

Developing the Team of Managers and Teachers in the General Education Institutions in Thanh Hoa Province, Vietnam



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ABSTRACT: Management staff and teachers are the subjects and factors that determine each school's Quality of Education, Training, and development. Over the past years, the development of managers and teachers at general education institutions in Thanh Hoa province, Vietnam, has achieved many positive results; however, more is needed. The article analyzes the current situation as a scientific basis and orientation to take measures to promote the development of managers and teachers to meet the requirements of improving the Quality of general education institutions in Thanh Hoa province in the coming time.

KEYWORDS: development, management staff, teachers, general education institutions.

1. INTRODUCTION

In the context of training requirements that must be consistent with regional and international standards, the Vietnamese workforce, after Training, must be competitive not only in the foreign labor market but also how to compete in the Vietnamese labor market (Committee, 2013).

Thanh Hoa is a province located strategically, a bridge between the North and the North Central region, playing a significant role in the Northern critical economic part and the whole country. With nearly 3.6 million people, Thanh Hoa is the third most populous province in the country (after Hanoi and Ho Chi Minh City); the average annual population growth rate is 0.65%. The working-age population is over 2.4 million, accounting for 67.2% of the total population (Ha, 2021). Labor is employed in an economy of about 2.2 million people. Building and developing a contingent of teachers in general and general education administrators, in particular, has always been a concern for the province's Party committees, authorities, and localities (Training, 2016). Moral qualities, political-ideological stance, professional qualifications, and professionalism of the management team, teachers are increasingly improved (Do, 2019). In general, the management staff and teachers improve people's knowledge, train human resources, foster talents, and contribute to the province's socio-economic development. However, before the current requirements of educational innovation, the quantity, quality, and structure of management staff and teachers in general education institutions in Thanh Hoa province are still limited; there is still a set of Departments that have not met the requirements needed to continue to be trained and retrained to improve their professional qualifications or be considered and arranged for appropriate work.

Within the scope of this article, the authors focus on analyzing the situation of developing management staff and teachers in general education institutions in Thanh Hoa province, thereby giving advantages as well as limitations to propose solutions to promote the development of management staff and teachers in general education institutions in Thanh Hoa province in the coming time.

2. ACTUAL SITUATION OF QUALITY OF MANAGEMENT STAFF AND TEACHERS AT GENERAL EDUCATION INSTITUTIONS IN THANH HOA PROVINCE

The current situation of management staff and teachers at general education institutions in Thanh Hoa province in the school year 2022-2023 is shown in Table 1:

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Table 1. The actual situation of management staff and teachers at general education institutions in Thanh Hoa province in the school year 2022-2023

No.	Level	Total management staff and teachers	Management staff			Teachers		
			Total	In which		Total	In which	
				Public	Private		Public	Private
1	Elementary	16.521	1.379	1.359	20	14.033	13.665	368
2	Junior high school	12.773	1.211	1.200	11	10.578	10.442	136
3	High school	5.635	293	276	17	5.205	4.947	258
	Total	34.929	2.883	2.835	48	29.816	29.054	762

In the school year 2022-2023, in Thanh Hoa province, there are a total of 53,593 officials and teachers at general education institutions, of which 31,889 are public (accounting for 97.5% of the total number of managers and teachers), private only 810 people (accounting for only 2.5%). In recent years, the management staff and teachers at educational institutions according to each subject and grade level have been arranged more and more appropriately. The recruitment, contract, transfer, and rotation of management staff and teachers follow regulations; teachers who do not meet the requirements have been rearranged for appropriate work. Training and fostering professional and political theories for teachers is always exciting and directed by educational management agencies at all levels, sectors, and agencies to meet the requirements for implementing the 2018 General Education Program. Education management agencies have fully implemented regimes and policies for teachers in terms of salaries, allowances, incentives, seniority allowances, downsizing of staff, etc., as prescribed (Assembly, 2019).

