



RESEARCH ARTICLE

A NUMBER OF MANAGEMENT SOLUTIONS FOR MASTERS OF EDUCATION MANAGEMENT TRAINING AT UNIVERSITIES AND INSTITUTES IN VIETNAM

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ABSTRACT

In recent years, the management activities of the master's degree in education management at universities and institutes in Vietnam has achieved certain results such as the huge number of training courses, many universities and the Academy organizes training, the attention of the society. However, there are still limitations and inadequacies due to the fact situation of education reforms such as: training quality is not good enough; training programs are not modern; some educational institutions are not capable of training... On the basis of research theory and real status of training management activities for master's degree in Education Management at universities and institutes in Vietnam, the author proposes some suitable and feasible management solutions to improve the quality of education in order to contribute to the development of the education management staff for the education reform.

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INTRODUCTION

Many researchs in a number of countries in the region and in the world have done a lot of research on improving the quality of the masters of education management training through the process of training from enrollment, to the curriculum, content and methods of training ... In Vietnam, due to the training of master's degree in Education Management has been conducted for 20 years, therefore the researchs on this issue is few and not yet intensive. According to (Alexandra Bitusikova, Janet Bohrer, Ivana Borošić, etc. 2010) state that, Countries with track records in sustained economic growth have invested heavily in three key areas:

- Intellectual capital (notably people with advanced academic qualifications)
- A robust Research and Development sector
- Strong Communication and Information Technology (CIT) capacity.

Over the past two decades, the sectors of research and knowledge production have undergone profound transformation to emerge as main motors of development in a globalised world.

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Knowledge systems involve many entities inter alia: higher education institutions, public laboratories, research centres and think tanks run by policy and civil society groups, industry and the private sector and the military complex. The transformation process has had particular impact on higher education, and notably on the university sector. As a result, countries across all regions are facing increased demands to strengthen their capacities for research and knowledge production – hence, the demand for postgraduate education. This demand is rising despite the vast differences in the political, socio-economic and cultural of these national contexts which impact on their capacity to respond effectively. This demand has also given new importance to national knowledge-oriented institutions and often necessitates renewal of the systems and structures of higher education so that these countries can take their place in the Knowledge Society which is an ever changing and volatile global environment. In turn, this urgency to promote and reinforce research and higher education multiplies pressures on the funding, content and structures of knowledge systems. These challenges have become particularly overwhelming for middle and low income countries, thus increasing the risk of their further marginalisation if they cannot keep pace with demand. Through the results of research on training, training management of the masters of education management of the authors in the world, the research issues can be reviewed according to the following main contents: enrollment activities,

setting up curriculums, developing training methods and evaluating the training results

## MATERIALS AND METHODS

**Research Design:** The research was conducted at four universities and institutes which have master's degree in education management programs in Hanoi, including the National Institute of Education Management; Hanoi National University of Education; University of Education – Vietnam National University; Graduate Academy of Social Sciences – Vietnam Academy of Social Sciences. These are training establishments with a relatively large number of masters of education management. Some of them have conducted Specialization of Education Management for a long time, while others has developed this major in recent years.

I conducted the survey and analysis of management status of master's training according to specific objectives as follows:

- Gather information on the issues of management of master training specialization of education management in Vietnam;
- Assess the status of the management of master training in education management in the surveyed universities and institutes;
- Identify advantages, disadvantages and causes of disadvantages in training master's degree in management education and management activities of training master's degree in education management in universities and institutes in Vietnam, on the basis of which propose solutions to manage the master training to meet the requirements of society and the industry.

*Object, scale and time of survey* Survey of 600 participants from 4 universities and institutes (see Table 1) including: 300 students; 250 teachers; 50 management staffs. The survey period is from June to September 2017.

**Survey Content:** Based on the research tasks, I conducted the survey on the status of training and management of master training including:

- Training elements: Enrollment; Curriculum; Teaching process.
- Elements to ensure the quality of training: teachers; management staffs; physical and financial facilities; training environment.

**Method of conducting survey:** I examined the situation through the questionnaire to survey the opinions expressed by the research subjects such as management staffs, teachers; students at selected universities and institutes.

