

## **PREFACE**

### **1. BACKGROUND**

At the present, it is needed to improve the quality of education so as to fit with development trend. The quality of education is much depending on the human resources in educational sector, especially leaders of educational institutions. In order to achieve the target “*creating a foundation for the country to basically become a modernity-oriented industrial nation by 2020*”; then “*Development and improvement of human resources, especially high qualified human resources is a strategic breakthrough*”.

In reality, in our country “*Educational management and training still show many weaknesses. Teachers and managing staff are somehow underqualified, lack in numbers and organizational structure*”. Therefore, “*Development of teachers and managing staff will meet the demand in educational and training reform*” is one of the *breakthrough* solution.

The Northern Central Highlands area includes mountainous provinces, where many ethnic minorities are residing in a difficult socio-economic development context. The upper secondary school principal forces of these provinces are lacking in number, imbalanced in structure and underqualified. Then, the research “***Development of upper secondary school principal forces in the Northern Central Highlands provinces in the new educational context***” with the aim to contribute to the improvement of the educational quality in upper secondary schools in the Northern Central Highlands is very necessary.

### **2. RESEARCH OBJECTIVES**

To propose solutions in developing upper secondary school principal forces in the Northern Central Highlands provinces in the new educational context

### **3. RESEARCH OBJECT AND -SUBJECT**

#### **3.1. Research object**

The management of managing staff in the upper secondary schools

#### **3.2. Research subject**

Solutions to develop upper secondary school principal forces in the Northern Central Highlands provinces in the new educational context

### **4. HYPOTHESES**

If the solutions to develop upper secondary school principal forces based on the *coordination management theory in an organization* with the *human resource development theory* are proposed and implemented, this type of working force could be met the demand of innovation and development of

upper school education.

## 5. RESEARCH MISSION

5.1. Research the rationale of development of upper secondary school principal forces in the new educational context.

5.2. Research the practical basis of upper secondary school principal forces in the Northern Central Highlands provinces

5.3. Propose solutions for developing upper secondary school principal forces in the new educational context.

## 6. RESEARCH SCOPE

The thesis aims to propose *solutions in management and development of state upper secondary school principals* in the Northern Central Highlands provinces

The research object of the *management methods to develop the upper secondary school principals* in this thesis is considered to be a cooperation among leaders and management institutions of the Northern Central Highlands provinces such as Provincial Organizing Committee, Departments of Home Affairs, Departments of Education and Training; some functional divisions of the Departments of Education and Training such as Division of Upper Secondary School, Personnel Division; District Organizing Committees; in some cases also principals of upper secondary schools; however, *Directors of Departments of Education and Training of Northern Central Highlands provinces are in charge of designing activities to develop the working forces.*

Research areas for conducting surveys and applied solutions to develop upper secondary school principal forces are mainly in Kon Tum and Gia Lai provinces.

## 7. DEFENCE POINT OF VIEWS

- Innovation in management of education is a breakthrough of educational innovation. The principal forces of upper secondary schools are leaders and in charge of managing all activities of upper secondary schools based on the orientation, objectives and educational reform solutions.

The upper secondary school principal forces in the Northern Central Highlands provinces are still underqualified, lacking in number and imbalanced in structure; thus it is needed to develop in order to fit with the Standard level for the Principals of upper secondary schools as regulated by the Ministry of Education and Training.

- The development of upper secondary school principal forces in the Northern Central Highlands provinces are based on the philosophical approach by combining *the human resource development theory* with *the management*

*theory in an organization* in a suitable way in line with the real situation of socio-economic features and education-training development of those provinces.

- Solutions to develop upper secondary school principal forces in the Northern Central Highlands provinces are proposed based on the elimination of conflicts, settlement of difficulties and limitations in developing those working forces in the Northern Central Highlands provinces.

## **8. NEW FINDINGS OF THE THESIS**

### **8.1. About theoretical practices**

The thesis helps to systemize theoretical basis about the development of upper secondary school principals based on the human resource theory and the management theory in an organization.

### **8.2. About practical aspects**

It clarifies the situation of the working forces and the development of upper secondary school principals in the Northern Central Highlands provinces; proposes solutions about the development of upper secondary school principals in order to meet the new educational context.

## **9. METHODOLOGY AND RESEARCH METHODS**

### **9.1. Methodology**

It is applied the *historical-logical* approach, *systematic* approach, *practical* approach and *Standard* approach.

### **9.2. Research methods**

*Theoretical method*: compiling, analysis, comparison, generalization, specification. *Practical research*: observation, questionnaires, consultation and statistics

## **10. THE STRUCTURE OF THESIS**

Except for the preface, conclusion and recommendations, references, list of author's works and annexes; the thesis is structured as follows:

- Chapter 1. *Theoretical basis on the development of upper secondary school principal forces in the new educational context*
- Chapter 2. *Practical basis about the development upper secondary school principal forces in the Northern Central Highlands provinces.*
- Chapter 3. *Solutions to develop upper secondary school principal forces in the new educational context*

## Chapter 1

# THEORITICAL BASIS ON THE DEVELOPMENT OF UPPER SECONDARY SCHOOL PRINCIPAL FORCES IN THE NEW EDUCATIONAL CONTEXT

### 1.1. OVERVIEW

#### 1.1.1. International researches

There have been existing researches on the *managment, human resource managment* in general; *methods and modes to select, nominate principals, build and develop Standard level on training principals; standards on leading skills and modes; training programs for educational managing staff.*

#### 1.1.2. Domestic researches

There have been some books, curricula, thesis on science- and technology and scientific newspapers about the topics: *managing forces in an organization, development of human resources, development of upper secondary school- and secondary school principal forces*

### 1.2. SOME MAIN DEFINITIONS

#### 1.2.1. Educational managing staff

**1.2.1.1. *Managing staff*** is a person, whose professional activities are completely or mainly related to the management functions; lead and guide as well as implement leaders' decisions.

**1.2.1.2. *Educational managing staff*** is a managing staff working in an educational management institution or in a educational institution.

#### 1.2.2. Upper secondary school principal; upper secondary school principal forces

*Upper secondary school principal* is the educational management staff, in charge of managing activities of an upper secondary school.

*Upper secondary school principal force* is a collective of managing staff in charge of managing upper secondary schools.

#### 1.2.3. Human resources, development, human resource development

**1.2.3.1. *Human Resource*** is a resource of people in an organization with a collective of capacities including physical status and knowledge of peoplen in the organization.

