FACTORS WHICH AFFECT THE EFFECTIVENESS OF THE TRAINING PROGRAM FOR SCHOOL MANAGERS IN VIETNAM

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ABSTRACT

The objective of this study is to examine the factors affecting training effectiveness for general school managers and its implications based on decision 382/2012/QĐ-BGDĐT in Southern Vietnam. The significance of training for general school managers cannot be ignored in order to deliver the needed knowledge and capabilities. Therefore, the training should be effective enough to attain these objectives. This study evaluates in accordance with vocational training for general school managers a number of contextual factors discovered to have an influence in a different combination with other effective factors. The findings of this study suggest many factors which affect training effectiveness like awareness and care of the leaders, learning motivation of learners, teacher's enthusiasm and experience, management mechanisms, policies and environmental conditions. A questionnaire survey was disseminated to 787 chosen people from 6 provinces in the Southwest and Southeast of Vietnam to the hypotheses. It is revealed that contextual factors namely training environment, trainee motivation has a positive impact on the training programs for general school managers. The findings of this study carry both theoretical and practical implications for Vietnamese higher education. The suggestions inferred for local administrators and policymakers are also discussed. This study provides critical inputs and contributions to literature related to training for general school managers in Viet Nam.

INTRODUCTION

At present, the Vietnam system of education is striving to complete the connection of educational organizations in order to meet the needs of the society, learners and globalization. General evaluation and evaluation of

program response in particular is an integral part of the evaluation process (Jon & Joseph, 2005). Evaluating the responsiveness level of a program is a crucial part of the training process (Shahrooz, 2012). In Vietnam, "responsiveness level" means the process in which the information and data are collected through a certain level. Based on this process the competent organizations and managers adjust the activities in order to meet the requirements, expectations and enhance the quality of the program (Nguyen & Vu, 2017).

In Vietnam, in order to increase the quality of educational managers and staff, the training program for general school managers was enacted by the Ministry of Education and Training (Ministry of Education and Training, 2012). The purpose of the program is to cultivate knowledge and basic skills needed to manage schools in a constantly changing environment and combine the vision and action essential to enhancing the value of schools to society based on improvements in education and training in the context of international integration (Prime Minister, 2012).

At the ministerial level, "Evaluating the responsiveness level of a training program for school managers based on decision 382/2012/QĐ-BGDĐT in Southern Vietnam" code B2016-QLH-01, has suggested the common goal of evaluating the responsiveness level of a training program and offering solutions to enhance the quality of the training program (Vu, 2018). This article discusses the actual factors that affect the effectiveness of one training program for school managers in Viet Nam.

A team of researchers at the Institute of Education Management in Ho Chi Minh City (IEMH) analyzed the data to evaluate the responsiveness level of Program 382, which was launched in 2012. This is one of very few studies investigating factors which affect the effectiveness of the training program for school managers in Vietnam. Its primary contribution comes from the findings on the development of leadership programs, which was confirmed as the main responsibility of universities.

Training and its effectiveness has been currently a topic of attention and concern no matter what was the type of organization or its activity's nature. The training importance and significant role it plays in enhancing the job performance. Training is the ideal approach for preparing employees with certain skills or giving them the ability to fill the gaps in their performance (Tai, W. (2006).

The more training provided the more benefits for the employees, the further enhanced skills an capabilities and the more advantages reflected back to the organization (Terrana et al., 2016).

According to Griffin (2011), one of the methods to save the organization's investments, this is clearly valid in the even that new capabilities gained were applied in the work environment. In fact, the role of the government is to find a solution for the challenges faced to eliminate the gaps in the workforce skills to be able to be follow up with the global economy.

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Evaluating the responsiveness level in relation to "Learners and Users" needs is a practical basis for improving program in fact innovation education in Vietnam (Vu, 2013). Principals play a vital role in setting the direction for successful schools, but existing knowledge on the best ways to prepare and develop highly qualified candidates is sparse (Darling-Hammond, L., LaPointe, M., Meyerson, D., & Orr, M. (2007).

