Personal Profiles of the Academic Staffs as Predictors of Professional Characteristics: Basis for Staff Development Program

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Abstract
This study was conducted to review about determine the personal profiles of the academic staff as predictors of professional characteristics. This research work sought to find out the personal profiles of the academic staff in terms of age, gender, civil status, educational attainment, length of service, and family income; to determine the professional characteristics in terms of working attitudes, mastery of the subject matter, pedagogical ability, ability to conduct scientific researches, ability to conduct extension services, ability to supply social services, and ability to self-development.

Keywords: Personal profiles, academic staff, professional characteristics.

1. INTRODUCTION

Nowadays, universities focus on building and developing core competencies and distinctive competence of lecturers to create sustainable and long-term competitive advantage that also enhance socio-economic needs of the country. It is in this context that the government has established a comprehensive educational system which is envisioned to make citizens literate, socially responsible, useful and law-abiding. A very significant factor in education in this country is the fact that the government has taken the responsibility of educating the citizenry.

The learner is the most important component in the educative process and so he is the center of attention in the whole educational system. Hence, considering that the learner is the center in the training process, he must be provided with the knowledge in accordance with the times and the demands of the market. In view of this, Vietnamese universities in general and local universities in particular should take full advantage of local opportunities. They should overcome challenges, meet the elevation and development of higher education in the knowledge economy, which will contribute to the social development needs and demand of reaching up international level and joining the integration process.

As stated in Article 9 of Education Law of Vietnam, educational development is the first national priority with a view to improving people's knowledge, training manpower, and fostering talents. Educational development must be linked with the requirements of socio- economic development, to the scientific-technological advances, and to the consolidation of national defense and security, must ensure the balance in terms of qualifications, professional and regional structure, must expand scale on the basis of quality and efficiency assurance, and must link education with employment.

The teacher, therefore, is a key player in the teaching-learning situation and he must be a model to all his learners in all aspects of life. Learners are good imitators and they usually make their teachers their role models. It is a fact that the teacher is the manager of the teaching-learning activity, the facilitator of learning, and the evaluator of the learner's achievements.

Compared with other countries in Asia, Vietnam has the advantage of a large and young population whose potential should be tapped in order to fulfill the 2020 development vision. The literacy rate is over 90 percent and evidence of the significant efforts to date by the government to develop human resources. In the coming years, key measures to promote education and training include improving education quality through the introduction of standards for learning outcomes, teacher performance, institutional capacity, and the implementation of an effective education management.

Taking into account that the objectives of higher education in Vietnam are to educate learners in acquiring political and moral qualities, endeavor to serve the people, professional knowledge and practical skills relevant to the educational levels, and physical health, meeting the needs of construction and defense of the country, teachers in various learning institutions are expected to have modern and developmental characteristics, ensuring a rational balance between basic knowledge and professional knowledge up to the international and regional levels.

Moreover, guided by reality that it is the requirement of the government in the higher education must guarantee students basic scientific knowledge and relatively complete professional knowledge, scientific working methodology and the ability to apply theory into professional activities, development of lecturers is a key role in ensuring the quality of education.

Recognizing the crucial issue of higher education for organization -modernization progress of the country, the Government of Vietnam (2005) issued Resolution 14/2005/NQ- CP to approve the project "renovate basically and comprehensively Vietnamese higher education in the period of 2006 – 2020"; with the desire of promoting a higher education system toward more research and to move closer to international quality standards. There are 20 local universities, most of which are upgraded from colleges. Pressing issue which relates directly to renewal request of higher education in the local and the region is predicted to solve the shortcomings of lecturer development both in quantity, structure and quality.

2. LITERATURE REVIEW

The review of related literature and studies which the researcher finds closely related to the present study, especially the topics concerning staff development programs.