The questionnaire includes: contents on the status of training and training management of the master's degree in education management in universities and institutes; contents on the factors affecting the management of master training.

**Data Collection and Analysis:** I developed questionnaires for management staffs, teachers and students of universities and institutes based on the theoretical framework and content of the components of the master training in universities and

institutes, then considered the selection of data and information needed for each component to design the questions to meet the content of management status of the master's degree in education management in universities and institutes. I consulted a number of university and institute leaders, faculty and departmental managers of the universities and institutes; consulted the guidance staff, then complete the questionnaires and send to the survey subjects.

Deliver and collect questionnaires.

Collect and process data, survey information.

Analyze and evaluate the results of the survey.

Data collected through questionnaires were aggregated and processed on SPSS statistical software. The mathematical formulas used for data analysis include:

Weighted average formula (mean):

$$\bar{X} = \frac{\sum_{k=1}^n a_k x_k}{\sum_{k=1}^n a_k}$$

In which  $x_1, x_2, \dots, x_n$  are  $n$  elements in the sample set;  $a_i$  is the weight of  $x_i$ .

Evaluate the results of each content selection according to the average score as follows:

## RESULTS

**Current status of enrollment:** The study collects enrollment data for master of education management of 4 universities each year from 2014 to 2017. Data show that there is a difference in determining the annual enrollment target of universities. Most universities annually enroll 50 to 250 students, of which the Academy of Social Sciences and Humanities has the lowest enrollment; the top one is the National Academy of Education Management. In fact, some of universities are flexible in terms of the total number of graduates that can be discharged from one discipline to another. Therefore, the education management major often exceeds the number of assigned quota. Regarding the enrollment of masters degree universities and institutes are strictly implementing the enrollment process from the admission notice to the recruitment examination according to the regulations of the Ministry of Education and Training. The survey shows that the opinions are well appreciated the enrollment of the master's degree in education management. Candidates of different subjects who participate in the recruitment examination if not properly trained majors are organized by the schools to supplement their knowledge as prescribed. In recent years, according to the statistics of the universities and institutes, the number of candidates taking part in the entrance examination has been decreasing.

**Current status of the curriculum of the master's degree in education management:** At present, most training institutions which have master's degree in education management when building training programs, are based on the capacity, conditions and orientations for development of education management specialization, the survey on demands of the human of the master's degree in education management. The results of the survey show that the training program based on the actual needs of human resources at the master's degree level in education management has an average rating of ( $X_i$ ) = 3,221, ranked first in the criteria Evaluation of the Master's

Degree Program in Education Management. This reflects the reality in universities and institutes. The enrollment numbers of the masters of education management always occupies a high percentage, attracting many working staff. This fact also reflects that the management staffs and teachers of educational institutions wish to study to enhance their capacity in management. On the other hand, the management staff in the education establishments have a high demand for learning to standardize and improve the management capacity of themselves. They confirm that when being appointed to be managers from the position of teacher or management staff, they were not trained in science and management skills. Regarding the criterion of the amount of knowledge that is guaranteed according to the current regulations (average score  $(X_i) = 3,136$ , ranked second) and criterion of periodically supplemented and adjusted (average score  $(X_i) = 3,108$ , ranked third). In terms of this criterion, the volume of knowledge by total credits and units from basic knowledge to specialized knowledge has been developed in accordance with the MOET's Circular on Master's Degree Training. When developing the project of opening the code of the training field, it is checked and approved by the Ministry of Education and Training. However, besides some content appreciated, other content is rated at a lower level. Specifically: assuring the program content directed towards achieving the goal and the learning outcomes is rated satisfactory ( $X_i = 2,493$ , ranking 10). This criterion shows that the universities have not paid much attention to invest in seriously evaluating the output quality.

Current training programs are built on the basis of the framework program in accordance with the Circular of Master training regulation issued by the Ministry of Education and Training. They basically meet the general requirements of training masters degree, in accordance with the resources of the universities and flexibly facilitates learners to study from bachelor to PhD. However, most of the comments show that the master's degree program are academic, heavy in theory, and the quality of graduates is not as desirable.

