

**THAI NGUYEN UNIVERSITY
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**MANAGEMENT OF LEGAL EDUCATION
FOR HIGH SCHOOL STUDENTS IN BAC NINH
PROVINCE IN THE CONTEXT OF THE FOURTH
INDUSTRIAL REVOLUTION**

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**THE AUTHOR'S PUBLICATIONS
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1. Nguyen Nhan Chinh (2020), "Measures to manage legal education activities for high school students in the context of the industrial revolution 4.0", *Journal of Educational Management*, pp.174-180.
2. Nguyen Nhan Chinh (2020), "Legal education for high school students in the context the of industrial revolution 4.0", *Journal of Educational Equipment* (special issue), pp.289-291.
3. Nguyen Nhan Chinh (2020), "The current status of legal education for high school students in Bac Ninh province in the context of the industrial revolution 4.0", *Journal of Educational Equipment*, pp.155-157.

INTRODUCTION

1. Reasons for choosing the research topic

Legal education for students plays a very important role in creating future citizens who know how to live and work according to the constitution and laws, contributing to building a "socialist rule-of-law state". High school students who are future citizens need to master the law and strictly comply with the law in all activities to maintain social order and discipline of the rule-of-law state; therefore, legal education for high school students is both the goal, mission and necessary educational content of the high school.

Therefore, our Party and State pay great attention to the issue of legal education for the people and the young generation. Resolution of the 11th Party Congress affirmed: *“Extensively deploying legal education propaganda, mobilizing forces of political and social organizations, mass media to participate in the campaign to establish order, discipline and other regular activities, build a lifestyle and work according to the constitution and law in state agencies and in the whole society”* [24].

The fourth industrial revolution (industrial revolution 4.0), has posed new problems in law observance and legal education for students, especially in network security and digital technology use, and the problem of students' participation in social networks today. Accordingly, legal education for students, youth and teenagers are facing many new challenges.

Bac Ninh is a rich delta province located in the northern key economic region bordering the capital of Hanoi. There are many industrial and international trade zones, which are convenient for trade; therefore, the social relations in the province develop strongly, diversely but complicatedly. The current status shows that legal education for high school students has many shortcomings, and has not achieved the desired results as some students are not fully aware of the law and their sense of law observance is not proper.

Stemming from the above reasons, the researcher chooses the issue **"Management of legal education for high school students in Bac Ninh province in the context of the fourth industrial revolution"** as the thesis topic.

2. Research aims

On the basis of theoretical research and survey of the current situation of legal education and management of legal education for high school students in Bac Ninh province, the thesis identifies the

requirements of the fourth technological revolution for legal education and management of legal education, and then proposes management measures to contribute to improving the quality of legal education for high school students in the context of the fourth industrial revolution, contributing to improving the quality of comprehensive education for students.

3. Research object and subject

3.1. Research object

Legal education activities for high school students in the context of the fourth industrial revolution.

3.2. Research subject

Measures to manage legal education for high school students in Bac Ninh province in the context of the fourth industrial revolution.

4. Scientific hypothesis

The fourth industrial revolution sets new requirements for legal education and management of legal education for high school students in terms of content, methods, forms of organization, implementation and management. However, legal education and management of legal education for high school students in Bac Ninh province currently have many shortcomings, limitations, and have not met the new requirements set forth. If the requirements for legal education are properly identified in the new context, it is possible to propose measures to raise awareness and capacity for administrators and teachers on legal education, build and organize the implementation of legal education in an integrated direction; complete the system of legal education guidance documents and coordinate social forces to carry out legal education activities to improve the quality of legal education for high school students in Bac Ninh province.

5. Research tasks

- Study the theoretical basis of the management of legal education for high school students in the context of the fourth industrial revolution.
- Investigate the status of legal education and management of legal education for high school students in Bac Ninh province in the context of the fourth industrial revolution.
- Propose measures to manage legal education for high school students in Bac Ninh province in the context of the fourth industrial revolution
- Test the necessity and feasibility of the proposed measures by testing a number of measures.

6. Research scope

6.1. Research contents: The research project proposes measures to manage legal education for high school students in the context of the fourth industrial revolution; the management subjects are principals of high schools; the contents of legal education are Education law; Cybersecurity law; Traffic Safety Law; Environment law.

6.2. Research location: The thesis conducted the research and survey at 20 high schools in Bac Ninh province.

6.3. Research time: The data of the investigation of the current status are gathered from 2016 -2020.

6.4. The survey respondents: The thesis surveyed the subjects who are managers of high schools (principals, vice principals); teachers, officials of the Ho Chi Minh Communist Youth Union and students in 20 high schools in Bac Ninh province with a total of 1260 survey respondents.