Professional Characteristics of Teachers

A.   Work Attitude

The teacher is the manager of the teaching-learning situation, the facilitator of learning, and the evaluator of the learner achievement. Hence, he must possess the following:

(1) Has a good lifestyle and behavior, and a role model for students; (2) Respects the standards, behaviours and rules; (3) Maintains and builds a good reputation; (4) Creates a healthy and free expression of ideas; (5) Provides timely and accurate feedback for the learners to reflect on; and (6) Facilitates learning of diverse type of learning environment.

In view of this, higher education provides conditions favorable to good teaching and effective learning. This should consider the people and its efficiency to measured the extent to which they contribute to teaching-learning situation. These can contribute immensely in providing efficient teachers and furnishing them and the students with proper tools and environment for work. Moreover, these imply to the improvement of the total teaching- learning situation and the conditions that affect them.

Based on the publication of Đoan Van Đieu (2013) in Journal Science of Ho Chi Minh City University of Education about Some instructors' virtues which are based on the evaluation by students at Ho Chi Minh City University of Education: The article is about a survey on the evaluation of the qualities (positive and negative) of instructors – the general ones, the ones for teaching, and the ones for education by students at Ho Chi Minh City University of Education. The findings show that the qualities for teaching are ranked at the highest level.

In "101 Great Ways to Enhance Your Career", experts suggested the following: encourage, inspire and guide your path to procure, maintain and actualize your career objectives. On the other hand, Michelle A. Riklan and David Riklan (2009), claimed that the most important thing to do as you begin your new career is to define your attitude towards work. How will it contribute towards your career? How will it add value to your role as a career builder?

One should understand that a positive attitude is even more important. So attitude towards work means deciding the values that would guide workers in his working environment.

There are three values of work attitudes towards career:

- **Pride**. It connotes arrogance especially when one has too high an opinion of oneself. So, "Pride" is taken to mean self-dignity. If you know everything you do at work which has your name and signature on it, then you will give it your best shot and nothing less.

- **Passion**. Just a simple plain 'interest' in any work or career you choose that is not enough to bring you through the tough times. It is an intense enthusiasm for all things worth doing that will put someone through the toughest times.

- **Belief**. In order to generate that passion, it is important to believe. Only a deep belief will create the vigour and force that gives someone the fuel to charge. As the saying goes: "Know that you can achieve all that you set out to do for yourself. You only need to start believing in yourself."

As described by Riklan (2009), work attitude behavior is intangible, one can not just see it, but people can feel it. People working in the group can feel the work attitude behavior of others. They can feel wheather someone has carried out his tasks with pride. They can feel whether someone believes in his work, and they know if someone in the group has the passion for work.

Based on the position paper of Anil Sahu (2013), teaching is a nice job which needs quite different responsibilities and attitudes. If a person attains good qualities and attitudes, he is called a good teacher but if he does not have these qualities and attitudes he is not ranked properly. Actually, a teacher is not ranked only by his teaching work; he is ranked by another works too. A person may be good in many things but considering his performance in a desired field is important.

Further, he said that a teacher must further his graduate education and do the teaching job well and must be able to do many innovative activities in the school. He is someone who works as a disciplined teacher. With regards to qualities and attitudes, he must be very punctual and obedient, must attend school regularly at proper time, and must possess sound attitude about the school and teaching. She is interested to do the other works like preparing the question papers, making the list of scholarship etc. She has a pleasant personality and does not feel bored to do teaching work. She has a good command over the students and able to impose discipline in the school.

Considering the above-mentioned analysis of work attitude, teachers are persons who carry out teaching, educating at schools or other educational institutions, hence, possess the following criteria: (1) having good moral, mental and ideological qualifications; (2) having obtained the standardized level in the profession; (3) having good health as required by the profession; and (4) having a clear curriculum vitae. Education Law in Vietnam, Chapter IV- Article 70, (2010).