#### **Status of teaching process of master's degree in education management:**

The results of the survey in Table 4 show that in the universities and institutes which have Master's degree in Education management, the training process is evaluated at a moderate level with the average scores  $(X_i) = 2.845$ , except for the content of training planning with the average score  $(X_i) = 2,404$ . The process of organizing the master's degree in education management varies depending on the training scale and the specialty of the majors. At Hanoi National University of Education, the training process is the collaboration between the faculty of specialization and the Department of Postgraduate Education. The Department of Postgraduate Education is responsible for entrance and exit (graduation). While at National Academy of education management and Academy of Social Sciences & Humanities, the department of postgraduate education is responsible for administrative management and professional coordination. It is noteworthy that the training planning of the Master's degree in Education management, including the training plan for the year and the scheduling of teaching in the timetable, are sometimes overturned because the teachers does not guarantee the scheduled timetable. This is one of the issues that show flexibility in the education of master's degree in education management. Generally, most of management staffs, teachers, and students agree that the implementation of the process of organizing master training in the field of education

management has meet the basic requirements of master training. However, there are many technical inadequacies to be implemented in some stages of the training process. The status of teaching activities of teachers is assessed on three aspects: implementation of training regulations, methods and forms of teaching and learning evaluation of learners. The results of this survey are presented in Table 5. First of all, regarding the implementation of training regulations, survey results show that: In the five surveyed content, all the internal are evaluated at a good level, in which the implementation of the regulations on teaching of the university (average grade = 3,139) and the content of the preparation of the lecture material of the module (average grade = 3,044) were ranked highest, corresponding to first and second level. This is a true reflection of the fact that universities and institutes take training regulations as a tool for management and strictly follow MOET regulations. Teachers are scientists and administrators who should have a high level of scientific expertise. Regarding the criterion of teaching style, the majority teachers perform relatively well, but vice versa, the students are not good enough.

The content of regularly improve the professional level, professional training (average score = 2,953 ranked No. 4) and content of participation in the development of training regulations (average rating = 2,715 ranked No. 5) are also rated at a relatively low level. The staff involved in the development of training regulations are mainly faculty members. Regarding the method and form of teaching organization, the survey results show that: In the seven surveyed contents, most of the internals were evaluated at a fairly level, in which the content of using modern technical means in teaching had average grade = 3,095, this shows that teachers involved in teaching have the ability to use the means and teaching techniques - this is required for teachers in context of using information technology. The content of guiding students self study (average rating = 3,088) also ranked high. Thus, postgraduate training is defined as training at a high level, mainly focus on developing self-learning and self-study ability for learners. This objective has been shown in method and form of teaching organization of teachers. The content of the update of new knowledge in teaching the module (average rating = 2.846) ranked 5th and the content of creating conditions and promote the initiative of students average = 2,522 ranked 6th. Particularly, the design of the lecture in the direction of capacity formation for students (average score = 2,472 ranked 7th) is rated as average, ranked lowest.

Beside the survey by the questionnaire, the observation of the teaching process showed that a number of teachers focus on presenting, not organizing the participants to discuss and deal with case study. The specialized departments in charge of the training do not regularly maintain scientific seminars with the participation of students. Thus, the content related to promoting the autonomy, self-learning ability, self-study of the students only assessed at a low level. This shows that the renovation of methods and teaching methods should focus on innovating the way of teaching self-learning and self-study. Regarding the methods and forms of inspection and evaluation, the survey results show that: In the three surveyed contents, all the contents were rated at fairly level, no content was rated at the average level or good level, in which the performance evaluation of learners' learning results in accordance with the training regulations (average rating = 3,024 ranked 1th) is rated the highest. The contents of the examination/ test/ essay to promote creativity and independence of the learners are evaluated at the

**Table 1. Sample survey of other subjects**

Training establishments	Objects			
	Teachers	Management Staffs	Students	Total
University of Education – Vietnam National University	35	10	30	75
Hanoi National University of Education	65	10	40	115
Graduate Academy of Social Sciences – Vietnam Academy of Social Sciences	30	5	30	65
National Academy of Education Management	120	25	200	345
Total	250	50	250	600