7. Research approaches and methods

7.1. Research approaches

Systematic and structural approach; Historical and logic approach; Practical approach; Coordinative approach; Functional approach.

7.2. Research Methods

7.2.1. Group of theoretical research methods

7.2.2. Group of practical research methods

Survey method by questionnaire; In-depth interview method; Expert method; Product research methods; Method of summarizing experience; Experimental method.

7.2.3. Supplementary methods

8. Research questions

8.1. What are the contents of legal education management for high school students in the context of the fourth industrial revolution? What factors affect the management of legal education for high school students today?

8.2. What are the current inadequacies of legal education and management of legal education for high school students in Bac Ninh province? What are the causes of those inadequacies?

8.3. What management measures can be taken in schools to improve the effectiveness of legal education for high school students in Bac Ninh province in the context of the fourth industrial revolution?

9. Arguments to be defended

9.1. Management of legal education for high school students is the process of organizing and performing synchronously the management functions in order to form in high school students the standards of the rule of law as well as their consciousness, attitudes, motivations, behaviors, and habit of actively obeying the law. The process of managing legal education for high school students is influenced by the cultural, economic, scientific and technological environment, the legal education capacity of teachers and the school management capacity, the positive sense of responsibility and self-discipline in learning and training of high school students, and many other factors.

9.2. The current status of legal education and management of legal education for high school students in Bac Ninh province in the context of the fourth industrial revolution has achieved certain results; however, it is still heavily theoretical and there are many shortcomings in legal education and legal education management activities. One of the reasons is that the management of these activities has not been taken seriously.

9.3. Clearly define the requirements of the fourth industrial revolution, organize awareness raising for managers, teachers and related forces on legal education, develop and implement legal education plans in the direction of integration with the school education plan; organize training to improve legal education capacity for managers and teachers; Build a system of legal education documents and materials; Develop digital education environment and Elearning education environment; build a close cooperation between schools, families and social forces; Check and evaluate the results of legal education activities for students. All of these will improve the quality of legal education for high school students in Bac Ninh province.

10. Contributions of the thesis

The thesis has clearly defined the requirements of legal education and legal education management for high school students in the context of the 4th industrial revolution; built a theoretical basis for legal education and management of legal education for high school students in the context of the fourth industrial revolution; and proposed appropriate measures to manage legal education for students in accordance with actual conditions and the current context of the fourth industrial revolution. This serves as a scientific basis for teachers and

administrators in high schools and to deploy legal education and management of legal education for high school students.

The thesis has detected limitations in awareness, contents, methods and forms of legal education organization; limitations in resources for implementing legal education for high school students in Bac Ninh province and inadequacies in planning, organizing, directing, inspecting and evaluating the results of legal education for high school students in Bac Ninh province. This serves as a basis for schools to take measures to manage legal education for high school students in order to improve the quality of comprehensive education for students.

The thesis is a reference document for teachers, administrators at high schools and lecturers, students, graduate students, researchers majoring in Education and Educational Management at universities.

11. Structure of the thesis

In addition to the Introduction, Conclusion and Recommendations, the thesis is structured into 3 chapters:

- *Chapter 1:* Theoretical basis of managing legal education for high school students in the context of the fourth industrial revolution.

- *Chapter 2:* The current status of managing legal education for high school students in Bac Ninh province in the context of the fourth industrial revolution.

- *Chapter 3:* Measures to manage legal education for high school students in Bac Ninh province in the context of the fourth industrial revolution.

Chapter 1

THEORETICAL BASIS OF MANAGING LEGAL EDUCATION FOR HIGH SCHOOL STUDENTS IN THE CONTEXT OF THE FOURTH INDUSTRIAL REVOLUTION

1.1. Literature Review

1.1.1. Research on legal education

Research on legal education abroad and in Vietnam has been carried out in the following directions: (1) Research on legal education for officials and employees; (2) Research on legal education for non-specialized students in colleges, universities and professional secondary schools to propose contents and methods of legal education for students; (3) Research on moral and legal education for middle and high school students in order to propose contents and methods of moral and legal education for students in schools.

1.1.2. Research on legal education management

Research on the management of legal education abroad and in Vietnam has been carried out in the following directions: (1) Research on organizing legal education propaganda activities for citizens in the fields of labor and administrative officials and non-specialized students at colleges and universities; (2) Research on the organization of legal education for students in the direction of coordinating educational forces; (3) Research on assessing the quality of legal education and solutions to improve the quality of legal education for students.

Research on legal education for high school students in the context of the fourth industrial revolution is still a gap. This is also the reason why the researcher of the thesis chooses this topic to do research on.

1.2. Key concepts of the research topic

1.2.1. Law

Law is a system of common rules of conduct, promulgated and guaranteed to be implemented by the state, expressing the will of the state and a tool to regulate social relations for the benefit and purpose of existence and development of the state, society and community as well as the interests of citizens.

