

MINISTRY OF EDUCATION AND TRAINING  
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**HA XUAN NHAM**

**DEVELOPING SCHOOL MANAGEMENT CAPACITIES  
FOR PRINCIPALS OF PUBLIC HIGH SCHOOLS  
WITH FINANCIAL AUTONOMY AMID  
EDUCATIONAL INNOVATION**

**Major: Educational Management**

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## INTRODUCTION

### 1. Rationale of the research

Resolution No. 29 - NQ/TW, dated December 4, 2013, established the project on fundamental and comprehensive renovation of education and training to meet the needs of industrialization, modernization, and international integration. The renovation content focuses on important, crucial, and time-sensitive issues, from viewpoints and guiding principles to objectives, contents, methods, and mechanisms; policies and conditions to ensure implementation; innovate from Party leadership to State management to education and training institution management; and innovate at all levels and disciplines. In the Resolution, general education is reaffirmed as the cornerstone of the country's educational system, with the following objectives in mind: *"...development intellectually, physically, form products quality, citizenship competency, discovering and fostering giftedness, career orientation for students. Enhancing the standard of comprehensive education by putting an emphasis on its principles, customs, ethics, way of life, use of foreign languages, informatics, competencies, and practical skills, as well as the practical application of knowledge. Encourage lifelong learning, self-study, and the development of creativity."*

The general education program that the Ministry of Education and Training published in 2018 [4] reflects the specific content of the comprehensive fundamental reform of GDP, with the change's emphasis on management contents. Along with educational scope, educational standards, and educational development circumstances... To fulfill the requirements for implementing the 2018 National General Education Curriculum, the school must be independent in terms of expertise, personnel, and resources. The ability to decide on issues that directly impact how the school is set up and operated, such as how the curriculum, contents, and teaching techniques are implemented, is referred to as a general school's autonomy. education, resource mobilization, hiring, retaining, and firing of teachers, and use of the school budget. From the perspective of the new public management model, school-based management (SBM) is a type of decentralization of management to the school level. Other names for it include empowerment management, decentralized management, and school autonomy.

In charge of overseeing the high school's activities and providing a focused level of education to aid students in consolidating and developing their lower secondary education results, the team of high school principals is in charge of general education. They also ensure that students complete general education requirements and have a common understanding of technology and career guidance, creating the ideal environment to support their ability to decide how they want to develop personally. develop, go on to higher education (college, university), complete intermediate-level coursework, learn a trade, or start a job. However, in the public model of financial autonomy, in addition to some benefits, such as flexibility to supplement educational activities to increase revenue, improve income for teachers, flexible mechanism to attract qualified teachers, etc. competency, the school principal faces many challenges, such as all sources of income and expenditure are not available formulas, but completely depend on the competency and dynamism of managers and staff. Teachers, tuition fees cover all of the school's regular costs; without funding from the budget, the school is forced to close its doors when it doesn't have enough students to fill its classes for a year.

Prioritizing school administration, particularly the creation and training of a pool of

general education institution managers, is essential for the successful implementation of the general education reform. The standards for high school principals established by Circular No. 14/2018/TT-BGDT dated July 20, 2017 regulations on Standards of Principals of General Education Institutions are generally met by public high schools with financial autonomy, in particular, with regard to the educational requirements and management abilities.

In light of the autonomy-related context, high schools also struggle to implement a precise and clear legal framework to foster favorable conditions for task performance, or a strict control mechanism for the school to carry out in accordance with the law. The development and requirement of decentralization, self-responsibility, and commitment to social accountability will continue to grow in public schools with financial autonomy as they follow the inevitable trend. The challenge of managing human resources effectively in school administration still has many flaws and restrictions. The issue of how to assess management competencies needs to be linked to leadership effectiveness and hasn't yet evolved into a standard evaluation technique used by state management agencies. In order to issue clearer regulations on the standards of managers and officials, methodical scientific studies on the management abilities of high school principals operating under the financial autonomy mechanism are required. The leader of an autonomous school must possess the necessary skills, including the ability to manage the administration and organization of the school, which is crucial for directing all forces both inside and outside the school. The principals of high schools must increase their management competencies in order to run the schools successfully if they are to implement the action program's contents effectively and carry out fundamental and comprehensive change in education and training. For the aforementioned reasons, the thesis' author decided to examine the topic "*Developing managerial competency for principals of public high schools with financial autonomy in the context of educational reform*" within the confines of this thesis. The doctorate project intends to raise the standard of principals in public high schools with financial autonomy, helping them to effectively carry out their duties in the context of implementing educational innovation. today's changes in schooling.

## **2. Research objectives**

Based on researching theories on developing the competencies of principals of public autonomous high schools, the thesis proposes a school management competency framework for principals of these schools to meet the requirements of autonomy. The author of the thesis conducts surveys and evaluates the current management of activities to develop school management competencies for principals of public autonomous high schools. On that basis, the thesis proposes management solutions for activities to develop school management competencies for principals of these schools, helping them better meet the management requirements under the autonomous model. Thereby, contributing to fulfilling the requirements and tasks of the fundamental and comprehensive renovation of the education sector.

## **3. Object and scope of research**

### **3.1. Object of research**

The team of principals of public high schools with financial autonomy

### **3.2 Scope of research**

Developing managerial competency for principals of public high schools with financial autonomy in the context of educational reform

#### **4. Research questions**

1. Does the developing model of financially autonomous public high schools reflect trends suitable to the requirements of general education autonomy in the current context?
2. How should the management competencies of the principals of public high schools meet the financial autonomy model? What are the requirements for the management of high schools with financial autonomy to the principals of these types of high schools and education managers in general?
3. Identify the strengths and limitations of the principals of the public high schools with financial autonomy to find solutions to develop the management competencies for the principals of the public high schools with financial autonomy in the context of change. New education to find solutions is urgent problem?

#### **5. Scientific hypothesis**

School management competencies are the crucial factor determining the stability and quality development of financially autonomous public high schools. In practice, the school management competencies of principals at these schools remain limited, not yet meeting the requirements of the autonomous model. Enhancing principals' school management competencies through scientifically-grounded competency development solutions will help overcome existing limitations, thereby improving operational effectiveness and educational quality. Upskilling principals in this way will allow schools to better deliver on the promise of the autonomous model, leading to systemic enhancements.

#### **6. Research tasks**

- 6.1. Building a theoretical basis for developing management competencies for financial self-reliant public high school principals in the context of educational reform.
- 6.2. Surveying and evaluating the actual situation of management competencies development for principals of public high schools with financial autonomy in the context of educational reform.
- 6.3. Proposing solutions to develop management competencies for financial self-reliant public high school principals in the context of educational reform.
- 6.4. Organize testing of solutions proposed in the thesis and test 01 solution.