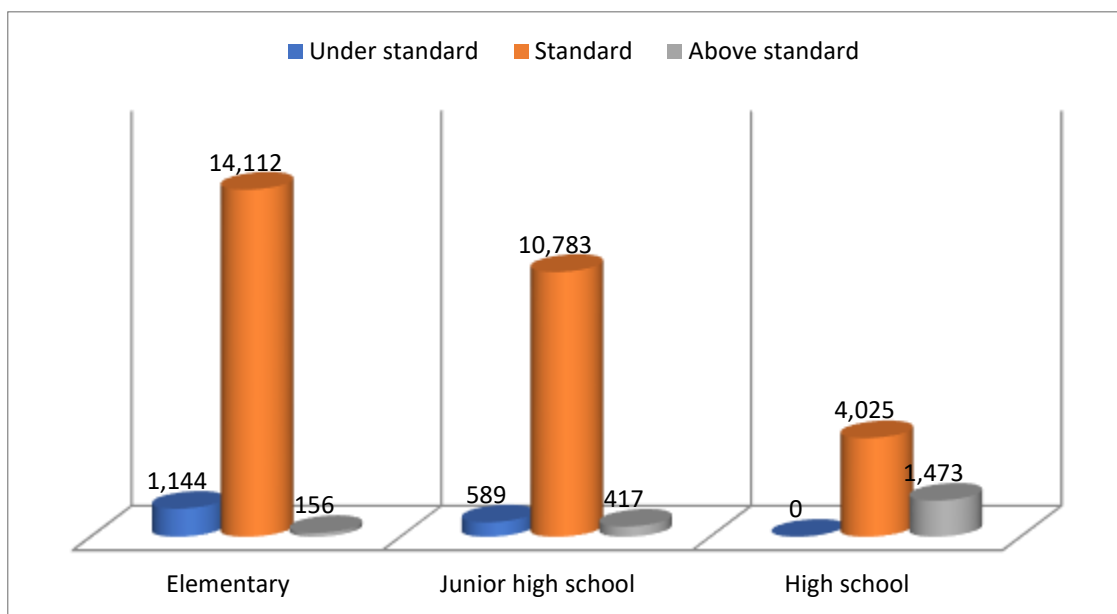


Figure 1. The actual situation of training level of management staff and teachers in general education institutions in Thanh Hoa province

According to the analysis results in figure 1: Out of a total of 32,699 management staff and teachers, management staff and teachers with standard qualifications are 28,920 people (accounting for 88.44%), of which 2,046 people have above standard qualifications (accounting for 6.26%), there are still 5.3% of management staff and teachers with substandard qualifications (corresponding to 1,733 people).

Through the authors' actual research at general education institutions in Thanh Hoa province: Most management staff and teachers have good political ideas and moral qualities, a sense of responsibility, enthusiasm for the profession, well-implement

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regulations on professional ethics, have the will to raise, actively study and practice, constantly self-study to improve their professional qualifications, skills and political theory to meet the current educational renovation requirements. Many teachers have management capacity and teaching capacity, always try to overcome difficulties in their work, and actively innovate teaching and evaluating methods.

To survey the current situation of developing the contingent of management staff and teachers in general education institutions in Thanh Hoa province, the authors surveyed 35 departmental administrators (students' offices and educational institutions) and 289 teachers. In the educational institutions in Thanh Hoa province, the results obtained are as shown in Figure 2:

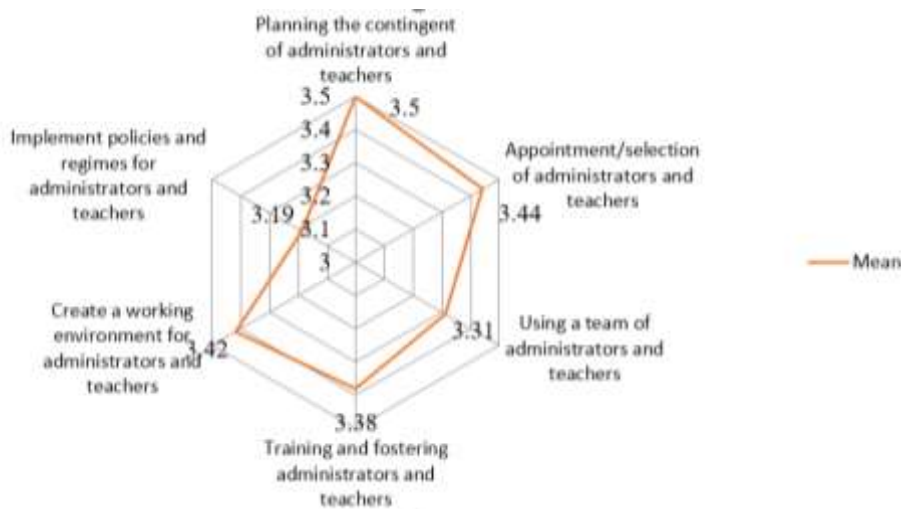


Figure 2. The actual situation of developing staff of managers and teachers in general education institutions in Thanh Hoa province