1.2.2. Legal education

Legal education is a purposeful and organized activity under the leading role of teachers, schools and educational forces, in which learners self-consciously actively form a personal sense of law, emotions, beliefs, legal motives, and behavior in accordance with current legal standards

1.2.3. Management of legal education

Management of legal education for students is the purposeful, organized impact through the synchronous implementation of the management functions of the high school principal on teachers, students, the legal education process in the school and other related forces to achieve the goal of legal education for students. The process of managing legal education for students includes: Plan legal education; Organize the implementation of the legal education plans; Direct the implementation of the legal education plans and evaluate the implementation results.

1.3. The fourth industrial revolution and requirements for legal education, management of legal education for high school students

1.3.1. Basic features of the fourth industrial revolution

1.3.2. Requirements for legal education for high school students in the context of the fourth industrial revolution

1.3.3. Requirements for the management of legal education for high school students in the context of the fourth industrial revolution

1.4. Basic issues of legal education for high school students in the context of the fourth industrial revolution

1.4.1. Psychological characteristics of high school students

1.4.2. Objectives and contents of legal education for high school students in the context of the fourth industrial revolution

1.4.2.1. Goals of legal education for high school students

Developing students' knowledge, attitudes, motivations, beliefs about the law, law observance behaviors.

1.4.2.2. Contents of legal education for high school students

The content of legal education is the basic activity of high school students in order for them to voluntarily transform the requirements of the implementation of legal standards into the awareness, behavior and habits of law observance. Therefore, the content of legal education for high school students must be built on the basis of the goal of legal education and legal practice of Vietnam.

1.4.3. Methods and forms of legal education for high school students in the context of the fourth industrial revolution

1.4.3.1. Methods of legal education for high school students

1.4.3.2. Legal education paths for high school students

(1) Legal education through teaching; (2) Legal education for students through organizing experiential activities; (3) Legal education through social activities; (4) Legal education for students through students' self-education. The above paths can be conducted face-to-face or online on digital platforms through teaching software and online education program;

1.4.4. Evaluating the results of legal education for high school students in the context of the fourth industrial revolution

1.4.5. Forces involved in legal education for high school students in the context of the fourth industrial revolution

1.5. Basic issues of managing legal education for high school students in the context of the fourth industrial revolution

1.5.1. Planning legal education for high school students in the context of the fourth industrial revolution

Planning is the process of determining the content goals of legal education activities for high school students and deciding what must be done to achieve those goals.

1.5.2. Organize the implementation of legal education plans for high school students in the context of the fourth industrial revolution

The principal's organization of legal education for high school students is the process of identifying the participants in legal education, allocating personnel, determining resources, the relationship between the participants in the legal education process, and the mechanism of implementation inspection and supervision in order to make the legal education activities effective and achieve the set legal education objectives.

1.5.3. Directing the implementation of the plans of legal education for high school students in the context of the fourth industrial revolution

Directing legal education activities for high school students is the process in which the principal has the power to command, administer, control and organize direct and online legal education activities, encourage and help administrators, teachers, students in the school and forces outside the society to implement the defined legal educational goals, contents and tasks in order to realize the goal of legal education into behavior, awareness and habit of law observance of high school students.

1.5.4. Supervising and evaluating the implementation of the legal education plans for high school students in the context of the fourth industrial revolution

1.6. Factors affecting legal education for high school students in the context of the fourth industrial revolution

1.6.1. Subjective factors

1.6.2. Objective factors

Conclusion for Chapter 1

Legal education is a purposeful and organized activity under the leading role of teachers, schools and educational forces, in which learners self-consciously actively form a personal sense of law, emotions, beliefs, legal motives and behavior in accordance with current legal standards.

The fourth industrial revolution poses a need for legal education and management of legal education to digitally transform, develop an online education environment, and strengthen cyber security education for students, etc.

Management of legal education for high school students is the process in which the principal synchronously conducts management

functions in order to effectively implement the goal of forming knowledge, attitudes, emotions, motivations, needs and habits of law observance behavior for high school students. In order to manage legal education effectively, the principal must do well in planning, organizing, directing, inspecting and evaluating legal education activities according to the established plan through direct and online modes.

In order to effectively manage legal education for high school students, the management subject and participants must be competent, knowledgeable about the law; have good pedagogy; and the school must have sufficient essential resources for the educational process; pay attention to feedback from students, from society in order to regularly renew educational contents and methods; and coordinate between schools, families and society to provide legal education for high school students.

Chapter 2

THE CURRENT STATUS OF MANAGING LEGAL EDUCATION FOR HIGH SCHOOL STUDENTS IN BAC NINH PROVINCE IN THE CONTEXT OF THE FOURTH INDUSTRIAL REVOLUTION.

