



Factors Influencing English Teaching Management For High School Students In Tinh Bien Town, An Giang Province

Nguyen Bach Thang^{1*}, Dang Ngoc Hieu²

^{1*}Head of Educational Psychology Department, An Giang University-VNUHCM;

²Master's student at an Giang University – VNUHCM;

Date of Submission: 08-03-2024

Date of Acceptance: 21-03-2024

ABSTRACT

In recent years, there have been innovations in organizing English teaching activities in high schools in Tinh Bien town, An Giang province, focusing on teaching and learning methodologies and assessment methods. However, there are still numerous challenges stemming from various factors affecting the teaching of English in high schools. This paper investigates the factors influencing English teaching in Tinh Bien town high schools. Understanding both objective and subjective factors will assist managers in devising appropriate solutions tailored to the local context during this period of innovation, which is essential and practical.

Keywords: influencing factors, teaching management, English subject, high school, Tinh Bien town.

I. PROBLEM STATEMENT

In reality, the management of English teaching in high schools in Tinh Bien town, An Giang province, has seen many changes in organizing teaching and learning activities and assessing and evaluating learning outcomes based on students' competency approach. Managing English teaching according to the competency-based approach is diverse and crucial, depending on many factors. The author researches the fundamental factors influencing the learning of English in high schools in Tinh Bien town. These factors that influence the management of English teaching based on the competency approach include aspects related to principals, teachers, and the educational management environment.

II. RESEARCH METHODOLOGY

2.1. Research sample

Using a questionnaire, the author surveyed 81 managerial staff and teachers from high schools in Tinh Bien town.

2.2. Criteria and evaluation scale

Table 2.1. Scoring method and evaluation scale for factors influencing English teaching according to the competency-based approach

| No | Evaluation criteria | Scoring Method | Evaluation standards |
|----|------------------------|----------------|----------------------|
| 1 | Highly influential | 4 | 3.25 – 4.0 |
| 2 | Moderately influential | 3 | 2.5 – 3.24 |
| 3 | Slightly influential | 2 | 1.75 – 2.49 |
| 4 | Not influential | 1 | < 1.75 |



III. RESULTS AND DISCUSSION

3.1. Current situation of factors related to high school principals

Table 3.1. Current situation of factors influencing the management of English teaching activities related to high school principals

| No | Factors | N = 81 | | | | | | | | \bar{X} | Rank |
|----|---|--------------------|------|------------------------|------|----------------------|---|-----------------|---|-----------|------|
| | | Highly influential | | Moderately influential | | Slightly influential | | Not influential | | | |
| | | Qty | % | Qty | % | Qty | % | Qty | % | | |
| 1 | Understanding educational objectives, teaching principles, and methods using the competency-based approach. | 55 | 67.9 | 26 | 32.1 | 0 | 0 | 0 | 0 | 3.71 | 2 |
| 2 | Capability in guiding, organizing the implementation of teaching content, innovating teaching methods, and assessing according to the competency-based approach. | 58 | 71.6 | 23 | 32.4 | 0 | 0 | 0 | 0 | 3.73 | 1 |
| 3 | Delegating autonomy to subject groups in planning, designing topics, lesson plans, and assessing teaching but with reasonable control over teaching according to the competency-based approach. | 52 | 64.2 | 29 | 35.8 | 0 | 0 | 0 | 0 | 3.65 | 5 |
| 4 | Creating favorable, friendly working conditions and an environment for teachers to teach according to the competency-based approach. | 53 | 64.4 | 28 | 34.6 | 0 | 0 | 0 | 0 | 3.67 | 4 |
| 5 | Encouraging, motivating, and accepting changes, as well as the creativity of teachers teaching according to the competency-based approach. | 56 | 69.1 | 25 | 30.9 | 0 | 0 | 0 | 0 | 3.70 | 3 |
| 6 | Fair, objective assessment of teachers' competency in teaching according to the competency-based approach. | 50 | 61.7 | 31 | 38.3 | 0 | 0 | 0 | 0 | 3.59 | 6 |



