

# ***THE INTERNATIONAL JOURNAL OF HUMANITIES & SOCIAL STUDIES***

## **Assess the Acknowledgment of Elementary Teacher on the Contents of the Increasing Professional Capacity Training – Case in Vietnam**

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### **Abstract:**

*Vietnam New School Model (VNSM) has been carried out in Vietnam since 2013. Implementing VNSM shows the determination in pedagogy innovation, teaching and learning methods of Ministry of education and Training's (Moet) elementary schools, which aim to change the traditional teaching, increase elementary education quality throughout the nation. The report assesses the current status acknowledgement of professional capability according to the VNSM for elementary teachers by carrying out the survey of the contents in the training, 2014. The assessment shows the progress of participants on the guided contents at the training: (i) organize, manage the VNSM class; (ii) VNSM teaching contents, methods and techniques. Based on the references, some primary conclusions on assessing the progress of participants attended the training have been made and the proposal on the contents adjustment and the relevant methods for the next training session have achieved high result.*

**Keywords:** *Elementary teacher, professional capacity, training, content, teaching methods and techniques*

### **1. Introduction**

Vietnam New Schooling Model (VNSM) has been carried out since 2013. This shows the determination in pedagogy innovation, teaching and learning methods in MOET's elementary schools which aims to change the traditional teaching, increase the education quality to poor pupils and all other pupils throughout the nation [1].

The VNSM result is expected to be the real valuable lesson to set as the initiative, basis and faith to the innovation of teaching-learning methods, how to assess the pupils in the elementary schools in the initial period of the Program, new textbooks by 2015. Accordingly, training program is considered significant in increasing pedagogic capacity of elementary teachers. Through training activities, VNSM aims to train elementary teachers, namely: (i) focus and ensure on the effectiveness and reality, this promotes strongly the high quality teaching activities; (ii) always have the active attitude and action toward education; (iii) support in professional improvement of elementary teacher; and (iv) elementary teacher has opportunities to take leader role in the school and community areas [2].

Evaluating the progress of students when participated in the professional training is essential through comparing the capacity acknowledgement of the students in some specific training areas, while also significant to the adjustment of content, selection of appropriate training methods to the next one [3].

### **2. Research Objective**

Evaluating the acknowledgement of students to the training contents show the result and progress on the ff. contents learnt at the training: (i) organize, manage the VNSM classes; (ii) teaching contents, methods and technique. Besides, this evaluation takes part in the adjustment of objectives, documents content and methods for organizing the next training sections. The articles answer the research questions:

- i. Is there any good progress/result of the students to the problem in organizing and management of VNSM classes?
- ii. Is there any good progress/result of the students to the problem in VNSM teaching contents, methods and technique?
- iii. Is there any content need to be adjusted for the next training sections?

Through data analysis, there are some contents that students confused, some issues needed to be clarified and basis for contents, program and training methods for the next one.

### **3. Methodology**

- The method for survey by using questionnaires on before-and-after training to study the archived result of student. The questionnaire includes 3 parts: (1) first part (14 questions) - personal information; (2) second part – assessment before the training: (a) 7 questions on VNSM class management and organization, (b) 15 questions on VNSM teaching techniques and contents; (3) third part – assessment after the training with the same above contents.

- Intensive interview was used to study the real perspective to suggest the adjustment of content and methods to heighten the training quality in the coming time [4]. In this paper, we present the survey result from the questionnaires.