#### 1.2.3.2. *Development*

*Development is a changing process or making changes for an object, phenomenon from less to more, from narrow to large, from low to high, from*

*simple to complicate, from less perfect to more perfect, in which it shows the changes of objects or phenomena towards quantitative changes to complete qualitative situation.*

### **1.2.3.3. Development of human resources in an organization (system)**

*Development of human resources in an organization is the management activity in order to make human resources towards a changing progress in quantity, structure and especially in quality so that the working forces of an organization can meet the requirements and tasks assigned.*

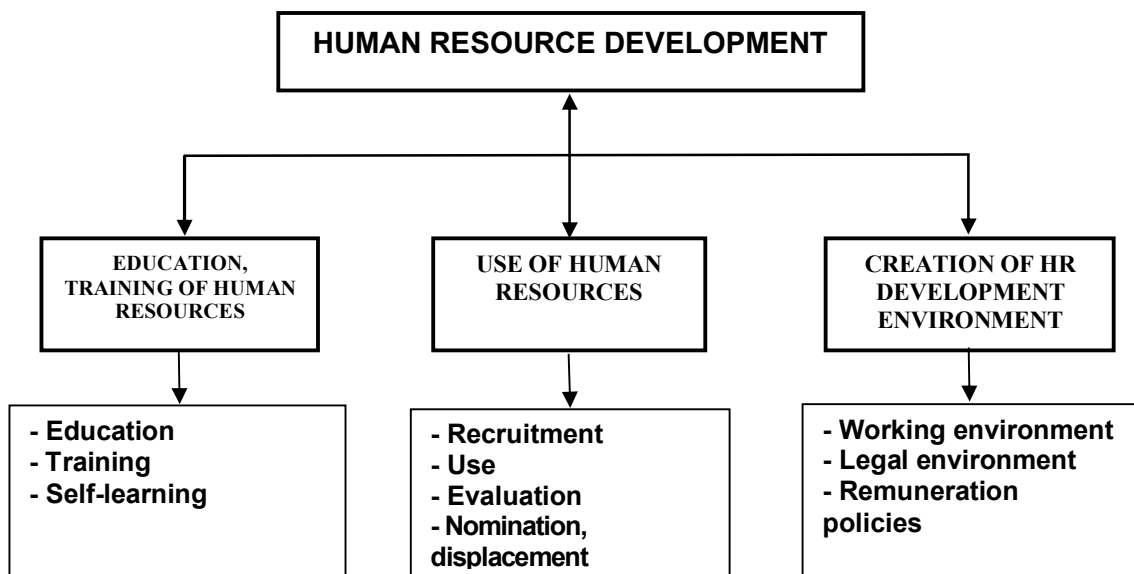
## **1.3. APPLICATION OF THE HUMAN RESOURCE DEVELOPMENT, MANAGEMENT OF HUMAN RESOURCE IN THE DEVELOPING UPPER SECONDARY SCHOOL PRINCIPAL WORKING FORCES**

### **1.3.1. Objectives, activities and development model of human resource development**

*- Human resource development includes 3 main activity groups:*

- + Education and training of human resources (education, training, strengthening)
- + Use of human resources (selection, use, evaluation, nomination)
- + Creation of human resource development environment (working environment, legal environment, remuneration policies)

*- Human resource development model is applied in this thesis is the model to develop human resource of Leonard Nadler (Chart 1.1).*



***Chart 1.1. Human resource development model of Leonard Nadler***

- *Development of human resources* with the aim to ensure the number, completion of structure, reach quality standards (quality and capacity) as a desired standard.

### **1.3.2. Management activities of working forces in an organization**

The management of working forces in an organization includes: *Planning of human resources, recruitment and selection, orientation (or socialization), training, use and granting benefits, evaluation, appraisal of activity results; nomination, displacement and dismissal.*

### **1.3.3. Development of upper secondary school principal working forces**

#### ***1.3.3.1. Development of principal working forces***

*Development of upper secondary school principal forces aims to develop them to change positively in terms of numbers, structure and especially in the capacities and quality so as to meet the management tasks in the upper secondary schools according to the requirement of educational development.*

#### ***1.3.3.2. Objectives in developing principal forces***

*Development of upper secondary school principals aims to ensure the number of personnels, synchronization in structure, reach standards on quality and capacities as to required standards.*

#### ***1.3.3.3. Activities to develop principal working forces***

- *Developing the planning of development of upper secondary school principal forces, in which the educational development trends are mainly stated with concrete targets (number, structure, quality), estimated about human resources, time and implementation methods to reach targets*

- *Nomination and use of upper secondary school principals; including selection, displacement, dismissal;*

- *Strengthening capacity for upper secondary school principals, including self-learning;*

- *Evaluation of activities of upper secondary school principals;*

- *Creation of development environment for upper secondary school principals; including legal environment; working environment and especially setting up and implementing remuneration policies in order to encouraging those working force to develop.*

## **1.4. EDUCATIONAL INNOVATION AND REQUIREMENTS FOR THE DEVELOPMENT OF UPPER SECONDARY SCHOOL PRINCIPALS**

### **1.4.1. Educational innovation and educational innovation in upper secondary schools**

#### ***- Educational innovation***

The Resolution No. 29/NQ-TW dated on 04 November 2013 of the Secretariat of the Central Committee Communist Party of Vietnam about “fundamental and comprehensive innovation in education, serving industrialization and modernization in a socialist-oriented market economy during international integration” clearly defines the orientation, objectives, tasks and solutions for innovation. In which, *the development of teachers and educational managing staff* is a key solution.

#### ***- Educational innovation in upper secondary schools***

Based on the Resolution No. 29/NQ-TW and the Development Strategy in Education 2011-2020, the educational innovation must be focused on: *Innovation of objectives, programs and educational contents, methodologies, methods of examination and evaluation of educational results in upper secondary schools.*

### **1.4.2. Requirements for upper secondary school principals in the new educational context**

***- Requirements on the situation and the role of the Principals:*** to be in a dual role (leaders and managers) with the duties to effectively implement functions of a manager.

***- Requirements on the duties and responsibilities of the Principals*** are regulated in the rules of secondary schools, upper secondary schools and schools with different educational levels.

***- Requirements on the standards of Principals:*** *it is needed to satisfy the rules on Standard level of Principals of upper secondary schools: 3 standards and 23 criteria; in which there are 2 standards about professional pedagogical ability and management skills.*

***- Requirements on the general capacity of a managing staff:*** implementation of the Law; organizing and managing school’s activities; creating a good educational environment; managing information system; implementing managing functions.

