

THEORETICAL ISSUES OF TRAINING MANAGEMENT IN VOCATIONAL COLLEGES ACCORDING TO THE TOTAL QUALITY MANAGEMENT APPROACH

QUESTÕES TEÓRICAS DA GESTÃO DA FORMAÇÃO EM ESCOLAS PROFISSIONAIS SEGUNDO A ABORDAGEM DA GESTÃO DA QUALIDADE TOTAL

ASPECTOS TEÓRICOS DE LA GESTIÓN DE LA FORMACIÓN EN INSTITUCIONES PROFESIONALES SEGÚN EL ENFOQUE DE LA GESTIÓN DE LA CALIDAD TOTAL

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ABSTRACT: Training management in vocational colleges according to the total quality management (TQM) approach is a relatively new issue, facing many difficulties due to the diversity and wide range of educational activities in scope national and training facility scope. This activity always requires innovation to match the rapidly advancing scientific, technological, and technical development level, thereby creating quality products and human resources to meet the requirements of industrialization, modernize the country. This study points out theoretical problems when managing training in vocational colleges according to the approach of total quality management and applying it in practice. Studying the guiding documents of the Vietnamese government as well as new views on training management at vocational colleges according to the approach of total quality management will help educational managers orient the development of vocational colleges of Vietnam in the future.

KEYWORDS: Training management. Vocational colleges. According to approach. Total quality management (TQM).

RESUMO: *A gestão da formação nas escolas profissionais segundo a abordagem da gestão da qualidade total (TQM) é um tema relativamente novo, que enfrenta muitas dificuldades devido à diversidade e ampla gama de atividades educativas em âmbito nacional e de estabelecimentos de formação. Esta atividade exige sempre inovação para corresponder ao rápido avanço do nível de desenvolvimento científico, tecnológico e técnico, criando assim produtos de qualidade e recursos humanos para atender às exigências da industrialização, modernizar o país. Este estudo aponta problemas teóricos ao gerir a formação em escolas profissionais segundo a abordagem da gestão da qualidade total e aplicá-la na prática. Estudar os documentos orientadores do governo vietnamita, bem como novos pontos de vista sobre gestão de treinamento em faculdades profissionais de acordo com a abordagem da gestão da qualidade total, ajudará os gerentes educacionais a orientar o desenvolvimento de faculdades profissionais do Vietnã no futuro.*

PALAVRAS-CHAVE: *Gestão da formação. Escolas profissionais. Segundo a abordagem. Gestão da qualidade total (TQM).*

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RESUMEN: *La gestión de la formación en los colegios profesionales según el enfoque de gestión de la calidad total (TQM) es un tema relativamente nuevo, que enfrenta muchas dificultades debido a la diversidad y la amplia gama de actividades educativas en el ámbito nacional y en el ámbito de los centros de formación. Esta actividad siempre requiere innovación para igualar el nivel de desarrollo científico, tecnológico y técnico que avanza rápidamente, creando así productos de calidad y recursos humanos para cumplir con los requisitos de industrialización, modernizar el país. Este estudio señala problemas teóricos a la hora de gestionar la formación en las escuelas profesionales según el enfoque de gestión de la calidad total y aplicarlo en la práctica. Estudiar los documentos rectores del gobierno vietnamita, así como los nuevos puntos de vista sobre la gestión de la formación en las escuelas de formación profesional según el enfoque de la gestión de la calidad total, ayudará a los administradores educativos a orientar el desarrollo de las escuelas de formación profesional de Vietnam en el futuro.*

PALABRAS CLAVE: *Gestión de la formación. Escuelas profesionales. Según enfoque. Gestión de la calidad total (TQM).*

Introduction

After 35 years of renovation (starting in 1986), the cause of education, including vocational education, has been developing, making an important contribution to the training of human resources to serve the industrialization and modernization process transform the country (COMMUNIST PARTY OF VIETNAM, 2021). As the nucleus of the vocational education system, over the years, colleges have achieved results in the following areas: Planning the network of colleges; enrollment increases; developing teaching staff; innovating training contents, programs, methods, and assessment methods; students' vocational skills are improved; improve the quality of management work and improve the capacity of managers in colleges; Graduates have high jobs, gradually meet the needs of the domestic labor market and international integration (MINISTRY OF EDUCATION AND TRAINING, 2021).

Besides the achievements, the colleges in our country still have limitations, which are: The quality of training of colleges has not met the requirements of the labor market; Vocational skills and professional capacity of Vietnamese workers still have a big gap compared with developed countries in the world and in the region, the biggest limitation is foreign languages, soft skills such as industrial style, ability to work in teams, groups, entrepreneurship skills; training management in colleges today is still largely based on the traditional management model; conditions to ensure training quality are still inadequate; teachers are lacking in quantity, limited in quality; close links between businesses and schools have not been established (MINISTRY OF LABOR, WAR INVALIDS AND SOCIAL AFFAIRS, 2019).

