

**MINISTRY OF EDUCATION AND TRAINING
NATIONAL ACADEMY OF EDUCATION MANAGEMENT**

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**MANAGEMENT OF ETHICAL EDUCATION FOR
THE LOWER SECONDARY SCHOOL'S PUPILS IN
HANOI IN THE CONTEXT OF EDUCATION REFORM**

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LIST OF SCIENTIFIC WORKS OF THE AUTHOR CONCERNING THESIS

1. Nguyen Thi Thi (2011), "Management of ethics education for students of the Institute of National Academy of Education Management", Journal of Educational Management, National Academy of Education Management. (October 29, 2011), p. 25-28.
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FOREWORD

1. Rationale of thesis

For development and prosperity of each country, human factor always play a decisive role. In the period of industrialization and modernization today, our Party and State attach much importance to the human resources, especially the role of education and training. Educating and training ethical, knowledgeable and skilful, etc. human are considered as the prerequisite condition to develop the human resources, the basic factor for quick and sustainable social development and economic growth.

Facing up with expressions of downgraded ethics of pupils, students that are affected by the dark side of the market economy, a series of events make the public opinion concerned from fighting within schools, on streets to violation of habits and customs in language, dressing style, etc. leading to expressions of downgrading ethics of pupils. The reason, in addition to other reasons, is that pupils lack living skills and ethical education for pupils has not been concerned. For lower secondary school's pupils, the ethical education is very important.

2. Research purposes

Based on theoretical research and situation of ethical education management for the lower secondary school's pupils in Hanoi, the thesis proposes ethical education management solutions that contribute to comprehensive education for the lower school's pupils in the context of education reform today.

3. Research subject, object

3.1. *Research object:* Ethical education for lower secondary school's pupils.

3.2. *Research subject:* Ethical education management at lower secondary schools in Hanoi City.

4. Scientific hypothesis

If a analysis is conducted to clarify the nature of the ethical education in the context of education reform today, ethical education management in CIPO approach, close coordination among school, family and society, then establish solutions for managing the ethical education for lower secondary school's pupils in Hanoi with scientific, synchronous and feasible background in order to create innovation in factors such as objectives, methods, forms of the ethical education for pupils and uphold the activeness of participants in this activity, it will contribute to improve the quality of the ethical education in particular and comprehensive education for lower secondary school's pupils in accordance with requirements of the education today in general.

5. Tasks and scope of research

5.1. *Tasks of research:* To systemize theoretical background and international experience in the ethical education and ethical education management for lower secondary school's pupils; to survey and assess the situation of the ethical education management for lower secondary school's pupils in Hanoi, to draw achievements, limitations and reasons; to propose solutions for managing the ethical education for lower secondary school's pupils in Hanoi in the context of education reform today; to organize experiments and trials for proposed management solutions.

5.2. Scope of research: The thesis researches theories, situation and proposes solutions for managing the ethical education for lower secondary school's pupils in Hanoi in the context of education reform. Especially, the thesis approaches deeply to the role of the ethical education management of the school, the family and the society.

6. Research questions

1. Which theory should be used to manage the ethical education for lower secondary school's pupils efficiently?

2. Which factors affect the management of the ethical education for lower secondary school's pupils?

3. How does ethical education affect the improvement of quality of comprehensive education for pupils?

4. What are limitations of the ethical education and the management of ethical education for lower secondary school's pupils in Hanoi today?

5. How to better manage the ethical education for lower secondary school's pupils in Hanoi?

7. Research methods

7.1.1. Systematic approach: The ethical education and the management of ethical education for lower secondary school's pupils are parts of the overall educational program and have relationship with other educational aspects and other subjects - out of schools - in the society. The ethical education for pupils must be combined in all teaching activities, and must mobilize participation of all elements inside and outside schools.

7.1.2. CIPO approach combined with management function: The ethical education for lower secondary school's pupils is a continuous process under impact of input, processing, output and context through good performance of 4 management functions in order to assure required quality of ethical education for lower secondary school's pupils.

7.1.3. Practical approach: Practical approach in the thesis is used to clarify the current situation of pupils' ethics, situation of the ethical education in schools and situation of managing the ethical education for lower secondary school's pupils in Hanoi today.

8. New findings of the thesis

The thesis further clarifies the implication of the concept of ethics, the characteristics of ethical expression in the present changing socio-economic context.

Through survey and analysis of situation, the thesis has pointed out inadequacies in the ethical education and the management of ethical education for lower secondary school's pupils in Hanoi and finds out reasons for this situation.

Establish solutions for managing the ethical education for schools' pupils in the most complete, efficient and favourable manner for application of schools.

Determine the role and the relationship among the school, the family and the society in the ethical education for lower secondary school's pupils.

9. Scientifically theoretical point to defence

Manage the ethical education based on CIPO approach to facilitate the qualified and efficient ethical education. The ethical education today should be integrated with all different subjects in the educational program at lower secondary schools. The ethical education is not only performed within the schools but combined between the family and the society. The quality of ethical education for lower secondary school depends on many factors in which the decisive factor is the schools' organization and management of ethical education for pupils. The synchronous combination of solutions for managing input, process, output and context will contribute to improvement of the quality of ethical education for lower secondary school's pupils.

10. Structure of thesis

In addition to the Foreword, conclusion, list of publications, Reference, Appendix, the thesis includes 3 chapters.

Chapter 1

THEORETICAL BACKGROUND ON MANAGEMENT OF ETHICAL EDUCATION FOR LOWER SECONDARY SCHOOL'S PUPILS

1.1. Overview

1.1.1. Research works on ethical education for pupils

Ethics is an issue mentioned long time ago by ideologists and philosophers, and concerned and appreciated by the society of all eras in both the West and the East.

In the East, Confucius (551 - 470 BC), the great philosopher, the great teacher of China is the father of Confucianism with the viewpoint of cultivating "virtuous", "magnanimous" people who is dignified and capable to execute "great faith". He wrote many immortal works such as "Book of Changes, Book of Poetry, Book of Documents, Book of Rites, Book of Music, Book of Spring and Autumn" which attach much importance to the ethical education.

In the West, the Philosopher Socrate (470 - 399 BC) considers good nature as the origin of ethics; ethics and knowledge determines each other, i.e. ethics is originated from knowledge and human becomes ethical after obtaining knowledge. Aristoste (384 - 322 BC) believes that God cannot impose to create a perfect citizen in terms of ethics but the discovery of demand on the earth creates a perfect human in the ethical relationship.