| No | Factors | Highly influential | | Moderately influential | | Slightly influential | | Not influential | | \bar{X} | Rank |
|------------------------------|--|--------------------|------|------------------------|------|----------------------|---|-----------------|---|-------------|------|
| | | Qty | % | Qty | % | Qty | % | Qty | % | | |
| 7 | Timely and reasonable recognition rewards for teachers with achievements in teaching according to the competency-based approach. | 45 | 55.6 | 36 | 44.4 | 0 | 0 | 0 | 0 | 3.57 | 7 |
| 8 | Sharing the difficulties teachers face in teaching according to the competency-based approach. | 39 | 48.1 | 43 | 51.9 | 0 | 0 | 0 | 0 | 3.49 | 8 |
| Overall average score | | | | | | | | | | 3.64 | |

Comments:

Table 3.1 demonstrates that the managerial staff and teachers participating in the survey assess the factors related to principals as having a significant influence on the management of English teaching according to the competency-based approach. This is evidenced by the overall average score of 3.64 (on a scale of 1 to 4). All factors related to principals are evaluated as having a very substantial impact. However, some factors are rated as more influential than others. This includes "Capability in guiding, organizing the implementation of teaching content, innovating teaching methods, and assessing according to the competency-based approach," which scored an average of 3.73, ranking first out of 8 factors. Following this is "Understanding educational

objectives, teaching principles, and methods using the competency-based approach," with an average score of 3.71, ranking second out of 8. Additionally, "Encouraging, motivating, and accepting changes, as well as the creativity of teachers teaching according to the competency-based approach" scored an average of 3.70, ranking third out of 8. Factors such as "Sharing the difficulties teachers face in teaching according to the competency-based approach" achieved an average score of 3.49, ranking last out of 8 factors. In contrast, "Timely and reasonable recognition rewards for teachers with achievements in teaching according to the competency-based approach" scored an average of 3.57, ranking second to last out of 8.

3.2. Current status of factors related to English teachers in high schools

Table 3.2. Factors related to English teachers

N = 81

| No | Factors | Highly influential | | Moderately influential | | Slightly influential | | Not influential | | \bar{X} | Rank |
|----|---|--------------------|------|------------------------|------|----------------------|---|-----------------|---|-----------|------|
| | | Qty | % | Qty | % | Qty | % | Qty | % | | |
| 1 | Teachers' understanding of teaching is according to the competency-based approach. | 56 | 69.1 | 25 | 30.9 | 0 | 0 | 0 | 0 | 3.71 | 3 |
| 2 | Ability to understand students' psychology, qualities, and capacities in teaching according to the competency-based approach. | 53 | 65.4 | 28 | 34.6 | 0 | 0 | 0 | 0 | 3.67 | 4 |



| No | Factors | Highly influential | | Moderately influential | | Slightly influential | | Not influential | | \bar{X} | Rank |
|------------------------------|--|--------------------|------|------------------------|------|----------------------|---|-----------------|---|-------------|------|
| | | Qty | % | Qty | % | Qty | % | Qty | % | | |
| 3 | Ability to differentiate instruction in teaching according to the competency-based approach. | 48 | 59.3 | 33 | 40.7 | 0 | 0 | 0 | 0 | 3.61 | 7 |
| 4 | Ability to design topics and lesson plans in teaching according to the competency-based approach. | 43 | 53.1 | 38 | 46.9 | 0 | 0 | 0 | 0 | 3.55 | 8 |
| 5 | Ability to apply positive teaching forms, methods, and techniques in teaching according to the competency-based approach. | 50 | 61.7 | 31 | 38.3 | 0 | 0 | 0 | 0 | 3.63 | 6 |
| 6 | Ability to organize learning activities for students and guide self-learning in teaching according to the competency-based approach. | 60 | 74.1 | 21 | 25.9 | 0 | 0 | 0 | 0 | 3.76 | 1 |
| 7 | Ability to assess students in teaching according to the competency-based approach. | 52 | 64.2 | 29 | 35.8 | 0 | 0 | 0 | 0 | 3.65 | 5 |
| 8 | Creating a conducive, friendly learning environment in teaching according to the competency-based approach to enable students to unleash their positive, proactive, and creative traits in the learning process. | 58 | 71.6 | 23 | 28.4 | 0 | 0 | 0 | 0 | 3.73 | 2 |
| Overall average score | | | | | | | | | | 3.66 | |

