MINISTRY OF EDUCATION AND TRAINING
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MANAGEMENT OF MANAGING OFFICERS AT HIGH SCHOOL IN NORTHERN MOUNTAINOUS PROVINCES IN RESPONSE TO EDUCATIONAL REFORMS

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LIST OF PUBLISHED RESEARCH STUDIES BY THE AUTHOR

1. Hoang Van Duong (2011), *The practice of managering officers at high school in Lao Cai,* Education management magazine, issue 29, page 29-31, 40.
2. Hoang Van Duong (2012), *Factors affecting the nurturing of managering officers at high school in Lao Cai,* Education management magazine, issue 34, page 54-58.
3. Hoang Van Duong (2012), *The practice of measures to develop managering officers at high school in Lao Cai,* Education management magazine, issue 283, page 6-8.
4. Hoang Van Duong (2012), *Measures to develop present managering officers at high school in Lao Cai,* State institutions magazine, issue 4, page 42-44.
5. Hoang Van Duong (2012), *Renovate the recruiment of potential managing officers at high school in Lao Cai*, *Education magazine*, issue 288, page 4-6,10.
6. Hoang Van Duong (2012), *Promote training, nurturing managing officers at high school in Lao Cai,* Education equipment magazine, issue 84, page 22-25.
7. Hoang Van Duong (2013), *Develop managing officers at high school and human resources development,* Education magazine, special issue, page 7-9.
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10. Hoang Van Duong (2015), *Training Teachers the Hand of Competence Approach at Lao Cai Teacher Training College in Lao Cai Province, Viet nam – Teachers training in capability approach at Lao Cai Education college,* Proceedings of the 5th International workshop of Rajabhat Maha Sarakham University, Thailand, page 58 (the summary).
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PREAMBLE

1. Reasons for research

1.1. Human resources training started from school education. At school, teachers and managers are the main force to make up the quality of education - the prerequisite factor **for** the good quality of human resources. Northern mountainous areas have the lowest number of high-quality human resources in our country, requiring the provinces to promote the development of education, especially high school education to develop human resources. To develop education, in recent years, the provinces of the northern mountainous region has had many solutions to develop teachers and managers but their capabilities are still limited, which affects the quality of education in this region. Therefore, there should be researchs to propose appropriate management solutions for building management staff of the standardized high schools to meet the requirements of human resource training for economic-social development.

1.2. High schools managers in the northern mountainous provinces are short, the structure is irrational, their foreign language and information technology capacities are at low levels, their management capacity shows limitations, while the ability to analyze, forecast, plan, policy advice remains weak; their leadership style and steering lack professionalism, quality and are low effective. Decentralization of the management of the provincial officials has not been done thoroughly as prescribed. The stages in the staff process are inadequate: the Standard application to assess secondary schools managers are not close to reality; the rotation of management staff whose terms are expired and to train young cadres have difficulties; the appointment of managers reforms slowly. Today education reforming requirement is a synchronized solution to develop high school management officers in accordance with the northern mountainous province standard.

For the above reasons, I chose the theme: "Management of management officers at high school in Northern mountainous provinces in response to educational reforms" for my Ph.D thesis.

2. Research objective

Study rationale and practices of management of high school management officers to propose solutions to improve the quality of management officers in Northern mountainous provinces in response to educational reforms.

3. Research object and subject

3.1. Research object: management of high school management officers in Northern mountainous provinces in response to educational reforms.

3.2. Research subject: Measures to manage manament officers at high school in Northern mountainous provinces in response to educational reforms.

4. Research scope

4.1. Research subject limit.

The main subject to carry out solutions to manage high school management officers in Northern mountainous provinces is the Bureau of Education and Traning.

The thesis uses the approach from the human resources management model by Leonard Badle, so the solutions focus on “the development of human resources”, “the use

of human resources" and "the human ressources environment"; in particular, planning, training, improvement, selection, layout, use, inspection, evaluation, environment building and implement of remuneration policies.

4.2. Geographical limit: The thesis researches mainly at 6 provinces: Ha Giang, Phu Tho, Lang Son, Lao Cai, Yen Bai, Son La at 30 high schools.

4.3. Survey object limit: Leaders at Provincial Organizing Committee, Department of Interior, Department of Education and Training, the district/city people's committee, provincial education sector trade union, Middle School, teachers, parents, and students.

5. Hypothesis

The management of high school management officers in the northern mountainous province with education reform requirements also revealed the shortcomings in the planning, training and retraining, assessment, appointment, use and implementation of remuneration policies leading to the lack of management staff, irrational structure and low quality. The proposal and the application of management solutions under the approach of human resource management in line with economic conditions - of the local society will improve the quality of management staff of Northern mountainous high schools and meet the requirements of education reform.

6. Research tasks:

6.1. Study the rationale of management of high school management officers by the Bureau of Education and Training.

6.2. Assess the practice of high school management officers ; the present solution and the factors affecting the management of the management staff.

6.3. Propose measures to manage of high school management officers in Northern mountainous provinces in response to educational reforms.

6.4. Test and experiment management measures of management officers in Northern mountainous provinces in response to educational reforms.

7. Methodology and research methods

7.1. Methodology: The systems approach; access to human resource management; Standard principal approach; practical approach.

7.2. Research methods: Theoretical research methods; Practice research methods.

8. Protected thesis

8.1. High school management staff is the deciding factor for the quality of high schools and labour force in Northern mountainous provinces.

8.2. The management practice of management officers at high school in Northern mountainous provinces highly affects the quality of teachers and education, so it needs to be changed;

8.3. If the solutions proposed are well done, all shortcomings will be improved and the quality of managering officers will rise.

9. New contributions of the thesis

9.1. Build the rationale for management of of high school management officers under the approach of human resources management;

9.2. Access the practice of of high school management officers and the management of them in Northern mountainous provinces;

9.3. Claim that the solutions proposed to manage high school management officers in Northern mountainous provinces are suitable to economic-social development.

10. Thesis struture

In addition to the preamble, conclusions and recommendations, the research is presented in 3 chapters

Chapter 1: Theoretical bases for management of high school management officers in response to educational reforms

Chapter 2: Reality of Management of high school management officers in Northern mountainous provinces

Chapter 3: Measures to manage high school management officers in Northern mountainous provinces in response to educational reforms

Chapter 1
THEORETICAL BASES FOR MANAGEMENT OF HIGH SCHOOL MANAGEMENT OFFICER IN RESPONSE TO EDUCATIONAL REFORMS

1.1. Research overview

There have been lots of researches worldwide about principals and high school managers attached to the names of the scientists: Sergiovanni TJ, KS Whitaker, E.Finn Fr Chester, Stuart and Philip K.Piele C.Smith; Bulgarian educational experts, the Soviet Union, Czechoslovakia; Carol Cardno, Nguyen Huu Tri, Do Trong Hung, Dang Quoc Bao, Vu Ngoc Hai, Bui Minh Hien ... Many authors have worked on the solutions to improve management officers. But there has been little notice to planning, recruitment, appointment, use, inspection and assessment of management officers. In addition, there are a number of Dissertations but mainly about school and university professors; only a few are about the management of the management of high school management officers and none in the management in Northern mountainous provinces. Overviews show that Northern mountainous provinces lack specific projects or thesis research on the management of high school management officers in response to educational reforms.