Pestalozzi (1746 – 1827), one of the typical educators of the 19th century, appreciated the role of the ethical education. He believes that the central task of education is to educate ethics for kids on the most common basis which is the human love. Such love originates from the family, firstly for parents, siblings and to friends and people in the society.

In Vietnam, the ethical education for Vietnamese people is also concerned and researched by educators. It is expressed in works such as "*Ethics syllabus*" of Tran Dang Sinh - Nguyen Thi Tho; "*Gratefulness - personality of Vietnamese people*" of Pham Khac Chuong; "*Issues of ethical education in the context of market economy in our country*" of Nguyen Quang Uan and Nguyen Van Phuc; "*Methods for educating spoilt children*" of Pham Cong Son - To Quoc Tuan (1997), etc.

1.1.2. Research works on management of ethical education for pupils

Ethics is a form of social awareness which is formed and developed in accordance with the development of the human society. The ethical education is always an issue for a long time and changes along with the development of the society. Therefore, many science researches have mentioned ethical education management models suitable to particular conditions and circumstance of each development phase of the country.

The research of Pham Minh Hac et al titled “*Strategies for comprehensive development of Vietnamese people in the period of industrialization and modernization*” has contributed to concretization of educational objectives at schools, including the system of lower secondary schools and concretized strategic planning of comprehensive education for pupils in performing the tasks of training comprehensively developed people to serve the career of industrialization and modernization of the country and help our country become a sustainably developed country. Originating from the typical features of psychology, the author has mentioned the orientations of ethical value of Vietnamese people in the period of industrialization and modernization. From the situation of pupils’, students’ ethics at present, the research has proposed some macro-solutions in terms of education and training with requirements such as: continue innovating form, contents of ethical education at schools; reinforce the idea of education at family and in community, closely combine with education at schools in educating ethics for everyone, etc. This research is successful in giving out a system of solutions for social management on education, including the solution of “Organizing patriotic emulation movement and movements of ethical and lifestyle practice for the whole people, especially officers, party members, teachers and pupils at schools”.

The doctoral thesis titled “*Establishing models for managing ethical education for students at Universities of Education today*” of Nguyen Thi Hoang Anh (2011) has researched theories, situation and proposes solutions for managing the ethical education for students at universities of education such as Hue University of Education, University of Education - Da Nang University, and Dong Thap University in order to propose new models for managing the ethical education for students at universities of education and solutions for executing such models.

The doctoral thesis titled “*Managing education of professional ethics for students at colleges of education in the Southeast*” of Nguyen Thanh Phu (2014) clarified the concept of pedagogical ethics, clarify the significance of educating professional ethics for students at colleges of education and the role of managing professional ethics education for students at colleges of education; define factors affecting the management of educating professional ethics for students at colleges of education. In the thesis, the author also surveyed three colleges of education in the Southwest and proposes some management solutions in order to innovate and improve the outcome of educating professional ethics for students at colleges of education that contributes to improvement of teacher training quality for institutions of education. Those are categories reflecting objective contents of the social life; they relate organically to the human affection in the relationship between the human and the social life.

Research on viewpoints on the ethical education of countries in the world and theses and research works of Vietnamese scientists have shown that general characteristics on typical features, tasks, categories, and functions of the ethical education and the management of ethical education are very necessary.

1.2. Basic concepts

1.2.1. Management

In the development history of the human kind as from the time of labour assignment, there exists a form of typical labour which is organization, control of labour activities in accordance with certain requirements; that is management.

Nowadays, the term “Management” becomes popular; all activities of organizations, society need management. Management is an activity taking place in all fields, at all levels and related to everyone. Management becomes a science, an art and an occupation in the modern society - management job. Therefore, theories on management becomes more diversified and developed.

In accordance with F. Taylor, “Management is the art of knowing what you want to do and then seeing that they do it in the best and the cheapest way”.

1.2.2. Educational management and school management

1) Educational management

Educational management is the self-conscious activity of managers in order to mobilize efficient organization, regulation, governance and supervision of education resources in favour of educational objectives.

2) School management

School management is understood as the system of self-conscious impacts of managers on the community of teachers, pupils, parents and social forces inside and outside schools in order to carry out educational objectives of schools in a qualified and efficient way.

1.2.3. Ethics

Ethics is a system of rules, standards in order to regulate actions and behaviours of human in the relationship with each other and relationship with the society to protect benefits of individuals and community; it is assured by individual belief, tradition, custom and strength of the social opinion.

1.2.4. Ethical education

Ethical education is also useful in communicating traditional ethical value which has been built and preserved from generation to generation. Education activity will make them be fully aware of the value of the national ethical tradition, their great significance in the real life, compassionateness and profound humanism which have been kept, preserved and accumulated inside Vietnamese human personality and culture.

1.3. Ethical education for lower secondary school’s pupils

1.3.1. Objective of ethical education for lower secondary school’s pupils

Objective of the ethical education for lower secondary school’s pupils is to make the ethical education impact directly on learners in order to form awareness of affection and ethical belief, to create ethical habits and behaviours for them.

1.3.2. Contents, forms and methods of ethical education for lower secondary school's pupils

(1). *Contents of ethical education:* Educate ethical knowledge; educate ethical affection; educate ethical ideology; educate ethical value; educate ethics for pupils in terms of humankind ethical quintessence.

(2). *Forms of ethical education for lower secondary school's pupils:* Educate ethics for pupils through working and social activity; educate ethics through communication of ethical values such as extracurricular activities; educate ethics through session of flag salutation at the beginning of each week, ceremonies, etc.; educate ethics through organization of discussions, talks on situations and issues related to the ethical education for pupils; educate ethics through class weekly activities; educate ethics through cultural activities, art performance, physical exercise and sports.

(3). Methods of ethical education for lower secondary school's pupils

Methods of ethical education for pupils are diversified such as conversation, setting an example, role playing, etc. Therefore, teachers and educators must apply flexibly in accordance with particular purposes, objects and situations.

1.4. Management of ethical education for lower secondary school's pupils

1.4.1. CIPO approach in management of ethical education

1.4.2 Contents of managing ethical education for lower secondary school's pupils

Management of the ethical education for lower secondary school pupils is a purposeful, oriental impact of managers (principals) through management of input, process, output in a particular context on managed objects (education along with teachers and pupils) in order to achieve the given objective of managing the ethical education for lower secondary school's pupils.