Before using the official questionnaires, all the questions have been tested the reliability and validity (Coffey & Atkinson, 1996 [5]; Frazer, 2000 [6]; Fulcher, 2007 [7]). On the reliability, the Cronbach' alpha ( $\alpha$ ) and measurement of the questionnaire for the survey subject have achieved  $>0.9$

Professional Training to the elementary teacher held in 2013, had 1143 schools (group1) with total of 21,301 participants. Survey samples are principal and vice-principal of elementary schools, education management personnel at office, and department and all elementary teachers. Elementary teacher rate, teaching grade 1-5, accounts for 14.48% to 16.01% to total participants. The remaining sample includes school leaders (7.23%) and 0.07% personnel from Education and Training Department and 0.41% personnel from Education and Training Office. While Others accounts for 15.66%, which is the elementary teachers – teaching subsidiary subjects. The following shows the specific features of sample in the research survey

For the specific characteristic at elementary schools, therefore most of elementary teachers are female (75.05%). Elementary teachers have the diversified level training. Although majority of teachers have bachelor degree, there are likely many of teachers at intermediate level (19.93%) and community college (31.85%) Years of teaching of participants are very height, elementary teachers have 16 to 30 years of teaching, accounts or 49.28%. Elementary teachers have few years of teaching, accounts for only 14.19%.

The information process will connect, recognize teachers' response before and after the training through the code system, including: Province code, schools code (the province code is attached to the DFA database); Code of participants (teachers) is marked in the order.

The code system ensures each teacher has his/her own code and to connect the data of before-and-after training. The data entry uses Access software. All variables are encoded in digital form like the formal survey questions before bringing in SPSS 16.0 software to process data (Cohen, Manion & Morrison, 2007 [ 6]; Creswell 2005 [ 8])

**4. Findings**

*The awareness of participants about the training content is increased significantly.* Before the training, participants are not properly aware of issues related to the organization, classroom management, content, methods and techniques of teaching according to VNSM. Besides, there are still some participants have not achieved great results after training. This data shows that it is necessary to adjust the content and methods of training classes for the improvement on the next time. The analysis on assessing real situation is presented below.

Figure 1 shows after the training of the teachers have progressed significantly. Maximum grade teachers achieved was 22/30 points before training, and 24/30 point after the training.

Before the training, majority of participants achieved the point value at 13 to 19, with the highest rate achieved 16 points (20.36% of the trainees) and 15 points accounts 19.97% of participants.

After the training, the students' point changed apparently. Highest point achieved by students was 18 and the percentage is also high (accounted for 23.80%). Besides, 17.68% of participants got 17 points; 21.42% of participants reached 19/30 points.

Overall, the assessment survey of the participants achieved at the average level and the awareness development of the participants before and after the training is quite clear.

