

Training High-Quality Human Resources at Thuongmai University in the Context of International Integration

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Abstract:

Training high-quality human resources is one of the issues of concern of many universities worldwide in general and in Vietnam in particular. Thuongmai University in Vietnam is one of the universities performing the training function to provide highly qualified labor resources, professional skills and a sense of working attitude to meet the requirements of the international integration process. However, facing the new needs of the global labor market, of science and technology gradually developing rapidly, the training process of the university, besides the achievements, is also revealing certain limitations. Some graduates are not adequately prepared to meet the demands of both domestic and international job markets. Therefore, alongside an analysis of the current state of training high-quality human resources, this article proposes some fundamental recommendations to further enhance the quality of the university's human resource training in the context of international integration today.

Keywords: commerce, human resources, international, integration, training.

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1. Introduction

Human resources are the most important workforce in any society, playing a pivotal role in production. In the process of national development, Thuongmai University in Vietnam has always prioritized education and training to continuously improve the quality of high-quality human resources. However, due to various objective and subjective factors, despite the positive aspects, there are still many shortcomings in human resource training, lacking sustainability and failing to meet the requirements of development, especially in the context of international integration today.

The Fourth Industrial Revolution, along with the knowledge economy, has been infiltrating into every aspect of life, creating numerous opportunities, but also posing certain challenges for improving the quality of education provided by universities. These challenges include infrastructure, the expertise of faculty members, curriculum development, socioeconomic conditions and students' learning attitudes. Overall, these factors have not fully met the requirements of training high-quality human resources at the international level, leading to some graduates lacking creativity and failing to meet the demands of the international labor market. This, in turn, results in low labor productivity, hindering societal development. Therefore, enhancing the quality of education at universities to develop high-quality human resources that meet the demands of the knowledge economy and global labor market for sustainable development is a crucial and necessary task, both theoretically and practically.

2. Overview of relevant studies

First and foremost, it must be noted that the issue of high-quality human resources has been widely discussed in many countries around the world, including Vietnam. In Vietnam, this issue has been addressed in various documents and policy directives of the Party and the State. In Resolution No. 15-NQ/TW issued by the Politburo on December 15, 2000, regarding the direction and tasks for the development of the capital city of Hanoi during the period of 2001-2010, it was mentioned that "Hanoi must take the lead in training talents and high-quality human resources for the country, striving to become a reputable training center in the region" (Communist Party of Vietnam, 2015, p.243). Throughout its congresses, the Communist Party of Vietnam has always prioritized the development of high-quality human resources, considering it as one of the top priorities.

In addition to the viewpoints of the Party and the State, many scholars and theorists have also been concerned with various works. For example, "Developing high-quality human resources to meet the requirements of building a knowledge-based economy in Vietnam: Some theoretical and practical issues" (Diep, 2012), presents conceptual tools such as the concept of human resources, high-quality human resources, analyzes the current situation and proposes basic solutions to enhance the quality of Vietnam's human resources to contribute to the development of a knowledge-based economy.

Developing high-quality human resources in the process of industrialization and modernization in Da Nang city today" (Phuc, 2014), alongside clarifying the advantages and disadvantages related to the quality of human resources in Da Nang city, the author proposes solutions to enhance the quality of human resource training to meet the requirements of industrialization and modernization.

[Education and training with the development of high-quality human resources in Vietnam today:](#)

[Monograph](#) (Ly & Huy, eds., 2020), the authors analyzed the current status of human resource quality in Vietnam and proposed enhancing the quality of education and training, which is considered a key factor in developing the country's human resources today.

In addition, in Vietnam, there are numerous articles such as "Developing high-quality human resources in our country under the impact of the fourth industrial revolution" (Bac, 2014, pp. 60-65), "Developing high-quality human resources in our country today" (Thao, 2018, pp. 28-34), "Directions and solutions for developing high-quality human resources to meet integration and development requirements" (Thanh, 2009, pp. 23-25), "Some solutions for developing high-quality human resources in our country today" (Trung, 2013, pp. 35-37) and so on. These articles all focus on clarifying the concept of high-quality human resources, the role of high-quality human resources in the social development process and the position and role of human resources in the fourth industrial revolution. Consequently, they propose basic solutions for human resources to meet the requirements of current scientific and technological development.