1.4.2.1. Managing inputs of ethical education for lower secondary school's pupils

- (1) Managing programs of ethical education for pupils
- (2) Managing teachers
- (3) Managing pupils
- (4) Managing finance, material facilities, conditions to assure the ethical education for pupils

1.4.2.2. Managing the process of ethical education for lower secondary school's pupils in the context of education reform

- (1) Managing teachers' activities in educating ethics for pupils
- (2) Managing the process of ethical study, practice of lower secondary school's pupils
- (3) Managing innovation of methods of ethical education for pupils
- (4) Managing examination, assessment of learning outcome of pupils
- (5) Managing coordination among the school, the family and the society in order to educate ethics for pupils

1.4.2.3. Managing output of ethical education for lower secondary school's pupils

Output of the ethical education for pupils is expressed by two criteria: Ethical knowledge and ethical behaviour.

To assess the Ethical knowledge, we must rely on mid-term tests and final test. To assess the Ethical behaviour, we must rely on assessments of the head teacher and teachers of other subjects, community of Youth Union, Teenager Union, parents and social forces.

Therefore, to manage the output of the ethical education for pupils, principals of schools should carry out the following tasks:

Make plans for collecting comments on the ethical behaviour of pupils and plans for testing the ethical knowledge of pupils.

Direct and organize head teachers, teachers of subjects to give out comments and assessments on the ethical behaviour of pupils in accordance with results of mid-term tests and final tests and in accordance with observation of the behaviours of pupils in the daily life.

Organize to collect assessments of parents and social forces on the ethical behaviour of pupils in the daily life.

1.4.2.4. Factors affecting management of ethical education for lower secondary school's pupils in the context of education reform today

Input, process and output of the ethical education at lower secondary schools always take place in a particular context. Here, the thesis limits factors of educational context affecting the management of the ethical education at lower secondary schools in the angle of assessing impacts of factors from that context.

(1) Impacts of factors about management guideline, policy, and mechanism of the State towards lower secondary school education.

(2) Impacts of socio-economic factors in the current period

(3) Objectives, programs, contents, methods of education

(4) Psychophysiological characteristics of lower secondary school's pupils

(5) Qualification of teachers

(6) Awareness of forces participating in the ethical education for lower secondary school's pupils

(7) Cultural environment inside schools

(8) Conditions of material facilities and finance

1.5. Experience of some countries in the world in managing ethical education for pupils

Ethical education is one side of education for the young generation in order to establish certain characters and improve rules of behaviours in communication with people, with job and with the Fatherland. Therefore, the ethical education for pupils in countries all over the world such as management of the ethical education in Thailand, Japan, China, etc. is concerned although determination of education objectives, contents and methods is different. This is a precious lesson on the ethical education for pupils of some countries in the world which should be popularized to schools and teachers for their reference and application in the ethical education for pupils in accordance with characteristics and conditions of their schools.

Conclusion of Chapter 1

Ethics is a special form of social awareness and plays a very important role in the social life. Ethics is only formed through education which is a long-term, continuous process among education, self-education, re-education and artistry. For lower secondary schools, to manage the ethical education for pupils successfully, managers must have professional ethics and have plans for establishing contents, programs, forms, solutions and organizing performance of the ethical education in the most scientific and reasonable manner. This will be the theoretical background for us to survey the situation of management of the ethical education for lower secondary school's pupils in Hanoi in the Chapter 2.

Chapter 2

SITUATION OF MANAGEMENT OF ETHICAL EDUCATION FOR LOWER SECONDARY SCHOOL'S PUPILS IN HANOI

2.1. Overview on situation of lower secondary school education in Hanoi

2.1.1. Class and school network and scale of pupils

2.1.2. Teacher and educator team

2.1.3. Situation of educational quality

2.2. Surveying the situation of managing ethical education for lower secondary school's pupils in Hanoi

2.2.1. Objectives:

2.2.2. Contents:

2.2.3. Methods:

2.2.4. Objects:

2.3. Situation of ethics of lower secondary school's pupils

2.3.1. Situation of awareness of ethical standards for lower secondary school's pupils

Table 2.2:

Necessary ethical standards for lower secondary school's pupils

Ethical standards	Assessment level (%)						Average mark		Rank	
	Very necessary		Necessary		Less necessary					
	Pupil	Educator	Pupil	Educator	Pupil	Educator	Pupil	Educator	Pupil	Educator
1. Have good ethics	67.4	27.4	32.6	71.7	0.9		2.67	2.27	1	1
2. Have awareness of self-learning, self-practice	63.9	20.4	35.6	78.8	0.5	0.9	2.63	2.19	2	4
3. Have good awareness of discipline	56.8	20.4	42.2	78.8	1.0	0.9	2.56	2.19	4	3
4. Have socialist ideology	52.4	12.4	42.7	85.8	4.8	1.8	2.48	2.11	5	5
5. Have basic knowledge	58.8	22.1	39.6	76.1	1.5	1.8	2.57	2.20	3	2

This result shows that good ethics and basic knowledge are necessary standards for lower secondary school's pupils. These standards require lower secondary school's pupils to practice ethics and improve knowledge to form and develop personality of the young generation to be virtuous and talented, to have "both attitude and professional skills" in order to undertake the mission of building and protecting the fatherland and satisfy the social demand.

2.3.2. Situation of pupils' attitude towards opinions on social ethics today

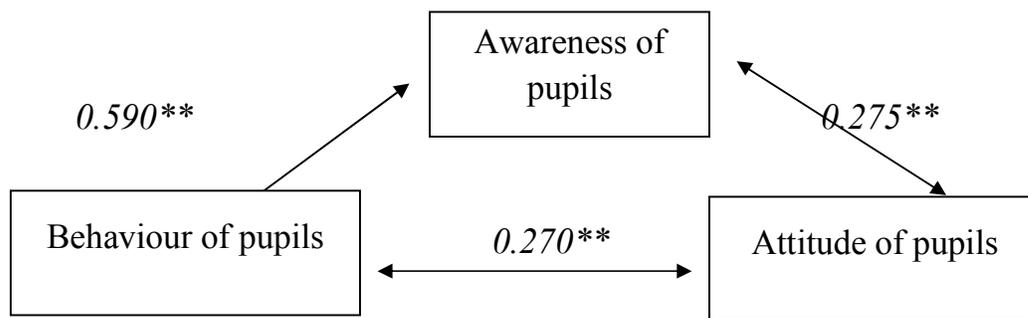
From opinions, attitude of lower secondary school's pupils expressed in the survey table, we realize that it has negative impacts even in the learning environment. Pupils initially express their knowledge that impacts of money are insignificant. The ideology and lifestyle of living for individual, for oneself have not seriously affected the awareness of pupils.

