

Original Research Article

## Analyzing Factors Affecting Online Teaching Management at Vocational Education Institutions

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**Abstract:** The purpose of this study is to clearly identify factors affecting online teaching management in vocational education institutions. Studies have shown that there are many factors affecting online teaching management in vocational education institutions. However, at each different time, the impact factors are not the same. At the present time, in the context of globalization and international integration, this study has pointed out five impact factors, which are the impact from the current context of the 4.0 industrial revolution; impacts from integration trends, international cooperation and labor market requirements; impacts from policies on vocational education, from management mechanisms and capacity of management staff at vocational education institutions; impact from the qualities and abilities of teachers and students, from the content, methods and forms of online teaching organization at vocational education institutions; Impact from facilities and conditions to ensure online teaching activities at vocational education institutions. Using qualitative research methods, this study shows that factors play unequal roles in the process of influencing online teaching management in vocational education institutions.

**Keywords:** Impact factors, online teaching management, vocational education institutions, Industrial Revolution 4.0.

## INTRODUCTION

The strong development of information technology, the Internet and communications has created important changes in education, including vocational education. The achievements of digital technology change the way of education, fully online courses lead to degrees/certificates or are used to support traditional face-to-face courses) is inevitably initialized. Online teaching is teaching through the use of technology. It is growing at a rapid pace. Today, many organizations are using online teaching for training in general and vocational training in particular.

This teaching method in Vietnam is consistent with the content of the Project "Development of distance education for the period 2015-2020" (Decision No. 1559/QĐ-TTg, dated September 10, 2015) with the goal of promoting strengthening and improving the quality of continuing education programs to meet the people's learning needs in an open, flexible and diversified manner, ensuring integration with the region and the world, contributing to building a learning society. Online training is a new training method in the field of vocational education. Basically, online training has legal regulations expressed in Circular No. 09/TT-BLĐTBXH (March 13, 2017) regulating the organization and implementation of intermediate-level training programs, College degrees by year or by accumulating modules or credits; regulations on inspection, examination, graduation recognition and Circular No. 33/2018/TT-BLĐTBXH (December 26, 2018) of the Minister of Labor, War Invalids and Social Affairs Regulations on high-level training College, intermediate, elementary in the form of distance learning, guided self-study and many other guiding documents of the General Department of Vocational Education, Ministry of Labor, War Invalids and Social Affairs.

However, the process of implementing online teaching activities still has many shortcomings in terms of regulations, procedures, forms of teaching organization, testing and evaluation, and does not meet the needs of online

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teaching activities quality and efficiency. Vocational education institutions have only organized online teaching activities for some basic subjects due to the influence of many objective and subjective factors. Based on the practical situation and requirements for online teaching management at vocational education institutions, this study focuses on answering the following questions:

- What are the issues facing online teaching activities at vocational education institutions in the context of globalization?
- What impact will the 4th Industrial Revolution have on online teaching at vocational education institutions?
- How do the trends of integration, international cooperation and labor market requirements impact online teaching at vocational education institutions?
- What effects have the impacts of policies on vocational education, the management mechanism and the capacity of management staff had on vocational education?
- What is the impact of the quality and capacity of teachers and students, from the content, methods and forms of online teaching organization at vocational education institutions?
- Why do facilities and conditions ensure online teaching activities at vocational education institutions?

## LITERATURE REVIEW

### Online Teaching

The term online teaching (E-Learning, short for the phrase Electronic Learning), is a combination of forms of electronic education (E-education) and distance learning (Distance learning), based on computer tools, computer and Web environment. The advent of online teaching has brought positive innovation in teaching and learning methods of national education in general and vocational education in particular.

Currently in the world and in Vietnam, the term online teaching (E-Learning) has many different concepts and understandings. It can be seen that the concepts of online teaching (E-Learning) mentioned by many authors all have in common revolving around learning based on information and communication technology along with the relationship between teachers, learners through teaching activities, content, and teaching methods. In general, online teaching (E-Learning) is the process of using electronic media, information and communication technology to transfer and share knowledge between teachers and learners, eliminating the limitations of time and space.

