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2. Nguyen Thanh Phu (2013), "Situation awareness of professional ethics of college students Binh Phuoc pedagogy", Journal of Science Education, Institute of Education Sciences Vietnam-The Ministry of Education and training (No. 98, May 12/2013), pp 52-53
3. Nguyen Thanh Phu (2014), "Managing ethics education for college students of the Southeast pedagogy", Journal of Educational Administration, Institute of management education and the Ministry of Education and training (No. 65, May 10/2014), pp 50-53

INTRODUCTION

1. Rationale for the study.

1.1. The ethical standard of profession has recently been identified and concretized with principles, regulations and professional standards. The objectives of pedagogy are human beings and the process of setting up the young generation's manner in the expectation of the society. Ho Chi Minh used to tell all teachers that: "Teacher's duty is very hard, but it is very glorious". Teacher must be always good samples, keeps improving the ethical revolution and has got a steady stance of politics" [108, P. 614- 616]. The Party and state always appreciate teacher's role which is considered as a key component for deciding the process of the fundamental and entire innovation of the state's education. The resolution of the central government 2, section XIII affirmed: "Teacher is a decisive factor of educational quality and respected by the whole society". Therefore, teacher must always maintain his/her good quality, prestige and reputation, respect learners, treats learners equally, defends learners' legitimate rights and interests, keeps learning and training to improve ethical standards, political knowledge and professional skills, innovates teaching methods and set a good examples for learners" [The constitution in 1992]. According to the educational law, teacher must have the following standards: "ethical quality, good thought, professional standards and skills, and good health and background". (The educational law, 2005). In reality, the teacher's and pedagogical students' ethical profession of pedagogy in some universities and colleges of education are still inadequate. It is high time to enhance education of ethical profession for students studying at colleges of education.

1.2. Theoretically, there have been a number of routes and methods to raise the quality of ethically educational profession for students who have studied in colleges of education. One of them is to boost the management of ethically educational profession for students. The management of ethically educational profession for students has a significant role in developing students' manner, called "*The engineer of spirit*", in colleges of education. The rectors of colleges of education play a leading role in managing the education of ethical profession. From the aforementioned practical reasons as well as education science, I choose "*The educational management of ethical profession for students in the colleges of education in the South- East provinces*" as a doctoral thesis to provide the Universities with the innovation of educational management.

1. Aims of the study

Based on the theoretical and practical foundations, I propose some solutions to innovate and enhance the education of ethical profession for students in the colleges of education.

2. Objectives and targets of the study

2.1. Objectives of the study

The process of schooling students in the ethical profession in the colleges of education.

2.2. Targets of the study

-Measures of the educational management of ethical profession for students in the colleges of education.

3. Scientific assumptions

-The documents and the practical management of education reveal that the education of ethical profession for students in the colleges of education plays a significant role in training teachers. However, the result of schooling students in the ethical profession in the colleges of education has been limited due to many affecting factors, namely, the educational management of the ethical profession for students in the colleges of education.

-There will be a satisfactory result of educational management of ethical profession for students if the educational management of ethical profession for students is implemented synchronously, and appropriate with the practical training of the colleges. Of many measures, the effective improvement and management of teaching practice are said to be positive in schooling students in ethical profession in the colleges of education .

4. Tasks and scope of the study

4.1 Tasks of the study

4.1.1. Reaserching the literature review on the educational management of ethical profession for students in the colleges of education.

4.1.2. Assessing the situation on the educational management of ethical profession for students in the colleges of education.

4.1.3. Proposing measures on the educational management of ethical profession in the colleges of education in order to enhance the results of the educational management of ethical profession for students in the colleges of education.

4.1.4. Evaluating and experimenting the proposed measures to indicate their importance as well as necessities.

4.2. Scope of the study

-The study is restricted in the scope of the educational management of ethical profession for students in the colleges of education.

-The situation of the study is assessed through the investigation and survey from the managers, teachers and students in three colleges of education in the Southeast provinces (Binh Phuoc, Tay Ninh, and Vung Tau).

-The study focuses on the teaching practice in Binh Phuoc college of education.

5. Methodology

5.1. Theory: We research materials related to the educational management of pedagogical ethical profession in order to generalize theories, scientific views and to set up the foundation on the educational management of ethical profession for pedagogical students.

5.2. Practical investigation: The study is investigated by questionnaires, interviews and discussions for managers, teachers and students in three colleges of education.

5.3. Experiential summary: We analyze the managers' and teachers' experiential reports in the pedagogical colleges.

5.4. Expert consultation: We consult the ideas of the educational and training managers and attend workshops related to students' ethical profession.

5.5. Statistical analysis: We draw on the statistical method to process the data through setting up the data table, to calculate distinctive parameters (Sample mean, arithmetic mean, variance, average deviation, T-test, coefficient of correlation)

6. Counter- arguments

6.1. Students should build up their own manner because people are the subjects of activities, "..... but in fact, humans are the synthesis between social relations (K.Marx). Therefore, in order to improve educational efficiency of ethical profession in the process of schooling students, the management must create a unified collaboration, synchronic activities among the educational forces and environment at both micro and macro levels. However, the educational management in the schools must always play a main and decisive role.

6.2. In order to achieve good results, the educational management of ethical profession for pedagogical students must have concrete and appropriate measures with each college. Setting up the measures of the educational management of ethical profession in the pedagogical colleges must derive from each school's targets and requirements, especially it must be tied to the direction of basic and entire innovation of Vietnam's education at the current phase.

6.3. The educational management in general and the educational management of ethical profession in particular, play an ensuring role in the development of personality in the right direction to meet the requirements of industrialization and modernization and international integration of Vietnam.

7. Significance of the study

-Clarifying the notion of pedagogical ethical profession, the theory of the educational management for pedagogical students in the colleges, the significance of the educational management of ethical profession, and the role of

the educational management of ethical profession for students in the pedagogical colleges; identifying effect factors on the educational management of ethical profession for pedagogical students at the moment.

