



Journal Homepage: - www.journalijar.com
**INTERNATIONAL JOURNAL OF
 ADVANCED RESEARCH (IJAR)**

Article DOI: 10.21474/IJAR01/10046
 DOI URL: <http://dx.doi.org/10.21474/IJAR01/10046>



RESEARCH ARTICLE

TRAINING MANAGEMENT CAPACITY FOR PROFESIONAL LEADERS AT VIETNAMESE ELEMENTARY SCHOOLS TO MEET REQUIREMENTS OF EDUCATION PROGRAM IN 2018.

Dr. Phan Quoc Lam And Phung Quang Duong.
 Vinh University, Vietnam.

Manuscript Info

Manuscript History

Received: 10 September 2019
 Final Accepted: 12 October 2019
 Published: November 2019

Key words:-

Professional leader; Teacher; Primary school; Training; management capacity.

Abstract

Professional general leaders at elementary schools also have disadvantages in terms of quantity, structure, especially quality. Therefore, developing professional leaders in elementary schools, which satisfy the quantity, balanced structure, and high quality, is an urgent requirement to successfully implement the new primary education program. In the development of professional leaders, the most important and fundamental issue is training to improve the management capacity of schools and professional leaders.

Copy Right, IJAR, 2019,. All rights reserved.

Introduction:-

Some issues on training to improve management capacity for professional leaders at elementary schools in Vietnam

From the role, tasks and functions of a professional general leader in the process of implementing the education program in 2018 and evaluation of managers, professional leaders and primary teachers on the status of management capacity of the professional leaders, we do think that it is essential to improve the management capacity of this team. It has to be done by many comprehensive solutions in which fostering awareness and forming management skills is the first important job.

The objective of training:

To formulate for professional leaders at primary schools a system of basic knowledge about educational management science, school management, and minimum skills to well perform professional group management activities.

Content of the training:

The training includes the following basic contents:

Knowledge: including:

1. General knowledge about education management and school management, management psychology.
2. Specific management knowledge: Knowledge of management by functions: planning, organizing, directing the implementation of the plan, checking and assessing the implementation of the plan and organizing conditions for good performance of the plan.
3. Knowledge of soft skills for professional team management activities: pedagogical communication, engaging other people, learning about others.

Corresponding Author:- Dr. Phan Quoc Lam.

Address:-Vinh University, Vietnam.

Skills manage activities of professional groups, including Skill to identify the main activities that are required by educational activities and innovating the school's programs; skill builds plans that operate scientific and feasible basis, suit for specific conditions of professional team; skill organizes professional team activities effectively, skill organizes, directs and tests and assesses professional team activities; skill mobilizes resources for specialized team activities ... and specific soft skills to serve management activities of specialized team.

Positive attitude towards professional operation and management of a specialized team.

In which the most basic and urgent is the knowledge and skills of:

The management functions of a professional leader include Planning, organizing and directing the implementation of the plan, checking and evaluating the implementation of the professional team operational plan. The process of developing an operational plan of the professional team: Based on the legal documents and policies of the state, fields, and plans of the school, with specific conditions of specialized general leader, construction is draft monthly, semester and year expected plans for the team. Then, giving out professional teams to discuss and decide on the plans. In planning the operation of professional team, when developing plan, the professional leader needs to identify plan's objectives, the starting point, the ability of yourself and members to achieve the goals, the implementing needed basic contents, methods of implementation and procedures of implementation over time, conditions for implementation, assignment of responsibilities of team members in implementing the plan, determining how to control and evaluate the implementation. In the planning process, the professional leaders also need to apply the experiences gained in the previous period. Organizing the implementation of a plan is the skill of implementing a plan that is built into practical activities. Which organizational structure of personnel involved in activities plays an important role. Along with organizing the implementation, the ability to adjust the plan when the situation changes is also an important content. Examining and evaluating the implementation of the plan is also the content to be fostered. In which inspection must be considered as an action carried out in parallel with the implementation of the plan to confirm that it has been performed by the plan. An evaluation is to put the results of the implementation against the objectives of the plan. By assessing, determine the quality and effectiveness of the professional team. During the assessment, lessons should be drawn for future action plans.