1.2. High school and high school management officers

1.2.1. High school in the national education system

Schools have several types: public schools, private schools – founded by organizations or individuals. Schools are established under the provincial planing in residential areas, and now highland district of the mountainous province has many areas where schools and villages cluster. They are founded to meet the need for education of students and labour force of the province.

1.2.2. High school management officers

1.2.2.1. A managering officer

Analyzing the view of many scientists, the authors see that education management staff includes the head or vice of units, educational institutions and schools professionals working in directing and professional inspectors in the Department under the Ministry of Education and Training, the Department of Education and Training, schools and

educational institutions, those who advise and participate in policy making, strategic development of education, office staff, technical staff, financial accounting (managers) serving in the educational apparatus and be responsible for the superior under the management of units and educational institutions.

1.2.2.2. Managering officers

In this thesis, the author proposes the concept: managering officers consists of people who work in the offices of state administration in education, in training facilities, educational institutions, with positions (heads or deputy) has a pivotal role in the agency, which affect the operation of the education sector and educational institutions.

1.2.2.3. High school management officers

After analyzing the views of the scientists, the thesis proposes the notion: "high school management officers is part of the management staff of education including the head and deputy gathering as a force, given by the authority the responsibility of managing schools to educate students wholly in the orientation of objectives of secondary education, in the operation of the national education system."

1.3 Educational reforms and requirements for managmentg officers and the management of them.

1.3.1. Educational reforms and educational management reforms.

1.3.1.1. Reforms' background

The integration trend requires education to change, firstly forming educational philosophy and management thinking innovation education. Today these countries are taking the development of education to economic development - economic development, the education towards human development, human resource development, formed the basic competencies for employees. This results in the requirement that teaching process must be changed.

1.3.1.2. Educational reforms

Educational reform determine to change the objectives, contents and methods of education. Education moved from "severe" to instill knowledge into education "weight" of the formation, development and quality of human capacity to learn. The school moved from closed to open, dialogue with society, associated with the practice, with scientific research - technology. The role of the teacher changes, switching to manual learning method of thinking and self-learning. For high school education innovation implemented in all the elements of the educational process.

1.3.1.3. Educational management reforms

Educational management reforms need comprehensive reform of apparatus and institutions to the stages of the management process. Innovation management is successful or not depends on many factors, including management staff is the decisive factor. Aproaching education management trends of world standard, Vietnam's education has built and managed using Standard for management staff.

1.3.2. Requirements for managering officers and the management of them

Educational reforms set out requirements to build the management team of the High School in sufficient quantity, reasonable structure, substandard qualifications; quality, capacity and leadership style, modern management; knowledgeable and able to solve practical situations.

1.4. Human resources and the management.

1.4.1. Human resources

Analyze the views of the scientists: Pham Minh Hac, Phan Van Kha Nguyen Loc ..., the perspective of the thesis on "Human resources management staff in schools including the full potential of staff , teachers in schools and address the structural problems, quantity and quality, the development of human resources".

1.4.2. Human resources management

1.4.2.1. Definition

From the perspective of Nguyen Van Thuan, Nguyen Hai San, Pham Thanh Nghi, Vu Hoang Ngan, Frederic, the views of the author on the management of human resources: "As the impact of the management entities under a plan to workforce and the potential audience of human resources in order to create harmony and reasonable in quantity and structure of the organization; create a safe environment for people to develop the ability, intellectual capacity, his talent dedication to the development of the organization now and in the future, contributing to the development of society."

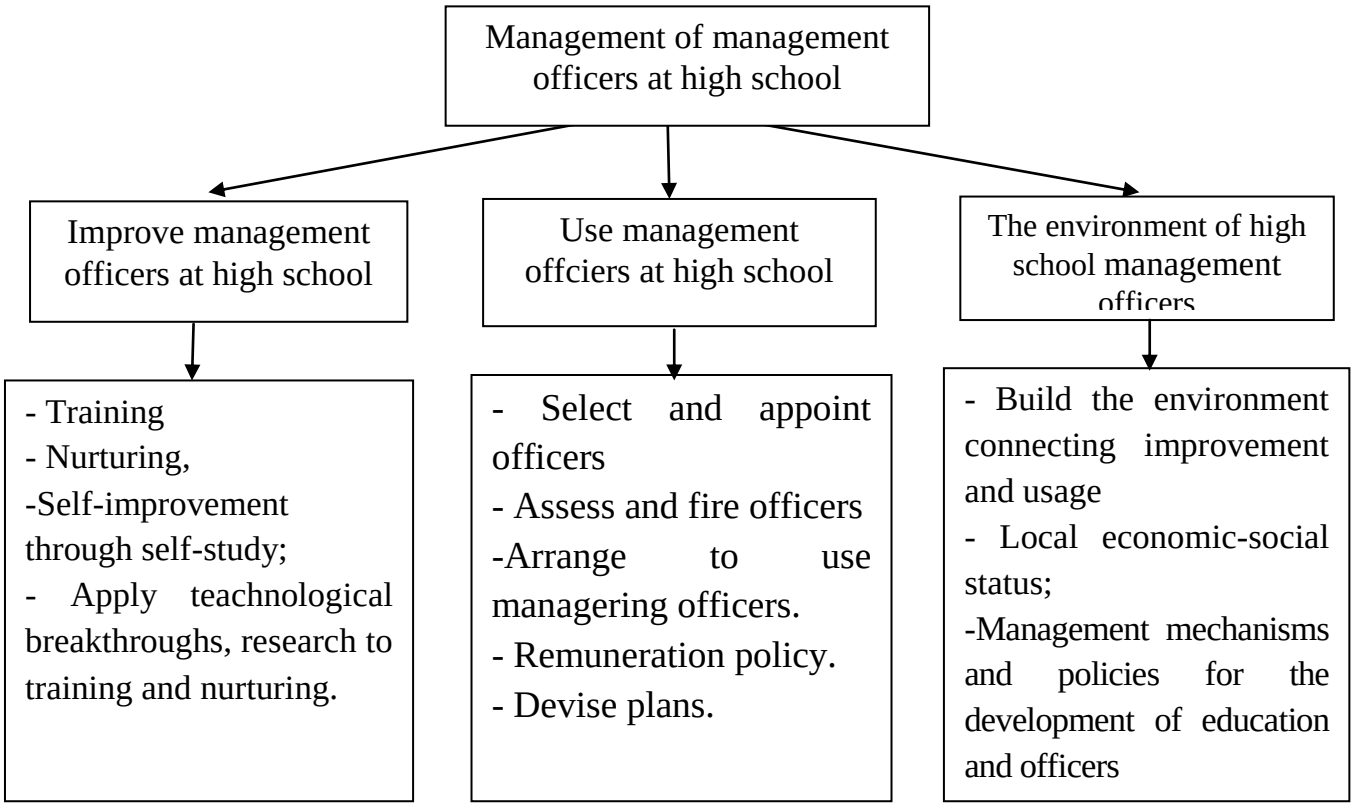
1.4.2.2. Human Resources management models