- Evaluating the situation of students' ethical profession in the pedagogical colleges and the educational management of students' ethical profession in the pedagogical colleges in the southeast provinces, finding out causes for these situations.

-Proposing some management measures of pedagogical ethical profession for students so as to create an unification in the educational management of ethical profession for students. The result of improvement of teaching practice management in the pedagogical colleges reveals that enhancing ethical profession for students is reliable and is applied in the pedagogical colleges.

-Hoping that the thesis will be a useful reference book for managers, teachers and students..., it is also scientific foundation for setting forward new policies and mechanism for the educational management of ethical profession for students.

Chapter 1: THE LITERATURE REVIEW ON THE EDUCATIONAL MANAGEMENT OF ETHICAL PROFESSION FOR STUDENTS IN THE PEDAGOGICAL COLLEGES.

1.1. Overall history of the study

1.1.1. Study on EP and PEP

Professional actions is the typical measure for humans to exist, therefore, ethical profession is an important part of social conduct. To exist, humans must work, and in order to get a good result, humans must obey ethical profession.

Ethical profession is an indispensable requirement of any type of job. Every profession has specific requirements of ethical profession and distinct ethical standards.

International Federation of Journalists (IFJ) put forward the regulations of ethical profession at the congress of International Federation of Journalists, held in Bordeaux- France, April 1954.

International Federation of Library Association (IFLA) issued the regulations of ethical profession which are considered as conduct-oriented recommendations for librarians.

The regulations of American Consultation Association (ACA) put forward 5 typical aims for ethical profession.

The International Federation of Account Association (IFCA) decodes 5 necessary targets for all professional accounts.

The regulations of professional ethical standard are currently issued in Vietnam, including:

-Medicine: the minister of health issued “ *The regulations of ethical medicine, No 2088/BYT-QĐ*” on November 6th 1996.

-Journalists: The eighth congress of Vietnam Journalist Association ratified 9 articles of ethical profession for Vietnamese Journalists.

-Business: The slogan “ Customers are Gods” or “ Welcome customers to come, Please customers when they leave”

-Accountant: The ministry of finance issued the standards of ethical profession (No 87/2005/QĐ-BTC) for Vietnamese accountants and auditors.

-Court: The people’s court issued 10 rules on behavior for officials in the people’s courts.

-The minister of culture, sports and tourism issued rules on behavior (No 61/2008/QĐ-BVHTTDL, July 31st 2008)

-Pedagogical ethical profession has been valued in every country. The regulations of ethical profession are set up for teaching career in Victoria, Australia.

-Pedagogical ethical profession in Vietnam has a long history and has been valued. Ho Chi Minh used to consider conduct as the foundation for revolutionary people, as teacher’s spirit. Therefore, he used to recommend that “teacher’s morality create students’ morality, and teacher must be good samples for students....” [79, p.492]

Nguyen Canh Toan said that improving the quality of teacher training must require a comprehensive training process of both virtue and pedagogical capacity, preserve and promote the tradition " respect teacher and honour teaching career" ...

Nguyen Ke Hao said: the personal qualities of the teacher should contain a factor of "ethical lifestyle" which introduces the concept of "ethical profession"

Nguyen Ngoc Bao said that in training teachers, ideological education and politics, professional ideals, the moral quality must be valued highly.

Generally speaking, authors appreciate the role of ethical profession in teacher’s manner and indicate the importance of ethical profession in teacher training.

1.1.2. Study on ethical education of profession

J.A.Cômenxki (1592 - 1670), an Czech great teacher, set up many valuable premises for educational development and left 250 valuable works of culture and arts, science, literature, especially education.

Lenin said that: “ teacher must integrate in the people’s lives, teacher’s activities must be implemented under requirements of the socialist society” [70, p.222].

Professor Zhang Lanying, Dezhou University in China, his research on moral education in colleges in the new period analyzed dominant functions and orientations of moral education in educating people [69].

Edward J. Caropreso of University of North Carolina in Wilmington and Aaron W. Weese in Charlotte- Mecklenberg School, in their research of moral education: *Lessons for teacher preparation programs*, generalized as follow: the role of "moral education" is the process of teaching, learning and ethical practices in education. Their writings set forward the need for moral education and provided a framework program in which pedagogical students are expected to school in moral education.

The International Institute on Educational Planning proclaimed the work of *Morality in education: the role of educational law* indicating that there are 3 ways in which teacher can improve their qualities in order to become "good": through perceptual quality , ethical profession, and professional freedom.

Moral education in Vietnam has been researched:

- Investigating the trend of students’ personal manner by the board of educational and psychological management of the institute of university Research and Professional Education (1987-1988).

- Setting up lifestyle and morality for pedagogical college students who will serve the state’s process of industrialization and modernization (code QG / 96/08, Nguyen Quang Uôn).

- Workshop: "The educational orientation on the moral values in Universities", (Ministry of Education and Training (10/1996).

- Students’ curent lifestyles and orientations and educational measures on lifestyles for students (Ministry project, code B94 - 38-32 by Mac Van Trang).

- Pham Minh Hac dedicated the third chapter to mention the teachers in the book of “Psychology”.

- Ha Nhat Thang summarized his research on the moral values of the Vietnamese religions. Tac Tran Quoc Thanh said " The moral and lifestyle education play an important role In higher education, along with equipping students with an advanced education "[54, p.19].

- Nguyen Huu Long studied the structure on "teaching ethics"and proposed the program of "Introduction to pedagogy” which was applied in the first week of the first year year [54, tr.155].

- According to Nguyen Dinh Chinh, "professional ideal plays a very important role, is considered as the kernel in the pedagogical personality" and the role of teaching practice must be especially valued.

1.1.3. Study on the educational management of pedagogical ethical profession

In Canada and South Asia countries have had the research programs on moral education for teachers by setting up teacher law.

