**LE THI THANH THUY**

# MANAGING PRIMARY SCHOOL TEACHERS IN THE CONTEXT OF EDUCATIONAL RENOVATION

**Field of study: EDUCATIONAL MANAGEMENT**

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**ABSTRACT OF DOCTORAL DISSERTATION**

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- National Library
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# LIST OF THE PUBLISHED PAPERS

1. Le Thi Thanh Thuy (2014), "The following management studies on developing English teacher for primary school", Journal of Education (Special Edition), 10/2014

2. Le Thi Thanh Thuy (2014), "Personality model of English teacher for primary school", Journal of Educational Sciences, The Vietnam Institute of Educational Sciences (110), 11/2014

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5. Le Thi Thanh Thuy (2016), "Current situation of English teacher for primary school at 6 provinces in Vietnam's North Central Coast", Journal of Educational Sciences, The Vietnam Institute of Educational Sciences,(126), 3/2016

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# Introduction

## 1. Rationale for the study

In any period of history, the construction and development of a strong education are a key and determining factor to promote the growth of a country. Education cannot attain high quality without teachers' staff having qualities because they are an important factor considerably contributing to creating the appearance and quality of education for each country.

Nowadays, with the requirements of entirely fundamental innovation in primary education in general and teaching innovation for English primary school in particular propose the high requirements on the innovating competence for primary school English teachers' staff. The management of these teachers is necessary and essential in the successful accomplishment of the National Foreign Language Project 2020.

In the current situation, primary school English teachers are still weak in terms of quality due to the lack of synchronizing structure and quantity assurance. In the field of management, regarding to planning, design is not concentrated; assessment and selection are not warranted; the policy of attracting talents is not strong enough; the issue of quality and effective work in the cultivation and training is not high.

Thanks to the foundation of reasons mentioned above, the management of primary school English teachers to meet the practical demand is important and indispensable. Therefore, we choose the research topic "Managing Primary school English teachers in the Context of the Educational Innovation" as a subject of doctoral dissertation for the specialization in Educational Management.

## 2. Aims of the research

Based on the theoretical background and the situation in the management of primary school English teachers, the research suggests the solution for the management of primary English teachers' staff in the context of educational innovation.

## 3. Significance of the research

Thanks to theoretical background of the management of primary school English teachers, assessment of the status of primary school English teachers and the management of primary school English teachers and solutions for the management of primary school English teachers in the context of educational innovation are suggested.

The assay of the solutions and the experimental study embody two contents of four solutions in the management of primary school English teachers in the context of educational innovation.

## 4. Participants

Participants: primary school English teachers

Objects: the solutions in the management of primary school English teachers in the context of educational innovation.

**5. Hypothesis**

Nowadays, the management of primary school English teachers initially have the positive results, but there are still many difficulties and inadequacies which do not to satisfy the needs in terms of both quantity and quality of the teachers' staff. As a result, if the proposition and accomplishment being synchronous with the solutions in the management of primary school English teachers are reached upon the competence of accomplishment and the management of human resource, that will contribute to developing the staff meeting the requirements of educational innovation.

**6. Scope of the study**

*6.1. Scope of the research content*

The solutions to both Division of Education and Training and the educational departements for the management of primary school English teachers in the context of educational innovation

*6.2. Limitation on geographical survey*

Geographical survey on the situation of primary school English teachers and the management of these teachers in the context of educational innovation are taken place in 6 provinces of North-Central Region (Thua Thien Hue, Quang Tri, Quang Binh, Nghe An and Thanh Hoa Province)

The experimental area is Division of Education and Training in Le Thuy District, Quang Binh province.

*7. Methodology and research methods*

-Approach: the dissertation uses certain approaches to research such as human resource management, capacity of accomplishment and the management hierarchy theory.

-Research methods: theoretical background; theoretical research, observation method; interview method, synthesis method of practical experience on the management of primary school English teachers and method of processing information.

*8. Thesis foundation*

(1) Managing primary school English teachers is a crucial factor to enhance the quality of English teaching in primary schools in the context of educational innovation.

(2) Managing primary school English teachers needs planning, recruitment, management, utilization, cultivation and training, evaluation and accomplishment of policy regimes,

construction of environmental work for primary school English teachers towards the standardization of qualification and capacity.

(3) Building a framework of career competence for primary school English teachers is needed which will be used as a goal and measure for the process of managing primary school English teachers.

(4) Managing primary school English teachers achieving the objectives and the standards of quantity and quality and synchronization of the structure contribute to the successful implementation of the national foreign language project 2020.

## 9. Justification of the dissertation

### *9.1. In the rationale*

The dissertation was approached and concretized some perspectives, with a focus on the contents of the theory of human resource management, implementation capacity of teachers on building basis of the management of primary English teachers' staff in the context of educational innovation.

### *9.2. In practicality*

The dissertation appreciates the status of primary school English teachers about the number, scale, structure, type, level, quality and professional competence compared to standards; analysis of the situation in the management of primary school English teachers with the contents, planning, recruitment, utilization, training and cultivation, creating environment; analysis of the challenges for the primary school English teachers, the requirements with primary English teachers' staff in the context of educational innovation.

The research results contribute to forming scientific ground in the assessment criteria of primary school English teachers and improving the quality of primary education in general and teaching English in particular.

The dissertation proposes five solutions to managing primary school English teachers in the context of educational innovations as well as assertions and interpretations about the urgency and feasibility of suggested solutions along with its deployment of effective experiments in practice of training and cultivation primary school English teachers according to frameworks of professional competence contributing to ameliorating the quality of Primary English teachers' staff in the context of educational innovation.

## 10. The structure of the dissertation

In addition to the introduction, there are the conclusion and recommendations, references and appendices. The content of the dissertation is presented three chapters:

*Chapter 1*: The theoretical background on the management of primary school English teachers in the context of educational innovation

*Chapter 2*: Current situation in management of primary school English teachers in the context of educational innovation and international experience

*Chapter 3*: Solutions to the management of primary English teachers' staff in the context of educational innovation

**Chapter 1**

**THE THEORITICAL BACKGROUND ON THE MANAGEMENT OF PRIMARY SCHOOL ENGLISH TEACHERS IN THE CONTEXT OF EDUCATIONAL INNOVATION**

**1.1. Literature review**

*1.1.1. Previous studies on competences of teachers and primary English teachers*

Mrowicki (1986), Bernd Meier (2009), Jacob and Farrell (2001), Hardre et al (2006), Ebata (2008) believe that the English teachers should have plenty of nuclear and crucial capabilities such as teaching, diagnosis, assessment, consultancy, continued professional and school development.

*1.1.2. Previous studies on managing teachers' and primary school English teachers*

In the foreign countries, A. Maslow (1943), Anthony Carnavale (1983) Riches C, (1997) assume that in light of general opinion, human resources only imply the development of human potential. Human resources just become the driving force of the development of the country when it is promoted by developing these resources through properly training, utilizing, cultivating and creating legal corridor and government policy. The development of human resources includes three aspects to manage: training, utilizing and cultivating for the environment of human resources, mainly for working environment.

In Vietnam, Vu Van Tao (2002), Nguyen Duc Tri (2002), Phan Van Kha (2012), managing of the human resources includes the components namely training, cultivating and retraining, selection and utilization of the human resources, health care and environmental construction.

Nguyen Phuc Chau (2010), Phan Van Kha (2007) said that regarding to teachers as human resources in a level and major, the management of teachers includes the contents: (1) planning the development of teachers' staff (training and cultivating teacher, recruiting and utilizing teachers, investing working equipment, the policies for teachers...) (2) organizing and directing the planning implementation (3) examining and evaluating the formulation and deployment of planning accomplishment in the development of teachers' staff.

*1.1.3. Previous studies on the managing the hierarchy of teachers*

Fiske (1996) and Lockheed (2004) review the management hierarchy for a particular problem in more detailed information which is the management of teachers' staff. They recognize that teachers are the most important factor in the transfer of knowledge to students, so the teacher management (recruitment, utilization, training ...) must be decentralized to other responsibilities concomitantly which the new potential benefits are brought into play roles and effects.

Phan Van Kha (2005) and Nguyen Tien Hung (2004) suppose that to assure the decentralizing accomplishment in education we need to redefine logical accountability, authority and the self-responsibility of each management level as well as the mechanism of collaborating work between levels requires confirming the conflicts/ difficulties in the current position of implementing existing functions of educational management in the system from big to small, which proposes solutions to be deal with.

## 1.2. Primary English Teachers

### 1.2.1. Primary school English teachers

English teachers at the primary school are called primary school English teachers.