#### **7. The scope of research**

- Regarding the research content: The thesis focuses on researching the theory, the current situation and proposing solutions to develop the management competencies of public high schools with financial autonomy from the following angles: educational quality management, professional management, management of facilities and equipment, management of coordination activities between the school family and society in order to mobilize resources to realize the "survival" goal of the school is attract learners, with the main subject being the school principal.

- Regarding the scope of the survey: Conduct a survey to survey the current situation in public high schools with financial autonomy representing regions in the country.

- Survey subjects: managers of the Department of Education and Training, related departments, managers, teachers, students' parents and students in public high schools with financial autonomy.

## **8. Research approach and research methods**

### **8.1. Research approach**

*8.1.1. Logical history Approach*

*8.1.2. Systematic Access*

*8.1.3 Competency Approach*

*8.1.4. Standard Approach*

*8.1.5. Approach by management function*

### **8.1.6. Access according to the contents of the activity**

## **8.2. Research Methods**

*8.2.1. Theoretical research methods*

*8.2.2. Practical research methods*

## **9. Arguments defended**

9.1. Building a management competencies framework for principals of public high schools with financial autonomy based on the Standard of Principals of general education institutions in line with educational innovation requirements is a necessary element to develop management competencies. Principal's leadership in the context of general autonomy and financial autonomy of public high schools today.

9.2. Proposing the content and program for fostering management competencies for the principals of public high schools with financial autonomy based on the management competencies framework, and at the same time in line with the requirements of educational innovation.

9.3. Completing the policy on recruitment and use of principals of public high schools with financial autonomy in the context of educational reform in order to contribute to improving management efficiency and ensuring the school's educational quality in the context of education reform. educational innovation.

9.4. Solutions to develop management competencies for principals of public high schools with financial autonomy in the context of educational reform are proposed on the basis of science and practice.

## **10. New contributions of the research**

### **10.1. Theoretical contribution**

The thesis develops a theoretical framework for the growth of management competencies for public high school principals with financial autonomy in the context of educational reform on the basis of an analysis of the context, functions, tasks, and autonomy content of the type of public high schools with financial independence. The thesis establishes a framework for the management skills of the principals of a self-financed public high school in the context of educational reform as a foundation for creating initiatives, materials, and documentation to support team management skills. self-supporting heads of public high schools.

### **10.2. Practical contribution**

Based on the evaluation, the management competencies of the principals of the public high schools with financial autonomy is currently in a state of development. This includes both strengths and weaknesses. A great and practical resource for managers, education managers, and efficient staff is the system of solutions to improve the administrative ability of the principal of a self-financed public high school provided in the thesis. Heads, managers of general education institutions in general, and currently public high schools with financial autonomy in particular.

## **11. Thesis structure**

The thesis is offered in three chapters, in addition to the introduction, conclusions, suggestions, references, and appendices:

Chapter 1: Theoretical basis for developing management competencies for financial self-reliant public high school principals in the context of educational reform.

Chapter 2: The practical basis of developing management competencies for principals of public high schools with financial autonomy in the context of educational reform.

Chapter 3: Solutions to develop management competencies for principals of public high schools with financial autonomy in the context of educational reform.

## **CHAPTER 1:**

### **THEORETICAL FUNDAMENTALS FOR DEVELOPING MANAGEMENT COMPETENCIES FOR PUBLIC HIGH SCHOOL PRINCIPALS WITH FINANCIAL AUTONOMY IN THE CONTEXT OF EDUCATIONAL REFORM.**

#### **1.1. Research's literature review**

##### ***1.1.1. Research on public high schools with financial autonomy***

##### ***1.1.2. Research on the competency of the principals of the public high schools with financial autonomy***

In the context of education and training innovation, there is still a dearth of research on the competency development of self-financed public high school principals. To demonstrate a fundamental shift in education, scientific studies are required. the principal's management is of high caliber. To help this team meet the standards and be appropriate, it is necessary to determine the management competencies framework of the principals of the public high schools with financial autonomy in accordance with the context of educational innovation. This leads to the determination of the principal training program. quickly adapt to modern changes in educational management and the management of educational institution activities.

##### ***1.1.3. Managing the competency development activities of the team of high school principals***

##### ***1.1.4. Conclusions on the scientific work has been reviewed and the issues raised for further study***

###### ***1.1.4.1. Overview of the research works***

- Some studies go from analyzing the quality of the management staff, thereby proposing measures to improve the quality of the management staff of the general education institution to meet the requirements of educational innovation. ;

- A number of other studies have delved into the development of training programs for managers of general education institutions such as short-term training programs, domestic and foreign training programs by topics, and other competency development training programs;

- Other research focuses on analyzing, evaluating and improving the quality of general education institution managers through quality assessment indicators.

###### ***1.1.4.2. Issues that need further research***

- Building a management competencies framework for principals of public high schools with financial autonomy based on Principal Standards in the context of educational reform.

- It is necessary to develop a training program and content to foster management competencies for the contingent of high school principals to be financially self-sufficient in the context of educational reform.

- Completing the policy on recruitment and use of principals of public high schools with financial autonomy in the context of educational reform in order to contribute to improving the school's educational quality.

- It is necessary to find a solution to develop the management competencies for the principals of public high schools to be financially self-sufficient in the context of educational reform on the basis of practice and in accordance with local conditions and Vietnamese laws.

## **1.2. Fundamental concepts/definitions**

### ***1.2.1. Management***

Management is the establishment and maintenance of an environment in which individuals working together in groups can function effectively and efficiently to accomplish assigned tasks and goals.

### ***1.2.2. School management and school administration***

#### ***1.2.2.1. School management***

School management is educational management at the grassroots level in which the management subjects are the administrative and professional levels in the school, the school managers are headed by the principal, the main object of management is the school. As a professional-professional organization, management resources are people, technical facilities, finance, science-technology and information investment inside the university and mobilized from outside the university based on into existing laws, policies, mechanisms and standards.

#### ***1.2.2.2. School administration***

School management is the effective direction and supervision of the school's leaders (led by the principal) through the operational management system inside and outside the school (including the school administration system). internal and external management systems) based on the principles of decentralization, empowerment, autonomy, commitment and social accountability in accordance with existing Laws, Policies, Standards and Regulations to achieve strategic goals development of the school and meet the needs of providing educational services to the society.

### ***1.2.3. Management competencies of school principals***

Management competencies of high school principals is understood as the ability to achieve professional and effective results as set out goals through specific school management activities. The school management competencies of principals at financially autonomous public high schools refers to the principals' integrated ability to systematically, scientifically and effectively lead, administer and organize the management of all aspects of school operations in a manner aligned with financial autonomy requirements.



#### ***1.2.4. Developing management competencies for principals of financially autonomous public high schools***

Principal management development refers to the process of enhancing and enhancing the managerial abilities and skills of the head of an educational institution, such as a school or university.

