

## Building and Standardizing the Contingent of Education Administrators, an Important Solution to Improve School Administration Capacity in the Current Context in Vietnam

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**ABSTRACT:** Integration and development are the essential trend of every country desiring development, including Vietnam. The trend of integration has raised many problems that need solving, one of which is enhancing the quality of education and training. In the context of modern education, school administration is considered an important strategy of schools. The good exercise of school administration will help schools better operate and manage human resources and material facilities, as well as move towards the exercise of self-reliance and self-responsibility in the current context. With a group of theoretical research methods and a group of practical research methods, the article focuses on analyzing and clarifying the content of the essential changes of educational administrators before the impact of Industry 4.0. From the analysis of the roles, limitations, and basic causes of educational administrators in improving the competence of school administration in Vietnam today, the article relates the improvement of the competence of preschool administration in the current context in Vietnam.

**Keywords:** Education, educational administrators, administration, management, Vietnam

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### Introduction

Thirty-five years of exercising innovation, Vietnam has obtained great achievements of historical meaning, strong and comprehensive development. Before the impact of the technological revolution 4.0 and in the difficult context of Covid-19 has created new demands, swift and profound changes to all the fields of global social activities, including education. From new requirements on socio-economic development to new requirements on the methods of school administration, adapting to achieve development is an objective necessity. It is the process of constructing orientations, regulations, and plans for activities in the school; organizing teaching activities, educating learners (pupils) through mobilizing and using resources as well as complying with the regulations of the law to achieve the required goal, the creativity of each school in the process of implementing the task, which makes a difference and distinctive brand of each school, so school administration plays an important position and role to contribute to the changes and enhancement of the quality of education. Still, first, changing the ways of teaching and learning is necessary. And to do it, it is necessary to pay more attention to constructing, standardizing, and developing the team of

educational administrations. This is one of the groundbreaking and decisive elements, which affects the quality and efficiency of the competence of school administration before the impacts and influences of science and technology and the fourth industrial revolution (Industry 4.0) in Vietnam today.

### Research question

Question 1: What are the necessary changes of educational administrators before the impacts of the industrial revolution 4.0?

Question 2: What are the basic roles and limitations of educational administrators in improving the competence of school administration in Vietnam today?

Question 3: What are the basic connections to the improvement of the competence of preschool administration in the current context in Vietnam?

### Research Methods

#### Research purpose

The purpose of the article is to analyze and clarify the content of necessary changes of educational administrations before the impacts of industrial revolution 4.0. From the analysis of the roles, limitations and basic causes of educational administrators in improving the competence of school administration in Vietnam today, the article relates to the improvement of the competence of

preschool administration in the current context in Vietnam.

#### *Research method*

- The group of theoretical research methods: using the methods of analysis, synthesis, and systemizing theories to identify instrumental concepts and construct a theoretical framework for the article.

- The group of practical research methods:

+ Pedagogical observation method: Observe the activities of administrators, teachers, and pupils at preschools in Ho Chi Minh City to evaluate the work of building, standardizing, and developing the contingent of educational administrators.

+ In-depth interview method: Collect opinions from managers, educators, teachers, and pupils at preschools in Ho Chi Minh City.

Besides, the article also uses a combination of research methods such as deduction and induction, logic and history, comparison and contrast between theory and practice.

#### **Literature Review**

Many authors have paid attention and researched many aspects and angles about the topic of change management in education. In the country, the article "School administrator - requirements have been raised in the context of innovating education and training" by Do Tien Si (2015) was published in the Journal of Educational Science No.12. From the perception that Vietnam's university administration system is currently less efficient, author emphasized the need to innovate the activities in administration in Vietnamese universities by designing a set of criteria for international quality assessment of universities (Ngo Bao Chau, 2017). Author Phuong Cong (2019) wrote an article related to school administration in the context of modern education. Author Le Dang (2019) had an article with the title: Renovating school administration - an important factor in educational innovation. Besides, there are also textbooks, references, monographs writing about administration, management science, typically "School of Management-basic issues" by author Ha Van Hoi (2010) published by Information and Communication Publishing House, and "Basic Administration" by author Tran Dang Thinh (Editor) published by Vietnam National University Ho Chi Minh City in 2016. Outside the