In addition, teachers have to have positive attitude towards work, considering the fact that they are tasked to perform the following duties: (1) educating and teaching according to educational objectives, principles and curriculum; (2) being exemplary in the fulfillment of civic duties, regulations of law and school charters; (3) maintaining moral quality, prestige and honor of teacher, respecting learners' dignity, to treat learners equally, and protect legitimate rights and interests of learners; (4) studying continuously to improve moral quality, ethics, professional qualification and being example for learners; and (5) performing other duties as regulated by law.

Included also in the article are the rights of teachers, as follows: (1) to teach according to their educational qualifications; (2) to receive further education and training to improve qualifications; (3) to work under contract as a teacher and/or researcher; and (4) to be protected with regard to their honor and dignity.

Mastery of the Subject Matter

Deborah Loewenberg Ball and G. Williamson McDiarmid (2010) explained that if anything is to be regarded as a specific preparation for teaching, priority must be given to a thorough grounding in something to teach. Further they stated that subject matter is an essential component of teacher knowledge which may neither a new nor controversial assertion. After all, if teaching entails helping others learn, then understanding what is to be taught is a central requirement of teaching. The myriad tasks of teaching, such as selecting worthwhile learning activities, giving helpful explanations, asking productive questions, and evaluating students' learning, all depend on the teacher's understanding of what it is that students are to learn. As Buchmann (2004) pointed out, it would be odd to expect a teacher to plan a lesson on, for instance, writing reports in science and to evaluate related student assignments, if that teacher is ignorant about writing and about science, and does not understand what student progress in writing science reports might mean. Although subject matter knowledge is widely acknowledged as a central component of what teachers need to know, research on teacher education has not, in the main, focused on the development of teachers' knowledge of the subject matter. Researchers specifically interested on how teachers develop, change and have focused on other aspects of teaching and learning to teach: for example, changes in teachers' role conceptions, their beliefs about their work; their knowledge of students, curriculum, or of teaching strategies. Yet to ignore the development of teachers' knowledge of the subject matter seems to believe its importance in teaching and in learning to teach. The focus of this paper is the subject matter reparation of teachers: what subject matter preparation entails, where and when it occurs, and with what outcomes. Since research on teachers' learning of subject matter is a relatively new domain of inquiry in teacher education, the literature is scant. The purpose of this paper, therefore, is to offer a framework that can contribute to future research in this area. To lay a foundation for the argument, the first section of the paper examines the concept of subject matter knowledge, for, although the claim that teachers must know what they are teaching appears self-evident, agreement does not exist about what is included in the idea of knowing subject matter for teaching. The second section offers a framework for the sources and outcomes of teachers' subject matter learning. In the third section, this framework is used to consider extant evidence about teachers' subject matter preparation. The paper concludes with a discussion of issues raised in earlier sections that suggest directions for future work on the subject matter preparation of teachers.

According to Stanley (2006), mastery of the subject matter is based upon the principle that one cannot give what he does not have. This is the most important qualification of a teacher because he knows his subject matter thoroughly, he can never teach well. Otherwise, he does not have any moral right to stand before his class and teach. In like manner, the teacher who uses haphazardly outmoded and ineffective methods and tools of teaching cannot produce a good product. But the teacher who combines the best features of techniques and who manipulates with utmost dexterity the tools at hand can turn out the most desirable and finest outcome of his teaching, the literate graduates.

Moreover, the teacher must be able to apply with a certain degree of expertise principles, motivation, individual differences, and discipline, and reinforce the laws of learning for optimum results. He must possess oral proficiency in the medium of instruction used. He should be skillful in formulating questions, explaining points of clarification, reacting to students' insights. Hence, an effective teacher is one who inspires his students to effective learning.

B.   Pedagogical Ability

Considering the fact that teachers play the decisive role in enduring the quality of education, he has to possess the following: (1) manifests a meaningful and comprehensive knowledge of the subject he will teach; (2) applies a wide range of teaching process skills, including curriculum development, lesson planning, use of appropriate technology, materials development, educational assessment, and teaching approaches; (3) facilitates learning of diverse types of learners, in diverse types of learning environments, using a wide range of teaching knowledge and skills; (4) creates and innovates alternative teaching approaches, takes informed risks in trying

out the innovative approaches, and evaluates the effectiveness of such approaches in improving student learning.

