

# The Studies on Pedagogical Colleges in Vietnam and its Characteristics

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## Abstract

The system of pedagogical colleges in Vietnam has made important contributions to the education system in general and to the pedagogical system in particular during the 1980s and 1990s. This study reviews the studies conducted and implemented in recent times according to different trends, especially the contributions that these school systems have made to education as well as to the development of the system itself. The findings highlight the historic contributions of teacher colleges, and they also face challenges that must change to adapt to the new requirements of the pedagogy and education system. In addition, there are many issues that need to be researched and implemented not only related to the governance of each school but also associated with current systemic policy changes.

**Keywords:** pedagogical colleges, teachers colleges, Vietnam education.

The quality of teachers has always been considered one of the factors determining the quality of education. Currently, the whole country has 113 teacher training institutions, including 14 pedagogical universities, 48 multidisciplinary universities with teacher training, 23 pedagogical colleges, and 19 multidisciplinary colleges with teacher training, and 02 pedagogical vocational schools. In addition, there are 40 multi-disciplinary vocational schools that are training preschool teachers. Over the years, teacher training institutions have performed the task of training and fostering a contingent of teachers and educational administrators, actively contributing to the cause of educational innovation and training, and development. socio-economic

development of the country (Quang & Nam, 2019). As for the system of pedagogical colleges, in 1995 there were 61 pedagogical colleges in the whole country in 63 provinces and cities. After 1995, local universities were found by pedagogical colleges, that were the cases of pedagogical colleges of Thanh Hoa, Hai Phong, Ha Noi, Phu Tho, Tuyen Quang, Ninh Binh, Ha Tinh, Quang Binh, Quang Nam, Quang Ngai, Phu Yen, Khanh Hoa, Dong Nai, Binh Duong, Bac Lieu and others.

Some schools were turned into community colleges or have no more the word of pedagogy in their names that are Bac Kan Pedagogical College, Thai Nguyen Pedagogy College, Vinh Long Pedagogical College, Kon Tum Education College. Some pedagogical colleges in some

provinces were changed become multidisciplinary schools that are Son La, Hai Duong, Hung Yen, Vinh Phuc, Ngo Gia Tu (Bac Giang), Ben Tre, Can Tho, these schools were transferred to belong to the Ministry of Labour, Invalids and Social Affairs. Ha Nam Pedagogical College merged into a branch of Hanoi National University of Education, Lao Cai Pedagogical College merged with Thai Nguyen University to become a branch of this university in Lao Cai, Ca Mau Pedagogical College was dissolved because it had no way of development.

Up to now, the system of pedagogical colleges has revealed a number of limitations and inadequacies. The distribution of training institutions is scattered and small; many facilities in the same area overlap in functions and tasks; training has not been linked to the needs of users, there are many pedagogical graduates who do not have jobs in the right fields, and there is a partial shortage of teacher resources among localities and educational levels. This situation wastes the state budget, causes frustration in public opinion, and fails to attract good and suitable students to attend pedagogical schools. To better understand the characteristics of the history of research on pedagogical colleges, the following basic questions need to be answered in this study, including:

How many researches on pedagogical schools have been conducted?

What are the main characteristics of the publications of pedagogical schools?

### Method

This study is carried out using a qualitative method, in which the main techniques are retrospective documentation available from previous studies, information from the domestic media, especially the state management agencies in charge of education, and agencies related to the management of the system of pedagogical colleges. Besides, using the expert method by consulting as well as evaluating and commenting on the information provided by education

experts. In addition, the study focuses on analyzing and identifying according to basic research trends of the system of pedagogical colleges, the roles and contributions of this college system to the general education system general and pedagogy in particular.

To collect the information of the research topic, the term of “pedagogical school” and “pedagogical college” were used to search for from the whole documents of academic documents and academic journals that have been stored in the national database under control by the Ministry of Science and Technology. The information then was classified into the numbers of publications by years, the trends of the publications, the research issues of the publications.

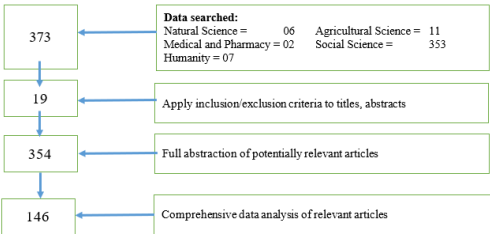


Figure 1: Database Search Algorithm and Review Criteria Using for Systematic Literature Review of “pedagogical college”

One way to do this is by utilizing phrases like "pedagogical college" and "pedagogical professional school" These two ideas were selected since there are various stages in the pedagogical school system: (1) Pedagogical professional schools enrol high school graduates for two years of study and trains individuals with intermediate degrees or higher for one year; (2) pedagogical colleges, which include individuals with university degrees in other fields but who wish to pursue a career in education, as well as students who have completed their middle school and high school education but have not completed all of the subjects required for their high school diploma.

373 publications were found in the search results for two keywords, including those in the fields of natural science (06), agricultural science (11), medicine and pharmaceuticals (02), social sciences (353), and humanities (2007). Next, using the abstract's title and content as a guide, 19 articles unrelated to the research topic are excluded. After 354 publications with comprehensive descriptions and information pertinent to the research issue, we proceed to categorize and choose 146 publications with the most comparable content for in-depth analysis to identify the traits, patterns, and significant discoveries of published works on pedagogical college systems.

## Results and discussion

There are several trends of research on pedagogical college that are competency, management, human development, accreditation, teaching method, assessment, training models, skills, culture, teaching materials, leaning method.

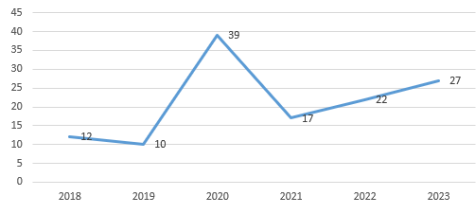


Figure 2: Number of published articles of pedagogical college from 2018 to 2023

Table 1: The studies of pedagogical college published by year

Years	2018	2019	2020	2021	2022	2023	Total
No	12	10	39	17	22	27	373
%	3.22	2.68	10.46	4.56	5.90	7.24	100

The Figure 2 and Table 1 provide the information of the number of published articles of pedagogical college between 2018 and 2023. Generally, it shows the fluctuation of the whole period which starts with around ten and 12 articles in the first 12 months and experienced the dramatically increase at the approximately forth times with 39 publications. The number of articles then decreased a half about seventeen documents before increasing gradually 22 publications and reached to 2 publications in the year of 2023. It can be said the number of research publications whose research topics relevant to pedagogical colleges and educational activities of these institutions has the increase trend though it has been fluctuated during the whole period. This reflects two primary aspects, which one is these pedagogical schools had been interested by researchers and authorities at both central and local agencies, the other is the roles and functions of these pedagogical schools are

no longer the same that they had been in the previous period.

