Assessment of the quality of the training process of Can Thö University

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1. **Introduction**

In a previous paper (Nguyen Pham Thanh Nam et al, 2000) the human resource needs of the Mekong Delta region of Vietnam was assessed and the student enrolment targets for the year 2000 and 2010 estimated. It clearly appeared from that study that the available training capacity of the region was insufficient.

In this paper the capacity of Can Tho University, as the unique source of higher education in the Mekong Delta, to deliver the required future university trained man-power is examined, and a number of recommendations will be formulated for the future.

2. **Can Tho University: a short presentation**

Can Tho University is a state institution that was founded in 1966. It is the only higher education institution in the Mekong Delta and located in Can Tho City. It is known as the centre of culture, science and technology in the region. It has three separate campuses covering a total area of about 71 hectares, of which campus II occupies more than 83%.

Since the unification of the country in 1975, Can Tho University has undergone several reforms in structure, training programmes, scientific research and technology transfer to meet the most urgent demands of Mekong Delta population. Many new fields of study were added.

The Mekong Delta is the key agricultural region of Vietnam, but it has the lowest education level in comparison with other regions (see Nguyen Pham Thanh Nam et al, 2000). In order to realise its critical role in supplying human resource for the Mekong Delta, Can Tho University has made significant efforts to enlarge existing fields of study and develop new ones. From 1975 to 1978, the university concentrated on building the Faculty of Education and the Faculty of Agriculture. The Faculty of Education offered 8 teacher-training programmes consisting of mathematics, physics, chemistry, biology, history, geography, letters, and foreign languages. The Faculty of Agriculture with two undergraduate training programmes in agronomy, and animal husbandry and veterinary medicine, was split in 1975 into 7 new faculties: agronomy, animal husbandry and veterinary medicine, aquaculture, agricultural engineering, water management, food technology, and agriculture economics. Since September 1978, besides full-time training programmes, Can Tho University, also offers several part-time training programmes.

In 1979, the Faculty of Medicine was established to meet the needs of medical doctors for the Mekong Delta—a region with the lowest rate of doctors per capita in the country. Originally, most lecturers were invited from University of Medicine of HCM City and Hanoi. Currently, the Faculty of Medicine has nearly enough teaching staff to offer alone the courses in its training programme.

From 1979 to 1986, the Faculty of Agricultural Economics only offered a bachelor programme in agricultural economics. In 1987, the Faculty was renamed into the Faculty of Economics, and offered four
additional undergraduate training programmes in International Trade Economics, Finance and Credit, Accountancy and Business Administration.

In 1990, the Centre of Electronics and Informatics was founded to offer two new training programmes: engineering in electronics and engineering in informatics. Along with the development of training faculties and centres, Can Thö University also built specialised research centres to combine effectively training with scientific research and production.

In the academic year of 1993-94, beside offering undergraduate training programmes, Can Thö University was also allowed to offer part-time graduate programmes (master level) in agronomy, animal husbandry and veterinary medicine, and ecology. From academic year 1994-1995 onwards, Can Thö University collaborated with Universities of HCM city and Nha Trang to offer several new graduate programmes in economics, fisheries and education.

3. Analysis of factors affecting quality of training process

The quality of training has been considered as one of the most important objectives in the process of development of Can Thö University. Therefore, many solutions and policies have been implemented to improve the quality of the training. For instance, the quality of the teaching staff has continuously been improved. Many teaching and learning facilities have been modernised and upgraded. The training curriculum has been developed and improved. New administrative solutions also have been employed to enhance the efficiency level of support functions.

3.1 Facilities for teaching and learning

In recent years, Can Thö University has upgraded its physical facilities including new buildings equipped with modern equipment for teaching and learning, and for scientific research. However, due to limited financial resources, the need for upgrading physical facilities is still high. This continues to impact on the quantity and quality of the training process of Can Thö University.