Many models of human resource management can be applied for the management of human resources, but because of the special education of management staff cohesion between training, employment and development environment, the thesis only focuses on Leonard Nadle approach.

1.4.2.3. Management of high school management officers in Leonard Nadle's human resources management approach

Management of a team of high school managers in Leonard Nadle's model focuses on "Development management staff", "Using the management staff members" and "Create a team environment personnel management ". These factors include many problems to be solved from the education, training, improvement and personal development, applied research to planning, appointment and assessment, the use of the environment, incentives for enlightened managers. Properly addressing the relationship of the three factors is the basis for possible solutions.

Leonard Nadles' model of management of high school management officers is as follow*:*



Map 1.1: Management of managment officers in Leonard Nadle's method

1.5. Management of high school management officers in response to educational reforms.

***1.5.1. Decentralization*:** The main subject of management is the Bureau of Education and Training. Some managers have titles and high level Party Committee or by the provincial People's Committee.

***1.5.2.* Management of high school management officers in response to educational reforms**

1.5.2.1. Construction planning management staff Middle School: A stitch in human resource management schools, the focus is to prepare school personnel to ensure sufficient quantity, reasonable structure, quality and capacity to meet the leadership position, management now and in the future.

1.5.2.2. Selection, appointment and use the management staff of ordinary schools: As the use of methods for selecting and deciding whether among those who were recruited, who are eligible to be managers; and appropriate measures to optimize the capacity of the school facility managers to achieve educational goals with the highest efficiency.

1.5.2.3. Training and retraining of staff to manage the High School: Augment the existing levels of staff to meet the demanding requirements of the job; be held in many forms and varying degrees but targeted towards defined standards.

1.5.2.4. Check and evaluate high school managers

Checking the operation of high school managers is considering and determining the level achieved in the implementation of the tasks prescribed, consistent with the context and subject to classification at the testing time.

The evaluation of managers are to consider and determine the level achieved in the implementation of the tasks compared to the requirements of professional standards, consistent with the context to distribute classified at the time of inspection or at the end of the school year.

1.5.2.5. To create an environment of close links between sustainable development and use of management staff Middle School: The process of creating the best conditions for the natural, economic, political and social especially the school staff learn to manage and develop the qualities and capacities at the highest level.

1.6. Factors affecting the Management of high school management officers

1.6.1. Objective factors: the text system, decentralization officials and economic conditions - social and disadantaged ethnic minority areas influence the management of the management staff.

1.6.2. Subjective factors: Psychological satisfaction, subjective managers, slow innovation of working methods, no effort trying to improve their learning with assessment inaccurate officials etc., highly affect the management of the management staff of ordinary schools.

Chapter 2
REALITY OF MANAGEMENT OF MANAGERING OFFICERS AT HIGH SCHOOL IN NORTHERN MOUNTAINOUS PROVINCES

2.1. Plan to assay the reality

2.1.1. Objective of reality assay: To build practical bases for solutions to manage high school management officers in Northern mountainous provinces.

2.1.2. Assay subjects: 696 people, in 3 groups (group 1: 144 people, group 2: 102 people, group 3: 450 people).

2.1.3. Assay scope: 30 high schools, 6 provinces , assay started in April 2014.

2.1.4. Assay content: Assay the reality of managering officers, the management of them and affecting factors at high school in Northern mountainous provinces.

2.1.5. Assay methods: Observation method, method of investigation by votes, interviewing, summed up the experience method, mathematical statistical methods.

2.1.6. Process the result

- Evaluation criteria: degree of implementation, the level of response, degree of influence, the impact (on the principle of scoring 4-3-2-1 and 3-2-1 and 2-1).

- Scores:

Good $3.25 \leq \overline{X} \leq 4$; Fair $2.5 \leq \overline{X} \leq 3.24$; Moderate $1.75 \leq \overline{X} \leq 2.49$; Weak $1 \leq \overline{X} \leq 1.74$

Good $2.5 \leq \overline{X} \leq 3$; Fair $2 \leq \overline{X} \leq 2.49$; TB $1.5 \leq \overline{X} \leq 1.99$; Weak $1 \leq \overline{X} \leq 1.49$

Good $1.75 \leq \overline{X} \leq 2$; Fair $1.5 \leq \overline{X} \leq 1.74$; Moderate $1.25 \leq \overline{X} \leq 1.49$; Weak $1 \leq \overline{X} \leq 1.24$

2.2. Overview on natural, economic, social and educational conditions in Northern mountainous provinces

***2.2.1.* Natural, economic, and social conditons in Northern mountainous provinces**

2.2.1.1. Natural conditions

2.2.1.2. Economic – social conditions

***2.2.2. High school education development in* Northern mountainous provinces**

2.3. Reality of high school management officers in Northern mountainous provinces

***2.3.1. Reality of quantity, qualifications, struture and quality of* high school management officers in Northern mountainous**

2.3.1.1. Quantity and qualifications of high school management officers in Northern mountainous provinces

- Quantity: 603 managering officers in June 2015, short for 36 people, nor due to staffing shortage.

- Qualifications: 99.6% university and up, 67.7% Intermediate politics and up, 98.8% Information technology level A and up, 83.4% foreign languages at level A and up, 85.5% managerial certificates. Statistics show that there have not been enough managers meeting all the standards.

2.3.1.2. The structure of managersing officers at high school: Structure differantiate to Age, sex, ethnic group, Party members is not suitable

2.3.1.3. The quality of high school management officers .

- *Assess the quality management team of the High School:* The survey results show that: "The quality of politics and ethics" of the managers of the Provincial High School Region Northern mountain is rated good, $\overline{X}$ = 3.25, fluctuating criteria $3.05 \leq \overline{X} \leq 3.35$.