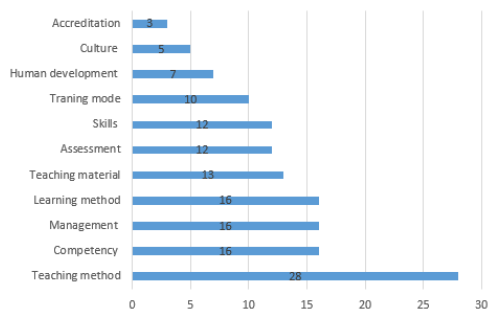


Figure 3: The themes and its numbers of published articles of pedagogical college from 2018 to 2023

The Figure 3 illustrates how many research themes and their publications of researches onto pedagogical colleges in the period of five recent years. It is noticeable that the theme of teaching method is by far the most theme interested by

scientists with eighty documents, this trend seems to be influenced by characteristics of these schools are pedagogical institutions which are schools providing the pedagogical professional activities of the whole numbers of these schools of the each province in the nationwide. The second themes that researchers are keen on and reflected in their works and publications are competency, management and learning method, which are all the same with 16 documents. In fact, these features of the pedagogical education reflected the rapid change in requirements of

educational reform of the whole educational system, and the main factors of the reform that competency – based training both in the pedagogical schools and in the expected competencies should be built up in the schooling. Certainly if the competencies can be developed by schooling activities, the management schemes and learning method have to go along with that is why leaner-centered approach, service – based attitude are becoming more popular in the pedagogical institutions.

Table 2. Characteristics of Articles and Key Findings

Author/Year	Topic/ Discipline	Study design	Aim	Data collection	Main findings
<b>Competency</b>					
1. (Le.T.N, 2021)	competency-based approach	Quantitative	the status of training preschool teachers	Survey Description	Certain limitations.
2. (Luu, 2020)	Professional competence development	Descriptive	Managing internship	Policy assessment	Professional competencies
3. (Bui, 2015)	professional ethics education	Qualitative	basic qualities of professional ethics	Content analysis	Progress of the teacher
4. (Nguyen, 2012)	Pedagogical standards	qualitative	Solutions	Review	the quality of pedagogical professional
5. (Pham, 2015)	self-study competency of Ho Chi Minh ideology	Qualitative	Solutions	Case study	should be applied to teaching learning process
6. (Nguyen, 2004)	professional standards	Qualitative	Application	Documentary	Recommendations
7. (Tran, 2009b)	Teacher training	Qualitative	Solutions	review	Meet the needs of society
8. (Đao, 2018)	the emotional intelligence	Quantitative	Influencing subjective factors	Survey	Self believe, empathy, knowledgeable
9. (Hoang, 2020)	the legal consciousness	Mixed method	enhance creativity and innovation	Case study	Solutions
10. (Dang, 2020)	the quality of lecturers	Quantitative	Process of activities of seminar	Case study Questionnaires	help lecturer training quality
11. (Nguyen, 2009)	the quality of teacher training	Qualitative	Fact and solutions	Case study Documentary	Recommendations

Author/Year	Topic/ Discipline	Study design	Aim	Data collection	Main findings
12. (Nguyen, 2021)	the quality of teacher training	Qualitative	Solutions	review	the input and output standards
13. (Pham, 2009)	the quality of training	Qualitative	Basic factors	Review Documentary	targets, staff, programs, checking and assessment
14. (Ta, 2016)	the quality of training	Mixed method	The advantages and disadvantages	Case study	the management staff
15. (Tien, 2019b)	the training quality	Quantitative	OLAP technology	Survey and modeling	The quality of training. Analyze other aspects
<b>Management</b>					
16. (Vu, 2011)	Administrative management measures	Qualitative	Solutions	Case study	the organization and process
17. (Ha & Phung, 2013)	administrative procedure reform	Quantitative	management process	Questionnaires Case study	Solutions to administrative formalities conduction.
(Ngo & Ðau, 2016)	cognitive activities	Mixed method	Organizational competencies	Imperial	the quality of mathematics teaching
18. (Pham, 2023)	counselor teacher	Qualitative	Effectiveness	Case study Description	facebook group to the class management
19. (Nguyen, 2014)	education and training innovation	Qualitative	Fact	Case study	Improve the achievements achieved
20. (Le, 2012)	International cooperation	Qualitative	innovate higher education	Case study	the quality of its human resource
21. (Ninh, 2016)	international cooperation	Qualitative	Solutions	Case study	meet the workplace's requirements
22. (Duong, 2002)	Management of students	Qualitative	Fact	Case study Interview Documentary	Learners' psychology The effectiveness of management methods
23. (Chu, 2020)	management skills for principals	Qualitative	Methods	Documentary Case study	Methods suggested
24. (Vu, 2007)	primary school teachers	Qualitative	Solutions	Policy analysis Documentary	training program renovation
25. (Ha & Vu, 2012)	Document management	quantitative	Management measures	Questionnaires Case study	effectiveness on management
26. (Lu, 2017)	the faculty members recruitment	Mixed method	features in the innovation	Case study	the innovation of the faculty recruitment

