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**DEVELOPING PRINCIPAL STAFF OF NURSERY
SCHOOLS IN THE NORTH CENTRAL REGION
TO MEET THE REQUIREMENTS OF
INNOVATION FOR PRESCHOOL EDUCATION**

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SUMMARY OF DOCTORAL THESIS IN EDUCATIONAL SCIENCES

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INTRODUCTION

1. RATIONALE

The principal staff of nursery schools are an important factor that decides the success in the process of implementing the guidelines for innovating preschool education fundamentally and comprehensively. Thus, the high requirement of quality and professional competence, the capacity of leadership and management aim to meet the demand for innovating preschool education. However, in reality, the development of principal staff of nursery schools does not keep pace with the development of preschool education.

The North Central region consists of 6 provinces, namely Thanh Hoa, Nghe An, Ha Tinh, Quang Binh, Quang Tri and Thua Thien Hue. In recent years, the education sector of these provinces has experienced the effort to overcome difficulties and obstacles to reach certain achievements. Especially, in preschool education, there is strong growth in school network and extension; the quality of caring education is enhanced and the management of the school has a strong turnaround in the positive direction. However, except the results achieved, the field of teaching and learning in nursery school still exists certain shortcomings compared to socio-economic development and renovation of preschool education. The management of the preschool education still exists many notable limitations concerned. The qualifications and competence of the principal staff in nursery schools have inadequacies about professional levels and management services. The ability to plan the developmental strategy of the school is weak, with limited vision, lack of assertiveness and decision to make the school developed to keep up with the development of new trends. The capacity of the headmasters in nursery schools restricts with the needs of innovation about the goals, contents, methods of preschool education today. One of the main causes leading to the above situation is the responsibility for developing the principal staff of preschool education not properly concerned, and it still has many problems. To expand the scale and improve the quality and efficiency of preschool education, the issue of development of principal staff in nursery school is very important and necessary.

Derived from the reasons above, the author chooses the subject: *"Developing principal staff of nursery schools in the North Central region to meet the requirements of innovation for preschool education"*, which is to study at the doctoral level contributing to building principal staff in preschool education in the North Central region in order to meet the required development of disciplines in the process of industrialization and modernization.

2. RESEARCH AIMS

Depending on the literature review and evaluation of current situation of developing principal staff in preschool education of the North Central region, the thesis proposes the solutions to developing principal staff in nursery schools in the North Central region according to the approach of development in human resources based on the capacity with renewal request for preschool education.

3. RESEARCH OBJECT AND SUBJECT

3.1. Research object

Principal staff in nursery schools in the provinces of North Central area.

3.2. Research subjects

The solution of developing principal staff in nursery school in the provinces of North Central region to meet the new change request in preschool education.

4. RESEARCH HYPOTHESIS

If the proposal and implementation of synchronized solutions in the development of principal staff in nursery schools are conducted according to the approach of the development in human resources based on the capacity with renewal request for preschool education to match the characteristics of the Northern Central region, this will contribute to improving the quality of the principal staff in nursery schools in the North Central region to meet the suggested demand of innovation for preschool education.

5. RESEARCH RESPONSIBILITY AND SCOPE

5.1. Research responsibility

-Studying the literature review about the development of principal staff in nursery schools to fulfill the need of innovating preschool education requirements based on the approach of development in human resources and based on the capacity. Identifying of the factors influences the development of principal staffs in nursery school.

-Assessing the developmental status of principal staff in nursery schools of the North Central region.

- Proposing the solutions to developing principal staff in nursery schools of the North Central region to meet the innovation of preschool education according to the approach of development in human resources and based on the capacity.

-Assaying the urgency and practicability of the proposed solutions and test solutions "*Organize to foster and upgrade the level, capacity and quality of the principal staff in nursery schools meeting the innovation of preschool education*".

5.2. Scope of research

-Studying with the focus on the current case and development of principal staff in nursery schools in 6 provinces of the North-Central area.

- Proposing the solutions to the development for principal staff in nursery schools in the North Central region to meet the innovation of preschool education according to the approach of development in human resources and based on the capacity with management subjects that are the educational management from the provincial level to the district level(People's Committees of the provinces; Education and Training Departments; Interior Departments; People's committees of the districts, towns and cities; Interior Divisions and Education and Training divisions of districts, towns and cities).

- Deploying experimental solutions "*Organize to foster and upgrade the level, capacity and quality of the principal staff in nursery schools meeting the innovation of preschool education*" in ThuaThien Hue province.

6. METHODOLOGY and RESEARCH METHODS

6.1. Research approach

6.1.1. Approach of human resource development

6.1.2. Approach of the capacity

6.1.3. Approach of development of human resources based on capacity

6.1.4. Approach of system

6.1.5. Approach of management function

6.1.6. Approach of supply- demand

6.2. Research method

6.2.1. Research method arguments

Performing the recovery of data, reading, analyzing, synthesizing, systematizing, generalizing the sources of theoretical documents (documents, studies ...) related to the innovation of preschool education and development of principal staff in nursery schools to fulfill the new change requested for preschool education and to create the premise for the construction of the basis of the subject.

6.2.2. The practical research methods

i) Methods of experience synthesis

ii) Method of survey

iii) Method of interview

iv) Method of observation

v) Method of expert

vi) Method of micro assay and test

6.2.3. Statistical methods

7. ARGUMENTS TO BE PROTECTED

7.1. Principal staff of nursery schools play an important role in the development of preschool education. The development of principal staff of nursery to meet the requirements of innovating preschool education following with the approach of developing human resources based on the competence that is a prerequisite in the process of basic and comprehensive innovation of preschool education contributing to improving the quality and responding to the request for innovative preschool education.

7.2. Before the renovation, principal staff of nursery schools in the North Central region still reveals certain limitations, particularly the capacity of career not fulfilling with the requirements set out in the context of renewing preschool education now. The development of principal staff of preschool education is the process of developing this force being fit in the competency framework for nursery schools to answer to the innovation of preschool education.

7.3. To develop the principal staff of nursery schools in a sustainable manner, the synchronous management level of developing contents: planning development; selection and use based on the capacity; capacity assessment of principals; training and fostering the capacity for principal staff; building a work environment and creating motivation to develop principal staff of nursery schools will make principal staff of nursery school sufficient in quantity, guaranteeing quality and synchronous structure to meet the requirements of innovative preschool education.