Although there are many different concepts, in general, online teaching (E-Learning) has the following outstanding features:

First, online teaching (E-Learning) is based on information and communication technology; These are network technology, graphics technology, simulation technology, computing technology...

Second, the effectiveness of online teaching (E-Learning) is higher than traditional teaching, because online teaching is highly interactive based on multimedia, creating conditions for learners to easily exchange information, easier, as well as providing learning content suitable to each person's abilities and interests.

Third, online teaching (E-Learning) has become an inevitable trend in modern education in countries around the world.

From the above theoretical analysis, the concept of online teaching can be drawn as follows: online teaching (also known as E-learning) is a distance teaching method born in the age of technology, information. With the support of a computer or smartphone connected to the network to a server elsewhere that has electronic lectures and necessary software stored, teachers and students can interact with each other. Through the virtual screen, you can ask, request, and give questions to remote students.

Online teaching activities are a form of teaching and learning in classes on the Internet. Teachers and learners will use online learning platform software, audio and image transmission applications, and smart teaching devices such as laptops, smartphones, and tablets to accomplish teaching goals and tasks. Study according to the determined program and plan. Instructors can transmit images and sounds via broadband or wireless connections (WiFi, WiMAX), and local area network (LAN). Lectures, and documents in the form of text, images, videos, etc. posted on platforms and users can easily access and learn anytime, anywhere.

### Managing Online Teaching

Management of online teaching activities at vocational education institutions is defined as the impact of the managing subject on the managed object in the vocational training process, through the functions of management and with appropriate management tools and methods to achieve the general goal of the training process, ensuring that learners have the ability to practice according to prescribed standards.

The essence of managing online teaching activities at vocational education institutions is to impact the teaching and learning activities of two subjects, the teacher and the learner, and at the same time through the activities of the two

subjects that entity to influence other elements, link the elements of the vocational training process in the system, and promote those elements to operate according to the rules of teaching. The structural elements of the vocational training process are both objects of management and objects of impact of teaching and learning activities.

The goal of managing online teaching activities at vocational education institutions is to create conditions that ensure the high promotion of the subjective roles of teachers and learners, contributing to the implementation of goals, identified training tasks. Management entities use management functions to organize and administer teaching and learning activities aimed at implementing the school's goals and training programs with the best and most feasible methods.

The subjects managing online teaching activities at vocational education institutions are managers and functional agencies in vocational education institutions. Specifically, the School Board of Directors or the Board of Directors of Vocational Education Centers and departments, faculties, and functional boards of the school. The main subject is the Principal, Center Director or heads of units. The main subject is the person who makes the final decision and is responsible for the decisions of his or her agency or unit. The management entity performs management functions according to assigned responsibilities. Management subjects operate in the same system, have a relationship that forces each other, motivates each other, and works towards common goals, forming the school's quality management organization system.

The subjects under management are the teaching activities of teachers and the learning activities of students during the vocational training process. Teachers' teaching activities and students' learning activities always coordinate with each other, operating in synchronization with the structural elements of the vocational training process, influencing other elements link those elements in the system. Managing teaching activities is the central management of the training process in schools. Management of teaching activities must be done in sync with management of other elements.

## RESULTS AND DISCUSSION

### **The Context of Globalization, Opportunities, Challenges and Issues Facing Online Teaching Activities at Vocational Education Institutions**

Globalization is the process of forming a system of interconnected relationships between organizations in many fields and on a global scale. For organizations that are businesses or even educational institutions, globalization is a business and service strategy. This strategy has two basic characteristics: Making investments from abroad and considering the global market as the most common market. Globalization is an inevitable trend of the era with the following basic characteristics:

- i. Economically, globalization is a new development stage of the economic internationalization process. Globalization will eliminate the boundaries between countries and form a unified worldwide market economy. Associated with the trend of unifying economic forces is the trend of liberalizing economic institutions within the country and the trend of forming new laws and rules in the region and globally.
- ii. Politically, globalization is the trend of internationalizing world political issues, creating transnational political alliances. Culturally, globalization is the integration and crystallization of many different cultures.
- iii. On the social side, besides the benefits that globalization brings such as building a fair, civilized and democratic society, on the other hand globalization also deepens inequality between the rich and the poor. within each country and between countries.
- iv. In terms of science, engineering and technology, globalization is the result of rapid development of science, engineering and technology, especially information technology and global telecommunications. Distance in time and space is no longer meaningful to human and organizational activities.
- v. Regarding the ecological environment, globalization is a solution to ecological environmental problems. The current ecological environment cannot be resolved locally but must be resolved from a global perspective.