In the state of Victoria, Australia, the managers gave the regulations on ethical pedagogy.

Pham Do Nhat asserted that most of countries have law or regulations on ethical profession in their education.

In Vietnam, the educational management of ethical profession for students derived from the Party and State's view.

Bui Minh Hien- Vu Ngoc Hai- Dang Quoc Bao affirmed that teacher plays a important role for success of failure of education, therefore, teacher must gain the standard on teacher's morality.

Bui Van Hue said that the pedagogical colleges not only school students in fundamental and pedagogical science but also train students good manner and professional orientation "[52, p.2-3].

The study of the educational management of ethical profession are also presented in some doctoral theses:

-Thesis: The educational measures of ethical profession for pedagogical students in the market economy in Vietnam-Nguyen Anh Tuan, 2008

-Thesis: "Building up a model of educational ethical management in the current period" Nguyen Thi Hoang Anh- 2008.

- However, until now there have not been any full and practical research on the system of educational ethical management for pedagogical students in the colleges in the current period.

1.2. Theory on education of pedagogical ethical profession

1.2.1. The notion on ethics and ethical education

- ***Ethics***: Ethics is a form of social consciousness which particularly includes a system of concepts, rules, social norms. It was born, survived and transformed from the needs of society, whereby people adjust their behavior to suit their interests and happiness and the progress of society in relation between humans and humans, between the individual and society.

-***Ethical education***: ethical education with purposeful, planned and organized activities of teachers in the educational units affect students in order to transfer the needs, standards, moral values at the request of the society into individual qualities, values, ethical behavior, to contribute to the development of the individual personality, and to promote the development and advancement of society.

1.2.2. The notion on ethical profession and pedagogical ethical profession

- **Occupation:** Occupation is humans' professional activity who are trained in the knowledge, skills, educational ethical profession to help them do a regular job to live and contribute to the development of society. Occupation not only ensures life but also honor people working in that field .

- **Moral profession:** Moral profession is a system of moral standards reflecting the demanding requirements of society, the profession itself to people working in the field, and is fundamental factor to help them fulfill their mission. Moral profession always shows off workers' perceptions, attitudes, behaviors and the teacher's working results of pedagogy.

-**Pedagogical ethical profession:** Pedagogical ethical profession is a system of moral standards reflecting the demanding requirements of society, the profession itself to pedagogical workers; is a fundamental element to help them fulfill their mission. Pedagogical ethical professional always show off in awareness, attitudes and behavior of workers and and the teacher's working results of pedagogy.

1.2.3. The notion on pedagogical ethical profession

Educational ethical profession is a purposeful, organized, planned activity to turn the teacher's ethical standards reflecting the demanding requirements of the society, the profession itself to pedagogical workers into categories and right behavior to full their mission.

1.2.4. Requirements to educational ethical profession for students

-- According to professional standards of secondary education : (Circular No. 30/2009 / TT-BGDĐT, issued on October 22, 2009 by the Minister of Education and Training), and the request from the training objectives of the pedagogical colleges

1.2.5. The process of the foundation and development of PEP

- Through the teaching of academic courses
- By pedagogical practical activities
- Through outdoor and group activities
- Through the self-training of students

1.2.6. Psychological features of students for setting up PEP

To get good results, the education of ethical profession must be appropriate with students' features that include

- The development of awareness, intelligence and learning motivation
- Students' lives and affection
- Self- evaluation and self-education of students

-The development of students' valuable orientation

1.3. Arguments on the educational management of PEP

1.3.1. The notion on the management of moral education

-The notion on educational management: The educational management is a process of conscious impact of the management subjects (purposeful and organized) on objects and the implementation of management functions which aim at putting forward the pedagogical activities of the educational system in order to achieve set targets.

-The notion on the management of moral education: the management of moral education is a conscious impact of the subjects on the objects aiming at putting forward activities of moral education in order to achieve the set targets.

1.3.2. The educational management of ethical profession for pedagogical students.

-The educational management of ethical profession for pedagogical students is a conscious impact of the subjects on the objects through suitable measures aiming at putting forward educational activities of ethical profession for pedagogical students for achieving the set targets.

-On perspective of the activities of management: *The educational management of ethical profession for pedagogical students include:*

1. Concretizing the educational targets of ethical profession for pedagogical students.
2. Planning the education of ethical profession for pedagogical students
3. Organizing the education of ethical profession for pedagogical students
4. Guiding organizations and activities implemented under functions.
5. Controlling and evaluating the result of the education of ethical profession for pedagogical students

1.3.3. The factors affecting the educational management of ethical profession for pedagogical students

-The leaders, teachers and students' awareness on the education of ethical profession for pedagogical students.

- The leaders, teachers and students' the attitudes toward the education of ethical profession for pedagogical students.

-The pedagogical environment of school

-Facilities for education of ethical profession for pedagogical students.