There is relatively much literature on the factors which affect training program effectiveness (Hajjar & Alkhanaizl, 2018); The present study found out factors which affect training effectiveness in both ways positively and negatively. The study helped the managers in measuring the training program effectiveness in their organizations (Haslinda & Mahyuddin, 2009). It also contributed in solving training problems and implementing training successful programs (Colquitt, LePine & Noe, 2000). The study also highlights the factors which affect training program effectiveness for school managers in Vietnam and find out the gap between existing researches. Some overarching problems are evident: a notable gap between theory and practice. Therefore, this study aims to fill that gap in the literature for both theory and practice in the specific context of Vietnam education. Eventually the study gives emphasis on factors affecting training effectiveness and how training can be made more effective.

Dzang (2015) examined that training is an integral part of Human resource development. Theory and practice show that there are many factors that affect the effectiveness of training programs for school management. (Darling-Hammond, L., La Pointe, M., Meyerson, D., Orr. M. T., & Cohen, C. (2007). Have to examine the factors affecting training effectiveness and its implications. Many factors which affect training effectiveness like motivation, attitude, emotional intelligence, support from management and peers, training style and environment, open-mindedness of trainer, job related factors, self - efficacy and basic ability etc. (Punia & Kant (2013)

Birdi (2005) explained criteria for measuring the success of training which encompasses direct cost, indirect cost, efficiency, performance to schedule, reactions, learning, behavior change and performance change. Zaciewski

(2001) examined learners' individual characteristics such as motivation, attitude and basic ability which affect a training program and its potential success in the workplace. The work environment is also a major factor for creating a successful training program.

According to Pollitt & Oldfield (2017), motivation is critical because it is a sort of involvement, recognition and a reward to the human resources which is fundamental for any organization.

There are six factors that increase the trainee motivation. This is very useful for the human resource and training professionals to set up a successful training (Aziz & Ahmad (2011).
Dahija & Jha (2011) discussed the steps in the training program development. According to them a training program is not complete until and unless methods and results have been evaluated. Hajjar & Alkhanaizl (2018) showed that case study method or live problem or project assignment could be used to enhance the transfer of training.

In Vietnam, the empirical results indicated that factors are awareness of leaders, teachers and learners, and quality of policies and some of the influencing factors (Nguyen & Vu, 2017).
Consequently, this study investigates the factors which affect training program effectiveness for school managers in Vietnam; therefore, answers to the following questions will be sought:
1. What are the factors which affect training program effectiveness for school managers in Vietnam?
2. How is the actual state of factors which affects the effectiveness of the program?

Although the finding of this study carries both theoretical and reality implications, further research comprising a large sample population from all new factors across all training institutes for school managers in Vietnam should be undertaken to collect extensive empirical information. Though the issue has been researched widely yet the effect of organizational support systems on training effectiveness not yet research. This can be conducted in the following future research.

MATERIAL AND METHOD
The research was performed using two methods: a survey and deep interviews. Ten interviews were conducted with educational managers after the survey to clarify or confirm findings from the survey.

A self – administered questionnaire was distributed to 787 choosing people from 6 provinces in the Southwest and Southeast of Vietnam. The demographics for this sample population were as follows: 27.7% alumni; 66.4% learners; 2.7% leaders at department level; 3.2% faculty members from Institute of Education Management in Ho Chi Minh City (IEMH).
100% of participants are qualified and above the professional standard. The subject obtained the absolute percentage is because these objects are school managers at many levels and teachers in the planning category.

In this study, the factors which affect training program effectiveness for school managers become the dependent variable. These values were assessed through many questionnaire items using a 5 - point like scale ranging from 1 = Strongly disagree to 5 Strongly agree to determine participants' assessment.

The data in this study were analyzed using descriptive statistics. Descriptive statistics on percentages (McNabb, 2008) revealed the participants' perceptions and assessments of the factors which affect training program effectiveness for school managers.

In-depth interview method for the purpose of finding out, collecting information and specific proofs to clarify the impacting factors.