In the field of culture and education, globalization is the integration and crystallization of many different cultures and education through global telecommunications and information technology networks, through the spread of search advertising. Find new cultural and educational markets. Globalization in the field of education requires recognition of education as a service. At the same time, educational services must comply with WTO service delivery methods. Methods of providing educational services in the context of globalization include 4 methods as follows:

- i. Cross border supply: a member can provide educational services from its country to any country in the WTO. Providing training services, programs, textbooks and online distance education.
- ii. Consumption abroad: member countries can provide services from their country to consumers in any country in the WTO. With education, the main thing is study abroad services.
- iii. Commercial presence: refers to the service provision of a member country that can provide services to other countries through commercial presence. With education, it means that an educational organization of a member country can open its educational and training activities in other member countries.
- iv. Presence of natural persons: refers to the provision of services by a member state that can provide services through the free movement of citizens to any other member state . With education, it will mainly be done through moving

teaching, training, and research activities between schools, institutes, academies, educational and training facilities, and other educational companies in all areas. all member countries.

With the recognition of education as a service and compliance with the above methods of providing educational services, globalization has posed new opportunities and challenges for Vietnam's education sector today.

Regarding opportunities: There are conditions to perfect and sustainably develop the national education system with the goal of improving people's knowledge, training human resources and fostering talents to meet the needs of promoting industrialization , modernize the country.

Opportunities to expand international cooperation in education to improve educational quality. Only through international cooperation can we train a human resource capable of meeting the urgent needs of the socio-economic development process facing our country.

Investment sources for education will be more diverse, richer and larger. There are more and more capital sources from private individuals and foreign organizations investing in educational services. This will help education have more conditions to develop. The capacity and operational potential of the national education system are fully exploited, providing many favorable opportunities for educational development.

Selectively absorb advanced educational experiences in the world in terms of: training content, educational methods, means of educational management, educational management, building a team of teachers and teams. educational management staff Towards building a lifelong learning education system in a learning society.

Innovate educational management towards management by law, by legal documents and increase autonomy and social responsibility for educational institutions. Increase healthy competition for all educational institutions, making our country's education system increasingly adaptable to society and the needs of a socialist and social-oriented market economy. integrate with the world's educational development trends.

Take advantage of the opportunity to open educational links between our country and the region and the world. Have a strategy and plan to exploit our country's education market abroad. Moving toward signing agreements to recognize academic degrees, certificates, and diplomas, creating many opportunities for foreign recognition of quality training majors in our country and specific majors that are only available. training in Vietnam. Taking advantage of a stable environment of political security, national defense and low tuition fees to attract international students to study in our country.

Challenge: Maintaining national identity and maintaining the socialist orientation of Vietnamese education in the context of globalization.

Shift from subsidized education thinking to socialist-oriented market education thinking. Transforming the educational management mechanism according to new requirements.

The resources to ensure socialist-oriented market education are insufficient. Human resources, material resources, financial resources, legal capacity and experience in managing the education market are in the process of being formed.

New conflicts arise in socialist-oriented market education. Conflict between the short-term, unstable nature of the market economy and the long-term, relative stability of education; between the humanity of education and the fierceness of market competition; Education market competition increases inequality in education.

Globalization issues in the current context pose new requirements for online teaching at vocational education institutions. First of all, it is necessary to strengthen digital transformation in vocational education. Along with digital transformation is the transformation of vocational training methods, combining face-to-face training with online training and distance training; innovate teachers' teaching activities and students' learning activities in online teaching; New requirements for physical facilities and technological infrastructure to ensure online teaching activities. The current context's issues facing online teaching management are to perfect policy mechanisms and improve the capacity of managers at vocational education institutions.