2.1. Overview of high school education in Bac Ninh Province and survey organization

2.1.1. Overview of high school education in Bac Ninh province

2.1.2. Conducting a survey on the current status of managing legal education for high school students in Bac Ninh province.

2.1.2.1. Survey purpose

The purpose of the survey is to properly assess the current status of legal education for students in high schools in Bac Ninh province and the current situation of managing legal education for students in high schools in Bac Ninh province, analyze influencing factors to find causes of the situation as a basis for proposing measures to manage legal education for high school students.

2.1.2.2. Survey contents

Investigate the status of legal education for high school students in Bac Ninh province.

Investigate the status of managing legal education activities for high school students in Bac Ninh province and influencing factors.

2.1.2.3. Survey respondents

Administrators of 20 high schools: 60 people; High school teachers and Ho Chi Minh Communist Youth Union officials of 20 high

schools in Bac Ninh province: 200 people; Students of 20 high schools in Bac Ninh province: 1000 students; The total number of survey respondents is 1260 people.

2.1.2.4. Survey tools

Using survey questionnaires and in-depth interview for high school administrators, teachers and other participants.

Processing the collected survey data; the survey data is evaluated according to the 4-level Likert scale selected in the survey questionnaires.

Then: Distance value = (Maximum - Minimum)/n = (5-1)/4 = 0.75

No.	TBT	Rating level
1	1,0 - 1,75	Unfulfilled; Weak; Not shown; Not influential
2	1,75 - 2,5	Seldom, Medium; Little shown; Little influential
3	2,5 - 3,25	Often; Good; Much shown; Influential
4	3,25 - 4,0	Very often; Good; express a lot; Very influential

2.2. The current status of legal education for high school students in Bac Ninh province in the context of the fourth industrial revolution

2.2.1. The current status of legal education awareness of high school students in Bac Ninh province in the context of the fourth industrial revolution

The survey results show that basically, the majority of administrators, teachers, youth union officials and high school students have the proper awareness of the meaning of legal education for high school students; however, there are some administrators, teachers, youth union officials and high school students who do not have the correct and complete awareness of the meaning of legal education for high school students; therefore, administrators of high schools need to pay attention to this issue.

2.2.2. Actual situation of implementing goals and contents of legal education for high school students in Bac Ninh province in the context of the fourth industrial revolution

The level of implementing legal education goals for high school students has only reached a good level while the level educating students on law observance habits and behaviors is only assessed at an average level.

2.2.3. Contents of legal education for high school students in Bac Ninh province in the context of the fourth industrial revolution

Table 2.3. Evaluate the level of implementing legal education contents for high school students

[illegible]

2.2.4. Methods and forms of legal education for high school students in Bac Ninh province in the context of the fourth industrial revolution

Table 2.5. Evaluate the level of implementing forms of legal education for high school students

No.	Forms	Implementation levels								Average score	Rating
		Very often		Often		Sometimes		Never			
1	Integrate in teaching and learning activities	236	18,7	654	51,9	315	25	55	4,4	2,85	1
2	Experiential activities (law club activities, law contests, legal consulting, etc.)	155	12,3	479	38	452	35,9	174	13,8	2,49	2
3	Organize social activities and collective activities	164	13	452	35,9	461	36,6	183	14,5	2,47	3
4	Legal self-education	132	10,5	318	25,2	405	32,1	405	32,1	2,14	4
5	Online education through the use of school intranets and social networks	0	0	236	18,7	370	29,9	654	51,9	1,67	5
	Average									2,32	

2.2.5. The current status of participating in legal education for high school students of educational forces

2.2.6. The current status of assessing the results of legal education for high school students in Bac Ninh province in the context of the fourth industrial revolution

2.2.7. Advantages and disadvantages of legal education for high school students

2.3. The current situation of managing legal education for high school students in Bac Ninh province in the context of the fourth industrial revolution

2.3.1. The current status of planning legal education for high school students in Bac Ninh province in the context of the fourth industrial revolution

Table 2.9. The current status of planning legal education for high school students in Bac Ninh province in the context of the fourth industrial revolution

No.	Contents	Performance level								Average score	Rating
		Excellent		Good		Medium		Weak			
		Num	%	Num	%	Num	%	Num	%		
1	The legal education plan clearly shows the goal of forming knowledge, attitudes, behaviors and habits of law observance for students.	55	21,2	123	47,3	82	31,5	0	0	2,89	1
2	The contents of the legal education plan are associated with the Education Law, the school's charter, and the learning regulations	46	17,7	102	39,2	98	37,7	14	5,4	2,69	2

