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# Solutions To Improve the Quality of Managing Online Teaching Activities at Vocational Education Institutions in The Context of Globalization

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**ABSTRACT:** This research aims to identify management solutions to quality improve online teaching activities at vocational education institutions (VEI) in the COG. In addition, identifying contiguous principles plays an important role in the process of evaluating solutions. Providing solutions will clarify theoretical and practical issues in managing online teaching activities (MOTA) at VEI. This study has the participation of 203 people, who work in the field of state vocation management of education, teachers, and staff teams who are working in several VEI. Specifically, 22 managers, and 181 lecturers and staff at vocational education establishments. A questionnaire system was determined for the survey process. By quantitative analysis of data collected during the survey; combined with theories and research results of colleagues, the comments and assessments given will contribute to accurately determining solutions to improve the quality of MOTA at vocational educational institutions in the COG. The study provides empirical evidence to evaluate the necessity and feasibility of the solutions, thereby providing accurate solutions to improve the quality of MOTA activities at vocational educational institutions in the COG. This study has identified principles in identifying solutions; at the same time, the proposed solutions will clarify the theoretical aspects of quality management activities and management of online teaching activities at VEI in the COG. The solutions provided will help VEI apply them in the general school management process and the management of online teaching activities in response to the requirements of globalization for vocational education.

**Keywords:** Solutions, improve the quality, MOTA, VEI, COG.

## I. INTRODUCTION

Online teaching, also known as E-learning, is a form of distance learning in which teachers and learners connect through software and online tools installed on electronic devices such as Laptops, computers, phones, and tablets with internet connection. An online teaching class can consist of one or more members. Lectures, text documents, images, videos, audio, etc. shared with class members through the online environment. In Vietnam, online teaching is known as a new educational method, only really starting to develop in recent years to combine with traditional teaching methods, so there are very few research projects on this issue and most of those studies still have many limitations. According to Thang (2019) [1], facing the 4.0 Industrial Revolution, the Vietnamese education system in general and vocational education in particular has been strongly and comprehensively impacted, the concepts of virtual classrooms, teachers, and virtual equipment will become a trend in training activities [2]. Therefore, the education system faces many challenging issues in terms of training methods and methods with the strong application of information technology, and changes in public administration. Schools with the trend of virtual training, simulation, and digitization of lectures become the future training trend, innovating the school model, and innovating management both at the macro level and the grassroots level.

Before the COVID-19 pandemic broke out, online teaching activities were “far behind” compared to teaching at schools and centers (direct teaching) [3, 4]. When the pandemic lasted more than 3 years worldwide, online teaching services had a boom in development worldwide. One of the most popular software in Vietnam is Zoom in schools and offices; Google Meet at offices, etc. When the pandemic passed, online teaching and learning decreased but remained at a higher rate than before the pandemic. It is the convenience that this form brings that has allowed communication via the Internet environment to be

maintained. However, the quality of learning through online teaching is always a matter of concern. Solutions to improve the ability of participants to absorb and grasp information have been researched and widely shared. However, issues related to the management of this activity are rarely mentioned.

Several studies around the world address management issues and solutions regarding conditions for implementing online teaching such as infrastructure, technology, content, teaching staff, and support team support. According to Bagarukayo and Kelema (2015) [5], although online teaching is a technology that brings many benefits in teaching, learning, and assessment, many universities are concerned that they are not taking full advantage of the medium's potential this formula. The level of use of online teaching and how to apply it at different schools comes from several challenges in terms of technology platform, educational culture, lecturer capacity, strategic vision of the organization, and learner satisfaction, user support, leadership awareness [6, 7, 8]. Therefore, the role of MOTA is very necessary to be able to bring online teaching activities at VEI into order and regulation [9].

To properly and accurately evaluate solutions to improve the quality of MOTA at VEI, this study focuses on clarifying the following issues:

What are the principles for implementing solutions?

What solutions are needed to improve the quality of MOTA at VEI in the COG?

Why is it necessary to analyze the necessity and feasibility of solutions?

## II. LITERATURE REVIEW

This research is based on theories of management and improving the quality of management in general and in teaching activities in particular. Researchers have shown that, in any activity, to achieve the desired results, the role of management is very important. At the same time, for target-oriented management activities, it is necessary to identify the management subject, management object, and management method. This is clearly shown in Table 1.