-The conditions of politics, economy, society at local regions

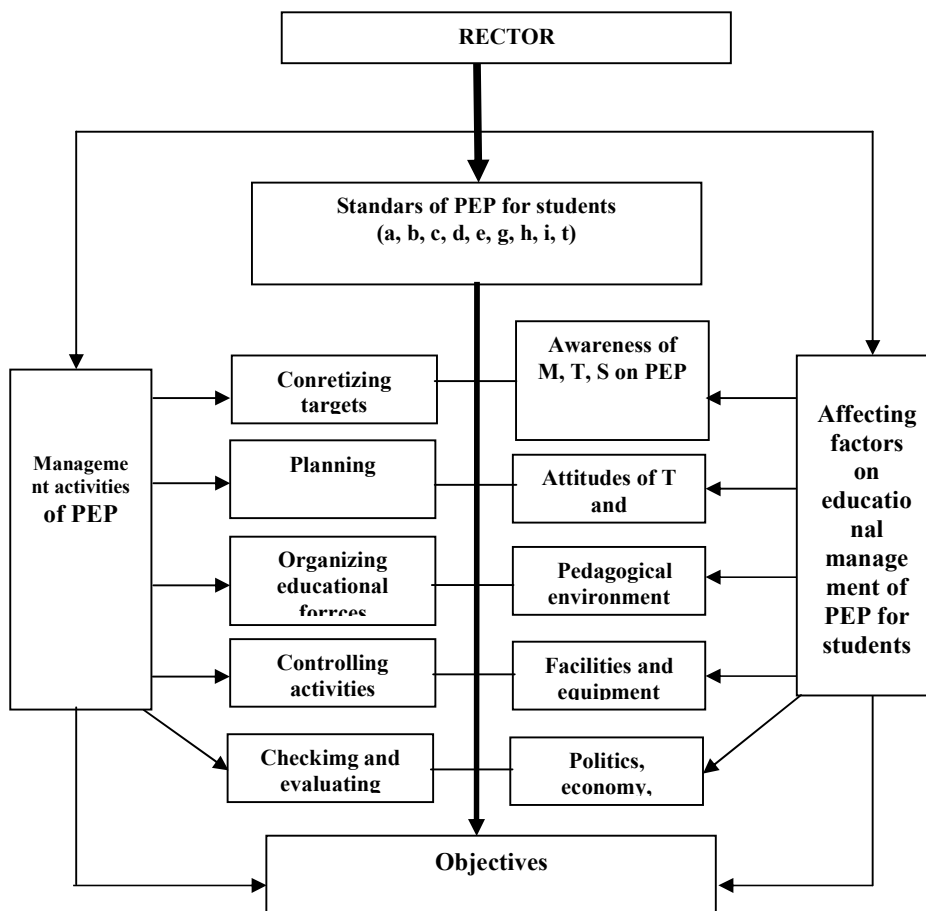
THE CONCLUSION OF CHAPTER 1

The result of the study has determined: ethical profession is a system of moral standards reflecting the requirements of the society and the profession itself for people working in the areas, and a fundamental factor helping them have right awareness, attitudes and behavior to complete their duties excellently.

Ethical profession of pedagogy is a system of moral standards reflecting the requirements of the society and the profession itself for teachers, and fundamental factor helping them to complete their duties. Ethical profession of pedagogy always shows off teacher's awareness, attitudes and behavior, and the result of teacher's work.

The result of the education of ethical profession in schools is dependent on the educational management of ethical profession. The educational management of ethical education for pedagogical students is a conscious impact of the subject of management on the object of management with suitable measures to put forward educational activities of ethical profession for students, and achieve an expected result. Thereby, we can determine the activities of educational management on ethical profession for pedagogical students, and factor affecting the activities of the educational management on ethical profession for pedagogical students.

THE MAP OF THE THEORRETICAL FRAMEWORK FOR EDUCATIONAL MANAGEMENT OF ETHICAL PROFESSION FOR STUDENTS



CHAPTER 2
THE SITUATIONS OF EDUCATIONAL MANAGEMENT OF
ETHICAL PROFESSION FOR PEDAGOGICAL COLLEGE
STUDENTS IN SOUTHEAST PROVINCES

2.1. Overall features of the pedagogical colleges in Southeast provinces

2.2. Surveys on the situations

2.1.1. Targets for the surveys:

- To assess the current reality of the educational management of PEP for in the southeast colleges.
- To determine the factual basis for the formulating the educational management measures of PEP for students.

2.1.2. The content of the survey.

- The current reality of students' ethical profession
- The current reality of the education management of ethical profession for students.
- Affecting factors on the education of ethical profession for students.

2.1.3. The object of the survet:

- Ba ria- vung tau college of education, Tay Ninh college of education and Binh Phuoc college of education.
- 320 second-year students
- 90 lecturers
- 30 cadres of Youth union
- 10 leaders of the colleges
- Other social forces 20

2.1.4. The method of the survey: The methods of investigation and survey are used to determine the amount by questionnaires, and the methods of interview, seminar, observation, attending scientiic workshops to determine the quality of the facts.

2.3. The current facts of students' ethical profession in colleges of education.

2.3.1. The facts of overal awareness on students' standards of ethical profession

Figure 2.1.1: The facts of overal awareness on students' standards of ethical profession

Order	Standard and quality	Levels					
		Very necessary		Necessary		Unnecessary	
		Stu- dents	Edu- forces	Stude- nts	Edu- forces	Stude- nts	Edu- forces
1	With socialist ideal	49,2	69,2	46,7	30.8	4,2	0
2	With professional belief	55	57	42,9	43	2,1	0
3	With good morality	84,2	89	15,4	11	0,4	0

4	With love for job and children	73,3	81	25,8	19	0,8	0
5	With good knowledge	81,3	86	18,3	14	0,4	0

From the figure above, we see that the following standards which are appreciated by students and educational forces and considered to be very necessary for teachers:

- Good quality of morality: 84,2-89% (first rank)
- Good knowledge of profession: 81,3%- 86% (second rank)
- Love for job and children: 73,3-81% (third rank)

The result ascerts that the good quality of ethical profession, professional knowledge and love for job and children are the most important standards for teachers. The fundamental standards of ethical profession ask students not to stop training to become good teachers- educators, to set up and enhance the personal manner of moral and smart generations who are responsible for constructing and protecting the nation, and to satisfy the expectation of the society. These are distinctive and indispensable standards of ethical profession for students to complete their duties.

2.3.2. The facts of students' attitudes forward morality and ethical profession

Figure 2.1.2: The facts of students' attitudes forward morality and ethical profession

Order	Views	Levels			
		Strongly agree	Agree	Disagree	No idea
1	Strong love for job	15,5	64,3	3,5	16,7
2	Love for job	13,5	60	9,5	17
3	No love for job	4,6	30,4	40	25
4	No idea	7,5	12,6	36,7	43,2

Comments: Students having love for job make up the highest rate 64,3%, this is a good sign and students determine their first right motivation for sitting for pedagogical colleges. This has a good benefit of moral profession for students, boost them to study, and help students have love for job and belief in their chosen jobs. Just 3,5% students have no love for job, so colleges' educational measures must be practical and necessary in traing process to achieve good results.

