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**CURRENT QUALITY OF TEACHING STAFF AT PROVINCIAL
POLITICAL SCHOOLS IN THE CENTRAL COAST**

SUMMARY OF DOCTORAL THESIS

MAJOR: BUILDING UP THE PARTY AND STATE GOVERNMENT

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THE AUTHOR'S SCIENTIFIC WORKS

1. Tran Thi Thu Lan (2023), "Innovation in Political Theory Education at Political Schools: Current Situation and Solutions," *Journal of Political Theory and Communication, Academy of Journalism and Communication*, No. 1, pp. 60-63.

2. Tran Thi Thu Lan (2023), "Applying Ho Chi Minh's Viewpoint on Building the Teaching Workforce to Meet the Requirements of National Development and International Integration Today," *Journal of Theoretical Education, Academy of Politics Region I*, No. 7, pp. 49-54.

3. Tran Thi Thu Lan (2024), "Improving the Quality of Teaching Staff at Some Provincial Political Schools in the Central Coast," *Journal of Political Theory and Communication, Academy of Journalism and Communication*, No. 1, pp. 153-156.

4. Tran Thi Thu Lan (2024), "Solutions to Improve the Quality of Teaching Staff at Provincial Political Schools in the Central Coast," *Journal of Theoretical Education, Academy of Politics Region I*, No. 3, pp. 71-76.

INTRODUCTION

1. The necessity of the thesis title

The cadre is the decisive factor in the success or failure of the revolution; personnel work is the “key” in the task of building the Party and the political system. Training and fostering to build a cadre team, especially a leadership and management team that is clean, strong, both ideologically sound and professionally competent, is the foremost important task, a matter of great significance. President Ho Chi Minh clearly stated: “... cadres are the root of all work. Therefore, training cadres is the fundamental task of the Party” (Ho Chi Minh, Complete Works, Volume 5, National Political Publishing House, Hanoi, 2011).

The provincial political schools in the Central Coastal region include: Nguyễn Chí Thanh Political School (Thua Thien Hue Province), Quang Nam Provincial Political School, Quang Ngai Provincial Political School, Binh Dinh Provincial Political School, Phu Yen Provincial Political School, Khanh Hoa Provincial Political School, Ninh Thuan Provincial Political School, and Binh Thuan Provincial Political School. These are the key institutions in training and fostering leadership and management personnel at the grassroots level for the Party, government, and mass organizations at various levels within the provinces. The faculty at the provincial political schools in the Central Coastal region, primarily consisting of full-time and part-time lecturers, are those directly responsible for teaching and training, carrying out the schools’ mission of training and fostering leadership and management personnel at the grassroots level for the provinces. Therefore, the quality of the faculty at the provincial political schools in the Central Coastal region is a decisive factor in the quality of personnel at these political schools and has a significant impact on the quality of training and fostering leadership and management personnel at the grassroots level in the provinces of the Central Coastal region.

In response to the demands of building a cadre force that meets the requirements of the renewal process, the 13th Party Congress emphasized the need to enhance the quality and competence of faculty and to strengthen the political school system. In implementing this policy, the Secretariat issued Regulation No. 11-QĐ/TW on May 19, 2021, requiring provincial political schools to build a faculty team that meets standards in both quantity and quality. Recognizing the

importance and role of the political schools' faculty and the Party's policies, over the years, the Ho Chi Minh National Academy of Politics, the provincial Party committees, and the management boards of political schools in the Central Coast region have focused on building and improving the quality of the faculty. This team has increasingly developed and made significant contributions to enhancing the quality of political theory education. However, alongside some very fundamental strengths, the quality of the faculty at provincial political schools in the Central Coastal region still faces several limitations and shortcomings. These include the relatively small number of lecturers with high professional qualifications; some lecturers' teaching abilities do not meet the required standards and tasks, and their teaching methods and skills are limited, failing to engage students. Additionally, some lecturers have not been proactive, diligent, or self-disciplined in improving their political qualities, ethics, lifestyle, organizational discipline, expertise, and capabilities. A few lecturers lack enthusiasm, flexibility, and creativity in their teaching activities, leading to low quality in professional activities. These limitations in the quality of the faculty have been a primary factor contributing to the inadequacies in the training and development of the staff at provincial political schools in the Central Coastal region, which have not yet fully met the requirements and tasks of building the cadre teams in these provinces.

In the coming time, the task of comprehensively and synchronously promoting the renewal, industrialization, modernization, and the firm construction and defense of the homeland in general, and in the Central Coastal provinces in particular, will continue to take place in a context where favorable conditions, opportunities, difficulties, and challenges are intertwined. This situation presents new, heavier, and more complex issues and requirements for political theory education and the faculty of political schools in the Central Coastal provinces. Moreover, the level of awareness, theoretical thinking, knowledge, and experience in various fields of social life among the training and fostering subjects of the political schools in the Central Coastal provinces are increasingly improving. The demand for fundamental and comprehensive innovation in political theory education, the need for standardization of the teaching staff, as well as the demand for improving the quality of political theory education according to the requirements of standard political schools, has created an urgent need to enhance the quality of the faculty at the political schools in the Central Coastal provinces.

From the above analysis, the PhD. student chose the issue “*Current quality of teaching staff at provincial political schools in the Central Coast*” as his doctoral thesis title with major in Building up the Party and State Government, an issue with practical significance in both theory and practice.