Professor Carolyn J. Sharp of Yale Divinity School (2009) explained in her study that pedagogical skills development fosters ones learning of new teaching skills, raise pedagogical issues on which it will be valuable to reflect, and help become attentive to matters of classroom ethos and the power of dynamics involved in teaching and learning. It is best used in close consultation with the professor for whom the teacher will be working with.

C.   Ability to Self-Development

In a broad sense, self-development is a part of the teacher's professional development which may be offered by human resource departments. Professional development on the job may develop or enhance process skills, sometimes referred to as leadership skills, as well as task skills. Some examples for process skills are 'effectiveness skills', 'team functioning skills', and 'systems thinking skills'.

Teachers are dedicated to the well-being of the students and communities they serve, taking into account the pride in the nobility of teaching as a profession. Hence, he should maintain stature and behavior that upholds the dignity of teaching; allocates time for personal and professional development through: participation in educational seminars and workshops, reading educational materials regularly, and engaging in educational research; maintains personal qualities such as enthusiasm, flexibility and caring; and, articulates and demonstrates one's personal philosophy of teaching.

With regards to the professional development opportunities of teachers that can range from a single workshop to a semester-long academic course, Hammond (2009) states that there are services offered by a medley of different professional development providers and varying widely with respect to the philosophy, content, and format of the learning experiences. Some examples of approaches to professional development include:

•   Case Study Method - The case method is a teaching approach that consists in presenting the students with a case, putting them in the role of a decision maker facing a problem.

•   Consultation - to assist an individual or group of individuals to clarify and address immediate concerns by following a systematic problem-solving process.

•   Coaching - to enhance a person's competencies in a specific skill area by providing a process of observation, reflection, and action.

•   Communities of Practice - to improve professional practice by engaging in shared inquiry and learning with people who have a common goal.

•   Lesson Study - to solve practical dilemmas related to intervention or instruction through participation with other professionals in systematically examining practice.

•   Mentoring - to promote an individual's awareness and refinement of his or her own professional development by providing and recommending structured opportunities for reflection and observation.

•   Reflective Supervision - to support, develop, and ultimately evaluate the performance of employees through a process of inquiry that encourages their understanding and articulation of the rationale for their own practices.

•   Technical Assistance - to assist individuals and their organization to improve by offering resources and information, supporting networking and change efforts.

Professional development is a broad term, encompassing a range of people, interests and approaches. Those who engage in professional development share a common purpose of enhancing their ability to do their work.

At the heart of professional development is the individual's interest in lifelong learning and increasing their own skills and knowledge.

In addition, the 21st century has seen a significant growth in online professional development. Content providers incorporate collaborative platforms such as discussion boards, thereby encouraging and facilitating interaction, and optimizing training effectiveness. In the education industry, the use of online sources of self-development represents a significant shift. Whereas many other industries have used online sources of continuing education and professional practices for many years, traditionally educators have turned solely to internal professional development departments, local education agencies (LEAs), and local colleges and universities to acquire the necessary education to meet the required hours/units for renewal of their state teaching-licenses.

However, the economic pressures facing school districts combined with a greater conviction that online self-development can be effective has led to increased interest in this option. Rather than replacing traditional sources of professional development, online sources and providers have served to augment existing options and can bring a widening access to topics and a broader scope to "learning communities". As teacher performance comes under increased scrutiny, a study conducted by Boston College found that English and math teachers who took professional self-development courses online improved their instructional practices and boosted their subject knowledge scores, producing modest performance gains for their students.

"A series of online professional self-development courses that focus on specific content and target student learning needs can have positive effects on teacher knowledge and instructional practices," said Boston College Associate Professor of Education Laura O'Dwyer. "The studies also show that teacher participation in online professional self-development can translate into improvements in targeted student outcomes."