2.3.3. Situation of ethical behaviour of lower secondary school's pupils

The survey results also show that pupils still have bad behaviours in addition to good behaviours. However, expressions of bad behaviours of lower secondary school's pupils today are very complicated. Therefore, in addition to survey and investigation by questionnaire, deep interview and direct talk to managers, teachers and pupils should be conducted. In spite of consideration on different levels of violation, basically, it is agreed that pupils today have expressions of bad behaviour such as examination violation, gambling, fighting, stealing, etc. These are alarming bad expressions of a part of lower secondary school's pupils. Therefore, lower secondary schools should concern, discover and adjust promptly in terms of awareness and action of pupils.

By surveying the situation of the ethical education for pupils, it points out the correlation among awareness, attitude and behaviour of lower secondary school's pupils in Hanoi as specified in diagram 2.1 below.

Diagram 2.1: Correlation among awareness, attitude and behaviour of lower secondary school's pupils



Looking at the diagram, with the above coefficient of correlation, the awareness, the attitude and the behaviour have a propitious correlation. If pupils have profound awareness, correct attitude, obviously, they will have good behaviours and vice versa.

2.4. Situation of ethical education for lower secondary school's pupils

2.4.1. Actual awareness of objectives of ethical education for lower secondary school's pupils

Table 2.3: Ratio of assessments on objectives of ethical education for lower secondary school's pupils

Objectives	Assessment level %							
	Very important		Important		Less important		Not important	
	<i>Pupil</i>	Education force	<i>Pupil</i>	Education force	<i>Pupil</i>	Education force	<i>Pupil</i>	Education force
1. Lifestyle education for pupils	56.2	27.8	43.5	72.2	0.3			
2. Physical education	46	13.9	52.9	86.1	1.0			
3. Intelligence development	52.4	25.2	46.6	74.8	1.0			
4. Aesthetic education	42.6	6.1	44.6	85.2	12.8	8.7		
5. Educating awareness of respecting works	48.5	13	51	87	0.5			
6. Vocational education	46.6	8.7	51.1	90.4	2.3	0.9		
7. Educating awareness of law compliance	55.5	21.7	44.3	78.3	0.3		0.3	

The survey results show that a rather far distance still exists between lower secondary school's pupils and objective of educating values in general and ethical values in particular in comparison with educational requirements of the new period - period of industrialization and modernization.

2.4.2. Situation of existing contents of ethical education for pupils at lower secondary schools

In recent years, lower secondary schools pay much attention to these contents. The results show that many pupils have awareness of learning, practice and well implementation of school and class rules. These are educational contents along all learning levels and subjects; therefore, pupils realize its importance easily.

2.4.3. Situation of forms of ethical education for lower secondary school's pupils

Analysis of data shows that forms of the ethical education for pupils are not suitable and not very attractive to pupils. Therefore, the problem is to innovate forms of the ethical education through social activities, extracurricular activities and to strengthen the ethical education in physical education, sport activity, military education; emulation movements, etc. Facts show that forms of the ethical education at lower secondary schools today are poor, not attractive to pupils, formalistic, not flexible and not intermixed.

2.4.4. Situation of solutions for educating ethics for lower secondary school's pupils

At present, lower secondary schools in Hanoi use monotonous methods to educate ethics for pupils, mainly administrative methods which have not encouraged pupils to be self-conscious and it is compulsory that leads to unexpected results. Therefore, to make pupils not passive in the ethical education process but active in self-education, the schools in general and the lower secondary schools in particular must turn the ethical education into a process of the ethical self-education for pupils in order to promote the activeness of pupils in the self-education. However, at the age of lower secondary school's pupils, they are in the process of growing up, completing personality and talent, inexperienced and lack living experience.

2.5. Situation of managing ethical education for lower secondary school's pupils in Hanoi

2.5.1. Managing inputs of ethical education for lower secondary school's pupils

(1) Making plans and agreement on programs of ethical education for pupils

Situation of making plans of ethical education for lower secondary school's pupils

Making plan is one of the important functions in management because we must rely on the initial plan to implement, direct and inspect. Survey on making plans of ethical education for pupils has results specified in table 2.4.

Table 2.4: Ratio of assessments on making plans of managing ethical education for lower secondary school's pupils

Plan	Overall assessment level (%)						Average mark		Rank	
	Regular		Sometimes		None		Pupil	Education force	Pupil	Education force
	Pupil	Education force	Pupil	Education force	Pupil	Education force				
Plan for whole year	87.6	94.8	12.4	4.3	0.0	0.9	1.88	1.85	4	3
Plan for each semester	87.9	93.9	12.1	4.3	0.0	1.7	1.88	1.87	3	2
Plan for each month	87.5	90.5	12.5	8.6	0.0	0.9	1.88	1.88	2	1
Plan for each week	89.3	94.0	10.7	5.2	0.0	0.8	1.89	1.83	1	4
Plan for festivals, ceremonies	87.1	87.1	12.9	12.9	0.0	0	1.87	1.82	5	5

(2) Managing teachers who educate ethics for pupils

At lower secondary schools in Hanoi today, survey and increase of teachers who educate ethics for pupils are good but improvement of awareness of the role and importance of teachers who educate ethics for pupils has not been concerned reasonably.

(3) Managing pupils

In fact, lower secondary schools at present have not got in close touch with particular circumstance of each pupil in the ethical education. Therefore, there must be

tight cooperation among the family, the school and the society to educate ethics for pupils more efficiently.

(4) Managing physical and financial facilities used to educate ethics for pupils

Surveying this situation by intensive interview and direct discussion with managers who educate ethics for pupils, we obtain the following answer: at lower secondary schools in Hanoi, the expenditure for organizing the ethical education for pupils is mainly from the regular expenses. Thus, support from the schools for this work is very limited. Therefore, to assure efficient and good ethical education for pupils, the schools must best mobilize participation and support of educational forces in the society.

2.5.2. Management of ethical education for lower secondary school’s pupils in the context of education reform

(1) Managing teachers’ activities of ethical education for pupils

(2) Managing ethical learning and practice of lower secondary school’s pupils

In fact, lower secondary school’s pupils in Hanoi have much effort in the ethical practice; however, they have not defined correctly their learning motivation, attitude and demand. A direction has been deployed to adhere pupils’ learning to the real life in order to educate their attitude, motivation in the ethical learning and practice. However, management of this matter still has some limitations that it is only expressed in awareness of pupils, not expressed in particular behaviours. In addition, education of correct awareness, spirit, attitude, motivation of learning for pupils is not regular so the efficiency is not high.