**Table 1.** The studies of management

| Order | Author, year | Research content |
|---|---|---|
| 1 | Taylor (1903) [10] | Management is the art of knowing what to do when to do it, and seeing that it is done in the best and cheapest way. |
| 2 | Harold (1961) [11] | Management is a way of getting work done through and with people in formally organized groups. It is the art of creating relationships in which all members can perform and individuals can cooperate to achieve set goals. |
| 3 | Gabriel, et al. (2016) [12] | Good management includes both quality and efficiency. Being effective means exercising appropriate responsibility, "that is, putting square pegs in square holes and round pegs in round holes". |
| 4 | Career Guide (2019) [13] | Management is the coordination and direction of tasks to achieve a goal. Such administrative activities include establishing organizational strategy and coordinating employee efforts to accomplish these goals through the application of available resources. Management can also refer to the seniority structure of employees within an organization. |
| 5 | Coursera (2022) [14] | Management is how businesses organize and direct work processes, activities, and employees to meet company goals. The main purpose of management is to create an environment that allows employees to work effectively and productively. A solid organizational structure serves as a guide for workers and sets the tone and focus of their work. |
| 6 | Pham Thi Kim Oanh (2022) [15] | Management is the organized, oriented, purposeful, and planned continuous impact of the management subject on the management object to command, control, and link elements participating in activities into a unified whole, harmonizing the activities of all stages regularly to achieve a defined goal. |

MOTA at VEI is a specialized field in educational management. Therefore, when studying this management activity, we must place it in educational management activities, thereby finding out the

necessary points for MOTA at VEI. Research has also clearly shown the role and importance of educational management in the process of improving educational quality. This is clearly shown in Table 2.

**Table 2.** Research on educational management

| Order | Author, year | Research content |
|---|---|---|
| 1 | Tran Kiem (1997) [16] | Educational management is the systematic, planned, conscious, and targeted impact of management subjects at different levels to ensure the formation of the young generation's personality based on awareness and apply general rules of society as well as rules of educational management, and psychological and physical development of children. |
| 2 | Pham Minh Hac (1998) [17] | Educational management is a system of purposeful, planned, and regulated impacts of the management entity (education system) to operate according to the Party's educational guidelines and principles, and to realize the goals of education. the nature of Vietnam's socialist schools whose focus is the process of teaching and educating the young generation, bringing the education system to the expected goal of a new state of quality. |
| 3 | Gabrie, et al., (1999) [12] | Educational management is both an academic research field and the activity of a group of experts including a board of directors, teachers, and other educational experts. Learn about the responsibilities of these professionals including their impact on education policy. |
| 4 | School of Educational Cadres Administration (2015) [18] | Educational management is a type of work that is understood as the manager's influence on the subjects that need to be managed to achieve the desired goals most effectively. |
| 5 | Learn (2020) [19] | Educational administration, sometimes also called educational administration, is often associated with primary and secondary schools as well as higher education institutions such as colleges and universities. Educational management professionals can also be found working in government agencies, private companies, and nonprofit organizations. Those working in the field of educational administration may develop educational policy, conduct research, or consult to help evaluate and develop ways to enrich and enhance educational systems in all settings grant. Most educational administration professionals have at least a master's degree and many are licensed teachers or principals. |
| 6 | OSS (2022) [20] | Educational management is the government that oversees an educational system. This administration is responsible for the design, planning, and implementation of learning structures. Professionals in educational administration may specialize in human resources, student services, financial aid, testing, and disability accommodations. These positions focus on different aspects of education and work towards improving and optimizing the education system. |

In recent years, research on online teaching and MOTA has just begun to be mentioned and discussed a lot. Partly due to the requirements placed on the globalization process in education (including the fields of teaching and learning) and partly due to the COVID-19 pandemic, the education system has strongly shifted to online teaching. For that reason, in addition to positive results, some limitations require many solutions to overcome those limitations, including management measures. Research on this issue is shown in Table 3.

**Table 3.** Research on online teaching and MOTA

| Order | Author, year | Research content |
|---|---|---|
| 1 | Christian (1999) [21] | Massive open online courses (MOOCs) today are often designed based on open-source code, allowing changes in component configuration and working interface. The content of online courses is very diverse, often not framed by any program of any unit or training facility. It closely follows and meets the diverse learning needs of learners and provides practical skills, research capabilities, or careers in society |
| 2 | Thomas De Praetere (2014) [22] | Since the Internet and multimedia boomed in the nineties, the intellectual practice has evolved. Although in variable extension, all these activities can be described as online learning because they provide some learning experience on web browsers or applications. Online learning means what can be considered true online learning. Here is an attempt to define online learning empirically, proposing a table of possible online learning activities |
| 3 | Do Duc Van (2018) [23] | The impact of the 4.00 industrial revolution on online teaching today, along with the application of IoT technology in developing digital teaching and virtual reality technology in teaching will almost change everything completely form of teaching in universities. In teaching activities, the role of lecturers will gradually shift from imparting knowledge to guiding students to discover new knowledge. At the same time, teaching management must also change in an open and flexible direction to meet the diverse learning needs of learners. |
| 4 | Ho Duc Hiep et al. (2022) [4] | Industrial Revolution 4.0 is based on the integration of a series of technologies such as: artificial intelligence, Internet of Things/IoT, big data, cloud computing, etc. is growing very quickly and has a strong impact on all aspects of socio-economic life, including the field of online training. These rapid changes require changes to current management measures. |
| 5 | Tran Thanh Huong (2023) [24] | Accordingly, the author proposes four management solutions to promote equality and equity in online education, thereby securing educational goals. These solutions include course planning, teacher professional development in online education, boosting course supervision while establishing a support system for student learning, and evaluating the effectiveness of managing students' assessment in online learning as a whole. |