3	The content of the legal education plan is associated with the Law on traffic safety, environment, and civil law	28	10,8	101	38,8	118	45,4	13	5	2,55	5
4	The content of the legal education plan is associated with the Cybersecurity law, Cyber Culture, Regulations on Disease Prevention and Control	0	0	20	7,7	140	53,8	100	38,4	1,69	9
5	The plan clearly shows the forms of organizing the implementing legal education contents for students	0	0	86	33,1	115	44,2	49	18,8	2,06	8
6	The plan clearly shows the forces involved in implementing the contents of legal education for students	19	7,3	96	36,9	115	44,2	30	11,5	2,4	6
7	The plan clearly shows the expected results of the implementation of legal education content for students and the conditions for implementing the plan.	16	6,15	87	33,5	102	39,2	55	21,2	2,25	7
8	The plan clearly shows the time and place to organize the implementation of legal education content for students	31	11,9	105	40,4	112	43,1	12	4,6	2,6	3
9	Expectations to adjust the plan if any	28	10,8	108	41,5	111	42,7	13	5	2,58	4
Average										2,41	

2.3.2. Actual situation of organizing and implementing the plan of legal education for high school students in Bac Ninh province in the context of the fourth industrial revolution

Table 2.10. Organize the implementation of legal education plans for high school students in Bac Ninh province in the context of the fourth industrial revolution

No.	Contents	Performance level								Average score	Rating
		Excellent		Good		Medium		Weak			
		Num	%	Num	%	Num	%	Num	%		
1	The principal builds an appropriate organizational structure that meets the requirements of the legal education plan for students	41	15,8	124	47,7	95	36,5	0	0	2,79	1
2	Clearly define responsibilities for departments and individuals when implementing legal education plans for students	36	13,8	114	43,8	110	42,3	0	0	2,72	3
3	Coordination between schools, families and society to educate students about the law	12	4,6	91	35	146	56,2	11	4,2	2,4	6
4	Organize the implementation of legal educational contents on network security, information safety, network culture, prevention of malicious information, etc..	6	2,3	78	30	138	53,1	38	14,6	2,2	8
5	Organize the implementation of legal education through teaching and experiential activities	39	15	115	44,2	106	40,8	0	0	2,74	2
6	Organize the implementation of legal education through online forms, intranets, social networks	0	0	45	17,3	95	36,5	120	46,1	1,71	10
7	Organize training to improve legal education	16	6,2	92	35,4	129	49,6	23	8,8	2,39	7

2.3.4. The current status of supervising and evaluating legal education activities for high school students in Bac Ninh province in the context of the fourth industrial revolution

2.3.5. The current status of factors affecting the management of legal education activities for high school students in Bac Ninh province in the context of the fourth industry

2.4. General assessment of the situation

Conclusion for chapter 2

Legal education activities for high school students in Bac Ninh province have been initially implemented and have achieved certain results; The goal of legal education has been implemented; however, the goal of forming skills in law observance is still limited. The content, methods and forms of organizing legal education activities for high school students in Bac Ninh province are still limited; the application of information technology in legal education was assessed at the lowest level. The school encountered some difficulties in legal education for students; for example, the capacity of teachers is limited; the coordination between school, family and society is not good; and legal education facilities are limited.

Management of legal education activities for high school students in Bac Ninh province has achieved certain results, but it is still limited in the following stages: the planning work has not been specific to each content, organizational form and implementation conditions; the legal education plan has not clearly shown the coordination of forces inside and outside the school to participate in legal education for high school students in Bac Ninh province. The organization and direction of officials still have many limitations in such contents as capacity building activities for teachers; organizing and directing the implementation of contents associated with the context of the industrial revolution 4.0; using online education; applying information technology in legal education; directing the completion of the system of documents and materials guiding the implementation of legal education in accordance with the new situation; directing the application of information technology in legal education to enhance the practicality through simulated situations for students; directing legal education for students in the online form, creating a legal education environment through Elearning. The content of checking and evaluating the results of the implementation of the legal education plan for students is only at

average level, not specifying the strengths and limitations at each stage in the management process to improve the quality of legal education for high school students.

Chapter 3

MEASURES FOR MANAGING LEGAL EDUCATION FOR HIGH SCHOOL STUDENTS IN BAC NINH PROVINCE IN THE CONTEXT OF THE FOURTH INDUSTRIAL REVOLUTION

3.1. Principles for proposing the measures

3.2. Measures to manage legal education for high school students in Bac Ninh province in the context of industrial revolution 4.0

3.2.1. Organize awareness raising for administrators, teachers, students and educational forces about legal education in the context of the fourth industrial revolution

3.2.1.1. Objectives of the measure

To help the management staff and teachers, students and educational forces to realize the meaning, importance and urgency of legal education for students. Create a high consensus in each high school and between the school, family and society, based on which the management staff and teachers will be self-conscious, active, and have high determination towards the implementation of objectives and contents of legal education for students through various types of educational activities.