Among the models of the training management system, the total quality management model is the most interested model today. This is a model that has many compatible features and is close to the training orientation at colleges. However, around the application of the total quality management model to training management in colleges, there are still many problems with theory and practice.

It is necessary to clarify the theoretical issues of training management in colleges according to approach the total quality management, on that basis, managers can apply the problems theoretical issues into management practice, contributing to the development of Vietnam's vocational college system in the future.

Literature review

In the last years of the twentieth century and the beginning of the twenty-first century, there was a movement of education reform in the world to improve the quality of education and training at all levels and levels. Many countries around the world consider education and training as the path, the key to success in the cause of national construction and development, and the top priority in each country.

John Dewey and Arthur Bentley (1949) made an important point: The purpose of school education is to ensure a continuous educational process by organizing active learners' activities, learning trends from life and actively creating living conditions are the best products from school education activities. In "Theory of Pedagogy" he mentioned the concept of "Education", the basic elements of the curriculum, teaching methods, and the position of the teacher. He came up with theories and principles of education: Education is life, school is society, learner centered. Those are quite open, modern, and progressive training management perspectives that need to be promoted.

According to research by Sindicatos Y.Ormación (1975), vocational training is:

1 The oriented educational activities that provide the necessary knowledge and skills to perform a specific job of a profession. At the same time, it acts as a complementary form to the educational training of people, not only as workers but also as citizens.

2 The activities associated with the processes of technology transfer, innovation, and business development. How to transfer knowledge and skills to workers, through which, businesses are equipped with basic knowledge as the basis for building technological processes, serving the process of technological innovation and business development;

Vocational training is a strategy that becomes an essential tool for the technological innovation process of enterprises.

3 The training activities derive from the actual need to improve labor quality, with the goal of increasing labor productivity and increasing competitiveness.

Sindicatos Y. Ormación (1975) also said that: The concept of vocational training and its practical application has changed throughout history. However, if we compare it with continuing education, although there has been a change in form, vocational training still maintains a close link with labor.

Author Simon Mc. Grath (2012) in the study "Vocational education and training for development: The necessary policy for the theory" said that development must be human-centered and this affects to vocational education and training system. The five key tools used globally include regulatory reform; training program framework; quality assurance system; new funding mechanism and ensuring the autonomy of public vocational education institutions. The article has proposed human-centered development policies in vocational training.

In 2002, the Institute for Research and Development of Education had the topic "Research on theoretical basis and practice to ensure the quality of a university and professional secondary training (engineering)" by Tran Khanh Duc. The thesis responsibility has systematically been based on theory and practice, giving a fairly complete concept of training quality and training quality assurance, criteria and methods of assessing training quality, comparing models The training quality management model is being applied by developed countries today.

In 2005, author Nguyen Hong Minh carried out a ministerial-level research project "Research and develop a framework program for vocational college training". The author has systematized theories such as a list of training occupations; vocational training program; vocational college program; framework Program; a foundation for the development of the vocational college framework program. The author also analyzes the experience of developing vocational college framework programs of countries such as Japan, Thailand, and Singapore. On that basis, the author has proposed methods and contents to build a vocational college framework program and experiment to apply it to a specific profession.

The research work of Tran Thi Thanh Phuong (2015): "Management of the electricity university according to the total quality management approach" has studied the arguments for building a quality management system for training high-quality bachelors according to TQM approach with compatibility and suitability with the requirements of quality management of

high-quality bachelor programs, thereby building a training program management system, proposing several measures. The method of applying characteristics of TQM to quality management at the University of Electricity of Vietnam.

The issue of applying total quality management in Education and Training abroad has been interesting for more than 20 years in terms of both theory and practice. However, in our country, this is a very new issue, especially for the training management of schools following the total quality management approach, including colleges. technology in Vietnam today.

Results and discussion

Related concepts of training management in vocational colleges

What is management?

The concept of management is widely used in many scientific fields. With such importance, a whole branch of science - management science has been formed. Therefore, there are many ways to define the concept of management. Researchers from many angles approach to have different conceptions of this concept.

Vietnamese dictionary management is to look after and keep according to certain requirements. Management is “Organizing and controlling activities according to certain requirements” (PHE, 1998, 42).