8. NEW CONTRIBUTION OF THESIS

8.1. Literature review

The thesis formulates the framework of developing principal staff of preschools according to the approach of developing human resources based on the capacity; depending on the recent standard of principals in nursery schools, the thesis has complemented and specified the capacity of principals in nursery schools for the innovation of preschool education.

8.2. Practicality

- The thesis has surveyed, analyzed and evaluated the current situation of principal staff in nursery schools on the number, quality and structure, has reviewed the current development of principal staff of nursery schools in the North Central region and has pointed out the limitations and the cause for the limitations of the work of developing principal staff of nursery schools in the North Central region in the recent context of renewing preschool education at the same time.

- On the basis of inheriting and developing the standard for the principals of nursery school nowadays, the thesis has identified the capacity framework for principals of nursery school to meet innovative preschool education that consists of 5 groups of competencies: *nursery school managing capacity, professional capacity, pedagogical capacity; organizing capacity in collaboration with the young family and society; the capacity of social activities, community and leadership abilities.*

- The thesis has suggested 6 solutions to develop principal staff of nursery schools in the provinces of the North Central region to meet the requirements of innovative preschool education. Organizing the urgency and feasibility of the solutions has initially insisted the proposed solutions, which are urgent and feasible;

- Test of the solution " *Organize to foster and upgrade the level, capacity and quality of the principal staff in nursery schools meeting the innovation of preschool education*" to find urgent solutions and viability;

- The educational agency of the provinces in the North Central region, especially Education and Training Departments in these provinces can use the proposed results of the thesis to develop principal staff of nursery school, aims to make principal staff of nursery schools responding to request innovative preschool education in the current period.

Chapter 1

LITERATURE REVIEW ON DEVELOPING PRINCIPAL STAFF OF NURSERY SCHOOLS MEETING THE REQUIREMENTS OF INNOVATIVE PRESCHOOL EDUCATION

1.1. Overview of research problems

1.1.1. Research on human resource development

1.1.2. Research on the development of educational management employer

1.1.3. Research on the development team of educational management employer according to the capability approach

1.2. Some basic concepts

1.2.1. *Development*

1.2.2. Human resources and human resource development

1.2.3. Development of principal staff and nursery school

1.2.4. Competence and capacity framework

1.2.5. Competence of headmaster in nursery school

1.3. Innovative preschool education and new requirements with the development of principal staff in nursery schools

1.3.1. Innovative preschool education and new requirements for management tasks in nursery schools

1.3.2. Typical labour characteristics of principals in nursery schools

1.3.3. New requirements set out for principals in nursery schools to meet the demand of innovative preschool education

1.3.3.1. *Criteria about the personality of principals in nursery schools*

1.3.3.2. *Criteria about the knowledge, skills and attitudes*

1.3.4. Capacity framework of nursery school meeting innovation of preschool education

The capacity framework for nursery schools meeting the demand for the innovation of preschool education is *a collection of tools to describe combinations, the properties of individual psychology of principals to help them complete the work efficiently in accordance with these requirements of innovative preschool education.*

Within the standards for principals of nursery schools, the thesis focuses on identifying the capacity framework for principals in

nursery schools, specially guaranteeing the new quality. Inheriting and developing the groups of capacity in the current standards for principals in nursery schools, the structure of capacity for principals in nursery schools to meet innovative preschool education. The group includes 5 capacities (in which capacity groups 1, 2, 3 are the successor to the current standards for principals in nursery schools, two capability groups 4 and 5 are the thesis proposal to meet with the new change requested for preschool education.

- (1) Capacity of management nursery school
- (2) Professional competence, pedagogical service
- (3) Capacity to held in collaboration with the young family and society
- (4) Capacity of social and community activities
- (5) Leadership capacity

1.4. Development of principal staff in nursery schools following with the approach of developing human resource based on the competence to meet the innovative requirement of preschool education

- 1.4.1. Method of human resource management based on capacity
- 1.4.2. Application of method of human resource management based on the capacity to develop the principal staff in nursery schools
- 1.4.3. Connation of development of principal staff in nursery schools following with the approach of developing human resource based on the competence to meet the innovative requirement of preschool education

1.5. The content of development of principal staff in nursery schools following with the approach of developing human resource based on competence to meet the innovative requirement of preschool education

- 1.5. 1. Developing the plans of principal staff in nursery schools according to capacity framework
- 1.5. 2. Selection and use of principal staff in nursery schools based on capacity
- 1.5.3. Evaluation of principal staff in nursery schools based on capacity frames to meet the innovative demand of preschool education
- 1.5.4. Training and fostering the capacity for principal staff in nursery schools

1.5.5. Implementing policies, policies for principal staff in nursery schools

1.5.6. Building an environment and creating motivation to work for principal staff in nursery schools

1.6. The factors impacting the development of principal staff in nursery schools

1.6. 1. Objective factors

1.6. 2. Subjective factors

Conclusion of chapter 1

Based on the review of literature about the developmental issues of human resources, the development of educational management staff and the approach of competency model in developing educational management staff as well as the systematization of basic concepts of the thesis (development; human resources and the development of human resources; the development of preschool principal staff; competency, the competency framework and the competency framework for preschool principals), the study elucidates the concept of developing preschool principal staff in response to the need for innovating preschool education; that is the process of changing the current situation of preschool principal staff so that it can be more complete with the connotation of establishing preschool principal staff to be adequate, guarantee the quality and synchronize the structure; based on the competency framework for preschool principals to conduct the contents of developing preschool principal staff and ensure that these staff members implement the missions and objectives of managing preschools, which meets the demand of innovative preschool education.

The contents of developing preschool principal staff include 6 parts: planning the development of preschool principal staff; selecting and utilizing the preschool principal staff based on the competency; assessing preschool principal staff based on the competency framework in response to the need for innovating preschool education; training, fostering the competency for preschool principal staff; implementing policies, compensation package and creating the environment and motives for developing preschool principal staff... At the end of chapter 1, the thesis focused on analyzing factors affecting the work of developing principals in nursery schools.