Developing the principal's managerial competency is the process of enhancing and consolidating the principal's abilities and skills in educational institutions.

### **1.3. Developing management competencies for principals of public high schools with financial autonomy**

#### ***1.3.1. Objectives, functions and tasks of an autonomous public high school***

Autonomous public high school: is a public high school that has the ability to be autonomous, self-responsible within the prescribed framework and is decentralized by the competent authority, the degree of autonomy is based on competency and tasks assigned.

The autonomous public high school model focuses on taking advantage of the school's powers (autonomy) as prescribed by law to enhance the autonomy and responsibility of principals, teachers and students to improve the quality of education.

#### ***1.3.2. State management of public high schools with financial autonomy***

- The role of state management agencies
- The role of the subjects leading and managing the school

#### ***1.3.3. The content of autonomy and accountability of the self-financed public high school***

##### ***1.3.3.1. School strategic management***

##### ***1.3.3.2. Management of organizational structure and personnel***

##### ***1.3.3.3. Management of teaching and educational activities in schools***

##### ***1.3.2.4. Financial Management***

##### ***1.3.2.5. Management of facilities, equipment and teaching technology***

##### ***1.3.2.6. Managing educational consulting support activities***

##### ***1.3.3.7. Education quality management***

##### ***1.3.3.8. Managing social accountability activities***

### **1.4. Requirements of the context of educational innovation for the development of management competencies of principals of public high schools with financial autonomy**

#### ***1.4.1. The context of educational reform***

##### ***1.4.1.1. General overview of general education reform***

##### ***1.4.1.2. Requirements of the 2018 General Education Program for high school level***

#### ***1.4.2. Rights and decentralization of autonomy for public high schools with financial autonomy***

*The autonomy of public high schools has been stipulated in current legal documents, especially in the Education Law 2019.*

#### ***1.4.3. Requirements on the management of public high schools with financial autonomy***

- *Management of public high schools with financial autonomy in a lean direction*
- *Applying information technology to improve school administration efficiency*
- *International integration and cooperation in the development of school's teaching and educational plans and programs*
- *Management of teaching and educational activities in the school*

## **1.5. The framework of management competencies of principals of public high schools with financial autonomy in the context of educational reform**

### ***1.5.1. Purpose of proposing competency framework***

### ***1.5.2. The proposed basis for the management competency framework of the principals of the public high schools with financial autonomy***

#### ***1.5.2.1. Legal basis***

#### ***1.5.2.2. Specific requirements for financial the management of public high schools with financial autonomy***

### ***1.5.3. The framework of management competencies of principals of public high schools with financial autonomy in the context of educational reform***

**Table 1.1. Management competency framework of the principal of public high schools with financial autonomy**

<b>Criteria</b>	<b>Indicators</b>
<b>Criteria 1: Professional ethics</b>	1. Professional working spirit and responsibility
	2. Always care about students' progress
	3. Qualities and standards of educators
<b>Criteria 2: Leadership</b>	1. Ability to build the school's vision, mission and core values
	2. School strategic management competencies
	3. Ability to influence and direct individuals inside and outside the school
	4. Ability to be sensitive and adaptable to practical contexts
	5. Ability to manage emotions
	6. Competency to manage organizational behavior
<b>Criteria 3: Management of teaching and educational activities</b>	1. The school's competency to develop teaching and educational programs in line with the school's strategy and towards international integration
	2. Ability to adjust teaching and educational programs according to local contexts
	3. The school's competency to develop appropriate teaching and educational programs and development needs of learners
	4. The ability to organize and direct teaching and educational activities of the school to attract the participation of teachers, students and other stakeholders of the school
	5. Ability to test and evaluate the school's teaching and educational plans by means of scientific assessment tools and methods
	6. Competency to make decisions based on test and evaluation data from proven sources related to the quality of teaching and learning, education
	7. Competency to reset and monitor new goals after audits
<b>Criteria 4: Human resource management</b>	1. The competency to recruit teachers and staff for the school is based on the recruitment system built by the school
	2. Ability to guide and foster personnel according to the scheme of job positions and professional titles
	3. The ability to strategically coordinate leadership opportunities for the team
	4. The ability to monitor the progress and professional development of teachers and staff towards empowerment and autonomy

Criteria	Indicators
	5. The ability to direct the teaching and educational time of teachers and students inside and outside the school in an optimal, effective and uninterrupted way.
	6. Leadership competency encourages time for teachers and stakeholders to collaborate in professional discussion
	7. Teacher evaluation competency based on building a system to support and monitor teachers' goals
	8. Competency to develop parental and local community involvement in improving the quality of school education
<b>Criteria 5: Financial and property management</b>	1. Competency to develop budgets that support the school's vision, mission and goals
	2. The ability to effectively allocate and use financial resources to achieve the educational goals of the school
	3. Effective financial management competencies to achieve the school's sustainable development goals
	4. Ability to effectively manage assets, facilities, and teaching equipment in order to achieve the school's educational goals
	5. Competency to invest in assets, facilities, and teaching equipment to serve the school's sustainable development goals
	6. Competency to mobilize resources from stakeholders, socialize resources to realize educational goals and sustainable development goals of the school
<b>Criteria 6: Management of building educational environment</b>	1. Safe school management competencies
	2. Collaborative school culture management competencies
	3. Competency to manage behavioral relationships inside and outside the school

### **1.6. Contents of developing management competency for principals of public high schools with financial autonomy in the context of educational reform**

- The basis for determining the content of management competency development
- Organize the development of a strategic plan to develop management competencies for principals based on the Competency Framework of Principals of a public high school with financial autonomy.
- Organize the development of programs, content and materials for fostering management competency development for principals of public high schools with financial autonomy based on the Competency Framework
- Organize the training and development of school management competencies for the team of principals at financially autonomous public high schools, reforming training methods and forms, and promoting self-training.
- Building a team of staff involved in competency building for principals of public high schools with financial autonomy
- Organize favorable environmental conditions to ensure management competency development activities for self-financed public high school principals

- Organize monitoring and evaluation of school administration capacity development activities for principals of public high schools with financial autonomy

### ***1.7. Factors affecting the development of management competencies for principals of public high schools with financial autonomy in the context of educational reform***

- The State's institutions, policies and legal corridor for the financial self-financed high school model
- Management competency of the State and educational management levels at all levels
- Degree of decentralization and autonomy for public high schools with financial autonomy
- The State's management and supervision system in determining input resources and setting up development funds in schools
- The principal's ability to adapt and transform to the school-as-business model
- Strategies for competency development of self-financed high school principals