Author/Year	Topic/ Discipline	Study design	Aim	Data collection	Main findings
27. (Le, 2011)	Overseas students	Qualitative	Measurement	Case study	Solutions
28. (Ninh, 2013a)	the training of managers and lecturers		Renovation	Case study	Solutions to improve the quality of training
29. (Lê, 2009)	Web design	Qualitative	Solutions	Case study	The School Board should take more responsibilities
<b>Human development</b>					
30. (Nguyen, 2006)	students and lecturers	Mixed method	Fact	Survey Review	Recommendations
31. (Đinh, 2005)	a source of lecturers	Qualitative	Solutions	Review	Solutions should be come from Ministry of Education and Training, pedagogical colleges
32. (Tran, 2020)	enrollment	Qualitative	difficulties and solutions	Review	Recommendations
33. (Pham, 2016)	fostering managers and high school teachers	Qualitative	Solutions	Case study	curriculum design; lecturers competencies; policies; the quality
34. (Ngo, 2010)	the teaching staff		the development	Case study	recommendations
35. (Nguyen, 2007)	the teaching staff		Management	Case study	Solutions to staff management
<b>Accreditation</b>					
36. (Tran, 2008)	Accreditation	Qualitative	to ensure education quality	Review	Recommendations
37. (Nguyen, 2018)	Accreditation Plan	Qualitative	Advantages and Disadvantages	Review	solutions to implement this plan effectively
38. (Quân, 2008)	Training Quality insurance	Qualitative	Criteria	Documentary	A set of criteria of quality insurance of training
<b>Teaching materials</b>					
39. (Pham, 2017)	active teaching methods	Qualitative	Application	Review	Its effectiveness on music teaching
40. (Nguyen, 2015)	active teaching techniques	Quantitative	Application	Case study	It takes time to master
41. (Hoang & Trinh, 2016)	constructivist capacity	Imperial	theory of teaching	Processes	Using teaching and learning digital sets
42. (Đoan, 2013)	constructivist theory	Qualitative	Application	Review,	Assessment is an important tool

Author/Year	Topic/ Discipline	Study design	Aim	Data collection	Main findings
43. (Ho & Pham, 2020)	information technology	Qualitative	Application	Case study	Steps of application
44. (Nguyen, 2013)	information technology	Qualitative	Application	Descriptive Case study	The measures to promote students' positives
45. (Nong, 2014)	information technology	Qualitative	Application	Review	to apply basic knowledge into practice
46. (Tien, 2019a)	information technology	Quantitative	Measures	Survey Description	favorable conditions for students
47. (Lu, 2020)	information technology in teaching	Quantitative	Application	Case study	Recommendations
48. (Do & Tran, 2015)	project teaching	Qualitative	Suggestions	Interview, survey	independence, creativity and form, practice skills for students
49. (Le & Nguyen, 2020)	Project-based teaching	Imperial	Recommendations	Case study	an appropriate choice to help students
50. (Nguyen, 2013)	small group cooperative teaching	Mixed method	Measures	Case study	The difficulties of the management of directors
51. (Đào, 2012)	teach local history at pedagogical colleges	Qualitative	innovative measures	Documentary	Combined methods
52. (Truong, 2015)	Teaching "hands-on"	Quantitative	Application	Survey	Process involving 8 specific activities
53. (Dang, 2015)	Teaching in the form collecting and fieldwork	Qualitative	Tools to collect and field direction	Case study Questionnaires	Three steps: preparation, expansion and sum up
54. (Nguyen, 2020)	teaching informatics	Qualitative	Practical teaching	Descriptive Case study	four steps towards
55. (Đang, 2016)	teaching medieval Vietnamese lyric poetry	Quantitative	Situation and solutions	Case study	Methods of analysis and evaluation
56. (Tran, 2009a)	innovate teaching methods	Qualitative	Organizational measures	review	Recommendations
57. (Nguyen, 2020)	the natural science module		Design thematic teaching	Case study	Promote the positive learners of and teachers
58. (Uông, 2015)	using micro-teaching methods	Quantitative	Advantages and disadvantages	Survey	Connect from theory to practice.

Author/Year	Topic/ Discipline	Study design	Aim	Data collection	Main findings
59. (Le, 2012)	Vietnamese language subject	Qualitative	introduces the supplementary study unit	Review	Recommendations
60. (Nguyen, 2021)	Vietnamese language teaching methods	Qualitative	Curriculum development	Review	Contribute to training programs of the faculty and schools.
61. (Tran, 2019)	vocabulary activities	Qualitative	the incorporation of traditional games	Case study	students learn and enhance their vocabulary
62. (Duong, 2011b)	vocational adaptability	Quantitative	measuring the career adaptation of teacher training students	Survey Questionnaires	New methods
<b>Assessment</b>					
63. (Le, 2017)	graduates majoring in preschool education	Empirical	Assessment of career adaptability	Quantitative	they are confident in their work skills
64. (Duong, 2011a)	assessment of students	Qualitative	Criteria and contents	Conceptual	How to assess the career adaptability
65. (Cao, 2013)	Assessment of learning outcomes	Qualitative	Suggestions	Content analysis	Suggestions given
66. (Vuong & Nguyen, 2018)	Startup and Local Socio-Economic Subject	Empirical	Facts	Case study Survey Questionnaires	awareness of students at present and in the next years
67. (Nguyen, 2020)	Student satisfaction	Quantitative	communal activities	Case study Imperial	quite satisfied with communal activities
68. (Vo, 2018)	student's learning inspiration	Qualitative	Solutions	Review	apply psychology into education and life
69. (Dang, 2015)	teachers' written feedback and students' performance	Quantitative	Find out if teachers purposely give feedback to help students improve writing	Case study Questionnaires	A significant relationship between teachers' written feedback and students' performance in writing.
70. (Ta, 2013)	Teaching and evaluating	Qualitative	Measures	Case study	measures in teaching, learning, assessment
71. (Do, 2019)	forms of learning examination and assessment	Quantitative	Suggestions	Survey Questionnaires	Online objective testing overcomes the limitations of the autobiographical form