According to the Common Vietnamese Dictionary, Management is "Organizing and controlling the activities of a unit or agency" (THE NATIONAL COUNCIL DIRECTS THE COMPILATION OF THE VIETNAM ENCYCLOPEDIA DICTIONARY, 2002, p. 58)

Management is knowing exactly what you want others to do, and then understanding that they get it done in the best and cheapest way (VU HONG, 2021)

Management is the process of planning, organizing, leading, and controlling the work of the members of the system and the appropriate use of resources to achieve the intended goals (DUC, 2010)

According to Tran Kiem (2012, p. 12): Management is “Activities by which one or more people coordinate the actions of others to obtain desired results”.

Thus, from the general ideas of definitions and considering management as an action, it can be defined: Management is an organized, targeted influence of the subject of management on the object and management to achieve set goals.

Training management, vocational training management:

According to the author Nguyen Duc Tri (2010): The object of training management in the school is the activities of lecturers and students and pedagogical organizations in the school in the implementation of training plans and programs to achieve training goals. The goal of training management is to ensure that the objectives, plans, and contents of the training program are fully implemented according to the prescribed schedule and time, ensuring the high-quality training process:

Training is an activity of operating, coordinating and mobilizing social forces to promote training, improve the quality and effectiveness of training activities, and meet the requirements of socio-economic development in terms of human resources. Today, training management is no longer merely operating the activities of training institutions (the national training system) but also managing the socialization orientation towards the development benefits of the organization. and enterprises.

Applying the concept of management to the field of vocational training, it can be understood that vocational training management: Is the process of managing relevant elements in vocational training of the management subject at different levels to the process training through the application of training management functions and means to achieve the goals, tasks, content and training methods set out by the school.

Management training in vocational colleges: Applying the concept of training management, it can be understood that training management at vocational colleges is a process of purposeful and planned activities of the management subject on training at vocational colleges through the application of training management functions and means to achieve the goals, tasks, content, and training methods set out by the school.

Subjects of training management in vocational colleges: Consists of different levels of management from the Board of Directors, Departments, Faculty, Departments, and individual lecturers.

The object of training management at vocational colleges is training activities conducted by lecturers, students, and pedagogical organizations of the school by training objectives, plans, and training programs (HUNG, 2015) to achieve specified objectives. One can also briefly say that the object of training management in vocational colleges in the training process in schools. However, it is necessary to limit the scope of the management of the training process in the overall management of the general training activities of the school.

The goal of training management at vocational colleges is, first and foremost, to ensure that the quality of comprehensive training of students is achieved with political-ideological - ethical, cultural - scientific standards technical - technology, practical skills, and

physicality are specified in the output standards or training objectives in a particular profession. The management goal is not only the productivity and quality of work of an individual or a unit in the school but the productivity and quality of the whole school, thereby achieving the same results as the general goal of the school (VU HONG, 2021). Managers must have a comprehensive, comprehensive, and dialectical view of the elements under their management to control and manage them. The quality of comprehensive training of students is reflected in the quality of graduates - technical workers, who must be suitable and meet the very diverse and complex needs of the school's customers in the labor market, that is: Employer is a business, etc. The quality of that training is the combined result of the many part processes of the training process and of the activities that ensure those processes.

Total Quality Management (TQM):

Total Quality Management (TQM) includes the following basic elements:

T (Total) is synchronous, comprehensive, total. Quality management in the entire process, work stages from small to large. Everyone is an agent of quality; quality is everyone's work and responsibility.

Q (Quality) quality. The quality of management determines the quality of the product, but the quality of management depends closely on each job of the management process. Quality is expressed in 3 aspects, reliability, safety, products adapted to customers; satisfying the needs, easy to repair and replace; just in time when needed.

M (Management) management or administration. Including tasks and plans; organizational structure, the relationship between parts in the organization; leadership, decision making; process control.

Total Quality Management (TQM) is a self-managing process aimed at reducing defects in each production cycle/stage. Inspectors are replaced by production workers themselves and they are the officers involved in the overall quality management process to make their product complete (DUC, 2004).

Training management in vocational colleges according to approach the total quality management

From two concepts of training management and overall quality management, we can understand: Training management is the impact of management levels on the training process to achieve the set training goals; total quality management is the management of all work from input, process, output with the participation of all members to satisfy customer needs

(DUC, 2004). With the principle: (1) Everyone participates, self-management. (2) Customer-oriented. (3) Continuous improvement. (4) Feedback. (5) Organizational culture.

Training management at vocational colleges is very important, this activity helps school managers and leaders review and evaluate the current status of training in vocational colleges, how it was and how it is. Since then, there are guidelines and measures to adjust training goals and plans to meet the requirements of comprehensive development.