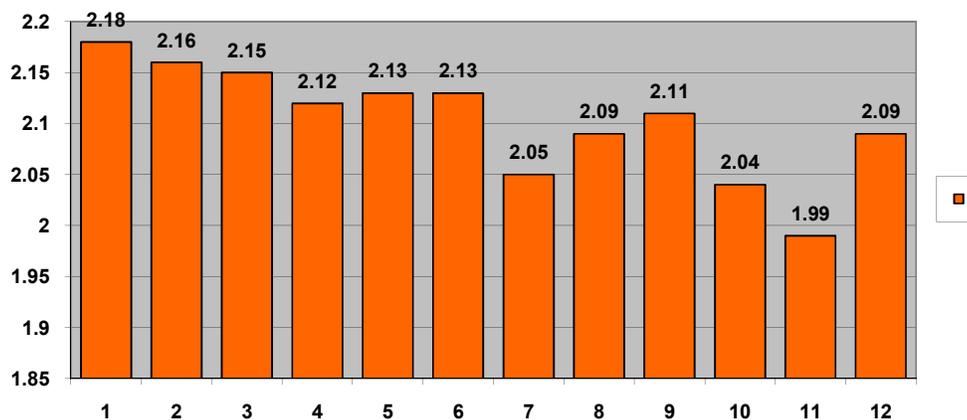
(3) Managing innovation of methods of ethical education for pupils

At present, managing methods of ethical education for lower secondary school’s pupils is not diversified and not very suitable to the local reality. Moreover, it is necessary to manage and use methods of ethical education for lower secondary school’s pupils in the most optimum way.

(4) Managing examination, assessment of ethical learning, practice outcome of pupils

Diagram 2.1:

Assessment of ethical practice outcome for lower secondary school’s pupils



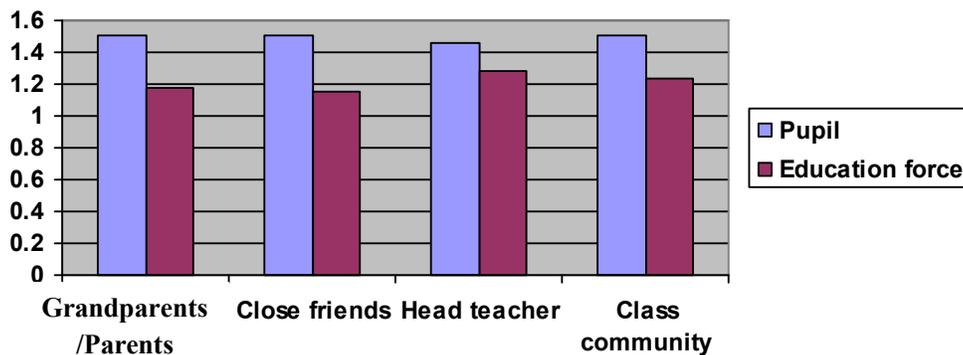
In survey and investigation by methods such as interview and talk with some managers and head teachers of classes to learn about assessment, ranking of ethical practice, the majority believes that it is mission of the class community and it is not necessary for participation of the head teacher. From this fact, education managers and pedagogical community should pay more attention to more assessment of ethical practice outcome for pupils, especially lower secondary school's pupils.

(5) Managing coordination among the school, the family and the society to educate ethics for pupils

Positive influence on the process of ethical learning and practice of lower secondary school's pupils are from grandparents, parents and close friends. In fact, pupils at this age still need concern from parents; they even ask for parents' ideas in making important decision. This influence requires education managers and pedagogues to provide education forces with approaches to pupils on the one hand, and innovate and diversify forms of activities on the other hand so that parents and close friends will participate in educating ethics for lower secondary school's pupils. Especially, parents should really be close friends of their children.

The next is influence of the head teacher who is close to and regularly takes care of pupils. Therefore, they are people helping them in difficulties and moral support for them to share and confide; and officers of the school youth union also have rather great influence on the process of educating ethics for lower secondary school's pupils.

Diagram 2.2: Influence of education forces on ethical education for pupils
(By average mark)



At present, these education forces have few concern about the process of learning and practice of pupils, or if they concern, they lack a mechanism to affirm their positions and roles.

Table 2.24. Ratio of assessments on the situation of pupil management

Contents of management	Assessment level %				Average mark	Rank
	Very good	Good	Average	Poor		
1. Making plan of collecting comments on ethical behaviour of pupils	5.1	20.9	54.6	19.4	2.12	3
2. Making plan of testing ethical knowledge of pupils	15.8	32.5	43.3	8.4	2.56	2
3. Directing and organizing head teachers, teachers of subjects to provide comments and assessments on ethical behaviour of pupils	21.4	46.2	27.7	4.7	2.80	1
4. Organizing to collect comments and assessments of parents on ethical behaviour of pupils in the daily life	6.2	19.8	47.6	26.4	2.06	4
5. Organizing to collect comments and assessments of social forces on ethical behaviour of pupils in the daily life	3.8	12.0	41.3	42.9	1.77	5

This proves that assessment on ethical practice result of pupils and management of pupils at lower secondary schools in Hanoi today are mainly carried out by head teachers and teachers of subjects while collection of assessments from social forces on ethical behaviour of pupils is not appreciated. This is the result of assessing the output of the ethical education for pupils so feedback outside schools is very necessary. Therefore, lower secondary schools and education managers should strengthen coordination among education forces in managing the ethical education.

2.5.4. Factors and contexts affecting the management of ethical education for lower secondary school's pupils

This fact shows that reasonable concern of all levels and sectors should be available in addition to strengthened coordination among the family, the school and the society in managing the ethical educations for pupils. Especially, we must combine contents, methods, and solutions of the ethical education for pupils in order to uphold the inner force of the educated people, promptly prevent negative impacts and limit dark side of the market mechanism.

To prove the above comments and analyses, it is possible to give out judgments that **factors affecting** the ethical education for lower secondary school' pupils in Hanoi are **different**.

2.6. Assessing the situation of managing the ethical education for lower secondary school's pupils in Hanoi

2.6.1. Strengths

Most of lower secondary school's pupils in Hanoi have awareness of ethical standards, mainly including traditional ethical standards which play a basic role such as compassionateness, patriotism, family affection, respect to teachers, love to friends, and being ready to help others.