### **1.4.3. Requirements on the development of upper secondary school principal forces**

- Requirements on numbers of principals*** (as to existing regulations);
- Requirements on the structure*** (age, gender, professional knowledge and skills, especially for ethnic minorities)
- Requirement on development of quality*** (meet the demand of Standard

Principals for upper secondary schools and demand for managing staff)

#### **1.4.4. Features of upper secondary school principal forces in mountainous provinces**

Understanding about characteristics of ethnic minorities, the upper secondary school principals are ethnic minority people, having typical psychological features, thinking abilities, recognition and communication skills, having advantages and disadvantages in managing ethnic groups.

### **1.5. CONTENTS TO DEVELOP UPPER SECONDARY SCHOOL PRINCIPAL FORCES IN NEW EDUCATIONAL CONTEXT**

Development of upper secondary school principal forces is a management activity implemented based on basic management functions (planning, organization, guidance and supervision) towards the following management groups:

#### **1.5.1. Development and planning of principal forces**

It is implemented through 10 concrete management activities focusing on context evaluation, estimation of development scope for upper secondary school education, setting up timeframe, preparation of resources and implementation methods.

#### **1.5.2. Selection, nomination, displacement and dismissal of Principals**

It is implemented through 12 concrete management activities focusing on setting criteria, organization of nomination, examination, displacement or dismissal when necessary, etc.

#### **1.5.3. Training for upper secondary school principal forces**

It is implemented through 10 concrete management activities focusing on the needs, development of programs and contents, organization of training activities, evaluation of results, preparation of facilities and conditions for training, etc.

#### **1.5.4. Evaluation of upper secondary school principal forces**

It is implemented through 10 concrete management activities focusing on specifying standards into criteria, selection and use of methods and tools for collecting and evaluating, etc.

#### **1.5.5. Creation of environment and motivation for developing principal forces**

It is implemented through 10 concrete management activities focusing on creating legal environment, working environment and application of remuneration policies, etc.

### **1.6. FACTORS INFLUENCE ON THE DEVELOPMENT OF UPPER SECONDARY**



## SCHOOL PRINCIPAL FORCES IN THE NEW EDUCATIONAL CONTEXT

### 1.6.1. Subjective factors

The context of international integration about education and training; natural condition, socio-economic condition and local customs; laws, policies, rules, principles and standards; training for educational institutions, training for upper secondary school principal forces.

### 1.6.2. Objective factors

Capacity of educational managing staff of state educational institutions; level and quality of financial investment as well as infrastructure of provinces for developing upper secondary school principal forces; awareness and capacity of upper secondary school principal forces in terms of self-education or participating in training courses.

## Chapter 2

### PRACTICAL BASIS ABOUT THE DEVELOPMENT OF UPPER SECONDARY SCHOOL PRINCIPAL FORCES IN NORTHERN CENTRAL HIGHLANDS PROVINCES IN THE REQUIREMENTS OF EDUCATIONAL INNOVATION

#### 2.1. INTERNATIONAL EXPERIENCE ON DEVELOPING UPPER SECONDARY SCHOOL PRINCIPAL FORCES

##### 2.1.1. Experience on developing educational managing staff

Experience on developing educational managing staff in the world are shown in some main aspects:

- Define the new role of education;
- Clearly define training needs for educational managing staff;
- Reform training programs for educational managing staff;
- Develop respective standards for each type of educational managing staff;

##### 2.1.2. Experience on developing secondary school principals

In this thesis, it is mentioned some experience on developing secondary school principal forces in some Asian countries (Singapore, Korea, the Phillippines, Malaysia) about standard levels, evaluation methods in the nomination of Principals; some experience on: *standard level, evaluation methods in the nomination of Principal in Canada, standard level, evaluation methods in the nomination of Principal in the United States; standard level, evaluation methods in the nomination of Principal in New Zealand and the policies to attract talented people; recruitment policy, training policy for Principals in some developed countries (England, US and Australia).*

## **2.2. OVERVIEW ON NATURAL CONDITION, SOCIO-ECONOMIC CONDITION AND EDUCATIONAL AND TRAINING CONDITION IN NORTHERN CENTRAL HIGHLANDS PROVINCES**

### **2.2.1. Socio-economic development situation in Central Highlands Provinces**

The Central Highlands include 5 provinces, to be considered as a strategic area in terms of economic development and defense; with an area and population as shown in Table 21 (original); has a development potential about agricultural- and forestry economy and tourism; has a lot of many ethnic minority groups residing. Educational- and economic indicators are relatively low in comparison with national level (table 2.2. original).

Gia Lai and Kon Tum are provinces having strategic geographical position with great land potential and natural resources; however the abundant tourist culture has not been effectively explored and invested that make these provinces still in poor level and underdeveloped. Thus, the development of education and training is also influenced.

### **2.2.2. The situation of educational and training development in Northern Central Highlands provinces**

#### ***2.2.2.1. Overview on the scope and quality of education and training***

So far, there are 510.000 school pupils, students (in which there are 106.566 pre-school pupils, 218.578 primary school pupils, 181.109 secondary school pupils and upper secondary school pupils, 1.284 university students, 1.356 college students and 1117 technical secondary school students); 36.716 officials, teachers, staff (including 2.964 managing staff, 28.704 teachers, 5.348 staff); 1.508 educational and training institutions, in which there are 372 kindergartens, 826 secondary schools, 02 foreign languages and IT centers, 22 centers for continuous training, 297 community learning centers, 02 technical secondary schools, 02 vocational training schools, 02 colleges, 02 university branches, 53 minority ethnic in semi-boardings schools.

The quality of education in general and in ethnic minority areas are now being improved. The rate of good- and fairly good level in study and good morality of secondary school pupils are increasing year by year. The number of upper secondary school pupils passing entrance exams in universities, colleges, technical secondary schools and vocational schools are sharply increasing.

#### ***2.2.2.2. The situation of development of upper secondary school education***

- *Concerning to the scope of upper secondary school education, on the*

development progress. By school year 2013-2014, there are 70 upper secondary schools in these provinces (44 schools in Gia Lai province and 26 schools in Kon Tum province) with a total of 1.402 classes and 53.649 pupils.

- *Concerning to the education quality in upper secondary schools*, the classification of conduct and learning capacity of pupils in upper secondary schools, which were selected for conducting survey in the recent 5 school years is shown in the Table 2.3 original; the rate of average conduct accounted for 7 to 15% while the rate of bad conduct was still 15%.