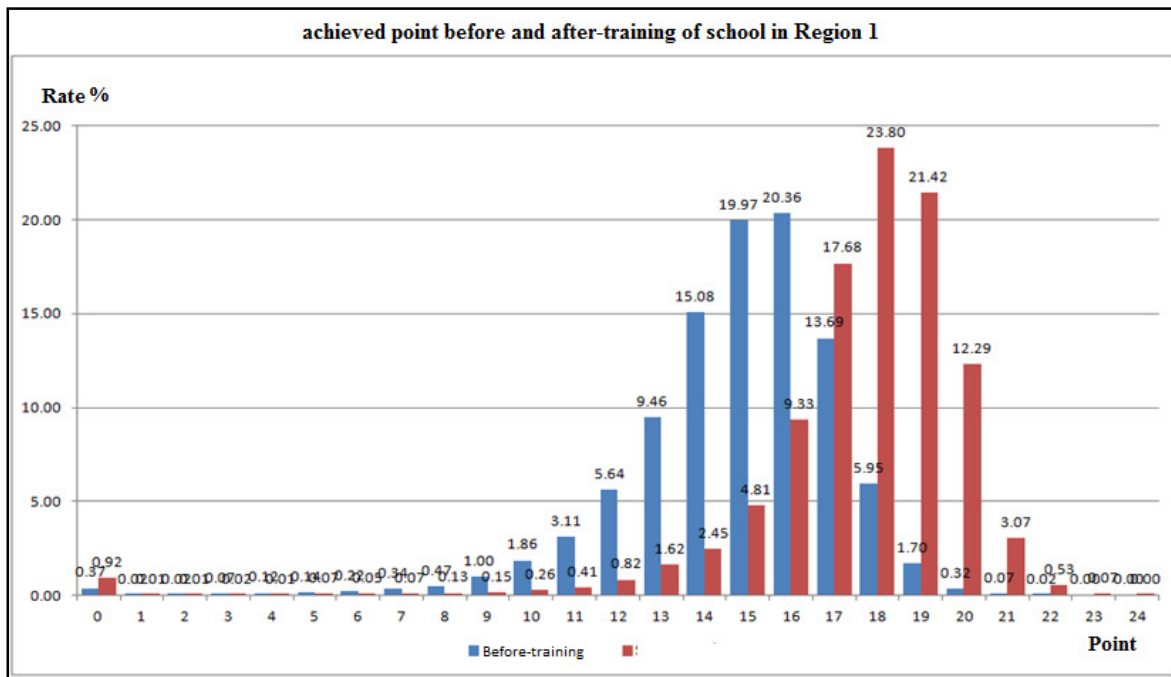


Figure 1: Point distribution of the participants before-and-after training

The estimate points for the participants’ capacity through evaluation forms also shows the high change in awareness capacity of the participants. The below figure is the distribution of participants’ capacity, in which the line is the average value in between two groups, above average and below average. The figure after training showed that participants qualified above average are more compared with the period before the training. This shows the percentage of participants has above average result after-training is higher than before-training.