Love for job and children is a foundation and favorable condition helping students overcome difficulties, challenges and beliefs in their chosen jobs.

2.3.3. The facts of students' behavior of ethical profession

Figure 2.1.3: The facts of students' behavior of ethical profession

O R	Behavior	Evaluation															
		Good performance								Bad performance							
		Majority (over 70%)				Minority (under 30%)				Majority(over 70%)				Minority (Under 30%)			
		Stu		Edu F		ST		Edu F		Stu		Edu F		Stu		Edu F	
		A m	%	S L	%	SL	%	S L	%	S L	%	S L	%	S L	%	SL	%
1	Main courses	16 6	52, 2	79	52 .6	13 7	43	69	46	3	0, 9	1	0, 6	12	3,7	1	0,6
2	Regulati on excutio n	99	31, 9	82	54 ,6	97	30, 5	32	21, 3	66	20 ,7	21	14	56	17, 6	15	10
3	Helping people	14 4	45, 2	76	50 ,6	15 6	49	64	42, 6	9	2, 8	5	3, 3	10	3,1	4	3,3
4	Self- edu EP	17 2	54, 0	87	58	11 5	36	58	38, 6	12	3, 7	0	0	19	5,9	5	3,3
5	Outdoor activitie s For EP	10 5	33, 0	57	38	15 3	48	67	44, 6	30	9, 4	16	10 ,6	30	9,4	10	6,6

Comments: Students' current behavior is not really good and high. Students have not followed schools' regulations, and have been indifferent to charity and outdoor activities for training ethical profession. The good behavior including main courses and professional improvement makes up 52,2-62,6%.

2.4. The facts of education of ethical profession for pedagogical students

2.4.1. Awareness on educational objectives of ethical profession for PS

Figure 2.1.4: awareness on educational objectives of ethical profession for PS

Target	Importance (%)												
	First				Second				Third				
	SV		LL GD		SV		LL GD		SV		LL GD		
	SL	%	SL	%	SL	%	SL	%	SL	%	SL	%	
1	Loving and tying to job	243	76,0	121	80,7	64	20	24	16	12	4	4	3,3
2	Maintaining teacher's quality, reputation, prestige,	218	68,2	109	73,3	92	29	37	24,7	8	2,8	1	1,3

3	Respecting and having fair treatment to students	251	78,5	111	74	62	19,5	37	25,3	6	2	1	0,7
4	Desiring for learning and improvement	78	24,6	28	19,3	195	61	96	64	46	14,4	25	16,7
5	Living honestly and healthily	83	26,0	28	19,3	150	47	100	66,7	86	27	21	14

Comments: educational objectives of ethical education with the highest evaluation include: love for job (76-80,7%); respectation and equal treat to students: (78,5%-79%), preservation of teacher's quality, honour and prestige: (68,2%-73,3%).

2.4.2. The facts of collaboration of forces in education of ethical profession for students

Figure 2.1.5: School's collaboration with other forces in in education of ethical profession for students

TT	Typical educational forces	Evaluation (%)			
		Collaboration		The most important	
		Stu	Edu F	Stu	Edu F
1	HCM union Youth	65	70,7	61	46
2	Class- management teacher	61	65,3	60	53,3
3	Department of student's management	11	15,3	17	5,3
4	School Union	51	62	62,2	50,7
5	Local security	37	48	39	20,7

The collaboration of the forces participating in the education of ethical profession for students is typically the units in the colleges: HCM Youth union (65-70,7%) and class-management teacher (61-65%). These forces play the most important role.

Figure 2.1.6: The facts of collaboration between school and family.

TT	Exchange categories	Evaluation (%)							
		BP CE		BR-VT CE		TN CE		Overall assessment	
		Stu	Edu F	Stu	Edu F	Stu	Ed u	Stu	Edu F

							F		
1	Class-management teacher	44	51	42	41	42,8	45,2	42,9	45,7
2	Youth Union	17	11	10	9,8	10,2	9,8	12,4	10,2
3	Email/ letter	11,3	7	10	9	9	11	10,1	9
4	Telephone	87	78	80	78	81	78	82,6	78
5	The internet	35	34	26	29	25	29	28,6	30,6
6	Meeting	80	78	71	79	75	81	75,3	79,3

Comments: The results show that parents often exchange directly with their children (75,3-79,3%); through homeroom teachers (42,9-45,7%). This is the fact that the relationship between parents and students are often established as a liaison to grasp the situation of students and their families. Some forms of exchange are not appreciated : mails (10,1-9%), the leader of residence (8,6-7,6%), deans (7,5-9%). Thereby, schools and families should have a relationship through basic bridges; homeroom teacher plays a role of necessary link between schools and family to exchange and receive information the most effectively.

2.4.3. Evaluation of the levels of students' mistakes in the process of professional ethical education in pedagogical colleges.

Figure 2.1.7: Evaluation of the levels of students' mistakes in the process of professional ethical education in pedagogical colleges.

TT	Mistake levels	Levels		
		Many	Few	No
1	Cheating in examination	10,05%	80,28%	9,67%
2	Time violence	6,5%	68%	25,5%
3	Altercation and fighting with friends	10%	77,5%	12,5%
4	Bad treat to teacher	0,00	70,5%	29,5%
5	Law and conscience violence	0,00	71,5	28,5%

Comments: Mistakes which students often make most are cheating in examinations (10,5%), altercation and fighting with friends (10%). Serious mistakes make up low rate: Bad treat to teacher and managers ,and Law and conscience violence.