*Rating for learning capacity* of upper secondary school pupils in the provinces, those were selected for conducting survey in the recent 5 school years is shown in the Table 2.4 original, in which there are many pupils were classified at average level (10% to 17%) and still 1% to 3% of the pupils having weak learning capacity.

Rate of upper secondary school pupils passing entrance exams to universities, colleges, technical secondary schools and vocational schools in these two provinces is presented in the Table 2.5; in which the rate of pupils passing entrance exams is increasing year by year since 2009.

- *Concerning to the teaching staff of upper secondary schools*

It is reached the rate of 2,7 teachers/class (in comparison with standard 2,25 teachers/class for upper secondary schools, 2,4 teachers/class for training of talents classes, 3,1 teachers/special classes), in which the rate of ethnic minority teachers accounts for more than 60%.

- *Concerning to the infrastructure and educational equipment in upper secondary schools*; although being equipped with more facilities, but still limited in comparison with Hanoi and some other provinces.

### **2.3. INTRODUCTION OF BASELINE SURVEY**

**2.3.1. Objectives:** To evaluate the situation of upper secondary school principal forces and the situation of management activities to develop principal forces in upper secondary schools.

**2.3.2. Target group:** Experts will send questionnaires to **150** people for consultation.

**2.3.3. Survey content:** The situation of upper secondary school principal forces and the situation of management activities to develop principal forces in upper secondary schools.

**2.3.4. Survey methodology:** Get information from questionnaires; tools for analyzing data is the use of *Volume Weighted Average Price (VWAP)*

### **2.4. THE SITUATION OF UPPER SECONDARY SCHOOL PRINCIPAL FORCES IN THE NORTHERN CENTRAL HIGHLANDS PROVINCES**

**2.4.1. In number:** At the present, there are **70** upper secondary schools in the selected provinces; however, there are only **65** principals, i.e. 15 principals less than planned.

#### **2.4.2. Structure**

*a) Structure of age, gender and ethnic groups* is shown in the Table 2.6 original; in which there is a big difference in the age, gender and especially ethnic groups (only 01 ethnic minority principal).

*b) Structure of educational level* is shown in the Table 2.7 original, in which the rate of Master in education is rather low (15,4 %).

*c) Structure of political level* is shown in the Table 2.8 original; in which the rate of educational staff attending in senior political training accounts for nearly 50%.

#### **2.4.3. Quality**

**a) The situation of Standard level of upper secondary school principal forces**

The Standard level of upper secondary school principal forces classified by the Provincial Department of Education and Training is almost the same with those concluded by in the survey results, shown in Table 2.11.

**Table 2.11. Comparison of the evaluation on Standard level of upper secondary school principal forces**

Ranking		Good	Fairly Good	Average	Not reached the Standard level
<b>Classified by the Departments of Education and Training</b>	Number	45	20	0	0
	Rate	<b>69,2%</b>	<b>30,8%</b>	<b>0</b>	<b>0</b>
<b>Classified by experts</b>	Number	39	16	9	1
	Rate	<b>60,0 %</b>	<b>24,6%</b>	<b>13,9%</b>	<b>1,5%</b>

This result shows that *the development of upper secondary principal forces in the Northern Central Highland Provinces at the present is very neccessary.*

**b) The situation of upper secondary school principal forces based on the capacity of managing staff**

- *Capacity in implementing laws, rules and principles in education* is shown in Table 2.12 original; in which the *VWAP* is 3.1 (the highest is 4 and the lowest is 1), i.e. there are still some limitations.

- ***Organizational capacity and management of activities*** is shown in Table 2.13; in which the *VWAP* is 3.1, i.e. there are still some limitations.

- ***Capacity on the infrastructure and school equipment*** is shown in the Table 2.14 original; in which the *VWAP* is 3.1 (the highest is 4 and the lowest is 1), i.e. there are still some limitations.

- ***Capacity in creating educational environment*** is shown in the Table 2.15 original; in which the *VWAP* is 2,58, i.e. there are still some limitations.

- ***Capacity on the IT management*** is shown in the Table 2.16 original; in which the *VWAP* is 2,94, i.e. there are still some limitations.

- ***Capacity on implementing management functions*** is shown in the Table 2.17 original; in which the *VWAP* is 3,24, i.e. there are still some limitations.

## **2.5. THE SITUATION OF DEVELOPMENT OF UPPER SECONDARY SCHOOL PRINCIPAL FORCES IN THE NORTHERN CENTRAL HIGHLANDS PROVINCES.**

### **2.5.1. Planning for developing the upper secondary school principal forces**

Results on the implementation of those activities are shown in the Table 2.18 original; in which the average of  $\bar{x}$  activities is 2.8; the highest is 4 and the lowest is 1; i.e. there are still some limitations.

### **2.5.2. Recruitment, nomination, displacement and dismissal of principal working forces**

Results on the implementation of those activities are shown in the Table 2.19 original; in which the average of  $\bar{x}$  activities is 2.66

### **2.5.3. Training for principal forces**

Results on the implementation of those activities are shown in the Table 2.20 original; in which the average of  $\bar{x}$  activities is 2.45.

### **2.5.4. Evaluation of principal forces**

Results on the implementation of those activities are shown in the Table 2.21 original; in which the average of  $\bar{x}$  activities is 2.64.

### **2.5.5. Creation of favorable environment and motivation for the development of principal forces**

Results on the implementation of those activities are shown in the Table 2.22 original; in which the average of  $\bar{x}$  activities is 2.67.

## **2.6. EVALUATION OF THE SITUATION**

Through applying *interview method*; together with results from *processing open questions (about the reasons of the situation)* during the survey, it is shown that:

### **2.6.1. Strengths, advantages and reasons**

- It was already selected and nominated a principal forces with high political sense and morality, which could meet the demand of Standard level.

- It was fully implemented all the activities to develop principal forces based on the theory of human resource development and management of human resources.

- Activities aiming to develop principal forces were rated at over average level, however, there were somehow weak level (in the 06 data table from Table 2.20 to 2.25 of this chapter).

*Main reasons* for achieving those good results come from the clear understanding about theory to develop human resources and experience in managing educational staff of the Directors of Education and Training; together with the effort of each principal in the implementation.