Besides domestic works and articles, there are also many works and articles by foreign authors addressing various aspects of high-quality human resources. For instance, in South Korea, there is the article "A Strategy on Using the High-Quality Human Resources for Single PPM Quality Renovation of Advancing Korean Companies into China" (Rho, 2006, pp. 249-258), which outlines the process of South Korean companies utilizing high-quality human resources in China market.

In Laos, with the work "Development of high-quality human resources in Vientiane city, Lao People's Democratic Republic" (Phit, 2014), after the thirst for high-quality human resources in Vientiane city, the author proposed some basic solutions to improve the quality of human resources of the city in the coming time.

In Hungary, the work "Coexistence of the high – quality human resources and poor organisational capabilities" (Csaba & Miklos, 2015, pp.283-296), addresses high-quality human resources in food technology, discusses the current situation and proposes corresponding measures. Additionally, the work "Parents as tutors first and principal to create high-quality human resources" (Agus, 2015) discusses the educational principles of families and society, considered the two most important factors in training and developing skills, ethics and attitudes for children, the future high-quality human resources of the country.

The work "Policies for developing high-quality human resources in Japan and South Korea - Suggestions for Vietnam" (Loi, 2018) presented some experiences in developing high-quality human resources in South Korea and Japan. Based on this, the group of authors proposes several solutions to enhance the quality of human resource training for Vietnam today.

Thus, so far, there have been numerous articles and research works addressing various aspects of high-quality human resources from different perspectives. These works have summarized key issues such as the concept of human resources, high-quality human resources and the role and position of human resources in the economy and society. These are important foundations that the author of this article inherits to establish theoretical grounds. Based on this, the author analyzes the current status of high-quality human resource training at Thuongmai University. Using this analysis as a foundation, the author proposes several solutions to further enhance the quality of high-quality human resource training to serve the country's development and international integration process.

3. Research methodology

To achieve the stated objectives, the article employs the general methodology of dialectical materialism and historical materialism to clarify the objective basis affecting the quality of education. Additionally, qualitative research methods are utilized to abstract and generalize the university's training process. Concurrently, quantitative methods are combined to analyze specific statistical data, thereby enabling a comparison of the quality of human resource training in recent years. Based on the analytical data, the article proposes the most appropriate solutions to enhance the quality of human resource training at Thuongmai University to better meet the needs of both domestic and international labor markets.

4. Research results

4.1. Some viewpoints of the Communist Party of Vietnam on training high-quality human resources

Enhancing the quality of human resources is one of the central viewpoints of the Vietnamese state, especially since the country embarked on its renewal process. Human resources are always prioritized, with efforts made to create favorable conditions for comprehensive development in terms of health, knowledge, skills, creativity, ethics and demeanor of workers. At the 13th National Congress, the Communist Party of Vietnam affirmed: "Building a synchronized system of mechanisms and policies to effectively implement the policy of education and training along with science and technology is the top national policy, the key driving force for national development. Continuing to comprehensively renovate the objectives, content, programs, methods and approaches to education and training in a modern direction, international integration, developing comprehensive human beings, meeting the new requirements of economic and social development, science and technology and

adapting to the Fourth Industrial Revolution" (Communist Party of Vietnam, 2021, Volume 1, p.136).

To achieve the goal of enhancing the quality of human resources, as the leading factor in the workforce, especially in the context of the world transitioning strongly from an agricultural economy to a post-industrial, service-oriented economy linked with the knowledge economy, the Communist Party and the Vietnamese government have put forth numerous guiding viewpoints to continuously innovate the national education system. "Continuing to improve the national education system, particularly focusing on early childhood and primary education, creating conditions to ensure equal access to educational achievements for all citizens. Strengthening and improving the quality of universal education. Implementing better student streamlining after lower secondary education. Diversifying forms of education and promoting lifelong learning. Enhancing university autonomy" (Communist Party of Vietnam, 2021, Volume 1, p.137). Enhancing the quality of education needs to be prioritized across all levels, sectors and fields, from preschool to university and postgraduate education. Among the various educational levels, training high-quality human resources at the vocational, university and postgraduate levels, meeting the requirements of the Fourth Industrial Revolution, is of significant importance to gradually transition towards a knowledge-based economy, increasing the value of labor products. Prioritizing the production of refined products, final consumer goods when reaching consumers, minimizing the production of raw products with low value, while also minimizing the exploitation of natural resources and environmental pollution, enhances sustainability in socio-economic development.

