City Department of Education and Training coordinates with Can Tho City Department of Internal Affairs to submit guidance to Ninh Kieu District People's Committee to develop a master plan, regulations for all schools with detailed instructions for each subject and together with Can Tho City Department of Home Affairs to give consultation to the City People's Committee for approval, then assign new teachers and rotate teachers to schools. Thus, the selection, rotation and usage of teachers in high schools in Ninh Kieu District, Can Tho City, need to be paid more attention to and implemented better, contributing to improving the quality of management as well as the quality of schools in the city in general and high schools in Ninh Kieu District, Can Tho City in particular.

4.2 Current status of training and fostering teachers in high schools in Ninh Kieu District, Can Tho City

From the well-prepared plans by Can Tho City Department of Education and Training, sending teachers to study to improve their professional qualifications and skills suitable for teachers is highly appreciated, possibly because when teachers are sent to study to improve their professional qualifications, they can update the latest knowledge and apply it, in which they apply advanced teaching methods to the classroom, helping

students absorb lessons more effectively. Also, being sent to school helps teachers feel valued and have the opportunity to develop their careers. This not only helps improve professional skills but also motivates teachers to contribute more. Through courses, teachers can learn and test new teaching methods, contributing to making the teaching and learning process more lively and attractive.

Teachers are sent to study to improve their professional qualifications and making reasonable usage of teachers after training are two highly-appreciated criteria because they directly affect the quality of teaching and work motivation of teachers. teacher. Besides investing in professional development and effectively using human resources after training not only improves the quality of education but also builds a positive and sustainable learning and working environment for both teachers and students.

4.3 Current status of regimes and policies for teachers in high schools in Ninh Kieu District, Can Tho City

4.3.1. Current status of creating conditions and environment for developing teachers at high schools in Ninh Kieu District, Can Tho City (as of July 2023)

Table 3.1: Criteria for developing teachers at high schools in Ninh Kieu District, Can Tho City (as of July 2023)

No	Criteria	Results										Mean	SD	Ranking
		Weak		Fair		Good		Excellent		Very Excellent				
		N	%	N	%	N	%	N	%	N	%			
1	Effectively implement remuneration and attraction policies for teaching staff	0	0	4	1.9	20	9.3	42	19.4	150	69.4	4.56	0.74	3
2	Implementing well the emulation and reward work in a fair, public and democratic manner.	0	0	4	1.9	18	8.3	39	18.1	155	71.8	4.60	0.72	4
3	Taking care of material and spiritual life, increase income for staff	0	0	2	0.9	22	10.2	51	23.6	141	65.3	4.53	0.72	3
4	Paying attention and provide timely support when teachers	0	0	3	1.4	22	10.2	48	22.2	143	66.2	4.53	0.73	5

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	encounter difficulties														
5	Organizing cultural, artistic, and sports exchange activities for lecturers	0	0	3	1.4	22	10.2	50	23.1	141	63.5	4.52	0.73	3	
6	Introducing policies and measures to encourage faculty members to participate in activities to improve their professional qualifications and skills	0	0	3	1.4	23	10.6	41	19.0	149	69.0	4.56	0.74	4	
Total												4.55			

The teaching staff in Ninh Kieu District, Can Tho City enjoy salaries and benefits according to state regulations. The salary regime has been improved through the implementation of Resolution No. 107/NQ-CP and related guiding documents. The Vietnamese Ministry of Education and Training has issued a decision to implement a new salary schedule by job position to ensure fairness and efficiency.

The results of Table 3.1 showed that teachers in Ninh Kieu District were encouraged to participate in training and fostering courses to improve their professional qualifications (M = 4.55). Pedagogical schools coordinate with localities in balancing enrollment targets and training roadmaps, ensuring sufficient quantity and quality of teachers to meet educational innovation requirements. Local authorities and schools often pay attention to the material and spiritual lives of teachers. Regimes and policies to support and encourage teachers to overcome difficulties and work effectively are implemented fully and promptly. Cultural, sports and artistic activities are organized to create conditions for teachers to interact, relax and improve their spiritual lives. Emulation and commendation work is carried out fairly, openly and democratically. Teachers with outstanding achievements in teaching and other educational activities are rewarded promptly, motivating them to strive and contribute more. Teachers who encounter difficulties in life or work receive timely attention and support. This helps them overcome obstacles and continue working effectively while feeling the care and sharing of the school and society.

4.4. General assessments

Through analysis of the above-mentioned aspects, it shows that the current situation of the teaching staff at high schools in Ninh Kieu District, Can Tho City currently have the following strengths and limitations.