### **Factors Affecting Online Teaching Management At Vocational Education Institutions Impact from the current context of the Industrial Revolution 4.0**

The Fourth Industrial Revolution (FIR) is taking place globally, not only creating changes in the economic sector but also affecting all areas of social life. The Industrial Revolution 4.0 is characterized by smart Internet, wireless mobile technology, artificial intelligence and the connection of things, which not only creates a "symbiotic environment" between

humans and robots but also creates "symbiotic environment" between the virtual world and the real world. According to forecasts, in the near future, people will be able to implant robotic devices into their bodies or install them on wearable network devices and jewelry. Connect to the internet, support certain functions necessary for your activities.

In education, there will be smart teaching devices attached to individual teachers and learners, such as internet glasses, internet headsets that can help read and translate foreign languages directly, or solve complex math problems, Manage situations in teaching. Schools will have new training majors, new types of education and training, such as online training, distance learning, virtual schools, virtual classrooms, virtual peer groups, laboratories. virtual, digital library. The connection in online training, distance learning, between real classrooms and virtual classrooms will be quite common. These are technological conditions that ensure the development of diverse types of online teaching.

In the field of vocational education, the impacts of the Industrial Revolution 4.0 are extremely strong and fierce. Industrial Revolution 4.0 brings many long-term benefits in terms of labor efficiency and productivity, reducing production costs, helping to expand markets and promoting economic growth. The 4.0 Industrial Revolution creates conditions to innovate thinking, content, methods, means and forms of organizing training and learning through connecting smart devices, virtual classrooms, and classrooms. online learning, etc. The digitalization process is taking place in the field of education in general and in vocational education institutions in particular. Not only digitizing document sources but more importantly digitizing school management. That is, management activities are carried out according to smart technology processes, reducing the stages and waiting steps of traditional manual management methods.

However, the Industrial Revolution 4.0 also brings many challenges, especially to the labor market and vocational education system of Vietnam. The Industrial Revolution 4.0 is creating a new "third wave" in education and training, which is attacking the "second wave", forcing vocational education institutions to have only one choice. The only thing is to accelerate the progress of fundamental and comprehensive innovation from educational thinking to content, programs, methods, and means, innovating every stage, every step, every element of the vocational training process. The severity of the Industrial Revolution 4.0 is forcing vocational education institutions to innovate themselves and innovation must be consistent with the movement and development of practice. If we do not innovate or innovate incompatible with the movement and development of the 4.0 Industrial Revolution, we will fall behind and self-destruct.

The weaknesses of current Vietnamese workers, including workers who have undergone vocational training, are skills, foreign languages and industrial working style. Meanwhile, the 4.0 Industrial Revolution will reduce labor demand in industry groups that have traditionally used a lot of labor and create many jobs in occupations that require high levels of thinking and creativity such as information technology, design, chemistry, architecture, commerce, etc.

Industrial Revolution 4.0 will create a 4.0 labor market, along with a 4.0 vocational education system. This requires new labor skills to be transmitted and implemented in the vocational education system. In addition to professional skills, the vocational education system must also focus on digital skills, foreign language skills, creative capacity, entrepreneurship skills...

Education and training in general and vocational education in Vietnam in particular need to take advantage of the achievements of the 4.0 Industrial Revolution to innovate training methods, combining face-to-face teaching with online teaching, contributing to improving Vietnamese labor skills, improving labor productivity and increasing national competitiveness in the new situation. The general requirement for vocational education institutions is to innovate management methods, build a school organization system and management methods consistent with the practical requirements of the 4.0 Industrial Revolution.

### **Impact from integration trends, international cooperation and labor market requirements**

The trend of integration, international cooperation and labor market requirements are two of the modern factors that have a direct and strong impact on vocational education and online teaching at vocational education institutions. current career.