2. Objectives and Missions of the Research

2.1. Research Objectives

The study clarifies theoretical and practical issues related to the quality of the teaching staff at provincial political schools in the Central Coast; recommends directions and solutions to improve the current quality of such teaching staff.

2.2. Research mission

Overview of researches related to the thesis title; identify the thesis issues that should be focused on solving. Clarifying theoretical issues about the quality of teaching staff at provincial political schools in the Central Coast. Accurately assess the current situation, clearly point out the causes and identify the problems against the quality of teaching staff at provincial political schools in the Central Coast. Determine directions, objectives, requirements and recommend solutions to improve the quality of teaching staff at provincial political schools in the Central Coast in the coming time.

3. Subjects and scope of study

3.1. Subjects of study

The thesis studies the quality of teaching staff at provincial political schools in the Central Coast.

3.2. Scope of the study

- Spatial scope: The thesis studies theoretical and practical issues on the quality and improvement to the quality of teaching staff at provincial political schools in the Central Coast. The thesis surveys and collects actual data from 08/08 provincial political schools in the Central Coast.

- Time scope: The thesis surveys and studies the current situation from 2018 to present. The thesis's solutions bear application value until 2030, with a vision to 2035.

4. Theoretical grounds, practical grounds and research methodology

4.1. Theoretical grounds

The thesis is studied from the perspective of Marxism-Leninism and Ho Chi Minh's ideology; the Party's views on Education and Training; personnel work; and Party building.

4.2. Practical grounds

Activities of teaching staff at political schools and practice of building a team of lecturers at provincial political schools in the Central Coast. The thesis uses preliminary and final reports on political theory education, development of officers and lecturers at provincial political schools in the Central Coast, and surveyed data from the thesis author.

4.3. Research methodology

The thesis was conducted using the methodology from Marxism-Leninism and applied specific research methods: Document research method; Methods of analysis and synthesis; Logical and historical methods; Statistical, comparative and observational methods; Practical summary method; Sociological investigation method; In-depth interview method.

5. New contributions of the thesis

Firstly, building and explaining to clarify the concept and criteria for evaluating the quality of teaching staff at provincial political schools in the Central Coast.

Secondly, generalizing several issues against the quality of teaching staff at provincial political schools in the Central Coast.

Thirdly, recommending two breakthrough solutions to improve the quality of the teaching staff at provincial political schools in the Central Coast: *Innovate and enhance training, fostering, assess, manage, and employ the teaching staff at provincial political schools in the Central Coast; develop a cultural environment, regularly pay attention and care for material and spiritual life of the teaching staff; promptly resolve regimes and policies to create motivation and encourage teaching staff to strive for excellence.*

6. Theoretical and practical significance of the thesis

6.1. Theoretical significance of the thesis

The thesis makes contribution to further deepening theoretical issues related the quality of teaching staff at provincial political schools in the Central Coast.

6.2. Practical significance of the thesis

The research results of the thesis may provide additional scientific arguments for competent authorities of the Ministry of Education and Training, the Ho Chi Minh National Academy of Politics, party committees, and board of directors at political school in leading and directing to improve the current quality of teaching staff at provincial political schools in the Central Coast. It is possible to use the

thesis as a reference in teaching and doing scientific research at provincial political schools, political centers of districts, towns, universities, colleges, etc. in improving the quality of political theory lecturers. It is possible to use the thesis as a reference in studying and conducting researches on *Party building* and State government

7. Structure of the thesis

The thesis consists of: Introduction, 4 chapters (9 sections), conclusion, list of author's published research works related to the thesis title, list of references and appendices.

Chapter 1

OVERVIEW OF STUDIES AND RESEARCHES RELATED TO THE THESIS TITLE

1.1. FOREIGN RESEARCHES AND STUDIES RELATED TO THE THESIS TITLE

The thesis has summarized groups of related foreign researches and studies: group of works on lecturers and the quality of teaching staff at schools; group of works on lecturers and the quality of teaching staff at party schools. Groups of researches and studies as scientific titles; monographs and reference books; doctoral thesis; scientific articles related to the thesis title, with great scientific contributions.

1.2 DOMESTIC RESEARCHES AND STUDIES RELATED TO THE THESIS TITLE

The thesis has summarized groups of related domestic researches and studies: group of works on lecturers and the quality of teaching staff at schools; group of works on lecturers and the quality of teaching staff at political schools. Groups of researches and studies as scientific titles; monographs and reference books; doctoral thesis; scientific articles related to the thesis title, with great scientific contributions.

1.3. OVERVIEW ON RESEARCH FINDINGS OF PUBLISHED SCIENTIFIC WORKS AND THE ISSUES TO BE FOCUSED BY THE THESIS FOR SETTLEMENT

1.3.1. Overview on findings of scientific research works related to the title

Firstly, the works have focused on analyzing and affirming the position and role of teaching staff in the history of world education. Generalize and introduce concepts and tools for building and developing a team of lecturers; analyze the basic content and practical issues that have been raised in building and developing the teaching staff. Some works have conducted in-depth research on building objectives, innovating content and programs, building and managing a team of lecturers.