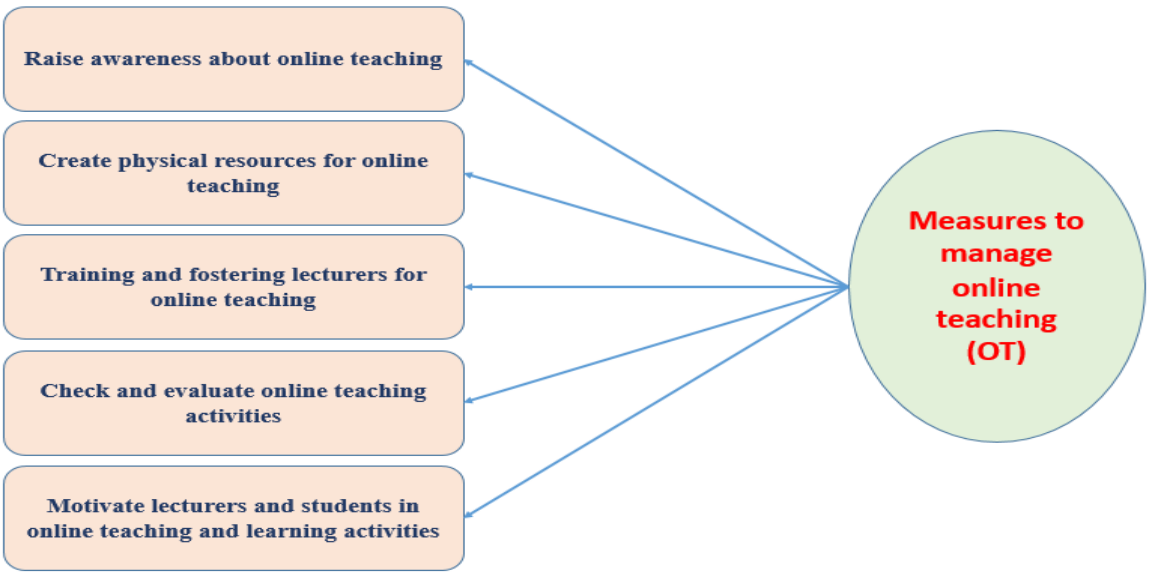


**FIGURE 1.** Factors affecting MOTA measures.

Thus, there have been many studies on management, educational management, and MOTA. However, research on MOTA in VEI has not been mentioned. Therefore, this research problem is completely new. Inheritance of research issues (both theoretical and practical) is necessary. On that basis, along with the actual survey results, the most optimal solutions will be determined to improve the quality of MOTA in the COG. From synthesizing theories and interviewing 31 experts who are experienced managers and lecturers at VEI, the authors have come up with a research model as shown in Figure 1.

## III. MATERIAL AND METHOD

Use the survey method with the following specific issues:

### *1. SURVEY PURPOSE*

Collect accurate and realistic data and information about the current status of MOTA activities in the COG as a basis for recommendations for solutions to improve the quality of teaching management activities online in the COG.

### *2. SURVEY CONTENT*

To clarify the current situation as well as analyze and find the causes, advantages, and difficulties in MOTA in the COG, the survey content in this study includes:

Personal information about survey participants; Survey subjects' assessments of solutions to improve the quality of MOTA in the COG. Survey to get opinions of administrators (Principals, Vice Principals), teachers, and staff at VEI on the necessity and feasibility of measures to manage teaching activities online learning in the COG, specifically as follows:

(GP1): Organize to raise awareness for administrators, teachers, and staff about the meaning and role of online teaching and MOTA.

(GP2): Creating resources in terms of facilities, techniques, and technology for lectures and electronic learning materials to effectively serve online teaching.

(GP3): Organize training and fostering for lecturers in the ability to exploit and use information technology, lectures, and electronic learning materials to meet online teaching requirements at vocational education establishments in the city.

(GP4): Manage testing and evaluation of online teaching following the actual conditions of each school and training major.

(GP5): Motivate lecturers and students to participate effectively in online teaching and learning in the current context.