4.4.1. Strengths

Most teachers have good political qualities, are enlightened to revolutionary ideals, show dedication to their work and have a high sense of responsibility in their work. They comply well with the Vietnamese Party's guidelines, policies, and laws of the State while maintaining a healthy lifestyle and activities.

Many teachers have been involved in teaching for many years. They not only have courage and experience but also have a sense of role modeling. These teachers often guide young people, helping them overcome all difficulties and complete their tasks well.

The vast majority of teachers develop their qualities and abilities. They demonstrate good pedagogical training, have strong pedagogical qualifications, and are dedicated to the profession. In particular, many teachers have the will to self-study and develop their own expertise, continuously improving their qualifications and teaching skills. These are the basic strengths that the current team of high school teachers, making an important contribution to the effective educational development and training of students.

And, for these reasons, it can be seen that the recruitment and job division of high school teachers has gradually improved efficiency. The professional training movement of schools has been responded to by teachers. The planning and selection of high school teachers of the Department of Education and Training of Ninh Kieu District in recent years has been in order and in the right direction according to the spirit of the 3rd Central Resolution, Term VIII on staff work and guidance of Department of Education and Training, Can Tho City on recruiting teachers for schools.

The training and self-improvement work of high school teachers has moved to a new stage, the stage of raising standards, with more quality, more efficiency and more self-discipline. Most teachers are aware of practical self-study if they do not want to be eliminated from the team.

4.4.2. Limitations

The teacher policy mechanism is often changed, salary in the form of "scraping" still occurs, special allowances such as seniority allowances are about to be cut, which is also the reason for not promoting the development of high school teachers' expertise, which has not created motivation for teachers to feel secure in their work.

With a relatively high average age and an increasing trend, it will make it difficult to recruit young staff with the ability to contribute to the city. A part of high school teachers has not kept up with the requirements of the 2018 Education Program Reform. Some teachers apply teaching methods actively but only sparingly.

Most high school teachers, when accessing modern teaching techniques and technologies, are still confused and do not know how to use educational equipment due to their limited foreign language and information technology skills. The situation of local shortage of teachers continues to occur in some units.

Regarding these reasons, it can be found out that recruitment of teachers often solves the situation, not really being proactive. The training of high school teachers has

been planned and implemented continuously, but has not kept up with the requirements in the new period.

Conditions for training, fostering, and improving team quality are limited. Teachers who go to training courses to improve their knowledge must take care of their own finances. Therefore, it has a significant impact on improving the qualifications of teaching staff. Inspection, testing and measures to overcome the shortcomings of lecturers are not timely. The incentive system for teachers is not respected and is not commensurate with the teachers' merits.

4.5 Some suggestions towards managing the teaching staff at high schools in Ninh Kieu District, Can Tho City

From the findings of the research related to research question 3 about the suggestions for managing the teaching staff at high schools in Ninh Kieu District, Can Tho City. Below will be six measures:

- 1) **Measure 1:** Raising awareness about the importance of developing high school teachers. It is necessary to create a deep awareness of the importance of developing teachers in improving the quality of education at high schools and encourage the active participation of teachers, administrators, parents and the community in the development of teachers while motivating teachers to constantly improve their professional qualifications and skills, and to develop their full potential in teaching and education.
- 2) **Measure 2:** Developing planning and development plans for high school teachers according to guided direction. It is necessary to create a team of high-quality teachers, with enough professional knowledge, teaching skills and professional ethics to meet the requirements of modern high school education and ensure diversity of expertise, experience, and personal characteristics within the teaching staff to reflect the diversity of students and the educational needs of the community. Plus, it should identify training and professional development opportunities for teachers, including courses to improve professional capacity, teaching skills, and personal development while ensuring teachers have a positive and supportive work environment with opportunities to participate in decision-making processes and teacher community activities. What's more, it is to establish a mechanism to evaluate the effectiveness and monitor the progress of the teacher development plan, thereby adjusting and updating necessary measures to achieve the set goals. And, it is to create advancement and career development opportunities for teachers through building a salary promotion system, teaching opportunities at different educational levels, or participating in educational research and development projects.
- 3) **Measure 3:** Recruiting and arranging suitable jobs to high school teachers. There is a need to improve teacher quality through selecting teachers with high professional competence, enthusiasm for the profession, and suitable to the needs of the school, ensure reasonable use of teaching staff, maximize the capacity of

teachers, and improving the quality of teaching and student education. Besides, it should create motivation and professional development, make favourable conditions for teachers to develop professionally, and enhance teachers' attachment and dedication to the school.