Secondly Secondly, a number of works have spent a large amount of space for discussing the quality and improvement to the quality of teaching staff. The authors have approached from various points of view, mentioned various aspects, especially making discussions on the quality and competency of teachers in general, and lecturers at political school in particular; position, role, and necessity of improving the quality of teaching staff. On such basis, when mentioning the issue on quality of teaching staff, although each work contains its own approach, they all affirm that this is an important requirement to satisfy Education and Training objectives and requirements. Thereby, solutions to build and improve the quality of teaching staff are recommended.

Thirdly, the works have been studied quite deeply and vividly, pointed out the advantages and shortcomings, limitations in terms of the quality of teaching staff. Of which, some limitations and inadequacies in competency resulted from the quality of training and fostering of teaching staff were mentioned. Several works have raised experiences in building and improving the quality of current teaching staff.

Fourthly, based on the findings of theoretical and practical research, the works have recommended directions, requirements and solutions to build and improve the quality of teaching staff in general and to build, develop the teaching staff at political schools in particular in the new era.

1.3.2. Issues to be focused by the thesis

Firstly, the thesis systematically clarifies theoretical issues related to the quality of faculty members at provincial political schools in the Central Coastal region. The thesis outlines the provinces in the Central Coastal region with their specific characteristics affecting the training and development activities of political schools; defines the concept, role, tasks, and characteristics of the faculty members at provincial political schools in the Central Coastal

region; and develops concepts, identifies, and analyzes the factors and criteria for assessing the quality of faculty members at these schools.

Secondly, based on the criteria system, the thesis surveys and evaluates the current status of the quality of the faculty at provincial political schools in the Central Coastal region. The thesis clearly analyzes both the achieved advantages and the limitations and shortcomings in the quality of faculty at provincial political schools in the Central Coastal region; identifies the causes of the advantages and limitations in the quality of the faculty at these schools; and studies the issues related to the quality of faculty at provincial political schools in the Central Coastal region to propose directions and solutions for improving the quality of the faculty.

Thirdly, based on forecasting the factors affecting the faculty at provincial political schools in the Central Coastal region, the thesis proposes directions, objectives, requirements, and solutions for improving the quality of faculty at provincial political schools in the Central Coastal region in the near future.

Chapter 2

THEORETICAL AND PRACTICAL ISSUES ON THE QUALITY OF TEACHING STAFF AT PROVINCIAL POLITICAL SCHOOLS IN THE CENTRAL COAST

2.1. PROVINCIAL POLITICAL SCHOOLS AND TEACHING STAFF AT PROVINCIAL POLITICAL SCHOOLS IN THE CENTRAL COAST

2.1.1. Central Coast provinces and provincial political schools in the Central Coast

2.1.1.1. Overview of Central Coast provinces

Based on Resolution No. 26-NQ/TW dated November 3, 2022, of the XIII Politburo; the national conference to review and implement Resolution No. 26-NQ/TW of the Politburo dated November 16, 2022; and Resolution No. 81/2023/QH15 dated January 9, 2023, of the XV National Assembly, the dissertation consistently uses the designation for the research area as the Central Coastal Provinces, which includes 9 provinces: Thua Thien Hue, Da Nang, Quang Nam, Quang Ngai, Binh Dinh, Phu Yen, Khanh Hoa, Ninh Thuan, Binh Thuan.

On the basis of statistics and assessments of the General Statistics Office of Vietnam in 2023, the thesis has generalized the natural conditions, administrative systems, politics, economics, culture, society, security, national defense, ethnicity, religion of the Central Coast provinces.

2.1.1.2. Provincial political schools in the Central Coast

** Concepts of provincial political schools in the Central Coast*

According to Regulation 09-QD/TW dated August 13, 2018, by the Secretariat; Decision No. 145-QD/TW dated August 8, 2018, by the Politburo, it can be understood that provincial political schools in the Central Coast region are units directly under the provincial Party committee. Their functions and responsibilities include organizing training and fostering leadership and management officials of the local political system, as well as local staff and civil servants in political-administrative theory; participating in summarizing practical experiences and conducting scientific research on Party building and local political system development; and being subject to the guidance and unified management of the Academy concerning training programs, content, teaching methods, scientific research, and training management regulations.

Based on Resolution No. 26-NQ/TW dated November 3, 2022, of the Central Committee of the 13th Party Congress on “Economic and Social Development and Ensuring National Defense and Security in the North Central and Central Coastal Regions until 2030, with a Vision to 2045”; the National Conference on November 16, 2022, which thoroughly studied and implemented Resolution No. 26-NQ/TW of the Central Committee; and Resolution No. 81/2023/QH 15 dated January 9, 2023, of the 15th National Assembly on “The National Master Plan for the Period 2021 - 2030, with a Vision to 2050”, the Central Coastal Region has been identified as comprising 09 provinces and cities from Thua Thien Hue to Binh Thuan. The scope of the thesis research includes the provincial political schools directly under the central government. Currently, there are 08 provincial political schools in the Central Coastal Region: Nguyen Chi Thanh Political School (Thua Thien Hue Province), Quang Nam Provincial Political School, Quang Ngai Provincial Political School, Binh Dinh Provincial Political School, Phu Yen Provincial Political School, Khanh Hoa Provincial Political School, Ninh Thuan Provincial Political School, and Binh Thuan Provincial Political School.