**Table 2. Assessment scale of survey content by average score**

Value $\bar{X}_i$	1-1,75	1,76 - 2,50	2,51-3,25	3,26-4,00
Level of performance / Quality	Weak	Medium	Fairly	Good
Level of importance	Unimportant	Less important	Important	Very important
Level of assurance / response	No guarantee / Satisfied	Little guarantee / Satisfied	Guaranteed / Satisfied	Little guarantee / Satisfied
Level of Influence	Not Affected	Less influenced	influenced	Much influenced

**Table 3. The status of ensuring the requirements of the curriculum of the master's degree in education management**

Content	Level of Assurance								Average $\bar{X}_i$	Level $d_{ki}$
	Very assured		Assured		Less assured		Not assured			
	Number	%	Number	%	Number	%	Number	%		
Clearly define the objectives, the standard output of the master's degree in education management	90	15,0	313	52,1	167	27,8	30	5,1	2,770	8
In accordance with the capacity, conditions and development orientation of the university	188	31,3	276	46,0	104	17,4	32	5,3	3,033	4
Based on the actual needs of the human resources of master's degree in education management	167	27,7	349	58,2	75	12,6	69	11,5	3,221	1
The volume of knowledge, program structure is in line with the research orientation	89	14,8	363	60,6	96	16,0	52	8,6	2,816	7
Volume of knowledge is guaranteed according to current regulations	218	36,3	270	45,1	87	14,5	25	4,1	3,136	2
The content of the program is geared toward the achievement of goals and outcomes	65	10,9	251	41,7	199	33,2	85	14,2	2,493	10
The content of the program is supplemented and enhanced specialized knowledge in education management	132	22,0	329	54,8	107	17,9	32	5,3	2,935	6
The content of the program is designed in a way that is consistent with the method of teaching and evaluating learners' results	113	18,8	240	40,0	160	26,7	87	14,5	2,631	9
Unify between training programs in bachelors, masters and doctors	153	25,5	314	52,3	114	19,0	19	3,2	3,001	5
Periodically Supplemented and adjusted	163	27,2	353	58,8	70	11,6	14	2,4	3,108	3
$\bar{X}$									2,914	

**Table 4. The status of implementing the training process**

Content	Level of implementation								Average $\bar{X}_i$	Level $d_{ki}$
	Good		Fairly		Medium		Weak			
	Number	%	Number	%	Number	%	Number	%		
Training Planning	44	7,4	253	42,2	203	33,8	100	16,6	2,404	6
Teaching Assignments	130	21,6	304	50,7	120	20,0	46	7,7	2,862	4
Curriculum planning (timetable)	58	9,7	332	55,3	145	24,1	65	10,9	2,638	5
Make a teaching plan	156	26,0	349	58,2	86	14,3	9	1,5	3,087	2
Assessment of learners' learning outcomes	107	17,8	341	56,9	136	22,7	16	2,6	2,899	3
Graduation and recognition	213	35,5	290	48,4	90	15,0	7	1,1	3,183	1
$\bar{X}$									2,845	

lowest level, which are also the content should be strengthened in the examination and evaluation at Master level in Education Management. The current status of learners' activities is shown in Table 6. In particular, the status of learning activities are underestimated the teaching activities by management staffs, teachers and students. The average rating of student activity was = 2,755. By analyzing the content of the learning activities of the students, it can be seen that the implementation of the regulations on learning as well as the understanding of the

master training regulations is highly evaluated than other contents. The content of understanding of the master training has an average rating of 2,963, the content of having a self-study method with an average rating of 2,897 and the content of implementing the regulations on learning under the statute has an average rating of 2,851. Other contents of the learner's learning activities were assessed fairly and fairly well (the average score ranged from 2,613 to 2,686). Thus, the survey results show that the students are knowledgeable about the