- 4) **Measure 4:** Organizing training activities to raise awareness for high school teachers to meet educational innovation requirements. There is a must to help the school's management staff and teaching staff realize the important role of staff development in the school, understand clearly the Vietnamese Party's educational innovation policy, the strategy for developing Vietnamese human resources in the period of industrialization and modernization of the country and the policy of building and developing the teaching staff of our Party and State in the period of industrialization and modernization of the country.
- 5) **Measure 5:** Building the environment, policies, and conditions to develop high school teachers towards professional standards. The goal of this measure is to build a positive working and learning environment, promote the professional and personal development of teachers, and create a team of quality and fully qualified teachers. Also, it is to ensure that high school teachers receive continuous training and professional development, thereby improving the quality of teaching and learning in schools while building a friendly, sociable working environment where teachers feel respected, encouraged and supported, thereby enhancing their working spirit and commitment to the teaching profession. In addition, it should provide opportunities and resources for teachers to develop their careers with opportunities to participate in training courses, scholarship programs, and research projects. It is also to establish a fair and transparent performance evaluation system, thereby helping teachers recognize and develop their strengths, as well as identify and improve their weaknesses. Moreover, it is to build a strong community of teachers where they can support each other, share experiences, and work as a team to solve work challenges and create ethical principles and standards, professional ethics, and career rotation, thereby helping to build a reputable and trustworthy teacher community.
- 6) **Measure 6:** Strengthening inspection and evaluation of primary school teachers in primary schools. It is imperative to help high school leaders have more complete information about teaching staff to see the positive or negative aspects of professional regulations and professional ethics for promoting the strengths of teaching staff or promptly correcting them, adjusting and overcoming those limitations. Also, it is to help professional teams and schools have a scientific basis to classify and categorize teachers, from which there are plans to train and develop the team or transfer, appoint, and resolve regimes for high school teachers, which can meet professional and technical requirements. And it is also to help each teacher see the strengths and weaknesses in each criterion to determine direction and have a plan to strive to improve themselves and meet the school's requirements.

5. Conclusion and suggestions

5.1. Conclusions

5.1.1. For the theoretical foundation

Managing the development of the teaching staff at high schools in Ninh Kieu District, Can Tho City, in the direction of educational innovation is to create a sufficient number of high school teachers, ensuring quality (with knowledge, capacity, dignity), ethical qualities and so on), well meets the requirements of professional standards of high school teachers, in order to realize the goals of high school education reform, serving the cause of industrialization and modernization of the country.

The content of managing the development of teachers at high schools in Ninh Kieu District, Can Tho City, includes as follows:

- 1) Raising awareness about the importance of developing high school teaching staff.
- 2) Developing a plan to develop high school teaching staff.
- 3) Selecting and using high school teachers.
- 4) Promoting and training to improve the professional qualifications of high school teachers.
- 5) Implementing regimes and policies to create conditions and encourage teaching staff to participate in activities to improve qualifications and share experiences.
- 6) Strengthening inspection and evaluation of the development of high school teaching staff.

In general, managing the activities of teachers at high schools in Ninh Kieu District, Can Tho City is influenced by objective and subjective factors in the management process.

5.2. For practical foundation

The current status of managing the development of teachers at high schools in Ninh Kieu District, Can Tho City, was surveyed on 216 school managers and teachers at 3 high schools, in March 2023. The results of the current situation research showed that it was necessary to strengthen the inspection and evaluation of the teaching staff at high schools in Ninh Kieu District, Can Tho City. In educational activities, there are many factors that affect the managing development of teachers at high schools in Ninh Kieu District, Can Tho City, especially the factor of building a plan to develop high school teaching staff, strengthening inspection and evaluation of the development of high school teachers, which is considered to have the highest level of influence on the current state of managing development of teachers in high schools in Ninh Kieu District, Can Tho City.

5.2. Suggestions to Vietnamese related agencies

5.2.1. For the Department of Education and Training of Can Tho city

First, it is necessary to innovate the work of examining and evaluating teaching staff, ensuring rigor and fairness, while closely combining with training to improve qualifications, creating learning opportunities for teaching staff in testing and evaluation

work. The evaluation process must be carried out transparently and objectively, without bias or influence from external factors, which will help ensure that all teachers are evaluated based on their actual abilities and job performance.

Second, there is a must to strengthen the leadership of Vietnamese Party committees and authorities at all levels from district to grassroots in building and developing teaching staff throughout the city. The Party committees and authorities at all levels need to actively direct, supervise and support the implementation of plans to develop teaching staff. There should be regular meetings to assess the situation and come up with timely solutions. Plus, it should strengthen coordination between education management agencies, local authorities and schools to ensure uniformity and effectiveness in implementing policies and plans for developing teaching staff.