3.2.1.2. Contents and methods to implement the measure

3.2.1.3. Conditions for implementing the measure

3.2.2. Develop and implement a legal education plan in the direction of integration with the educational plan at high schools

3.2.2.1. Objectives of the measure

Organize the implementation of a legal education plan for students based on the established plan to help the school achieve its educational goals, eliminate spontaneous activities, reduce the waste of human resources, material and time but bring about practical effects.

3.2.2.2. Contents and methods to implement the measure

3.2.2.3. Conditions for implementing the measure

3.2.3. Organize capacity building in legal education for administrators, teachers and collaborators in the context of the fourth industrial revolution

3.2.3.1. Objectives of the measure

Improve the capacity of legal education for teachers, administrators, and collaborators to help the school realize the goals and contents of legal education for high school students in the context of the fourth industrial revolution effectively. Help administrators, teachers, and collaborators acquire knowledge of Law, have professional capacity to organize legal education activities for high school students.

3.2.3.2. Contents and methods to implement the measure

3.2.2.3. Conditions for implementing the measure

3.2.4. Building a system of direct and online legal education documents and materials to improve the quality of legal education in high schools

3.2.4.1. Objectives of the measure

Build a system of direct and online learning documents and materials to guide teachers in organizing legal education for high school students in Bac Ninh province in association with the context of the fourth industrial revolution in order to guide administrators, teachers, students, and related forces to carry out legal education activities in all places so as to realize the educational goals and contents set out, which will help develop the capacity to understand the law and the habit of law observance for students.

Build a system of legal education materials to help teachers effectively carry out direct legal education and online legal education on digital platforms.

3.2.4.2. Contents and methods to implement the measure

3.2.4.3. Conditions for implementing the measure

3.2.5. Develop a digital education environment and an Elearning learning environment to enhance the effectiveness of legal education in high schools

3.2.5.1. Objectives of the measure

The digital education environment, the Elearning learning environment developed and used in legal education will expand the content, environment, form and location of learning to enhance students' sense of law observance. High School; Help teachers to conduct legal education for students in both face-to-face and online forms to meet the requirements of the current digital transformation context in order to improve the effectiveness of legal education in high schools; At the same time, it helps school administrators manage and improve the quality of legal education in the new context;

3.2.5.2. Contents and methods to implement the measure

3.2.5.3. Conditions for implementing the measure

3.2.6. Collaborate between schools, families and society in legal education for students in the context of the fourth industrial revolution

3.2.6.1. Objectives of the measure

Coordinate between schools, families and society in legal education for students in order to create consensus in realizing the goals and contents of educational activities; help diversify and maximize resources to build open educational institutions, ensure the best legal education environment for each student, and help students excel in competence and ethical, life and legal standards. Coordinate between schools, families and society to ensure democracy, equality, cooperation, publicity and social accountability to improve the quality of legal education for students.

3.2.6.2. Contents and methods to implement the measure

3.2.6.3. Conditions for implementing the measure

3.2.7. Check and evaluate the implementation of the legal education plan for students in the context of the fourth industrial revolution

3.2.7.1. Objectives of the measure

Check and evaluate the results to detect incomplete problems in the implementation of legal education activities, thereby taking measures to adjust the legal education process effectively.

3.2.7.2. Contents and methods to implement the measure

3.2.7.3. Conditions for implementing the measure

3.3. The relationship between the measures

The measures presented above have a dialectical relationship with each other, supporting and supplementing each other's results, starting from raising awareness to improving legal education capacity for administrators, teachers and other educational forces to develop and organize the implementation of legal education plans for high school students in the context of the fourth industrial revolution; direct the application of information technology in legal education; coordinate between schools, families and society to provide legal education for high school students; and inspect, monitor and evaluate the results of legal education for high school students.

The above-mentioned legal education management measures have a reciprocal, supportive and complementary effect in the management process. Therefore, in order to achieve the goal of legal education management, these measures must be synchronously implemented. Among the measures mentioned above, measure 2, and

measure 3; measure 4 are the key measures; measure 1 is the basis, the foundation; measures 5, 6, 7 are conditional measures for effective management of legal education.

3.4. Testing the necessity and feasibility of the proposed measures

3.5. Pedagogical experiment

3.5.1. Purpose of the pedagogical experiment

The purpose of the experiment is to verify the feasibility and effectiveness of the two measures in improving the knowledge and skills of officials and teachers about legal education and improving the quality of legal education activities for high school students in the context of the fourth industrial revolution.