This type of research-based and outcomes-focused study has lent credibility to the idea that online professional self-development can and will serve an important role in supporting the educational goals of the United States Department of Education.

D.   Ability to Conduct Scientific Research

In Vietnam, the state shall facilitate schools and other educational institutions in organizing scientific-technological research, application, and dissemination; in combining education withr research and production so as to improve educational quality, gradually implementing the role of a cultural, scientific and technological centre for the localityu or the whole country. Education Law of Vietnam. In this regard, schools and other educational institutions are mandated to cooperate with scientific research organizations, production- trade-service units to carry out education, scientific research and technology transfer for socio-economic development. In addition, the State elaborates the priority policy for the development of research,plication and dissemiantion of educational sciences. Guidelines and policies concerning education were formulated based on gthe the results of scientific research, appropriate to the Vietnamese reality.

Nguyen Van De (2012) stated that developing the teacher staff of Cuu Long Delta universities to meet requirements for tertiary education renovations are focused on detailing theories of human resource management in research, planning and anticipating teacher staff development in the context of Education renovations of Vietnam in general and in particular the Cuu Long Delta area, in which the stress was placed on the issue of teacher staff development (including recruitment, educating, training, retraining, researching, and strongly improving each and every faculty, together with related policies for working efficacy). Especially, the thesis has generalized and pointed out experiences in teacher staff development from countries around the world. These are significant to help universities actively build their own teacher staff developing strategies, both short and long-terms, responding to the increasing requirements in education and training; (2) Evaluating the current situation and presenting: The overall picture of the tertiary education and the teacher staff of Cuu Long Delta universities; The current situation of teacher staff development, strengths and weaknesses, success extent,

weaknesses causes, shortcomings of the approaches which have been taken by Cuu Long Delta universities; (3) Building a new model of the college instructor's qualities in knowledge economy; addressing requirements on the instructor's virtues and categories of ability (of taking actions, autonomy, socialization and communication) to meet the need for the fundamental, overall tertiary education renovations. Particularly, the thesis identified 3 urgent necessities in training and retraining the teacher staff of Cuu Long Delta universities; accordingly, suggesting concrete solutions to help them develop the teacher staff's virtues and abilities, which is considered to be a fundamental, decisive factor for every instructor to reach the region and world standards; (4) Of the discussed solutions, the particular one of linking the teacher staffs of all the Cuu Long Delta universities for a network has identified 3 principles and 9 contents in collaboration. In addition, the thesis detailed the working disciplines within the network on the basis of ensuring the mutual agreements of the universities leaders and those of Southwest, Vietnam. This is to help push up the quality as well as the wider training fields of each single school and the entire college system in the region, closely related to the features of the Cuu Long Delta area for tertiary education renovations; (5) The thesis has come up with the new ideas about open working management, enhancing the autonomy, self-responsibility of Cuu Long Delta universities to develop the teacher staffs on the basis of collaboration and networking.

The findings are intended to make significant contributions to Vietnam's fundamental and entire tertiary education renovations. They can be applied widely to developing the teacher staff of Cuu Long Delta universities. The solutions are compatible with the Education and Training policies of enhancing university autonomy and self-responsibility. The initial results from developing the teacher staffs in some Cuu Long Delta universities can be duplicated in other schools elsewhere.

The thesis findings also lead to further research in the field of tertiary education management: (1) Universities' managements of teacher staffs' quality; (2) Evaluation of universities' training efficiency to meet the society's demand.

Before the time, Do Thi Hoa had conducted a research about policy of non-public university lecturer development. The   Research Center of University Education and Occupation, Vietnam Institute of Scientific Education proposed a framework policy (CS) of lecturer development (DNGV) at non-public universities (DHNCL) in our country today, as follows:

-        Analyzing the theory about framework policy of lecturer development at non-public universities (DHNCL) in our country in the current period;

-        Presenting the framework policy of lecturer development situation at non-public universities in our country today;

-        Presentation the lecturers at non-public universities in our country today;

-        Proposing the framework policy of lecturer development (DNGV) at non-public universities.