Management of change at primary schools includes: Contents, change issues of the professional team in the context of primary education innovation and management of change. Requirements, rules, and processes for managing change

Managing educational activities towards the orientation of developing students' capacity. For a long time, the Vietnam Primary Education Program has been oriented to access content, the new program has been developed according to capacity approach Therefore, it is important to provide pre-emptive education centers with knowledge of relevant issues, especially on the requirements, content, and method of implementing the program and managing educational activities under the new program.

Managing and evaluating student education results according to capacity development orientation includes the following contents: The basic difference between assessing students according to content access and competency approach; the meaning and requirements, methods and forms of organizing student assessment according to the requirements of the new primary education program; issues of planning and processes for organizing student assessment in the direction of professional team's capacity development.

Managing the quality of education at primary schools includes issues: quality, quality of education, governance and building the governance system at the level of educational quality at the TCM level.

Methods and solutions of fostering to improve management capacity g for professional leaders at primary schools

Regarding training methods: It is necessary to combine both top-down and bottom-up methods. The training follows to the first method to basic knowledge and management skills of a professional leader need to have: Management science, education in the direction of developing students' capacity, programs and developing new primary school programs ... The second method is for the knowledge and skills that each professional leader needs and is lacking in meeting the needs of current management activities and the strengths and weaknesses of each financial center for management activities.

Regarding the fostering method: The main method is self-study with instructions according to the following process:

1. Organizing preliminary instructions on learning objectives, contents and methods and distributing learning materials to students.
2. Students' self-study documents.
3. Participants conduct group discussions on documents; propose issues that are unknown or unanimous by the participants through the discussion. Groups organize the use of knowledge in situations to build skills.
4. Organizing lecturers to answer questions and re-systematize the basic contents of documents.

Regarding the form of fostering: To foster effectively, it is necessary to combine many different forms such as regular fostering, concentrated fostering, distance-online fostering; coordinating with Pedagogical schools to organize advanced training courses.

Evaluating the results of training in a management capacity for professional heads at primary schools

The assessment must confirm the level of management capacity or its components in the professional leaders through the refresher process.

The content of training result evaluation must be implemented at least in two aspects: knowledge and management skills (the application of knowledge into solving management situations).

The form of evaluation of training results should combine self-assessment, group evaluation, assessment through theory and practice tests, through comments of managers and teachers in a professional team.

Evaluation results through training courses are used for professional leaders to self-adjust, identify the content and the next training form, for higher management levels to determine the content, methods, and forms of the next training courses and formulate planning on retraining and use of prisons for schools.

Piloting fostering management knowledge for professional leaders at primary schools to meet the requirements of the new primary education program

Testing organization

1. Test purpose: initially verify the effectiveness and feasibility of the proposed measures to foster the management capacity for primary schools.
2. Test hypothesis: It is possible to raise the management awareness of secondary school OTCs if carrying out capacity building activities for them according to the proposed plan.
3. Test content: For many objective and subjective reasons, the author only conducted experiments on fostering management knowledge and new primary education programs for professional leaders.
4. Test object: including 45 professional leaders at primary schools to represent 3 basic areas of Nghe An province (the mountainous area has 16 people, the plain area has 16 people, and the city area has 13 people). The author also chose a control group similar to the test group in terms of every aspect.

Test method:

1. Based on the identified training content, the author and his colleagues designed the program, compiled documents and questionnaire evaluation results system.
2. Before testing, measuring the knowledge level of both test and control groups.
3. Organize fostering to raise the knowledge level already identified for the testing group. The control group was not fostered.
4. The trial was conducted from June to September 2019 in Nghe An province.
5. Evaluation of test results: After testing, the research team evaluates the knowledge of fostering with the built-in question system. The results of the evaluation are classified into 4 categories: good, fair, satisfactory, unsatisfactory.
6. Processing of test results: The obtained test results were processed by the author with statistical software of IBM SPSS Statistic 2.0 to calculate standard deviation, average point, the variance of the coefficient of variation.