The trend of international integration and cooperation not only affects the economic field but also affects culture, education, politics and society; impact on the environment and conditions to ensure the development of vocational education in general, and online teaching in particular. The process of international integration and cooperation not only creates favorable opportunities, but also poses global problems, difficulties and challenges for vocational education and training. In particular, since Vietnam joined the WTO (January 11, 2007), signed the General Agreement on Trade in Services (GATS), recognizing education as one of 12 service industry groups. That has had a strong impact on vocational education in Vietnam. Vocational education and vocational training in Vietnam has the opportunity to approach countries and modern economies in the world with high levels of development in vocational education and vocational training. Thereby, it is possible to expand methods of training cooperation, exchange, mutual learning, gaining experience, and

improving qualifications in vocational education and vocational training. That is the condition that ensures the implementation of online teaching methods at vocational education institutions.

However, the trend of international integration and cooperation also poses new challenges, difficulties and shortcomings for Vietnam's vocational education and training. Vietnam's vocational education institutions are often small in scale, and traditional experiential vocational training methods will be difficult to stand firm in equal competition with foreign vocational education institutions. countries with highly developed economies. The deeper the integration, the more the economy develops, and the more the labor market expands, the higher the requirements for vocational training quality. That poses a conflict between the high demands of the labor market and the limited capacity of vocational education institutions in Vietnam.

The labor market is a consequence of the trend of international integration and cooperation, which directly impacts vocational training activities at vocational education institutions. Characteristics of the labor market are labor demand and supply. The rapid development of Vietnam's economy has created a need for quantity and quality of human resources. That poses requirements for vocational education institutions. Vocational training activities at vocational education institutions must be comprehensively innovated to meet the increasing requirements of the labor market.

The impact of the labor market has fundamentally changed the method of recruitment and employment, and at the same time changed the method of training and training management at vocational education institutions. Gradually form two-party relationships (mechanisms) (at the grassroots level) and three-party relationships (mechanisms) at the national level, as well as organizations representing the parties (State, employers and employees) in labor relations, ensuring harmony of interests of both parties. These are issues that require vocational education institutions to innovate management methods in the vocational training process.

The impact of the labor market pushes the number of trained workers to increase in both quantity and quality. The labor market becomes the driving force to promote labor restructuring in accordance with economic restructuring in the process of industrialization and modernization of the country, strongly shifting agricultural labor to regional work. commodity production, economics, and labor relations.

However, the newly formed Vietnamese labor market is in the completion stage, still has limitations, and has not yet caught up with the standards of a modern, complete and internationally integrated market economy. That has had a limited impact on the process of developing and training human resources of vocational education institutions.

Labor market policies and vocational education policies are not yet complete and strong enough to fully release all resources for investment in economic development and create more jobs in a sustainable way. The relationship between labor supply and demand in the labor market is not really compatible between supply and demand. Vietnam's national occupational skill standards are slow to be promulgated, many key occupations do not have national occupational skill standards, some occupation standards are still low compared to regional occupational skill standards and developed countries. developed in the world; The organization of assessment and certification of vocational skills has not been widely deployed. Therefore, in reality, some workers have undergone training and vocational education but the quality is still low. In particular, there is a serious shortage of highly qualified technical workers and workers in a number of new industries, especially when Vietnam is integrating deeply into the world economy.

Labor market service infrastructure is not modern; the capacity to forecast labor supply and demand is limited; Labor market database is not complete and updated; The employment service system connecting the domestic labor market with the international labor market has not met the growing needs of both domestic and foreign employers and workers.

In addition, in the context of international integration and cooperation, unforeseen factors arise that impact vocational education. These are factors caused by natural disasters, epidemics, wars and other factors. Online teaching is a method that can overcome the conflicts and inadequacies of the current labor market.

### **Impacts from Policies on Vocational Education, from Management Mechanisms and Capacity of Vocational Education Management Staff**

Online teaching activities at vocational education institutions depend on policies, management mechanisms and the capacity of management staff at all levels. Policies for vocational education and management mechanisms consistent with practice and the capacity of good management staff will be conditions to ensure the process of innovating training methods at educational institutions profession in general, and online teaching in particular.