The goal of the management of the training process at vocational colleges is first and foremost the quality of comprehensive training of students with the standards of politics - ideology - morality, culture - science, and technology - technology, skills, and physical fitness as specified in the learning outcomes or training objectives in the specific occupation.

The subject of management is the leader, the administrator guides the improvement of the quality of work in the school, but the productivity and quality of the whole school, thereby achieving the same results as the overall goal of the school. Managers must have a comprehensive, integral, and dialectical view of the elements under their management to control and manage them. The quality of comprehensive training of students is reflected in the quality of graduates and technical workers, which must be suitable and meet the very diverse and complex needs of the school's customers in the market.

The object of training management in vocational colleges is from the management: Enrollment, objectives, planning, program content, training methods and implementation of them, accreditation, and assessment of teaching quality, learning, and scientific research; manage and resolve relationships between different subjects in the training organization; identify and organize the implementation of the process and steps in the training process of the participants and forces (leaders, directions, management levels, lecturers, scientific staff, students).

The training management method at vocational colleges is a combination of methods and measures of the subject affecting the entire institution and the object of training management, to perform with quality and efficiency consistent with the set training requirements.

Training management at vocational colleges requires the seriousness, rigor, self-discipline, and objectivity of all members of the school. That management is a good opportunity for all managers, lecturers, employees, and students to experience participating in the management process, thereby, drawing out strengths, weaknesses, problems. There are still shortcomings that need to be overcome to set out more appropriate management goals.

Training management at vocational colleges is an activity that takes place during the training process, in a planned and highly regulated organization. Fully implement the objectives, training plans, and contents of the educational program and study program according to the prescribed schedule and time. Graduates achieve the expected quality, which is the ability and quality to meet labor requirements.

Thus, it is possible to understand training management at vocational colleges according to the total quality management approach: It is the synthesis of objectives, training plans, and content of the teaching and learning program appropriate to their needs. It is a combination of management subjects to organize, control and orient the entire training process of the school from input, training process, and output according to the point of view and principles of total quality management.

Content of training management in vocational colleges according to the total quality management approach

Raising awareness for managers, lecturers, and staff about the content of training management in vocational colleges according to the total quality management approach:

School members must have a clear awareness of total quality management and the need for training management according to the total quality management approach. Awareness is the first step to having the right attitude and behavior. For the implementation of training management according to the total quality management approach, awareness is reflected in every member of the school from learners to managers, lecturers, and staff, members of the school. Organizations (departments, departments, unions, etc.) all know how their work is of good quality and all comply with that quality requirement. To do so, the school needs to have a specific training plan to regularly influence the members' awareness. Continuing to renovate and improve the quality of vocational education, the process of renewing and improving the quality of vocational education must ensure a close and effective connection between enhancing the effectiveness of state management, mobilizing, and improving the quality of vocational education, and training. The effective use all resources for vocational education development, increase autonomy and accountability in vocational colleges in order to encourage proactive and creative capacity in vocational colleges, strengthen the participation of enterprises and employers in vocational education development.

Total quality management is the most appropriate level of management in vocational colleges, school leaders need to explain to members to understand which link their job position is in in the quality system. quality, how their work will affect the overall training process of the school. At the same time, leaders also need to explain to members exactly what specific quality plan tasks the school needs to perform.

Deploying activities to improve training quality at vocational colleges, leaders need to influence their teams so that they are aware that to achieve the training quality of the school, the participation of all is required. people, in all departments where everyone is an important link. Success in improving the quality of training and work depends a lot on everyone's skills, enthusiasm, and enthusiasm for work, so it is necessary to create conditions for members to learn and improve. expertise and practice new skills.

Developing a training policy plan at vocational colleges:

Total quality management is continuous quality improvement. The emphasis here is on “Continuous” efforts in improving quality; Really, quality is like a never-ending journey. The organization needs to have a vision of the future that it intends to work towards in the next 5 or 10 years. Therefore, strategic planning and quality policy become an essential component for the application of total quality management in the teaching activities of a school.

A vocational college strategic plan is a long-term plan, usually for a period of 5 to 10 years. Good strategic planning can help schools: Clarify future direction; set priorities and focus resources on priorities; professional team building; building and enhancing the spirit of cooperation with businesses, communities, and external organizations; evaluate the school's progress; improve the quality of school management; Adapt creatively and effectively to change.

Total quality management contributes to improving the school strategy formulation process in many ways such as: Promoting customer-oriented thinking; focusing on measurement and objective actions to introduce fact-checking against which one can determine the effectiveness of the strategy and of meeting objectives; focus on teamwork to create a trust that everyone in the organization is involved in formulating strategy. To make the strategic plan of the vocational college feasible in the application of total quality management, the development process is as follows: Mission, vision, values of the university; analyzing needs of learners and customers; environmental analysis (SWOT), identification of strategic issues; defining strategic goals; define the quality policy; identify strategic solutions; action plan; implementing and evaluating strategy.