In the survey we conducted, nearly 38% of the respondents disagreed or disagreed strongly with the statement that Can Thö University’s teaching material and textbooks are modern and updated. Meanwhile, only about 33% of the ex-students agreed or agreed strongly that teaching and learning printed materials are modern and updated. Not only the printed materials, textbooks and other teaching and learning facilities are outdated, but there is also a shortage of these. Over half of the respondents (51% disagreed and 3% disagreed strongly) also said that the teaching and learning facilities are not available for their learning purposes (See Figure 1).
3.2 Training programmes and curriculum development

As mentioned above, Can Thö University is currently offering 25 undergraduate programmes in agriculture, teachers-training, engineering, economics and medicine, and 10 graduate programmes leading to Master and Ph.D. degrees. The Ministry of Education and Training (MOET) maintains strict control over degree-training programmes, and the courses’ structure. However, Can Thö University always, within the latitude allowed by MOET, endeavoured to upgrade its academic level while gearing its training programmes toward the reality of society. For example, while following the curriculum set up by the MOET, the university uses 10 to 15 percent of the allocated time of formal studies to address regional problems. The "localisation" of the training programmes is an innovation that has been conducted through several approaches, for instance:

- By offering courses at senior level that are related to local concerns or by enriching courses with local facts and examples.
- By requiring all students enrolling in agriculture, education, and medicine degrees in years three to six of their studies, to spend one or two summers on practical work in their profession in rural communities.
- By encouraging students in the final year of their degree programmes, especially those in the agricultural sciences, to conduct research for their graduate thesis in various localities in the Mekong Delta. (Tran Phuoc Duong and Sloper, 1995).

Can Thö University has also transformed its curriculum consisting only of compulsory courses into training programmes leading to credits. That means the curriculum for each field of study includes compulsory courses and selective courses. Many new courses have also been added to the curricula to be appropriate to changes in the economy. The curriculum is also keeping a balance between the practical studying-time and theoretical classes. These are important factors that have been contributing to the higher quality of training of Can Thö University.

The result of our survey demonstrates that most respondents agreed or agreed strongly that the teaching curricula offered them knowledge and skills that are suitable to their jobs and adequate taking into account the socio-economic conditions in the region. By contrast, only a minor percentage disagreed or strongly disagreed with these statements (Figure 2).

![Figure 2: Percentage of respondents agreeing with training programs and curriculum](image)
### 3.3 Teaching and learning methods

Acknowledging the importance of teaching and learning methods for the quality of training, Can Tho University has made significant efforts to improve the teaching and learning methods. For example, with the exception of the Faculty of Education, most of lecturers were not offered a course on curriculum development or on teaching methods when they studied in higher education institutions. Therefore, a teaching assistant is now required to study these courses as one of the criteria to become a lecturer.

Nevertheless, as a result of poor teaching facilities, as well as low quality of teaching staff, lecturing is still used as the teaching method for most of the courses. In the class, the teachers provide lectures prepared in advance, and the students listen and take notes. Modern teaching techniques like case studies, simulation games, business games or field studies are rarely applied.

Indeed, as evaluated in our interview of the Rector of Can Tho University, Professor Tran Thuong Tuan, teaching and learning methods have been improved slowly. Many teachers still employ the old and inappropriate teaching methods. Students’ learning attitudes are passive. Most of the students only learn by heart the texts that they noted down in the class. Moreover, students have to spend too much time in the class. Consequently, they are not dynamic and creative in their professional life.

Most of the ex-students interviewed answered that the teaching and learning methods used are inappropriate. Figure 3 shows that nearly 58% of the respondents disagreed and 2% disagreed strongly that the teaching method is appropriate, and only 12% of the respondents agreed and about 8% agreed strongly, that the teaching method is suitable.

![Figure 3: Percentage of respondents agreeing with teaching method used](image)

4. **Structure of demand for the School of Economics and Business Administration (SEBA)’s graduates**

As mentioned earlier, SEBA was founded in 1979. Since its foundation, SEBA has produced about 1800 graduates specialising in five disciplines: Agricultural and Environment Economics, International Trade Economics, Finance and Credit, Accountancy, and Business Administration. Besides, to meet demand for high-skilled labour of local communities, SEBA also has offered a graduate training programme at centres in a number of provinces in the Mekong Delta. These centres have turned out over 700 graduates specialising in Agricultural Economics.
At present, SEBA's graduates are working in different sectors, such as banking, trading/services and administration. In the trading and service sector, they are performing quite a lot of business functions as shown in the Table 1. Meanwhile, the distribution of business functions performed by SEBA's graduates in the banking sector and in administration is still limited.