** Functions, tasks, organizational structure of provincial political schools in the Central Coast*

Functions of provincial political schools in the Central Coast

Provincial political schools in the Central Coast have the function of organizing training and fostering leaders and managers of the grassroots political system, local officers and civil servants in political theory; guidelines, resolutions, directives of the Party, policies and laws of the State; knowledge and expertise in building the party, government, Fatherland Front and socio-political organizations; knowledge of law and state management and a number of other fields.

Tasks of provincial political schools in the Central Coast

According to Regulation No. 09-QDi/TW dated November 13, 2018 by the Secretariat on the functions, tasks, and organizational structure of political schools of provinces and centrally run cities. Accordingly, the tasks of provincial political schools in the Central Coast are as follow:

Firstly, train and foster leaders and managers of the Party, government, and grassroots people's organizations (communes, wards, towns and equivalent units); heads and deputy heads of divisions, branches and organizations at district level and equivalent; heads and deputy heads of departments, branches, organizations at provincial level and equivalent; reserve officers with the above titles; grassroots officers, civil servants and a number of other subjects about Marxism-Leninism and Ho Chi Minh's Ideology; about the Party's guidelines, State policies and laws; about resolutions and directives of the Party and State and a number of other fields.

Secondly, provide intermediate political theory training for leaders and managers of the grassroots political system; local officers, civil servants and public employees.

Thirdly, foster and update knowledge, leadership skills, expertise and professional operations for leadership and management positions; professional officers of party organizations, government, and grassroots people's organizations.

Fourthly, foster and update knowledge for delegates of people's councils at commune and district levels.

Fifthly, provide pre-service training for reserve civil servants; foster specialists and equivalent positions.

Sixthly, coordinate with propaganda departments of the provincial and centrally-run-city party committees to guide and provide professional training and teaching methods for teaching staff of district-level Political Training Centers.

Seventhly, organize scientific research to serve teaching, learning and summarizing practical experience at localities and grassroots levels.

Eighthly, open training and fostering classes in addition to the subjects mentioned above under the direction of the Party Committee and local authorities.

Organizational structure of provincial political schools in the Central Coast

According to Regulation No. 09-QDi/TW, organizational structure of provincial political schools in the Central Coast includes:

Leaders includes the Principal and Vice Principals. There are 3 faculties and 2 affiliated departments: Faculty of Basic Theory; Faculty of Party Building; Faculty of State and Law; Department of Training Management and Scientific Research; Department of Organization, Administration, Information and Documentation.

** Characteristics of provincial political schools in the Central Coastal region*

Firstly, the provincial political schools in the Central Coastal region are specialized institutions directly and regularly supervised by the provincial Standing Committees in the region.

Secondly, these schools maintain close relationships with the Ho Chi Minh National Academy of Politics and with local departments, branches, and organizations in the Central Coastal region.

Thirdly, the provincial political schools in the Central Coastal region are located in areas with diverse terrain, including plains, mountains, and midlands, with a significant portion of coastal land. These areas are still challenging but have a rich history, distinctive culture, and glorious revolutionary traditions.

Fourthly, the provincial political schools in the Central Coastal region are geographically distant from the two major centers of the country, Hanoi and Ho Chi Minh City.

2.1.2. Teaching staff at provincial political schools in the Central Coast

2.1.2.1. Concept of lecturer and teaching staff at provincial political schools in the Central Coast

** Concept of lecturers at provincial political schools in the Central Coast*

Lecturers at provincial political schools in the Central Coastal region are those who meet all the conditions and standards to participate in teaching and have been appointed to the position of lecturer at the provincial political school by the competent authorities.

Lecturers at provincial political schools in the Central Coastal region include full-time lecturers, part-time lecturers, and visiting lecturers. Within the scope of the research, the thesis focuses on two groups: full-time lecturers and part-time lecturers, as these are the main teaching forces at the provincial political schools in the Central Coastal region.

** Concept of teaching staff at provincial political schools in the Central Coast*

The faculty members of provincial political schools in the Central Coast are part of the teaching staff of the provincial political school system; they are a group of individuals appointed as lecturers with the same responsibilities of teaching and scientific research in the provincial political schools in the Central Coast.

2.1.2.2. Roles of teaching staff at provincial political schools in the Central Coast

Firstly, the faculty members of political schools are a core force in carrying out the political tasks of provincial political schools in the Central Coastal region.

Secondly, the faculty members of political schools are directly involved in disseminating and contributing to the development and protection of Marxism-Leninism, Ho Chi Minh Thought, the Party's guidelines and policies, as well as the State's laws and regulations for the cadre of leaders and managers from the provincial to grassroots levels.

Thirdly, the faculty members of political schools play an important role in building the Party's ideology and educating the political qualities, ideology, ethics, and lifestyles of students.

Fourthly, they are directly responsible for training, fostering, and enhancing the quality of the cadre of grassroots leaders and managers in the Central Coastal provinces, and contributing to the development of high-quality human resources in the region.

Fifthly, they are directly involved in building the school itself and contributing to making the provincial political party committees in the Central Coastal region clean and strong.

2.1.2.3. Duties of the teaching staff of the provincial political school in the Central Coast

Firstly, teaching the training and professional development programs assigned by the school.