**Table 4.** Testing Cronbach's Alpha scale, the results of testing the Cronbach's Alpha scale show that all seven independent variables have high reliability (table 4).

| Order | Content (scale) | Number of variables accepted | Cronbach's Alpha |
|---|---|---|---|
| 1 | (GP1). Organize to raise awareness for administrators, teachers, and staff about the meaning and role of online teaching and MOTA | 6 | 0.789 |
| 2 | (GP2). Creating resources in terms of facilities, techniques, and technology for lectures and electronic learning materials to effectively serve online teaching | 5 | 0.772 |
| 3 | (GP3). Organize training and fostering for lecturers in the ability to exploit and use information technology, lectures, and electronic learning materials to meet online teaching requirements at VEI | 6 | 0.757 |

| | | | |
|---|---|---|---|
| 4 | (GP4). Manage testing and evaluation of online teaching following the actual conditions of each school and training major | 7 | 0.725 |
| 5 | (GP5). Motivate lecturers and students to participate effectively in online teaching and learning in the COG | 7 | 0.693 |

*3. SURVEY OBJECTS*

The project surveyed 203 people, who are managers, teachers, and staff at VEI. Subjects are divided by age, degree, job position, and seniority.

*4. SCALE CONVENTION*

To facilitate the evaluation and analysis of data reasonably and scientifically, the information collected from the survey questionnaire is based on the average value on a 4-point Likert scale with an interval value. = (Maximum − Minimum)/n = (5-1)/5 = 0.8. Therefore, the average values in the scale are conventionally defined below:

+ Average score ($\overline{\mathbf{X}}$): **1.00≤$\overline{\mathbf{X}}$≤1.80**, corresponding to: Not necessary/Not feasible (Convention is 1).
+ Average score **($\overline{\mathbf{X}}$): 1.81≤$\overline{\mathbf{X}}$≤ 2.60**, corresponding to: Less necessary/Less feasible (Convention is 2).
+ Average score **($\overline{\mathbf{X}}$): 2.61≤$\overline{\mathbf{X}}$≤3.40**, corresponding to: Necessary/Feasible (Convention is 3).
+ Average score **($\overline{\mathbf{X}}$)**: **3.41≤$\overline{\mathbf{X}}$≤4.20**, corresponding to: Very necessary/Very feasible (Convention is 4).

*5. PROCESSING SURVEY DATA*

Use the formula to calculate the average score*:*

$$X^{-} = \frac{\sum_{i-n}^{k} X_i K_i}{n} \quad (1)$$

In which: Average score. *Xi*: Score at level *i*. *Ki*: Number of participants rated at level *Xi*. *n*: Number of people participating in the evaluation. The author uses SPSS and Excel software to process survey results.

## IV. DATA ANALYSIS

*1. PRINCIPLES FOR SUGGESTING SOLUTIONS*

*1.1 Principles to Ensure Purpose*

The principle of ensuring the purpose of educational activities is the principle that requires educational activities to have a purpose and must be oriented towards that purpose throughout the process of educational activities taking place. From an educational perspective, the purpose of education is the personality model that education needs to implement to meet the needs of the country in each stage of its development.

Purpose is always a core factor in all activities, especially educational activities (specifically, teaching activities). It ensures that the whole process goes in the right direction, without any wrong or "redundant" steps. If a teacher's teaching activity has no purpose, that activity becomes meaningless. Therefore, the goals set out in a teaching activity will not be possible.

*1.2 Principles to Ensure Inheritance in the Process of MOTA:*

Education is a process; the history of Vietnamese education and reality has shown that educational activities will be difficult to succeed without the inheritance of previous traditional values. Inheritance here is understood as the acquisition of programs, content, methods, philosophies, etc. Education in history as well as that of many advanced countries in the world (educational philosophies under Vietnam feudal dynasties; educational philosophy since the CPA came to power; educational philosophy education of countries around the world, etc.) [1]. Inheritance here is not a stereotypical, mechanical copying of what has

come before, or of a certain education. The inheritance here is the selection of positive elements, reasonable factors, and the humanity of that education itself [24].

In Vietnam's educational history, for a long time, traditional teaching methods were used. This method takes the teacher as the center of the educational process, the teacher is considered "truth". The student is completely passive in absorbing knowledge (mainly listening to the teacher's lectures and recording those teachings), the teacher's words are "immutable". This educational method has revealed many inadequacies and is gradually being eliminated in modern education [25, 26].

That's not to say that this method doesn't have its advantages. Because of its advantages, it has existed for a relatively long time and is used at many educational levels in Vietnam. Therefore, in the process of development, we must know how to inherit reasonable factors, know how to "separate the turbulence", and combine with the best teaching methods to bring to learners, to promote their abilities.

*1.3 Principles to Ensure Development*

Development is a process of creating growth, progress, positive change, or adding elements necessary to create positive change. In education, development is about creating elements that can enhance learners' adaptability initiative, and creative freedom. The purpose of development is to improve the level and quality of education, create or expand the cognitive framework as well and practice methods of both teachers and learners. Development is visible and useful, not necessarily immediate, and includes the aspect of qualitative change and the creation of conditions for the continuation of that change. Therefore, this principle ensures that the management process is both inherited and developed following the trend of globalization, providing the best development for teachers and learners [27, 28].