RESULTS

The factors which affect training program effectiveness for school managers in Vietnam

Several factors affect the effectiveness of the training program for general school managers such as: awareness and care of the leaders, learning motivation of learners and personality traits, teacher's enthusiasm and experiences, management mechanisms, policies and working environment (Nguyen & Vu, 2017).

The awareness and care of the leaders

The awareness of the managers affects the effectiveness of the training program. Moreover, this awareness is advantageous in organizing the training program. The effectiveness of the training program mainly depends on the leader's perception management functions, such as constructing training plans, organizing training programs, and inspecting and monitoring the training activities (Kirkpatrick, 1976).

Learning motivation of learners and personality traits

Learners play an important role in the learning process. They need to have the right learning motives, a willingness to learn. The learning motives are positive, learners can find their own suitable learning methods, which enable them to do self-study and enhance their skills (Noe, 1986).

The teacher's enthusiasm and experiences

Teachers play an important role through their teaching actions. They need to have a deep knowledge of theory and application in real life. Beside their knowledge, the teachers also need to select and use suitable teaching methods for the learners (McNabb, 2008). These teachers are the managers of general schools who have a lot of experience. They are not only teachers of knowledge but also a "person of fire," demonstrating the flame of enthusiasm for and dedication to the management profession.

Management mechanisms, policies and environmental conditions

The management mechanisms and policies, as well as environmental conditions are crucial factors which affect the effectiveness of the training programs (Mooi, L.M., 2010). For example, the training programs examined in this research study were recently organized in locals that presented environmental challenges, such as lack of transportation and difficult living conditions. If the leaders had been aware of these difficulties, they would have enacted policies prioritized to address them. These policies would help and encourage the teachers and learners to accomplish and fulfill their responsibilities.

Previous studies have identified factors which affect the effectiveness of the program: the human resource policy (Haywood, (1992); working environment (Birdi,2005). personality traits (Fischer, 2011).

This study found out some new factors that are different from previous studies, such as: care of the managers, management mechanisms in the practical context of Vietnamese education. These factors affect training effectiveness.

To deal with the elements mentioned above, we conducted research on factors which affect the effectiveness of the training programs for general school managers.

The actual state of factors which affect the effectiveness of the program

Awareness and care of the leaders

Examination of the training activities showed that there are various conceptions in developing human resources which lead to many different activities in training of managers in some locales (Vu, 2018).

Annually, numerous classes for managers in general schools are provided by IEMH. Most classes are in provinces of An Giang, Dong Thap, Can Tho, and Vinh long. These regions are considered to be in strategic partnership with IEMH.

Based on the survey results, 33.3% completely agreed and 57.1% agreed that they have a crucial partnership with IEMH. Of those who believe the quality of training activities is marginally high, 30.6% agreed and 50.4% completely agreed.
Comments from the deep interviews included:
"We completely trust and feel secure when inviting the teachers from IEMH. They are knowledgeable [and] experienced." (6/10 Interviewees)
"IEMH has various good training programs, most of them are suitable to the reality and requirement from the local leaders" (7/10 Interviewees)

Furthermore, the awareness and investment in the quality of Program 382 by IEMH leaders has earned the trust of local leaders. The table below shows the

number of annual classes and students taught in the training program by IEMH.

Year	Classes	Learners
2012 - 2013	20	1477
2013 - 2014	19	1289
2014 - 2015	20	1305
2015 - 2016	23	1724
2016 - 2017	16	1121
Sum	*98*	*6916*

Source: IEMH

In total, IEMH opened 98 classes for 6916 learners over 5 years, which has led to big improvements in the development of educational human resources in Southern Vietnam.

Specifically, the managers should fulfill the principal standard requirement. The survey showed that 43.4% are on level 1 (not satisfied) and level 2 (partly satisfied). This shows that the training program for school management staff did not meet the principal's standards (issued in 2011)[1]. This finding should be analyzed by the training program developers in the future. The awareness of the leaders can be interpreted physically such as developing the material facilities or mentally by encouraging the learners.

The result of the research has shown that the perception from the leaders in the locals take important roles in making the training program more effective in the locals.