### **2.6.2. Limitation, difficulties and reasons**

Research results also show some limitations, difficulties and weaknesses, which are considered the reasons to this situation. It is classified in 6 management areas:

- The Standard level of upper secondary school principals fitting with the socio-economic condition and educational and training condition in the Northern Central Highlands is not yet specialized.

- Planning to develop the educational human resource, including the planning to develop upper secondary school principals is not yet justified.

- Methods to nominate, displace the upper secondary school principals are not yet reformed so as to fit with the requirements of educational institutions in the Northern Central Highlands provinces.

- Training for upper secondary school principal forces to reach the Standard level is not yet strengthened.

- Evaluation of management process and evaluation of management activities of principals are not yet strengthened.

- Not yet solutions to create favorable conditions for the upper secondary principal forces to develop such as special policies for the principals of the province.

### **Chapter 3**

## **SOLUTIONS FOR DEVELOPING UPPER SECONDARY SCHOOL PRINCIPAL FORCES IN THE CENTRAL HIGHLANDS PROVINCES IN ORDER TO MEET THE REQUIREMENTS OF EDUCATIONAL INNOVATION**

### **3.1. ORIENTATION TO DEVELOP EDUCATION IN CENTRAL HIGHLANDS PROVINCES**

Objectives and strategic solutions on the development of education in the Northern Central Highlands almost focus on the areas: *Innovation of the educational and training management; management of educational activities with good quality; development of the teachers and managing staff in the educational sector, mainly focusing on the upper secondary school principal forces; strengthening investment resources and innovation of the financial mechanism for education.*

### **3.2. VIEWPOINTS AND PRINCIPLES IN RECOMMENDING SOLUTIONS**

#### **3.2.1. Viewpoints**

- The existing Standard level for upper secondary school principals (issued by the Ministry of Education and Training in 2009) is not really suitable with the socio-economic condition and educational and training condition of the Northern Central Highlands Provinces. Thus, it is needed to develop management solutions for completing the Standard.

- *Secondly*, pursuant to the Resolution No. 29/NQ-TW, dated on 04 November 2013 about a fundamental and comprehensive innovation in education, it is needed to have new requirements in developing educational managing staff; thus there should be a planning to develop a more suitable upper secondary school principal forces

- *Thirdly*, methods to nominate and displace upper secondary school principals really fit with the innovation of educational institutions in the Northern Central Highland provinces. Therefore, it is needed to have management solutions to innovate the methods.

- *Fourthly*, training for upper secondary school principal forces in the Northern Central Highlands is not yet strengthened. Thus, it is needed to have management solutions to strengthen those training activities.

- *Fifthly*, the evaluation of management process and results of management activities of upper secondary school principals in the Northern Central Highlands is not yet strengthened. Thus, it is needed to have management

solutions to strengthen those activities.

- *Sixthly*, there have been not yet special policies of the Northern Central Highlands provinces for the upper secondary school principal forces. Thus, it is needed to have management solutions to develop and implement special policies in these provinces.

### **3.2.2. Principles**

Management solutions to develop upper secondary school principal forces in this thesis are agreed by main principles: to ensure the scientific nature; to ensure the systemization and synchronism; to ensure the inheritance and development; to ensure the feasibility.

## **3.3. SOLUTIONS TO DEVELOP UPPER SECONDARY SCHOOL PRINCIPAL FORCES IN THE NORTHERN CENTRAL HIGHLANDS PROVINCES TO MEET THE REQUIREMENTS OF EDUCATIONAL INNOVATION**

### **3.3.1. Specification of the existing Standard level of upper secondary school principals in the Northern Central Highlands Provinces in the context of educational innovation.**

#### ***3.3.1.1. Objectives and meaning of solutions***

To develop and issue official documents to Specify the existing *Standard level of upper secondary school principals so as to fit with the reality of the Northern Central Highlands provinces.*

The Standard level of upper secondary school principals in the Northern Central Highlands Provinces in the context of fundamental and comprehensive innovation in education will serve as a basis in: developing a base for self-evaluation of principals, then he/she could develop the action plan with the aim to complete and organize management activities for developing these forces.

#### ***3.3.1.2. Content and methodology in implementing solutions***

a) *Setting up a Research Committee to specify the existing Standard level of upper secondary school principals so as to fit with the reality and requirments in educational innovation.*

b) *Guiding the Research Committee to specify the existing Standard level of upper secondary school principals to implement the following tasks:*

- Conduct research activities on the specification of the upper secondary school principals applied in the Northern Central Highlands Provinces

- Apply research results into the specification of criteria in the existing Standard level of upper secondary school principals.



- Get comments on the draft paper on specification of the upper secondary school principals mentioned above.

- Revise the draft and issue the official documents *”Document on the specification of the upper secondary school principals applied in the Northern Central Highlands Provinces in the context of educational innovation”*

- Issue the document *“”Document on the specification of the upper secondary school principals applied in the Northern Central Highlands Provinces in the context of educational innovation”*

### ***3.3.1.3. Conditions for the implementation of solutions***

- It is needed to have the instruction and guidance of provincial leaders, leaders in charge of managing the educational sector of the province.

- It is needed to establish a group of scientists, leaders and educational managers, those are experienced in managing human resources in order to complete the Standard group.

## **3.3.2. Revision of planning to develop principal forces so as to fit with the requirements of educational innovation in upper school level in the Northern Central Highlands Province.**

### ***3.3.2.1. Objectives and meaning of the solutions***

To develop a planning on the development of upper secondary school principal forces in the Northern Central Highlands Province to meet the requirements of educational context in upper secondary schools. The planning is a core issue in human resource management and ensure the routine work, activeness and vision as well as solve the immediate- and long-term responsibilities.

### ***3.3.2.2. Content and methods to implement the solutions***

The Provincial Departments of Education and Training will cooperate with the Departments of Home Affairs and other functional departments/divisions of the provinces to organize planning activities to develop the education and training sector, in which the content of development of upper secondary school principal forces, that will be submitted to the provincial People’s Committees for approval. In order to complete those above tasks, the Provincial Departments of Education and Training have to implement some tasks as follows:

*a) Firstly: Establish a research group to revise the planning to develop upper secondary school principal forces (maybe called the Research Committee to specify the existing Standard level of upper secondary school*

*principals in the Northern Central Highlands province).*

*b) Secondly: Direct and guide the Research group to revise the planning to develop upper secondary school principal forces in researching and implementing following tasks in order to get a Planning to develop upper secondary school principal forces in the Northern Central Highlands provinces in the period of 2015-2025.*

*c) Thirdly: Issuance of the Planning to develop upper secondary principal forces in the Northern Central Highlands provinces in the period of 2015-2025.*

*d) Fourthly: Implementation of activities in the planning of staff according to the Guidance No.15/HD/BTCTW, dated on 05 November 2002 of the Central Committee of Communist Party of Vietnam about the planning of leaders and managing staff in the planning activities of developing upper secondary principal forces in the Northern Central Highlands Provinces.*

### **3.3.2.3. Conditions to implement the solutions**

- It is needed the support, guidance and participation of Provincial Party Committees, Department of Home Affairs, Department of Planning and Investment, Department of Finance and especially the participation and comments of scientists, leaders and managing staff.