Primary School English teachers are organized to teach English programs at primary school under the provision of Ministry of Education and Training, which include two facets:

(1) Those teaching in one school

(2) All those teaching in a district or province

### 1.2.2. The role and pedagogical characteristics of primary English teachers in the context of educational innovation

#### 1.2.2.1. The role of primary school English teachers

Primary school English teachers play a special role in the implementation of the national foreign language project 2020, which is the key constituent to enhance the quality of English teaching at primary schools. They laid the foundation for the formation and development in English skills of human resources later, which prepares the necessary premise for learners to approach well with standards of foreign language proficiency when they step to the next levels.

#### 1.2.2.2. The features of pedagogical workers of teachers, primary English teachers' staff

Primary school English teachers are defined by the pedagogical profession - an English teacher at the primary school. Hence, there are the characteristics of pedagogical professionals in general but also the professionally psychological features, pedagogical activities indistinctively.

Pedagogical activities of primary English teachers are taken place in the educational environment in the primary schools. Work objects of primary school English teachers are learners from primary schools aged from 6 to 11. It requires primary school English teachers to be supposed

have qualities and distinct competencies being suitable with their learners. That includes competences in teaching both theory and practice for four skills (Listening, Speaking, Reading, Writing), joining the program development, learning materials; participating in research activities, on-going improving and cultivating the professional proficiency and professional skills. Moreover, they should be psychologists with good management skills and education for students (possibly in the role as the form teachers) and must have the habit of cooperation and affiliations.
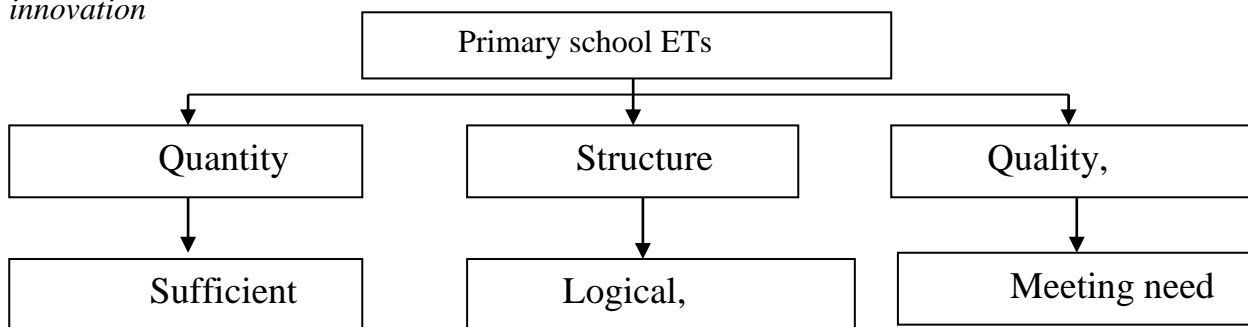
Labor of primary school English teachers brings the functions of not only formation and development but also the orientation for students.

*1.2.3. Basic requirements for teachers, primary school English teachers in the context of educational innovation*

*1.2.3.1. The context of innovation, the opportunities and challenges facing with teachers and primary school English teachers*

In the context of the current innovation, there are direct or indirect strong impacts on the management of primary school English teachers: the impact on teachers, students, managers and supporting conditions (infrastructure, teaching equipment, developing environment and the policies. ...). These impacts do not only bring opportunities and motivation but also poses many challenges and difficulties for the managers in the control of primary school English teachers.

*1.2.3.2. Basic requirements for primary school English teachers in the context of educational innovation*



*Model 1. 1. Need of primary school English teachers*

The context of educational innovation sets out the standardizing and modernizing requirements for primary school English teachers. That is to ensure the overall nature of an "organization", which aims to assure sufficient quantity and quality of staff.

Considering quality, all teachers achieve the basic standard of "individual"; primary school English teachers must attain the requirements of competence framework.

Regarding structure, the building of the modified structure of primary school English teachers ensures consistent on the political and the training level.
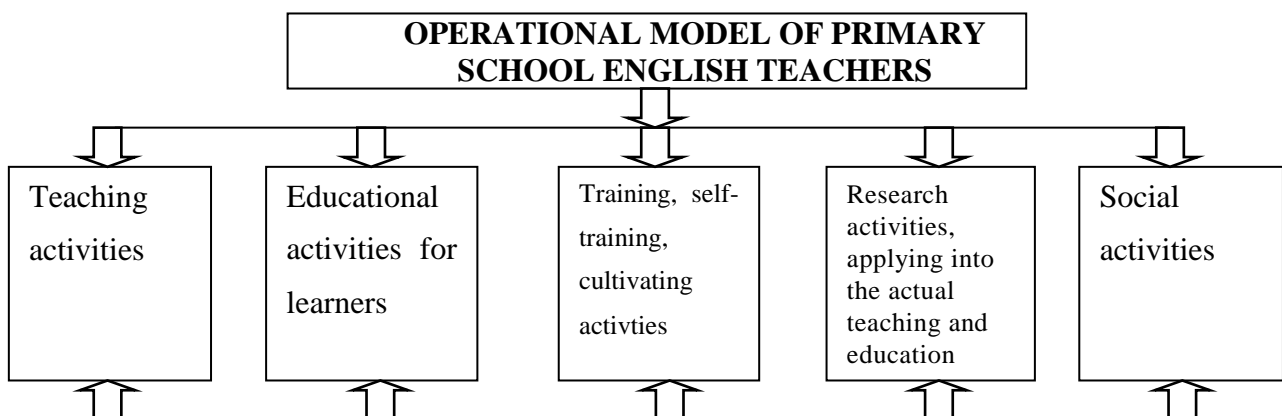
*1.2.4. Professional competence of primary school English teachers in the context of educational innovation*

*1.2.4.1. Professional competence of teachers*

The competence of primary English teachers was completed, including knowledge, skills, behaviors and attitudes of teachers to guarantee teaching English at primary schools effectively. The professional skill of primary school English teachers is the ability to make teaching activities in English subject at primary level effective as being trained- the ultimate goal of the development process of their capacity. The development of abilities is performed by applying and creating knowledge, skills and techniques of individual teachers who take part in teaching in the context of educational innovation.

*1.2.4.2. Operational model of primary school English teachers in the context of educational innovation*

The subject determines to operational model of primary English teachers consisting of five components: (1) teaching activities; (2) educational activities for students; (3) training and cultivating activities, self-cultivating; (4) research activities, applying deployment in actual teaching practices and education; (5) social activities ( Model1.2)



*Model 1.2. Operational model of primary school English teachers*

**1.2.4.3. The capacity structure of primary school English teachers**

The capacity structure consists of five elements: (1) *teaching competence*; (2) *educational capacity;* (3) *self- learning abilities, self- improving and career development;* (4) *capacity of research, deployment and applications into practice*; (5) *Socializing and communicative competence*

**1.3. Managing primary school English teachers**

*1.3.1. The application of human resource management theory in managing primary English teachers*

Formbrun, Tichy and Devanna (1984), Bratton and Gold (1999), Robin at al (2005) emphasize the role of organizational culture and environment in the management of human resources with the activities such as planning, recruitment, selection, organizational and working design, training and development, assessment and labor compensation. Model 1.3 describes this overview problem:



***Model 1.3.  Management strategy of human resource by Robin at al. (2005)* [124]**

Leonard Nadle (USA-1969) proposed to model of the management of human resources with three main contents: the development of human resources (including training, development and consulting...), the utilization of human resources (recruitment and expurgation,) and creation of the working environment for human resources (expanding occupations and scales,).
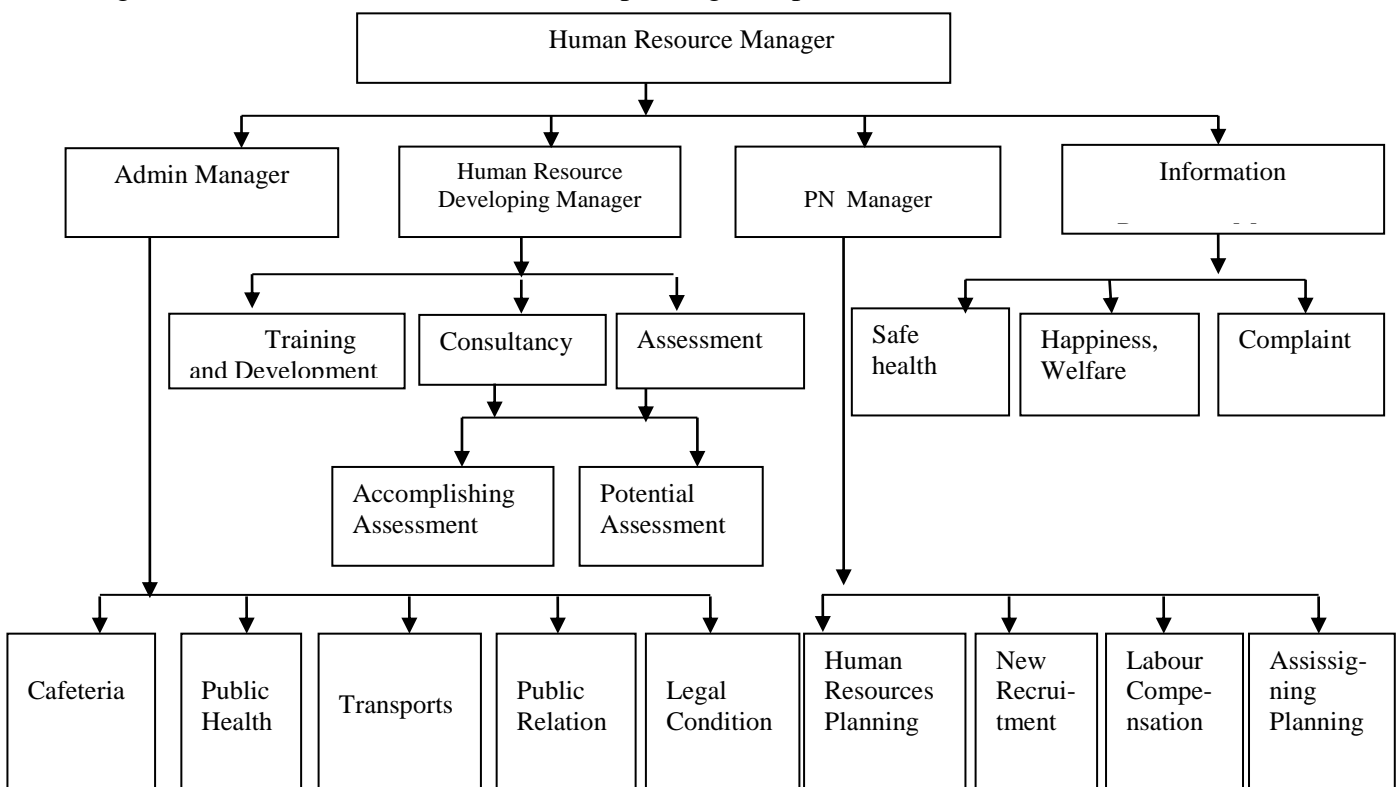


***Model 1.4. Human resource management in an organization by Leonard Nadle (USA-1969)* [112]**

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According to the model of two authors above, human resources management, first of all, creates potential human resources through training and cultivating standards and advancing the level of teachers while the maximum exploitation and efficient potential towards goals of the organizational system. Thus, the remaining problem is that the management of human resources has to build strategies for developing human not only in the organization but also associating organization which keeps growing in the quantity and quality of staff as well as the life quality of staff.

When attaching the concepts on primary English teachers' staff, we understand human is " individual teachers ", also the human resource is the" teacher". The management of primary English teachers' staff  is the management of the human resources at the level of primary school and according to the content of the management of the human resources. Therefore, approaching model/ theory of the management of the human resources to manage primary English teachers' staff, essentially embodies five groups of elements: (1) Building the planning staff;(2) Managing training and cultivating activities to individuals, who teachers and teachers' staff achieving the required qualities and abilities; (3) recruiting, utilizing and expurgating teachers' staff in a logical way to enough in the quantity, synchronous structure and satisfaction the requirements of quality of teachers' staff; (4) environmental management and dynamics for developing staff; (5) properly evaluating the potential and actual capacity of teachers and supervising the planning and implementation of the planning of teachers' staff.

*1.3.2 .Managing primary school English teachers based on theory of human resource management and professional competence*

To establish the theoretical framework of research, the author applied the integrated approach from the theory of human resource management to professional competence of primary school English teachers to manage primary school English teachers that includes the following contents:

(1) Building a plan based on the capacity of primary school English teachers ensuring the quantity, structure and quality of teaching staff. This is the basis for determining the next steps for teacher's development;

(2) Managing the retraining and cultivating activities, continued training, training to enhance standards and cultivating primary school English teachers, which relies on the capacity of primary school English teachers to sustainably developing the individual teachers by helping them achieve the criteria in relation to competences of primary school English teachers; assessment of potential and actual capacity of primary English teachers depending on the professional capacity of primary school English teachers;

(3) Recruiting, expurgating and utilizing teachers based on the capacity of the primary school English teachers to warrant the sufficient quantity and sync about the structure and capacity of teachers;

(4) Managing the environment to facilitate and motivate staff development and for teachers maximizing their potential.

(5) Evaluating the potential and actual capacities of teachers based on the capacity of primary school English teachers; assessing the planning construction and implementation with the measuring tool as the capacity assessment criteria of primary English teachers.
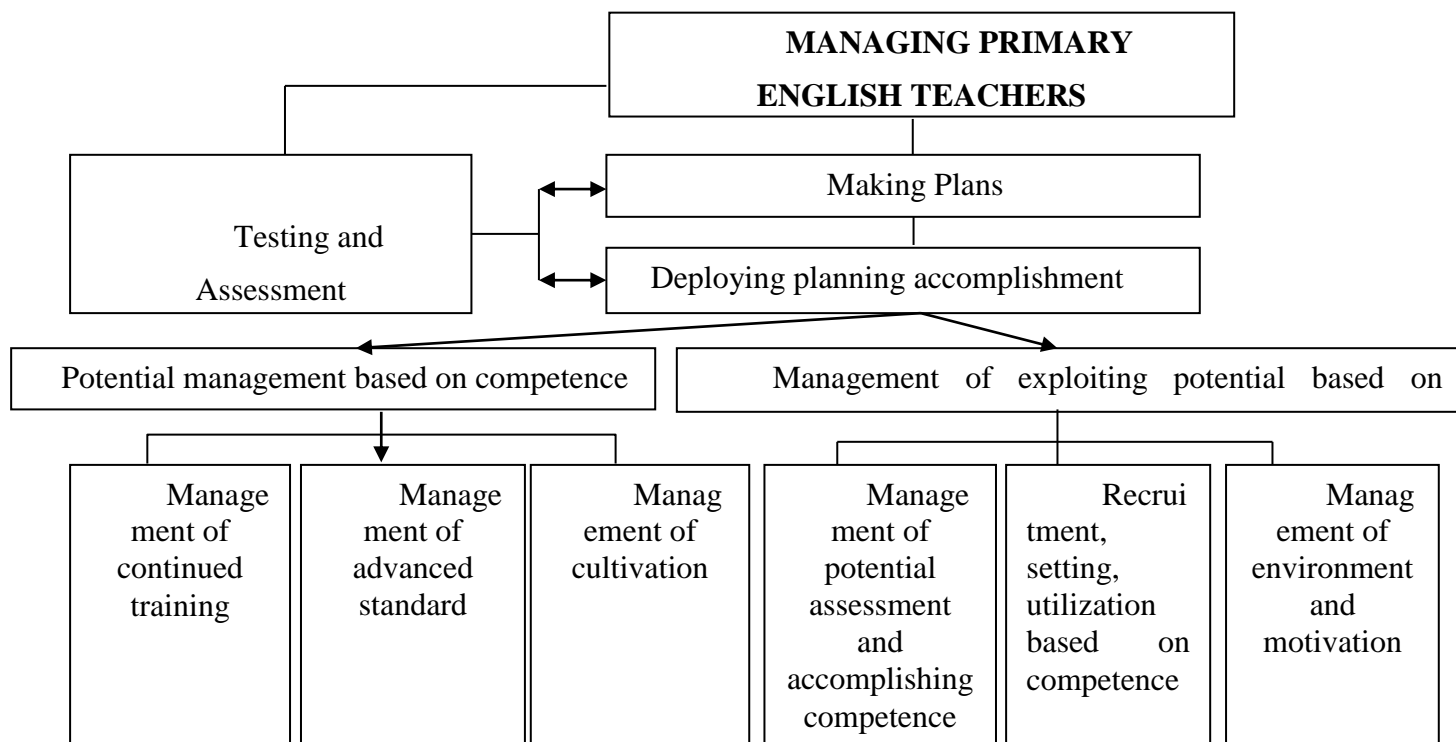


**Model 1.5. Managing primary school English teachers based on the complex approach**

*1.3.3. Content management of primary English teachers*

*1.3.3.1. The planning construction for primary school English teachers under the professional competence*

Staff planning is the basis for determining the missing, redundant or reasonable number of teachers; quality teachers are in what extent to expurgate, arrange and utilize teachers, identifying the needs of training and cultivating teachers.

*1.3.3.2. Recruitment, ulilization and filtering of primary school English teachers under the proffestional competence*

Recruiting teachers includes the following contents: the criteria notification, the requirement of the educational institution for the applicants (necessary and sufficient criteria for the position need to recruit under the capacity framework); making a list and profile of candidates corresponding to the plan ; reviewing of dossiers, surveys, testing, evaluating and assessing the contestants done by managers.

Filtering is the root of testing and evaluating teacher's strengths and weaknesses to identify the targets and the development objectives in the present and future. Assessing and filtering teachers embody the steps: teachers' self-evaluation, team leaders' evaluation, schools' evaluation and finally the evaluation from division of education and training.