Dinh Thi Hong Hai (Journal of Educational science, Number 76, January 2012) stated the solutions for teaching staff how to achieve quality improvement at Hanoi Community College. The author proposes some management measures for quality improvement in staff development at Hanoi Community College in 2010-2020.

Nguyen Minh Duong (Journal of Educational science, Number 76, January 2012) wrote: System approach in study of human resources development. The article addresses the system approach in research on human recourses development. According to the author, besides the components of human resources development there are also relationships and impacts of external factors to be considered.

Do Tien Sy (Journal of Educational science contents, number 54 - March 2010) stated the development of research capacity by young teaching staff. Research by young teaching staff in higher education institutions has

not been paid much attention to, leading to the fact that their teaching and research is stagnant. To overcome this the author proposes 5 measures to develop the young teaching staff in HEIs in the current time.

Caldwell C., Truong D.X., Linh P.T., Tuan A. (© 2010 Springer Science+Business Media B.V.) stated that the University of Georgia, Athens, GA, United States; Vietnam National University, Hanoi, Viet NamStrategic Human Resource Management will serve as Ethical Stewardship. The research about strategic human resource management (SHRM) has suggested that human resource professionals (HRPs) have the opportunity to play a greater role in contributing to organizational success if they are effective in developing systems and policies aligned with the organization's values, goals, and mission. He suggested that HRPs need to raise the standard of their performance and that the competitive demands of the modern economic environment create implicit ethical duties that HRPs owe to their organizations. Further, he defined ethical stewardship as a model of governance that honors obligations due to the many stakeholders and that maximizes long-term organizational wealth creation. He, theerefore, proposed that if HRPs adopt an ethical stewardship framework and the qualities of transformative leaders, they will be more aware of their ethical duties to their organizations and more effective in helping their organizations to create increased wealth, achieve desired organizational outcomes, and establish work environments that are more satisfying to employees.

E.   Ability of Supplying Social Services

The graduates of Vermont College of Education and Social Services in the United States of America are prepared to make a difference through innovative professional practice and scholarship in a changing world. They claimed that they are proud of their mission to educate and prepare outstanding professionals in education, social work, and human services; engage in scholarship of high quality; and provide exemplary professional service to Vermont, nationally, and globally. Their purpose was to create a more humane and just society, free from oppression, that maximizes human potential and the quality of life for all individuals, families and communities. Moreover, they stated that their graduates make them proud that CESS graduates can be found around every corner in the United States and abroad, engaged in every possible sector of helping professions. In making connection with CESS people, they could extend the following:

•   They teach art, music, reading, math, physical education and many other subjects in public and private pre-schools, kindergartens, elementary, middle and high schools.

•   They are principals and superintendents of school districts in Vermont and elsewhere in the nation.

•   They are Deans of Students, faculty, student affairs professionals and administrators at colleges and universities.

•   They work in public arts programs, museums, galleries, and health, education, justice and social service agencies.

•   They are enrolled in Masters and Doctoral programs in the fine arts, music, education, social work, art therapy, family therapy, family law and counseling.

•   They are employed in social work positions in hospice centers, the Department of Immigration Services, Northeastern Family Institute, the Vermont Department of Social and Rehabilitation Services, and in other health, education, justice and social service agencies.

•   They work in the human services or strive to improve the quality of the workplace in the private sector, museums, foundations, or health, educational, and governmental agencies.

•   They direct youth programs in alternative educational settings, teach in the Peace Corps, and work in museums, science centers, software companies and government educational agencies. CESS graduates are everywhere, striving to make a positive difference in the lives of others.