To contribute to improving the quality of education, at the 13th Party Congress, the Communist Party of Vietnam emphasized international cooperation in human resource training, which is a strategic, long-term factor. "Building and effectively implementing a strategy for international cooperation and integration in education and training. Striving to make our country a strong nation in education and training in the region, keeping pace with the world's advanced level, participating in the international labor training market" (Communist Party of Vietnam, 2021, Volume 1, p.140).

Thus, it can be seen that developing high-quality human resources is one of the top priorities for Vietnam today, considered as the leading national policy and a key factor determining the success of the country's construction and development process in the context of international integration. Thuongmai University is one of the institutions tasked with the mission of training high-quality human resources nationwide, contributing concretely to realizing the principles and directions set forth by the Communist Party and the Vietnamese government. Therefore, researching the current situation and proposing solutions to enhance the quality of human resource training at the university is of great significance in providing labor force that meets the demands of both domestic and international labor markets today.

4.2. Current situation of training high-quality human resources at Thuongmai University in Vietnam today

Achievements in training high-quality human resources

Thuongmai University is a public university in Vietnam that offers education in various fields such as Economics, Business Administration, Accounting, Finance - Banking, Tourism, E-commerce, Logistics and Supply Chain Management, Business English, Business Chinese, Information Technology and more. Over the years, the university has achieved many accomplishments in training human resources for society, meeting the labor demands both domestically and internationally. Some of the basic achievements include:

Firstly, regarding facilities, training program, teaching staff - conditions to ensure the training process of the school.

Regarding the facilities, Thuongmai University has "a land area of about 43,381m², a floor area of about 47,926m², 08 practical and multiple-choice examination rooms, 05 auditoriums, 76 classrooms, 01 multimedia room, 10 research and experimental centers, 70 offices for professors, associate professors and lecturers, 01 library and 92 administrative staff offices along with 1 dormitory. The ratio of land area per student is 2.32m²/student; floor area ratio is 2.57 per student" (Thuongmai University, Form 19, 2024). Most of the classrooms are equipped with projectors, sound systems, lighting and air conditioning to meet the learning needs of students effectively. Additionally, the computer and foreign language labs are modernly equipped to facilitate learning, testing and direct examinations on computers. *Regarding training program*, the university consistently aims to standardize its training programs according to the regulations set by the Vietnamese Ministry of Education and Training to ensure the quality of student education at the institution. Up to now, the school has carried out 100% accreditation of quality assurance training programs according to Vietnamese standards. *Regarding teaching staff*, currently, the teaching staff is undergoing rejuvenation, ensuring compliance with prescribed standards. All faculty members receive systematic training both domestically and internationally. Some faculty members teach high-quality specialized courses in foreign languages to train human resources for international integration. Currently, the university has a total of 493 faculty members, including 3 professors, 38 associate professors, 237 PhD holders and 256 master's degree holders. The student-to-faculty ratio is 23.7 students per faculty member for Group III majors, 15.28 students per faculty member for Group V majors and 20.74 students per faculty member for Group VII majors (Thuongmai University, Form 20, 2024). In recent

years, the university has focused on developing both the quantity and quality of faculty members across various aspects of knowledge and skills. Some young faculty members have been provided with opportunities for overseas study or domestic advanced training, etc.

Secondly, regarding the scale of training and the quality of training of the University

In the years of 2023 - 2024, the training scale consisted of 18,675 regular students, 1,273 master's degree students, 147 doctoral students, 267 students in the work-study program and 317 students in distance learning programs (Thuongmai University, Form 18, 2024). Furthermore, concerning the quality of high-quality human resources training at Thuongmai University in recent years, significant achievements have been made. The number of students graduating with honors, excellence and distinction accounts for a large proportion. "In the academic year 2022-2023, the number of graduating students was 5,306, of which the number of excellent students accounted for 51.13%, the number of outstanding students accounted for 16.72%, the number of good students accounted for 30.57% and the rest were graded as average" (Thuongmai University, Form 18, 2024).

Thus, based on the data on the scale and quality of education, it is evident that the number of students graduating with distinction, excellence and good grades is high. This indicates that serious investment is being made in the quality of education and the development of high-quality human resources at Thuongmai University. The teaching and learning processes of students are systematically invested in and the quality of education has been enhanced compared to previous years.

Thirdly, the achievement of consciousness and attitude

In order to gain high achievements in training, the consciousness and attitude of students towards learning must be continuously fostered and cultivated. The majority of students demonstrate good study habits, adhere to the school's regulations and take assessments seriously. According to recent surveys, "74% of students have never violated the school's regulations regarding exams" (Survey on campus culture of students at Thuongmai University, 2022).