*1.3.3.3. Training and cultivating the management of primary school English teachers under the proffesstional competence framework*

Evaluating, identifying teachers who need training, learning needs and goals so as to build the training plan

Determining the training types under the general regulations (regular cultivating and retraining); self-cultivating; consecutive training (training advanced levels).

There are testing and assessment in training and cultivating process.

*1.3.3.4. Building an environment for self-development and creating motivation to develop primary school English teachers*

- Building an environment for developing primary school English teachers: the agreeable, positive, friendly and efficient team of pedagogue and school; the culture of school management

- Mmotivating the development of primary English teachers' staff : full implementation of the national regulations; training policy, career development and promotion opportunities; construction of a system for assessing the achievement and efficiency of work; creating soft pressure and working motivation

*1.3.3.5. Testing, monitoring, and evaluating the activities in the management of primary school English teachers*

Assessment and management of primary English teachers' staff are the management of the host (Principals of the primary school, Departments of education and training, Divisions of Education & Training and personal primary school English teachers) whose assessment tool is the framework of professional competencies to accomplish the self- evaluation, monitoring and evaluating of the individuals in relation to the goals and standards of the organization. On the other hand, the developing process of the staff is assessed with the contents of recruitment, expurgation, utilization, training, motivation and establishment of the environment. ... From the testing and monitoring step to evaluating one is self-contained process done regularly and constantly in the management process.

### 1.3.4. The decentralized management of primary English teachers' staff

The content of decentralized management for employees is specified in article 48, Officers Law consisting of components: building job position, recruiting officers, signing a contract of employment, appointing and changing occupations, changing the location of the job; terminating the work contract, settling retrenchment mode, appointing and dismissing of manager officials, arranging, setting and

utilizing employees based on the needs of the work, implementation of the assessment, reward and discipline of employees, make the mode of wage, remuneration policies, training and cultivating mode for employees, setting and managing officer's profiles, reporting the management of employees in the management scope.

### *1.3.5. Influencing factors in the management of primary school English teachers*

The objective factors are identified to affect to the management of primary school English teachers determined as the derived cause from the environment, working conditions, mechanisms, and policies,

The subjective factors include the competence of teachers, the role and competence of the personals involved in school management, the level, quality and capacity of primary school English teachers, consciousness and motivation in the development of teachers.

### Conclusion of Chapter 1

In Chapter 1 of the dissertation, the author, who has conducted systemizing problems of the theoretical background on managing teachers in general, has identified the basic framework of the management of primary school English teachers in the context of current educational innovation.

In general, on the basis of the analysis of characteristics of pedagogical resources as teachers and overview different features of each primary school English teacher lead to determining the essential competence of primary school English teachers meeting the need of current educational innovation.

The dissertation was flexibly applied two methodological approaches (theoretical approach of human resource management and capacity) to suggest the complex approach in managing primary school English teachers including four contents: (i) building plans; (ii) recruitment, utilization and expurgation of teachers; (iii) management for training and cultivating teachers; (iiii) managing the environment and creation of motivation for staff development. The management of primary school English teachers is carried out by many management levels.

The part of theoretical background is orientation for surveying, investigating, analyzing and suggesting solutions for the current situation in the management of primary school English teachers in the present context of educational invitation. That contents are dealt with in chapter 2 and chapter 3.

### Chapter 2

## THE ADMINISTRATION OF PRIMARY SCHOOL ENGLISH TEACHERS' RESOURCES

## IN THE EDUCATION REFORMS AND EXPERIENCE OF SOME COUNTRIES

### 2.1. Research organization

#### *2.1.1. Retrospective data and recapitulated experience in reality*

The study was used retrospective methods and recapitulated empirical material in order to assess the reality of primary English teaching in terms of scale, the school networks, facilities and teaching equipment; the number and structure of PETRs; implementation of the contents, English programs, as well as teaching quality

### 2.1.2. Empirical research

#### 2.1.2.1. Research purposes

This study is aimed at exposing right, objective assessment about the situation of PETRs and management in the context of educational reform.

#### 2.1.2.2. Contents

The dissertartion was conducted by 03 questionaire forms : (1) one form for English teachers at primary schools , ( 2 ) the another for managers in primary schools , and ( 3 ) the last one for personnel who work in Professional Services and Department of Education and Training .

#### 2.1.2.3 . Participants and instrumentations

Total 1573 respondents participated in the current study, included 780 primary school English teachers, 720 managers in elementary schools and 73 leaders and experts in Professional Services and Department of Education and Training of 04 provinces ( Thua Thien Hue, Quang Tri, Quang Binh and Ha Tinh). The procedure of data collection and analysis will be presented in the following parts.

#### 2.1.2.4 . Data collection and analysis (from Jan. 2014 to May 2016)

- From Jan. 2014 to Oct. 2014: Research theory and designing questionnaire

- From Oct. 2014 to Feb. 2015 : Pretest

- From Feb. 2015 to Jan. 2016 : Adjust questionnaire and pilot the questionnaires

- From to Jan. 2016 to Jun. 2016 : Analyes and interment the collected data

#### 2.1.2.5 . Rating Scale

As regards the scales, the questions for the English teachers' quality and capacity together with the management of PETRs in their sectors were evaluated according to 5- point scale organized in the ascending order of quality ( 1, the weakest and 5, the best ).

Turning to the factors affecting management of PETRs in the context of education reform were also rated on a scale of 5 points, from 1 (no effect) to 5 (very influential, affecting a lot).

Likewise, sections of views on direction strategy were set 5 - point scale with two aspects: (1) the necessity and (2) the feasibility consisted of 1 (not urgent, impossible) to 5 (very urgent, very feasible).

## 2.2 . Comprehensive background of English teaching in elementary schools

To this section, the thesis shed a light on 4 parts: (1) dimension of schools network and English students; (2) implementing contents as the English program; (3) facilities and teaching equipment; the number and structure of PETRs; (4) Assessing primary English teaching.

## 2.3 . Primary school English teachers' resources

### 2.3.1 . Number

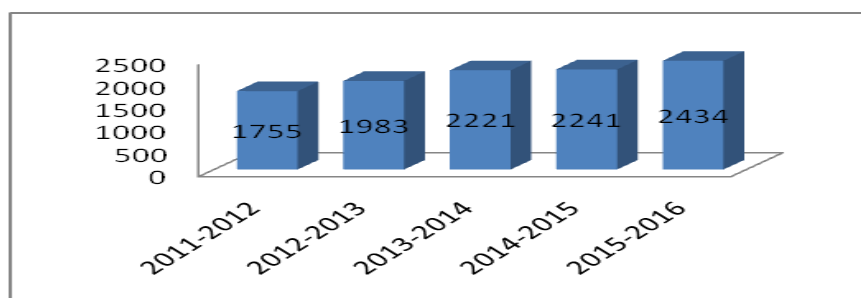The chart below is the statistics on the number of primary school English teachers through the periods.



*Chart 2.1 . Statistics of primary school English teachers [ 129 ]*

## 2.3.2 . The structure of the primary school English teachers

### 2.3.2.1 . Age structure
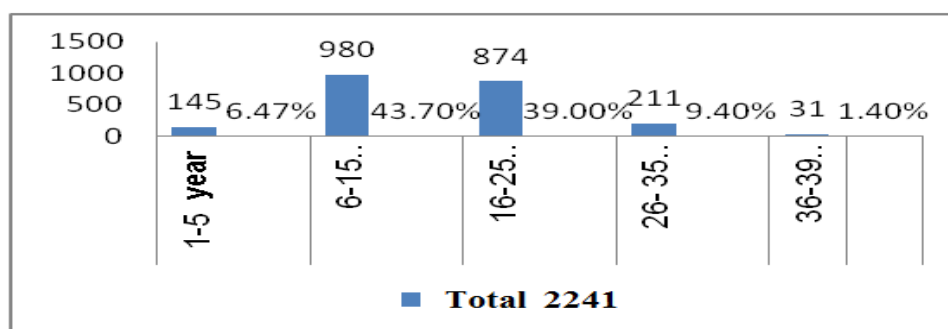


*Chart 2.2 . Age structure of PETRs in 06 North Central Provinces [ 129 ]*

### 2.3.2.2 . Qualifications of primary school English teachers

PETRs have standard and above-standard of qualifications; however, too much emphasis is placed on lacking of the number of English language teachers who can reach the international English Framework. Those who are mainly in - service training; pedagogical limitation and selecting competent English teachers in teaching runs into serious difficulties. Therefore, these cause PETRs into contradiction of training levels and pedagogical skills , levels of expertise and professional skills. The statistics are as follows