- There is a qualified educational managing staff, those are experienced on educational human resource management and in human resource organization in order to *research and revise the planning.*

- Mobilization of funding for research activities, revision, issuance and guidance of the *Planning to develop upper secondary principal forces in the Northern Central Highlands in the period of 2015-2020.*

### **3.3.3. Renovation of process, methods of nomination, displacement of upper secondary school principals focusing on quality and capacity in management**

#### **3.3.3.1. Objectives and meaning of solutions**

To complete the upper secondary principal forces in number, structure and reach the Standard level in education as well as meet the demand of educational innovation at the present time. The solutions aim to improve the quality of upper secondary principal forces based on the personnel selection, right task allocation and maintain the stability of personnel organization.

#### **3.3.3.2. Content and methods in implementation**

*a) Content 1: Innovation of process and nomination of upper secondary*

*school principals in form of candidature, i.e. the person to be nominated must report his/her action plan in the future working time and answer the questions of the Advisory Council Selection. This is one of the pilot contents (stated in the Article 3.4 of the thesis).*

*b) Content 2: About the process and methods of displacement of principals*

Innovation and methods of displacement of upper secondary school principals are implemented based on the following viewpoints and methods, from the consideration process, evaluation of capacity, assessment of demands and requirements of the new post to the decision-making process; at the same time, the displacement of principals is implemented by a concrete process.

### ***3.3.3.3. Conditions to implement the solutions***

- It is needed to have a wide raising awareness for leaders and managing staff at provincial level, for teachers, staff and parents of school pupils in upper secondary schools and other educational forces.

- It must have an innovation in the educational management based on the fundamental and comprehensive innovation requirements in the educational sector at the present time.

**3.3.4. Strengthening the training activities for upper secondary school principal forces at the Standard level to meet the requirements of educational innovation.**

#### ***3.3.4.1. Objectives and meaning of the solutions***

To improve the qualification and leadership and management capacities as well as the contribution of principals to meet the requirements of upper secondary school educational innovation. The quality of principal forces of upper secondary schools in particular depends on many factors, in which the prerequisite factor is training and then further training.

#### ***3.3.4.2. Content and implementation methods of solutions***

*a) Content 1: Implement management activities in order to grasp training needs and requirements; also classify the training targets for upper secondary school principal forces; including the in office- and succeeding principals.*

*b) Content 2: Develop plans of the Departments of Education and Training on training and further training of upper secondary school principal forces in the period 2015-2025*

*c) Content 3: Cooperate with educational institutions for educational managing staff in order to implement training- and further training*

*plans for upper secondary school principal forces and their successors*

*d) Content 4: Organize and give guidance the self-education activities of upper secondary school principal forces, both in office and succeeding forces based on the assignment of tasks and materials for self-studying. It is also one of pilot content (presented in the Article 3.4 of the thesis).*

#### **3.3.4.3. Conditions to implement solutions**

- It is needed to understand the role of further training for upper secondary school principal forces in those provinces.

- It must have a strong cooperation with educational institutions for managing staff to propose demands, define objectives and give comments for training programs.

#### **3.3.5. Evaluation of upper secondary school principal forces as to the Standard level in the new educational context.**

##### **3.3.5.1. Objectives and meaning of solutions**

Understand the development level of upper secondary school principal forces in the North Central Highlands provinces.

It is one of the essential steps of the implementation of examining functions of the management. Then it will create a base for the planning, selection, nomination and settlement of policies.

##### **3.3.5.2. . Content and methods in implementation**

02 contents to be implemented are the evaluation of process and activity results of the upper secondary school principal forces: evaluation based on *the Standard level of upper secondary school principals so as to fit with the reality of the Northern Central Highlands provinces and the requirements in educational innovation* as well as *the evaluation based on the legal capacity, organizational work, economic management, promotion of education environment and implementation of basic functions of management*. The Departments of Education and Training develop programs, supervision plans and overall evaluation of upper secondary school principal forces in general and for each principal in particular; in which it must show supervision targets and evaluation, *contents* (according to the Standard level of upper secondary school principals; requirements of legal capacity, organizational work, economic management, promotion of education environment and implementation of basic functions of management), supervision and evaluation methods (according to the plans or random check, etc.), tools for processing information, methods to

manage examination- and evaluation methods.

- The Departments of Education and Training implement the examination activities and evaluation of upper secondary school principal forces as to the Standard level of principals, which must be specified to fit with the reality of the Northern Central Highlands provinces and requirements for educational innovation context for concrete activities.

- The Departments of Education and Training implement supervision activities and evaluation of upper secondary school principals based *on the requirements on legal capacity, organizational work, economic management, promotion of education environment and implementation of basic functions of management* for concrete management activities.

- Organize and give guidance to the management activities in order to regularly conduct summarized meetings to examine and evaluation activities of upper secondary school principal forces, then draw lessons and propose management solutions of the Department of Education and Training.

#### ***3.3.5.3. Conditions in the implementation of solutions***

- It is needed to understand the importance of the evaluation and self-evaluation of the Standard level of upper secondary school principals, which are already specified.

- Using the evaluation of results in the nomination, displacement, dismissal, reward and discipline towards principals.

**3.3.6. Development and implementation of remuneration policy for the Northern Central Highlands provinces in order to create motivation for the development of principal forces.**

#### ***3.3.6.1. Objectives and meaning of solutions***

To develop and implement effectively preferential policies for upper secondary school principal forces in order to create motivation to develop. Motivation includes inner factors that make people actively work under certain conditions, thus produce more and could self-develop.

#### ***3.3.6.2. Content and methods in implementation***

*a) Evaluation of the effectiveness of existing preferential policies of the State for the upper secondary school principal forces in the Northern Central Highlands province.*

- List the existing policies of the State for the upper secondary school principals: salary, allowance, fee for responsibilities, support fee for marginal areas, honoring the noble titles (such as meritorious teacher, People's Teacher,

medals for education) applied for the Northern Central Highlands provinces.