- *Evaluate professional competence, pedagogical staff of high schools management information:* Survey data show that: "The capacity of professional pedagogy" of the management team of the High School Provincial northern mountain region reached the level of fair, $\overline{X}$ = 3.18. The extent of the evaluation criteria is uneven, there is a difference, the point about $2.89 \leq \overline{X} \leq 3.42$.

- *Management capacity assessment of the management team of the High School Provincial northern mountainous region:* The survey data show that "management capacity" of the management staff of ordinary schools are evaluated at fair level, $\overline{X}$ = 2.86. The criteria have significant differences, points in between $2.63 \leq \overline{X} \leq 3.33$.

2.3.2. Reality of responsive level of high school management officers in Northern mountainous provinces to educational reforms.

2.3.2.1. Responsive level in quantity of high school management officers : Management officers' quantity requirement has not been met but the quality has at the moment

2.3.2.2. Responsive level in structure of high school management officers : The structure of age, gender, ethnicity and party members have some shortcomings but does not have much influence on the management and administration of the school.

2.3.2.3. Responsive level in quality of high school management officers

Table 2.13: An overall assessment of responsive level in quality and competency of high school management officers in Northern mountainous provinces under standards and work practices

NO	Assessement / Criteria	Group 1			Group 2			Group 3			Total		
		Σ	$\overline{X}$	Rank	Σ	$\overline{X}$	Rank	Σ	$\overline{X}$	Rank	Σ	$\overline{X}$	Rank
1	Political qualities, professional ethics	468	3.25	1	330	3.24	1	1442	3.20	1	2240	3.22	1
2	Professional capacity of pedagogic	436	3.03	2	316	3.10	2	1378	3.06	2	2130	3.06	2
3	School management capacity	386	2.68	3	272	2.67	3	1205	2.68	3	1863	2.68	3
	Proportion	$\overline{X}$ **= 2.99**			$\overline{X}$ **= 3**			$\overline{X}$ **= 2.98**			**2.99**		

Assessment:

The data shows that the level of response of "political qualities, professional ethics", "professional capacity, pedagogical" and "management capacity" have differences, are rated lower attainment, Total point $\overline{X}$ = 2.99 ($\overline{X}$ = 3.09). Attainment and the level most appropriate response is "political qualities, professional ethics", $\overline{X}$ = 2.25 và $\overline{X}$ = 2.22; lower are "professional capacity pedagogical" and "management capacity". This result is consistent, because the gain is present, and meet professional standards and educational practice that requires a higher level and in the future state. The point of the lower level of satisfaction levels achieved, shows that the unity between the two survey areas

2.4. Reality of management of high school management officers in Northern mountainous provinces

2.4.1. Decentralization high school management officers

The statistics show that "Decentralization high school management officers in Northern mountainous provinces" is rated fair, $\overline{X}$ = 2,93. Measures have differences, points in about $2.44 \leq \overline{X} \leq 3.21$. Combined with the interview, confirmed the local hierarchy prescribed unsatisfactory.

2.4.2. Planning high school management officers

Table 2.15: Reality of planning high school management officers in Northern mountainous provinces

No	Contents		Σ	$\overline{X}$	Rank
1	Build standards management staff associated with the characteristics of mountain areas, as a basis for upland zoning	*Group 1*	420	2.92	3
		Group 2	311	3.05	3
		Group 3	1377	3.06	2
		Total	**2108**	**3.03**	**2**

2	Thoroughly understand the policy. Check given planning unqualified persons; select new factors into the plan, focus on candidates from ethnic minorities.	*Group 1*	441	3.06	1
		Group 2	334	3.27	1
		Group 3	1403	3.12	1
		Total	**2178**	**3.13**	**1**
3	Forecast development of schools and classrooms; plans to develop management staff to ensure the immediate and long-term	*Group 1*	404	2.81	4
		Group 2	303	2.97	4
		Group 3	1361	3.02	3
		Total	**2068**	**2.97**	**4**
4	Formulation, approval, publicity, test and evaluate the implementation of planning	*Group 1*	430	2.99	2
		Group 2	323	3.17	2
		Group 3	1343	2.98	4
		Total	**2096**	**3.01**	**3**
	Total proportion			**3.04**	

Assessment:

The data show that, the solution: "Construction planning management staff High School School" is rated at fair levels, $\overline{X}$ = 3.04. The contents are to be assessed at fair levels, the point about 2.97 ≤ $\overline{X}$ ≤3.13. Content 2 is considered the most good, fair degree, $\overline{X}$ = 3.13. Content 3 is the most underrated, $\overline{X}$ = 2,97. Combined with the interview, confirmed the planning is limited in building standards, forecasts and approval, public planning.

2.4.3. Training, nurturing high school management officers .

Table 2.16: Reality of training, nurturing high school management officers in Northern mountainous provinces

No	***Contents***		***Σ***	$\overline{X}$	***Rank***
1	Devise plans and staff training in office management, resource officer under long-term programs and short-term	*Group 1*	426	2.96	1
		Group 2	301	2.95	3
		Group 3	1344	2.99	4
		Total	**2071**	**2.98**	**4**
2	The appointment of managers, project staff training resources, fostering professional qualifications, politics, business management, computer science, foreign languages	*Group 1*	410	2.85	2
		Group 2	304	2.98	2
		Group 3	1381	3.07	3
		Total	**2095**	**3.01**	**1**
3	Promote the training and retraining of staff through practical work in the working position	*Group 1*	377	2.62	4
		Group 2	312	3.06	1
		Group 3	1409	3.13	1
		Total	**2098**	**3.01**	**1**
4	Summarize and evaluate the implementation of the plan of training and retraining of management staff and beneficiaries in planning	*Group 1*	397	2.76	3
		Group 2	298	2.92	4
		Group 3	1388	3.08	2
		Total	**2083**	**2.99**	**3**
	Total proportion			**3.0**	

Assessment:

The data showed that the solution "Training and retraining of staff to manage the High School" was assessed at fair levels, $\overline{X}$ = 3. The contents are to be assessed at fair levels, points no significant difference, in about 2.98 ≤ $\overline{X}$ ≤ 3.01. Content 3 is evaluated good with moderate point $\overline{X}$ = 3.01, ranking ¼. Content 1 is rated at the lowest level with $\overline{X}$ = 2.98. Combining interviews, evaluation of the training is still limited, has not brought the desired results.

2.4.4. Assign, organize, use and implement policies for high school management officers

Table 2.17: The reality of organization, usage and implementation of managers at high school in Northern mountainous provinces.