Table 1: Type of business functions occupied in the institution by graduates of the SEBA

<table>
<thead>
<tr>
<th>Production manager</th>
<th>Banking</th>
<th>Trading/service</th>
<th>Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selling of products</td>
<td>10</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Purchasing raw materials/intermediates</td>
<td>9</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>10</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Finance manager</td>
<td>10</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Personnel manager</td>
<td>10</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Transport manager</td>
<td>10</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Market information collector</td>
<td>10</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Export organiser</td>
<td>10</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Legal adviser</td>
<td>10</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Credit manager</td>
<td>10</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Planner</td>
<td>10</td>
<td>8</td>
<td>7</td>
</tr>
</tbody>
</table>

Source: Data from company questionnaire

The management skills needs in the Mekong Delta are very high. In the banking sector, management skills are required at the highest level. Management functions related to the marketing, production, finance, personnel, and mobilising capital are prioritised. In the trading and service sector and the administration sector, management functions such as selling, personnel, marketing and export organisation are also highly needed (See Table 2).

Most of the heads of these institutions recognise that a number of management functions are necessary for the development of their organisations in the future. As demonstrated in Table 3, the most important management functions in all three sectors are selling, personnel, marketing and finance, managing credit, and international payment. However, other business functions as managing production, bookkeeping, organising export etc., are not less important.

Table 2: Importance of business functions at this moment (modus)

<table>
<thead>
<tr>
<th>Production manager</th>
<th>Banking</th>
<th>Trading/service</th>
<th>Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selling of products</td>
<td>10</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Purchasing raw materials/intermediates</td>
<td>9</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>10</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Finance manager</td>
<td>10</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Personnel manager</td>
<td>10</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Transport manager</td>
<td>10</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Market information collector</td>
<td>10</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Export organiser</td>
<td>10</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Legal adviser</td>
<td>10</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Credit manager</td>
<td>10</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>International payment</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capital mobilisation from private sector</td>
<td>10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Data from company questionnaire
In order to meet the ever increasing demand for economic management staff in the Mekong Delta, SEBA is not only increasing the number of students and graduates but also upgrading the quality of training. It is expected that the knowledge on managing finance, personnel, production process and marketing needs to be enhanced. In addition, a lot of skills in communicating, speaking foreign languages, operating computers, writing of a business plan, and independent problem solving are expected so that managers can perform their work well. The heads of the institutions in the Mekong Delta region are also much concerned about the attitudes of the graduates, such as loyalty, creativity and independently acting.

### Table 3: Importance of business functions in the future (modus)

<table>
<thead>
<tr>
<th>Function</th>
<th>Banking</th>
<th>Trading/service</th>
<th>Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Production manager</td>
<td>9</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Selling of products</td>
<td>10</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>Purchasing raw materials/intermediates</td>
<td>6</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>9</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Finance manager</td>
<td>10</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Personnel manager</td>
<td>10</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Transport manager</td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Market information collector</td>
<td>10</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Export organizer</td>
<td></td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Legal adviser</td>
<td>7</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Credit manager</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>International payment</td>
<td>10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Data from company questionnaire

### Table 4: Expected qualities of manager(s) (modus)

<table>
<thead>
<tr>
<th>Function</th>
<th>Banking</th>
<th>Trading/service</th>
<th>Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Managing Production process</td>
<td>9</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>Selling of products</td>
<td>8</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>Purchasing goods/raw materials</td>
<td>5</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>8</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>Managing Finance</td>
<td>10</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>Managing Personnel</td>
<td>10</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Managing Transport</td>
<td></td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Collecting Market Information</td>
<td>9</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Managing Export</td>
<td>5</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Advising Legal</td>
<td>7</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Managing product quality</td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicating</td>
<td>9</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Speaking foreign languages</td>
<td>9</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Operating computers</td>
<td>8</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Writing of a business plan</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Independent problem solving</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attitude</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loyalty</td>
<td>9</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Acting independently</td>
<td>8</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Creativity</td>
<td>9</td>
<td>10</td>
<td>9</td>
</tr>
</tbody>
</table>