Author/Year	Topic/ Discipline	Study design	Aim	Data collection	Main findings
72. (Du & Nguyen, 2015)	the learning outcomes	Quantitative	Influencing factors	Case study Questionnaires	Learning approaches, teaching methods and facilities, students' awareness, teachers' attitudes towards students
73. (Bui, 2020)	the learning quality of student	Qualitative	Methods	Case study	Methods suggested
74. (Nguyen, 2020)	the teaching effectiveness	Qualitative	process	Case study	Steps to carry out the teaching effectiveness
75. (Nguyen, 2011)	The teaching effectiveness of kindergarten	Conceptual	Improvement of teaching effectiveness	Review	using practical exercises
<b>Training models</b>					
76. (Dang, 2008)	change the academic year system into credit one	Qualitative	Methods	Documentary Case study	Process of changing
77. (Vo, 2015)	CLI model and task-based learning method	Qualitative	Application	Case study	Appropriate solutions to apply the model and method to teach students
78. (Vu, 2014)	Pedagogical practice activities	Qualitative	Solutions	Case study	improving the efficiency of practical activities and the quality of training.
79. (Nguyen, 2020)	Pedagogical training	Qualitative	professional development	Case study	It to be effectively implemented
80. (Thai, 2011)	pedagogical training	Qualitative	the effectiveness	Documentary	Recommendations
81. (Le, 2007)	pedagogical training	Qualitative	management measures	Review	Solutions for pedagogical college students
82. (Le, 2007)	pedagogical training for pedagogical college students	Qualitative	management measures	Review	Solutions
83. (Tran, 2018)	the quality of non-formal training	Qualitative	measures	Case study	Solutions to improve the quality of non-formal training
84. (Tran, 2009c)	the transition from annual	Qualitative	Organizing activities	review	Recommendations

Author/Year	Topic/ Discipline	Study design	Aim	Data collection	Main findings
	to credit-based training				
85. (Mai, 2003)	training of primary school teachers	qualitative	Renovation	Review	How to renovate the training primary school teachers
86. (Nguyen, 2003)	training primary school teachers	Qualitative	effectiveness	Case study	the diversification of types and methods
	<b>Skills</b>				
87. (Pham, 2020)	communication capacity	Qualitative	Assessment	Case study	Motivate students to focus on training and strive to become good teachers
88. (Lo, 2018)	communication skills	Mixed method	Solutions	Case study	Specific measures to improve communication skill for students
89. (Le, 2021)	English speaking skill	Mixed method	Application of talk show	Case study	help students in developing speaking skills
90. (Huynh, 2021)	Learning planning skill	Quantitative	Solutions	Survey Case study Questionnaires	Some skills need to be improved
91. (Tran, 2017)	problem solving	Mixed method	Solutions	Case study Description	to enhance the capacity of problem solving in students
92. (Vu, 2020)	rhetorical exams	Qualitative	Solutions	Case study	The process of doing rhetorical activities
93. (Hoang, 2007)	Scientific research	Qualitative	Recommendations	Review	Orientations of Scientific activities
94. (Le et al, 2020)	scientific research	Qualitative	the effectiveness of scientific research	Literature review	directions
95. (Nguyen, 2018)	scientific research	Mixed method	Management	Case study	The manager should understand the management of pedagogical research
96. (Le, 2008)	research activities	Mixed method	Management	Case study Descriptive	Solutions
97. (Dong & Tran, 2016)	research skills of pedagogical students	Descriptive	Measures	Survey	Using essays and theses of pedagogical students

Author/Year	Topic/ Discipline	Study design	Aim	Data collection	Main findings
98. (Hoang, 2013)	study cards	Qualitative	Enhance the self-study abilities of students	Review, documentary	How to apply study cards in schools and specific contexts.
<b>Culture</b>					
99. (Phan, 2020)	cultural identity	Quantitative	Theoretical aspects	Case study Description	Theory of preservation of cultural identity
100.(Vu, 2017)	culture at college of education	Conceptual	Management solutions	A set of criterion toolkit	core culture values, assessment toolkit, teaching and learning culture
101.(Nguyen, 2020)	school culture	Qualitative	the importance and content	Case study	Recommendations
102.(Nguyen, 2012)	school culture	Qualitative	the importance and content	Case study	very important roles in school developments
103.(Vu, 2017)	school culture	Quantitative	managing the development	Description	insufficient awareness of school culture
<b>Teaching materials</b>					
104.(Le, 2017)	design self-guided self-study materials	Qualitative	Processes	Case study	identify each module and sub-module, and design documents to ensure its criteria
105.(Tran & Done, 2019)	design teaching materials	Mixed method	Application	Case study	the research of the quality of teaching modules
106.(Nguyen, 2015)	extracurricular exercise and sports hours	Quantitative	solutions	Case study Experimental	the awareness, content, methods of organizing classes, facilities to test - evaluation
107.(Ha, 2014)	Form of organization of extracurricular sports activities	Quantitative	Assess the Form of organization	Questionnaires Case study	Right forms take effective
108.(Ngo, 2013)	Learning material	Quantitative	Application	Imperial	Students can better understand the nature of physical lessons
109.(Bui et al, 2012)	Propaganda and introduction of documents	Qualitative	Measures	Case study	Methods suggested

Author/Year	Topic/ Discipline	Study design	Aim	Data collection	Main findings
110.(Do et al, 2016)	reproductive health education	Quantitative	to discover students' personal opinions	Survey Questionnaires	benefit if reproductive health was taught
111.(Pham, 2020)	revolutionary ideals, ethics and lifestyle	Qualitative	Solutions	Case study	Recommendations
112.(Vu, 2016)	teaching equipment	Qualitative	Innovative ways	Case study	more effectively use and store teaching equipment
113.(Vu, 2019)	teaching technical facilities	Mixed method	efficiency management	Survey, description	a system of effective management
114.(Tran, 2009d)	training programs	Qualitative	Organizing activities	Review	curriculum development
115.(Pham V.Đ, 2020)	the library and facilities	Qualitative	Evaluation of lecturers and students	Case study Description	the situation and assessments of lecturers and students
116.(Pham, 2012)	the library and facilities	Quantitative	evaluation of lecturers and students	Case study Description	the situation and assessments of lecturers and students
<b>Learning method</b>					
117.(Huynh, 2015)	dialectical thinking for teacher students	Qualitative	Solutions	Documentary	a modest voice to indicate the state and solutions to increase students' ability
118.(Pham, 2015)	Distance learning	Qualitative	Application	Case study	Recommendations
119.(Tran & Nguyen, 2013)	e-learning	Qualitative	Application	Review	Suggestions on competency-based assessment
120.(Vuong& Ly, 2012)	Exercises to guide pre-school pedagogical college students	Qualitative	Suggestions	Documentary	analyzing skills and making plans to organize corner activities for preschoolers
121.(Nguyen, 2014)	group discussion method	Quantitative	the effectiveness	Imperial, description	do not use this method effectively and solutions are recommended
122.(Ha, 2016)	improve motor coordination by aerobics exercises	quantitative	Building aerobics exercises	Questionnaires Survey	Have practical value Improve the female student's motor coordination abilities