Regarding physical fitness training for students, the university offers various physical education courses. In addition to compulsory courses, students can choose elective courses based on their interests and health. Moreover, there are many student-led clubs such as Karatedo, Taekwondo, modern dance clubs, etc. Overall, physical education courses and sports clubs contribute to the physical fitness of students, ensuring their health for studying and working in the future.

Fifthly, regarding job opportunities after training

According to the university's public report, the employment rate of graduates has consistently remained high, with nearly 100% of graduates finding employment (Thuongmai University, Form 18, 2024), leading to stable livelihoods. This indicates that the high-quality human resources trained and developed by Thuongmai University have met the demands of the labor market and are accepted by society. This is one of the main objectives that the university constantly strives for: to train and develop high-quality human resources to better meet the needs of society, contributing to the prosperity and happiness of the nation, gradually leading the country out of poverty and backwardness.

However, besides the achievements, in the process of training high-quality human resources, there are still certain limitations.

Limitations of training high-quality human resources at Thuongmai University today

First, limitations in training facilities

Despite efforts made in recent years to construct modern infrastructure and provide state-of-the-art equipment to support the teaching and learning process, there are still limitations that hinder certain aspects of education and teaching. The scale and number of classrooms are insufficient compared to the number of students. Students often have to start classes very early and finish late to maximize the use of available classrooms. The student-to-class ratio is relatively high, with some classes having over 100 students, making it challenging to fully develop students' skills. The land area per student is much lower compared to top universities worldwide and within the region. Moreover, student dormitories fail to meet the needs of residents, with a shortage of rental rooms for students. Recreational and sports facilities, such as entertainment areas, sports fields and multipurpose stadiums, lack diversity, limiting the attraction for students to engage in physical activities and fitness training during their high-quality human resources training at the university. Regarding training programs, although most of the programs meet the standards set by the Ministry of Education and Training, there is yet to be a training program that meets the quality standards of international or regional accreditation.

Secondly, limitations on the qualifications of the teaching staff

Currently, the proportion of professors, associate professors and doctors at the university is not high compared to the total number of lecturers. Although this ratio is generally higher than the national average, according to the university's public data, the proportion of lecturers with a doctoral degree or above is only 56% (Đại học Thương mại, Biểu mẫu 20, 2024), which is still much lower compared to other countries in the region and globally. In advanced countries, the proportion of lecturers with a doctoral degree or above ranges from 70 to 80%, with some universities even higher, such as those in the UK. Additionally, the language proficiency of lecturers at the

university is low, failing to meet international integration standards. Teaching in English or other foreign languages is not widespread, which affects the quality of high-quality human resources training at the university.

Thirdly, limitations in consciousness and academic performance of students

The consciousness of some students at the university is not high, lacking genuine effort in their studies and resorting to cheating, using cheating devices during exams. Some students are tardy or do not adhere to the rules of the university or classroom. Some students exhibit uncooperative attitudes, lack participation in group activities, have poor planning in their studies, etc. Moreover, most students face economic difficulties, limiting their access to foreign language learning compared to their economically privileged peers. Furthermore, students from various rural backgrounds face inadequate facilities and language teaching, making it difficult for them to learn, especially when lectures are conducted in English.

4.3. Some conclusions and recommendations

Thus, based on the analysis above, it can be seen that in recent years, the training of high-quality human resources at Thuongmai University, Vietnam has achieved significant achievements, contributing to providing high-quality human resources for the domestic labor market and some foreign companies. These contributions embody the viewpoint and direction of the Communist Party and the Vietnamese State, considering education and training as a top national policy and a key factor in building the country and integrating internationally. However, alongside these achievements, the process of training high-quality human resources at the university still faces certain limitations. These include infrastructure, socio-economic conditions, the qualifications of lecturers and the consciousness and academic abilities of students, which are not yet high enough to meet the needs of training human resources for international integration, including the education of global citizens. Through these limitations, this article boldly proposes some recommendations to enhance the quality of training high-quality human resources at Thuongmai University in Vietnam as follows.

Some recommendations to enhance the quality of education at Thuongmai University in the coming time.