Learning motivation of learners and personality traits

The learner's motivation to study has a crucial role in gaining knowledge. They are carrying out the learning methods, arranging study time in class and creating a self-study schedule. Moreover, study motivation is expressed in developing educational human resources. After being trained, the learners are able to undertake new missions or perform better in their ongoing missions (Vu, 2018)

The result from deep interview has shown the reality: "*Without the administrative solution and the education law's regulation, it is hard to encourage the managers to participate in the training program.*" [7/10 Interviewees]

After graduating from the training program, the authorized organizations have to arrange suitable positions for the graduates. Arranging the right positions allows the learners to maximize their potential skills. Moreover, utilizing the learners in suitable positions will develop needed human resources in the local areas. Failure to assign the learners to the right positions results in a waste of time, money and resources.

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[1] The new school principal standard issued in 2018 has replaced

The teacher's enthusiasm and experiences

Experienced teachers who have a deep knowledge of school management and enthusiasm for teaching others are a requisite factor in ensuring the success of the training program for general school managers (Vu, 2018).

The survey results regarding teachers are shown in the table below. The agreement levels range from level (1) to (5), with (5) – Strongly agree, (4) – Agree, (3) – Not Sure, (2) – Partly Agree, (1) – Disagree.

Table: Estimating teaching activities

Number	Estimating teaching activities	Agreement level (%)				
		1	2	3	4	5
1	The majority of the teachers are experienced and always updating their teaching content.	24.0	28.0	16.0	32.0	
2	The majority of teachers have clear communication methods which are easy for the learners to understand	16.0	24.0	40.0	16.0	4.0
3	The majority of teachers adhere to the teaching time and schedule	16.0	20.0	28.0	32.0	4.0
4	The majority of teachers strongly connect theory and practice	16.0	36.0	16.0	24.0	8.0
5	The majority of teachers have good teaching methods	16.0	28.0	28.0	16.0	12.0
6	The majority of teachers encourage the learners to develop and practice their own essential skills	48.0	28.0	20.0	4.0	
7	New teacher's prepare before teaching	20.0	28.0	16.0	28.0	8.0
8	The faculty has organized activities related to the training program	12.0	44.0	16.0	24.0	4.0

Table shows that Number 3 has the highest level of agreement (4). In reality, all the teachers adhered to the teaching schedule.

Number 2 – "The majority of teachers have clear communication methods which are easy for the learners to understand" has the agreement level clustered at 3, with 40%, and 4, at 16%.

Examples of comments received during the deep interview that enriched the data are:

- *"The majority of senior teachers are enthusiastic and they have interesting teaching methods. The learners can learn not only the knowledge but also the teaching methods and their styles."*

- *"The first period when I was studying, I felt confused but after that I felt more familiar and the knowledge is very useful although I have never been a manager. Thanks to the senior teacher's experience and teaching styles that helps me to define the school management scenario".*

The survey content which showed high agreement at level 1 and 2 are:

- Number 6: "The majority of teachers encourage the learners to achieve and develop their own essential skills," resulted in an agreement level of 1 at 48% and level 2 at 28%.

- Number 1: "The majority of the teachers are experienced and always updating their teaching contents" showed high agreement levels of 1 and 2, with 52% (level 1 + 2)

- Number 4: "The majority of teachers have a strong connection between the theory and practice" resulted in high agreement levels of 1 and 2, with 52% (level 1 + 2)

These findings serve as a warning about a rapidly developing problem for the program. Recently, numerous teachers have retired or transferred to other organizations so that IEMH is lacking in experienced teachers. New teachers who are transferred from other organizations to IEMH may be young teachers, who lack suitable knowledge and practical experience needed to update and teach the program content.

Number 7: "New teacher's preparation before teaching" has an agreement level of 1 and 2, at 48%. In reality, the preparation has not been clearly explained in some program faculty.

Number 8: "The faculty has organized activities related to the training program" has an agreement level of 1 and 2 at 56%.

The result of deep interviews resulted in comments such as those below. The numbers in brackets shows the number of interviewees who expressed a similar idea.