Secondly, conducting scientific research and summarizing practical experiences

Thirdly, participate in practical research

Fourthly, study to improve professional qualifications, master the Party's guidelines and policies, and the State's laws; carry out training in ethics and pedagogical style

Fifthly, participate in other tasks assigned by the school

2.1.2.4. Characteristics of the teaching staff at provincial political schools in the Central Coast.

Firstly, a member of the Communist Party of Vietnam; with a high sense of political responsibility; the primary teaching subjects are leaders and managers who possess a relatively high level of knowledge and practical experience. Compared to the teaching staff at universities and colleges in the region, the faculty of provincial political schools in the Central Coastal region have some distinctive features: they must be members of the Communist Party of Vietnam, possess a high level of political awareness and responsibility; most are trained and educated at the Ho Chi Minh National Academy of Politics, the Academy of Journalism and Propaganda, and the National Academy of Public Administration; their main teaching subjects are leaders and managers of local political systems, as well as local officials and civil servants with relatively high levels of knowledge and practical experience.

Secondly, the teaching staff of provincial political schools in the Central Coastal region live and work in an area with many difficulties but rich in development potential and revolutionary traditions.

Thirdly, the teaching staff of provincial political schools in the Central Coastal region face many challenges in studying, scientific research, academic exchanges, and publishing research results due to their distance from the country's two most developed centers.

2.2. CONCEPT, REGULATORY FACTOR, AND CRITERIA FOR EVALUATING THE QUALITY OF TEACHING STAFF AT PROVINCIAL POLITICAL SCHOOLS IN THE CENTRAL COAST

2.2.1. Concept of quality of teaching staff at provincial political schools in the Central Coast

The quality of the teaching staff at provincial political schools in the Central Coastal region is a composite of characteristics related to quantity, structure, political quality, ethics, lifestyle, organizational discipline, level of education, capability, and work style of the faculty. It reflects the extent to which the objectives of building a capable teaching staff and the requirements of teaching and scientific research in provincial political schools in the Central Coastal region are met during each specific period.

2.2.2. Factors determining the quality of teaching staff at provincial political schools in the Central Coast

Firstly, the leadership and direction of the Party Committee and the administration of the provincial political schools in the Central Coastal region.

Secondly, the organization and implementation of building the teaching staff of the provincial political schools in the Central Coastal region.

Thirdly, the policies, mechanisms, and development strategies for building the teaching staff of the provincial political schools in the Central Coastal region.

Fourthly, the goals, training requirements, scientific research, and practical summary tasks of the provincial Party Committees in the Central Coastal provinces; the standards for lecturer titles as specified by the Ho Chi Minh National Academy of Politics.

Fifthly, the political and cultural environment, and the material conditions for teaching and scientific research at the provincial political schools in the Central Coastal region.

Sixthly, the efforts of personal study, training, and striving of the teaching staff of the provincial political schools in the Central Coastal region.

2.2.3. Criteria for evaluating the quality of teaching staff at provincial political schools in the Central Coast

Firstly, reasonable level of number and structure of teaching staff at provincial political schools in the Central Coast

Secondly, political qualities of teaching staff at provincial political schools in the Central Coast

Thirdly, the moral qualities, lifestyle, and sense of organization and discipline of the teaching staff at provincial political schools in the Central Coastal region.

Fourthly, qualifications and competence of teaching staff at provincial political schools in the Central Coast

Fifthly, working style; health of teaching staff at provincial political schools in the Central Coast

Sixthly, level of completion of assigned responsibilities and tasks; level of trust in the pedagogical community; Students' trust in teaching staff at provincial political schools in the Central Coast

Chapter 3

CURRENT SITUATION, CAUSES, AND ISSUES ON THE QUALITY OF TEACHING STAFF AT PROVINCIAL POLITICAL SCHOOLS IN THE CENTRAL COAST

3.1. CURRENT SITUATION OF THE QUALITY OF TEACHING STAFF AT PROVINCIAL POLITICAL SCHOOLS IN THE CENTRAL COAST

3.1.1. Strengths

3.1.1.1. The number and structure of teaching staff at provincial political schools in the Central Coast are more and more reasonable.

The number of lecturers has basically satisfied the school's requirements and tasks; The structure of majors, faculties, age, gender, and ethnic composition

of teaching staff at provincial political schools in the Central Coast is relatively reasonable.

3.1.1.2. The vast majority of lecturers at provincial political schools in the Central Coast have a firm political stuff.

The teaching staff at provincial political schools in the Central Coast during the 2018-2023 period have consistently demonstrated good political qualities, ensuring they meet the assigned tasks and requirements.

3.1.1.3. The majority of the faculty at the provincial political schools in the Central Coastal region possess good moral qualities, lead a simple and upright lifestyle, and have a strong sense of discipline

Through a survey from 2018 to 2023, the majority of lecturers at provincial political schools in the Central Coast have obtained good morality and lifestyle, meeting their assigned requirements and tasks.

3.1.1.4. The qualifications and competence of teaching staff at provincial political schools in the Central Coast have been constantly improved.

The professional qualifications, political theory knowledge, pedagogical skills, research capabilities, and practical research abilities of the teaching staff at provincial political schools in the Central Coast have continuously improved during the 2018-2023 period.

3.1.1.5. The work style of most of the teaching staff at provincial political schools in the Central Coast is quite professional, scientific, standard and they are healthy enough for work.

The survey shows that the work style of the teaching staff at provincial political schools in the Central Coast during the 2018 - 2023 period is quite professional, creative, responsive, and proficient; their work style is quite scientific and planned. Most lecturers were in good health.