Firstly, strengthen school facilities, by constructing additional buildings to meet the standards for space and study area for students. This is the first factor and prerequisite for contributing to the educational process. Building more dormitories, multipurpose gyms and practice rooms is essential. Currently, there is relatively high demand for dormitory accommodation among students. However, due to limited land area and budget constraints, the university has not been able to build additional dormitories or multipurpose gyms for students. As a result, many students face difficulties in finding accommodation and places for exercise when the weather is unfavorable. These factors have somewhat affected the students' learning. Therefore, in the future, to create conditions for some groups of students to study and exercise with peace of mind, thus contributing to providing the best high-quality human resources for society, building additional dormitories and multipurpose gyms is one of the measures to enhance the quality of education at the university.

Secondly, enhance the digitization of documents, textbooks and study programs for students and lecturers. Faced with the context of rapid technological development, the education process at Thuongmai University also needs to adapt to changes in teaching and learning methods to suit the trends of the times. To achieve this, the university needs to digitize documents, textbooks, lectures and course programs and integrate them into the common training system of the University.

Thirdly, build advanced programs aligned with international training standards

To contribute to enhancing the quality of high-quality human resources for society, besides ensuring programs' quality according to the regulations of the Ministry of Education and Training, the university needs to gradually align with advanced programs of developed countries worldwide. Currently orienting towards advanced training to meet the demand for high-quality human resources internationally is a legitimate development trend, meeting the requirements of global economic integration. To prepare for this task, the university needs to plan and develop advanced, modern programs according to international standards in the coming time. At the 13th National Congress of the Communist Party of Vietnam, it was affirmed: "Developing high-quality higher education institutions according to regional and global standards, prioritizing resources for the development of technology universities. Enhancing the quality of teaching and learning foreign languages at all levels of education and training; attaching importance to teaching, learning and using English" (Communist Party of Vietnam, Volume 2, 2021, p. 129). Especially, there is a need to focus on training and using English for learners, being proactive in embracing global development trends.

Fourthly, improve the quality of lecturers and staff in the University.

Improving the quality of faculty and staff across the entire university is an essential endeavor in all circumstances. There is a Vietnamese proverb that says, "Without a teacher, what could you accomplish?" or "Even half a word from a teacher is valuable." These invaluable experiences, accumulated by previous generations over thousands of years, demonstrate that the role of teachers is indispensable in the teaching and learning process. On the professional side, the university needs to provide support and create conditions for faculty to focus more on their expertise. Additionally, faculty and staff themselves must have a mindset of

continuous learning and self-improvement, enhancing their professional skills, language proficiency and computer literacy through various means. They should engage in learning from colleagues and experts both domestically and internationally, participate in specialized scientific conferences, etc.

Fifthly, mobilize investment into building infrastructure and promote the socialization of education to ensure the quality of education and training. In order to contribute to investing in infrastructure, enhancing the quality of programs, curriculum, online learning systems, as well as strengthening training for the faculty and staff across the university, financial resources are crucially needed. Experience has shown that "real action brings real results." Economic resources, in general, always play a pivotal and essential role in improving the quality of education and training. Generally, countries with strong economic potential tend to invest heavily in education. With strong education development, high-quality human resources are provided to society, contributing to sustainable development. To increase the financial resources of the university, in addition to increasing tuition fees, it is essential to call for cooperation between domestic and foreign enterprises to invest in training that aligns with the needs of businesses using human resources. At the 13th National Congress, the Communist Party of Vietnam emphasized: "Implement autonomy and socialization mechanisms for some educational institutions - training, pilot with public universities towards higher autonomy. Standardize the teacher force at all levels" (Communist Party of Vietnam, Volume 2, 2021, p35). Therefore, to obtain additional investment funds for infrastructure, apart from increasing tuition fees, the University can also seek support from other social resources to serve the process of training high-quality human resources.

Sixthly, strengthen the inspection and supervision of the quality of education. Training activities are ongoing activities of the university. In order to contribute to more effective education and training, the inspection work of the university, as well as the relevant departments, needs to be carried out according to a plan or on an ad-hoc basis when there are signs of misconduct. Effective supervision not only helps the university implement training plans correctly but also timely detects any violations for appropriate adjustments.

Thus, facilities, teaching staff, training program, teaching materials ... are among the prerequisites, the first conditions to ensure the quality of teaching and learning. If these conditions are lacking, it will affect both the quantity and quality of student training in the university. Conversely, if the university prepares these infrastructure well, it will contribute to improving the quality of high-quality human resource training for society. Well-prepared human resources not only meet domestic demands but also meet the needs of the international labor market. This is an indispensable trend in the orientation of training high-quality human resources in the coming time of the University.

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