Thus, the principle of ensuring development requires that the management process must always change in a positive direction (such as studying to improve qualifications, changing teaching methods, and applying scientific and technical advances in teaching, etc.) [29]; learners, teachers, and management staff must always determine lifelong learning, want to discover new knowledge and have a serious and inquisitive attitude in the process of learning and cultivating knowledge [30, 31].

*1.4 Principles Ensure Practicality and Feasibility*

"Learning goes hand in hand with practice" is an immutable principle in modern education. Especially for the university level, the advanced stage of the learning process is learning to practice, to apply, to live together, and to create. Therefore, the educational process must not be far from practice or merely theoretical; education must combine theory with practice; learners must be able to apply the knowledge they have learned to improve their awareness and solve problems that occur in real life.

In the teaching and learning process, practicality and feasibility are also shown in determining the set goals and whether or not those goals are achieved. The goal of education in general and innovation and improving the quality of learning, in particular, is to improve the quality of training and maximize the learner's ability, the learner can use the knowledge they have learned in life. To do that, there is no universal method, it is up to each educational institution to propose solutions suitable to each school's conditions.

The feasibility of solutions must be promoted when applied to the actual situation of each vocational education institution, following the development strategy of the education sector and each school; at the same time, it must be consistent with the process of reform and revitalization of appropriate education at present and for future development. Solutions must be widely applied by organizations, adjusted, supplemented, and improved to become increasingly perfect and meet a wider scope of application. Can be "trial run" and applied at many VEI.

Thus, the practicality and feasibility of the proposed solution always go hand in hand and have a close relationship with each other. Only when the proposed solutions are highly practical, that is, the solution must be suitable for real conditions and circumstances, will that solution be feasible and achieve the set goals; On the contrary, that solution will lack feasibility and is not close to reality, then those solutions cannot be implemented.

## *2. SOLUTIONS*

### *2.1 Organize to Raise Awareness for Administrators, Teachers, and Staff about the Meaning and Role of Online Teaching and MOTA:*

This is a measure that plays a key role and is the foundation to help school leaders, teachers, learners (students) and staff fully and properly perceive the importance of management. Online teaching activities at VEI. To implement this solution, each vocational education institution needs to provide documents and scientific evidence on theory and practice from managers of online teaching activities at VEI of countries with advanced education, of Vietnam, and many advanced educational institutions at home and abroad. Every year, VEI needs to update and supplement the State's regulatory documents on the current status of the education sector; requirements for innovation in content, methods, and requirements for improving the quality of education, including preschool levels, to be disseminated to all administrators, teachers, learners, and staff at vocational education establishments in the town.

Organize specialized talks and competitions to learn about innovation in MOTA. Lectures and competitions are opportunities for teachers and staff to learn from each other's experiences.

Providing documents, books, and newspapers, organizing tours, learning experiences, exchanging and learning with other schools in the town or neighboring towns about expertise, pedagogy, and management organization management of online teaching activities; at the same time, the management team actively participates in thematic activities organized by the Ministry of Education and Training, universities and colleges.

Strengthen advocacy and persuade teachers, learners, and staff at VEI to participate in innovating the management of online teaching activities. Regularly check, urge, encourage, and promptly reward individuals with achievements in MOTA. Commend advanced examples and request superiors to promptly reward and replicate the model.

### *2.2 Creating Resources in Terms of Facilities, Techniques, and Technology for Lectures and Electronic Learning Materials to Effectively Serve Online Teaching*

There are adequate facilities, equipment, and financial resources to serve the management of online teaching activities, meeting the requirements for full educational innovation of schools, and creating a favorable basis for teachers. Students exploit and effectively use facilities, teaching equipment, and financial resources for the process of organizing and MOTA.

Every year, school Boards of Education need to make plans to request repairs and new construction of classrooms and auxiliary works such as toilets, fences, playgrounds, and practice areas, and additional financial resources short term, medium-term, and long-term.

Increase the production of teaching aids to improve children's physical, linguistic, and aesthetic qualities, ensuring quality and suitability for MOTA; make each teacher participating in MOTA aware of the role and position of modern equipment serving the teaching process; create a basis and support teachers in terms of materials and finance according to the capacity of the education sector and the school.

Mobilize all resources in society to strengthen facilities, equipment, and financial resources to serve the management needs of online teaching activities. Develop a plan to use financial resources following regulations and mobilize socialized resources for all management of online teaching activities. Only then will new activities become real and achieve results.

### *2.3 Organize Training and Fostering for Lecturers in the Ability to Exploit and Use Information Technology, Lectures, and Electronic Learning Materials to Meet Online Teaching Requirements at VEI*

The online teaching and learning method are a relatively new method and is not yet popular, so confusion, inadequacies, and difficulties in implementation cannot be avoided. Some lecturers, especially older lecturers, have not had time to adapt, access, and use online teaching and learning technology, requiring lecturers to invest a lot of training time, effort, and effort. Not all lecturers have computers.