**Table 2.4**

**The structure of PETRs' standards [ 12 ]**

| | 2011-2012 | | 2012-2013 | | 2013-2014 | | 2014-2015 | |
|---|---|---|---|---|---|---|---|---|
| | Numbers | Ratios | Numbers | Ratios | Numbers | Ratios | Numbers | Ratios |
| Qualified standards | | | | | | | | |
| Regional Doctor | 1755 | | 1983 | | 2,221 | | 2241 | |
| Master | 3 | 0.2% | 3 | 0.2% | 6 | 0.3% | 8 | 0.4% |
| University | 1128 | 64.3% | 1354 | 68.3% | 1660 | 74.7% | 1721 | 76.8% |
| College | 624 | 35.6% | 626 | 31.6% | 555 | 25.0% | 512 | 22.8% |
| English proficiency | | | | | | | | |
| Level 1 (A1) | 212 | 12.1% | 351 | 17.7% | 284 | 12.8% | 230 | 10.3% |
| Level 2 (A2) | 673 | 38.3% | 743 | 37.5% | 622 | 28.0% | 468 | 20.9% |
| Level 3 (B1) | 170 | 9.7% | 278 | 14.0% | 609 | 27.4% | 698 | 31.1% |
| Level 4 (B2) | 239 | 13.6% | 425 | 21.4% | 668 | 30.1% | 821 | 36.6% |
| Level 5 (C1) | 0 | 0.0% | 9 | 0.5% | 35 | 1.6% | 62 | 2.8% |
| Level 6 (C2) | 0 | 0 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |

**2.3.3 . Human resources' quality**



| | M | SD | M | SD | M | SD |
|---|---|---|---|---|---|---|
| | English teachers | | Managers | | Official and provincial forces | |
| 1 Quality | 4.56 | 0.46 | 4.5 | 0.56 | 4.28 | 0.49 |
| 2 Capacity | 3.87 | 0.89 | 4.06 | 0.75 | 3.63 | 0.7 |
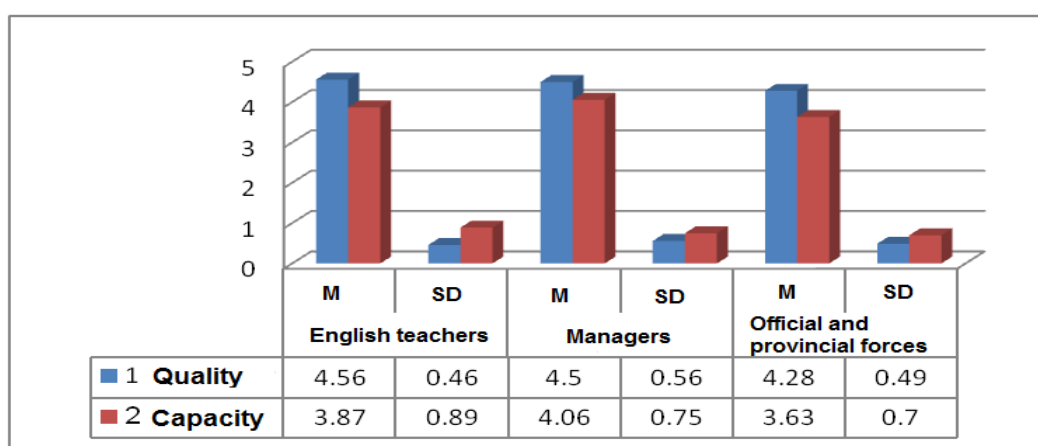
*( SD : Standard Deviation )*

*Chart 2.3 .* **Assessment of the Human resources's quality and capacity.**

*2.3.3.1 . Primary school English teachers' quality*

Generally, PTERs' morality, professional attitude and devoted spirit, affectionate young learners have basically met the requirements of foreign language teaching in the new educational context. The strengths make them possible for educational authority to promote refresher courses for teachers workforces. Besides, more effort should be put into arousing teachers' awareness of ethical teaching, professional ethics in line with provoking their senses of responsibility for their jobs and learners.

*2.3.3.2. The capacity of primary school English teachers.*

PETRs can primarily satisfy the requirements of teaching ability in the implementation at the elementary levels. This is particularly true for communicative competence, professional skills, which hindrance elementary teachers from approaching educational reform as well as getting Common European Framework for Languages (CEFR) certificates.

### 2.3.4. An overall assessment of the primary school English teachers' resources

*2.3.4.1. Strengths*

According to the quota norms, the figures of primary school English teachers are guaranteed in line with the standardized workforces. In addition, teaching environment and working conditions are gradually taken the consideration by the administrators.

*2.3.4.2. Weaknesses*

In fact, teacher's workforces' qualities cannot not be equal between training levels and implement capacity; being weak of deep and general knowledge in expertise and professional skills; lacking of pedagogical skills, not merit with new educational requirements. Furthermore, parts of teachers cannot expose themselves in recognizing self- learning as retraining professional qualifications. On the other hand, the need of ffacilities, equipment, teaching aids for general teaching, especially, teaching language cannot met the demands of educational improvement.

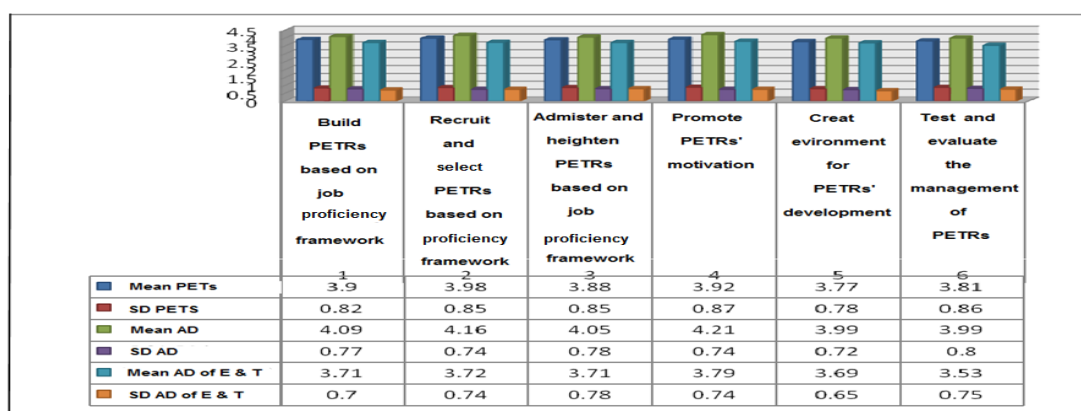## 2.4 . Administration of English teachers in the context of primary education reforms

| | Build PETRs based on job proficiency framework | Recruit and select PETRs based on proficiency framework | Admister and heighten PETRs based on job proficiency framework | Promote PETRs' motivation | Creat evironment for PETRs' development | Test and evaluate the management of PETRs |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| Mean PETs | 3.9 | 3.98 | 3.88 | 3.92 | 3.77 | 3.81 |
| SD PETS | 0.82 | 0.85 | 0.85 | 0.87 | 0.78 | 0.86 |
| Mean AD | 4.09 | 4.16 | 4.05 | 4.21 | 3.99 | 3.99 |
| SD AD | 0.77 | 0.74 | 0.78 | 0.74 | 0.72 | 0.8 |
| Mean AD of E & T | 3.71 | 3.72 | 3.71 | 3.79 | 3.69 | 3.53 |
| SD AD of E & T | 0.7 | 0.74 | 0.78 | 0.74 | 0.65 | 0.75 |

*Chart 2.4 . General assessment of the administration of English teachers*

### 2.4.1. Build primary school English teachers resources based on job competence framework

Most provinces have done the plan for PETRs. However, there are shortcomings in the planning: firstly, the number of teachers cannot satisfy the requirements of renewal of teaching English in elementary schools; Secondly, there are the contradiction between teachers' training qualifications and pedagogical competence; Last but not least, the stability, maintenance, guarantee for workforces' structure can run into difficulties because of the higher rate of teachers, who are employed into the contracts. In management, a lack of unity is the problem of practicing and planning workforces in departments at district levels, in administrative units at primary schools and with related agencies in Departments of Training and Education.

### 2.4.2. Recruiting, using and selecting primary school English teachers resources based on proficiency framework

Although, the Education and Training Department had to use provisional solution, such as moving secondary teachers to primary schools, vocational teachers for periods teaching, but shortages teachers still happen; teachers forces cannot answer to the recruited requirements. So recruitment just accounts for ensuring the quantity while the quality need shouldn't be focused. The postpone of recruitment of teachers results in lack of teachers whereas the class, students; proportion of contract teachers increase higher day by day.

### 2.4.3. Administering and hightening primary school English teachers resources based on job proficiency framework

There are subjective in designing and approving plans , for example, identifying the wrong objects, supplying unpractical contents in refresher courses, not receiving good organization and encouragement from the school administrators, being difficult in meeting time, or setting classroom,…On the other hand, teachers have not fully aware of  the role of self-learning, self-training yet together with being afraid of taking colleagues' classes, lacking of positive in joining the retrain courses and personnel classification scales.