Author/Year	Topic/ Discipline	Study design	Aim	Data collection	Main findings
123.(Đong, 2013)	learning difficulties of students	Quantitative	Methods	Case study Questionnaires	The formation and development of student's response skills. The impact experiment
124.(Dong, 2017)	learning psychological difficulties of students	Qualitative	Find out the ability	Case study	appropriate measures aim to mitigate the difficulties
125.(Le, 2005)	learning style, fostering and improving the professional	Qualitative	management measures	Documentary	Recommendations
126.(Nguyen & Tran, 2020)	life skills	Descriptive	Methods	Quantitative, case report	measures to improve life skills
127.(Dong, 2017)	learning psychological difficulties of students	Qualitative	Find out the ability	Case study	to mitigate the difficulties in new leaning environment
128.(Vu, 2013)	self-discipline	Qualitative	basic manifestations	Review	The structure of self-discipline of pedagogical college students
129.(Nguyen, 2005)	self-studying process	Qualitative	Organizational activities	Review	Students can work with their learning materials, contribute to improving the quality teaching.
130.(Nguyen, 2020)	studying political theory subjects	Qualitative	self-study and discussion	Case study	It should be combined with other methods
131.(Nguyen, 2005)	Unofficial group	Qualitative	The trends of unofficial groups	Case study	Recommendations

## RESULTS AND DISCUSSION

### Competency

Research on capacity is expressed through many aspects, including research topic, research design, research purpose, document collection, and basic findings. Firstly, with research topics, the content focuses on: competency-based approach (Le, 2021), professional competence development of pre-school education (Luu, 2020), professional ethics education (Bui, 2015), professional pedagogical standards (Nguyen,

2012), teacher professional standards (Nguyen, 2004), teacher training (Tran, 2009b), the emotional intelligence of of teaching profession of pedagogical students (Đao, 2018); the quality of lecturers (Dang, 2020), the quality of teacher training (Nguyen, 2009), (Nguyen, 2021), (Pham, 2009); the quality of training (Pham, 2009), (Tien, 2019b); the quality of training for school administrators (Ta, 2016). Others are self-study competency (Pham, 2015); the legal consciousness for students (Hoang, 2020). It can be seen that, in addition to a few authors

researching the quality of training and the quality of school management training, competency-oriented topics are mainly based on standards and performance criteria through the quality of training according to pedagogical standards or professional standards according to the title and code of officials who are teachers at all levels. This not only represents a change in the content of teacher training in pedagogical colleges but also in the scope of policy, a shift in the content of the state's training policy regarding new requirements for teachers, leading to a change in the direction of capacity development in training pedagogical college students.

Recent years, the transformation of college and university education from academic year to credit has made many positive breakthroughs. For this form, the organization of self-study and self-research activities for learners is a mandatory requirement to help students increase their initiative and responsibility and contribute significantly to improving the quality of learning. students in particular, and the quality of the school's education in general. The reality shows that students still have little sense of initiative in learning, even confused or don't know where to start to complete the learning tasks. Foreign language ability also has many limitations in absorbing, expressing and there are many phenomena of learning from or even taking intact the work of previous students. The ability to think analytically and synthesize knowledge is limited, mainly by studying verbatim in textbooks or monographs provided by teachers.

#### Management

The trends of studies of management of this kind of schools, including: administrative management measures (Vu, 2011), administrative procedure reform (Ha & Phung, 2013), organizational competencies of cognitive activities (Ngo & Đau, 2016), education and training innovation (Nguyen, 2014), the faculty members recruitment (Lu, 2017), the training of managers and lecturers (Ninh, 2013a), management skills for principals (Chu, 2020),

cooperation (Truong, 2020), international cooperation (Le, 2012), (Ninh, 2016), records management (Ha & Vu, 2012), management of students (Duong, 2002), the management of overseas students (Le, 2011), web design (Lê, 2009), counselor teacher with private Facebook group (Pham, 2023). The research topics not only demonstrate the diversity of management issues in pedagogical colleges in recent times but also reflect the shift in content over time, which is management content of a fundamental nature administrative or management capacity of managers of educational institutions, followed by management content related to cooperation in educational management and training at pedagogical schools. Notably, content that coordinates with technology, such as website design and developing groups operating on social platforms such as Facebook, is oriented towards facilitating the management of lecturers or schools during training.

State administrative management is a form of social management that carries the power of the state with the function of enforcing laws and organizing the implementation of laws by agencies in the state executive and administrative system. In recent years, the administrative apparatus has greatly improved, but today, Vietnam is still considered a country with a cumbersome and ineffective administration. The transformation of management mechanisms in recent years has created opportunities for colleges to develop strongly in the face of great challenges. Schools must determine directions and goals consistent with the requirements of learners, employers, and the whole society and find appropriate ways to achieve those goals. For example, Administrative formality reflects relationship between components in school, and also plays an important role in which contributes to the quality of education. Thus, the goals of research is scrutinizing the reality of management process of administrative formality in higher education and analyzing the reasons of its.

### Human development

This is a new trend of studies in social developments generally and in education particularly, which can be explained by the economic developments that has no longer in terms of subsidy schemes as they had been, education, therefore, has been regarded as the main source to provide human resources to meet the new requirements of economic developments with everlasting varied players. However, in the studies of pedagogical colleges, the human development is relevant to internal sectors of these educational institution, such as students and lecturers (Nguyen, 2006), creating a source of lecturers for teachers' colleges (Đinh, 2005), enrollment (Tran, 2020), lecturing staff (Vu, 2008), the capacity of fostering managers and high school teachers (Pham, 2016), the teaching staff (Ngo, 2010), the teaching staff (Nguyen, 2007). It can be said that these researches are not represented the issues of how the training activities of these schools can be done to improve the quality of human development, but more importantly, these studies. The key tasks are to better meet people's learning needs; promote socialization of education; build a learning society; significantly improve the quality and effectiveness of education; better implement social justice; prioritize the development of education in ethnic minority and disadvantaged areas; and improve the effectiveness and efficiency of educational management.