country, the book "Organizational Behavior in Education: Leadership and School Reform (11th Edition)" by Robert E. Owens Jr and Thomas C. Valesky (2010) provided educational administrators with an outlook on organizing and how leaders can create a more effective learning culture; The organization's leadership role is concerned with decision making, organizational change, conflict management, and communication, and motivating itself and other people to achieve the goal of the organization; successfully analyzing and implementing school reform is based on organizational theory and research that are the foundation of modern practice. Approaching from the role of perspective, Robert E. Quinn (2002) and some authors in work "Becoming a Master Manager - A Competency Framework" believed that managers have eight-core roles including 1) Operator; 2) Executor 3) Follower; 4) Coordinator; 5) Mentor; 6) Motivator; 7) Innovator; 8) Broker. Each role will contain corresponding competence. In "School Leadership in the 21st Century: Developing a Strategic Approach", author Brent Davies and coworkers (2005) mentioned educational reform in England. Brent Davies is a professor of International Educational Leadership and director of the Center for International Leadership at the University of Hull. His coworkers include Linda Ellison-a senior lecturer at the University of Nottingham; Christopher Bowring-Carr - a lecturer in Educational Leadership and Management at the University of Hull. The authors argue that: Education reform continues to be a dominant feature of education in the UK and many other countries worldwide. Therefore, school principals and administrators developing skills to manage their new responsibilities effectively are the most important. In-School Leadership in the 21st Century, all key aspects of school leadership are discussed, including Strategic and ethical aspects of Leadership; change and employee management; Leadership and Management in High-Performance Schools, Information for the student's learning, and organizational learning; transferring schools in the 21st century. The authors have mentioned new standards and competency frameworks, making it an essential read for all principals and anyone interested in

school leadership. The publication "The Principalship - A Reflective Practice Perspective" by author Thomas J. Sergiovanni (2009) emphasized school culture, standards, building community, and providing an ethical foundation for leadership as a means to navigate through the contextual problems and constraints that principals often encounter. The book is intended to inform future principals about the decisions that they will make based on their practice and how those decisions will affect students and teachers. The work "Organizational Behavior in Education: Leadership and School Reform" by Robert E. Owens Jr. and Thomas C. Valesky (2010) provided educational administrators with a view of organizational behavior and how leaders can create a more effective learning culture; The organization's leadership role is concerned with decision making, organizational change, conflict management and communication, and motivating itself and other people to achieve the goal of the organization.

### Results and Discussion

#### Education administrators before the impact of the industrial revolution 4.0

The conception of industry 4.0 was first mentioned in the "High-Tech Strategy Action Plan," which was passed by the German Government in 2012. It is a supportive program of the German Federal Government cooperating with top-ranking German researchers and industry associations to improve management and production processes in manufacturing industries using "computerization." Since then, "Industry 4.0" has been used worldwide to depict the 4th industrial revolution. There have been three official industrial revolutions throughout history that changed the world's entire production and socio-economic conditions. The first industrial revolution was marked by the introduction of the steam engine. The second revolution was the emergence of electricity, and the third one was the explosion of information technology and automation. The fourth industrial revolution is the trend of automation and data exchange in the manufacturing industry. The essence of Industry 4.0 bases on the digital technology platform and integrates all the intelligent technologies to optimize processes and modes of production and highlight that technologies are having and will

have a great impact on 3D printing technology, biotechnology, new material technology, automation technology, robotics... Industry 4.0 consists of cyberspace systems, the Internet of things, and cloud computing. Thereby, people create smart factories with the system of automatically connecting, self-organizing and self-managing machines. This change is also known as the digital revolution because we will be witnessing the process of "digitizing" the real world into the virtual world.

Industry 4.0 creates opportunities as well as sets the indispensable requirements for the construction of 4.0 education. Accordingly, education becomes an ecosystem where everyone can study together with connected devices anytime and anywhere. The educational organization becomes an individual creative product-creation ecosystem, with the individual's knowledge and capacity for innovation and creativity. Therefore, in the face of the impacts of Industry 4.0, education managers are responsible for successfully implementing educational programs; Responsible for planning, organizing, and delivering the educational and resource development strategies of an organization that needs to adjust to adapt to the existing challenges to meet and improve school management capacity in the new era. We assume that there are, basically, four specific points:

*First, the ability to apply technology.*

In the context that the world is "flattening," the internet plays an important position and role in education and training, connecting people in a more diversified and richer way..., the ability to apply technology to organize learning, lead the search for knowledge, and challenge the application of knowledge gained in practice to solve specific and diverse problems in the academic environment as well as the reality is an objective necessity.

*Secondly, the adjustment to the development of social networks.*

How competent are the educational administrators to manage and effectively utilize social networks to improve school administrations' efficiency? Because practice shows that social networks have had certain impacts and influences on education and training activities in general, including educational administrators in particular.