## **Conclusion of Chapter 1**

## **CHAPTER 2:**

### **THE PRACTICAL BASIS OF DEVELOPING MANAGEMENT COMPETENCIES FOR PRINCIPALS OF PUBLIC HIGH SCHOOLS WITH FINANCIAL AUTONOMY IN THE CONTEXT OF EDUCATIONAL REFORM**

#### **2.1. International experience on developing management competency for principals of public high schools with financial autonomy and lessons learned to apply to Vietnam**

##### ***2.1.1. Experience from Hong Kong, China***

##### ***2.1.2. Experience from Australia***

##### ***2.1.3. Experience from Japan***

##### ***2.1.4. Experience from Holand***

##### ***2.1.5. Experiences of other countries in Europe***

##### ***2.1.6. Lessons learned for Vietnamese general education institutions***

#### **2.2. Overview of the situation of public high schools with autonomy**

##### ***2.2.1. The situation of implementing the guidelines and policies on autonomy of public high schools with financial autonomy***

The exercise of autonomy in general education began in 2006, when there was Decree No. 43/2006/ND-CP of the Government stipulating the right to autonomy and self-responsibility for the performance of tasks and organization. apparatus, payroll and finance for public non-business units.

##### ***2.2.2. The situation of management activities of public high schools with financial autonomy***

Management activities of public high schools with financial autonomy are carried out in the direction of autonomy, private responsibility and commitment to social accountability. With the model of public schools with financial autonomy, there have been changes in management methods, roles and responsibilities of school principals.

## **2.3. Organize a study of the situation**

### **2.3.1. Survey purpose**

### **2.3.2. Survey content**

1) Assessment of the current situation of management competency of principals of public high schools with financial autonomy

2) Assessment of the actual situation of management competencies development for principals of public high schools with financial autonomy in the context of educational reform

3) Analysis and assessment of the actual status of the influence of factors on the development of management competencies for principals of public high schools with financial autonomy

### **2.3.3. Survey object and survey area**

### **2.3.4. Survey form and method**

### **2.3.5. The way to conduct the survey**

## **2.4. The situation of management competency of principals of public high schools with financial autonomy in the context of educational reform**

### **2.4.1. *Thực trạng mức độ nhận thức về phân cấp và trao quyền tự chủ trong các trường trung học phổ thông công lập tự chủ tài chính***

Kết quả khảo sát trong Bảng 2.2 cho thấy: Vấn đề quản trị hoạt động dạy học, giáo dục trong các trường THPT công lập tự chủ tài chính luôn được các nhà quản lý nhà trường quan tâm.

### **2.4.2. *The situation of implementing the level of decentralization and autonomy in public high schools with financial autonomy***

In the content of educational and teaching plan management, the index of enrollment is at a good level of implementation, accounting for 25.43%, Publishing reference materials is at the implementation level. is 24.29%. This is a key task performed by principals in the annual school year, but these tasks for schools in the period of educational reform still face many difficulties, although these are important prerequisites for the education level. implementation of decentralization and empowerment in the current period

### **2.4.3. *The situation of the management competency of teaching and educational activities of the principal of a self-financed public high school***

#### **2.4.3.1. *The situation of the awareness of the importance of the management competencies of teaching and educational activities of the principals of the public high schools with financial autonomy***

Recognizing the importance of management competencies in teaching and learning activities in public high schools with financial autonomy, the index: Competency to develop appropriate teaching and educational programs and needs The student's development is assessed at the highest level of 41.43%, while the index of the school's competency to build teaching and educational programs is in line with the school's strategy and towards international integration. rated at the lowest level of importance, accounting for 34.57%.

#### **2.4.3.2. *The situation of the performance competency in the management of teaching and educational activities of the principals of the public high schools with financial autonomy***

Through the survey on the performance competency in the management of teaching and educational activities of the principals of the self-financing public high schools, the survey results in Table 2.5 show that the schools have participated in the

audits. quality assessment and the principal has developed skills in organizing assessments and perfecting school quality demonstrations.

#### ***2.4.4. The situation of human resource management competency of the principal of a self-financed public high school***

##### ***2.4.4.1. The situation of awareness in human resource management of the principals of a self-financed public high school***

The ability to direct the teaching and educational time of teachers and students inside and outside the school in an optimal, effective and uninterrupted way is considered important, reaching the highest level, accounting for 40.57% and The competency to recruit teachers and staff for the school based on the recruitment system built by the school was rated at the lowest important level, accounting for 36.57%.

##### ***2.4.4.2. The situation of implementing the management competency of human resource organization of the principals of the public high schools with financial autonomy***

The level of performance of human resource management competency in terms of the competency to recruit teachers and staff for the school based on the recruitment system built by the school is at the level of Good, accounting for 27.71% and the competency to develop Parents and local community participation development with the improvement of the school's educational quality was assessed as very low good, accounting for 22.00%.

#### ***2.4.5. The situation of financial and asset management competency of the principal of a self-financed public high school***

##### ***2.4.5.1. The situation of the perception of financial and asset management competency of the principal of a self-financed public high school***

The competency to socialize financial and administrative resources, teaching and learning equipment for the school is perceived as important by the school staff, accounting for the highest rate at 32.57% and the competency to develop budgets supports the vision, mission and goals. School's perceived importance is the lowest, accounting for 29.71%.

##### ***2.4.5.2. The situation of implementing financial and asset management competency of the principal of a self-financed public high school***

The ability to effectively exploit and optimize the use of financial resources and assets of the school is quite good, accounting for the highest rate of 29.71% and the competency to develop budgets supports the vision and mission. The school's mission and goals are quite good, accounting for the lowest rate of 22.57%. It proves that these principals' competencies in management are just above average and this is also the reason why principals are not really ready for the conditions of autonomy and decentralization in the current period.

#### ***2.4.6. Conclusions on the situation of management competency of principals of self-financed high schools in the context of educational reform***

##### ***2.4.6.1. Strength***

##### ***2.4.6.2. Limitations and causes***

#### **2.5. The situation of development of management competencies for principals of public high schools with financial autonomy in the context of educational reform**

##### ***2.5.1. The situation of the need to develop the management competencies of the principals of a self-financed public high school***

**Table 2.10. The situation of the awareness of the need to develop management competencies of the principals of a self-financed public high school**

Content			Result of evaluation					
			Not important	Less important	Important	Very important	Mean	Order
1	It is necessary to have a competency framework for the principals of public high schools with financial autonomy in the context of educational reform	No	11	115	120	104	2.91	4
		%	3.14	32.86	34.29	29.71		
2	Having policies on selection and treatment of principals in accordance with the characteristics of the autonomous school model	No	11	104	128	107	2.98	2
		%	3.14	29.71	36.57	30.57		
3	Having policies on selection and treatment of principals in accordance with the characteristics of the autonomous school model	No	22	98	116	114	2.98	1
		%	6.29	28	33.14	32.57		
4	Regular training and retraining of principals in the direction of school administration	No	24	100	98	128	2.94	3
		%	6.86	28.57	28	36.57		
5	Regular training and retraining of principals in the direction of school administration	No	30	108	106	106	2.82	6
		%	8.57	30.86	30.29	30.29		
6	Promoting the educational quality self-assessment and self-assessment system to serve as a reference to assess the principal's management competency	No	13	110	129	98	2.89	5
		%	3.71	31.43	36.86	28		

When conducting the survey, we found that: Most of the management team at all levels and the principals of the schools think that it is necessary to promote the system of assessment and self-assessment of education quality to serve as a reference for evaluating management competency. The principal's management is perceived as very important by the team, accounting for 36.86% or having a policy of selecting and treating the principal in accordance with the characteristics of the autonomous school model at an important level of proportion 34.29%.