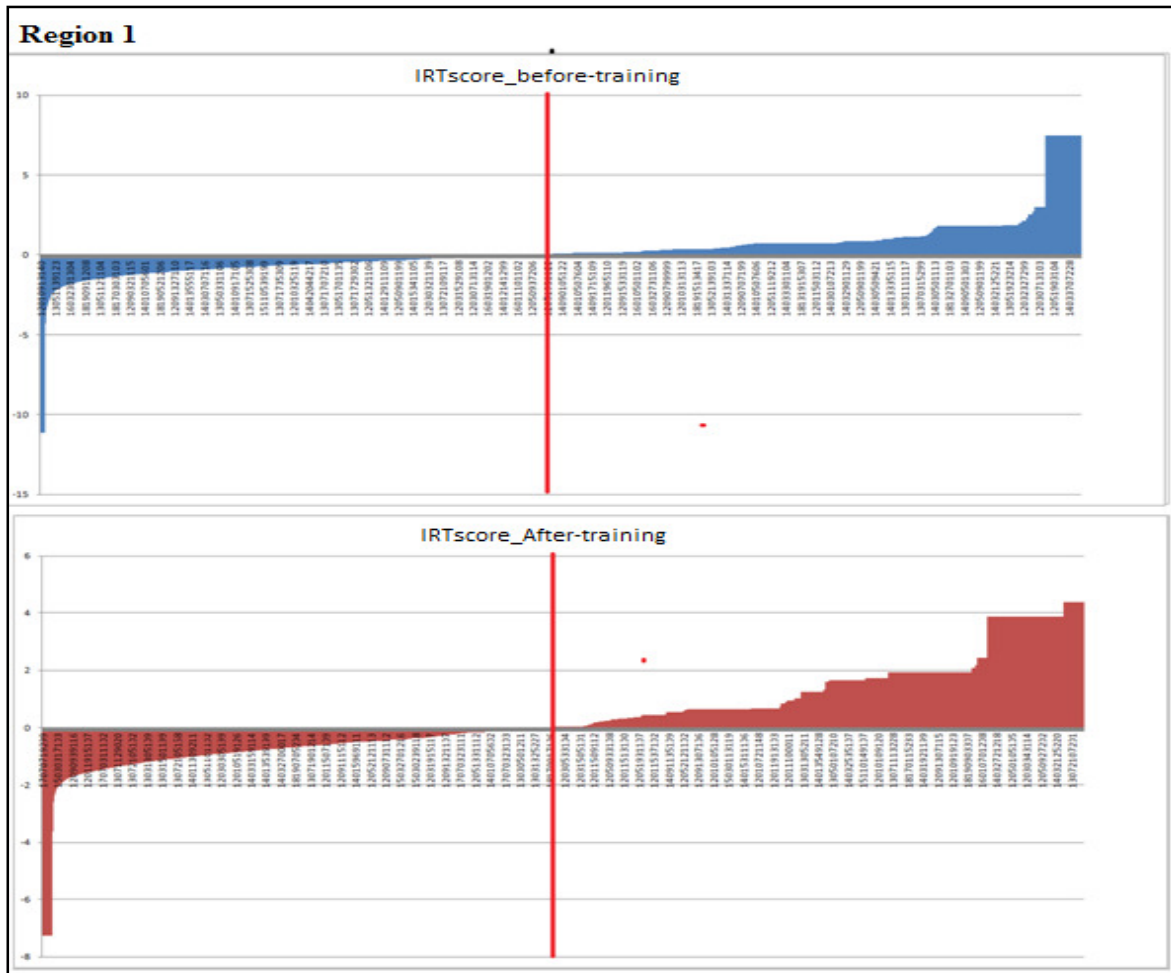


Figure 2: Estimation point on capacity of participants before and after the training

The awareness of elementary teachers increased remarkably on the content of classroom organization and management. Group questions survey the specific knowledge of participants on self-management council, courses, classroom libraries, social relations and cooperation between the school and community.

Each question is designed with four answer choices and only one correct answer, with the right answer will get 1 point and the wrong will be 0 point. Thus in this section, the maximum points gained will be 7 points and an average will be 3.5 points.

Table 1 below shows the participants’ point achieved before and after training to group questions on classroom organization and management.

Point	Before-training		After-training	
	Quantity	Rate %	Quantity	Rate %
0	195	0.92	246	1.15
1	801	3.76	567	2.66
2	3018	14.17	2701	12.68
3	8008	37.59	6226	29.23
4	9149	42.95	7095	33.31
5	130	0.61	4090	19.20
6	0	0.00	375	1.76
7	0	0.00	1	0.00
<b>Total</b>	<b>21301</b>	<b>100.00</b>	<b>21301</b>	<b>100.00</b>

Table 1: Points of participants before and after training, with the group questions on organizing and managing class

According to Table 1, after the training participants' point have been progressed significantly. The maximum point achieved: before training is 5/7 points, but only 0.61 % of participants achieved to point 5; after the training is 6/7 points, in which 1.76% students achieved.

Before training, point value that most participants gained was 3 points (representing 37.59 %) and 4 points (representing 42.95 %). GPA (Mean) achieved by participants, before training, was 3.20 points. With the points indicated, it showed that the perception of participants before training on classroom organization and management at lower than average (Mean = 3.20 point < 3.5 point)