Therefore, to the educational administrators, the ability to suffer the pressure from the media, knowing how to focus on important issues of the school instead of following public opinion, the ability to manage social media crises with negative problems, and the ability to use media as a channel of interaction, communicating with public and parents, and building the school's prestige are also points that need to pay attention and appropriate investment.

*Thirdly, the ability to build a school development strategy.*

Under the influence of industry 4.0, there are many changes in education and training activities in the current context. Therefore, if the educational administrators do not comprehend the roles, responsibilities, and subjects as well as distinctive characteristics in the Vietnamese education system, specific regulations of the local education system, they will not be able to communicate about the education policies effectively. Besides, they may encounter difficulties in fulfilling the multiform requirements of society. Therefore, objectively, it is necessary for the educational administrators to have the capacity for strategic management, vision and to comprehend the missions as well as be aware of core values that the school is pursuing, thereby having specific goals that are suitable to each stage and feasible methods to achieve those goals.

*Fourthly, pay attention to change management.*

Industry 4.0 has had a rapid and strong impact on the socio-economic. In fact, the "confrontation" of the two principles "not prohibited by law" and "permitted by law" has made many educational administrators encounter difficulties and issues in administration, management, and operating. In addition, there are frequent changes from competent authorities and governing bodies, which also puts educational administrators under much pressure in fulfilling the adjustment if they are not equipped with the psychological preparation and management capacity to catch up and adapt to the changes. Accordingly, the content of change management in school should focus on: Managing the change in school resources; Managing the change in professional activities; Managing the change about learners

(focusing on quantity and quality); Managing the change in school culture.

### **The role and basic restrictions of educational administrators in improving school administration capacity in Vietnam today.**

In today's flat world, schools' education administrators are increasingly proving and affirming their important and necessary role in improving the quality of education. But in comparison with the previous period, the role of the schools' education administrators has had certain changes, specifically:

*Firstly*, the schools' education administrators play a decisive role in ensuring the successful implementation of the education policy and improving the effectiveness of the unit's educational activities.

*Secondly*, the schools' education administrators are the people who run a large and complex system, and at the same time, implements diverse and flexible educational policies to proactively and creatively solve problems that arise.

*Thirdly*, schools' education administrators nowadays also play the role of both politicians (creating consensus in the organization); as a businessperson (under the pressure of revenue and expenditure, salary, bonus, welfare...); and as a strategist (towards innovation and development).

In the face of such changes, it is imperative for education administrators at local universities to receive and know how to apply many modern - appropriate - effective management methods and means, along with being equipped hard and soft knowledge in the direction of depth and professionalism to become managers with enough courage to turn guidelines and policies into reality. Towards the goal of improving the quality of education at schools, creating high-quality human resources for society as a foundation for sustainable development in the context of global integration, in our point of view, the schools' education administrators, in general, must first be a model citizen, possessing the personality of a creative, dynamic worker, experienced in educating, having theoretical qualifications and management capacity. In addition to the general requirements of a professional civil servant, the education administrators at the school must be enthusiastic about the school, have a strategic vision, with a high level of reasoning, good



management capacity to operate a career system that is considered the largest in any country. If the cause of education and training in general, in which the quality of education administrators in particular, is slow innovating, there is a risk of falling behind, narrow in scale, slow in speed, and poor in the effectiveness of education and training levels are inevitable. Therefore, in the coming period, to improve the quality of education and training at all levels, the investment in education and training in general and especially the strategy to improve the quality of schools' educational administrators in all levels should not only be one many steps ahead. Education administrators are those responsible for performing certain functions in the educational management apparatus of the education sector. The education administrators are the subjective side of management activities. Aside from qualified and adequate education administrators, there are still many low-qualified and inadequate education administrators who have not kept pace with the strong innovation requirements of the education career in the global context. Looking back at the educational administrators at the schools at all levels in recent years, there are some basic restrictions are highlighted as follows:

*Firstly*, the professional capacity of a part of the educational administrators at the school is still limited and inadequate.