Responsibility should rest not lonely individuals, courses or school administrators but also with management. It cannot point out a specific approach for managing and training, teacher, which hinder the program from efficient, effective management. Because model fostering a core municipal teachers does not get effects, the implementation at grassroots level cannot achieve satisfactory results. Additionally, teachers graduated from the retrain course have no management and support, which lead unsustainability and  no continuity  in the training and retraining process. In combination, testing and evaluation are omitted in this process and  there is almost no policy and activities for retraining in administration.

### 2.4.4. Promoting development of motivation for primary school English teachers

First of all, the units are active in building pedagogical collective consensus block, solidarity and being interested in learning, along with building friendly and efficient educational environment. Otherwise, establishing the cultural administration in school is also taken a consideration of managers. However, the efficiency of creating inside schooling environment meets some issues as stopping at level of implementation. So, its impacts cannot make more changes to teachers' force. Similarity, the limitation of implementing and postpone or weak practicing results in inadequate connection of schooling groups from lower to higher departments in establishing management system.

By the same token, the implementation of state policies for essential teachers is regulated fully and properly. Conversely, its effectiveness and impact on teachers is not high in the implementing process. The key explanation for this could be that the policy is implemented just stop at state level, in which local authorities do not have the appropriate policies for specific region and teachers' reward often held at the end the school year, which should not encourage and affects teachers' staff.

### 2.4.5 . Testing, monitoring and evaluation of management activities DNGVTATH

There are some shortcomings in the monitoring and evaluation such as not developed evaluation system fair and accurate ; the assessment is lacking objective criteria. Almost emotional dependence of Management Training College , have not built the clear , specific , reasonable evaluation criteria, can classify teachers' evaluation; Likewise, data evaluation is not used for other decisions about training and retraining , reward , which aiming at strengthening job skills , improving employee performance and as a basis for career development orientation.  Using  assessment results as a motivational factor is not effective. The school is indecisive in dealing with violations of teachers.

### 2.5. General assessment of the management of primary school English teachers in the context of educational innovation

Managing primary school English teachers workforce has made effectively, from planning, recruiting, selecting to using, ensuring the effective of implementing and training, which in turn, improving teachers' training standards and professional capacity. Besides, building support conditions has been taken appropriate the administrators' consideration. On the contrary, there are still shortcomings that rest on the teachers' side: qualifications; inaccurate assessment; weak pedagogical skills; insufficient teaching conditions; age structure; self- awareness toward self-training at low level.

### 2.6. Decentralization in the management of primary school English teachers in the new context of educational innovation

The decentralization in the management of 06 provinces in the North Central shows functions, duties, powers and organizational structure of the Department of Education and Training, in which

elementary educational authorities have presented the responsibility of state management in accordance with local management of workforces. Nevertheless, some disparity in practicing or weak application the educational contents cannot make the most efficiency and validity of the state's Department of Education and Training. One another reason is that the decentralized direction isn't heterogeneous. These things lead to the necessary of workable solutions  to each locality, ensuring clear decentralized governess, in turn, the development requirements go the right way in the current context.

### 2.7. Factors affecting the direction of elementary school English teachers

The survey results collected information from teachers' workforces, educational leaders, personnel in related departments in terms of level of the factors affecting the direction of elementary English teachers shown through charts 2.5 and tables 18, see in Appendix 3 :
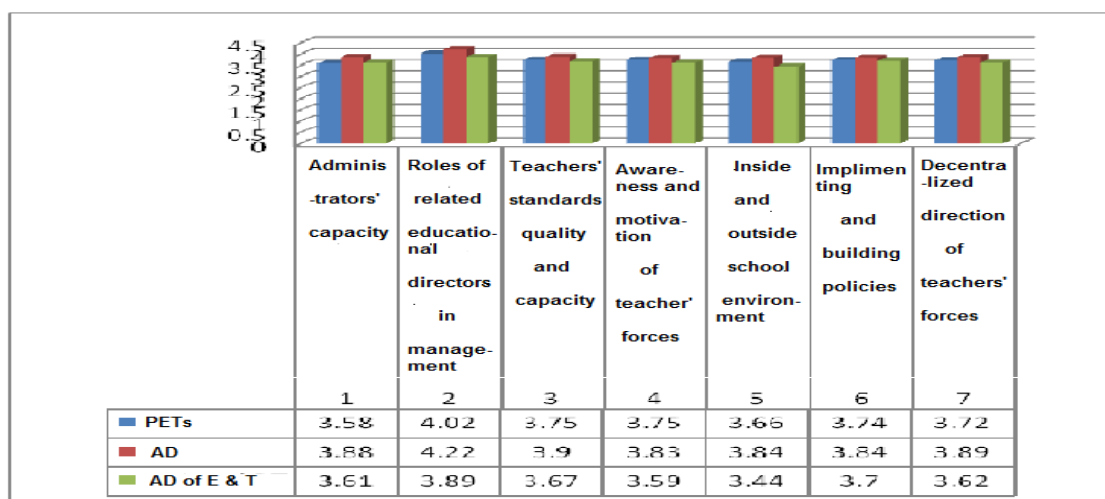
| | Administrators' capacity | Roles of related educational directors in management | Teachers' standards quality and capacity | Awareness and motivation of teacher' forces | Inside and outside school environment | Implimenting and building policies | Decentralized direction of teachers' forces |
|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| PETs | 3.58 | 4.02 | 3.75 | 3.75 | 3.66 | 3.74 | 3.72 |
| AD | 3.88 | 4.22 | 3.9 | 3.83 | 3.84 | 3.84 | 3.89 |
| AD of E & T | 3.61 | 3.89 | 3.67 | 3.59 | 3.44 | 3.7 | 3.62 |

**Chart 2.5. Factors affecting the management of elementary school English teachers**

In the limited range of the survey, factors affecting direction of elementary English teachers, topic is aiming at choosing  07 issues (factors) to survey and assess the impact of these factors on the management of teachers' forces. 07 issues are divided into 02 groups:

(1). The objective factors (from the statement 5-7 in the chart 2.5) include:  motivation of teachers' forces, the implementation and construction of the policies; economic conditions  and teachers' family circumstances.

(2). The subjective factors include the following factors: The capacity of the administrators; The role and capacity of the forces participating in the management; teachers' qualifications, qualities, abilities and motivational development for professional skills are in corresponding comments from 1- 4.

Survey results show that the above factors affect management of elementary English teachers' forces.

### 2.8. The experience of some countries in management of  elementary English teachers'

**staff.**

From the experience of some countries, for instance, China, Singapore, Japan, Korea ..., we can take out some lessons to apply into the context of Vietnam: first of all, there is a requisite to confirm the forces' role as their position in the new context of teaching foreign languages; the requirements of planning, specific plans are contributed to organizational process of  recruitment and using English teachers more effective; in addition, more effort should be put into developing the training programs for foreign languages teachers in primary schools, beginning with  major of English to college and (or) university pedagogy to guarantee the quality of management of  English teachers' force at the initial steps. Furthermore, developing plans, programs and training content that close to the teachers' practical needs coincide with ensuring renewal requirements is called for serious attentiveness. Similarity, educational authorities need to diversifying the forms of training in place and enhancing self-conscious as self-training, in combination, the policies supported for teachers, who want to be devoted and developed further in the field should be encouraged. In like manner, constructing environment for teachers in –out- school is to help them  expand their professional skills.

## Conclusion of Chapter 2

In brief, research contents of the issue were particularly analyzed , commented in context and the specific conditions of management of elementary English teachers in the 06 North Central Provinces.in detail, this section highlighted the advantages and challenges as well as pointed out clearly the causes of the current research issue, which is the foundation for proposing workable solutions for the management of elementary English teachers forces in the education reform.in this case, educational management should not only inherit the gained experience from general administration of human resources, especially, elementary English teachers, but also focus on overcoming the insufficient parts and shortcomings as dealing with remedies.

## Chapter 3

## SOLUTIONS TO ADMINISTRATION OF ENGLISH TEACHERS

## IN PRIMARY SCHOOLS IN THE CONTEXT OF EDUCATION INNOVATION

### 3.1. Oriented innovation in managing primary school English teachers in the new context

For recruitment: development goals are to ensure synchronous structure, sufficient quantity and assured quality.

For training: implementing closely development goals, needs of English teachers' training and essential requirements at primary will direct all training activities.

For using and priority: preferential policies towards teachers, educational staff in areas in which have difficult conditions will be promoted. Beside, distribution of teachers is oriented appropriately to ensure the equilibrium of education level and structure.

For assessing teachers: assessment will not only work perfunctory but , more focus on evaluating their professional competence, political qualifications and ethics. A proficiency framework has a role to play as yearly evaluative standards, which associate with the review, organization, layout the human resources from municipal levels, the departments of education to the schools.