F.   Ability to Self-Development

Based on self-development, Nguyen Van De (2012) stated that developing the teacher staff of Cuu Long Delta universities to meet requirements for tertiary education renovations, they consider the following: (1) Detailing theories of human resource management in research, planning and anticipating teacher staff development in the context of tertiary education renovations of Vietnam in general and in particular the Cuu Long Delta area, in which the stress was placed on the issue of teacher staff development (including recruitment, educating, training, retraining, strongly improving each and every faculty, together with related policies for working efficacy). Especially, the research has generalized and pointed out experiences in teacher staff development from countries around the world. These are significant to help universities actively build their own teacher staff developing strategies, both short and long-terms, responding to the increasing requirements in education and training; (2) Evaluating the current situation and presenting: The overall picture of the tertiary education and the teacher staff of Cuu Long Delta universities; The current situation of teacher staff development, strengths and weaknesses, success extent, weaknesses causes, shortcomings of the approaches which have been taken by Cuu Long Delta universities; (3) Building a new model of the college instructor's qualities in knowledge economy; addressing requirements on the instructor's virtues and 4 categories of ability (of taking actions, autonomy, socialization and communication) to meet the need for the fundamental, overall tertiary education renovations. Particularly, the thesis identified 3 urgent necessities in training and retraining the teacher staff of Cuu Long Delta universities; accordingly, suggesting concrete solutions to help them develop the teacher staff's virtues and abilities, which is considered to be a fundamental, decisive factor for every instructor to reach the region and world standards; (4) Of the discussed solutions, the particular one of linking the teacher staffs of all the Cuu Long Delta universities for a network has identified 3 principles and 9 contents in collaboration. In addition, the thesis detailed the working disciplines within the network on the basis of ensuring the mutual agreements of the universities leaders and those of Southwest, Vietnam. This is to help push up the quality as well as the wider training fields of each single school and the entire college system in the region, closely related to the features of the Cuu Long Delta area for tertiary education renovations; (5) The thesis has come up with the new ideas about open working management, enhancing the autonomy, self- responsibility of Cuu Long Delta universities to develop the teacher staffs on the basis of collaboration and networking.

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Education Development Strategy through 2020 VGP – Prime Minister Nguyen Tan Dung has ratified the Education Development Strategy for the 2011-2020 period in a bid to raise the quality of education. Under the strategy, Vietnam expects to complete the universalization of pre-school education for five- year-old children by 2015.

In terms of vocational and tertiary education, 70% of the laborers will graduate from vocational training courses and universities by 2020. By 2020, 25% of lecturers at universities and 8% at colleges are PhD. To achieve the targets, the country will enhance management over education quality and develop independent education quality control system.

Tran Van Tung (Abstract of Scientific Education Journal, No.83, May 8-2012, Science and Education Publisher) said about the quality of lecturers and university training of Vietnam. On the basis of actual teaching activities of Vietnamese university lecturers, the author proposed some solutions to improve the quality of these lecturers; training solutions; recruitment solutions; international collaboration solutions and measures to assess the quality of teachers according to the learning outcomes of students.

The group of authors: Nguyen Huu Chau (Editor), Dinh Quang Bao, Bui Manh Nhi, Nguyen Duc Tri, Le Van Anh, Pham Quang Sang (Strategy and Educational Program Institute; Educational Publisher; 2008) wrote about Educational Quality: theoretical and practical problems:

Educational quality is a problem of social concern because of its importance to the development of the country in general and of educational in particular. All educational activities are aimed to contribute to the ensurance and improving the quality of educational and an educational system in any country is also a qualified educational system.

Awareness of the nature of concepts and the conduct of the quality review to come up to specific or general conclusions and looking for solutions to improve quality are not simple. The issue of educational quality so far has always been of the interest and international level. Different perspectives often leads to different opinions about the educational quality evaluation. It is necessary to understand fully the educational quality and the educational quality assessment so as to have scientific methods, advanced assessment procedures, in accordance with the social development, educational development in a particular context which is an urgent need of educational system of the country.