No	*Contents*		*Σ*	$\overline{X}$	*Rank*
1	Assign managers to school with the appropriate quantity, structure and planned titles.	*Group 1*	438	3.04	1
		Group 2	316	3.10	1
		Group 3	1479	3.3	1
		Total	**2233**	**3.21**	**1**
2	Build remuneration policies for managers at mountainous and poor areas at provinces, districts	*Group 1*	380	2.64	4
		Group 2	275	2.70	4
		Group 3	1359	3.02	4
		Total	**2014**	**2.89**	**4**
3	Prioritize the training and retraining of personnel management in upland and disadvantaged area. Develop plans to rotate managers from uplands to lowlands	*Group 1*	384	2.67	3
		Group 2	280	2.75	3
		Group 3	1363	3.03	3
		Total	**2027**	**2.91**	**3**
4	Facilitate the accommodation, facilities and equipment in service work; for managers to visit, exchange and learn experience	*Group 1*	395	2.74	2
		Group 2	290	2.84	2
		Group 3	1409	3.13	2
		Total	**2094**	**3.01**	**2**
	Total proportion			**3.01**	

Assessment:

The data show that: "The layout, use and implement policies for the management staff of ordinary schools mountainous provinces in the North" is rated at level quite, central location average $\overline{X}$ = 3.01. The contents are evaluated at fair level, the gap is quite big though with the range 2.89 ≤ $\overline{X}$ ≤ 3.21. Content 1 is best rated, with average point $\overline{X}$ = 3.21. Content 2 is rated lowest with average point $\overline{X}$ = 2.89. Combining interviews claim that there needs to be additional training for manaegers at mountainous areas and breakthroughs in order to bringout the required effects in educational management.

2.4.5. Evaluate, appoint, transfer and rotate managers at high school.

Table 2.18: The reality of evaluating potential managers and managers at high school in Northern mountainous provinces

No	*Contents*		*Σ*	$\overline{X}$	*Rank*
1	Organization guidelines thoroughly evaluate teachers and managers	*Group 1*	408	2.83	1
		Group 2	308	3.02	2
		Group 3	1367	3.04	1
		Total	**2083**	**2.99**	**1**
2	Self-assessment of planning officers and incumbent managers	*Group 1*	366	2.54	4
		Group 2	278	2.73	3
		Group 3	1327	2.95	2
		Total	**1971**	**2.83**	**3**
3	Officials, school teachers consulted and evaluate managers and people in the planning	*Group 1*	368	2.56	3
		Group 2	275	2.70	4
		Group 3	1323	2.94	3
		Total	**1966**	**2.82**	**4**
4	The management reviews graded principal. Principal evaluation and grading vice principals and staff in planning	*Group 1*	392	2.72	2
		Group 2	313	3.07	1
		Group 3	1304	2.90	4
		Total	**2009**	**2.89**	**2**
	Total proportion			**2.88**	

Assessment

The survey results showed that: "The rating covers planning staff and managerial staff schools" is at fair level, average point $\overline{x}$ = 2.88. The contents are evaluated at fair level, in the rainge of 2.82 ≤ $\overline{x}$ ≤ 2.99. Content 3 is rated lowest with average point $\overline{x}$ = 2.82. Combining interviews confirmed that evaluating mangers still faces difficulties, caused by not specifying the criteria associated with the standard of educational practice, still reverence in evaluation.

Table 2.19: The reality of appointing, transfering and rotating managers at high school in Northern mountainous provinces

No	**Contents**		**Σ**	$\overline{X}$	**Rank**
1	To identify the tasks under the titles appointed as a basis. Undertakings proposed appointment, transfer, rotating managers and planning staff	*Group 1*	391	2.72	2
		Group 2	315	3.09	4
		Group 3	1323	2.94	4
		Total	**2029**	**2.92**	**3**
2	To select and propose members the school's personnel. The conduct of management staff appointment process	*Group 1*	377	2.62	3
		Group 2	317	3.11	2
		Group 3	1396	3.10	2
		Total	**2090**	**3.00**	**2**

3	To appoint, transfer and rotate managers following: human resources plan, the term of the charter school and the regulations of the Party, the State	*Group 1*	401	2.78	1
		Group 2	320	3.14	1
		Group 3	1382	3.07	3
		Total	**2103**	**3.02**	**1**
4	To appoint, transfer, management staff rotation on the basis of the assessment staff and credibility; presented plans combined to perform the tasks in appointed positions	*Group 1*	362	2.51	4
		Group 2	215	2.11	3
		Group 3	1436	3.19	1
		Total	**2013**	**2.89**	**4**
	Total proportion			**2.96**	

Assessment:

The survey results showed that: "The appointment, transfer, staff rotation management of the Provincial High School northern mountainous areas" is evaluated at fair level, average point $\overline{X}$ = 2.96. The contents are evaluated at fair level, points difference is not significant, in the range of $2.89 \leq \overline{X} \leq 3.02$. Content 4 was rated the lowest, average score $\overline{X}$ = 2.89; assessment teams differ greatly. This result confirmed the appointment of officials credibility combined with the presentation scheme is not very good.

2.4.6. To create a sustainable, close-linked environment between the use and development of high school management officers .

Table 2.20: ***Reality of creating a sustainable, close-linked environment between the use and development of high school management officers in Northern mountainous provinces***

TT	***Contents***		***Σ***	$\overline{X}$	***Rank***
1	Coordination between the Bureau of Education and Training with the executive committee, the local government in the management cadre evaluation rooms school	*Group 1*	390	2.71	3
		Group 2	318	3.12	1
		Group 3	1252	2.78	2
		Total	**1960**	**2.82**	**3**
2	Develop mechanisms and policies; management mechanism; defined use case managers High School according to specific regions of the province	*Group 1*	410	2.85	2
		Group 2	289	2.83	4
		Group 3	1285	2.86	3
		Total	**1984**	**2.85**	**2**
3	Prioritize the training of ethnic minorities to arrange long-term use in upland fields	*Group 1*	352	2.44	4
		Group 2	305	2.99	3
		Group 3	1286	2.86	3
		Total	**1943**	**2.79**	**4**
4	Honor managers High School school has made good contributions to the educational development of the uplands	*Group 1*	422	2.93	1
		Group 2	313	3.07	2
		Group 3	1317	2.93	1
		Total	**2052**	**2.95**	**1**
	Total proportion			**2.85**	

Assessment:

The data show that, the solution: "To create an environment link between development and utilization management staff Middle School" is rated at fair level, average point $\overline{x}$ = 2.85. Contents of this solution are evaluated at fair level, scores have no significant difference, in the range of 2.79 ≤ $\overline{x}$ ≤ 2.95. Content 4 was rated the best, with average point $\overline{x}$ = 2.95 but fairly level. Content 3 is rated lowest, with average point $\overline{x}$ = 2.79.