Basis issues on studying the theoretical framework for preschool principal staff to meet the demand of innovating education are the foundation for investigating the current situation of developing preschool principal staff, from which solutions to developing preschool principal staff in the North Central region in response to the need for innovating the preschool education are proposed.

Chapter 2

PRACTICAL FUNDAMENTALS OF DEVELOPING THE NURSERY SCHOOL PRINCIPALS IN THE NORTH CENTRAL REGION IN RESPOND TO THE NEED OF INNOVATIVE PRESCHOOL EDUCATION

2.1. International experiences of the nursery school principals development [44], [111], [102], [113].

- 2.1.1. Experience of America
- 2.1.2. Experience of Canada
- 2.1.3. Experience of Germany
- 2.1.4. Experience of Asian countries
- 2.1.5. Experience for Vietnam

2.2. Some features of the North Central provinces

- 2.2.1. Geographical location and natural conditions
- 2.2.2. Population and Economy-Society
- 2.2.3. Preschool situations of the North Central provinces

2.3. Introduction of condition survey organizations

2.4. Condition of the nursery principals in the North Central provinces

2.4.1. Number of the nursery school principals

Statistically, the number of the nursery principals in the North Central region remains a lack of 39 people. By investigating, there are some reasons for this condition. Among these, the lateness of appointing new people because of retired principals, or job removals is the main cause. Besides, some vice-principals with good management capacity are trusted by local people, but they are not the members of communist party, so they do not meet with the requirements to be appointed and still remain their position,... However, in the process of communicating with the managers of local areas where nursery schools lacking the principals, people are

conducting to find a next principal in order to ensure the personnel system.

2.4.2. The quality of the nursery school principals

2.4.2.1. The degree of the nursery school principals

According to statistics of Department of Education and Training, at the end of the school year 2014-2015, standardized nursery school principals' degree achieve the proportion 100%, while 97.85% are over standard; principals took courses of professional management training capture 88,9%. Therefore, 11,2 % of the principals did not took any courses of professional management training. Due to lacking professional management training, these principals cause shortcomings, unprofessional behaviors, experience-based working , so the working result and quality are still challenging; Political theory degree of the principals in the North Central region constitute 67,42%, including 0,05% bachelor, 60,38% vocational training, 7% elementary. Therefore, 32,57% of the principals do not take any courses of political theory; the proportion of Communist members among the nursery school principals in the North Central area captures 83,46%. The nursery school principals who are not members of Communist party make up 16,54%. Most of the principals hold IT and Foreign Language certificates according to the regulation. However, in reality, IT and Foreign Language knowledge and skills are still limited.

2.4.2.2. The quality and competence of the nursery school principals in the North Central region (Evaluated by the Standard of Nursery School Principals)

Almost all people's ideas appreciate The Standard of Nursery School Principals about political qualities, professional ethics of the nursery school principals. They usually have good political awareness, moral quality, qualification (because almost appointed educators are suggested becoming managers), and experience in Educational management. However, a very small proportion of the principals (oscillated from 2,,3% - 11,3% depending on each category) are evaluated at an average scale and there are still two disadvantages: lifestyle and manners which capture 3% and communication 8%.

The nursery school principals whose degrees are highly above the standard capture 96,2%, but after re-examining, another result is

found out, professional capacity of these cannot meet with expectations from the training courses. Taking this issue into consideration, we realize that the nursery school principals are eager to learn, as well as the local policy creates good condition for the principals to get salary proportional to their degree. These are motivation for the principals to take part in training course to increase their degrees. However, due to the feature of working while studying, the quality of non-formal training principals decreases. On the other hands, professional training ability and degree are still limited, applying foreign language and IT ability to school management is weak. Most do not have formal training in school management, so their management ability is challenging and less professional, they work mainly basing on their experience, so the results are low and get limitations.

In order to evaluate the principals' capacity responding to the requests of preschool education, the thesis interviewed and found information from educational management levels; managers and educational experts of Department of Education and Training and Education and Training Committee Division about the ability of the principals to respond to new capacities beside standardized capacities. (standard 4 and 5 in 1.3.4 of chapter 1). In the process of communicating and interviewing, we realize that the principals are able to follow and apply undertakings and policies of Communist Party and Government to managing schools effectively. However, social work ability of the principals is limited in school campus, they are poor in creating social relationship. On the other hands, the management ability is also considerable. The majority of the principals are evaluated passively to design and establish the system of the nursery schools because of lacking a vision of school progress as well as not being free to build the school system. Strategic capacity, communication skills, influential capacity, action ability,... of principals in nursery schools are still weak, not able to meet with the requirements in the industrialization and modernization period.

2.4.3. The systematic structure of the nursery school principals

- The systematic structure of age: The age of the principals in the North Central region is mostly from 40 to 50, capturing 51,5%;

the principals who are under 30 make up 0,87%; and above 50% is 12,56%.

- The systematic structure of ethnic groups: The structure does not focus on the proportion of ethnic minorities. Nowadays, the nursery school principals in the North Central area are less ethnic, only 1,12% in total, the rest are mostly Kinh people taking responsibility for managing in Preschool Education.

- The systematic structure of seniority: 100% of the principals have worked for over 5 years in preschool education. The seniority of managers which is over 5 years constitute 54,5%, mostly the rest are appointed from 1 to 3 years recently.

2.5. The developmental reality of the nursery school principals in the North Central region

2.5.1. Reality about the awareness of the importance to develop the nursery school principals

Most of ideas support that development work on the principals is important and worth receiving all-level leaders' concern; the contents are accepted which are important and needed to work on well. However, in reality, these issues developing the nursery school principals differ from the survey results. Figuring out this issue, we know that development work of the nursery school principals are concerned inadequately, although it is cared and instructed by all-level leaders. However, management work and working command do not work well, and give responsibility for department of Education, while in order to develop the nursery school principals, department of Education need to collaborate with other relevant departments to work on the contents of developing decentralized management as fund for training and fostering the policies for the principals, appointing principals... under the jurisdiction of relevant departments (People's Committee, Planning and Investment Department, Home Affairs Department,...). Education is an advisory office to begin and work as well as take an active responsibility for internal factors, so it cannot decide these above problems. If we can not realize the importance of development work on the nursery school principals to the development of Preschool Education, so there is a beginning and tight combination of relevant departments, development work on the principals will not be highly effective.