The interference of technology in the world is increasingly strong and favorable, helping Vietnam take advantage of digital technology achievements for development. However, if the level of human resources does not meet the development requirements of science and technology, opportunities will be missed and there is a risk of falling behind. The rapid development of knowledge and digital technology puts pressure

on workers to constantly learn, innovate, and be creative at the risk of being easily eliminated. Although the quality of our country's human resources is constantly improving with the development of education and training, there are still many limitations that need to be overcome.

To effectively apply science and technology in any field, workers need to be good at their expertise. Therefore, in the age of digital technology, especially managers, teachers, and staff at VEI need to meet qualifications and expertise to meet job requirements. Once knowledgeable about the operating principles of each industry and field, managers, teachers and staff will choose appropriate technology, use it effectively, and develop and perfect applications. Technological processes help the public service implementation process to operate better and better, providing good services that meet the needs and expectations of the people. Therefore, to improve professional qualifications, managers, teachers, and staff need to participate in systematic and serious training and fostering programs.

Managers of VEI need to develop plans to develop teachers and staff; the training regime (regularly, studying to improve qualifications and qualifications) for this team is based on each school year and has a long-term plan for 5 years or longer.

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### *2.5 Manage Testing and Evaluation of Online Teaching Following the Actual Conditions of Each School and Training Major*

The purpose of this solution is to help managers, teachers, employees and learners of VEI grasp the spirit of innovation in building activity management plans online teaching activities; to help them properly and fully comply with the requirements set out to meet the innovation requirements of vocational education in the COG. All planning activities must be carried out scientifically and seriously to manage online teaching activities at VEI following instructions; and requirements of the education sector and the Ministry of Labor, War Invalids and Social Affairs.

Management plans for online teaching activities must be regularly checked and supervised by management staff of VEI; at the same time, there must be comparison, assessment, and contrast with general regulations of educational activities. Teachers and staff at VEI consider planning activity to be a mandatory activity with great significance in the educational implementation process. Form this team on how to conduct the course with their professional activities. Make planning and management of online teaching activities a

regular, scientific, and mandatory activity. This is the criteria for evaluating and grading teachers and staff annually.

*2.6 Motivate Lecturers and Students to Participate Effectively in Online Teaching and Learning in the Current Context:*

(A) For Teachers

Schools need to invest in equipment, infrastructure, and transmission equipment to ensure the best network system for learners, avoiding accessing Moodle systems to do homework that are faulty or congested. There needs to be a suitable remuneration policy for lecturers teaching lesson design on the Moodle system because lecturers spend a lot of time and effort to both teach and complete the lesson.

Build contests for good, impressive lectures to encourage lecturers, create attraction, promote optimal teaching methods, compete to encourage each other, for example, contests for good lectures, live lectures encouragement, competition for good teaching [32]. Continue to foster online teaching expertise, invite experts to exchange and share, and provide advanced training in the use of online platforms to ensure proficient use of tools.

Organize classes to ensure a moderate size, a class of about 50 - 60 students, because lecturers need to interact and exchange. A small number of students will help lecturers manage more easily and have better interaction preparation. Build a permanent technical support team to help lecturers and students solve all technical problems that occur during the learning process [25]. Carry out inspection and supervision of online teaching activities, and detect problems for timely intervention.

(B) For Students

According to a survey by the Asia-Pacific Education Network (APQN): "From March to May 2020, the proportion of students who are dissatisfied with participating in online learning accounts for very high at 68%, also with the results of this organization's survey in July 2020, the dissatisfaction rate decreased by half, accounting for about 34%" [30]. The above data shows that online training is moving in a positive direction, educational organizations have begun to focus resources to improve the quality of online training to achieve certain effectiveness.

Following that trend, VEI are making efforts to improve such as upgrading technical infrastructure, maximizing investment in school Moodle systems, and training to improve teaching methods and training materials [34, 35]. The electronic library is continuously updated to influence learning awareness, create conditions for pupils and students to approach problems, proactively seek knowledge, and increase interest in learning. Passionate about discovering scientific knowledge, etc. to ensure the quality of online training [36].

However, the effort to ensure the quality of online training is not only on the part of the school but also on the part of the students. Students need to have an interest in learning, be proactive, and actively seek knowledge under the guidance of instructors.

Students and pupils need to constantly improve their awareness of online learning by proactively and actively previewing learning content and understanding the nature of the flipped classroom to have appropriate learning plans.

Feedback is an essential element in online learning, so students and pupils always need to be ready to cooperate, speak, and exchange lessons with instructors, and raise awareness in learning. When you do not understand the lesson and need help, students should boldly discuss and ask for support from teachers, friends, or from departments, faculties, and committees in the school.