At the macro level, policies are state management documents on vocational education, which are the basis for planning the country's vocational education development strategy in each specific period. Policies for vocational education

will regulate the development trend of vocational education. Management mechanisms are regulations on the responsibilities, tasks and operating methods of agencies and units in the vocational education system. Appropriate management mechanisms will create a favorable environment for online teaching activities at vocational education institutions.

The capacity of management staff is the vision and ability to detect and handle situations of management staff in vocational education organizations. The capacity of managers regulates the level of exploitation and promotion of resources to ensure online teaching activities at vocational education institutions.

In practice, the Ministry of Labor, War Invalids and Social Affairs and the Ministry of Education and Training jointly issue guiding documents on online teaching. Continuing education centers and vocational education establishments that provide both vocational and cultural training are subject to the regulations of both ministries. If the documents are inconsistent, it will create difficulties for implementation organizations at vocational education institutions.

### **Impact from the Qualities and Abilities of Teachers and Students, from the Content, Methods and Forms of Online Teaching Organization at Vocational Education Institutions**

Online teaching activities are influenced by structural elements of the training process. Each element has a different role and position but is closely linked together in a structural system, always moving in an interactive relationship, promoting each other towards achieving the common goal of the project vocational training process.

Teachers and students are the subjects directly carrying out online teaching activities. The activities of these two subjects impact the structural elements of the vocational training process, linking and promoting the elements in the system to always move in sync with each other. The level of effectiveness of each element in the system depends on the capacity of these subjects.

Content and training programs are "raw materials" to ensure online teaching activities of teachers and students. Advanced and modern training content and programs, updating the development level of vocational education theory and practice will make online teaching content ensure scientific and modern. On the contrary, if the content and training program are outdated and incompatible with the level of development of vocational education practice, the online teaching content will not meet the needs of learners. In practice, although there are many innovations in the content and vocational training programs at current vocational education institutions, they generally have not kept up with the development of businesses and have not met the needs of customers' labor market.

Methods and forms of organizing online teaching activities are important elements in the teaching process at vocational education institutions. The method and form of organizing online teaching activities is a technological process that affects the content, and training program, and processes those "raw materials" into the qualities and professional capacity of students. Sometimes the content and training program are good but the methods and forms of organizing online teaching activities are not appropriate, leading to teaching and learning results that do not meet the needs.

### **Impact of Facilities and Conditions to Ensure Online Teaching Activities at Vocational Education Institutions**

Facilities are tools to ensure the activities of officials, teachers, students and employees at vocational education establishments. In the context of the current Industrial Revolution 4.0, all vocational training activities must have compatible tools. Labor tools not only support the activities of subjects, but they are also a means of interaction of subjects to create products. Facilities are a condition to ensure educational innovation activities.

Facilities and conditions to ensure online teaching activities at vocational education institutions include equipment that must ensure both online teaching activities and Job education.

Current vocational education practice shows that some intermediate schools and colleges have relatively good facilities and equipment to ensure teaching and vocational practice activities, but the facilities and conditions are relatively good. Conditions to ensure online teaching activities are not complete. The technical infrastructure system, server system and network connection infrastructure do not have enough bandwidth and capacity to meet the access needs of users. The management system for online teaching activities is not complete. A large number of vocational education institutions still purchase machinery and equipment that are not synchronized between hardware, software and information, leading to unusability. That has a huge impact on the results of online teaching activities at current vocational education institutions.

## **CONCLUSION**

Thus, there are many factors affecting online teaching management at vocational education institutions. Through reference to the literature, we found that the factors affecting online learning include objective and subjective factors. In particular, objective factors from facilities, learning equipment, lecturer activities, external environment, space and time

are subjective factors from the perspective of learners in terms of attitude and behavior. Viewed from an objective or subjective perspective, they both play an important role, in directly affecting online teaching activities. Therefore, identifying factors affecting online teaching will help managers, teachers, and students find solutions to limit negative factors and promote positive factors that have an impact. Good impact on teaching activities in general as well as online teaching activities.

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