2.5.2. The reality of building and planning on development of the nursery school principals

Planning work on the nursery school principals was conducted by the Education of provinces in North Central area. In reality, by collecting the written guidance of departments about planning for educational management staff and having conversation with the leaders and managers of Departments of Education, it shows, according to Instruction no. 15-HD/BTCTW 05/11/2012 of Central Organizing Committee about planning work on manager staff, managing with Resolution 42-NQ/TW 30/11/2004 and Conclusion 24-KL/TW 05/06/2012 of Political Bureau of the Party Central Committee about enhancing planning work, moving staff to 2020 and some next years in the provinces in the area that received guidance about planning work management leader staff. The Education and Training Department base on the above guidance to promulgate written guidance about general planning undertaking for all-level management staff. There is no separate undertaking in planning for the nursery school principals (6 provinces in the North Central area), Education and Training Committee Divisions take action to develop the nursery school principals based on that general undertaking.

Although planning work is concerning to work in the correct process, when finding out, we realize that planning work is focused on form, does not really connect with evaluation, appointment, the manoeuvre and moving of staff, objective scope and planning title which is less specific and cannot express long strategies. The planning process does not focus on the quality of member staff, especially does not base on capacity framework of the nursery school principals to conduct the planning work.

2.5.3. The reality of selecting and using the nursery school principals

2.5.3.1. Selecting the nursery school principals

Through a real survey, 87,2% of the ideas suppose that local authorities have built standards to select the nursery school principals, 12,2% claimed that there was no evidence for selecting and 6% did not know this issues. About planning work to create the resource for selecting the principals, such a large proportion (96,1%) claimed that local authorities planned to create resources for selecting, 3,1% claimed that there was no plan for this and 0,8% did

not know about this. This shows local authorities built standards and planned to create the resource for selecting the principals. The selecting object based mainly on the vice principals and some well-taught teachers. Selecting the principals based mainly on individual achievements in working process with children. Selecting forms are direct appointing (67,8%), consideration through the principals' file (30,8%) and examination by some local areas (17,4%) or combining consideration and examination (15,2%), but it is piloted recently rather than done in large areas. To the areas with ethnic minorities, selecting the principals is the same as the others, has not focused on features of the areas as ethnic principals, or understanding ethnic language, and ethnic culture and customs of that area...

2.5.3.2 The use of preschool principal staff

The provinces in the North Central region based on the Resolution No. 27/2003/QĐ dated 19/02/2003 of the Prime Minister and the Resolution No. 1205/QĐ dated 19/11/2012 of the ministry of home affairs about launching the regulations of appointment, re-appointment, rotation, reassignment and dismissal of staff members, managerial staff... Drawing on this, the arrangement and appointment of preschool principal staff mainly based on the procedures of appointing managerial staff following the guidelines, policies and regulations of the Communist Party and the Government about the standards for becoming managerial staff in the present period; in which, almost all the provinces based on the rules of preschools and the preschool principal standards in order to create requirements for preschool principals before they are appointed, some localities could give out higher demands for managerial staff, teachers, officers compared to the rules and regulations of standard (professional levels); however, some other requirements have not been compatible with those in the rules and regulations of standards. Despite of this, there were appointments and permissions of later complementary (the levels of political theory and educational management, certificates in informatics and foreign languages...). Therefore, most preschool principal staff were sent to the training for the aforementioned contents after they are appointed.

2.5.4 The current situation of assessing preschool principal staff

The assessment of preschool principal staff was conducted seriously; preschool principal staff annually were assessed according to the following regulations: Assessing based on the standards for

preschool principals, which was accompanied by the Circular dated 17/2011/TT-BGDĐT and based on the Resolution No. 06/2006/QĐ-BNV about the assessment and ranking of officers and preschool teachers. The assessment at preschools was conducted in a way that was compatible with the procedures and documents of guidelines. However, in reality, the assessment appeared to be affected by relationships, “a bad compromise is better than a good lawsuit”. Criteria were set based on feelings, resulting in inequality and lack of fair due to the subjectivity of various assessments (or assessing too seriously or easily). Therefore, the results of assessment were somehow inaccurate, subjective and did not create reliable foundations for planning human resources. These results were also not encouraging and did not make it possible for developing preschool principal staff. The criteria of assessment were general and lacked criteria about occupations, especially the contents of assessment did not include all the categories of fundamental competency of preschool principal staff, did not base on the effectiveness of work , each working position and the specifics of each locality and preschool. Hence, the assessment did not promote preschool principals to be creative in their work and did not create significant motives for managerial staff in general and preschool principal staff in particular.

2.5.5 The current situation of the management of training and fostering preschool principal staff

Drawing upon the need of innovation, the management capacities and professionalism of preschool principal staff are still limited.

- The managerial activities of training contemporary and upcoming preschool principals were weak.

- The work of cooperating with training institutions to offer advice to the curriculum, training and fostering contents was not conducted closely;

- The implementation of fostering contemporary principals or reserve staff by means of opening classes at the institutions were restricted; the encouragement of fostering preschool principals and reserve staff by means of self-study, distance education and websites... was not popular.

- The conduction of connecting the training results and fostering with the selection and new appointments was not effective.

2.5.6 The current situation of compensation plans and policies for

preschool principal staff.

Although compensation plans and policies for preschool principal staff were paid attention to, in reality, there were some plans unsatisfied with the specifics of preschool principal staff. That is work time apart from the office hours (Principals have to manage the care and education of children from 6 a.m to 6 p.m every day without taking a rest in the afternoon as other educational institutions; however, there are not any plans to pay for extra time for principals), plans for examining other titles at preschools led to work pressures and the decrease in the effectiveness of management; there were not any plans for encouraging principal staff to study, so this created the feeling of satisfaction with the reality and lack of determination in study. The alternations to work according to the desire were assessed to be at the average level and have the high rate of limitation.