**2.5.2. The situation of organizing the formulation and implementation of the strategic plan to develop management competencies for the principals of a self-financed public high school**

**Table 2.11. The situation of building and implementing strategies to develop management competencies for principals of public high schools with financial autonomy**

Content			Result				
			Weak	Average	Mediocre	Good	Mean
1	Define standards, criteria, indicators and development levels of competence for principals	No	5	104	121	120	3.02
		%	1.43	29.71	34.6	34.3	
2	Develop roadmaps and stages of achievement according to the competency development strategy for principals	No	12	98	112	128	3.02
		%	3.43	28	32	36.6	
3	Identify options and implementation plans to improve the principal's competency based on the classification of groups of levels of the current principal's competency.	No	8	120	106	116	2.94
		%	2.29	34.29	30.3	33.1	
4	Identify stakeholders involved in the competency development strategy for principals	No	12	107	117	114	2.95
		%	3.43	30.57	33.4	32.6	

The results in Table 2.11 show that all contents are rated at normal level or higher. Building a roadmap and stages of achievement according to the competency development strategy for the principals who are said to be performing at a good level is the highest at 36.57%.

**2.5.3. The current situation of building and developing training and fostering programs to develop management competencies for principals of public high schools with financial autonomy**

The survey results in Table 2.12 and Table 2.13 focus on assessing the level of awareness of the importance and implementation of the following contents, specifically: Developing training programs, fostering and developing management competencies of the effectiveness. Growth according to the human resource framework that is perceived to be important reached the highest level with the rate of 40.29% while the content on Developing policies to rotate different management environments in the system of public high schools with financial autonomy to promote the principal's competency is not fully understood, so the level of Unimportant is the highest, accounting for 5.71%. Awareness of the issue of building and developing training programs, fostering competency development for principals is a very important issue in all contents of developing management competency of principals of public high schools with financial autonomy.



#### ***2.5.4. The situation of organizing and implementing management competencies development training for principals of public high schools with financial autonomy***

##### ***2.5.4.1. The situation of using methods and forms of fostering and developing management competencies for principals***

The situation of using methods and forms of fostering management competency development for principals is an analysis of how public high schools with financial autonomy are approaching the training and fostering of management competencies for principals. . The applicability in management activities in the training and competency building program for the Principal was assessed to be at the normal level, accounting for the highest rate of 35.43%. The content of training and fostering strengthens the practical element and is close to the management situation of the public high schools with financial autonomy, which is said to be being implemented at a weak level, accounting for the highest percentage. 44.86%.

##### ***2.5.4.2. The situation of the effectiveness of methods of fostering and developing management competencies for principals of a self-financed public high school***

The survey results through Table 2.15 show that: Most of the opinions are that the refresher courses have changed in methods and are more creative, but they have only been achieved at an average level, accounting for 38.29%.

#### ***2.5.5. The situation of managing human resources involved in fostering and developing management competencies for principals of public high schools with financial autonomy***

One issue worth noting today is: "The structure and competency level of the staff participating in the training". It is necessary to ensure that the qualifications of this staff meet the requirements of training activities.

#### ***2.5.6. The situation of managing conditions and environment to ensure management competency development activities for self-financed public high school principals***

##### ***2.5.6.1. The situation of organization, development and completion of policies on rotation of different management environments in public high schools with financial autonomy***

73.71% of the surveyed subjects said that they had enacted the rotation policy, and 70.86% had implemented the rotation policy according to the current regulation. However, up to 64.29% said that the necessary training activities have not been carried out before the rotation.

##### ***2.5.6.2. The situation of perfecting the policy of giving autonomy to public high schools with financial autonomy***

Progress has been made in completing the policy, but there is still much work to be done. There are 77.15% of people surveyed think that the level of public high schools with financial autonomy exercising their right to self-determination in terms of financial resources and spending is being done at or above. However, the most prominent issue is about policies to support and encourage public high schools to be financially self-sufficient to develop and improve the quality of education, survey results show that this factor ranks first. lowest of the five factors.

##### ***2.5.6.3. The situation of decentralization for principals in the management of public high schools with financial autonomy***

Most principals still rate these activities being carried out as average.

##### ***2.5.6.4. The situation of IT application in the development activities of public high schools with financial autonomy***

The application of IT in the development of public high schools with financial autonomy can enhance efficiency and transparency in the school development process. A number of public high schools with financial autonomy have pioneered the application of IT. However, the survey results show that the application of IT and communication in school administration has not really met the expectations of the survey subjects.

***2.5.7. The situation of organizing the monitoring and evaluation of management competencies development activities for the principals of a self-financed public high school.***

In order to minimize risks in the process of management of public high schools with financial autonomy, and at the same time increase efficiency, it is necessary to have measures to monitor and evaluate competency development activities for principals of public high schools. financial autonomy. Through the survey, the average scores are from 2.66 to 2.94.

**2.6. The situation of the influence of factors on the development of management competencies for principals of public high schools with financial autonomy in the context of educational reform**

Survey results show that the influencing factor is the State's management and supervision system in determining input resources and setting up development funds in schools at the level of influence accounting for 43.71%. The strategic factor of competency development of the principal of a private high school with recurrent expenditure and investment is very influential, accounting for 38.00%, but the State's institutional, policy and legal framework factors. for the financial autonomy model, the number of opinions rated as less influential accounts for 33.43%.