3.5.2. Scope of the pedagogical experiment

a) Experiment contents:

The thesis chooses to test the measure "Organizing capacity building in legal education for administrators, teachers, and collaborators in the context of the fourth industrial revolution" and mainly focuses on training new contents on Cybersecurity Law for teachers and Youth Union officials: State policy on network security; Prohibited acts on network security; Handling violations of the law on network security; Preventing and combating acts of using cyberspace, information technology and electronic media to violate the law on national security, social order and safety; and how to organize activities of educating the Cybersecurity law for high school students.

b) Experiment time

c) Experiment participants: At each school, we randomly selected 9 head teachers and 03 teachers of Economics & Law and 02 Youth Union officials with a total of 14 people.

3.5.3. Experiment procedure

Step 1: Make an experiment plan and evaluate the input results

Step 2: Organize the experiment

Step 3: Evaluate the experiment results

3.5.4. Evaluation criteria and scale in the experiment

3.5.5. Experiment results

3.5.5.1. Experiment results of teachers

Step 1: Evaluate the input results

Table 3.3a. Results of assessing legal education knowledge of teachers and Youth Union officials before the experiment

High School	Scores of knowledge about Cybersecurity Law							Average
	4	5	6	7	8	9	10	
Bac Ninh High School for Gifted Students	5	3	4	2	0	0	0	5.21
Han Thuyen High School	4	5	3	2	0	0	0	5.21
Ham Long High School	5	3	4	2	0	0	0	5.21

Table 3.3.b. Results of evaluating the capacity to design legal education plans of teachers and Youth Union officials before the experiment

High School	Scores of designing lessons and extracurricular activities for legal education							Average
	4	5	6	7	8	9	10	
Bac Ninh High School for Gifted Students	3	5	4	2	0	0	0	5.36
Han Thuyen High School	3	5	4	2	0	0	0	5.36
Ham Long High School	3	5	4	2	0	0	0	5.36
Average score of 3 schools								5.36

Step 2: Conduct the experiment

i) Organize training to improve legal education capacity for 42 teachers and Youth Union officials on the knowledge of Cybersecurity Law:

ii) Organize training to improve the professional capacity of teaching and educating for teachers and Youth Union officials on legal education with the following forms of training: Organizing thematic activities, organizing for key teachers to study lessons and support colleagues in perfecting the capacity of designing, organizing lessons, and conducting extracurricular activities according to the topic of legal education. The products to be assessed are lesson plans, the scenario of Scenario of experiential activities designed by teachers and Youth Union officials.

Table 3.4a. The results of the survey on knowledge of the Cybersecurity law of teachers and Youth Union officials

High School	Scores of Knowledge about Law						Average
	5	6	7	8	9	10	
Bac Ninh High School for the Gifted	3	4	3	3	1	0	6.64
Han Thuyen High School	3	6	3	1	1	0	6.36
Ham Long High School	3	5	3	2	1	0	6.50
Average score of 3 schools							6.50

Comment: Analysis of the experiment results shows that the average score of 6.50 is quite good, higher than the pre-experiment result of 5.21.

The T-Test gives the following results:

Table 3.4b. T-Test results of knowledge about the Law of teachers and Youth Union officials before and after the experiment

No.	Scores							N	\bar{X}	SD	P
	4	5	6	7	8	9	10				
Before the experiment	19	15	13	9	0	0	0	56	5.21	1.09	0.00
After the experiment		12	17	17	7	3	0	56	6.50	1.13	

After the experiment, the capacity to understand the Cybersecurity Law of teachers and Youth Union officials increased and this difference was statistically significant ($P=0.00 < P=0.05$). This difference is reflected in all contents.

ii) Experiment results

We conducted experiments on fostering the competence of designing integrated legal education lesson plans and the competence of designing experiential activities for 42 teachers and Youth Union officials of 3 high schools in Bac Ninh province. The experimental results are shown in Table 3.5.

Table 3.5a. Results of the survey on the competence of designing lesson plans and experiential activities

High School	Scores of designing lesson plan in the direction of differentiated teaching						Average
	5	6	7	8	9	10	
Bac Ninh High School for the Gifted	0	3	5	3	3	0	7.43
Han Thuyen High School	0	3	6	3	2	0	7.29
Ham Long High School	0	4	4	4	1	1	7.36
Average scores of the three schools							7.36

From the statistical results in Table 3.5a, the mean score of the post-experiment result is 7.36, which is higher than the pre-experiment result of 5.36.

The T-Test gives the following results:

Table 3.5b. T-Test results on the competence of designing integrated lesson plans before and after the experiment

No.	Scores							N	\bar{X}	SD	P
	4	5	6	7	8	9	10				
Before the experiment	13	19	15	9	0	0	0	56	5.36	1.01	0.00
After the experiment		0	16	15	15	9	1	56	7.36	1.11	

After the experiment, the competence to design experiential activities for legal education topics increased and this difference was statistically significant ($P=0.00 < P=0.05$). This difference is reflected in

all contents.