- Evaluation of impact of existing policies for the development of upper secondary school principal forces in the Northern Central Highlands provinces.

*b) Develop the preferential policies of the Northern Central Highlands provinces towards the upper secondary school principal forces in these provinces through main management activities such as:*

- The Departments of Education and Training select an expert group to develop local policies for upper secondary school principal forces.

- Submission of those policies to get approval and support of Provincial Party Committee and People's Committee and issue those preferential policies.

*c) Implement preferential policies of Northern Central Highlands provinces towards the upper secondary school principals in those provinces.*

*d) Mobilization of financial resource and material resource inside and outside the Northern Central Highlands provinces.*

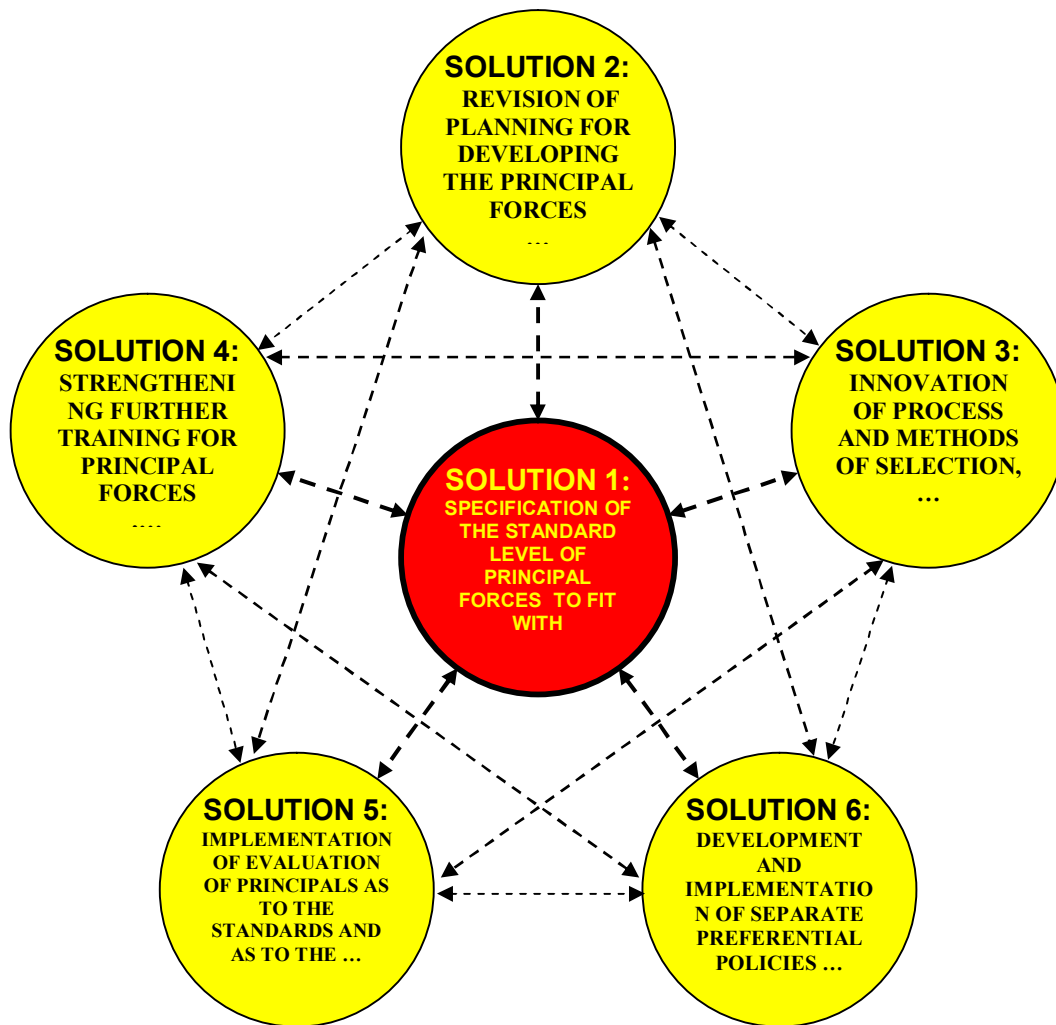
### **3.3.6.3. Conditions to implement solutions**

- Development and issuance of policies approved by the Provincial Party Committee, People's Council and People's Committee with strong support and coordination.

- It is needed to mobilize a group of experts working on the educational policies for further researching and composing separate policies.

## **3.4. CORRELATION AMONG SOLUTIONS**

The solutions are on a close relationship and support with each other to reach the target of developing upper secondary school principal forces of the Northern Central Highlands Provinces; in which each solution is useful in making orientation and creating conditions, or serving as base for developing the rest solutions. The result of solution 1 is the orientation for implementing the rest solutions. It could be described the correlation among the solutions in the diagram 3.1 below.



**Diagram 3.1. The correlation among solutions in developing upper secondary school principal forces in the Northern Central Highlands provinces**

### 3.5. SURVEY ON THE NECESSITY AND FEASIBILITY OF SOLUTIONS

#### 3.5.1. Introduction about the survey

- **Survey objectives:** to estimate the necessity and feasibility of solutions to develop upper secondary school principal forces in the Northern Central Highlands provinces.

- **Survey content and methods:** *Expert consultation by questionnaires;* survey content covers the feasibility of solutions in developing upper secondary school principal forces in the Northern Central Highlands provinces.

**Consultation objects:** leaders and staff of institutions and organizations with the function of managing educational working forces in the districts of Northern

Central Highlands provinces and principal forces of upper secondary schools: 130 people.

The tool used to process results in the questionnaires is *the mathematical statistics* to calculate the *Volume Weighted Average Price* ( $\bar{X}$ ) with the

formula:  $\bar{X}_j = \frac{\sum_{i=1}^n f_i x_i}{\sum_{i=1}^n f_i}$ . *Otherwise*, in order to understand the correlation

between *the necessity and feasibility* of solutions for developing upper secondary school principal forces in the Northern Central Highlands provinces,

we also use *the Spearman's rank-order correlation*. That is  $R = 1 - \frac{6 \sum d^2}{n(n^2 - 1)}$ .