**2.7. Conclusions on the situation of development of management competencies for principals of public high schools with financial autonomy**

***2.7.1. Strengths***

***2.7.2. Limitations and shortcomings***

***2.7.3. The cause of the limitations***

**Conclusion of Chapter 2**

**CHAPTER 3:**

**SOLUTIONS TO DEVELOP MANAGEMENT COMPETENCIES FOR PRINCIPALS OF PUBLIC HIGH SCHOOLS WITH FINANCIAL AUTONOMY IN THE CONTEXT OF EDUCATIONAL REFORM.**

**3.1. Orientation to develop the type of self-financed public high school in the current period**

***3.1.1. Developing a model of an autonomous public high school in the direction of increasing autonomy and accountability***

***3.1.2. Promoting autonomy in the development and implementation of school education plans to meet the requirements of the implementation of the 2018 General Education Program***

***3.1.3. Self-governing public high schools associated with streamlining the apparatus and efficiency through technology application and digital transformation***

***3.1.4. Strengthen commitment to quality education and social accountability for quality education***

**3.2. Principles of solution proposal (Ensure legality; 3 Ensure scientificity; Ensure systematicity and inheritance; Ensure compliance with practice; Ensure feasibility)**

**3.3. Solutions to develop management competencies for principals of public high schools with financial autonomy in the context of educational reform**

***3.3.1. Organize the concretization and implementation of the competency framework of the principals of the public high schools with financial autonomy in accordance with practical conditions and meet the requirements of educational innovation.***

***3.3.1.1 Objectives and meanings***

- Detailing the competency framework to clarify standards/criteria/indicators and demonstrate activities to help managers assess the achieved levels of administrative competence of principals of high schools. financial autonomy;

- As a basis for developing programs, content and materials, and implementing management competencies building activities for principals and at the same time helping principals self-assess and improve themselves in the process of school administration.

***3.3.1.2. Contents of the solution***

- Develop performance criteria/indicators based on the principal's management competency framework proposed in Table 1.1. Chapter 1 ensures that it is based on the principal's competency standards and the autonomy framework of public high schools with financial autonomy. Based on the principal's management framework with 6 standards, 31 criteria and 93 performance indicators.

***3.3.1.3. The way to implement the solution***

- Develop documents and specific guidance documents for the organization of principal competency development activities according to the proposed management competencies framework.

- Determine the implementation conditions such as: guidelines, policies and resources for appropriate and effective implementation.

- Determining the competency framework is the basis for building a set of criteria to evaluate the management competency of principals of public high schools with financial autonomy in the context of current educational reform.

***3.3.1.4. Conditions for implementing the solution***

In order to concretize the management competencies framework of the principals of public high schools with financial autonomy in an effective and scientific manner, it is necessary to have a unified direction from all levels of management and be associated with the needs and conditions. reality of the school.

***3.3.2. Organize the development and implementation of the management competency development plan for principals of public high schools with financial autonomy based on the management competency framework and in accordance with the requirements of the innovative practical context. education***

***3.3.2.1. Objectives and meanings***

- To plan important human resources, organize and build a management model for public high schools to be financially self-sufficient in appropriate periods to meet the objectives of the educational strategic plan in the context of educational reform.

***3.3.2.2. Contents of the solution***

Surveying and building predictive data on the management competency of the principals of public high schools, self-financed, recurrent expenditures and investments.

### *3.3.2.3. The way to implement the solution*

- Develop specific goals for each stage in the strategy of developing management competencies for principals of public high schools to be self-sufficient in recurrent expenditure and investment.
- Develop plans to develop management competency for financial self-financed public high school principals

### *3.3.2.4. Conditions for implementing the solution*

It is necessary to build the physical, financial and human resources conditions to implement the strategy of developing management competency for the principals of public high schools with financial autonomy in a synchronous manner.

## ***3.3.3. Manage and develop management competency building programs and contents for principals of public schools with financial autonomy based on the principal's management competency framework***

### *3.3.3.1. Objectives and meanings*

- Help managers at all levels have programs and documents on developing management competencies for principals in order to develop a contingent of public high schools with financial autonomy in the context of educational reform.

### *3.3.3.2. Contents of the solution*

- Develop training programs and content to improve management competency of principals. High school is built with the specific characteristics of the financial autonomy school model
- Develop scenarios for fostering the team of principals of public high schools to be financially self-sufficient according to their management competencies levels and the resources of the management team, which are classified into two types of subjects: the principal of the high school and the source of the aspiring principals.

### *3.3.3.3. The way to implement the solution*

- Department of Education and Training is responsible for organizing the appraisal of management competency training programs and documents for principals of public high schools with financial autonomy and approval for implementation.

- The Ministry of Education and Training and education and training institutions cooperate in appraising the training program to meet the standards of the principal and the management competency framework that has been built and with the participation of the principals in the training program. the process of developing programs and compiling documents for fostering administrative competence for the principals of public high schools with financial autonomy.

### *3.3.3.4. Conditions for implementing the solution*

- The guidelines of the localities on the policy of autonomy for public high schools to be financially self-sufficient.
- The development strategy for public high schools with financial autonomy has been approved.
- The school management competency framework of the principals of the public high schools with financial autonomy is promulgated.

***3.3.4. Directing the implementation of management competencies development training for principals of public high schools with financial autonomy based on the competency framework and proposed training programs and contents suitable to the target audience and reality. deployment***

***3.3.4.1. Objectives and meanings***

- The goal of the solution is to ensure that principals in public high schools with financial autonomy have sufficient administrative competency to carry out school activities effectively and achieve the stated educational objectives. go out.

***3.3.4.2. Contents of the solution***

- Develop a strategic plan to foster the management competency of the principals of public high schools with financial autonomy in each specific period of each specific locality.

***3.3.4.3. The way to implement the solution***

- Organize the implementation of the management competency training program for the principals of public high schools with financial autonomy in a flexible manner according to the actual socio-economic situation of each locality.

- Determine the implementation conditions such as: guidelines, policies and resources for appropriate and effective implementation.

***3.3.4.4. Conditions for implementing the solution***

- To implement the training program, it is necessary to have sufficient human, financial, equipment and facilities resources to ensure the training quality. This also applies to improving the administrative competency of principals.

***3.3.5. Managing and completing the recruitment and employment policy of principals of public high schools with financial autonomy based on the management competency framework and in line with the requirements for the implementation of the 2018 General Education Program***

***3.3.5.1. Objectives and meanings***

- Completing the policy of building autonomous public models of the State according to Decree 16 and completing the requirements of state management levels for recruitment and use of principals of public high schools with financial autonomy. financiers in the current context.

***3.3.5.2. Contents of the solution***

- Improve the recruitment policy of principals of public high schools with financial autonomy in the context of educational reform

- Improve the policy on using the contingent of principals of public high schools with financial autonomy in the context of educational reform.

***3.3.5.3. Contents of the solution***

- Assess the current situation of recruitment and use of principals of public high schools with financial autonomy. Identify the strengths and weaknesses of current hiring and employment policies.

- Implement processes for recruiting and using Principals to ensure compliance with regulations and find capable and enthusiastic principals to meet educational innovation requirements.

#### *3.3.5.4. Conditions for implementing the solution*

- Consensus and support of educational management levels, including the Ministry of Education and Training, Department of Education and Training, educational management agencies under the province and localities.