Conclusion of chapter 3

Based on the theories in chapter 1 and the current status of legal education and management of legal education in high schools of Bac Ninh province in chapter 2, the researcher has built and proposed measures to manage legal education for high school students in Bac Ninh province in the context of the fourth industrial revolution: (1) Organize awareness raising for administrators, teachers, students and educational forces about legal education in the context of the fourth industrial revolution. (2) Build and implement the plan of legal education in the direction of integration with the educational plan at high schools in the context of the fourth industrial revolution; (3) Organize capacity building in legal education for administrators, teachers and collaborators in the context of the fourth industrial revolution; (4) Build a system of direct and online legal education materials to improve the quality of legal education in high schools; (5) Develop a digital education environment and an Elearning learning environment to enhance the effectiveness of legal education in high schools; (6) Coordinate between schools, families and society to provide legal education for students in the context of the fourth industrial revolution; (7) Check and evaluate the implementation of the legal education plan for students in the context of the fourth industrial revolution.

The above proposed measures have a dialectical relationship with each other, depend on each other and support each other to achieve the goal of improving the quality of legal education for high school students in the context of the fourth industrial revolution. In the process of managing legal education for high school students in Bac Ninh province, it is necessary to synchronously implement the above measures, avoid absoluteizing any measure or underestimating any measure.

The researcher has tested the proposed measures and experts have highly appreciated the necessity and feasibility of measures to manage legal education for high school students in the context of the fourth industrial revolution.

The researcher has also tested 01 measure: Organize capacity building in legal education for administrators, teachers and collaborators in the context of the fourth industrial revolution. The results show that the proposed legal education management measures can improve the

effectiveness of managing legal education for high school students in Bac Ninh province.

CONCLUSIONS AND RECOMMENDATIONS

1. Conclusion

i) Legal education for high school students is a process of organized and purposeful influence of educators on students to help them educate themselves to have legal knowledge, attitudes, behaviors, and conduct habits in accordance with the constitution and the law, which can be conducted in classroom or online;

Management of legal education for high school students is the process in which the principal synchronously conducts management functions in order to effectively implement the goal of forming knowledge, attitudes, emotions, motivations, needs, habits and behaviors of complying with law for high school students. The process of legal education management is influenced by subjective and objective factors.

ii) Legal education activities for high school students in Bac Ninh province have been implemented initially and achieved certain results; legal education objectives have been developed and implemented; however, the goal of forming habitual law observance skills is still limited. The content, methods and forms of organizing legal education activities for high school students in Bac Ninh province have many implementation contents which are evaluated at a good level and regularly implemented. None of the contents, methods and forms of organization have been evaluated at good performance level, while a number of implementation contents have been evaluated at medium levels, especially those related to the Cybersecurity law and network culture. The application of information technology in legal education was assessed at the lowest level. The school encountered some difficulties in legal education for students; for example, the capacity of teachers is limited; the coordination between school, family and society is not good; legal education facilities are limited.

Management of legal education activities for high school students in Bac Ninh province has achieved certain results, but is still limited in the following stages: Planning has not been specific to each content, organizational form and implementation conditions; the legal education plan has not clearly shown the coordination of forces inside and outside the school to participate in legal education for students in high schools in Bac Ninh province. The work of organizing and

directing the implementation is still limited in such contents as capacity building activities for teachers, organizing and directing the implementation of contents in association with the context of the fourth industrial revolution; using online education; applying information technology in legal education; Directing the completion of the system of documents and materials guiding the implementation of legal education in accordance with the new situation; Directing the application of information technology in legal education to enhance the practicality through simulated situations for students; Directing legal education for students in the online form, creating a legal education environment through Elearning. The work of checking and evaluating the results of the implementation of the legal education plan for students is only at medium level as it has not specified the strengths and limitations at each stage in the management process to improve the quality of legal education for high school students.

iii) The thesis has proposed 7 measures to manage legal education for high school students in Bac Ninh province in the context of the fourth industrial revolution as mentioned in chapter 3.

2. Recommendations

2.1. For the Department of Education and Training

- Promulgate a system of documents guiding legal dissemination and education so that schools can actively develop legal education plans from the beginning of the school year.

- Continue to direct the implementation of legal education for students at high schools, build and apply an operating and management mechanism among forces to mobilize the community to effectively participate in legal education.

- The Department of Education and Training of Bac Ninh province should periodically organize professional and skill training for teachers and administrators to carry out legal education for high school students in direct and online modes; invest in upgrading information technology infrastructure for high schools; encourage schools to connect with each other in carrying out legal education activities in direct and online modes.

- Periodically check and evaluate legal education activities for high school students.

2.2. For high schools

2.3. For teachers and youth union officials.