2.5.7 The current situation of cooperation among related sectors in developing preschool principal staff

Under the positive consultation of the sector of education and training for institutions, the close cooperation with educational departments, sectors, organizations, and the society, especially committees and local authorities in planning, recruiting, appointing and heightening the training for preschool principal staff contributed to the success in developing the preschool principal staff in recent years. Although there were some significant changes in the cooperation among related sectors in developing the system of preschools in general and principal staff in particular, in reality, the cooperation among related sectors had certain problems and shortcomings, such as some sectors had not yet exploited their roles in the implementation; some sectors agreed upon combined policies, but they rested the responsibility for the sector of education; the cooperation was close in theory, but some sectors did not participate in reality for many reasons: it was not their specializations, it was not their duties and it was not the work in their sectors. Therefore, this resulted in the effectiveness of cooperation was not comprehensive, not consistent in viewpoints among sectors, and the consequence was that the sector of education itself could not complete the criteria of regulation and policies...

2.5.8 The actual situation of the factors affecting the development on team of preschool principals

The results of a survey on the factors affecting the development on preschool principals point out the reality that all 8 elements have great influence with $\bar{X} = 3.41$, ranges from 2.86 to 3.64, in which, the most influential factor is "The mechanisms of State and Education Sector policy", corresponding to the highest point ($\bar{X} = 3.64$). In recent years, the preschool education has been concerned by the Communist Party and the Government, in which has issued many advocated for its development. According to which the policy for the managers, preschool education has brought a great change to the development of teachers and managers of preschool education. However, the general policies, compared to the request for the development of the society and the labor peculiarities of preschool principals, are not yet strong enough to make these staff members really solidly developed. To make the work of development really effective, the policies and mechanisms of the Government and of the education should be concerned particularly.

"Requirements of the society for improving the quality of preschool education" element is ranked number 2 with $\bar{X} = 3.56$. In fact, the society always puts faith and expectation for preschool education, because of its special for development of future generations. Thus improving quality is indispensable requirements in all activities of preschools, in which comprehensively impacts to all aspects, including the development on preschool principals. The purpose of it is also to make preschool education increasingly qualified, because in which level of social requirements is at the same level of it.

"Gender of preschool principals" has the lowest effect level with $\bar{X} = 2.86$. Although it is lowest, the gender factor also affects the development on preschool principals. In simple words, the preschool principals, with almost 100% peculiarities are female, have the qualities of enthusiasm for job and children, patience, diligence, etc. They also have issues affecting school management activities, such as childbirth, family burden, raising children, declining health, etc. Those factors affect significantly the operation of the school management. For the development on preschool principals to be

more effective, the managers should pay attention to those ones in order to maximize the potential of the principals.

2.6 The general assessment of actual situation of developing preschool principals in provinces in North Central region

2.6.1 Advantages

Through the analysis of the actual situation, it is seen that the development of preschool principals in the North Central region was initially achieved some results as follows:

- The provinces in the North Central region have interested in the development of managers, particularly preschool principals. Besides, they also have issued many policies and guidelines to encroach preschool education;

- The awareness of the people about preschool education, especially of the importance about the development of preschool principals has been concerned in recent years. In addition, social work education becomes deeper, and has significantly changes. This helps to mobilize the combined strength of social forces to take care of the preschool education development.

- The education manager arrangement in general and preschool principals in particular had been conducted by education of the province in North-Central.

- The preschool principal assessment has been implemented frequently with the right processes so that this is able to contribute the positive effects for education.

- The management and training for the preschool principals has been implemented following to preschool planning, purposes and the learners' needs. This helps the preschool principals to be eligible to the standards for preschool principals.

- It is fully and timely implemented of the regime, the policy, as well as built a work environment for preschool principals to ensure that their missions are done well.

2.6.2 Disadvantages

Even though there are a lot of advantages, it still exists some shortcomings for the development of preschool principal as mentioned below.

- It is unidentified with the framework of preschool principals' capacity to meet the innovative preschool education. The standardsfor preschool principals is the model of personality,

including the quality and capacity; the elements of Standard, however, have not coped with the actual situation of preschools. In general, the preschool principals have not yet been fully aware of the essential capacity needs as well as the specific requirements regarding knowledge, skills and attitudes to enforce their roles on preschool management.

- The preschool principal arrangement and development have been irrational, because they still focused on the formality. In fact, they were not really tied with the assessment, assignment, maneuver and relief; while the scope of the subjects and titles arrangement were not specific as well as did not yet express views of the long-term strategy. The education sector has not actively promoted the role of the staff with leadership in the selection, training and planning to implement the preschool principal capacity. Besides, the competence was not really appreciated, but mainly on personal achievement. The training has not delivered simultaneously with the assignment to upgrade their challenges, training and retraining.

- The selection in North Central exists a lot of inadequacies. For instance, it lacked preschool principals compared with school scales. The preschool principal assignment was also heavy on politics, but not concern on the reality of arrangement as well as the standards of their knowledge and competence, etc. Moreover, for the ethnic minorities, the appointment was not yet focused on its structure, which led to many locals where none or less preschool principals were the minorities in spite of the high rate of ethnic minorities. The work dismissed yet boldly; the work relief of preschool principals was not encouraged enough to cause unstable thoughts for these ones sometimes.

- The assessment was not yet effective. The results of reviews did not truly encourage and facilitate the development of preschool principals.

- The training is not high. For example, the rate of preschool principals attending the professional management and political arguments training is still low; the recommended modes for self - study, and self - improvement to raise the level of competence were mostly only on spiritual encouragement, not enough motivation for them to overcome the difficulties; the training and fostering contents

have not been consistent with the practices, and met the requirements of the frameworks for preschool principals.

- Policy regimes did not fit the particularities of preschool principals' work such as lack of overtime modes, part-time allowance of the titles and the capacity development.

2.6.3 The causes of disadvantages

a. From the preschool principals

- The sense of self - study, self - improvement of professional competence is also low, they still stay safe with less efforts, and learning to raise their capacity so that creating a large passive power. Especially as they have not really noticed the increasing challenge among their capacity, leaders' capability, and the trends of education management renovation.

- The thinking of education of preschool principals is still heavy on directing such as managing administrative style, giving commands, and following with the nature of the mechanism of please-for, so that the initiative, creativity, and autonomy of the base are promoted ineffectively. Additionally, subjective, and imposing authoritarian of some preschool principals have caused from the limited understanding of socio-cultural, especially lack of knowledge on scientific education.