**Table 5. The status of teaching activities of teachers training master's degree in Education Management**

Content	Level of implementation								Average $\bar{X}_t$	Level $d_{xi}$
	Good		Fairly		Medium		Weak			
	SL	%	SL	%	SL	%	SL	%		
<i>* The implementation of the regulation</i>										
Implement the teaching regulations of the university	208	34,7	271	45,1	117	19,6	4	0,6	3,139	1
Regularly improve professional training	128	21,3	351	58,5	86	14,4	35	5,8	2,953	4
Participating in the development of training regulations	101	16,9	255	42,4	216	36,0	28	4,7	2,715	5
Implement a curriculum plan	167	27,8	304	50,7	113	18,8	16	2,7	3,036	3
Prepare the course materials	150	25,0	328	54,6	121	20,2	1	0,2	3,044	2
<i>* The method and form of teaching organization</i>										
Apply appropriate teaching methods	83	13,9	367	61,1	142	23,7	8	1,3	2,876	4
Facilitate and promote student autonomy	45	7,5	286	47,6	207	34,5	62	10,4	2,522	6
Lecture design in the direction of capacity building for students	70	11,6	239	39,9	196	32,6	95	15,9	2,472	7
Update the new knowledge in teaching the module	122	20,4	319	53,1	103	17,2	56	9,3	2,846	5
Use modern technical means in teaching	210	35,0	248	41,3	131	21,9	11	1,8	3,095	1
Introduce the appropriate materials for learners	166	27,7	309	51,5	96	16,0	29	4,8	3,021	3
Guide students to study by themselves	194	32,3	295	49,1	82	13,7	29	4,9	3,088	2
<i>* On evaluation of learning outcomes</i>										
Evaluate students' learning results in accordance with the training regulations	183	30,4	261	43,5	145	24,2	11	1,9	3,024	1
The exam/test check the ability of creativity, independence of students	88	14,7	282	47,0	173	28,9	57	9,4	2,670	3
Use many forms of evaluation	57	9,5	349	58,2	160	26,6	34	5,7	2,715	2
	$\bar{X}$								2,881	

**Table 6. The status of learning activities of graduate students in education management**

Content	Level of implementation								Average $\bar{X}_t$	Level $d_{xi}$
	Good		Fairly		Medium		Weak			
	Number	%	Number	%	Number	%	Number	%		
<i>* The implementation of study regulations</i>										
Implement regulations on learning according to regulations	113	18,8	324	54,0	124	20,7	39	6,5	2,851	2
Understanding the Master Training Regulations	157	26,2	284	47,3	139	23,1	20	3,4	2,963	1
<i>* The method and quality of learning</i>										
Set up goals, learning plan	95	15,9	268	44,6	164	27,4	73	12,1	2,643	3
Be active to cooperate with the teachers in class	51	8,5	337	56,1	185	30,9	27	4,5	2,686	2
Have suitable self-study method	131	21,8	296	49,4	153	25,5	20	3,3	2,897	1
Formation and development of professional capacity	70	11,7	270	45,0	217	36,2	43	7,1	2,613	5
Using libraries, scientific documents and modern technical means in study	47	7,9	322	53,6	195	32,5	36	6,0	2,634	4
	$\bar{X}$								2,755	

**Table 7. The status of assessing the learning outcomes of the master student in education management**

Content	Level of implementation								Average $\bar{X}_t$	Level $d_{xi}$
	Good		Fairly		Medium		Weak			
	Number	%	Number	%	Number	%	Number	%		
Awareness of management staffs and teachers in terms of assessment towards competence approach	41	6,9	215	35,7	217	36,2	127	21,2	2,283	4
Regularly diversify forms of examination, assessment towards competence approach	50	8,4	241	40,2	225	37,5	84	13,9	2,431	3
Carrying out assessment of the self-study activities of learners	68	11,3	262	43,6	184	30,7	86	14,4	2,518	2
Application of information technology in the examination, assessment and management of learning outcomes	141	23,5	281	46,8	153	25,5	25	4,2	2,896	1
	$\bar{X}$								2,532	

regulations of master training. They are involved in the training process so they are informed the form of detailed regulations. On the other hand, the majority of learners are adults, working in the education sector, so they have certain knowledge about the rules in training. The problem here is that changing cognitive into serious learning behavior needs to be considered for the learner.