Source: Data from company questionnaire

## 5. Conclusions and recommendations

Based on the foregoing results of the study, the following recommendations can be formulated:

1. **Consolidating the role of Can Tho University**: Can Tho University should develop itself into a centre of excellence, providing formal higher education and scientific research in the region while set-
ting up a satellite network of community universities, short-term study colleges, training centres for state cadres and vocational schools concentrating on serving local labour and professional needs in the provinces. In this concept, Can Thö University should become more outward-looking, having more interactivity with the business community and the localities in the region, not so much as an entrenched academic institution as at present. This would help the university to bring practicability into its teaching and research programmes. At the same time, it can establish a shared network of academic and professional support to these “alliances” by providing teaching staff and helping with the development of their curriculum.

2. **Improving the quality of training of Can Thö University**: In order to upgrade the quality of education and training, Can Thö University should:

- strengthen its teaching staff in both quantitative and qualitative terms
- renovate training curricula; update teaching material and textbooks
- upgrade physical facilities including new buildings equipped with modern equipment for teaching and learning, scientific research and technological transfer, and university management
- employ new and modern teaching and learning methods, e.g., simulation games, business games, case studies
- computerise and establish a ‘network’ system for university operation and linkages with all provinces in the Mekong Delta as well as with international institutions

3. **Enlarging investment in higher education**: All solutions mentioned above require large financial resources. Thus, the government should invest in an appropriate way in Can Thö University to improve the quality of training and also to expand in quantitative terms. The first positive sign is that the budget for education was increased from 11% at present to 15% of the State budget by the year 2000 (The Saigon Times Weekly, January 4-10, 1997). However, with an increase in enrolment of Can Thö University as estimated, obviously the source of investment from the State will not be enough for education and training activities. Therefore, Can Thö University should seek to mobilise other financial resources from:

- foreign aid
- the business community
- local governments
- ‘student credit’
- local people

4. **Adjusting the policies on personnel**:

- The most important policy to motivate and retain people is the compensation and reward system. The difference in salary scales between various sectors and areas is necessary as a way to re-allocate high skilled labour in the region. It will also create a better balance in the structure of trained labour towards serving the strategy of socio-economic development, and help prevent the situation of brain drain. Moreover, there exists a serious shortage of teachers and doctors, particularly in rural areas, while many graduates in medicine and education are jobless or performing unsuitable jobs. If attractive pays are offered, they could be re-distributed to where it is needed.
• In addition, organisations should build up career development programmes as well as improve the working environment as an effective way of utilising labour.

5. Setting up a strategy on human resource development: It is necessary to have a comprehensive strategy on human resource development in the long-term, in line with the strategy on development and socio-economic conditions of the Mekong Delta. The strategy has to include:
  • the strategy on education and training as a whole, consisting of kindergarten, primary education, secondary schools, vocational training and higher education.
  • policies on personnel to utilize trained manpower effectively and to avoid the situation of educated unemployment.
  • policies and solutions to control the rate of population growth.
  • solutions for improving community welfare.

6. Establishing a Regional Committee for the Development of the Mekong Delta: In order to set up an overall strategy on human resource development, the participation of many experts in various fields is required. Therefore, the government should establish a committee for the development of the Mekong Delta. The mission, goals and objectives, participants and action plans of this committee are could be as follows:
  • Mission: The committee should be responsible for developing a strategy on socio-economic development in the long term, and in coordinating and monitoring the implementation of that strategy.
  • Goals and objectives: The overall goal of the committee is to promote and support economic development in the region. Among the specific objectives mention should be made of setting up a strategy on economic development in the region, as well as on education and training development: formal education of all levels, vocational training and higher education for local specific needs. In addition, the committee should build up programmes on population and family planning, on community health-care, and on labour and employment.
  • Committee members: economists, human resource planners, experts in education and training, representatives of the central and local governments, members of the people’s organisations, representatives of the industries or business community, and Can Thö University.
  • Action plans should consist of:
    ◊ conducting manpower surveys to examine the problem as a whole of education and training in the region
    ◊ undertaking research on human resource management
    ◊ building policies of investment in education and training
    ◊ doing research on the utilisation of human resources
    ◊ integrating the existing provincial master plans
    ◊ establishing linkages between Can Thö University and the business community
    ◊ mobilising the local people’s business community funding for the development of the education and training programme in the region
    ◊ promoting the setting up of community universities with funding from the business community and local people
QUESTIONNAIRE
For the head of the institution