Students and pupils need to comply with the lecturer's requirements regarding exercises, discussions, and group work. In addition, you need to practice critical thinking and arrange your time properly, and when you are absent from class, you need to show your responsibility to ask for permission and review previous lectures, or you can review the content on the learning page.

## *3. SURVEY THE NECESSITY AND FEASIBILITY OF SOLUTIONS*

The test results are obtained from a survey of 203 people, specifically, 22 managers, and 181 lecturers and staff at vocational education establishments in Ho Chi Minh City with 05 previously identified solutions. By

processing the obtained samples, relatively accurate results will be obtained. However, because the survey sample is relatively small, the survey time is short, and the survey scope is still limited, corresponding to the survey time, the results obtained, although highly accurate, are only temporal. Therefore, evaluating the results obtained will take time. However, these results will help determine specific and accurate measures.

*3.1 Necessity of Solutions*

The division of testing levels into 04 different levels according to the regulations in the research methods section with the following evaluation scale: 1. Very necessary; 2. Necessary; 3. Less necessary; 4. Not necessary. The scale from 1 to 4 allows the assessment to be relatively objective and complete.

**Table 5.** Results of testing the necessity of the proposed solutions

| Oder | Solutions | Very necessary | | Necessary | | Less necessary | | Not necessary | | $X_{TB}$ | Level |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | *Frequency* | *Ratio (%)* | *Frequency* | *Ratio (%)* | *Frequency* | *Ratio (%)* | *Frequency* | *Ratio (%)* | | |
| 1 | GP1 | 75 | 36.95 | 99 | 48.77 | 25 | 12.32 | 4 | 1.97 | **3.21** | **1** |
| 2 | GP2 | 76 | 37.44 | 89 | 43.84 | 29 | 14.29 | 9 | 4.43 | **3.14** | **4** |
| 3 | GP3 | 81 | 39.90 | 92 | 45.32 | 25 | 12.32 | 5 | 2.46 | **3.23** | **3** |
| 4 | GP4 | 71 | 34.98 | 77 | 37.93 | 38 | 18.72 | 17 | 8.37 | **3.00** | **5** |
| 5 | GP5 | 75 | 36.95 | 79 | 38.92 | 33 | 16.26 | 16 | 7.88 | **3.05** | **2** |
| **Total average** | | **75.6** | **37.24** | **87.2** | **42.96** | **30** | **14.78** | **10.2** | **5.02** | **3.12** | **5** |

*(Source: Author's survey, 2023)*

The above survey results show that, with XTB = 3.12, it has been shown that the above measures are "necessary" in MOTA at VEI in Ho Chi Minh City. Bright.

*3.2 Feasibility of Solutions*

The division of testing levels into 04 different levels according to the regulations in the research methods section with the following evaluation scale: 1. Very feasible; 2. Feasibility; 3. Less feasible; 4. Not feasible. The scale from 1 to 4 allows the assessment to be relatively objective and complete.

**Table 6.** Results of testing the feasibility of the proposed solutions

| Oder | Solutions | Very feasibility | | Feasibility | | Less Feasibility | | Not Feasibility | | $X_{TB}$ | Level |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | *Frequency* | *Ratio (%)* | *Frequency* | *Ratio (%)* | *Frequency* | *Ratio (%)* | *Frequency* | *Ratio (%)* | | |
| 1 | GP1 | 72 | 35.47 | 98 | 48.28 | 27 | 13.30 | 6 | 2.96 | **3.16** | **1** |
| 2 | GP2 | 71 | 34.98 | 87 | 42.86 | 32 | 15.76 | 13 | 6.40 | **3.06** | **2** |
| 3 | GP3 | 73 | 35.96 | 87 | 42.86 | 33 | 16.26 | 10 | 4.93 | **3.10** | **3** |
| 4 | GP4 | 69 | 33.99 | 75 | 36.95 | 42 | 20.69 | 17 | 8.37 | **2.97** | **4** |
| 5 | GP5 | 62 | 30.54 | 73 | 35.96 | 39 | 19.21 | 29 | 14.29 | **2.83** | **5** |
| **Total average** | | **69.4** | **34.19** | **84** | **41.38** | **34.6** | **17.04** | **15** | **7.39** | **3.02** | **5** |

The above survey results show that, with XTB = 3.02, it has shown that the above measures are "feasible" in MOTA at VEI in Ho Chi Minh City.

## V. DISCUSSION

To know the correlation between the necessity and feasibility of the proposed measures, the author compared the survey results to the necessity and feasibility of the proposed solutions. Specifically shown in Table 7.