- *"Some teachers are not updating their content, especially the subject in the 382 program. The teacher should update the documents based on the guidelines from the Ministry of Education and Training"* [3/10 Interviewees]

- *"It is prioritized that the teachers who have experience in management should be chosen"* [7/10 Interviewees]

- *"The teachers who have no experience in management have created issues in learner's perception"* [3/10 Interviewees]

Eventually, IEMH and other organizations should focus on the quality of the program. For instance, they need to organize the program based on Program 382's regulation. Such as: don't cut down the teaching time. Moreover, the teachers must be trained using different methods to enhance the program's quality. In particular, the faculty should be responsible for organizing research

activities for the teachers. The quality of the training organization is dependent upon the quality of the teacher team; therefore, development of the teaching team is necessary to the success of the program (Darling-Hammond, 2007).

Management mechanism, policies and working environment

Autonomy and self-responsibility have been implemented in education Vietnam over the past time. This has caused changes in management. Management mechanism, policies serve a crucial role in encouraging the teachers to be enthusiastic so that the teaching quality will be enhanced. The teachers experience many difficulties when teaching in the more rural. Consequently, accommodation policies are factors that affect teaching quality. Policies should be aimed at improving the working conditions, accommodations and transportation support for the teachers. When leaders have taken care of these difficulties and risks for the teacher team, this encourages the teachers to be loyal to the school and more enthusiastic. These policies, when implemented, bring huge benefits for the school itself (Vu. 2018).

If the working environment is convenient, the teachers will feel mentally comfortable so that the teaching activities will be enhanced. In some locales, the teaching environment not good (not enough teaching equipment, a narrow classroom is narrow and hot temperatures, etc..). These conditions cause many problems for the teacher's health and lessen their enthusiasm. Examples of statements from the interviews are below:
-       *"I am worried when teaching in some locales which are far away from my accommodation and it is very hard to buy daily food. At lunchtime it takes a lot of time to look for food and I don't have enough time to rest after having lunch since the afternoon class is coming soon."*
-       *"The policies, regulations nowadays are not completely agreed with by the teachers. It should be avoided that the teacher should teach in the locales on weekends or holidays".*

DISCUSSION
At present, the Vietnam system of education is changing. It is striving to complete the connection of educational organizations in order to meet the needs of the society, learners and globalization. General evaluation and evaluation of program response in particular is an integral part of the evaluation process. Evaluating the responsiveness level of a program is a very important part of the training process. Based on this process the competent organizations and managers adjust the activities in order. It is targeted to meet the requirements, expectations and enhance the quality of the program.

At the ministerial level, "Evaluating the responsiveness level of a training program for school managers based on decision 382/2012/QĐ-BGDĐT in Southern Vietnam" code B2016-QLH-01, has suggested the common goal of evaluating the responsiveness level of a training program and offering solutions to enhance the quality of the training program (Vu, 2018). This article discusses the actual factors that affect the effectiveness of one training program for school managers in Viet Nam. The aim of this article discusses

factors which affect the response to a school management training program. These factors were shown in two ways: theory and reality in the specific context of Vietnam.

The results of this study show what are the factors which affect training program effectiveness for school managers in Vietnam and how is the actual state of factors which affects the effectiveness of the program. The empirical results indicated that influencing factors included: Awareness and care of leaders; The teacher's enthusiasm and experiences; Learning motivation of learners and personality traits; Management mechanism, policies and working environment. The findings of this study carry both theoretical and practical implications for Vietnamese higher education (Vu, 2018).

The finding will help fill gaps in the literature on the theory and practice of factors which affect the effectiveness of the training program for school managers, particularly Vietnamese schools. Most of the previous research, not only in Vietnam but also globally, has examined the importance of training and developing human capital. Training is one of the ways of improving an organization's effectiveness. Developing human capital is tremendously important in the effective management and maintenance of skilled managers.

Very few literature reviews discussed many aspects of training effectiveness. The main discussions are given: Kirkpatrick's four level model of measuring training effectiveness (Kirkpatrick, 1976). Noe's model of training motivation of measuring training effectiveness (Noe, 1986). Swanson, Richard & Sleezer's three step model of measuring training effectiveness (Swanson et all, 1987).