Third, it is to be approved to develop a plan to develop the team of primary teachers for the period 2020-2025, based on specific development goals, creating detailed plans including teacher training and fostering activities, as well as policies towards life support and social insurance and health insurance for contract teachers. What's more, it should allocate the budget appropriately, ensuring enough resources to implement training and fostering activities, as well as support policies for teachers.

Fourth, it is to build a close coordination mechanism on education management and job division of teaching staff between Can Tho City Department of Education and Training, Department of Home Affairs and high schools. The Department of Education and Training, the Department of Home Affairs and high schools need to have a close coordination mechanism in the management and job division of teaching staff, which includes unifying regulations on recruitment, appointment, and rotation of teachers and enhancing the sharing of information and experience between schools and management agencies to improve the effectiveness of educational managing development of teaching staff.

Fifth, it is implementing well the appointment, arrangement and rotation of managers (managers) and teachers (teachers) needs to ensure balance and synchronization between high schools in Ninh Kieu District and Can Tho City. Decisions on appointment, placement and rotation should be based on the assessment of the capacity of administrators and teachers, as well as the actual needs of each school.

And, finally, there should be guidance to the City People's Committee, to promulgate policies to support and encourage good and high-achieving teachers. This may include bonuses, salary raises, and other incentives. Also, there should be policies to encourage and support teachers in learning to improve their professional qualifications, including providing scholarships, supporting study funding, and creating favorable conditions for teachers to participate in advanced training courses. Also, it is to issue policies to attract good teachers to work locally, such as housing support, creating good working conditions, and other incentives to attract and retain talented teachers.

5.2.2. For Can Tho City People's Committee

Firstly, it is to direct the development and approval of the 5-year high school teacher development plan, develop a comprehensive strategic plan for the 5-year period, clearly define goals, directions, and specific measures to improve the quality and quantity of high school teachers and annual plans based on the 5-year plan and foster detailed annual plans, including training programs and activities to support high school teachers.

Secondly, it should develop regulations for coordination, decentralization of management and job division of teaching staff between Can Tho City Department of Education and Training, Department of Home Affairs and high schools in the district, develop and implement coordination regulations between the Department of Education and Training, Department of Home Affairs and high schools to ensure consistency in the management and job division of teachers. Also, it is clear to decentralize management responsibilities for managing and using teachers between levels, ensuring each unit can perform its tasks well.

Thirdly, there should be a good implementation of educational socialization, promote the participation of the community and social organizations in educational work, and create favorable conditions for mobilizing social resources. Plus, it is launching learning promotion movements, building a learning promotion fund to reward and encourage teachers with high achievements, and encouraging students and families to actively participate in educational activities to promote religious tradition, local teachers, distributing study promotion funds to encourage and motivate teachers with achievements.

Fourthly, it is to have separate policies and remuneration mechanisms for teachers working in economically difficult communes in the district and develop and implement special remuneration policies for teachers working in economically difficult communes, such as salary increases, housing assistance, and other benefits. Plus, it is to create a good working environment and psychological support so that teachers can feel secure in working long-term in difficult areas.

And finally, it is to increase autonomy and self-responsibility for school principals, give autonomy to school principals in selecting teachers, ensure recruitment of qualified people and in accordance with the requirements of schools to ensure fairness and encourage teachers' professional development, and organize regular training and fostering to improve the professional qualifications and skills of lecturers.

5.2.3. For high schools

First and foremost, it is necessary for each school to clearly define its mission, core values and long-term vision. This is the basis for orienting development activities and goals, building a strategic plan for school development, developing teaching staff, and clearly defining mission, values and vision, based on the strategic plan, building annual plans with specific goals and tasks, consistent with the current situation and needs of the school.

Next, it is to associate the school's professional work with the training and fostering of high school teachers through regular lesson observation activities so that teachers can learn from each other's experiences. Then, it is to encourage teachers to participate in researching topics and making their own teaching aids. This not only helps improve the quality of teaching but also promotes the spirit of creativity and self-study, participating in research on the topic of making your own teaching aids, self-study and fostering to improve qualifications.

What's more, it is to develop reasonable internal spending regulations, focusing on factors that reward and motivate teachers. The forms of reward may include salary increases, cash bonuses, or other forms of recognition. Also, it is to set aside part of the budget to support teachers' education to improve their qualifications, including the cost of tuition, study materials, and other related expenses. And, it is to improve remuneration for contract teachers with salary and benefits such as social insurance and health insurance.

Last but not least, it should to implement well the educational principle "Family - School - Society" by strengthening the coordination between family and school in educating students. This can be done through parent meetings, educational counseling sessions, and extracurricular activities. Besides, it should encourage the participation of the community and social organizations in educational work. This could include building study promotion funds, organizing volunteer activities and support from local businesses.

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Conflict of Interest Statement

The author declares no conflicts of interest.

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