For building and promoting environment for development: more effort will be put in expanding inside and outside the school environment as well as promote efficiency and positive of internal school environment.

## 3.2. Principles of establishing solution:

- Ensure the chronological system

- Ensure the practicality

- Base on inheritance and development

- Oriented using

- Ensure the relationship between goals, problems, solutions and expected results

### 3.3. Solutions to administering primary school English teachers in the new period

*3.3.1. Solution 1: Proposing professional proficiency framework for elementary English teachers in the context of education innovation*

*3.3.1.1. Purposes*

This is an effective tool to help the management of English teachers forces meet the new requirements of foreign language teaching in the current context.

*3.3.1.2. Contents and methods*

Professional proficiency framework is built with 05 standards and each one contains criteria as follows,

Criterion 1: Teaching competence;

Criterion 2: Educational competence;

Criterion 3: Capacity for self-learning and self-training;

Criterion 4: The capacity of research and applications;

Criterion 5: Socializing and Communicative Competence

### 3.3.2. Solution 2: Building primary school English teachers resources based on professional proficiency framework.

#### 3.3.2.1. Purposes

The solution strives for establishing the teachers resources with sufficient quantity, quality, synchronous structure as well as anticipating the development of this force in both quantity and quality, whereas creates the foundation for recruitment, training activities.

#### 3.3.2.2. The contents and methods

Forecasting the number of children going to school is the answer to predicting the needs of human resources for the purposes of Development Plan in Primary Education (including elementary English teaching).

By analyzing background, establishing and planning the teachers resources will follow some norms:

Regarding quantity, this tenor must be rationed to the number of labor forces in English curriculum at primary schools.

For quality, to ensure the teachers' quantity and quality in the scheme, there is a need to make plan for training and receiving teachers from other sources.

In terms of structure, reasonable layout organization will be planned according to teachers' age, qualifications, and seniority.

### 3.3.3. Solution 3: Recruiting, using and selecting  resources based on proficiency framework

#### 3.3.3.1. Purposes

Sheltering sufficient quantity and quality of sources as  mobilize maximum participation of primary school English teachers in the teaching and learning activities is the key of this section. Additionally, it can verify proper teachers assignments with educational needs and their capabilities, which benefit teachers from performing their ability, capacity, forte effectively, as well as keep structure on balance ( e.g. age , education , region, and etc.) ; Equally important, testing and evaluating , selecting and classifying the human resources  is aimed at promptly detecting shortcomings, then giving timely adjustments and creating a favorable working environment .

#### 3.3.3.2. The contents and methods

This matter will give Municipal People's Committee the right to recruit forces for Office of Education and Training, which enhances their autonomy, accountability in performance. Otherwise, admission forms should be replaced by contest accompanying with confirming the validity and reliability of recruitment process.

By the same token, streamlined organization such as rational structure and quality will create the effectively use. Distribution the number of teachers must be in the right margin (the age structure and professional proficiency) and in the provisions allocated by the Ministry of Education and Training, the Ministry of the Internal Affairs to get the teachers' experience, uniformity; teachers are rotated in harmony with training standards and the needs of schools and/ (or) regions, ensuring balance and uniformity between localities.

Selecting teachers is rested on clarifying the results. Furthermore, the assessment is not only concerned about the emulation, but also selected and built high quality human resources. The more right assessment is done, the more positive effects are taken. Therefore, assessment and grading teachers should be considered carefully to get the evidence for training labors.

The implementation should be taken seriously, assuring full inspection process and right evaluation to expired probation of English teachers at elementary schools.

Directing, selecting, developing and managing the English teachers' main force at the district primary education.

### 3.3.4. Solution 4: Improving the quality of teachers resources by organizing the training courses, based on professional competence framework

#### 3.3.4.1. Purpose

Education and advanced training is the prerequisite strategy to maintain, strengthen and improve the quality of English teachers resources at the primary level

#### 3.3.4.2. Contents and methods

The first task is identifying the objects, needs and goals of professional competence training courses in terms of CEFR that included mass- training; focused -training; teaching second degree; fostering basic knowledge.

Secondly, attention is focused on the selecting contents, which figure out what parts are suitable for forces' practical demands and development based on English teachers proficiency framework as follows, moral, attitudes and professional values; and which is good in line with knowledge in field and other skills.

Thirdly, there is a necessary of diversifying the organizational forms, methods, emphasized on the improvement of competency standards under CEFR, teaching second degree, regular training,

Organizing activities on the spot and management of teachers' self – training.

In combination, promoting knowledge for administrators, professional leaders at primary schools and advanced training for cadre at district needs to be reviewed.

Last but not least, identifying financial resources for training is also examined.

*3.3.5 . Solution 5 : Promoting motivational environment for primary school English teachers*

*3.3.5.1 . Purposes*

Creating a development environment and motivating employees is one of the strategic solution that impacts directly on the content of management, which is important factor promoting teachers' love , enthusiasm and passion on work. These teachers' qualities is placed on teaching quality as well as the school development.

*3.3.5.2 . The contents and approaches*

The solution directs the construction of development environment in schools: build consensus positive and friendly pedagogical collective; eestablish the cultural administration in school is also taken a consideration of managers and promote the inquiring school.

By the time, a policy should orient implementing development environment out of school: establish cluster management systems ; Expand relationship with the center, the educational organization in  and out nation, making up more opportunities for teachers' exchange and learning.

Another key point is supporting  the development conditions to English teachers' force. In the same way, more effort is put into strengthening policies: Fully implement the regulations for primary school English teachers prescribed by major and state; even in local primary school.

The core issue rely on administrators' capacity, creating " soft pressure ", promoting the development for teachers' skills.

In addition, emulation and commendation, recognition of professional English teachers fairly  and explicitly are the workable solutions.

**3.4 . The relationship of solutions**

The relationship of these measures is shown clearly in Table 3.2

**Table 3.2**

*The relationship of solutions in management of elementary English teachers*

| Criteria | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Proposing professional proficiency framework for elementary English teachers in the context of education innovation. | 1 | | | | |
| 2. Building primary school English teachers resources | 0.85** | 1 | | | |

| based on professional proficiency framework. | | | | | |
|---|---|---|---|---|---|
| 3. Recruiting, using and selecting primary school English teachers resources based on proficiency framework. | 0.84** | 0.86** | 1 | | |
| 4. Improving the quality of teachers resources thanks to organizing the training courses, based on professional competence framework | 0.83** | 0.87** | 0.90** | 1 | |
| 5. Promoting motivational environment for primary school English teachers | 0.80** | 0.80** | 0.85** | 0.83** | 1 |

*Notes : ** : p <0.01*

All resolutions have intended and consistent impacts, in which make sure that the rules of motion and development as well as the particular features of human resources administration. Different meaning , positions , roles and functions have displayed in Each result, but they are support each other in forming a whole system, relying on the theoretical perspective and dialectical relationship. In fact, result of this one is the motivation and condition of the other one and vice versus. Henceforth, the effectiveness of these solution is the answer to specific, clear, scientific decentralization between related parties in the implementation process

**3.5 Evaluating the indispensable and feasible level of the solutions.**

This study were consulted 1573 people, including : Administrators, Professional expertise of the Office and Department of Education and Training, (73 participants); Professional managers in primary schools,( 720 people ); Primary school English teachers (780 persons) in 04 provinces (Thua Thien Hue, Quang Tri, Quang Binh and Ha Tinh ) . The results were represented in the following table.

**Table 3.3.** *Evaluating the indispensable level of the solutions*

| No. | Criteria | PETs | | ADMIN | | Labor in Office of E & D | |
|---|---|---|---|---|---|---|---|
| | | M | SD | M | SD | M | SD |
| 1 | Proposing professional proficiency framework for elementary English teachers in the context of educational innovation | 4.22 | 0.75 | 4.42 | 0.75 | 4.44 | 0.76 |
| 2 | Building primary school English teachers resources based on professional proficiency | 4.34 | 0.78 | 4.51 | 0.76 | 4.47 | 0.65 |

| No. | Criteria | | | | | | |
|-----|----------|---|---|---|---|---|---|
| | framework. | | | | | | |
| 3 | Recruiting, using and selecting primary school English teachers resources based on proficiency framework. | 4.04 | 1.01 | 4.21 | 0.92 | 4.15 | 0.94 |
| 4 | Improving the quality of teachers resources thanks to organizing the training courses, based on professional competence framework | 4.28 | 0.81 | 4.44 | 0.74 | 4.30 | 0.74 |
| 5 | Promoting motivational environment for primary school English teachers | 4.39 | 0.75 | 4.49 | 0.72 | 4.30 | 0.72 |

**Table 3.4**

*Evaluating the feasible level of the solutions*

| No. | Criteria | PETs | | ADMIN | | Labors in Office of E & D | |
|-----|----------|------|-----|-------|-----|------|-----|
| | | M | SD | M | SD | M | SD |
| 1 | Proposing professional proficiency framework for elementary English teachers in the context of education reform. | 4.08 | 0.79 | 4.22 | 0.84 | 4.10 | 0.84 |
| 2 | Building primary school English teachers resources based on professional proficiency framework. | 4.19 | 0.85 | 4.28 | 0.83 | 4.27 | 0.73 |
| 3 | Recruiting, using and selecting primary school English teachers resources based on proficiency framework. | 3.91 | 1.00 | 4.06 | 0.95 | 3.95 | 0.94 |
| 4 | Improving the quality of teachers resources thanks to organizing the training courses, based on professional competence framework | 4.14 | 0.87 | 4.23 | 0.85 | 4.08 | 0.80 |
| 5 | Promoting motivational environment for primary school English teachers | 4.20 | 0.81 | 4.32 | 0.78 | 4.08 | 0.85 |

The analyzing the results showed that the majority of participants expressed positive views about the indispensability and feasibility of solutions in the context of education reform. The analyzed figures also demonstrated the appropriateness of solutions, which expose the workforces to meet requirements of management in the new context.