This situation is partly due to the selection of educational administrators at schools through natural selection in practice, with the main management method based on experience or training but only short term courses without systematic training and retraining in education management knowledge or skills, so the professionalism of the educational administrators at the school is not high, reflected in the performance of official duties, the ability to participate advise, develop policies, direct and organize the implementation of legal documents and especially in the application and implementation of educational management methods in the development time's trend. In addition, an issue that needs to be frankly recognized is that most of them have not been properly trained and specialized in management knowledge before being appointed, transferred, or rotated... Therefore, it is the education

management administrators, who are rotated and appointed, still confused about carrying out the role and functions of educational management, and also about the expression of personal responsibility; the ability to coordinate, organize and arrange within the organization and between involved parties inside and outside the system is limited. In addition, some education administrators still rely on, lack of initiative in handling work, lean on the instruction of their superiors; delays and difficulties in the work detect and resolve practical problems posed by the lack of knowledge and skills in educational management.

*Secondly*, many scientific problems of educational management, especially in a changing environment, in the market mechanism, in the context of innovation and integration, in the knowledge economy, have not been systematically studied. Currently, scientific programs on educational management do not have a smooth combination of academic and practical trends. The program's content is still heavy on basic theory, solving situations, solutions, and experience in educational management... Besides, determining the content of the training - retraining program according to social and personal needs also did not obtain as expected.

The above shortcomings and weaknesses mainly stem from basic reasons such as:

- Educational thinking is slow to innovate; the old ideas still affect and dominate the management mechanism.
- State management of education is still overlapping, inadequate, not suitable with the trend of the times, the need to develop human resources, especially high-quality human resources for the country.
- The construction, zoning, and planning work still have many shortcomings.
- The facilities of training and retraining institutions for educational administrators are still backward. The training program, content, and methods of training and retraining on educational management do not keep up with management practice.
- The education management team has few conditions to improve their qualifications and revive new knowledge. A part still has limited

capacity in pedagogy, foreign languages, and information technology.

- The specificity of educational institutions has not been given due attention.

**Related to the capacity enhancement of preschool management in the current context in Vietnam.**

Preschool management is the process of organizing, operating, and controlling the school's activities to achieve the goals in the most optimal way. The administrative capacity of the preschool's principal is a combination of the principal's psychological characteristics, meeting the requirements of administrative activities and determining the school's success. In the context of educational innovation and the Fourth Industrial Revolution, it is indispensable to foster and improve management capacity for preschool principals.

In Vietnam, there are currently public preschools established by state agencies and non-public schools that state agencies allow organizations and individuals to establish when they satisfy the prescribed conditions (baby-farm, private preschool). The investment in facilities and operating funds for the school comes from many sources: the State budget, other legal revenue sources, and the contributions of organizations and individuals, depending on the type of preschool education so that the State budget plays a leading role or partially supports it. On the other hand, the State plays its role as the orientation in preschool education through building program frameworks, standards, and conditions for forming groups, classes, preschools, and requirements for nurturing, caring, and educating children according to their ages. Preschools are state and social, educational organizations that directly nurture, care, and educate children according to the prescribed ages (from 3 months to 6 years old). The preschool education program promulgated by the Minister of Education and Training; operate and coordinate with agencies, socio-political organizations, and individuals to carry out the task of propagating and disseminating scientific knowledge on child-rearing to parents and the community; organize the task of mobilizing the community's resources to take care for the cause of preschool education. With the trend of developing public preschools in

a comprehensive and firm direction, to be stable in meeting the needs of children's learning, caring, and education, and at the same time deploy preferential policies to attract economic sectors participating in the development of the non-public preschool system. The investment in preschool education in the direction of prioritizing the development of public preschool education in extremely difficult communes and remote areas, and at the same time developing policies to attract investment for the development of the non-public preschool system in provinces, which have specific characteristics, specifically: Firstly, the target of raising is children from 3 months to 6 years old; this is the period in which nurturing, caring and educating play important roles in creating a foundation for further human development in physical, intellectual, emotional, and aesthetic aspects. Secondly, the content of the preschool's mission is quite abundant, from nurturing, caring to educating. Thirdly, the schools guarantee to satisfy the request of universalizing preschool education for 5-year-old children in the orientation of gradually increasing the percentage of children who can attend classes to provide care and education 02 sessions/day for a full school year, to prepare good in physical, intellectual, emotional, aesthetic, Vietnamese and psychological aspects; assure the quality for children to enter the first grade. Fourthly, those who perform tasks at preschool are administrators, teachers, and employees - multi-task workers in a very specific environment, able to present rich and diverse personality traits of mothers, educators, artists, caretakers, and nurses. The upbringing, care, and education of children according to regulations at preschools are especially important because half of a child's time in a day is living and studying at school (children in boarding schools), so the time, life principles, integration of children, health and personality traits formed for children are affected by the educational environment of the school. Therefore, preschool has a very weighty responsibility because it is where the process of nurturing, caring, and educating children occurs according to the goals, methods, and programs prescribed by the Ministry of Education and Training. Based on that prescribed standard, the school implements synchronously and appropriately to achieve the most effective