**Table 7.** Comparison of results testing the necessity and feasibility of the proposed measures

| TT | Solutions | Necessity | | Feasibility | |
|---|---|---|---|---|---|
| | | $X_{TB}$ | Level | $X_{TB}$ | Thứ bậc |
| 1 | GP1 | 3.21 | 1 | 3.16 | 1 |
| 2 | GP2 | 3.14 | 4 | 3.06 | 2 |
| 3 | GP3 | 3.23 | 3 | 3.10 | 3 |
| 4 | GP4 | 3.00 | 5 | 2.97 | 4 |
| 5 | GP5 | 3.05 | 2 | 2.83 | 5 |

According to the table above, the correlation between the necessity and feasibility of the measures applies the formula to calculate the Spearman correlation coefficient:

$$r = 1 - \frac{6.\ \sum D_i^2}{N\ (N^2-1)} \qquad (2)$$

Where *r is* Rank correlation coefficient; *Di* is the Difference of two ranks of two *ith* evaluation objects; *N* is Number of evaluation contents (N=5).

We can calculate: $r = 1 - \frac{5(0+4+0+1+9)}{5(5^2-1)} = 0.8951$

With $r$ = 0.8951, it proves that the correlation is consistent and tight, meaning that the attention and evaluation of management staff, teachers, and staff of educational institutions in Ho Chi Minh City about the management solutions mentioned are supported.

From the results of the survey on the necessity and feasibility of legal institutions. Comparing the survey results through a chart will show the correlation between the necessity and feasibility of the solutions. Results Figure 2.

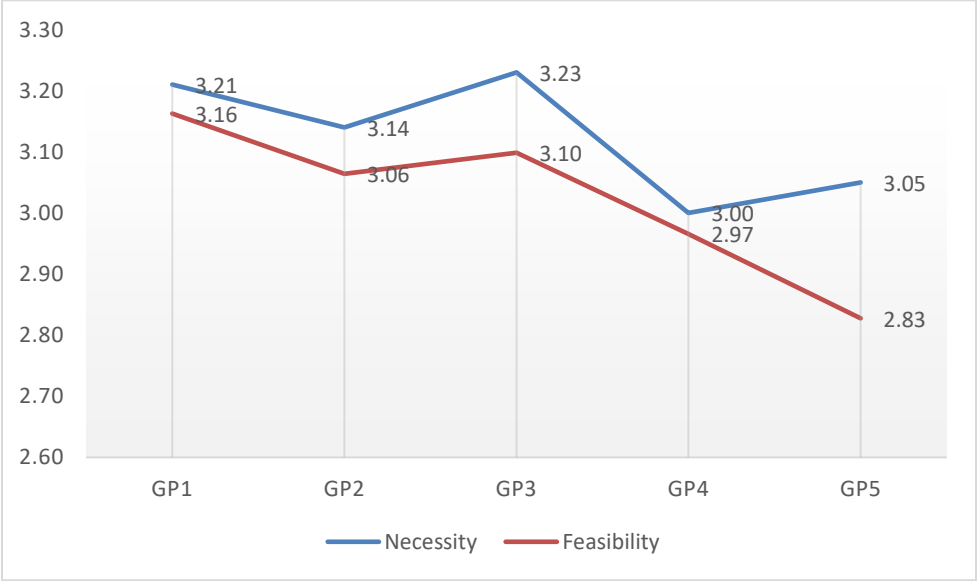


**FIGURE 2.** Comparison of results testing the necessity and feasibility.

From Figure 2, it can be seen that in all measures, feasibility is lower than necessity. This is completely consistent with current reality. As analyzed above, as well as the assessments of managers, teachers, and staff at VEI. For the proposed measure to be feasible, it depends on many objective and subjective factors. However, looking at the comparison chart, we see that the difference is not much.

## VI. CONCLUSION

The survey results obtained above demonstrate that the proposed system of measures is appropriate, meeting the requirements for MOTA at VEI in Ho Chi Minh City. Based on the theoretical basis for MOTA at VEI in Ho Chi Minh City; based on the specific basis of the process of MOTA at VEI in Ho Chi Minh City and based on survey results, this study proposes 05 solutions to improve the quality of management of online teaching activities at VEI in Ho Chi Minh City, specifically as follows:

Solution 1: Organize to raise awareness for managers, teachers, and staff about the meaning and role of online teaching and MOTA in the current context.

Solution 2: Create resources in terms of facilities, techniques, and technology for lectures and electronic learning materials to effectively serve online teaching.

Solution 3: Organize training and fostering for lecturers in the ability to exploit and use information technology, lectures, and electronic learning materials to meet online teaching requirements at vocational education establishments above the Ho Chi Minh City.

Solution 4: Manage testing and evaluation of online teaching following the actual conditions of each school and training major.

Solution 5: Motivate lecturers and students to participate effectively in online teaching and learning in the current context.

Although the above measures have been tested and compared between necessity and feasibility, they are only relative. In reality, all educational activities and educational management depend on many factors such as the Party's policies and guidelines; State legal policies; local development conditions; General development plan of Ho Chi Minh City. Therefore, the solutions given depend on the circumstances and change to suit the new situation. However, at present the measures proposed here are highly feasible.

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