### Accreditation

There are only three works related to accreditation research at pedagogical college training institutions, including accreditation (Tran, 2008), accreditation plan (Nguyen, 2018) and training quality insurance (Quân, 2008). According to the definition of SEAMEO (2003), qualification is an external evaluation process to make a decision to recognize a school or a training program of a school meet prescribed standards.". There are usually two forms of accreditation: quality accreditation of educational institutions and program accreditation. Currently, in Vietnam, just

implementing quality accreditation in school education and the concept of quality control in school education as an activity. Normally, quality accreditation has two main purposes: ensuring those involved in educational work that an educational institution or training program has or has not met certain standards of quality; and supporting educational institutions to continuously improve quality. In addition, other purposes can also be mentioned, such as: helping schools easily access the government budget through research programs, development projects, and financial support sources such as student credits and scholarships; creating easy conditions for transferring between schools; explaining to society, to power agencies, or to sponsoring agencies and organizations about the quality and efficiency that the school has achieved.

Process of quality accreditation in Vietnam based on the following process: (1) the school registers educational quality accreditation with the Ministry of Education and Training (MOET), conducts self-assessment, and sends a report. (2) The team of external evaluation experts researches and refutes self-evaluation reports, conducts surveys, writes external evaluation reports, sends them to the evaluated school, and sends them to the MOET to prepare to appraise the results of the evaluation of educational quality. In cases of necessity, the MOET re-evaluates the results of the external evaluation. (3) The National Council for Educational Quality Accreditation conducts an appraisal of the results of educational quality assessments and requests that the MOET recognize or not recognize the school as meeting educational quality standards. (4) The MOET issues a decision to recognize or not recognize schools that meet educational quality standards.

Through the implementation of educational quality accreditation, some experiences have been gained in the implementation process: 1) Quality accreditation is a very new task for schools. In particular, the next step requires self-assessment according to standards and criteria

based on evidence. 2) It is difficult for schools to fully anticipate the hardship, labor, and effort of the self-assessment process; 3) The self-assessment and reward plan is not part of the school year's teaching plan; 4) The members of the Self-Evaluation Council and the specialized group are managers or lecturers who are often busy with a lot of work, so arranging to spend time on this activity is not satisfactory; 5) The school does not have measures to closely monitor implementation to ensure timely progress and effectiveness of the work in the plan; 6) Members of specialized groups have not been thoroughly trained and proficient in information collection and processing techniques, evidence, and how to write reports on criteria and standards; 7) Lack of coordination between specialized groups; lack of communication between units within the school; 8) The force of consulting experts to support schools in the implementation process 3 is currently insufficient at all stages and steps; 9) At school, data storage has not been done well and has become the routine and habit of individual guards and units; 10) Investigating, collecting, and receiving feedback from learners, teachers, administrators, and employers has not been planned and implemented annually by schools with regulations on standards

#### Teaching method

The research topics of teaching methods are active teaching methods (Pham, 2017), active teaching techniques (Nguyen, 2015), constructivist capacity (Hoang & Trinh, 2016), constructivist theory (Đoan, 2013), information technology (Ho & Pham, 2020), information technology (Nguyen, 2013), information technology (Nong, 2014), information technology (Tien, 2019a), information technology in teaching (Lu, 2020), plant physiology experiments in project teaching (Do & Tran, 2015). Project-based teaching (Le & Nguyen, 2020), small group cooperative teaching (Nguyen, 2013), teach local history at pedagogical colleges (Đao, 2012), Teaching "hands-on" (Truong, 2015), Teaching in the

form collecting and fieldwork (Dang, 2015), teaching informatics (Nguyen, 2020), teaching medieval Vietnamese lyric poetry (Đang, 2016), innovate teaching methods (Tran, 2009a), the natural science module (Nguyen, 2020), using micro-teaching methods (Uông, 2015), Vietnamese language subject (Le, 2012), Vietnamese language teaching methods (Nguyen, 2021), vocabulary activities (Tran, 2019), vocational adaptability (Duong, 2011b).

Research activities, finding ways, and solutions to improve teaching quality in Pedagogical schools are increasingly interested and developed. Teaching activities associated with practice and application in teaching activities help both lecturers and students to enhance and improve the capacity of individuals. Specifically for each subject, each lecturer will have a way to approach knowledge content to develop students' capacity. For example, in Literature, Dang (2015) has determined the effectiveness of the teaching method of collecting and fielding through folklore. This method promotes the activeness of students and renews thinking and professional practice in teacher training. Besides, through this teaching method, lecturers can develop interest, competence, arouse enthusiasm, stimulation in the teaching process, and important skills (observation, investigation, experiment, photography, video recording, etc.) in many thinking activities of students (Đang, 2015).

#### Assessment

Assessment is one of the most concerned domains of education reform in Vietnam, that are frequently regarded as the most difficult one when this educational sector is being its process of both internal and external assessments. The foci of the researchers are assessment of career adaptability of graduates majoring in preschool education (Le, 2017), assessment of career adaptability of students (Duong, 2011a), Assessment of learning outcomes (Cao, 2013), results of assessing students of Startup and Local Socio-Economic Subject (Vuong & Nguyen,



2018), student satisfaction (Nguyen, 2020), student's learning inspiration (Vo, 2018), teachers' written feedback and students' performance (Dang, 2015). Teaching and evaluating (Ta, 2013), the form of examination and assessment of the results of studying general psychology (Do, 2019), the learning outcomes (Du & Nguyen, 2015), the learning quality of student (Bui, 2020), the teaching effectiveness (Nguyen, 2020), The teaching effectiveness of kindergarten (Nguyen, 2011).

It is firmly believed that education needs to be consistent with professional skills standards for students in pedagogical colleges. The research results have suggested some points to note in the assessment such as: (1) Publicize the professional skill standards to be achieved on students' learning outcomes for the subject; (2) Strengthening the assessment of learning outcomes associated with educational practice at schools; (3) Evaluation of skills in designing educational activities outside of class time, planning class leaders, designing lesson plans, making test questions, handling teaching and educational situations; (4) Improve the form of testing and assessment in the direction associated with skill practice. The quality of teacher training is only meaningful when the teaching and assessment of students' learning outcomes are associated with professional standards (Cao, 2013). During the assessment process, teachers develop appropriate assessment tools for each specific case and context. However, it basically meets the following specific processes: (1) Determining the purpose of building an assessment tool; (2) Determine the requirements for knowledge and skills to be assessed; (3) Set up a two-dimensional matrix for the evaluation questionnaire; (4) Compiling a set of questions for evaluation based on defined criteria; (5) Develop assessment answers and scorecards to help the assessment be accurate and objective; (6) Test the set of questions, logical and complete; (7) The organization applying the question-based assessment in the prepared assessment tool is accepted. Thus, along with the

innovation of teaching methods, the assessment of learning ability also plays an important role to accurately determine the learning competencies of students (Trần & Nguyen, 2013).