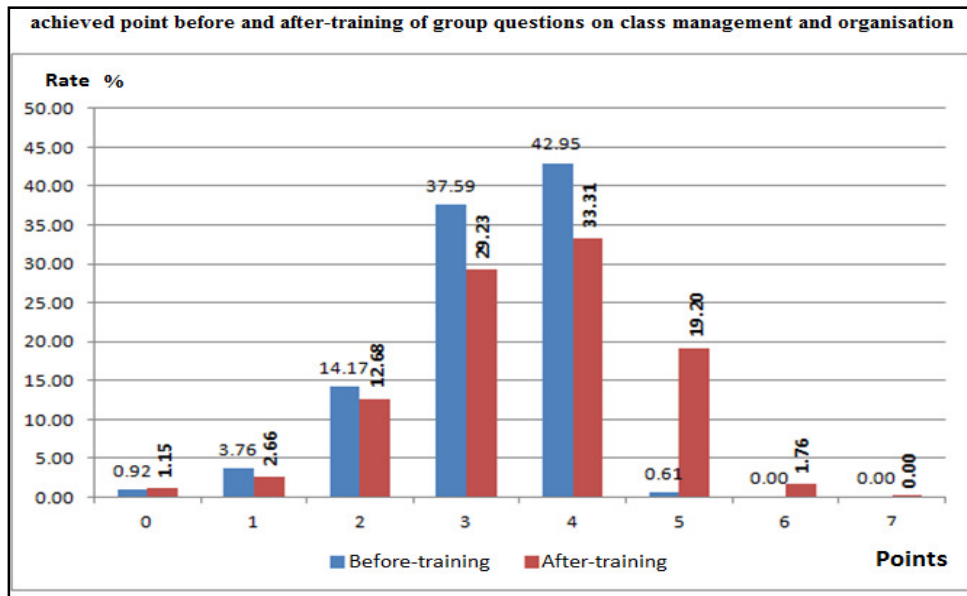


Figure 3: Participant rate of score, before and after-training

After the training, participants' point changed specifically. Higher percentage of participants got points between 3 and 5 (3 points accounts for 29.23 %; 33.31 % for 4 points and 19.20 % for 5 points). After training, GPA (Mean) of participants 3.56 points. The points indicate that the perception of participants after the training on class organization and the management has changed and significantly improved. However, the average point (Mean) of teachers only reached at average level (Mean = 3.56 point > 3.5 point) The participants got the average point for the group of questions on class organization and management, the improvement on the perception of the participants before and after-training at each level is pretty obvious, however overall 7 questions, the progress is not high.

The perception of participation on teaching content, methods and techniques after-training has been improved. The details related to teaching content, methods and techniques of VNSM, including: group study in class, teachers' methods when instruct for the groups, forms of organizing teaching activities to assist pupils to be self-learning, proactive and active, issues on class lesson preparation. Each question is designed with four answer choices and only one correct answer, with the right one will get 1 point and the wrong one will get 0 points. Thus, in this section the maximum point is 15 and an average point is 7.5.

Table 2 below shows the point which the participants gained through evaluation forms in two phases: before and after-training with the groups of questions on teaching content, methods and techniques.

Point	Before-training		After-training	
	Quantity	Rate %	Quantity	Rate %
0	97	0.46	197	0.92
1	114	0.54	9	0.04
2	345	1.62	16	0.08
3	1294	6.07	38	0.18
4	4245	19.93	114	0.54
5	6964	32.69	301	1.41
6	5246	24.63	744	3.49
7	2342	10.99	2235	10.49
8	562	2.64	6401	30.05
9	90	0.42	10579	49.66
10	2	0.01	640	3.00
11	0	0.00	27	0.13
<b>Total</b>	<b>21301</b>	<b>100.00</b>	<b>21301</b>	<b>100.00</b>

Table 2: Participants' points, before and after-training, with the group questions on teaching contents, methods and technique

Figure 4 shows a significant change in the details of the teaching content, methods and technique. Before-training, majority of participants got the points of 5/15 (32.69 %) and 6/15 points (24.65 %) and the maximum points was 9/15, accounts for only 2.64 %. After-training, majority of participants achieved 8/15 points (33.05 %) and 9/15 points (49.66 %) and maximum points was 10/15 points (3.00 %).

Before-training, the average point (Mean) of participants gained was 5.15. The achieved points indicated that perception of the participants before-training on teaching content, methods and techniques was weak (Mean = 5.15 point < 7.5 points).