3.1.1.6. The majority of teaching staff at provincial political schools in the Central Coast always fulfills their assigned responsibilities and tasks; always receives high trust within the teaching community and students.

During the 2018-2023 period, the level of fulfillment of assigned responsibilities by teaching staff has continuously improved. The level of trust within the teaching community and from students towards the teaching staff has

also increased. The surveys also indicate a high level of trust from students towards the teaching staff at provincial political schools in the Central Coast.

3.1.2. Limitations

3.1.2.1. The quantity and structure of teaching staff at provincial political schools in the Central Coast have not satisfied the requirements of a standard political school.

During the 2018-2023 period, the number of teaching staff at provincial political schools in the Central Coast did not meet the standard ratio as stipulated in Regulation No. 11-QD/TW on standard political schools. While the structure of faculty groups, departments, age, gender, and ethnic

3.1.2.2. The political stuff in a small number of the teaching staff at provincial political schools in the Central Coast has not been firm yet.

During the 2018-2023 period, the political qualities of teaching staff at provincial political schools in the Central Coast achieved various advantages. However, due to the increasingly complex movement and development of society, the political stuff of a small number of lecturers has not been firm yet.

3.1.2.3. The morality and lifestyle in a small number of teaching staff at provincial political schools in the Central Coast have not satisfied the standards required by lecturers.

During the 2018-2023 period, a small number of lecturers within the teaching staff at provincial political schools in the Central Coast has not been exemplary and standard in their lifestyle.

3.1.2.4. The qualifications and competence of the teaching staff at provincial political schools in the Central Coast have not satisfied the current requirements for political theory education.

During the 2018-2023 period, the qualifications and competence of teaching staff at provincial political schools in the Central Coast have continuously improved. However, part of lecturers is limited in their qualifications and competences, failing to satisfy the current requirements for political theory education.

3.1.2.5. The work style of some lecturers at provincial political schools in the Central Coast has not been professional, scientific, or standard; be down at heath.

The work efficiency of some lecturers is limited due to their unscientific work style; A small portion of the teaching staff has been down in their health because of overwork with the pressure of their current duties.

3.1.2.6. A small portion of lecturers at provincial political schools in the Central Coast has not fulfilled their assigned responsibilities and tasks; has not received high trust among the teaching community and students.

Eventhough the majority of teaching staff at provincial political schools in the Central Coast has successfully completed their assigned responsibilities and tasks, received high trust among the school's teaching community and students, a small portion of lecturers have not well fulfilled their assigned responsibilities and tasks, not received high trust among the teaching community and students.

3.2. CAUSES AND ISSUES ON THE QUALITY OF TEACHING STAFF AT PROVINCIAL POLITICAL SCHOOLS IN THE CENTRAL COAST

3.2.1. Causes

3.2.1.1. Causes of strengths

Firstly, the Party and the State have established policies and guidelines to develop political theory education and enhance the quality of teaching staff at political schools, providing a foundation for building the quality of teaching staff at provincial political schools in the Central Coast.

Secondly, the attention, guidance, and direction from the Ho Chi Minh National Academy of Politics, provincial party committees, local governments in the Central Coast, and the coordination of local departments, agencies, and organizations in the Central Coast towards the quality of political theory education and the quality of teaching staff at provincial political schools in the Central Coast have contributed to the strengths observed.

Thirdly, the Party committees, boards of directors, standing committees, and leaders of departments and faculties at provincial political schools in the Central Coast have emphasized responsibility, flexibility, and responsiveness in leading and directing the development of a high-quality teaching staff.

Fourthly, the proactive, self-motivated, self-cultivating, and striving efforts of the teaching staff at provincial political schools in the Central Coast have also contributed to the positive outcomes.

3.2.1.2. Causes of limitations

Firstly, some policies and guidelines of the Party and the State regarding training and professional development for teaching staff at provincial political schools in the Central Coast have not been fully disseminated and implemented consistently. The regimes and policies for lecturers at provincial political schools in the region still have many shortcomings.

Secondly, the leadership and direction from some provincial party committees and local governments in the Central Coast, as well as the determination of some Party committees and boards of directors at provincial political schools in the Central Coast, regarding the quality of teaching staff have sometimes been untimely and inconsistent.

Thirdly, the requirements for the quality of teaching staff at provincial political schools, as per Regulation No. 11-QD/TW on standard political schools, along with the high intensity of pedagogical work, heavy workload, and numerous unexpected tasks assigned, have affected the quality of the teaching staff at provincial political schools in the Central Coast.

Fourthly, some lecturers at provincial political schools in the Central Coast have not been proactive, active, and self-motivated enough in improving their quality to meet the requirements and tasks of their positions.

3.2.2. Issues on the Quality of Teaching Staff at Provincial political schools in the Central Coast

Firstly, improving the quality of the faculty at provincial political schools in the Central Coastal region requires the leadership attention of the provincial Party Committee, provincial government, and the initiative and determination of the school administration. However, currently, some provincial Party Committees, provincial governments, and the leadership of certain provincial political schools in the Central Coastal region have not given adequate attention to this issue.

Secondly, improving the quality of the faculty at provincial political schools essentially means building and developing human resources; developing high-quality human resources; and building a strong cadre. This requires scientific planning, strategic investment, and a comprehensive approach. However, some provincial political schools in the Central Coastal region currently lack initiative, have not focused on developing comprehensive projects and plans, and therefore remain passive, reliant, and lacking in planning, initiative, and long-term vision.