**3.6. Implementing solutions to management of primary school English teachers in the context education reform**

This part is to test the effectiveness, practicality and essential factors in implementing selected solutions and then, to confirm them as workable solutions. 02 content were tested in the fourth solution: Improving the quality of teachers resources thanks to organizing the training courses in Le Thuy District , Quang Binh Province, based on professional competence framework. There were 2 stages in this section as follows,

(1) Organize training activities on the scene,

(2) Establish supportive conditions for training activities on the scene (e.g. facility, teaching aids and local policies).

Figure 3.1 and 3.2 will illustrate the results of the effectiveness of given solutions
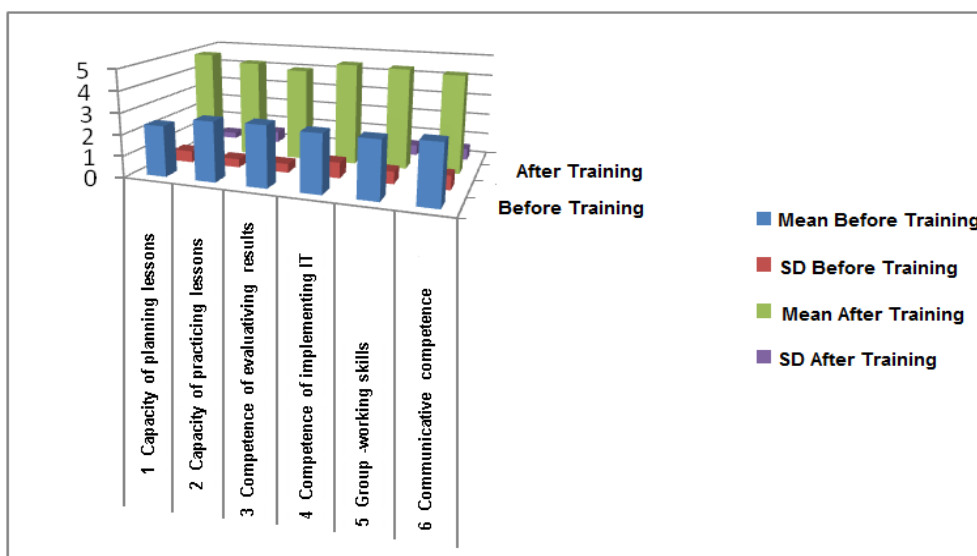


**Figure 3.1. Results of educational managers' assessment to English teachers' competency before and after training.**
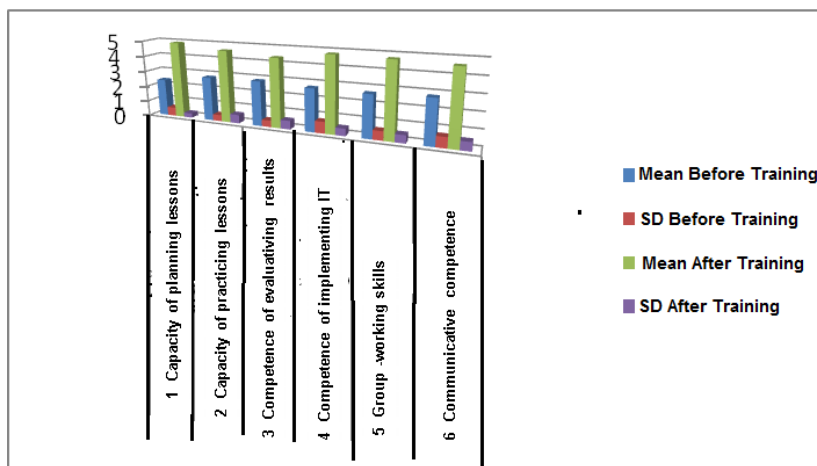


**Figure 3.2 . Results of teachers' Self -assessment their proficiency.**

These results showed that workforces should be trained to enhance professional competency. Besides, training activities will get more advantages such as reducing teachers' stress on finding accommodation and other influential factors if it is done on the scene (at the local), which benefits them from both finishing the training tasks and teaching at school. This is also favorable conditions for educational managers from high to low units that can directly manage the training activities. Some necessarily conditions can result in teachers training process like funds, materials, facility, teaching aids, etc., which had to be considered carefully. In brief, all proposed resolution have positive effects on administration of training primary school English teachers and they are able to implement in practice.

**Conclusion of Chapter 3**

All things considered, the dissertation have proposed 5 solution for the management of English teachers at elementary level in the context of education reform, based on theoretical and empirical research in line with legal documents of Ministry of Education and Training. They consist (1)

Proposing professional proficiency framework for elementary English teachers; (2) building primary school English teachers resources based on professional proficiency framework; (3) recruiting, using and selecting primary school English teachers resources relied on proficiency framework;(4) improving the quality of teachers resources thanks to organizing the training courses, based on professional competence framework; (5) promoting motivational environment for primary school English teachers. Additionally, the assessment of solutions and implementation for 2 out of 5 resolution are also presented in this chapter.

**CONCLUSIONS AND RECOMMENDATIONS**

**Conclusion**

**1.1. In theory**

The management of primary school English teachers' staff in term of the management of human resources in general, in an industry and a sector in particular. It is located in the system of human resources issues and has the dialectical relationship with the field of use of human resources and human resources environment. Managing and developing measures for the management of primary school English teachers' staff are integrated from different approaches, which is in the systems of developing, utilizing and creating environment for staffs. In view of the system, In view of

the system, that system need to be addressed in a comprehensive manner all three sides (the number, structure, quality).

However, the intensive research and the suggested solutions must primarily emphasized the issues of the development of teachers based on the competence (including education, training, cultivation, sustainable development of each teacher and all staffs, policies promoting labor motivation to improve the efficiency of work ...).

1.**2. For practice**

According to research results of the dissertation, it can be generalized the current situation in the development of primary school English teachers in six provinces of the North Central Province depending on a SWOT analysis as follows,

*1.2.1. The strengths*

teachers' staff is basically enough, most of them love the job, training standards are relatively high; plenty of solutions for developing staff are formed, which creates a regular pattern in the management and direction; 2). These weaknesses: training quality not meeting the requirements, training standards being lack of quality; the requirements of innovation in English teaching not grasped, shortage of pedagogical skills and academic affairs; a part of staff dedicated to the profession and motivation to take up self-learning being not high; conditions for teaching and innovative methods being still weak and inadequate;

*1.2.2. The opportunities*

Party and State taking account into education in general and innovation for foreign language teaching in particular, in which teachers are on the top of priority; 4). Challenge: the requirement of innovating teaching foreign languages, English requirements for human resources for the industrialization and modernization which education and training have to be a "makeover"; teachers' staff must be elevated and there must be a new teaching strategies. Without meeting these demands, education will lag and crisis. Meanwhile, the results of research on the development of primary school English teachers' staff having no intensive level, the study was stopped at the level of "graft segment", the system does not have a uniform of measures. Therefore, many problems have not been solved. The construction of a system of synchronous solutions for developing primary school English teachers' staff is necessary

**1.3. In practice**

On the basis of theoretical studies, the dissertation is proposed these managing solutions for the development of primary school English teachers' staff with systematic measures.

The assay of measures is implemented in the large areas with the participation of the specific object of the industry. Results showed that the assay of measures is urgent and feasible in implementation.

The experimental study is carried out in the districts of Le Thuy, Quang Binh with objects related to the empirical issues involving. The experimental results confirmed the experimental measures with high efficiency and performance into practice with high feasibility.

**Recommendation**

- The Ministry of Education and Training

-With People's Committees provinces

- The Department of Education and Training

- With People's Committees districts

- With Division of Education and Training

- With the primary schools

- With individual teachers.