2.5. Objective and subjective factors affect the management of high school management officers in Northern mountainous provinces

***2.5.1.* Objectivefactors affect the management of high school management officers in Northern mountainous provinces**

The main objective factors that affect so many and many to the management team of managers High School field, the survey results = 2.5, of the fluctuating elements 2.64 2:33 (min = 1, max = 3).

***2.5.2.* Subjectivefactors affect the management of high school management officers in Northern mountainous provinces**

Survey results showed that subjective factors influence a lot and much of the management team of management staff of the Provincial High School northern mountainous region. Factors to be assessed at fair levels, = 2.32, of the elements in the range of 2:14 2:39 (min = 1, max = 3).

2.6. Assess the practice of management of high school management officers in Northern mountainous provinces

2.6.1. Advantages of management of high school management officers in Northern mountainous provinces

Advocated in building management staff, the attention of the local economy - a good society, managers themselves want to confirm with the principal standards are favorable factors for the manage staff manage high schools.

2.6.2. Disadvantages of management of high school management officers in Northern mountainous provinces

Educational document system, management mechanisms are not appropriate, intellectual, transportation difficulties and managers with less experience ... is difficult for the management of staff management of high schools.

2.7. International experience in management of high school management officers

2.7.1. The experience of America: Based on professional standards for educational leaders to train principals and organizations operating certification exam "career management".

2.7.2. The experience of Canada: Management standard principal. These standards are in preparation towards the best opportunities for the development of students.

***2.7.3. The experience of New Zealand*:** Use a standard for assessing the professional development of principals in the present and the future.

2.7.4. The experience of some Asian countries: Principals must have a bachelor's degree or higher, with equal or teacher certification. The countries are the principal training program.

2.7.5. Lesson learned: Develop training programs adhere to the requirements of the standard, the standard used in the training and retraining, appointment, evaluation and implementation of personnel policy.

Chapter 3
MEASURES TO MANAGE MANGERING OFFICERS AT HIGH SCHOOL IN NORTHERN MOUNTAINOUS PROVINCES

3.1. Forecasting high school managerial officers in northern mountainous regions

3.1.1. The number of high school students by 2020 and forecasts

3.1.2. High school system planning by

3.1.3. Forecast the demand for developing high school managerial officers

Table 3.5: Demand for added high school managerial officers in 6 northern mountainous provinces by 2020

No.	*Schoolyear*	*School*	*Demand*	*Present*		*To be added*	
				Principal	*Vice principal*	*Principal*	*Vice principal*
1	2015 – 2016	176	639	176	427		36
2	2016 – 2017	182	658	176	407	6	69
3	2017 – 2018	208	713	182	456	25	50
4	2018 – 2019	213	769	208	486	5	70
5	2019 – 2020	221	824	213	536	8	67
6	2020 – 2021	229	879	221	583	8	67

Results forecasts scale development of schools, classes and students, showing from now until 2020, the 6 provinces northern mountainous region need to add 374 new high school managerial officers.

3.2. Principles to propose measures to manage high school management officers in Northern mountainous provinces: Inheritance principle, systemization principle, practical principle.

3.3. Measures to manage high school management officers in Northern mountainous provinces in response to educational reforms.

3.3.1. Measure 1: Promote decentralization among high school management officers by emphasizing the managerial responsibilities of the Bureau of Education and Training

3.3.1.1. The objective and meaning of the measure:

Recommend the decentralization towards to the Bureau of Education and Training active in all phases of personnel work.

Propose a mechanism for coordination between the Bureau of Education and Training with the Party’s organizations and mass organizations in the management of the management team of the High School.

3.3.1.2. The content of the measure

Building a model of decentralized management staff of the Provincial High School northern mountainous areas uniformly, orientation increased autonomy for the Department of Education and Training.

Promote decentralization for secondary schools implementing the autonomy and self-responsibility in accordance with Decree 16 of the Government.

Develop a mechanism for coordination between the Department of Education and Training with the District Commissioner / City Party Committee and Party organizations, local unions to manage the management team of the High School.

– Coordination between the Department of Education and Training with the District Commissioner / municipal

– Coordination between the Department of Education and Training for trade union education sector

3.3.1.3. The method to implement the measure

At the macro level, coordination between the Ministry in guiding implementation and testing, preliminary and final text implementing decentralization.

At the microlevel, coordination between the Department of Education and Training for the Department, advised the decentralized sector, piloting, implementing strict hierarchy.

3.3.2. Measure 2: Renovate the recruitment process for officials and planning managers at high school

3.3.2.1. The objective and meaning of the measure

Selection of the teachers have good qualities, there is technical capacity, managerial capacity planning to replace managers when necessary.

Creating the initiative in personnel work, overcome a severe shortage of staff leadership and management in high schools and secondary educational authorities of the provinces in the region.

3.3.2.2. The content of the measure

Renewal of the staff recruited, teachers attend nearby source principal, vice principal of High School:

– Those who are not yet managers: selection criteria are signs manifest system leadership [109].

– Those who are making managers High School School: selection criteria is evaluated according to Standard results and system management leadership skills [106].

Renewal of planning management staff of ordinary schools.

3.3.2.3. The method to implement the measure

For the work of training: Selection on the basis of assessment officers and ensure regulatory standards, many people choose both inside and outside the school.

For planning: Determine the leadership structure, planning and opening under the motto, compliance processes.

3.3.3. Measure 3: Train and nurture high school management officers under titles standards

3.3.3.1. The objective and meaning of the measure

To overcome the shortage of knowledge and skills of management staff the Provincial High School northern mountainous region.

To standardize titles standards managers secondary schools.

3.3.3.3. The content of the measure

Identify training needs, fostering

Develop plans for training and retraining.

The training and retraining of focus: Expertise, political theory and professional education management, information technology, foreign languages and update their knowledge and skills.

3.3.3.3 The method to implement the measure

Based on the results of the evaluation managers secondary schools and standardized work practices to identify training needs for each object.

Planning training and retraining managers not standardized; Some have not qualified in a number of criteria; Some good some not perform local tasks; Some were substandard but at low levels.

To organize the training plans, training.

Check assess the results of training and retraining.

***3.3.4. Measure 4:* Renovate the appointment practice of high school management officers in Northern mountainous provinces**

3.3.4.1. The objective and meaning of the measure

Recommend personnel selection process, appointment of competent and good qualities as managers of the Provincial High School northern mountainous region.

Create the conditions and opportunities for promising young staff in the planning and management staff training, challenging strive.

In order to maneuver, management staff rotation 2 term expired in one unit to the leadership in other units.

3.3.4.2. The content of the measure

For the appointment, reappointment, transfer managers High School School: Determine the need for additional management officials, approved the appointment of the plan, implementation of the process , decided to appoint and layout, use managers work placement has been approved.

Dismissal, demotion, removal from office managers High School School:

– Dismissal of cases not enough health, competence, credibility and according to task requirements or for other reasons.