Q1. Name of the institution: ____________________________________________

Q2. Function of respondent: ____________________________________________

Q3. Address and telephone/fax of the institution: ____________________________

Q4. What is the core business of your institution: ____________________________

Q5. What is the number of personnel in your institution: ______________________

Q6. What is the annual turnover of your institution: __________________________

Q7. Indicate on a 1 (least urgent) to 10 (most urgent) scale the degree of urgency of the problems that your institution is facing today

7.1  My machinery is not up to date  ☐
7.2  My institution is not able to locate markets for its products  ☐
7.3  The quality of the raw materials is too low  ☐
7.4  My institution has not an overview of the costs and revenues  ☐
7.5  My institution does not have access to credit facilities  ☐
7.6  The quality of the institution's personnel is too low  ☐
7.7  Time of delivery of materials is unpredictable  ☐
7.8  Gathering information about markets is insufficient  ☐
7.9  The institution does not know how to export abroad  ☐
7.10 The institution is not capable to oversee the legal risks of doing business ☐
7.11 Other problems: ____________________________________________________ ☐

Q8. Would you be interested in getting advice in the problem areas mentioned in question 7

   Yes ☐  No ☐

Indicate what is relevant: ______________________________________________

Q9. What type of business functions AT THIS MOMENT are occupied in your company by Can Thö graduates of the School of Economics & Business Administration? (Please indicate with ☑)

9.1 Production of manager ☐
9.2 Selling of products ☐
9.3 Purchasing raw materials/intermediates ☐
9.4 Bookkeeping
9.5 Finance manager
9.6 Personnel manager
9.7 Transport manager
9.8 Market information collector
9.9 Export organiser
9.10 Legal adviser
9.11 Others, namely ________________________________

Q10. Please write down the name of the ex-student of the School of Economics & Business Administration of Can Tho University in your organisation:

________________________________
________________________________
________________________________

Q11. Which functions are according to you AT THIS MOMENT the most important in your organization? (Indicate on a scale from 1 (least important) to 10 (most important))

11.1 Production of manager
11.2 Selling of products
11.3 Purchasing raw materials/intermediates
11.4 Bookkeeping
11.5 Finance manager
11.6 Personnel manager
11.7 Transport manager
11.8 Market information collector
11.9 Export organiser
11.10 Legal adviser
11.11 Others, namely ________________________________

Q12. Which functions are according to your core business IN THE FUTURE the most important in your organization? (Indicate on a scale from 1 (least important) to 10 (most important))

12.1 Production of manager
12.2 Selling of products
12.3 Purchasing raw materials/intermediates
12.4 Bookkeeping
12.5 Finance manager
12.6 Personnel manager
12.7 Transport manager
Q13. Indicate on scale from 1 (least important) to 10 (most important) what qualities you expect from manager(s) employed by your organization:

**KNOWLEDGE**
- Managing production process
- Selling of products
- Purchasing goods/raw materials
- Bookkeeping
- Managing finance
- Managing personnel
- Managing transport
- Collecting market information
- Managing export
- Others: _____________________________

**SKILLS**
- Communicating
- Speaking foreign languages
- Operating computers
- Writing of a business plan
- Others: _____________________________

**ATTITUDE**
- Loyalty
- Acting independently
- Creativity
- Others: _____________________________
APPENDIX 2

QUESTIONNAIRE
For the ex-student of Can Thö University

The name of respondent: ________________________________
Contact address: ________________________________
________________________________________________________________
Telephone number: ________________________________

Please tick your answers for the following questions.

Q1. What discipline did you study in Can Thö University?