Thirdly, the increasing demands for the quality of the faculty at provincial political schools in the Central Coastal region face many adverse impacts and influences on this work.

Fourthly, the requirements of teaching duties, scientific research, and building a standard political school are posing many challenges and urgent demands on the quality and improvement of the faculty at provincial political schools in the Central Coastal region. However, the qualifications and competencies of some lecturers in the faculty at these provincial political schools are not yet meeting the required standards.

Fifthly, the requirement to improve the quality of the faculty at provincial political schools in the Central Coastal region demands a high level of self-education and self-improvement from the faculty members. However, this is facing difficulties due to the conditions for study, scientific research, and the limited awareness of self-study and self-improvement among some faculty members at provincial political schools in the Central Coastal region.

Chapter 4

ORIENTATIONS AND SOLUTIONS TO IMPROVE THE QUALITY OF THE TEACHING STAFF AT PROVINCIAL POLITICAL SCHOOLS IN THE CENTRAL COAST IN THE COMING PERIOD

4.1. FORECASTING FACTORS AFFECTING AND ORIENTATIONS FOR IMPROVING THE QUALITY OF THE TEACHING STAFF AT PROVINCIAL POLITICAL SCHOOLS IN THE CENTRAL COAST IN THE COMING PERIOD

4.1.1. Forecasting factors affecting the improvement of quality of teaching staff at provincial political schools in the Central Coast in the coming period

4.1.1.1. Favorable factors

Firstly, globalization, international integration, and the development of science and technology open up opportunities for the faculty of provincial political schools in the Central Coastal region to access new technologies, enhance skills, foster creative thinking, and improve the quality of teaching and scientific research.

Secondly, the socialist-oriented market economy in our country continues to develop, driving economic growth nationwide, including in the Central Coastal provinces. This allows for increased budget investment in education and training,

including provincial political schools in the Central Coastal region, creating favorable conditions to enhance the quality of their faculty.

Thirdly, the country's development demands constant innovation in political theory education, which facilitates the improvement of the faculty at provincial political schools in the Central Coastal region.

Fourthly, the requirement to improve the quality of training and fostering the cadre to meet the demands of fulfilling political tasks in the provinces creates conditions to enhance the quality of the faculty at provincial political schools in the Central Coastal region.

Fifthly, the demand to build and develop provincial-level political schools to meet standards both requires and provides conditions for these schools in the Central Coastal region to improve the quality of their faculty

4.1.1.2. Challenges

Firstly, globalization, international integration, and the development of science and technology have brought about risks that erode traditional values, which will pose challenges for provincial political schools in the Central Coastal region in improving the quality of their teaching staff.

Secondly, the negative aspects of the socialist-oriented market economy have complicated the relationships of interests within society, hindering the social positivity of individuals, which will create difficulties in enhancing the quality of the teaching staff at provincial political schools in the Central Coastal region.

Thirdly, the opposition from hostile forces against our Party and State also presents significant challenges for the provincial political schools in the Central Coastal region in improving the quality of their teaching staff.

Fourthly, the uneven development among the provinces in the Central Coastal region and the pressure to streamline the workforce will be obstacles for provincial political schools in this region to enhance the quality of their teaching staff.

Fifthly, the requirement to build and develop provincial political schools that meet standards also poses significant challenges for these schools in the Central Coastal region in improving the quality of their teaching staff, especially when resources are still limited.

4.1.2. Orientations, goals, and requirements for improving the quality of the teaching staff at provincial political schools in the Central Coast

4.1.2.1. Orientations and goals for improving the quality of the teaching staff at provincial political schools in the Central Coast

** Orientations*

Thoroughly grasp the Party's viewpoints and guidelines on cadre work, the tasks and requirements for building and developing provincial political schools in the Central Coast in the coming period; fully promote the responsibility of party committees at all levels, boards of directors of provincial political schools in the Central Coast, relevant agencies, officials, and party members; through various rich and appropriate contents, forms, and measures, build a teaching staff at provincial political schools in the Central Coast with a firm political stance based on the working-class standpoint, good qualities, ethics, and a pure and healthy lifestyle, with sufficient quantity, reasonable structure, high academic qualifications, and competence in teaching and research in political theory, worthy of being lecturers at provincial political schools and political theory intellectuals of the Party, directly contributing to the construction and development of provincial political schools in the Central Coast as the core centers for political theory education and research, aiming to successfully implement political tasks and socio-economic development in the localities of the Central Coast provinces.

** Goals*

Specific targets: 100% of lecturers at provincial political schools in the Central Coast have a firm political stance, good revolutionary ethics and professional ethics, a pure and healthy lifestyle. Strive to achieve 90% of lecturers with a master's degree relevant to their teaching field by 2025 and 100% by 2030, including at least two doctoral degrees in each specialized department, and 50% of heads of specialized departments with doctoral degrees; 100% of lecturers at provincial political schools in the Central Coast complete their teaching, scientific research, and practical research tasks as regulated.

4.1.2.2. Requirements for improving the quality of the teaching staff at provincial political schools in the Central Coast

Firstly, improving the quality of the faculty at provincial political schools in the Central Coastal region must be aimed at ensuring that the faculty members effectively fulfill their duties and responsibilities, thereby contributing to enhancing the quality of political theory education, scientific research, and the summarization of local practices at provincial political schools in the Central Coastal region.