The survey results in Figure 2 shows that: the development of management staff and teachers in general education institutions in Thanh Hoa province over the past time has been rated at level 1 and level 2 by the survey respondents. Contents such as: Planning a team of managers and teachers; Recruiting a team of managers and teachers; Creating a working environment for management staff and teachers were rated from 3.4-3.5 by the survey respondents (level 1- good); the remaining contents such as: Using the management staff, teachers, training and fostering the management staff, teachers and implementation of regimes and policies for the management staff, teachers are rated at level 2 (good).

This result reflects that developing management staff and teachers in educational institutions in Thanh Hoa province has been done relatively methodically and with high results. Still, the content has yet to be agreed upon, for example, the evaluation of the public service. The selection is good, but the use is quite good; the planning is good, but the training and retraining are good. Therefore, it is necessary to propose measures to create consistency between the above contents and tasks to improve the quality of development of management staff and teachers in general education institutions in Thanh Hoa province in the current context.

In addition to the achieved results, the actual situation of developing the contingent of managers and teachers in educational institutions in Thanh Hoa province still has some shortcomings, such as:

Several regulations on a class appointment, rank transfer of teacher professional titles, rules on certificates of foreign languages, informatics, certificates of fostering professional designations, pedagogical skills, certifications of teaching new subjects, and teaching integrated subjects according to the 2018 General Education Program, there are still many shortcomings, causing anxiety, wasting time and money of the teaching staff.

The recruitment of teachers in some localities has not been timely; the recruitment process still needs to be improved and has not met the needs of schools each school year.

There is no regulation on allocating budgets, so educational institutions need teacher contract teachers, arrange inter-school teachers, and teach over time, which has caused many difficulties in implementing the 2018 General Education Program.

The Evaluation and classification of the teaching staff are sometimes, in some places, still heavy on form and need to be properly assessed on the true nature and capacity of the teaching staff; they have not encouraged teachers to make efforts in their work. Some teachers with limited capacity have yet to actively innovate teaching methods, self-study, and self-improvement to improve their professional qualifications (Training, 2018).

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3. SOLUTIONS TO PROMOTE THE DEVELOPMENT OF TEACHERS AND EDUCATIONAL ADMINISTRATORS

To promote the development of management staff and teachers at educational institutions in Thanh Hoa province, it is necessary to carry out several solutions as follows:

It is needed to focus on fostering teachers in political ideology, professional ethics, management capacity, teaching and education capacity, and information technology application capacity. Paying attention to promoting the team on implementing innovation of teaching methods towards developing students' quality and ability; innovation of integrated teaching methods, interdisciplinary teaching; ways and methods of organizing extracurricular activities, creative experiences, and testing and Evaluation. Continue to innovate the school management and administration, renovate the activities of professional groups, increase the organization of professional seminars to foster professional skills and pedagogical capacity, and remove difficulties and obstacles in implementing educational reform.

Strengthening training to improve professional capacity for management staff and teachers on school administration, teaching methods, and assessment; effectively implement teacher training programs;

Regular training to meet the requirements of professional teacher standards, principal's standards, and professional training to improve qualifications and capacity to meet the needs of educational innovation; provide training on new curricula and textbooks according to the modules and roadmap for the implementation of the 2018 General Education Program.

Well perform the planning work, the appointment, re-appointment, transfer, and rotation of administrative staff, creating conditions for the management staff to develop their capacity and administer the school; pilot exam for the post of manager of an educational institution.

CONCLUSION

Teachers, in general, are the main force making an essential contribution to implementing a fundamental and comprehensive renovation of education and training, especially implementing the 2018 General Education Program. Therefore, developing the staff of managers and teachers in educational institutions in Thanh Hoa province is an important task and goal in educational management to improve the quality of education. In the context that Industry 4.0 is taking place firmly, each management staff and teacher, besides regularly fostering leadership, professional, and teaching competencies, also requires focusing on promoting several competencies to meet the new requirements as the ability to use technology proficiently; fluent in foreign languages in communication and teaching. Therefore, educational institutions in Vietnam, in general, and in Thanh Hoa province, in particular, must always focus on investing in training and fostering competencies for management staff and teachers, meeting the learners' needs in the new era, and meeting the requirements of the 4.0 industrial revolution.

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