2.6.2. Limitations

From the result of questionnaire survey as well as direct discussion and actual summary, it shows that, in management of the ethical education for lower secondary school's pupils in Hanoi in recent years, teachers of lower secondary schools have awareness of the importance of managing the ethical education for pupils but it is not profound.

Conclusion of Chapter 2

Ethical education and management of ethical education for lower secondary school's pupils still have inadequacies and weakness to be overcome in addition to results recognized by the society. Necessary qualities in ethical education and practice for pupils are attached with special importance by lower secondary schools but it is not sufficient. Lower secondary schools in Hanoi have made much effort in reinforcing the management apparatus, improving contents of ethical education and propaganda through activities of the Youth Union in order to uphold the independence, creation and self-control of pupils. However, specialized officers are insufficient and not regularly trained in terms of professional skills; therefore, it is unavoidable that they meet difficulties and confusion in working. In summary, in order to improve the training quality of schools in general and quality of the ethical education in particular, it is necessary to overcome these limitations. To do so, it requires synchronous, scientific and suitable solutions to solve the situation of lower secondary schools in Hanoi.

Chapter 3
SOLUTIONS FOR ETHICAL EDUCATION
FOR THE LOWER SECONDARY SCHOOL'S PUPILS IN HANOI CITY
IN THE CONTEXT OF EDUCATION REFORM

3.1. Principles for building a system of solutions

Principle of systematization assurance, Principles of inheritance assurance and Principle of synchronism assurance affect on stages of training process of pupils, Principle of feasibility assurance.

3.2. Solutions for management of ethical education for the lower secondary school's pupils in Hanoi city

*** Groups of input solutions**

3.2.1. Solution 1: Management of developing an plan of ethical education for the lower secondary school's pupils appropriately with the educational program.

On the basis of general plan of the Ministry of Education and Training, the Department of Education and Training develops a specific plan for detailing the management of ethical education for the lower secondary school's pupils appropriately with features of each course, each grade and each class. Each organization, individual is assigned in each month and each semester in the academic year according to function of each units participating in ethical education for the pupils.

3.2.2. Solution 2: Managing spiritual and material materials as support for implementing the ethical education plan for the lower secondary school's pupils

Spiritual and material conditions are one of decisive factors for the success of educational actions because it is an important task of managers in implementing the ethical education plan for the lower secondary school's pupils.

*** Group of solutions for process management**

3.2.3. Solution 3: Setting up the organizational mechanism and fostering for teacher quality enhancement to successfully perform the ethical education plan

Organize to implement the plan, follow up its implementation, and identify structure and mechanism. Operate relevant sections to implement the plant, monitor and adjust timely any derivation and arisen issues during the flexible performance in not machinery and arbitrarily manner.

3.2.7. Solution 4: Directing the integrated implementation of the ethical education plan and integrating the extracurricular and formal teaching activities

Through teaching subjects, it makes pupils conscious to systematically dominate scientific concepts associated with ethical requirements, helps them understand correctly social phenomena to choose properly behavior in ethical situations.

3.2.5. Solution 5: Diversifying forms of extracurricular activity seminars to enhance quality of ethical education for the pupils

Diversifying forms of activities is the ethical education activity not directing to each individual pupil but to all collective of pupils, building the pupils' competence of directing the collective to operate under an outline plan; knowing

how to deal with situations arisen during the performance of the task; knowing how to check and adjust the operation appropriately with actual situation that are purposed; knowing to comment, evaluate advantages and disadvantages, rank the results of activities against the requirements of the task; knowing how to learn from experience to do better next time.

*** Group of output management solutions**

3.2.6. *Solution 6: Organizing the work of emulation, commendation, inspection and evaluation of ethical classification of the lower secondary school's pupils*

For lower secondary school's pupil, the assessment of training results is made with both sufficient and comprehensive assessment criteria, standards and procedures. Specifically, for the assessment and classification of lower secondary school's pupils and secondary school's pupils is made according to the regulations on assessment and classification of lower secondary school's pupils and upper secondary school's pupils, issued together with the Circular No. 58/2011 / TT-BGDDT dated 12/12/2011 by the Minister of Education and Training, applicable to lower secondary school's pupils and upper secondary school's pupils.

*** Group of solutions for context factor management**

3.2.7. *Solution 7: Managing the collaboration between internal and external education forces in participation of ethical education for the lower secondary school's pupils.*

* Strengthening the strength and ability to organize the collaboration of sections, members of lower secondary schools to participate in ethical education activities for the pupils.

* In addition to the school's collaboration in ethical education for the pupils, it is necessary to strengthen collaboration between the school and other social forces.

3.3. *Relations among solutions*

Each solution has certain positions and roles in the process of educational management in general and ethical education in particular for the pupils. However, no solution is multi-purpose, each solution has certain advantages and disadvantages. When dealing with a management task, it is to manipulate and coordinate many solutions to solve it, depending on work, person, conditions and specific situation, choice and combination of solutions are made because these solutions for ethical education management are also in a close and organic relationship.

3.4. *Experimenting the necessity and feasibility of solutions*

3.4.1. *Purpose*

Evaluate necessity and feasibility of proposed solutions

3.4.2. *Poll subjects*

Ask with questionnaire to be issued to: the School Management Board, leaders of functional divisions, class teachers.

3.4.3. *Performance method*

Survey with questionnaire

3.4.4. Survey results

The survey results show that seven proposed solutions are assessed feasible and highly necessary.

3.5. Organizing the trial

Because it is impossible to implement all solutions under subjective and objective conditions, the author has chosen the solution 5 " *Diversifying forms of extracurricular activity seminars to enhance quality of ethical education for the pupils*" for experimenting.

The following extracurricular seminars are chosen for experimenting:

The Anniversary of Youth Union Foundation Day 26/3; Contest for learning about President Ho Chi Minh's ethical example on the occasion of Uncle Ho's birthday May 19; Green summer; Social activities on the occasion of July 27 (Day of the Wounded and Martyrs); November 20 Anniversary (Teacher's Day of Vietnam)

3.5.1. Purpose of experimenting

Experiment the solution of " *Diversifying forms of extracurricular activity seminars to enhance quality of ethical education for the pupils*" aims at proving the solution if deployed systematically shall enhance the quality of ethical education for lower secondary school's pupils in Hanoi city.