Secondly, it must thoroughly grasp the Party's viewpoints on fundamentally

and comprehensively innovating political theory education and building the teaching staff of provincial political schools in the new era.

Thirdly, it must ensure planning, comprehensiveness, synchronization, focus, practicality, and effectiveness, with various contents, forms, and measures suitable for each group of lecturers at provincial political schools in the Central Coast.

Fourthly, it must promote the role and responsibility of organizations and forces in improving the quality of the teaching staff at provincial political schools in the Central Coast.

4.2. SOLUTIONS TO ENHANCE THE QUALITY OF TEACHING STAFF AT PROVINCIAL POLITICAL SCHOOLS IN THE CENTRAL COAST IN THE COMING PERIOD

4.2.1. Enhancing awareness, responsibility, and strengthening the leadership and management of provincial Party Committees and governments in the Central Coastal region, the Ho Chi Minh National Academy of Politics, the Party Committee, and the Board of Rectors of provincial political schools regarding the improvement of the quality of the teaching staff at provincial political schools.

4.2.2. Accurately determine the structure; concretize and properly implement the title standards and evaluation criteria for the faculty at provincial political schools in the Central Coastal region today.

4.2.3. Focusing on innovating and creating breakthroughs in the work of sourcing and selecting teaching staff for provincial political schools in the Central Coast.

4.2.4. Innovating mechanisms and strengthening the training, fostering, evaluation, management, and utilization of teaching staff at provincial political schools in the Central Coast.

4.2.5. Building a cultural environment, regularly caring for the material and spiritual life of the teaching staff, and promptly addressing policies and regimes to create motivation and encourage the teaching staff to strive for improvement.

4.2.6. Promoting the proactivity and self-awareness of the teaching staff at provincial political schools in the Central Coast in self-studying, training, and improving their qualities, competencies, methods, and work styles to meet the requirements and tasks of the political theory education cause in the present time.

CONCLUSION

1. Provincial political schools in the Central Coastal region are units under the direct management of the Provincial Party Committee in the Central Coastal region. Their primary function and duty are to provide political theory training and education for various student groups as regulated by the Party and by law. The faculty of the provincial political schools in the Central Coastal region are the force directly involved in teaching, scientific research, and practical summarization within these schools. Therefore, the quality of training and development of the cadre at the provincial political schools in the Central Coastal region directly depends on the quality of the faculty within the region. The quality of the faculty at these provincial political schools is a synthesis of various attributes, including quantity, structure, political qualities, ethics, lifestyle, professional qualifications, competence, and working style. This quality reflects the degree to which the faculty meets the objectives of faculty development and the requirements of teaching and scientific research at the provincial political schools in the Central Coastal region during each specific period.

2. In recent years, the quality of the faculty at provincial political schools in the Central Coastal region has improved in a positive direction, achieving significant accomplishments that are commendable and encouraging. These advancements have directly contributed to affirming the quality of the faculty at provincial political schools in the Central Coastal region, meeting the current demands of their tasks. However, alongside these strengths, the quality of the faculty at provincial political schools in the Central Coastal region also reveals certain limitations, such as issues in the quantity and structure of the faculty that remain unreasonable; the teaching ability, scientific research, and practical summary skills of some faculty members are still limited compared to the requirements and responsibilities, which directly affect the quality of political theory education at these provincial political schools in the Central Coastal region. The causes of these limitations and shortcomings are both objective and subjective, but they primarily fall under the responsibility of the stakeholders and participating forces.

3. Improving the quality of the teaching staff at provincial political schools in the Central Coastal region is directly impacted by global trends, international integration, the Fourth Industrial Revolution, the market economy, and the socio-

economic conditions of the country and the provinces in the Central Coastal region. This is influenced by both favorable and challenging factors related to the development requirements of provincial political schools. Therefore, to enhance the quality of the teaching staff at provincial political schools in the Central Coastal region, the following solutions should be implemented: increase awareness, responsibility, and strengthen the leadership and management of responsible organizations and forces regarding the quality improvement of the teaching staff at provincial political schools; correctly define the structure; specify and properly implement the standards for titles and evaluation criteria for the current teaching staff at provincial political schools; focus on innovation and make breakthroughs in recruitment and selection of the teaching staff; renew and strengthen training, development, assessment, management, and utilization of the teaching staff; build a cultural environment, consistently care for and improve the material and spiritual life; promptly address policies and incentives to motivate the teaching staff; and promote the proactive and self-conscious attitude of the teaching staff in self-study, practice, and improvement of quality, competence, methods, and working style to meet the requirements and tasks of the current political theory education mission.

4. To improve the quality of the teaching staff at provincial political schools in the Central Coastal region, it is necessary to address a range of issues related to the functions, tasks, and powers of these schools as well as the local organizations, government bodies, and departments in the Central Coastal provinces. Therefore, a comprehensive approach is required to enhance the quality of the teaching staff. Each solution has a different level of importance but all aim to improve the quality of the teaching staff at provincial political schools in the Central Coastal region. Hence, it is essential to implement all solutions thoroughly and seriously, without absolutizing or underestimating any particular solution, and to adapt them to the specific conditions of each center to achieve practical results.