Analyzing the test results**Results before testing****Table 1:-Pre-test results**

Group	Level Quantity	Good	Fair	Satisfactory	Unsatisfactory
		Quantity, %	Quantity, %	Quantity, %	Quantity, %
Control	45	3	10	28	4
		6.66	22.22	62.22	8.88
Experiment	45	3	8	29	5
		6.66	17.77	64.44	11.11

The survey results show that the management knowledge of the testing group and the control group are similar.

Test results**Table 2:-Frequency of test results after the test**

Group	Quantity	Indexes			
		X	Variance	Standard deviation	Coefficient of variation
Control	45	6.78	2.69	1.72	25.00
Experiment	45	8.32	0.90	0.98	12.00

The results obtained show:

1. The mean of the experimental group (8.32) was higher than the control group.
2. The variance of the experimental group (0.90) is lower than the control group (2.69).
3. The standard deviation of the experimental group (0.98) is also lower than the control group (1.72).
4. The coefficient of variation of the experimental group (12.0) is much lower than that of the control group (25.00).

The results showed that the knowledge level of the training contents of the experimental group was higher than that of the control group. This difference is reliable. It is initially confirmed that training activities to improve the knowledge of management and the new education program are effective and feasible.

Conclusion:-

The professional leader team plays a very important role in the school's apparatus. The efficiency of the management of professional leaders has a great influence on the operations of the professional team and thereby to the quality of comprehensive education in primary schools. To perform well their duties, besides their professional and technical capabilities, the professional leader needs to have the managerial capacity. It is a combination of scientific knowledge and management experience, management skills and a positive attitude towards the management activities of a professional team.

However, in the practice of primary education in Vietnam, the management capacity of the professional leaders has not been paid enough attention, which is reflected in the fact that most of them have not been trained in management knowledge and skills before and while assuming this position. The survey results show that teachers and managers of primary schools when asked about the psychological qualities of the professional leadership team highly underestimate the management and social competencies of this team.

The fostering to improve the management capacity and professional competence of specialized leaders at primary schools is an urgent requirement for them to meet the requirements of the general education reform in general and implement the new educational program in particular. The training activities for professional leaders at primary schools must first focus on the content of basic knowledge about management science, about program innovation and development; on the assessment of high school students ... Training activities should combine both two ways that are from top to bottom and from the bottom up with self-directed study methods with various forms suitable to the specific conditions of students.

References:-

1. Bộ Giáo dục và Đào tạo (2018), Thông tư 32/2018/TT-BGDĐT ban hành Chương trình giáo dục phổ thông mới

2. Bộ Giáo dục và Đào tạo (2010), Thông tư số 41/2010/TT-BGDĐT ngày 30/12/ 2010 của Bộ trưởng Bộ GD&ĐT).
3. Bộ Giáo dục và Đào tạo (2010), Điều lệ trường tiểu học.
4. Lê Văn Dũng (2016), Đánh giá của giáo viên và cán bộ quản lý về những phẩm chất tâm lý của tổ trưởng chuyên môn ở một số trường tiểu học tại thành phố Mỹ Tho, tỉnh Tiền Giang, Tạp chí khoa học Đại học Sư phạm thành phố Hồ Chí Minh, Số 10(88) năm 2016
5. Trần Kiểm (2008), Những vấn đề cơ bản của khoa học quản lý giáo dục, Nxb Đại học Sư phạm Hà Nội.
6. Thái Văn Thành ((2007), Quản lý giáo dục, quản lý nhà trường, NXB Đại học Huế.
7. Thái Văn Thành (2017), Quản lý nhà trường phổ thông trong bối cảnh hiện nay, NXB Đại học Vinh
8. Tài liệu tập huấn Đổi mới sinh hoạt chuyên môn (2014), (Dùng cho cán bộ quản lý, giáo viên tiểu học), Nxb Đại học Sư phạm.
9. Black, Paul, Wiliam, Dylan (1998), Assessment and classroom learning, Assessment in education: principles, policy&practice mar 1998, Vol.5, issue 1.
10. Lorna Earl and Steven Katz, et al (2006), Rethinking classroom assessment with purpose in mind, Western and Northern Canadian, Protocol for Collaboration in Education, ISBN 0-7711-3478-9