- The strengthening of cooperation between public high schools with financial autonomy and human resource management and recruitment agencies.

- Completing and improving the quality of the policy on recruitment and use of the Principal, including regulations on recruitment standards, incentive policies and performance evaluation of the Principal.

#### ***3.3.6. Establish relationships and strengthen the principal's involvement with local government action on improving the quality of school education***

##### *3.3.6.1. Objectives and meanings*

- Strengthen the management competency of social and community relationships for the principals in order to mobilize community resources to improve the quality of education.

##### *3.3.6.2. Contents of the solution*

- Managing two-way information between local authorities and schools on the basis of unifying directions, coordinating guidelines, policies and tasks of the government for schools located in the area and working school counseling.

##### *3.3.6.3. Contents of the solution*

- Organize periodic meetings between principals and local authorities to discuss and propose solutions to improve the quality of education in the region.

- Enhance the principal's participation in educational and social activities, act as a representative of the school in local events, to promote the image of the school and strengthen the relationship between the school and the community.

##### *3.3.6.4. Conditions for implementing the solution*

- Consensus and support of local government: To implement this solution, the consensus and support of local government is very important. Local authorities need to show interest and be proactive in working with schools to improve the quality of education. The document coordinates the tasks of the local government, the social community and the self-financed public high school and is committed to improving the quality of education.

#### **3.4. Relationship between solutions**

The implementation solutions have a dialectical and synchronous relationship. Solutions to be implemented synchronously and feasible need to be based on Solution 6 in terms of resources and conditions to ensure implementation.

#### **3.5. Testing the urgency and feasibility of competency development management solutions for high school principals in the context of educational reform**

##### ***3.5.1. Purpose of testing***

##### ***3.5.2. Test organization***

- Organize surveys to get opinions on the urgency and feasibility of solutions.

- Number of participants in the test: 240 people including: 20 officials of the Department of Education and Training, 120 school-level managers and 100 teachers.

##### ***3.5.3. Test results***

##### ***3.5.3.1. Results of testing the urgency of solutions***

**Table 3.3. Results of testing the urgency of solutions**

<b>Solutions</b>			<b>Level</b>				<b>Mean</b>
			<i>Very urgent</i>	<i>Urgent</i>	<i>Less urgent</i>	<i>Not urgent</i>	
Solution 1	Organize and concretize and implement the competency framework of principals of public high schools with financial autonomy in accordance with practical conditions and meet educational innovation requirements.	No	160	60	20	0	1.92
		%	66.67	25	8.33	0	
Solution 2	Organize the development and implementation of management capacity development plans for principals of duwaj public high schools with financial autonomy and management capacity framework and in accordance with the requirements of the practical context of educational innovation.	No	70	130	30	10	1.42
		%	29.17	54.2	12.5	4.17	
Solution 3	Manage and develop management competency training programs and contents for principals of public schools with financial autonomy based on the principal's management competency framework	No	170	40	30	0	1.58
		%	70.83	16.7	12.5	0	
Solution 4	Directing the implementation of management competency development training for principals of public high schools with financial autonomy based on the competency framework and proposed training programs and contents suitable to the target audience and reality. deployment	No	100	140	0	0	1.92
		%	41.67	58.3	0	0	
Solution 5	Managing and completing the recruitment and employment policy of principals of public high schools with financial autonomy based on the management competency framework and in line with the requirements for the implementation of the 2018 national general education curriculum	No	80	120	20	20	1.92
		%	33.33	50	8.33	8.33	
Solution 6	Establish relationships and strengthen the principal's involvement with local government action on improving the quality of school education	No	80	120	20	20	1.92
		%	33.33	50	8.33	8.33	

Table 3.3 shows that all solutions are assessed as urgent.

## 3.5.3.2. Results of testing the feasibility of solutions

**Table 3.4. Results of testing the feasibility of solutions**

Solutions			Level				Mean
			Very urgent	Urgent	Less urgent	Not urgent	
Solution 1	Organize and concretize and implement the competency framework of principals of public high schools with financial autonomy in accordance with practical conditions and meet educational innovation requirements.	No	170	50	20	0	1.38
		%	70.8	20.8	8.3	0	
Solution 2	Organize the development and implementation of management capacity development plans for principals of duwaj public high schools with financial autonomy and management capacity framework and in accordance with the requirements of the practical context of educational innovation.	No	80	120	30	10	1.88
		%	33.3	50	13	4.2	
Solution 3	Manage and develop management competency training programs and contents for principals of public schools with financial autonomy based on the principal's management competency framework	No	70	130	30	10	1.92
		%	29.2	54.2	13	4.2	
Solution 4	Directing the implementation of management competency development training for principals of public high schools with financial autonomy based on the competency framework and proposed training programs and contents suitable to the target audience and reality. deployment	No	100	140	0	0	1.58
		%	41.7	58.3	0	0	
Solution 5	Managing and completing the recruitment and employment policy of principals of public high schools with financial autonomy based on the management competency framework and in line with the requirements for the implementation of the 2018 national general education curriculum	No	80	140	20	0	1.75
		%	33.3	58.3	8.3	0	
Solution 6	Establish relationships and strengthen the principal's involvement with local government action on improving the quality of school education	No	100	140	0	0	1.58
		%	41.7	58.3	0	0	



Through testing, the results in the above table show that: Solution 1 is very feasible, accounting for a high rate of 70.83%. Thus, this is a solution that is both urgent and highly feasible. Solution 4, solution 5 and solution 6 are evaluated for feasibility, accounting for the same high rate of 58.33%.

Table 3.4 has shown the urgency and feasibility of solutions to develop management competency for principals of public high schools with financial autonomy, which has confirmed the strong correlation. The correlation is clearly shown in the correlation between the indicators of urgency and feasibility in each solution.