- The preschool principals have not been trained yet in educational management basically. Even though most of them have high qualified, the knowledge of management education is not commensurate with the qualification. Furthermore, some principals have not had deep knowledge of management education, and the way to approach scientific inconsistently.

- The capacity of principals did not meet the demand of preschool innovation;

b. From the management agencies

- The managers has not concerned properly to the development of preschool principals.

-The education management is irrational, leading to inaccuracies and limitation in the executive and enforcement duties of the education management level.

- The work of forecasting and planning, selecting and training preschool principals have not been paid due attention to, but only based on the degrees to build a team of qualified. They still focused

on the quantity, but not quality. The programs, contents, training and fostering methods were also heavy on theory but not on practical, so that they have not been equipped the necessary capacity to carry out the tasks.

- The development on team of preschool principals got poor effects, and not to be paid attention to the peculiarity of this special type. In addition, the relevant policies were not adequate to the team of preschool principals dedicated to profession. They spent less time to self- learning, scientific research, and improving the quality of management.

- The reviews process of the principals has not yet properly reflected their capacity; as well as not seen the lack of capacity to identify training needs for them;

- The system of schools, faculties, pedagogical training establishments have not yet interested in investing, planning properly to ensure the conditions for the training, the fostering of educational management.

- The causes have not little impacts on the quality and the development on team of preschool principals of provinces in North-Central.

Conclusion of chapter 2

On the rationale to meet preschool innovation, the dissertation analyzed a number of experienced countries such as the United States, Canada, Germany and some Asian countries, from which to draw lessons for Vietnam about the development of preschool principals. Besides, this dissertation also analyzed and assessed the actual situation of development of preschool principals of provinces in North Central region.

The results show that the development of preschool principals of provinces in North Central region has achieved some benefits as the followings. First, the number of principals has increased to meet the scope of schools. Next, the quality and structures were relatively in sync. Moreover, the development of preschool principals has been interested by the Government and Education sector.

Besides, the results also show the limitations of the development of preschool principals of provinces in the North Central region. One example is that the appointment is still slow so that there are not enough principals to parallel with the scope of schools. Additionally,

the quality of preschool principals also has certain limitations like lack of professional, and qualified and executive management capacity inadequacies.

The steps in the process development team of preschool principals revealed many shortcomings such as perceptions of the level of community and development team of preschool principals are not high; planning and arrangement also are irrational; training and fostering are not truly to enhance the capacity for principals; and evaluation is ineffective.

From the analysis above shows that development team of preschool principals has several inadequacies. For instance, there are still less effective policies, especially the undetermined capacity framework for preschool principals. Moreover, the implementation is not yet based on competencies that lead to their competence not responding to the requests of preschool innovation, etc. These are the rationale as basis for development team of preschool principals to meet the requirements of proposed preschool innovation in the next chapters.

Chapter 3

THE SOLUTIONS TO THE DEVELOPMENT OF PRESCHOOL PRINCIPAL STAFF IN THE NORTH CENTRAL PROVINCES IN THE CONTEXT OF INNOVATING PRESCHOOL EDUCATION

3.1. The orientation for the development of principal staff in nursery schools and some principles to propose solutions

3.1.1. The orientation for the development of principal staffs in kindergartens

3.1.2. Some principles to propose solutions

3.2. The solutions for the development of principal staffs in nursery schools in the North Central Provinces meeting the requirements of preschool educational innovation

3.2.1. Solution 1: Organizing principal capacity framework in nursery schools to meet the requirements of preschool educational innovation.

3.2.2. Solution 2: Innovative planning for the development of principal staffs in nursery schools to meet the requirements of preschool educational innovation.

3.2.3. Solution 3: Selecting and employing the staff based on the principal capacity framework

to meet the requirements of preschool educational innovation

3.2.4. Solution 4: Renewing the evaluation of the staffs to handle the requirements of preschool educational innovation

3.2.5. Solution 5: Providing refresher courses for cadres to improve capacity, quality of principal staffs in nursery schools, complying with the requirements of preschool educational innovation

3.2.6. Solution 6: Ensuring relevant policies, remuneration in order to motivate their working

*** The relationship among the mentioned solutions**

The solutions, which are for the development of principal staffs in nursery schools in the North Central Provinces complying with the requirements of preschool educational innovation, are closely related. To get the achievement in the development of principal staffs in nursery schools, the aforementioned solutions should be implemented effectively and comprehensively. The purposes, contents and methods of each solution only present relative mean. This is because they have close connection, compound and interaction as well as complement each other in the whole process for the development of principal staff in nursery schools, following the orientation of human resources development which is derived from personal capacity.

3.3. Assay the requisition and feasibility of the solutions

a) Results of the assay towards the necessary level of the solutions

Regards the necessary level of the proposed solutions, results showed that 6 solutions were confirmed with a high requisition ($\bar{X} = 3.47$), ranged from 3.42 to 3.56. In particular, Solution 5, "Providing refresher courses for cadres to improve capacity, quality of principal staffs in nursery schools, complying with the requirements of preschool educational innovation" was evaluated at the highest necessary level, ($\bar{X} = 3.56$, rank 1). There is only 01 comment rejecting the necessary of solution 5 (0.1%).

For Solutions 2, 3, 4 and 6, they were received a great number of agreement in terms of necessary scales, especially very necessary and necessary. Whereas the opposite is true for other solutions, for

examples, the scale of less necessary and unnecessary were gotten a little volume and rate reviews at the same time. To demonstrate, Solution 1, " Organizing principal capacity framework in nursery schoolsto meet the requirements of preschool educational innovation" was recorded for the lowest required level with $\bar{X} = 3.42$ (rank 5), the number of reviews for less necessary that was considered by only 28 ideas (3.3%).Although the appreciation about the necessary of solutions were presented with different reviews, the assay was still confirmed the requisition of solutions for the development of preschool principal staff in the North Central region.

b) Results of the assay towards the feasibility of the solutions

Turning to the feasibility of the solutions, results revealed that the most solutions were of the viability with $\bar{X} = 3.30$, and fluctuated between 3.25 and 3.40. Solution 2 and 5 were evaluated at the highest feasible level. To be more specific, Solution 5(Providing refresher courses for cadres to improve capacity, quality of principal staffs in nursery schools, complying with the requirements of preschool educational innovation) was found in the first rank (3.40), followed closely by Solution 2(Innovative planning for the development of principal staff in nursery schoolsto meet the requirements of preschool educational innovation) with 3.32. Noticeably, 9 reviews accounting for 1.06% which was indicated for infeasibility in Solution 2 ,while there were no negative comments in Solution 5.