<table>
<thead>
<tr>
<th>Agriculture</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Agronomy</td>
<td>1. Letters</td>
</tr>
<tr>
<td>2. Fisheries</td>
<td>2. History</td>
</tr>
<tr>
<td>5. Agricultural Engineering</td>
<td>5. Physics</td>
</tr>
<tr>
<td>ECONOMICS</td>
<td>6. Chemistry</td>
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<tr>
<td>1. Letters</td>
<td>7. Biology</td>
</tr>
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<td>MEDICINE</td>
<td>8. Foreign Languages</td>
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<tr>
<td>1. Letters</td>
<td>English</td>
</tr>
<tr>
<td>ELECTRONICS &amp; INFORMATICS</td>
<td>French</td>
</tr>
<tr>
<td>1. Letters</td>
<td>Russian</td>
</tr>
</tbody>
</table>

Q2. When did you graduate? Year: __________________________

Q3. How long did it take you finding a job after graduation?

<table>
<thead>
<tr>
<th>Less 6 months</th>
<th>6 months - under 1 year</th>
<th>1 year - under 2 years</th>
<th>2 years +</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q4. What is your company/organisation by ownership sector and by industry?

4.1 By type of ownership

<table>
<thead>
<tr>
<th>State-owned ownership</th>
<th>Private ownership</th>
<th>Co-operation</th>
<th>Joint-ventures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Others (please, specify): ____________________________________________

4.2 By industry

<table>
<thead>
<tr>
<th>Manufacturing company</th>
<th>Trading company</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q5. Up to now, have you ever changed your work-place?

No ☐ Yes ☐

Number of time:

If yes, answer Q6; If No Go To Q7.

Q6. How significant are the following reasons in your making on changing your work-place?

(Please number 1 for the most significant reason, 2 for the next one.... The reasons are not numbered as not influence on your decision)

1. Not like to work for the long time at a company/organisation ☐
2. No perspective for career development ☐
3. Low wage/salary ☐
4. Work unsuitable with knowledge/skills ☐
5. Poor working environment ☐
6. Organisational restructuring ☐
7. Organisational arrangement ☐
Others: ____________________________________________ ☐
__________________________________________________ ☐

Q7. How suitable is your work with skills/knowledge that you were trained in Can Thö University.

1. Very suitable ☐
2. Suitable ☐
3. Relative suitable ☐
4. Very unsuitable ☐

If very unsuitable, please express reason why:
__________________________________________________
__________________________________________________

Q8. How long have you worked at the company/organisation?

1 2 3 4 5 6 7 8 9 10 over 10

Q9. What is your position in your company/organisation?

__________________________________________________

Q10. From after graduation to now, have you ever taken part in any training course?

Yes ☐ No ☐

If yes, please list name of training course, how long, and organised by whom?
Q11. Please indicate the extent to which you agree or disagree with the following criteria of training curriculum that you were offered in Can Thö University

<table>
<thead>
<tr>
<th>Training Months</th>
<th>Organisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Training curriculum offers skills/knowledge that suit with your career</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b. Teaching method is appropriate</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>c. Modern and up-dated teaching materials/textbooks</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>d. Available teaching/learning facilities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>e. Educational programs are dominated too many theories</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>f. Training curriculum is adequate with socio-economic conditions and potential development in the region</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Q12. By your experience, what recommendations do you have for Can Thö University in general and your field of study in particular in improving training curriculum, teaching/learning method, teaching/learning materials and facilities...

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Q13. Please indicate the level of income (salary, fringe benefit...) that you receive from your company/organisation (not including income from other sources).

- [ ] < 250,000 VND
- [ ] 250,000 to < 500,000
- [ ] 500,000 to < 750,000
- [ ] 750,000 to < 1,000,000
- [ ] 1,000,000 to < 1,500,000
- [ ] 1,500,000 to < 2,000,000
- [ ] > 2,000,000
Q14. Please indicate your level of satisfy about the following issues in your work-life.

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Your salary</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b. Your position</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>c. Reward system</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>d. Career development</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>e. Working environment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working condition</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Leadership</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Co-worker/colleagues</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Q15. To success in your work in present as well as in the future, what style of training program do you expect?

- Retraining [ ]
- Upgrade training [ ]
- Training specialized program [ ]
- Updating common knowledge [ ]

Others (please, specify): ________________________________________________________________

______________________________________________________________________________

Thank for your cooperation!
REFERENCES