After-training, the average point (Mean) of participants gained was 8.23. The achieved points indicated that the perception of participants after-training has changed significantly, the perception of participants was much improved. Average point (Mean) after-training of participants was at satisfied level (Mean = 8.23 point > 7.5 points)

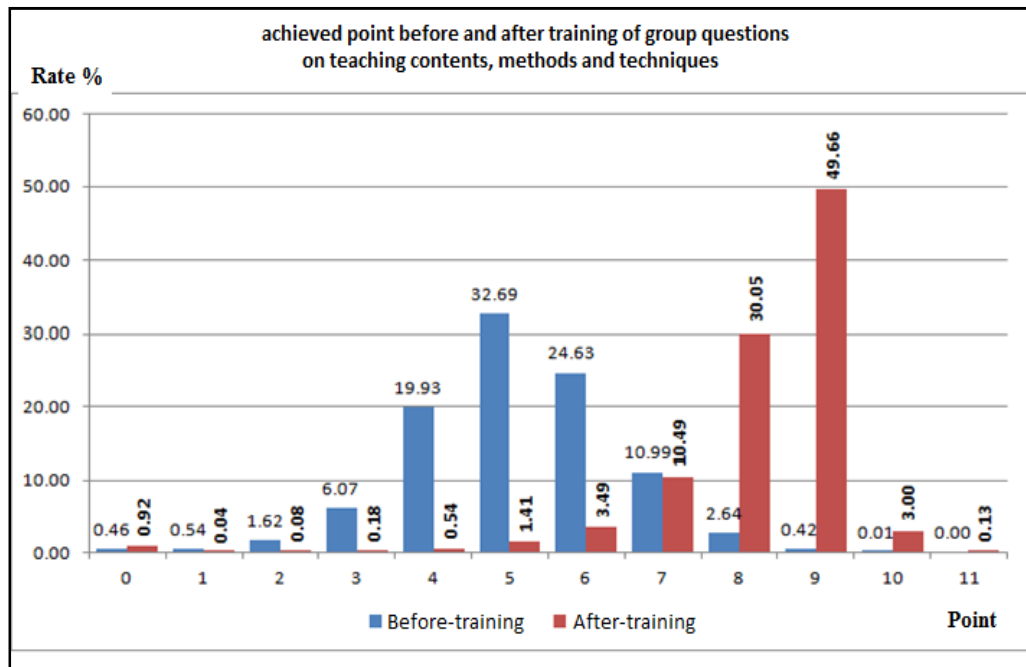


Figure 4: Score distribution of participants, before and after-training

Therefore, the group of questions on teaching content, methods and techniques, participants gained from weak result before-training to fair after-training. The advancement of participants' perception before and after-training at various level is pretty obvious, but overall of 15 questions, the after-training progress was not really high, when the participants' Mean gained only 8.23 points.

Analysis of survey data shows the progress of teachers participating in the training. However, there were some problems/questions showed that participants were not really aware of. This is the contents that need to be adjusted for the next training.

Table 3 below is the frequency of the choices of students answered question 1 before and after-training. The content of Question 1 is "Self-Management Council is a pupils-run organization methods in VNSM class. So pupils-run council is elected by whom?" With 4 options are given, the right answer is C "Pupil"

According to Table 3, before-training only 0.67% of participants answered questions correctly, the remaining of 69.0% participants has confused with the answer B "Teacher" and a significant proportion of participants has confused with the answer D "Teachers and pupils with the participation of the parents".

Before-training Question 1				After-training Question 1			
		Quantity	Rate %			Quantity	Rate %
Valid	A	446	2.09	Valid	A	16944	79.55
	B	14693	68.98		B	165	0.77
	C	142	0.67		C	2127	9.99
	D	5650	26.52		D	1745	8.19
	No answer	370	1.74		No answer	320	1.50
Total		21301	100.00	Total		21301	100.00

Table 3: The Frequency of answering question 1, before and after training

In the after-training period, there are progress in the awareness of participants, however is not remarkable, only 10.0% of participants answered question correctly (increased 0.3%). For the wrong answer, after-training participants have not confused with the answer B and D, but mainly focuses mainly on answer A "Parents". These issues need to be addressed for the next training period. It is necessary to adjust the content of training so that students would perceived better.