2.5. The facts on management activities of ethical profession for students in pedagogical colleges.

2.5.1. The facts on the content of educational management of ethical profession for students of pedagogical colleges.

Figure 2.1.8: The facts on the content of educational management of ethical profession for students

Order	Contents	Educational managers's evaluation (%)			
		Good	Fair	Average	Weak
1	Setting up management plans	9	11	57	23
2	Carrying out plans	5	7	69	19
3	Directing plans	6	8	71	15
4	Evaluating plans	2	7	75	16

2.5.2. The facts on setting up plans of the educational management of ethical profession

Figure 2.1.9: The facts on setting up plans of the educational management of ethical profession

Order	Plans	Level %					
		Good		Average		Weak	
		Amount	%	Amo	%	Amo	%
1	Annual plan	126	84	93	62	85	57
2	Termly plan	90	60	81	54	54	36
3	Monthly plan	73	49	75	50	57	38
4	Weekly plan	73	49	46	31	87	58
5	Set-up plan	70	47	76	51	42	28
6	Unexpected plan	63	42	97	65	49	33

2.5.3. The facts on the educational organization of ethical profession for pedagogical students

Figure 2.10: The facts on the educational organization of ethical profession for pedagogical students

Order	Educational activities of ethical profession for students	Evaluating educational managers			
		Completed		High result	
		amo	%	amo	%
1	Direction through sections	110	73,8	57	38
2	Direction through lecturers	116	77,5	54	36
3	Direction through youth union and student association	97	65	52	35

4	Direction through Arts and festivals	105	70,4	44	29,6
5	Direction through professional practice	71	47,5	33	22,5

Comments: many organizational forms of education of ethical profession for students which are directed to assess are applied widely but have not achieved high results. They are implemented through: One week of civic education, yearly teaching practice and lecturers about Marxism and Ho Chi Minh's thought.

2.5.4. The facts on direction of coordination for implementing plans

Figure 2.11. Directing the coordination of educational forces of ethical profession for students

Order	Content of coordination	Good (%)	Not good (%)
1	Mobilization and coordination of full attendance	62	38
2	Direction of coordination of students' implementing activities	75	25
3	Direction of coordination of pedagogical community's implementing activities	80	20
4	Direction of coordination between School- Family- Society	52	48
5	Direction of coordination between organizations and pedagogical community	84	16

Comments: The direction of education of ethical profession for students in pedagogical colleges has a fairly good coordination. It has clear direction and assignment for organizations and teaching staffs. In addition, there are still limitations: the coordination between pedagogical community and student association; family – school- society.

2.5.5. The facts on the educational management of ethical profession for students in pedagogical colleges.

Figure 2.12: . The facts on the educational management of ethical profession for students

Order	Measures	Managers' evaluation							
		Good		Fair		Average		Weak	
		SL	%	SL	%	SL	%	SL	%
1	Enhancing awareness of ethical profession (EP)	42	28	78	52	22	15	7	5

2	Planning the education of EP..	18	12,1	85	56,7	43	28,7	3	2,5
3	Implementing	24	16	78	52	45	30	3	2
4	Prescribing students' of self-management	29	19,6	79	53,3	38	25,4	2	1,7
5	Improving evaluation	32	21,7	73	48,8	39	26,3	4	3,3

Comments: The educational measures of ethical profession which are applied the most frequently such as enhancing teacher's and students' awareness and responsibility on ethical profession through subjects and the organization of the emulating movements. The measures which are applied least such as discussion on ethical profession and education by make good samples.

2.5.6. The facts on testing and evaluating the implementation of ethical profession.

Figure 2.13. Evaluating rates of students' training results in pedagogical colleges.

Order	Contents of evaluation	Educational managers' evaluation			
		Good		Not good	
		amo	%	Amo	%
1	Regular evaluation	121	81	28	19
2	Termly evaluation	150	100	0	0
3	Academic year evaluation	150	100	0	0
4	Clear criteria of evaluation	94	63	55	37
5	Multi-field, subjectivie and impartial evaluation	112	75	37	25

Comments: the regular evaluation of ethical profession of ethical profession for students: the coordination of self-evaluation of teacher, students, homeroom teachers, deans and schools. On limitation, there are not clear criteria on PEP to determine equality and accuracy

2.6. Affecting factors

Figure 2.14: Causes of limitation of the educational management of ethical profession for students

order	Causes	Ideas (%)	Ranked
1	Negative impacts of economy – politics- society	64,5	9
2	Enviroment of pedagogical culture	87,0	3
3	Awareness on the education of ethical profession	87,5	1
4	Effect of attitudes and behavior	66,5	8
5	Current facilities of the school	74,25	7

Comments: ***The group of subjective causes:** awareness on importance of teacher's and manager's education of ethical profession for pedagogical students

has been limited. The results of research methods of practical summary, interview and group discussion show that attitudes and awareness of the educational managers of ethical profession for students has been limited leading to the inappropriateness of training ethical profession in pedagogical practice.

***The group of objective causes:** the effects of economic regression of the world and impacts of markets, pedagogical environment and facilities reduce the results of the education of ethical profession for students.

2.7. Overall evaluation of the the educational management of ethical profession for pedagogical students.

2.7.1. Strong points: Managers and teacher of the school are aware of roles and positions of the educational management of ethical profession. The managers try to find out appropriate measures in the education of ethical profession for students.

2.7.2. Weak points: teacher still does not have obvious awareness on the importance of the education of ethical profession for students, and the implementation is still passive. In addition, the school is inclined to profession training, but defies the education of ethical profession. The combination of teacher's teaching operation with the education of ethical profession for students has been imperfect; the direction of teaching practice has been inappropriate and the coordination of units in the school has not been synchronical. The condition of facilities and finance has been limited, and the coordination of the school and family is not good.