### 3.5.2. Survey results

- *The necessity of solutions for developing upper secondary school principal forces in the Northern Central Highlands provinces* is shown by the data in the Table 3.1 (original), in which: *average value of  $\bar{X}$  is 1,92* (the highest value is 2 and the lowest one is 0), i.e. the level of necessity is very high.

- *The level of feasibility of solutions to develop upper secondary school principal forces in the Northern Central Highlands provinces* is shown by the data in the Table 3.2 (original), in which: *average value of  $\bar{X}$  is 1,93* i.e. the level of necessity is very high.

- *The correlation between the necessity and feasibility of solutions to develop upper secondary school principal forces in the Northern Central Highlands provinces* is shown by the data in the Table 3.3 (original), in which:  $r = 0,88$  (i.e. must be a positive value and smaller than 1) it shows a proper correlation

## 3.6. PILOT IMPLEMENTATION OF SOME SOLUTIONS

**3.6.1. Pilot implementation of the 4<sup>th</sup> content of the 4<sup>th</sup> solution “Strengthening the training activities for the upper secondary school principal forces to meet the Standard level and the requirement of educational innovation”.**

We apply the method of *self-training through reading related materials*. Concretely, making the before- and after tests (for 30 questions) following the self-study of some staff with the document “*Training material for managing*



*staff of upper secondary schools*” composed by the Project to further training for teachers of upper secondary schools and technical secondary schools of the Educational Management Academy in 2103 and based on the *Training program for educational managing staff* (in the Decision No.382/QD-BGDDT, dated on 20 January 2012 of the Minister of Education and Training).

In comparison with the before- and after test made by the self-studying people (within 2 months), we get a rather positive results (the percentage of the right answers is higher than those before the test).

### **3.6.2. Pilot implementation of the 1<sup>st</sup> content of the 3<sup>rd</sup> solution “Innovation of methods of nomination, displacement of upper secondary school principal forces in the Northern Central Highlands provinces focusing on the quality and leadership capacity”**

- **Objectives of the pilot implementation** aim to prove and assure the necessity and feasibility of solutions.

- **Pilot content** (the 1<sup>st</sup> content of the 3<sup>rd</sup> solution)

- **Pilot hypothesis** if the majority to be interviewed in the 1<sup>st</sup> content of the 4<sup>th</sup> solution reveal the result *support the innovation methods*, i.e. that is really a necessity and feasibility of the content when being implemented.

- **Methods for pilot implementation, pilot objects and cross-check object in the pilot implementation:** choose randomly 02 groups of upper secondary school principals in the Northern Central Highlands provinces, each group contains 50 people.

- **Tools for processing:** calculation of coefficient of variation by the method of mathematical statistics. The lower the coefficients are, the higher level of support for the content.

- **Pilot results:** The coefficient of variation of the cross-check group: The coefficient of variation of the intervention group:  $T = 0,02$  or **2%**; The coefficient of variation  $T = 0,49$  or **49 %**. That means the content is feasible when being implemented.

## **CONCLUSIONS AND RECOMMENDATIONS**

### **1. Conclusions**

The quality of secondary education depends much on the quality of teaching staff and managing staff of secondary schools, including the upper secondary school principal forces; thus the development of upper secondary

school principal forces in the new educational context.

The development of upper secondary school principal forces is based on the theory of team management and human resource management, also based on the reality in developing these forces so that they will be complete in number, well-structured and at Standard level of quality and capacity for principals. In order to reach those objectives, it is needed to effectively implement activities to build planning for developing working forces; selection, nomination; training and further training; evaluation of the team; development of policies to create motivation for working forces.

The Northern Central Highlands provinces have their own traditional and cultural characteristics of ethnic minority; while the socio-economic condition is still difficult. Survey data about the reality of upper secondary school principal forces (evaluated by the criteria of Standard level for principals and capacities of educational managing staff), the reality of the development of upper secondary school principal forces in the Northern Central Highlands provinces; it is shown that: the main reasons of the limitation derive from the lack of feasible management solutions in the Northern Central Highlands provinces in terms of the standardization of principal forces; adjustment of planning; innovation in selection and displacement; training and development of preferential policies.

In order to well develop upper secondary school principal forces in the Northern Central Highlands provinces, it is necessary to implement ***the 6 following management methods:***

- 1) *Specify the Standard level of upper secondary school principal forces so as to fit with the characteristics of educational development context in the Northern Central Highlands provinces.*
- 2) *Adjust the planning to develop upper secondary school principal forces so as to fit with the needs in upper secondary educational innovation in the Northern Central Highlands provinces.*
- 3) *Innovate the process, nomination methods, displacement of upper secondary school principal forces focusing on the quality and capacities.*
- 4) *Strengthening the training activities for upper secondary school principal forces to meet the Standard level and requirement of educational innovation*
- 5) *Evaluation of upper secondary school principal forces as to the Standard*

*level and management capacities in the new educational context.*

*6) Development and implementation of preferential policies of the Northern Central Highlands provinces in order to create motivation for the development of upper secondary school principal forces*

Results of the survey and pilot implementation (some contents in some solutions) show that these methods are very necessary and feasible at a very high level. Therefore, research missions have been done, research objectives have been reached, research hypotheses have been proved.

## **2. Recommendations**

In this thesis, we propose some recommendations:

**2.1. To the Ministry of Education and Training:** supplement, adjust the Standard level of upper secondary school principals and propose recommendations to the State in allowing local levels to develop and implement preferential policies for the educational managing staff in the difficult socio-economic areas.

**2.2. To the educational institutions for educational managing staff** about the development of training programs for educational managing staff as to the Standard level, in which it should be focused on the typical criteria for the ethnic minority areas; organize training classes for upper secondary school principals in the provinces.

**2.3. To the Provincial Party Committee and functional divisions/departments of the Northern Central Highlands provinces** about the issuance of resolution to develop the educational managing staff, including the orientation in developing respective preferential policies for the educational managing staff and combination of necessary resources in the educational development.

**2.4. To the Departments of the Education and Training in Northern Central Highlands provinces** about the consultation for the Provincial Party Committees and People's Committees of the provinces about the combination of resources in educational development in general and development of educational managing staff in particular; specify the Standard level for upper secondary school principal forces to fit with the reality of the Northern Central Highlands provinces and meet the requirements of educational innovation

**2.5. To the upper secondary school principals in the Northern Central Highlands provinces** about the promotion of self-studying and training in order to

contribute to the development of the working forces in the context of educational innovation for upper secondary school level at the present time./.