educational goals; the school's educational results directly affect the education, care, and nurturing environment for children at home and vice versa. With the points presented and analyzed above, we believe that to improve preschool management in the current context, it is necessary to focus on building and standardizing the contingent of educational administrators, first of all, the principals. To do this, it is necessary to implement a 4-step process: - Determining the objectives and output standards of the principal's training program; - Develop a plan to train principals; - Organize training for principals; - Evaluate the content of management capacity training for principals. In addition, the governance model of the preschool when new programs are applied, social conditions as well as the specificity of each region will show more clearly the role of the principal, which are focusing on the leadership to develop the school, paying attention to the mission vision, creating value, developing and implementing action programs for school development, must be autonomous and accountable on basic issues. If the traditional public model is administratively inclined, always obeying and implementing instructions and directives according to the educational management hierarchy, the autonomous model directs the preschool to set the developing orientations following specific conditions proactively. Therefore, it is necessary to direct the principal to become a dynamic and creative manager to continuously improve the relationship with students and parents, enhance the facilities and quality of teachers... The final aim is to ensure fairness, efficiency, and quality of preschool education. One of the basic reasons why the management of preschools in the current context is not high is that preschools still do not have a clear mechanism and legal framework from which to apply and promote available resources in terms of facilities or maximize the dynamism and enthusiasm of the teachers. Next, preschools are also under the strict supervision of many management agencies and subject to interference in operations from financial allocation, enrollment quotas, personnel recruitment; schools can only have partially autonomy in the budget after saving regular expenses. In addition, the organization of teaching and education activities for students

through mobilizing and using resources monitoring and evaluating based on autonomy and accountability for long-term school development has not been properly evaluated yet.

### Conclusion

Currently, education and training have become decisive factors for socio-economic development in general and training, fostering, and developing high-quality human resources in particular. Countries around the world, including developing countries, consider education as the leading factor determining each country's rapid and sustainable development. The political report at the XIII Congress of the Communist Party of Vietnam identified: "Combining national strength with the strength of the times; uphold the will to be independent, self-reliant, proactive, actively integrate and improve the efficiency of international cooperation, reach their fullest potential of internal resources, take advantage of external resources, in which internal resources, especially human resources are the most important" (Communist Party of Vietnam, 2021, p.110 - 111). Education and Training directly affect human intelligence, understanding, and application of scientific and technical knowledge in human production. At the same time, this is the best way for people to timely access new and updated information, enrich knowledge and creative capacity. Besides, it also helps people to promote their internal resources - the national intellectual level, in which the intellectual content in labor brought by education and training is what makes people a special resource of the production, basic, endless resources to develop the knowledge economy; to contribute to effectively improving the quality of human resources and human knowledge, there is only one path, not only in Vietnam but also in other countries, is through investing, strongly improving the quality of education and training; to do this, one of the important factors is related to build and standardize the contingent of educational administrators, especially in the current context of innovation and integration in Vietnam.

This study was conducted to analyze and clarify the content of the necessary changes of educational administrators in facing the impacts of the 4.0 industrial revolution. From analyzing the roles, restrictions, and basic causes of education

administrators in improving school administration capacity in Vietnam today, the article is related to improving preschool management capacity in the current context in Vietnam. The results show that, with the impacts of industry 4.0, education administrators need to make changes related to technology application capacity, social network development, school development strategies, and knowledge economy has not been systematically studied. From the above contents, the article has combined improving preschools' management capacity in the current context in Vietnam.

accountability are parts of the central goals of educational innovation; this is a fundamental factor that forces schools to create better conditions for teaching and learning. Empowering schools and school boards to take the initiative in governance, including teaching management, human resource management, etc... becomes even more urgent. Only then will it contribute to creating a new vision of training quality and Vietnam's human resources in the future. The

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- change management. In addition to the roles, education administrators also have limitations in improving school administration capacity in Vietnam reflected in their professional and vocational capacity, many scientific school management issues, especially in a changing environment, in the market mechanism, in the context of innovation and integration, in the The research team believes that, in the current context, based on recognizing the reality of governance in schools, increasing autonomy and
- limitation of this study is that it has not been able to point out and clarify the factors affecting the construction and standardization of educational administrators to improve school administration capacity in the current context in Vietnam./

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