The below Table 4 is the frequency of choices which participants answered the questions 8, before and after-training. Question 8 has the content of "What is the beneficency of dividing class into small study group?" with 4 given answers, the right answer is B "Support pupils to learn how to coordinate with one another".

Before-training Question 8				After-training Question 8			
		Quantity	Rate %			Quantity	Rate %
Valid	A	595	2.79	Valid	A	613	2.88
	B	236	1.11		B	456	2.14
	C	1519	7.13		C	2579	12.11
	D	18601	87.33		D	17290	81.17
	No answer	350	1.73		No answer	363	1.79
Total		21301	100.00	Total		21301	100.00

Table 4: The Frequency of answering question 8, before and after training

Before-training, very few participants answered this question correctly. Only 1.11% of the correct answer. 87.33% of participants chose to answer D "Helping pupils go to school and back home together safely". After- training, participants will have better understanding, however, only 2.14% of participants answered correctly, 81.17% chose answer D "Helping pupils go to school and back home together safely" These issues need to be addressed on the next training period. It is necessary adjustment in the content of the training so that participants would perceived more properly to the nature of VNSM.

Table 5 below is the frequency of the choices of participants in answering question 16 before and after-training. Question 16 is "How is the activities organization help pupils proactively, actively learning (through experience-sharing activities, explore, discover) to form new knowledge?" 4 choices are given, the right answer is D "Regular consciously apply".

Before-training Question 16				After training Question 16			
		Quantity	Rate %			Quantity	Rate %
Valid	A	209	0.98	Valid	A	767	3.60
	B	1652	7.76		B	19182	90.06
	C	10727	50.36		C	117	0.55
	D	8489	39.85		D	854	4.01
	No answer	224	1.14		No Answer	381	1.88
Total		21301	100.00	Total		21301	100.00

Table 5: The Frequency of answering question 16, before and after training

Before-training participants had relatively good awareness on this issue, with 39.9% got correctly answer. However, 50.4% still chose C "Sometimes" But after-training, participants perceived wrongly on this issue, only 4.0% answered correctly. After-training, participants mainly answered with B (90.1%) "known but haven't applied yet". Thus, before-training participants were well aware of this issue, but after-training participants misunderstand this content. These issues need to be addressed on the next training period. It is necessary to adjust the content of training so that students would perceived properly and more aware when organizing activities to help pupils be proactive and active in learning (through experience-sharing activities, explore, discover) to form new knowledge.

#### 4. Conclusion and Recommendation

Professional training is essential to improve the capacity for elementary teachers. For the activities achieved good results, it is necessary to assess the training. Training evaluation indicates that (i) the acquisition of participants for the content introduced in the training; (ii) as a basis to adjust the objectives, content and methods for the next trainings.

With two main areas, there were different improvement in awareness of elementary teachers. Some contents should be focused for the next training sessions:

- The evaluation of the content on "organizing and managing class" shows that after-training, the progress on understanding of the form and manage the class according to VNSM. However, the content on student-run council should be more clarified and preside in next trainings.
- The evaluation of the content on teaching methods and techniques according VNSM, elementary teachers show specific progress. However, in next training the contents that should paid more attention are: (i) the purpose of dividing into small groups in VNSM class; (ii) when dividing into small groups, teachers need to focus the support to which pupils.
- Some other contents should focus to the encouragement of elementary teacher to be proactive, flexible and creative in the aching and applying VNSM. Collected data of question: "how does the forms of activities organization assist pupils actively, proactively in learning (experience, explore, discover activities) in developing new knowledge", participants are not all aware. There are likely many reasons, however this is the notice to leaders. It is necessary for elementary teachers to access the new organizational form of teaching. On other side, elementary teachers should also consider individuals in the application of the new form of teaching.

The information on the perception, point of views of participants are evaluated objectively. Survey results showed that after- training, the point of participants changed. Estimate point on capacity of elementary also changed in a positive way for understanding of training contents. Some training contents should be adjusted for achieving the better results in next training sessions.

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