For the remaining solutions (i.e. solution 1, 3, 4, and 6), no significant discrepancies were found in terms of feasibility. Along with this, the feasibility of the solutions was contributed by a great and high rate, with 3.31 (rank 3); 3.25 (rank 5); 3.25 (rank 5); and 3.28 (rank 4). Testimonials of less extent feasible and infeasible solutions were presented at low percentage, in which the lowest figure for less feasible was Solution 1, 59 reviews (7%), in contrast, 4 comments (0.5%) were rated at infeasibility.

Therefore, the reviews assessed the proposed solutions were necessary and feasible at high level. However, to implement the effectiveness and comprehensiveness of proposed solution, they need to be tested, piloted in practice.

The relationship between necessity and the feasibility of the solutions correlation coefficient of Spearman rank (between necessity and the feasibility of the solutions)

$$R = 1 - \frac{6 \cdot 16}{6(36-1)} = -\frac{16}{35} = 0.5429 (\text{correlation})$$

Table 3.3: Data on the correlation between the necessity and feasibility of the solutions

N = 6

No.	Solutions	Necessary levels		Feasible levels		(X-Y) ²
		\bar{X}	Rank x	\bar{X}	Rank y	
1	Solution 1	3.42	6	3.31	3	9
2	Solution 2	3.48	3	3.32	2	1
3	Solution 3	3.43	4.5	3.25	5.5	1
4	Solution 4	3.43	4.5	3.25	5.5	1
5	Solution 5	3.56	1	3.4	1	0
6	Solution 6	3.5	2	3.28	4	4
Total						16

Correlation coefficient showed that all solutions may get high feasibility in case of applied practice. Ccorrelations between the necessity and feasibility of proposed solutions can be displayed in the following chart:

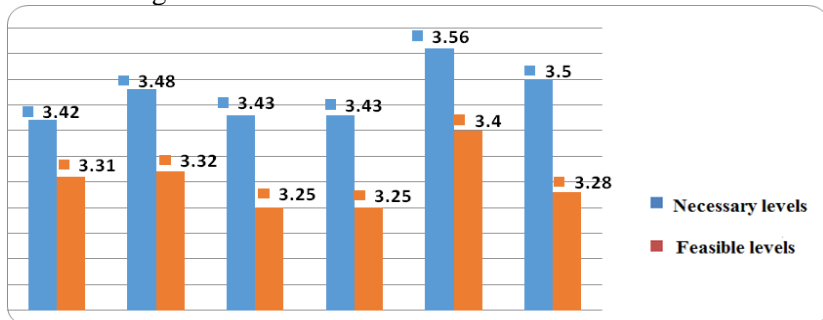


Figure 3.1: Comparison to the extent necessary and the feasibility of the solutions

As a result, 6 proposed solutions are necessary and feasible. Moreover, the correlation between the necessity and feasibility of

proposed solutions is also quite tight, a positive correlation. It means that the solution with a high necessary level is highly feasible and vice versa.

In summary, the assay results showed that the majority people under study had agreed with the outlined solutions in this thesis. In other words, a great deal of comments confirmed necessary and feasibility of the solutions, although the volume and rate of reviews were at different levels. This proved that the proposed solutions are appropriate to meet the requirements for the development of principal staffs in nursery schools in the North Central region.

3.4. Test solution "providing courses to develop qualifications, competence, quality of preschool principal staff complying with the conditions of educational innovation"

The results of this test can give conclusion as follows, the solution " providing courses to develop qualifications, competence, quality of kindergartens principal staffs complying with the conditions of educational innovation" proposed in this thesis is likely feasible if they are applied in practice.

Conclusion of chapter 3

Based on the theoretical background for the development of principal staff in nursery schools, following the orientation of human resources development which is derived from personal capacity in order to meet the requirements preschool educational innovation along with survey data. The thesis has presented some innovative views for preschool levels that are relied on Resolution No. 29-NQ / TW, issued on 11/04/2013. This paper is fundamental innovation, comprehensive education and training, which emphasized the views of the Communist Party and Government on personnel work during modernization, in addition, oriented development for preschool manager staff to meet the requirements of educational innovation. Furthermore, the thesis has identified five basic principles in proposing solutions to develop principal staffs in nursery schools and proposed 6 solutions for the development of principal staffs at preschools in the North Central region. These measures have approached replying on human resources development as follows,

(1) Organizing principal capacity framework in kindergartens to meet the requirements of preschool educational innovation.

(2) Innovative planning for the development of principal staffs

in kindergartens to meet the requirements of preschool educational innovation.

(3) Selecting and employing the staffs based on principal capacity framework to meet the requirements of preschool educational innovation

(4) Renewing the assessment of the staffs to handle the requirements of preschool educational innovation

(5) Providing refresher courses for cadres to improve capacity, quality of principal staff in nursery schools, complying with the requirements of preschool educational innovation

(6) Ensuring relevant policies, remuneration in order to motivate their working

These mentioned solutions have close relationships, affect and implement each other. They are proposed to collect the reviews toward the necessity and feasibility. All things had considered, assay results showed the high necessity and feasibility of proposed solutions.

For Solution 5, “Providing refresher courses for cadres to improve capacity, quality of principal staffs in nursery schools, complying with the requirements of preschool educational innovation”, the test recorded at high agreement and feasibility.

CONCLUSIONS AND RECOMMENDATIONS

1. Conclusions

To meet the requirements of national industrialization and modernization, it is objectively necessary to innovate Fundamental and comprehensive education. Preschool education is the foundation for general education and the quality of preschool education depending on the quality of the manager staffs in which the quality of principal staffs nursery schools plays essential role. Therefore, developing of principal staffs nursery schools is an urgent requirement, an important contribution to the development of preschool system in the current period.