#### Training models

How to carry out the training activities effectively and what are the most suitable models have been studied by researchers, that are change the training with academic year system into credit one (Dang, 2008), CLI model and task-based learning method (Vo, 2015), Pedagogical practice activities (Vu, 2014), Pedagogical training (Nguyen, 2020), pedagogical training (Thai, 2011), pedagogical training for pedagogical college students (Le H.H, 2007), pedagogical training for pedagogical college students (Le, 2007), the quality of non-formal training (Tran, 2018), the transition from annual training to credit-based training (Tran, 2009c), training of primary school teachers (Mai, 2003), training primary school teachers (Nguyen H.V, 2003).

Nguyen (2012) researched some measures to improve the quality of training under the credit system at Thua Thien Hue pedagogical college and proposed four specific measures. The management mechanism in the school needs to be adjusted and built a coordination mechanism among faculties, departments, centers and functions. In parallel with this measure, building a sufficient number of lecturers and academic advisors also plays an important role in improving the quality of the school. The lecturers are dynamic, enthusiastic, constantly innovating in educational methods that are interested and developed by the school. At the same time, experienced and highly qualified trainers can provide more in-depth training and fostering for younger trainers. Some other measures such as application of technology software, application of ISO quality management system in schools to help students as well as lecturers easily research and improve learning quality (V.Đ, 2012). The credit-based training system stipulates that the homeroom teacher assumes the role of academic advisor for students in the class in terms of

training as well as supporting students during the learning process. This leads teachers to integrate the use of technology into management and exchange information with students quickly. With the inevitable trend of the digital era, the use of virtual communities on social networks helps to improve the efficiency of homeroom work (Q.T, 2018).

#### Skills

The main topics that can be classified into skill training are communication capacity (Pham, 2020), communication skills (Lo, 2018), English speaking skill (Le, 2021), Learning planning skill (Huynh, 2021), problem solving in social interaction (Tran, 2017), rhetorical exams (Vu, 2020), scientific research (Hoang, 2007), scientific research (Le et al, 2020), scientific research (Nguyen, 2018), scientific research activities (Le, 2008), scientific research skills of pedagogical students (Đong & Tran, 2016), study cards (Hoang, 2013).

In some typical researches can be good examples of training skills in pedagogical colleges, that is practice shows that measures to innovate the training of teachers and administrators in colleges and universities is a necessary requirement to improve the work efficiency of these staff. However, this innovation cannot be done quickly and results are visible immediately. Therefore, developing a training plan needs to be scientific, specific and feasible. The plan needs to respond at different levels from long-term to short-term, assess impacts, difficulties and advantages, assign specific tasks and functions to each officer according to job position. The school's policy is to provide appropriate support and timely reward to encourage and encourage administrators and teachers to improve the quality of self-study and self-improvement. These measures must always be carried out in a synchronous manner to change the awareness, attitudes and specific actions of the management staff and teachers during the implementation process (Ninh, 2013b).

#### Culture

Among the crucial subjects that academics and researchers in higher education are interested in examining is the learning environment or school culture, including: cultural identity (Phan, 2020), culture at college of education (Vu, 2017), school culture (Nguyen, 2020), (Nguyen, 2012), (Vu, 2017). School culture is an environment to educate, transmit knowledge, values and cultural standards to the young generation and train human personality. The school culture in pedagogical colleges is reflected in the communication style of staff, lecturers and especially students with the beauty of gentleness, elegance, friendliness, openness, cheerfulness and politeness, that was effective in the training process of the school, creating a didactic effect in the whole school. School culture is an environment to educate and train human personality, especially the young generation. If the school environment is unhealthy, the school cannot perform the function of transmitting knowledge, values and cultural standards to the younger generation. In the current university environment, the majority of subjects participating in the educational process still retain the values and beauty of traditional education, especially the ethical standards of loving students and respecting teachers.

#### Teaching materials

Research topics related to teaching materials in various directions include: (1) design self-guided self-study materials (Le, 2017); (2) design teaching materials (Tran & Done, 2019), learning material (Ngo, 2013); (3) extracurricular exercise and sports hours (Nguyen, 2015), form of organization of extracurricular sports activities (Ha, 2014), the development of training programs (Tran, 2009d); (4) teaching equipment (Vu, 2019), teaching technical facilities (Vu, 2019), the library and facilities (Pham, 2020), the library and facilities 2 (Pham, 2012); (5) propaganda and introduction of documents (Bui et al, 2012), reproductive health education (Do et al, 2016),

revolutionary ideals, ethics and lifestyle (Pham, 2020).

The application of information technology in teaching is an inevitable trend in the current context. In essence, the application of technology in teaching is the use of software and technology products in all stages from teaching materials, lectures and assessment of results. Using the lectures on applications, websites on specific software or online communities is an effective solution for both students and lecturers to combine both online and face-to-face learning (Nguyễn, 2021); Lữ, 2020). A number of ways to apply technology have been implemented at the school, such as using the Moodle learning management system, supporting software to design supporting lessons such as Lectora, Lecture Maker. The direction of information technology application has the advantage of being vivid, clear, having many interactive situations with learners, reducing boredom and increasing students' attention in class, and learning enthusiasm. In addition, students have more time to study the lessons on their own and connect with different blocks of knowledge.

#### Learning method

Learning methods are one of the topics with many research aspects that educational scientists

are interested in when researching pedagogical colleges. That are (1) effective forms of learning, information technology support: distance learning (Pham, 2015), e-learning (Tran & Nguyen, 2013); (2) self-discipline (Vu, 2013), self-studying process (Nguyen, 2005), unofficial group (Nguyen, 2005), group discussion (Tran, 2021), group discussion method (Nguyen, 2014); (3) learning psychological difficulties of students (Dong, 2017), learning style, fostering and improving the professional (Le, 2005); (4) Specific forms of individual and group learning process (Đong, 2013), psychological difficulties (Nguyen & Vu, 2012); (5) studying political theory subjects (Nguyen, 2020), dialectical thinking (Huynh, 2015), exercises to guide (Vuong & Ly, 2012) , improve motor coordination by aerobics exercises (Ha T.H.T, 2016), life skills (Nguyen & Tran, 2020). The self-discipline of students in credit-based training is now required higher than in the traditional form of learning before. Vu (2013) mentioned the foundations of academic discipline including knowledge of requirements, standards, regulations of learning activities with learners, beliefs, skills, techniques and learning motive.