The status of the assessment of learning outcomes is presented in Table 7. The survey results show that the examination and evaluation of learning outcomes of students at master level in Education management hasn't been properly concerned. This is reflected in the opinions of managements and teachers with the average scores at medium and fairly level. Universities and

**Table 8. The status of facilities and finance to serve the master training in education management**

Content	Level of implementation								Average $\bar{X}_i$	Level $d_{xi}$
	Good		Fairly		Medium		Weak			
	Number	%	Number	%	Number	%	Number	%		
Classroom	148	24,6	289	48,1	155	25,9	8	1,4	2,959	2
Library	98	16,3	286	47,7	194	32,4	22	3,6	2,767	4
Information technology	163	27,1	305	50,8	105	17,5	27	4,6	3,004	1
Teaching equipment	126	21,0	322	53,6	143	23,9	9	1,5	2,941	3
Finance for training and scientific research	55	9,2	278	46,4	224	37,3	43	7,1	2,577	5
$\bar{X}$									2,849	

**Table 9. The status of the training environment of the master's degree in education management**

Content	Level of implementation								Average $\bar{X}_i$	Level $d_{xi}$
	Good		Fairly		Medium		Weak			
	Number	%	Number	%	Number	%	Number	%		
Democratization of teaching culture, and discipline of the universities	94	15,7	290	48,3	202	33,6	14	2,4	2,773	2
Management document system for master training	157	26,2	269	44,9	165	27,5	9	1,4	2,959	1
$\bar{X}$									2,866	

Institutes having Education Management specialization do not seem to pay much attention to the requirements of professional development. They are generally heavy on knowledge equipment. Due to this perception, the test-evaluating performance of postgraduate students is still theoretical. The examination and evaluation of learners' new learning outcomes is limited to the examination of theoretical knowledge, the main form of evaluation is essay examination or home assignment. Almost of the educational institutions haven't evaluate students by question and answer form. Therefore, students mainly focus on the learning by heart, they are not really promoted to apply the practical experience. This is one of the limitations of the institution in training master's degrees in general and master in education management in particular. In the four contents of the study results, two contents were quite good: "Applying information technology in evaluation and learning outcomes management" and "Implementing assessment of the students' self-study activities", the two remaining contents were average. The lowest rank was the "Perception of Management staffs and Teachers on evaluation towards competence approach" ( $\bar{X}_i = 2,283$ ). The results of this survey reflect the fact that universities have updated their IT application in teaching in general and managing students' learning results in particular. The content of awareness of management staffs and teachers in evaluation towards competence approach is still insufficient.

**The status of facilities and finance:** For training in general and master training in Education management in particular, facilities and finance are two important factors to ensure the quality of training. However, due to the material resources of the universities, due to the form of training organizations, many universities still do not fully guarantee these. The results of the survey in Table 8 show that the facilities and financial support for the master's degree in education management at the universities is quite good, with the average grade point  $\bar{X}_i = 2,849$ . In terms of both facilities and financial issues, financial issues are underestimated both in terms of adequacy and timeliness for training. The payment for the teacher to teach and guide students to write a thesis, expenditure on other activities of the master training in education management is sometimes even delayed. Therefore, the opinions of the surveyed subjects were only fairly at  $\bar{X}_i = 2,577$ , close to the average.

**The status of the training environment for the master's degree in education management:** Training activities in general and the training of master's degree in educational management in particular have been implemented smoothly or not depending on the training environment. The training environment is made up of a number of factors, but two of the most important are the Master Training Management Documentation and Democratization of the teaching culture and discipline of the universities. The results of the survey on the training environment presented in Table 9 show that the surveyed subjects evaluated the training environment at a rather good level, with an average rating of  $\bar{X}_i = 2,866$ . Two contents of the training environment are the system of the universities' documentation achieving an average score of  $\bar{X}_i = 2,959$ , and the democratization of culture, discipline and discipline of the universities gained an average score of  $\bar{X}_i = 2,773$ .