Based on the literature review and codify issues some basic concepts in the thesis (i.e. development, human resources, development human resource, development of principal staffs nursery schools as well as identify capacity framework for principal staffs at preschools to meet educational innovation), the thesis was to clarify the concept of developing principal staff nursery schools,

oriented by personal capacity in relation to human resources development. Additionally, this is process to change the current situation for principal staffs nursery schools, which may improve the quality of principal staff. The mainly internal functions as contributing principal staff with sufficient quantity, well- qualified and comprehensive structure; based on the capacity framework of principal staffs is to implement the contents about principal staffs development, which aims at ensuring this force employ the objective management nursery schools effectively in the condition of preschool educational innovation.

There are 6 tenors for developing the principal staffin the condition of preschool educational innovation as follows, Organizing principal capacity framework innursery schools; Selecting and employing the staff based on the principal capacity framework; Assessing the staffs; Providing refresher courses for cadres to improve capacity, quality of principal staffs in nursery schools, complying with the requirements of preschool educational innovation; Ensuring relevant policies, remuneration for principal staffs; Establishing the environment and motivation to provoke their capacity development.

Based on a theoretical background, the thesis examined, analyzed and evaluated current status principal staffs in terms of quantity, quality and structure, in addition, evaluated development situation of principal staffs in nursery schools in the North Central region; This study pointed out the limitations, restrictions caused by the development principal staffs at kindergartens in the North Central region in the context of education innovation. Survey results showed that the current development situation has achieved remarkable results in recent years such as fast increase in the number of principal staffs, basically satisfying the basic requirements in terms of school-scale applications, preschool classes; beside, the results pointed out that quality and structure has improved comprehensively. Along with this, the development of principal staffs at nursery schools was concerned, directed by all managers' levels.

On the other hand, the development of principal staffs in nursery school still has existed many problems needed to be solved. For example, the appointment is slow, the number of principals is still lacking compared to the size of schools; quality of principal staffs in nursery schools in the North Central region has certain restrictions

(not high professional, qualifications and operating management capacity is still inadequate knowledge of the law, limited organizational structure on human resources management, restricted finance, especially the unwell capability of kindergarten principals in the context of educational innovation); another negative point is that the stages in the process of development principal staffs have revealed many shortcomings ... Since, the thesis has analyzed, identified the causes of shortcomings in development principal staffs in nursery schools in the North Central region, together with identify factors affecting the development of principal staffs at kindergartens.

To meet the requirements of educational innovation, this study proposed 6 solutions for development of principal staffs in nursery schools in the North Central region, being harmonious with development of personal capacity of human resources development. They are:

(1) Organizing the principal capacity framework in nursery schools to meet the requirements of preschool educational innovation.

(2) Innovative planning for the development of principal staffs in nursery schools to meet the requirements of preschool educational innovation.

(3) Selecting and employing the staffs based on principal capacity framework to meet the requirements of preschool educational innovation

(4) Renewing the evaluation of the staffs to handle the requirements of preschool educational innovation

(5) Providing refresher courses for cadres to improve capacity, quality of principal staffs in kindergartens, complying with the requirements of preschool educational innovation

(6) Ensuring relevant policies, remuneration in order to motivate their working

The proposed solution was assayed for comments about the necessity and feasibility. Assay results show that the proposed solutions are at high level of necessity and feasibility. When these measures are implemented synchronously, which will contribute to the development of principal staff with ensuring sufficient quantity, well-qualified and comprehensive structure to meet the requirements of preschool educational innovation. Test results for solution

"Providing refresher courses for cadres to improve capacity, quality of principal staff in nursery schools, complying with the requirements of preschool educational innovation" have reached high necessary and feasibility.

These mentioned solutions have close relationships, affect and support each other. In case of synchronous practice, these solutions may contribute to the development of principal staffs with sufficient quantity, well-qualified and comprehensive structure to meet the requirements of preschool educational innovation. This will benefit for improving the quality and caring children in The North Central region.

2. Suggestions

2.1 For the ministry of education and training

- Consulting with the government to continuously have regulations and policies for preschool education, have particular policies for managerial staff and preschool teachers, especially policies and compensation plans for preschool principal staff;

- Guiding the establishment of curriculum and training contents, fostering preschool principal staff in ways that training and fostering contents are suitable to work requirements, concurrently fixing the period of time for participating in the training, fostering again to update the latest knowledge for preschool principal staff.

- Checking again the standards for preschool principals, adjusting, complementing and improving the documents of guidelines on the implementation in order to guarantee the inclusion of the competency framework for preschool principals in response to the need of innovating the preschool education in the current period.

2.2 For People's committees in the provinces in the North Central region

- Guiding to build the project of developing preschool principal staff based on the clear assignment and appointment of responsibility for departments and avoidance of allotting the duties to the education and training.

- Grasping thoroughly the perspectives of cooperating synchronously among the departments, sectors of different levels towards the work of developing preschool principal staff.

- Concerning about the investment in the preschool education, especially paying attention to the plans and policies for the

development of staff in general and principal staff in particular.

- Setting the plan of training and fostering preschool principal staff before they are appointed to the managerial position of preschools; concurrently, organizing periodically the classes of fostering these principals so that they can update the knowledge of new management and help them catch up with the development in this era.

2.3 For the developments of education and training in the North Central region

- Positively consulting with Provincial People's committees about guidelines and policies of developing preschool principal staff.

- Building the program of action in implementing guidelines and policies that are launched based on the developmental characteristics of the locality.

2.4 For the departments of education and training.

- Based on the documents of guidelines, consulting with People's committees of districts about launching and guiding in ways that are appropriate to the locality; at the same time, effectively exploiting and implementing activities of developing principal staff.

2.5 For preschool principal staff.

- Upgrading more the roles and responsibilities of oneself to meet the demand for innovating preschool education in the current stage.

- Positively taking part in fostering and fostering oneself according to the standards for principals to meet the need of the competency framework for preschool principals in the fashion that suits the requirement of innovating the current preschool education; actively equipping oneself with the system of scientific knowledge and capacities of putting the acquired knowledge into the practice of managing the care and education of children at preschools, which contributes to the increase in the quality of preschool in the North Central region.

- Preschool principals must know the necessity of change in their perception, action and attitude towards the process of managing preschools in the new period with new opportunities and challenges.