## RESEARCH METHODS AND TOOLS

Table 3. The study design and data collections

	Study design			Data collection			
	Mixed	Quantitative	Qualitative	Survey	Content analysis	Review	Case study
1. Teaching method	1	10	11	7	1	6	11
2. Management	2	2	11	4	3		11
3. Competency	3	5	6	4	2	4	5
4. Human development	1		3	1		3	3
5. Accreditation			3		1	2	
6. Assessment		7	6	5	1	3	7
7. Training models			11		2	4	7
8. Skills	5	2	5	3		3	8
9. Culture		2	3	1	1		3
10. Teaching materials	2	5	6	4		1	9
11. Learning method		4	12	3	3	3	8
Total	14	37	77	32	14	29	72

The Table 3 provides the information of what study design and data collections have been applied to research the research topics of pedagogical colleges in Vietnam during the last decades. The main research designs are quantitative, qualitative, and a combination of quantitative and qualitative. Depending on each research design, data collection methods include a survey with a questionnaire, document analysis, and a case study. Specifically, qualitative research has the largest number with 77 studies, about double the number of quantitative research ( $N = 37$ ), and there are 11 studies conducted by combining qualitative and quantitative research. Regarding the research topic, the focus is on the teaching method ( $N = 22$ ), followed by the learning method ( $N = 15$ ), followed by management and competency, respectively ( $N = 15$  and  $N = 14$ ). The next group (assessment, training models, skills, and teaching materials) is in the range 11–13. However, the methods and ways of collecting documents are often quite simple at the minimum level; that is, the statistics describing the results from questionnaires or document analysis are also focused on the following characteristics: (1) analyze and synthesize policy documents related to the research issue, thereby providing comments or recommendations towards explaining the policy issue when applied in practice; (2) refers to a theoretical problem as a basis for proposing solutions to ongoing problems at school; (3) provides an overview of issues related to the research problem from the perspective of policy and related documents, thereby providing recommendations and solutions for the research problem. Findings often focus on aspects including recommendations, processes, and implementation, especially proposing solutions to realize the problem posed or how to apply theory or practice activities to form competencies in the learning and teaching process. Notably, there are research findings indicating that there are limitations in teacher training at pedagogical colleges or that the

training activities and quality of training in these schools do not meet social needs.

## Conclusion

Studies conducted in the local studies have similarities and differences when it comes to teacher training in general and teacher education in particular. The similarities are evident in many studies focusing on teaching methods and teacher training, especially teaching methods to improve the quality of school work. However, the difference is that the methods or teacher training demonstrated in foreign studies often focus on relationships, contacts and interactions between students and lecturers, while studies in foreign countries often focus on relationships and interactions between students and lecturers, while the local researches are interested in the application of modern technology and equipment in the teaching process.

There are also not many studies on the management of the pedagogical college system in particular and the pedagogical system in general, but foreign studies refer to the issue of school administration, the role of the government, the rotation of lecturers, and so on to market challenges, which were not found in the collected studies of teacher training colleges.

Thus, domestic studies related to pedagogical colleges focus on the following contents: (1) research on teacher quality in teaching at pedagogical colleges, (2) research on teaching study in order to develop the competencies of students, (3) research on management issues, and train to improve the quality of teachers. These contents all point to a current inadequacy in the form of credit-based training at schools. The innovation in teaching methods of teachers has not yet had many applications of modern science and technology. Traditional teaching methods have become familiar, causing many psychological difficulties and barriers for many teachers in pedagogical colleges. Therefore, conducting a comprehensive study will

contribute to better completing the current system of pedagogical colleges in Vietnam.

## Recommendations

Pedagogical colleges are currently facing extremely harsh realities, which is the Party and State's orientation to perfect the pedagogical training system and training levels from primary school up to university level. This leads to the loss of all functions and tasks. This is also the core reason why schools encounter many difficulties, such as enrollment, training organization, finance, human resources, and quality. Therefore, the first problem of this research is to provide a scientific basis for practice, which is more urgent than ever for this school system.

The near future is that all pedagogical training activities from elementary school upwards will be at the university level, while these training functions and capacities will still belong to the system of pedagogical college heads. This is an important basis for devising a suitable roadmap to merge the functions and tasks of the system of pedagogical colleges into local universities or central universities located in the area. To address this trend, it is necessary to appropriately apply the system of criteria and quality standards of higher education institutions for pedagogical colleges in order to classify the level of current quality status as a basis for decisions. Appropriate solutions and development plans.

Once there are practical scientific bases along with the results of applying criteria and quality standards of higher education institutions to classify pedagogical colleges, the next task of this research is the method of solution projects for each type of pedagogical college. These solution options will be the basis for relevant

parties, especially pedagogical colleges and representative units of State management of these schools, to apply to transform, merge, and develop to meet the innovation in State management of the current pedagogical system. Analyze the novelty, scientific significance, and necessity of the problem to be researched.

For pedagogical colleges: improve autonomy, management capacity, and effective use of resources; identify the functions, roles, and tasks of each school in a unified whole with interconnectedness, connection, and mutual support in teacher education work; Improve the training efficiency of pedagogical schools, ensuring the number of enrollments matches the needs and training capacity of each school. For the education sector, contribute to perfecting the system of pedagogical schools, including pedagogical colleges, towards streamlining, reducing focal points, combined with an effective operating model, overcoming overlap, spreading out, and duplicating functions, avoiding wasting state investment resources; clearly define the functions of training and foster teachers and education managers for each training facility, meeting the requirements of reforming the general education program. For society: ensuring society's trust in the quality of teacher training on the basis of ensuring the balance of supply and demand in teacher human resource training; attracting good and capable students to study teaching education majors; ensuring that students after graduation find jobs in the right field; reducing the unemployment rate in the pedagogical field; and enhancing the position of the teaching profession in society.

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