3.5.2. Location of experimenting and samples

- Location of experimenting: An Thuong Lower Secondary School, Hoai Duc district, Hanoi city

- Samples: One class of grade 6, one class of grade 7, one class of grade 8, and one class of grade 9 with totally 175 pupils are chosen.

3.5.3. Experimenting plan: Experimenting this solution is made in three stages.

3.5.4. Experimenting performance

1. Assessment of input level: We assess the trial pupils with the input level. It includes questions about ethical perception, attitude, and behavior of the lower secondary school's pupils in association with the trialing content. It is important because assessment of input level helps to evaluate initial level of lower secondary school's pupils at the trial group. After surveying input level of the trial group in terms of ethical perception, attitude and behavior, the results are as follows:

Table 3.1: Results of input level assessment in terms of ethical perception at the trial group

No.	Perception	Result of input level assessment, %
1	Very necessary	15.4
2	Necessary	56.5
3	Less necessary	19.3
4	Unnecessary	8.8
Total		100

The results of this table show that the opinions appear in all four levels of the thesis learn from Very necessary to Unnecessary. However, their perception of the

issue is stopped at the "necessary" level, with the majority of comments, accounting for 56.5% of the respondents. The level of Very necessary of the ethical education is considered with low proportion by the pupils, accounting for 15.4%. Up to 8.8% of pupils in the trial think it is Unnecessary; this number need be concerned by educators in order to orient their perception.

In addition to the aspect of perception, the thesis author also learns their attitude before impacting the trial on extracurricular activities. The results are shown at the following table:

Table 3.2: Results of input level assessment in terms of attitude with ethical expression of the trial group

No.	Level of agreement	Results of input level assessment, %
1	Absolute agreement	15.6
2	Partial agreement	40.7
3	Mostly disagreement	33.6
4	Absolute disagreement	10.1
Total		100

Like their surveyed perception, the "Partial agreement" accounts for the highest proportion in total responses. 15.6% of the trial pupils are surveyed with "Absolute agreement" with provided clauses. Of 12 conceptions related to ethics, "Respect teachers and love friends" is "Absolute agreement" with 100% of the pupils. However, opinions in other clauses are not centralized, but spread out from Absolute agreement to Absolute disagreement. The next assessment that is concerned is perception, attitudes towards such moral education content, how do they behave in this regard? Whether perception is one way, but behavior on other way? In other words, it is necessary to understand the commonalities between the three aspects of perception, attitudes and behaviors in the ethical education trial group. Thus, before experimenting on the impacts, once again the thesis has conducted a survey to assess the level of the pupils' performance / action related to moral education.

Table 3.3: Results of input level assessment in terms of ethical behavior of the trial group

No.	Level of behavior performance	Result of input level assessment, %
1	Regularly	39.4
2	Sometimes	31.9
3	Rarely	18.3
4	Never	10.4
Total		100

With behavior of *participating in vocational consultancy and orientation in the future*, few pupils assess at the level of "Regularly" or "Sometimes". Perhaps, vocational consultancy may be early for lower secondary school's pupils, especially pupils of grade 6, who have just completed the primary training program, thus

proportion of participating in such activities are not high, only at level of "Rarely". In addition, the form of *Voluntary participation in the group of self-management pupils from the class collective* is also a new one in some schools in terms of studies samples. Accordingly, trial group pupils participating in such activities account for very low proportion. The aforesaid is three aspects learnt before carrying out the trial extracurricular activities.

2. Method of experimenting extracurricular activities

a) The Anniversary of Youth Union Foundation Day 26/3,

Description of working manner:

- Develop a plan to celebrate the establishment day of the Youth Union: Develop script, time, and location of this activity.

- Organize the implementation of this activity: contents, methods and forms of this activity are provided.

- Direct the implementation of activities: Assign with specific tasks for doers (the Youth Union, class teachers of the classes and the school's Management Board are assigned to act as focal point for organizing the activities and the participation of the Pupils at the grades and classes).

- Finally, the organizers have to comment on the process of organizing activities and presenting advantages and disadvantages and then summarizing experiences so that the latter activities can achieve better results.

b) Organizing for talk and contest for learning about President Ho Chi Minh's ethical example on the occasion of Uncle Ho's birthday May 19

Description of working manner: The School's Management Board direct officials and class teachers, the Youth Union, class officials, education forces for pupils to study, collect, learn and follow Ho Chi Minh's ethical example, focusing on educating the sense of discipline, sense of responsibility, sense of serving the people, fighting against individualism, ... Finally the organizer reviews the assessment and experience learning.

c) Green Summer: This activity occurs in June where the lower secondary school's pupils start their summer vocation.

Description of working manner:

Organize propaganda about the purpose, meaning of the team's work in the area to the local people. Assign the staffs, teachers, Youth Union members to organize activities for preparing the human resources and material resources for this activity. In particular, arrange the work for pupils to participate in detail: exchange of arts, charity, etc.

d) Social activities on the occasion of July 27 (Day of the Wounded and Martyrs)

Description of working manner: Organize the incense offering ceremony and merit ceremony at the martyr's cemetery where is the rest of comrades sacrificed for the country; Participate in charity activities. This is a good deep for educating the lower secondary school's pupils in Hanoi city.

d) November 20 Anniversary (Teacher's Day of Vietnam)

Description of working manner: Assign with specific tasks for officials, teachers and the Youth Union to participate in the anniversary of the Teachers' day of Vietnam; organize to talk and grateful expression to ex-teachers, etc.

3. Assessment of the trial results

The assessment results of the perception, attitudes and behavior of pupils in the trial group after experimenting the solution "*Diversifying forms of extracurricular activity seminars to enhance quality of ethical education for the pupils*" through some activities taken place in three stages are as follow:

a) Results of assessing ethical education perception of the lower secondary school's pupils

Table 3.4: Results of perception trial on ethical education

No.	Perception level (%)	Input assessment result	Output assessment result
1	Very necessary	15.4	37.2
2	Necessary	56.5	34.8
3	Less necessary	19.3	26.9
4	Unnecessary	8.8	1.1
Total		100	100

Assessment proportion of "Unnecessary" of the trial group is also changed significantly from 8.8% down to 1.1%. Accordingly, diversifying extracurricular activities, from reform to supplementation, makes the pupil better aware of, actively changed in terms of ethical attitude and behavior. It also bring about their new image, rich perception on ethical education

b) Results of assessing ethical education attitude of the lower secondary school's pupils

At the stage of input assessment, no pupil of the trial group selects the answer of "Absolutely disagreement", the assessment of "Mostly disagreement" accounts for 6.7% only. Because of being affect on the perception, the pupils' attitude on ethical education may be affected actively in consistent with their perception. Diversifying forms of extracurricular activities has promoted its effect, made the pupils' perception and attitudes on ethical education changed in significant progression.