Punia & Kant, (2013) showed factors affected training, such as: Motivation, Open mindedness of trainer and trainees, Employees individual attitude, Managerial and peer group support, Psychological stage of trainee, Type of training implementation, content and expertise, self - efficacy, perceived control and basic ability.

Most generally, very few research studies have been conducted to investigate the factors which affect the effectiveness of the training program for school managers. In Vietnam, this case study is the initiation of change and integration in the ASEAN region and the world (Vu, 2016). Hence, further research in this area is essential to bridge this gap in the literature.

In this study, the training program for school management staff did not meet the principal's standards (issued in 2011). This finding should be analyzed by the training program developers in the future. The awareness of the leaders can be interpreted physically such as developing the material facilities or mentally by encouraging the learners. The result of the research has shown that the perception from the leaders in the locals take important roles in making the training program more effective in the locals. The learner's motivation to study has a crucial role in gaining knowledge. After being trained, the learners are able to undertake new missions or perform better in their ongoing missions (Vu, 2018). Failure to assign the learners to the right

positions results in a waste of time, money and resources. Experienced teachers who have a deep knowledge of school management and enthusiasm for teaching others are a requisite factor in ensuring the success of the training program for general school managers (Vu, 2018). These findings serve as a warning about a rapidly developing problem for the program. The quality of the training organization is dependent upon the quality of the teacher team; therefore, development of the teaching team is necessary to the success of the program (Darling-Hammond, L., LaPointe, M., Meyerson, D., Orr. M. T., & Cohen, C., 2007). Management mechanism, policies serve a crucial role in encouraging the teachers to be enthusiastic so that the teaching quality will be enhanced. When leaders have taken care of these difficulties and risks for the teacher team, this encourages the teachers to be loyal to the school and more enthusiastic. These policies, when implemented, bring huge benefits for the school itself (Vu, 2018). If the working environment is convenient, the teachers will feel mentally comfortable so that the teaching activities will be enhanced.

Nevertheless, this research provides an insight into factors which affect the effectiveness of the training program for school managers in Vietnam, helping policymakers and administrators to understand the affection of these factors. In conclusion, an in-depth understanding of factors is crucial in designing programs and improvement management mechanisms, policies and working environment in specific context of Vietnam. The researchers and practitioners will find the paper of requisite value in making informed choices and decisions in the design, implementation and evaluation of organizational training programs. They will try to find out the new and effective ways of training and increase the importance of training and development with their future research.

CONCLUSIONS
The results of this study show the factors which affect training program effectiveness for school managers and the actual state of factors which affects the effectiveness of the program in Vietnam. The findings help filling gaps in the literature on the theory and practice of developing a training program for school managers in Vietnam. It is possible to discuss the findings from this and earlier studies on the compare relationship between factors which affect the effectiveness of the training program for school managers in Vietnam with other countries.

Both theory and practice have shown that the teacher team and the educational managers are important in the educational organization (Tran, K, 2017). The study shows how these factors differ from typical factors in the specific context of Vietnam. It documents the results and offers practical lessons. And in doing so, it will help policymakers in provinces and districts across the country make wise choices about how to make the most of their professional development resources based on evidence of effectiveness (Vu, 2013).

In order to renew the education system and training based on policy 29/2013/NQ-TW about innovating in education and training (Communist Party of Vietnam, 2013),   Team of researchers have some

suggestions to offer: 1/Leaders have to change their thinking and awareness to develop improved management strategies; 2/ Authorized organizations and training institutions in Viet Nam to change policies and improvement the teaching environment for their team of teachers; 3/Teachers and learners have to change their thinking about the way they have taught and learned in the past. They should be able to overcome the difficulties, stereotype. This is the direction that should be followed in order to improve the training program.

Contribution/Originality

This is one of very few studies investigating factors which affect the effectiveness of the training program for school managers in Vietnam. Its primary contribution comes from the findings on the development of leadership programs, which was confirmed as the main responsibility of universities.

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