CONCLUSION OF CHAPTER 2

The result of the survey shows that students have obvious awareness of moral quality and standards, respect for other people, and personal quality. About attitudes, the concept of the student retains the respect for teachers and personal manner. About behavior, students have a good focus on positive activities, namely the movement of arts, sports and hard working....Some other matters, students still have vague awareness, indifferent attitudes and bad behavior.

The facts of students' ethical profession show that pedagogical students are appreciated about professional values as: love and respect for students; honor to the society, and keenness on working for those values. However, some students have unclear ideals and beliefs, low awareness of regulations, and indifferent attitudes traditional history of the nation.

The facts of the educational management of ethical profession for students show that the school has concrete aims to educate and train students to become teachers with competence and quality of ethical profession, a suitable process of management including: plan-organization- direction- inspection. However, the educational management of ethical profession is inclined to forms, the coordination of the educational units is loose, the direction and inspection of the education of ethical profession for students lack determination and unsynchronicity.

In addition, affecting factors on the education of ethical profession for pedagogical students derive from awareness, pedagogical environment, facilities and politics-economy- society. Thereby, we need to have an appropriate education of ethical profession for pedagogical students.

CHAPTER 3

MEASURES OF THE EDUCATIONAL MANAGEMENT OF ETHICAL PROFESSION FOR PEDAGOGICAL STUDENTS AND EXPERIMENTAL RESULTS

3.1. Constructive principles of the educational management of ethical profession for students in pedagogical colleges include: to ensure logicity, practicality, inheritance and feasibility

3.2. Measures of the educational management of ethical profession for pedagogical students

3.2.1. Measure 1: Enhance teacher's and students' awareness on the importance of PEP and its position in pedagogical colleges.

3.2.2. Measure 2: Plan the content of the education of ethical profession to ensure the implementation of objectives and the training content

3.2.3. Measure 3: Analyze roles, duties and power of homeroom teacher in the education of ethical profession for pedagogical students.

3.2.4. Measure 4: Direct the education of ethical profession forward integration and combination of indoor activities with outdoor ones.

3.2.5. Measure 5: Improve management and teaching practice to enhance the effect of the education of ethical profession for pedagogical students

3.2.6. Measure 6: Enhance the supervision, inspection and evaluation under the criteria of practice of students' ethical profession.

3.2.7. Measure 7: Enhance facilities and manpower for the education of ethical profession for pedagogical students

3.3. The experiment of feasibility of measures

Figure 3.15: The experimental results of measures under experts' ideas

order	Measures	Evaluation ideas							
		Fully agree	%	Disagree	%	Hesitation	%	Disagree	%
1	Enhance awareness	46	83,6	5	9,09	4	7,2	0	0
2	Plan the content	43	78,1	9	16,4	3	5,5	0	0
3	Assign homeroom teacher	39	70,9	8	14,5	8	14,5	0	0
4	Direct plans	42	76,4	10	18,2	3	5,4	0	0
5	Improve teaching practice	50	90,9	5	9,1	0	0	0	0

6	Boost inspection and evaluation	43	78,1	11	20	1	1,8	0	0
7	Improve facilities	41	75,4	10	18,2	4	7,2	0	0

(the results of the survey shows that the rates of full agreement and agreement are high)

3.4. Evaluating the feasibility of the educational measures of ethical profession

3.4.1. The purposes of experiment: in order to verify research assumptions: Good improvement and management of teaching practice will create a positive results of ethical profession for students. Although these assumptions are verified by experts, they should be experienced in the pedagogical enviroment.

3.4.2. The limitation of experiement:

+The content of experiment: Measures for improvement and management of teaching practice for students in pedagogical colleges.

+The place of experiment: Secondary schools in the districts where students practice teaching.

+ The objects of experiment: Students who practice teaching.

+The time of experiment: The experiment was implemented with k13 students before and after the time of teaching practice in Binh Phuoc college of education.

3.4.3. The content of experiment: the plan of the management of teaching practice: activities- contents – requirements (Index 5).

3.4.4. Measures for conducting the experiment

a. Choosing samples of experiment

The experiment was conducted with 150 students of k13 in Binh Phuoc college of education. Then I begin to evaluate the input of awareness, attitudes and behavior of students.

b. Motivating teacher to join the experiment: selecting teachers to instruct teaching practice, propagate purposes and requests, and deliver tickets.

c. Measures to evaluate the input of experimental groups and comparative groups are implemented with the criteria of questionnaires: applying the marking scheme of ten, calculating marks to convert to ranking and means (index 7)

3.4.5. Measures to evaluate experimental results

a. Criteria for evaluation (index 6)

- Converting to the marking scheme of ten; ranking: good: 9-10 marks; fair: 7-8 marks; avarage: 5-6 marks; weak: under 5 marks

b. Measures for analyzing data.

-Caculating sample mean \bar{X} , sample variance S^2 ; comparing separately experimental mean; implementing test u

3.4.6. The results of experiement

The results of evaluation on awareness, behavior, attitudes of students who are divided into two groups: experimental group and comparative group. We set up questionnaires (index 7) to evaluate output after applying the educational

measures of ethical profession for the experimental group. We obtain the following result.

On awareness

Marks	0	1	2	3	4	5	6	7	8	9	10	Total
Experimental group	0	0	0	0	0	2	22	39	42	31	14	150
Comparative group	0	0	0	0	6	14	33	36	34	29	6	158

Ranking	Experimental group (EG)		Comparative group (CG)	
	Amount	%	Amount	%
Weak	0	0,00	6	3,80
Average	24	16,00	47	29,75
Fair	81	54,00	70	44,30
Good	45	30,00	35	22,15
Sample mean (\bar{X})	7,80		7,20	
Sample variance (S ²)	1,52		1,87	

$$u = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}} = \frac{7,80 - 7,20}{\sqrt{\frac{1,52}{150} + \frac{1,87}{158}}} = 4,05 > 2,58$$

On attitudes

Marks	0	1	2	3	4	5	6	7	8	9	10	Total
EG	0	0	0	0	0	2	19	34	44	39	12	150
CG	0	0	0	0	4	14	31	39	34	30	6	158