Table 3.4: Result of trial on attitude toward the content of ethical education

No.	Level	Input assessment result	Output assessment result
1	Absolute agreement	15.6	51.7
2	Partial agreement	40.7	41.6
3	Mostly disagreement	33.6	6.7
4	Absolute disagreement	10.1	0
Total		100	100

c) Result of assessing ethical education behavior at the lower secondary school's pupils

Table 3.5: Result of experimenting performance of ethical education behavior

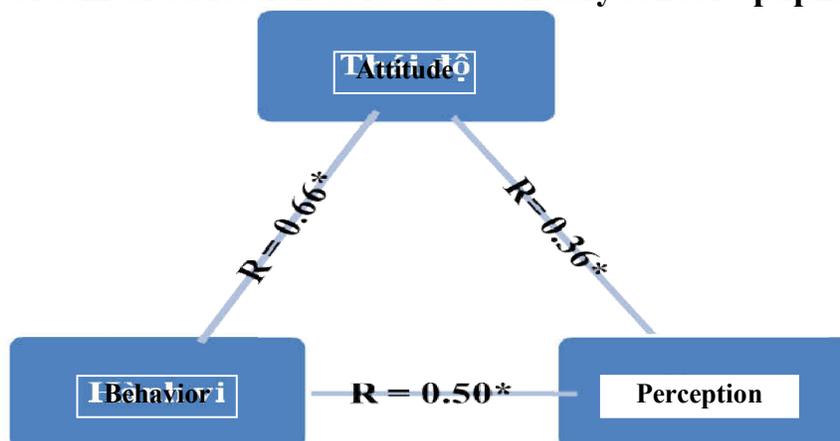
No.	Level	Input assessment result	Output assessment result
1	Regularly	39.4	49.3
2	Sometimes	31.9	41.6
3	Rarely	18.3	9.1
4	Never	10.4	0
	Total	100	100

Assessment on the ethical behavior performance has shown changes in perception, attitudes and also behavior are involved. By horizontal comparison, the level of "Never" ranges from 10.4% before the trial to 0% after the trial. It means that perception with attitude has changed the behavior of the pupils of the trial group. Through the trial activities, they clearly see which behavior is positive and should be done and which behavior is negative and should be eliminated.

Relationship between the three dimensions: Awareness, attitudes and behavior of ethical education for lower secondary school's pupils

In this content, the thesis indicates a trial group at stage 3 with purpose of finding correlation between Perception, Attitude and Behavior in terms of ethical education at lower secondary school's pupils.

Table 3.6: The correlation between Perception, Attitude and Behavior in terms of ethical education at lower secondary school's pupils



The aforesaid table shows that there is a correlation between three dimensions of perception, attitude and behavior. It is a right correlation, but its level is different. Specifically, the attitude-behavior was positively correlated (correlation coefficient $r = 0.66$, $p < 0.05$) that is higher than the attitude-perception ($r = 0.36$, $p < 0.05$) and the perception-behavior ($r = 0.5$, $p < 0.05$). The correlation between perception and attitude is positive but not as rigorous as the other two dimensions. Thus, it can be said that the better pupils are aware of ethical education, the better the attitudes and behaviors of moral education are made. On the contrary, the worse pupils are aware of ethical education, the worse the attitudes and behaviors of moral education are made.

4. Post-trial comments

The trial process has been carried out seriously, scientifically, objectively and appropriately with characteristics of the educational management science and has been obtained trial results. Accordingly, it can be affirmed that application of the solution of "Diversifying forms of extracurricular activity seminars to enhance quality of ethical education for the pupils" is very feasible and achieves high result and can be applied to lower secondary schools with similar features throughout the country. This solution plays an important role in improving the quality of general education and ethical education for lower secondary school pupils in Hanoi in particular in the context of education reform nowadays.

Conclusion of Chapter 3

Ethical education for the lower secondary school's pupils is a permanent and complicated process. It is a process of complete performance between enhancement of perception and establishment of attitude, feeling, belief and behavior habit according to ethical standards. To make the process as effective as desired, specific solutions have been proposed in the thesis basing on the results of the survey of the situation and the theoretical basis of ethical education management for lower secondary school's pupils in the Hanoi city. In particular, education administrators and experts appreciate the feasibility and necessity of all these solutions. Therefore, it is necessary to carry out these solutions in synchronous and close manner as a prerequisite for each other to achieve optimum results in the management system of lower secondary schools.

Moreover, during the research, the solution "*Diversifying forms of activities to meet demand and promote the subjective role of the pupils*" is experimented in lower secondary schools in Hanoi city. The experiment results show that there is more positive movement and change in the pupils' perceptions, attitudes and behaviors. This allows us to initially assert the correctness of the scientific hypothesis and the research completion of the thesis.

CONCLUSIONS AND SUGGESTIONS

1. Conclusions

Ethnical education management for pupils plays an important role during the entire process of training in general and ethnical education in particular at lower secondary schools. This is a long and complicated process which requires concern of the School Management Board to each of its teachers and administrators of the School. Therefore, improving the quality and effectiveness of ethnical education for pupils of lower secondary schools is an urgent task.

2. Suggestions

Basing on reality of ethnical education and ethnical education management at lower secondary schools in Hanoi and to facilitate in successfully performing the aforesaid solutions in optimal effective manner, some suggestions are proposed as follows:

2.1. For the Ministry of Education and Training

Develop a system of normative documents that identify tasks, accountability and content of ethnical education management for each division, organization and individual at lower secondary schools.

The Ministry of Education and Training should develop an ethical assessment on quantifying ethical standards for pupils to help schools in general and lower secondary schools in particular easily apply to the process of ethical assessment and classification for the pupils.

2.3. For lower secondary schools in Hanoi

Lower secondary schools in Hanoi push up propaganda, perception enhancement for teachers, educational administrators and education forces to participate in ethnical education for the pupils of their schools.

Co-ordinate and integrate teaching in class and extracurricular activities, inside and outside school activities in order to contribute to forming personality and promoting proactive participation of pupils at lower secondary schools.

Build a sound and unified education environment between education at family, school and society in ethnical education management for pupils like a close circle in which no subject's role is absolute.