### **3.6. Experimenting with Solution 4 “Directing the implementation of management competency development training for principals of public high schools with financial autonomy based on the competency framework and appropriate proposed training programs and contents with objects and implementation practices”.**

#### **3.6.1. Purpose of the test**

#### **3.6.2. Test subject, test location, time**

- Test subjects: 48 people
- Test location:
  1. Phan Huy Chu High School - Dong Da, Hanoi
  2. Hoang Cau High School, Hanoi

#### **3.6.3. Methods of test evaluation and data processing**

#### **3.6.3. Test results**

#### **3.6.4. Official test**

**Table 3.5. Evaluation table of test results on the appropriateness in directing the implementation of management capacity training for the resource planning and resource rotation team at the school level (*the schools participating in the experiment*)**

Content	Relevance level							
	Very relevant		relevant		Less relevant		Not relevant	
	No	%	No	%	No	%	No	%
1. Reviewing the current situation of management capacity of the school's management staff	10	20,83	25	52,08	10	4,34	3	6,25
2. Evaluate the performance evidences of the management staff in line with the levels of the Management Framework	5	10,41	30	62,5	7	14,58	6	12,5
3. Decentralization of management competencies of the school's management staff	3	6,25	35	72,91	2	4,16	6	12,5
4. Develop training and retraining plans for the team in each specific period	10	20,83	25	52,08	10	20,83	3	6,25
5. Develop training and fostering scenarios for the contingent of principals of public high schools to be financially self-sufficient according to management competency levels	5	10,41	30	62,5	7	14,58	6	12,5
6. Develop documents and regulations on changing the method and evaluation mechanism of management staff at all levels and teachers in the direction of meeting the management competency framework for the team	3	6,25	35	72,91	2	4,16	6	12,5

The experimental results show that the principal's management competency originates from the implementation plan of fostering management competency based on the competency framework and the training strategies for the principal team according to the rotational or rotational sources. Planning resources will save a lot of time, money and efficiency compared to training stations like before. The "roll" form of training organization will greatly support managers when participating in courses and learning in modules that are suitable for their capacity and position. If the organization is properly, methodically and scientifically, it will change the management competencies of the team and identify the groups of competencies that are still limited and close to each level of management, each level of autonomy of each individual.

### **Conclusion of Chapter 3**

## **CONCLUSIONS AND RECOMMENDATIONS**

### **1. Conclusions**

The thesis has focused on theoretical and practical research on developing administrative capacity for principals of public high schools with financial autonomy in the context of educational reform.

1. The thesis has built a theoretical basis for developing administrative capacity for principals of public high schools with financial autonomy recurrent expenditures and investments in the context of educational reform. Include:

- The thesis has built up the main concepts such as: Administration, Management capacity, Developing administrative capacity in high schools.... The thesis has also analyzed the financial autonomy of public high schools in the period. national education system. A framework of management capacity of principals of public high schools with financial autonomy has been developed in the context of educational reform.

- The thesis has built a theoretical framework on developing administrative capacity for principals of public high schools with financial autonomy. Including the following contents: Developing a strategic plan to develop administrative capacity for principals based on the Competency Framework of Principals of a public high school with financial autonomy, Organization, development of programs, and training materials for school principals. Developing management capacity for principals according to the Management Competency Framework of self-financed public high school principals, Innovating methods of fostering administrative capacity for principals of public high schools with financial autonomy, Team building team involved in fostering management capacity for principals of public high schools with financial autonomy, Completing the policy of rotating different management environments in public high schools with financial autonomy, Completing the policy of decentralization and autonomy for principals in the areas of human resources and finance. The applications to develop administrative capacity for principals of high schools in the context of educational reform have demonstrated the decentralization and roles and responsibilities of management levels from state management agencies and at all levels. managing the Department of Industry for the development of administrative capacity for principals of public high schools with financial autonomy.

- The thesis has also identified the factors affecting the development of administrative capacity for principals of public high schools with financial autonomy in

the context of current educational innovation such as: Institutions, policies and corridors State's legal framework for financial autonomy model, Management capacity of the State and vertical management levels, Degree of decentralization and autonomy of the State with public high schools with financial autonomy, System Management and supervision system of the State in determining revenue sources and setting up development funds in schools, Principal's capacity to adapt and transform to the school model as a business, Capacity development strategy The power of the principal of a private high school to finance recurrent expenditure and investment.

2. The thesis has analyzed international experience in developing administrative capacity for principals of public high schools with financial autonomy in some countries such as Hong Kong, Australia, Japan, the Netherlands, Japan and the United States. Europe draws some lessons to apply to Vietnam in developing models of public high schools with financial autonomy and contents of developing management capacity for principals of public high schools with financial autonomy. finance in the context of educational reform in Vietnam.

With survey results at 10 public high schools with financial autonomy such as: Phan Huy Chu High School - Dong Da, Hoang Cau High School, Experimental High School, Hong Quang High School, Kim Thanh 1 High School, Dao High School Duy Tu, Thien Ho Duong High School, Lap Vo 2 High School, Le Quy Don High School, and Hoang Hoa Tham High School have been shown on 15 tables to analyze the current situation of management capacity of principals of public high schools. financial autonomy and the situation of developing management capacity of principals of public high schools with financial autonomy. The actual contents are all average or above. However, through interviews and observations in the surveyed areas, the management capacity of the principals of high schools depends a lot on the management system, institutions, policies and personal capacity. individual principals of each locality.

3. On the basis of the viewpoints and guiding principles of solution development, Chapter 3 of the thesis has focused on the following specific contents:

- Proposing 06 solutions to develop administrative capacity for principals of public high schools to be financially self-sufficient in the context of urgent and feasible educational innovation. Includes the following solutions:

Solution 1: Organize and concretize and implement the competency framework of the principal of a self-financed public high school in accordance with practical conditions and meet the requirements of educational innovation.

Solution 2: Organize the development and implementation of management capacity development plans for principals of public high schools with financial autonomy based on the management competency framework and in accordance with the requirements of the changing practical context. new education

Solution 3: Manage and develop management capacity building programs and content for principals of public schools with financial autonomy based on the principal's management capacity framework

Solution 4: Directing the implementation of management capacity development training for principals of public high schools with financial autonomy based on the competency framework and proposed training programs and contents suitable to the target audience. implementation concept and practice

Solution 5: Manage, implement, and improve the recruitment and employment policy of principals of public high schools with financial autonomy based on the management competency framework and in accordance with the requirements of the 2018 national general education curriculum.

Solution 6: Establish a relationship and strengthen the principal's involvement with local government activities on improving the quality of school education.

- The proposed solutions are tested in two criteria: urgency and feasibility and the results show that: The solutions proposed in the thesis are tested at a high level. The proposed solutions ensure strong positive relationships if they are put into practice in the management practice of the principals of the public high schools with financial autonomy.

- Tested Solution 4 with 48 samples at 1 Phan Huy Chu - Dong Da high school, Hoang Cau high school, Hanoi and analyzed the test results affecting the educational quality of public high schools. financial autonomy. The experimental results show that: The principal's administrative capacity originates from the implementation plan of administrative capacity building based on the competency framework and the training strategies for the principals according to the rotational or the source of the principals. planning will save a lot of time, money and efficiency compared to training stations like before. The form of training organization will greatly support managers when participating in courses and learning in modules that are suitable for their capacity and position. If the organization is properly, methodically and scientifically, it will change the management competencies of the team and identify the groups of competencies that are still limited and close to each level of management, each level of autonomy of each individual.

## **2. Recommendations**

***2.1. For People's Committees of provinces, cities and Departments of Education and Training***

***2.2. Ministry of Education and Training and Departments of Education and Training***

***2.3. Public high schools with financial autonomy.***

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