## DISCUSSION

Despite considerable achievements, the training and training management of postgraduate education in universities and institutes in Vietnam have revealed many limitations, focusing on the following aspects: develop training programs, develop and implement the stages of the training process; development of teachers; teaching and evaluation innovation... The main reason for this restriction is that the management and management content are not really effective, especially the program management and development of the current master's degree program. According to (N.C. Giap, 2000; N.T.Ha 2017),) say that education is really a special product. First of all, it's a service product. The service product differs from material product in a fundamental point. If the material product is the result of a material change, the service is the result of a process of interaction between the supplier and the user. As such, I think that, the quality of postgraduate education can only be changed when we change the quality of the interactive process. Consequently, appropriate management measures are needed to overcome these constraints.

**Solution 1:** Strengthen the propagation of enrollment in the master's degree in education management

The solution "Strengthening the propaganda on enrollment for master's degree in education management" plays an important role in the management of the master's degree training of the universities, helping the universities maintain stability and develop the training scale to meet the demand for human resources for development of education and training. In fact, the enrollment source of master's degree in education management is increasingly limited, the demand for specialized training is less and less, the education establishments face difficulties in exploiting enrollment. Therefore, in the management of master's training, the leaders of the university and the institute should direct to enhance the propagation and exploitation of enrollment sources to ensure the annual training scale.

**Solution 2:** *Develop a master program in education management to meet social requirements*

To manage the development of the curriculum to ensure that the curriculum of the master's degree in education management addresses these limitations; to ensure that the training objectives are scientifically and rationally built on the basis of the general objectives and concrete objectives of the master's degree training prescribed in the Higher Education Law. Training programs are designed with clearly defined output standards; the content of the training, the method of assessment for each subject in accordance with the direction of training master's degree of the university and institute.

**Solution 3:** *To manage the teaching process in the direction of raising the quality of training of the master's degree in education management*

Teaching process management is the most basic content of the training management. The solution aims to develop and perfect the process of organizing training and improving the quality of teaching and learning in training MSc in education management with clear training process and implementation stages in association with specific responsibilities of each related partners will facilitate the implementation process; to make the training process comply with regulations, flexibility, improve the quality of teaching and learning; It is advantageous for the management staff in the organization to conduct, examine and evaluate the training process of the Master in Educational Management in the university.

**Solution 4:** *To build a sufficient number of teachers in terms of structure and quality standards in the training of master's degrees in education management.*

The solution "To build a sufficient number of teachers in terms of structure and quality standards (academic rank, degree, qualities and practical capacities)", guided by the guidelines of the Party and the Vietnam Government on building a team of teachers and educational administrators in the context of comprehensive reform of education and training (Alan Richard, 2001, Higgins, 1990). Teachers play a decisive role directly in quality and effectiveness of training. Managing teachers is a specially important content of training management in the university. Therefore, the solution "To build a sufficient number of teachers in terms of structure and quality standards (academic rank, degree, qualities and practical capacities)" should be led by university leaders to focus on applying and implementing this management solution effectively.

**Solution 5:** *To ensure the facilities and financial support for training the master degree in education management*

Facilities and finance are essential materials for training and other activities in the universities. Managing facilities and finance is an important part of the training management. The objective of this management solution is to secure the facilities and financial resources, contributing to the basic requirements of training Master of Education Management in the university and institute. The solution "To ensure the facilities and financial support for training the master degree in education management" should be applied by leaders of universities and research institutes to achieve the objective of this solution.

**Solution 6:** *To build a comprehensive training environment and build a culture of master training*

A consistent and conducive training environment contributes to improving the quality of postgraduate training and other activities in universities and institutes, including the followings: comprehensive mechanisms and policies for management and implementation of the education and training activities in universities; democratization of universities, teaching culture; practical, effective socialization of training. The solution "To build a comprehensive training environment and build a culture of master training" is both a condition and an important driving force in the training management of the master degree. Therefore, leaders of universities and institutes need to consider to achieve this goal of the solution.

## Conclusion

From the importance of each of the above solutions, in order to ensure the quality and effectiveness of the training management of the master degree in education management in universities and institutes, it is necessary to fully and synchronously implement the management solutions of master degree such as researching, proposing and properly promoting the role of each solution. Thus, it will create a strong change in the quality of training human resources for higher education to serve the needs of educational and social development.

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