Ranking	EG		CG	
	Amount	%	Amount	%
Weak	0	0,00	4	2,53
Average	21	14,00	45	28,48
Fair	78	52,00	73	46,20
Good	51	34,00	36	22,79
Sample mean (X _{tb})	7,90		7,26	
Sample variance	1,43		1,75	

$$u = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}} \approx \frac{7,90 - 7,26}{\sqrt{\frac{1,43}{150} + \frac{1,75}{158}}} \approx 4,46 > 2,58$$

On behavior

Mark	0	1	2	3	4	5	6	7	8	9	10	Total
EG	0	0	0	0	0	0	16	31	42	47	14	150
CG	0	0	0	0	5	12	33	39	32	31	6	158

Ranking	EG		CG	
	Amount	%	Amount	%
Weak	0	0,00	5	3,16
Avarage	16	10,67	45	28,48
Fair	73	48,67	71	44,94
Good	61	40,66	37	23,42
Sample mean (\bar{X}_{tb})	8,08		7,25	
Sample variance	1,32		1,79	

$$u = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}} \approx \frac{8,08 - 7,25}{\sqrt{\frac{1,32}{150} + \frac{1,79}{158}}} \approx 5,85 > 2,58$$

3.4.7. The results on the experiment

- Although schools pay attention to the teaching practice, the result has not been satisfactory. Measures for improving the management of teaching practice which are being applied are proved to be appropriate with the reality of teaching practice of the school.
- The result of teaching practice shows that pedagogical students' awareness, attitudes and behavior makes a obvious progress against the comparative group.
- The result of teaching practice shows that the assumption on the measures of teaching practice has effects on the education of ethical profession for pedagogical students, and is proved to be feasible.

CONCLUSION OF CHAPTER 3

Evaluating the facts of the education of ethical profession for students in pedagogical colleges in Southeast provinces shows that students' ethical profession has been unsatisfactory because their awareness of the education of ethical profession is not outstanding, their attitudes are indifferent, and the enviroment and measures of management are limited. Thereby, we propose 7 measures for educational management of ethical profession in pedagogical colleges to achieve high results. Many experts appreciate the feasibilities of these measures. The experimental measures on the education of ethical profession for pedagogical students through the good management of the teaching practice in high schools show that the result of pedagogical students' awareness and attitudes have been changing positively. In spite of short time of teaching practice, it has positive impacts on students' practice of ethical profession. If the educational management of ethical profession is improved and coordinated with

the criteria of practicing ethical profession both before and after pedagogical practice, we will certainly get higher results.

CONCLUSION AND SUGGESTION

1. Conclusion

1.1. The research result of theory shows that any profession in the society is required to have ethical profession. For pedagogical profession, teacher's ethical profession is required to be higher because its objects are humans and forms the young generation's personal manner in expectation of the society. Ethical profession of pedagogy is a system of moral standards reflecting the needs of society, the occupation itself against pedagogical workers; helping them with right knowledge, attitudes and behavior in their profession to complete the task. Thereby, the thesis presents the theory on the education of ethical profession for pedagogical students and determines the concept of the educational management of ethical profession for students. It was "*The conscious impact of the subject of management on the object of management through appropriate measures to achieve a good result of education of ethical profession for students according to the set-up objectives*". The process of the education of ethical profession for pedagogical students is always related to subjective and objective conditions which have just been presented.

1.2. The research results of the facts shows that generalizing the evaluation of the managers, teachers, and students' self-evaluation must be in harmony with the facts of ethical profession of pedagogical students in Southeast provinces. This includes having love for the country, executing law and regulations, attending learning, outdoor and social activities keenly, and having good relationship with teacher and friends. However, students' ethical profession is not very good, students' awareness is still general, and students lack passion and creativity in their profession.

-The educational management of ethical profession for students in pedagogical colleges is still limited because students don't have obvious awareness and appropriate measures.

1.3. The research result also determines and suggest seven measures for the educational management of ethical profession for students. The experts appreciate the feasibility and necessity of the experimental measures. The results of experimental measures on "The improvement of teaching practice to enhance the educational results of ethical profession for students" have obvious effects and prove the research assumption right.

2. Suggestions

2.1. For the Ministry of education and training:

-Issuing ruling documents which determine duties, responsibilities, power and manager of the education of ethical profession for students

-Setting up the content of program and materials on the education of ethical profession for pedagogical students in which the core value on the moral tradition of Vietnam is combined with the traditional value of teacher.

-Having particular policy which satisfies the team of educational management and organization of ethical profession for students to pay full attention to their tasks.

-Needing to have policy of employing students who are provided school fees by the state in order to avoid waste of manpower, which may have negative effects on pedagogical students.

2.2. Managers in pedagogical colleges.

-Colleges of education need to set up concrete plans for the education of ethical profession for pedagogical students in the first school years; for coordination of family with other educational units in the province on education and training in general and the education of ethical profession in particular.

-Colleges need to have more foci on manpower, finance, facilities, promoting policy for educators, hold professional training for people managing students in all departments.

-Colleges should consult Provincial people's committee to issue rules for coordinating schools with local authorities and other units in managing outtake students.

2.3. The Youth Union and student association: the Youth unions and student associations in schools should follow the content tightly and often change forms of operation to motivate passions and look for student's new measures. Thereby, the education of ethical profession for pedagogical students becomes more practical

2.4. Homeroom teacher: homeroom teacher plays an important role in implementing the coordination of units in the school to educate students in ethics, and connecting the educational activities of ethical profession in the school to ones outside the school to raise the effect of set-up objectives.

2.5. Pedagogical students: students must have obvious awareness on their own roles and duties in self-education and self-training of PEP to enhance teacher's manner when they are students. Ethical profession only derives the process of students' self-awareness and self-training. So, in order to be successful, students must have a passion of job.