Organizing training activities at vocational colleges:

To organize enrollment and career counseling for students: To be able to select students with the right competencies for the training profession as a premise for improving the quality and effectiveness of training, schools need to strictly organize enrollment according to current regulations. For successful students, the school needs to organize counseling for students to choose the right career among the professions that the school trains to match the student's capacity as well as the school's ability.

Organizing the recruitment, use, training, and fostering of a contingent of managers and lecturers: Management staff and lecturers are the main labor force of the school, which is one of the conditions to ensure important quality assurance of the school. Therefore, the school needs good management to have a team of managers and lecturers with high quality, the asynchronous structure of occupations, and qualifications to meet the training development requirements of the school.

Building training programs: In today's era, science and technology develop rapidly, production is also constantly changing. Therefore, vocational training programs need to be constantly improved to match the needs of society.

Develop a plan for procurement, construction, installation, maintenance, use, and repair of teaching facilities and equipment: To teach with quality, it is impossible to "Teach vegetarian", especially vocational training. Practical teaching content accounts for a large proportion of the total training time. School facilities must meet training requirements. Teaching equipment must be modern, not too outdated compared to production, must be sufficient in quantity, type, and especially always ready to be used.

Organization of the training process: Nowadays, the training process is very diverse, the training process can be organized at schools, at enterprises, at construction sites, on farms, both at school, at enterprises, or online, etc. The organization of the training process can also be subject to subject with the "hard teaching plan" which is built annually by the school according to the annual system, it can also be very flexible according to the modules and credits of the school. To convert from annual training to modular and credit-based training, it is necessary to change the entire regulations on the organization and management of the training process. Therefore, managing the organization of the training process is very important to contribute to the implementation of training under the modular, credit-based learning system.

Directing innovation in teaching methods and applying information technology in teaching: Applying active teaching methods and information technology in teaching is a common trend to improve training quality. However, to apply active teaching methods as well

as information technology in teaching, certain conditions must be met such as teachers need to be fostered with knowledge and skills, facilities, and materials, the complete equipment in terms of quantity and type. Therefore, it should be well managed to satisfy these conditions.

Examination and assessment of student learning outcomes: Management of testing and assessment of student learning outcomes should pay attention to the management of the application of modern assessment methods such as objective tests, managing development of toolkits and test and assessment standards for each subject, module, and training profession.

Organization of scientific research activities and business linkages: Management of scientific research activities is applied in management work, improving the quality of vocational training, and applying it to practice and transferring technology organize enterprises to deploy, actively contribute to the socio-economic development of the locality, industry, or the whole country; managing business association activities, contributing to improving the quality of management staff, lecturers, developing financial resources, facilities, and equipment for the university.

Organizing graduation exams and considering granting diplomas and certificates for graduates: Graduation exams and granting diplomas and certificates to graduates is an important stage in training. On the one hand, it is necessary to have good management to ensure the accuracy, fairness, and publicity of the assessment, to avoid possible negative effects to bring to the market quality training products. On the other hand, to reduce the effort and time of lecturers in the assessment of graduation exams. The management of the graduation exam and the granting of diplomas and graduation certificates also depends on the academic system that the school applies. The management of the graduation exam and the granting of diplomas and certificates with the training under the module and credit system will be very different from the training under the annual system.

Organization of job counseling and introduction for graduates: Unlike the previous subsidy period, in order to improve training efficiency, schools need to pay attention to job counseling and recommendation for students. To do this well, schools need to establish close relationships with employers to collect information about their human resource needs every year. On that basis, it is possible to provide counseling and job placement for graduates.

Check Feedback from Graduates: Feedback from our graduates is essential for every school. After graduating, students find jobs, during their careers they will understand better than anyone else that the quality of training programs meets the requirements of production/service to what extent it is appropriate, what is unnecessary, and what is needed that they have not learned.

Conclusion

Quality management of vocational training is the top concern, the number one task of vocational colleges. In vocational training, the concept of training and vocational training management is a combination of three components of professional knowledge, skills, and attitudes that are understood dynamically, multidimensional, and with people in different positions.

Based on the argument, in this chapter, the text has generalized the studies referring to training management in vocational colleges. The results of the study of the basic issues will serve as a theoretical framework as a foundation for conducting research on the current situation, creating a theoretical basis for practice for the introduction of training management measures at colleges. occupation in Vietnam today.

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