– The case considered disciplinary violations from reprimand to demotion, removal from office.

3.3.4.3. The method to implements the measure

Develop procedures clearly appointed job content and responsibility of the individual implementing agencies and organizations comply with the proposed new process.

Transfer of managerial staff of the Provincial High School northern mountainous areas for training and retraining of personnel; can be done within the district / city or within the province.

- Dismissal, demotion, removal from office managers High School School: For the case of an application for dismissal; violations serious enough to be dismissed; infringement cases handled that demoted, demotion.

3.3.5. Measure 5: Evaluate high school managerial officers objectively, democratically to the Standards

3.3.5.1. The objective and meaning of the measure

Changing the perception of officials and teachers in leadership assessment, to fully understand the purpose, meaning and assessment procedures under Standard.

Evaluation results are graded establishments propose solutions to overcome the limitations and weaknesses of the management team of the High School.

3.3.5.2. The content of the measure

Concretize Standard criteria for practical police work assessment tools.

Focus on understanding the strengths and weaknesses of the political quality, professional ethics; professional qualifications, pedagogical; management capacity; effectiveness.

Assessment and classification of school managers High School must be based on the results of the work embodied in relevant and demonstrate the results of the university.

3.3.5.3. The method to implements the measure

Organizations publicizing the contents of the Standard and the required additional evaluation.

Construction management information systems, to collect evidence-based assessment managers.

Party committees directing the evaluation, to ensure the responsibility of the assessment in the evaluation, grading and layout, user management staff.

Evaluation and grading managers secondary schools by standardized graded on the basis of proof.

3.3.6. Measure 6: Inspect and check on the pratice of management of high school management officers .

3.3.6.1. The objective and meaning of the measure

Inspect, examine the management of managerial staff for the High School to consider and evaluate the implementation of management decisions reached at the extent, detected the problems, sluggishness, handling mistakes and find the cause and suggest corrective measures.

Inspection and testing must assess the situation of the school and the management situation of managers to what extent.

3.3.6.2. The content of the measure

Inspect, check regularly and periodically according to the approved program.

Inspect, check unscheduled signs violated or at the request of the settlement of complaints and denunciations or by state agencies competent to decide.

Inspect, examine the management of the management staff of ordinary schools focused mainly on the contents of the principal management.

3.3.6.3. The method to implements the measure

Building inspection staff in sufficient quantity, quality standards, a deep understanding of the educational activities of the university.

Develop test plans and inspections for the whole period, annual plans, plan regular and irregular.

Implementation of inspection: full set of information about individual units and inspection, carried out work in process and conclusion of the inspection, process inspection conclusions.

3.3.7. Measure 7: Build up an advantageous environment for the development of high school management officers

3.3.7.1. The objective and meaning of the measure

Develop environment for the development of school managers High School to address these issues as obstacles, such as policy support, working conditions, emulation and reward ...

Attracting good people come to the school, incentive, motivate managers and staff actively in the work.

3.3.7.2. The content of the measure

Develop friendly atmosphere, our subject in schools

Continue adding some appropriate policies for the management staff of ordinary schools, especially policies for managers working in the highlands.

Promote the implementation of democracy in schools. Construction and expansion managers typically solid.

Enhancing investment conditions for facilities and equipment in service work, improving the living standards for management staff and teachers.

3.3.7.3. The method to implements the measure

Develop friendly atmosphere, open: respect those who have ideas and innovative thinking; motivate people to participate and support; create conditions for staff, school teachers working with the best mentality.

Develop and complete mechanisms and policies: the Department of Education and Training in collaboration with the departments in advising decentralization, autonomy for universities, building policies to attract, support to school ...

Develop staff, teachers, staff, sufficient in number ...

Promote the implementation of democracy in schools.

Construction and expansion managers typically solid, positive role models to emulate.

Enhancing investment conditions for facilities and equipment.

3.4. Relations between measures: Each solution has different roles and functions, but they have close relations, interactive support each other.

3.5. Assay the proposed measures

The purpose of the assay is to affirm the necessity and feasibility of the Management

Measure. The trial was conducted by means of expert opinions through votes. Visitor numbers can consist of 40 officers who are leaders of departments, district / city, sector trade unions, popular schools, scientists. The results were as follows:

Table 3.3: The correlation between the necessity and feasibility of the Management of high school management officers in Northern mountainous provinces

No	Measures	Necessity		Feasibility	
		$\overline{X}$	Rank	$\overline{X}$	Rank
1	Promote decentralized management staff secondary schools by increasing management responsibilities of the Bureau of Education and Training	2.85	2	2.6	5
2	Renovating the recruitment of officials and planning resources managers Middle School	2.8	5	2.63	3
3	Training and retraining of high school management officers according to criteria of titles	2.9	1	2.7	1
4	Renovating the appointment of high school management officers in Northern mountainous provinces	2.85	2	2.7	1
5	Evaluate high school managerial officers objectively, democratically to the Standards	2.83	4	2.63	3
6	Inspect and check on the pratice of management of high school management officers	2.75	6	2.53	6
7	Build up an advantageous environment for the development of high school management officers	2.7	7	2.5	7
	Average	**2.81**		**2.61**	

The necessity and feasibility management of Measure management staff of ordinary schools are rated at a high level, the higher the necessity feasibility. The relationship between the necessity and feasibility of r = 0.72 and is correlated quite closely. Which means that the necessary management Measure extent feasible, the appropriate level.

3.3.6. Measure experimental: Training and retraining of management staff of ordinary schools according to standardized criteria titles

3.6.1. Experimental purposes: To verify the effectiveness of management Measure managers secondary schools in northern provinces.

3.6.2. Experimental Hypothesis: If applicable Measure "Training and retraining of management staff of ordinary schools according to standardized criteria titles" will improve the quality of the management staff, thereby improving quality management activities of ordinary secondary schools in the province of northern mountainous provinces.

3.6.3. Experimental samples and experimental locality: Experiments in the thesis is conducted in the form of parallel covers 02 groups: control group of 6 cases (not applicable to the new management measures) and the experimental group includes 6 schools high school (application of new management measures).

3.6.4. The experimental phases: preparation phase, phase consists of measuring experimentally measured before and after the experiment to confirm the effectiveness of the measure.

3.6.5. Experimental evaluation methods: the experimental rubric, observation management activities, methods and research experts work product.

3.6.6. Criteria and rating scale experiments

- Skills of managers Middle School principal standard and special skills of school managers uplands.

- Evaluation of positive expression in school management activities

3.6.7. Experimental results

3.6.7.1. Results measuring skills managers High School before school empirical control group and the experimental equivalent, the average score of the two groups $\overline{X}$ = 2.79, deviation of the criteria of the two groups are not significant, Δ = + -0.07 largest, smallest Δ = + - 0:03.