Based on the results of a scientific research program on the educational and training quality, the group of authors has compiled the book in order to provide readers with the basic concepts about (1) Educational quality, the basic elements of educational quality, basic criteria and indicators of educational quality; (2) the concept of educational evaluation, criteria and indicators, a number of methods and techniques to evaluate the quality of educational; (3) process of investigation, evaluation of the quality of educational; and (4) assessment method of some basic educational elements;

The book also mentioned some practical issues taking place so as to propose a number of measures to improve the educational quality for general education, professional education, higher education.

Based on the study conducted by Nguyen Thi Tuyet (2008) which was published in Journal Science of Social Sciences Hanoi National University and Humanities 24, the Criteria for performance of staff must show: An overall and accurate evaluation of lecturer's capacity which is an important factor in promoting lecturer's self-development, helping to improve the quality of university teaching. However, in Vietnam, annual evaluation of lecturer's capacity is considered formalism, non-objective and sometimes inaccurate. As an additional tool to assist management consultants in evaluating lecturers, this article presents criteria for evaluating lecturers in three aspects: teaching, scientific research and social contribution based on lecturer evaluation criteria applied in developed countries around the world.

For a better understanding of this research work a research paradigm was presented using the interplay between the Independent and Dependent Variables. This shows a simplified pattern to illustrate the theoretical points, presenting the underlying assumptions and intellectual structure upon which this piece of research work and development in the field of inquiry is based. The Independent variables show the profiles of the academic staff of Hong Duc University in terms of: Age, Gender, Civil status, Educational attainment, Length of service, and family income. While the Dependent Variables show the The professional characteristics of the quality of the academic staff of Hong Duc University as perceived by the respondents in terms of: Work attitudes, mastery of the subject matters, pedagogical ability, ability to conduct scientific researches, ability of supplying social services; and ability of self-development. These serve as Basis for Academic Staff Development Program.

3. CONCLUSIONS

From the findings of this study, it can be concluded that:

Evaluating the current staff development at Hong Duc University in Thanh Hoa province on the following aspects: the staff's profiles and characteristics of lecturers: work attitude, Mastery of the subject matter, Pedagogical ability, Ability of supplying social services and Ability to self-development and ability to conduct scientific researches.

Determine the professional characteristics of the academic staff of Hong Duc University as perceived by the respondents in terms of: Work attitudes, Mastery of the subject matter, Pedagogical ability; Ability to conduct scientific researches; Ability of supplying social services; and Ability to self-development. The work attitude is so positive; the other aspects of Mastery of the subject matter, Pedagogical ability, Ability of supplying social services and Ability to self-development are promising are good or verry good, The last aspect of ability to conduct scientific researches is nomal.

Determining the limitations of the teaching staffs, including:

-   Psychological and educational knowledge
-   Knowledge of management and international integration
-   Ability of organizing, monitoring and getting feedback, evaluating from students
-   Deploying educational programs and organizing scientific research activity ability
-   Ability of collecting and processing data and information
-   Ability of writing reports and stating research results, defending views and scientific thesis
-   Ability of organizing scientific workshop and giving feedback to scientific works
-   Ability of supplying various services for society
-   Ability of conducting mission services for the society
-   Ability of self-studying to develop specialized knowledge
-   Ability of doing scientific research and experiencing initiatives

Find out the significant differences between the perceptions of the respondents when grouped into profiles, is that:

There are significant differences between the professional characteristics of the academic staff of Hong Duc University (Work attitudes, Mastery of the subject matter, Pedagogical ability; Ability to conduct scientific researches; Ability of supplying social services; and Ability to self-development when grouped into age, gender, educational attainment, length of service, family income. Only when grouped into civil status is not significant differences.

About Correlation between Age, family income with Work attitudes are moderate; between gender, length of service with Work attitudes are verry high; on the other hand, all other Correlation are low.

Proposing staff development program based on the results of the study to the development of staffs at Hong Duc University in Thanh Hoa province in particular and at other universities in general, especially for universities under the supervision of local Provincial People's Committee (hereinafter referred to as local universities).

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