3.6.7.2. Measurement results positive expression in the previous management activities in two experimental groups (control and experimental) equivalent, the average score of the two groups = 2.08, deviation of the criteria of the two groups Δ = + - 0:03.

3.6.7.3. Skills measured results of field managers at high school after the experiment (control group = 2.81, = 3.31 team, Δ = deviation 0.5).

3.6.7.4. Measurement results in positive manifestation management activities after school High School experimental (control group = 2.08, = 2.58 experimental group, deviation Δ = deviation of 0.5, the criteria are good)

3.6.7.5. Conclusions affirm empirical content in Measure capacity building "Training and retraining of management staff of ordinary schools according to criteria of titles" is highly effective in improving the quality of staff school administrators high school northern mountainous provinces.

CONCLUSIONS AND RECOMMENDATIONS

From theoretical research results and the state of high school managing officers, solutions to manage those officers in northern mountainous region, it can be concluded and recommended as following:

1. Conclusions

The overview has claimed that there has not been any research in the management of high school management officers in northern mountainous region, though there have been researches in the management of managers and teachers in different aspects. Thesis research focused on theoretical bases for high school management officers ,

systemizing the information and using some basic concepts to come up with definitions, basic content and affecting elements:

- Plan the struture of managing officers ar high school under the standards of quantity, struture and quality. Select and appoint people who fully meet certain standards as managers. Train and retrain to increase the qualifications, knowledge and skills towards standardized management, meet business requirements. To create an environment eith close links between the developments and the use of team managers to develop the quality and competency at a high level. Test and evaluation are management functions, through which one can determine the level achieved in the implementation of the tasks compared to the requirements of professional standards.

- The thesis also claimed that objective factors such as economic - social conditions, educational level, writing systems are not synchronized, not radically decentralized, training content is not close to reality, the policy is not satisfactory, lack of facilities and objective factors like complalency psychology, lack of scientific work, not make the best use of superiors' guidance, limited work summary... have strong impact on the management and development of high school managing officers.

The survey assessed the current situation and solutions to manage high school managers in northern mountainous areas show that though it has received initially concern from local authorities, there are still many shortcomings:

- As for high school management officers : Quality and quantity have not been guaranteed, compared with the standard title and criteria. Managers' ability to analyze, forecast, plan, direct and do other operations revealed many limitations and shortcomings; lack oflogical structure.

- As for the management of high school management officers has received initially concern from local authorities, there are still many shortcomings in: decentralizing management of staff; planning staff; training, refresher and update their knowledge and skills; selection and appointment of a new form, mobilize staff rotation to disadvantaged areas; built environment, preferential policies, motivate staff work long in disadvantaged areas; inspection, investigation and evaluation activities at all levels of management; evaluate managers according to Standard. In particular, the weakest point of this work was to evaluate the quality standard is not true, therefore managers are not classified correctly, thus not creating the motivation for active managers.

- The cause of the successes and limitations of the team and the management team of high school managers are evaluated from both the objective and subjective prospectives:

From the results of the localities in the region have done in building and managing a team of management staff and the high school on the basis of the successes, limitations, analyze the causes, we propose management solutions management staff middle school northern mountainous provinces as follows: (1) Promote decentralization among high school management officers by emphasizing the managerial responsibilities of the Bureau of Education and Training; (2) Renovate the recruitment process for officials and planning managers at high school; (3) Train and

nurture high school management officers under titles standards; (4) Renovate the appointment practice of high school management officers in Northern mountainous provinces; (5) Assess high school management officers in an objective, democratic way and following the standards; (6) Inspect and check on the pratice of management of high school management officers ; (7) Build up an advantageous environment for the development of high school management officers .

Assay results show that the proposed solutions to manage staff manage high schools taking necessary and feasible, in accordance with the conditions of the local reality. The synchronized implementation of the above solutions will contribute to improving the quality of the management staff of high schools and improve the efficiency of the management of the Provincial High School northern mountainous region .

With these results in 3 chapters, research tasks were completed, the research purpose has been achieved. Theoretical research results and the state in line with the hypothesis. In the course of the study authors found that the management team of high school management informed the northern mountainous province is a major problem, the solutions outlined in Chapter 3 can not fully resolved all the issues raised.

2. Recommendations

2.1. For the Ministry of Education and Training

Advise the Government directed the local implementation of decentralization in the education sector in accordance with regulations.

Specify the standard conditions of political theory and management education, computer science and foreign languages; specified time to retraining, updating training kinds of knowledge and skills in charter schools to the local management level and high schools managers active in the training and retraining ensuring standards title.

Develop training programs and fostering high schools managers towards sticking Standard, access to the world and the region. Develop procedures and criteria for evaluation, certification rigorous practice.

Develop mechanisms and policies for training, retraining and stable team of teachers and management staff working in the highlands; staff rotation policy management Middle School has the capacity to work in mountainous areas and disadvantaged.

Research and add standards for Principals to ensure all required tasks are done, especially in areas with specific characteristics as reflected in the Standards.

2.2. For the provincial Party Committee, People's Committee

Adjust decentralization by assigning staff to the Department of Education and Training in management of all aspects of personnel work for the principal, vice principal of High School.

Steer construction standards promulgated regulations managers secondary schools abreast of the regulations of the Party, State, and Standard Charter school.

Direct the departments in long-term planning and investment resources for training and retraining of managerial staff and high school teachers in all aspects of resource estimates.

Develop mechanisms and policies to support management staff rotated to work in mountainous areas or areas with socio-economic conditions particularly difficult for them to work safely.

Invest in housing conditions, work room and other facilities serving for the work of the management staff of ordinary schools, especially the schools in the highland, with particularly difficult economic - social conditions.

2.3. For the Bureaus of Education and Training in the Provinces

Plan human resources strutures of high school managers period 2016 - 2020 and 2025. Orient and direct the plan to follow the timeline.

Advise the provincial selection policy, appointing managers in the form of credit protection combined with the implementation of the Scheme; direction and implementation.

Develop training plans and retraining

Direct, organize and evaluate properly the Standard substance. Use the results of the evaluation to the work of promotion and appointment, emulation and commendation.

Strengthen inspection and examination of the management of high school managers to promptly handle violations in the management and development solutions to adjust the staff managed to fit high schools practices of the school.

2.4. For high schools

Committees, councils and school leaders need to do good work of planning, annual adjusted and supplemented planning; create favorable conditions for staff training and retraining; arrangement, layout, use the appropriate staff; motivate and encourage staff ...

Management staff must be aware of their duties and responsibilities ofuplifting work, effort in studying, working to strive for improvement.