Content: *Understanding educational objectives, teaching principles, and methods according to the competency-based approach; Ability to directly organize the implementation of teaching content, innovate teaching methods, and assessment according to the competency-based approach; Encouraging, supporting, and accepting teachers' changes and innovations in teaching according to the competency-based approach are highly rated. This is because both managerial staff and teachers participating in the survey believe, "Before principals can effectively guide teachers in any task, they must first understand that task." To illustrate this, let us quote Teacher S, Principal of a high school in Tinh Bien town: "Factors related to*

principals significantly influence teaching according to the competency-based approach. Especially understanding educational objectives, teaching principles, and methods, as well as the ability to direct, organize, and encourage and accept teachers' innovations. Because only with understanding can effective guidance be provided, only with the ability to direct and organize can implementation be effective; with encouragement, acceptance of teachers' innovations, they will be motivated to implement them".

Comment: The data above indicates that factors related to teachers are also rated as having a significant impact on teaching English according to the competency-based approach. This is reflected



in the overall average score of $\bar{X} = 3.66$ (min=1; max=4).

All factors related to teachers are evaluated as having a very substantial influence. However, some factors are rated as more influential than others: "Ability to organize learning activities for students and guide self-learning in teaching according to the competency-based approach" with $\bar{X} = 3.76$ ranks 1/8; "Creating a conducive, friendly learning environment in teaching according to the competency-based approach to enable students to unleash their positive, proactive, and creative traits in the learning process" with $\bar{X} = 3.73$ ranks 2/8;...

Factors rated as having a significant impact but not as much as the above factors include: "Ability to design topics and lesson plans in teaching according to the competency-based approach" with $\bar{X} = 3.55$ ranks 8/8; "Ability to differentiate instruction in teaching according to the competency-based approach" with $\bar{X} = 3.61$ ranks 7/8. Factors rated as having less influence but still with high average scores above 3.5. This demonstrates that factors related to teachers are critical, significantly influencing the effectiveness and quality of teaching English according to the competency-based approach.

3.3. Current status of objective factors regarding the organizational environment for teaching English in high schools in Tinh Bien town, An Giang province

Table 3.3. Factors related to the management environment of English teaching

| No | Factors | | | | | | | | | N = 81 | |
|----|---|--------------------|------|------------------------|------|----------------------|------|-----------------|------|-------------|-----------|
| | | Highly influential | | Moderately influential | | Slightly influential | | Not influential | | \bar{X} | Rank |
| | | Qty | % | Qty | % | Qty | % | Qty | % | | |
| 1 | Legal documents from the Ministry, Department of Education and Training regarding educational innovation. | 58 | 71.6 | 16 | 19.7 | 7 | 8.7 | 0 | 0 | 3.67 | 2 |
| 2 | School environment influencing teaching according to the competency-based approach. | 0 | 0 | 0 | 0 | 69 | 85.2 | 12 | 14.8 | 1.87 | 10 |
| 3 | Classroom arrangement (desk and chair arrangement, slogans, colors, etc.) in teaching according to the competency-based approach. | 0 | 0 | 27 | 33.3 | 46 | 55.6 | 8 | 11.1 | 3.27 | 9 |
| 4 | School infrastructure conditions serving to teach. | 0 | 0 | 55 | 67.9 | 26 | 32.1 | 0 | 0 | 3.34 | 8 |
| 5 | Reduction of pressure on "cramming" knowledge affecting teaching according to the competency-based approach. | 53 | 65.4 | 28 | 34.6 | 0 | 0 | 0 | 0 | 3.65 | 4 |
| 6 | The pressure on evaluation criteria is reduced, requiring students to memorize a lot of knowledge, and there is less emphasis on practical skills and application, affecting teaching according to the competency-based approach. | 54 | 66.7 | 27 | 33.3 | 0 | 0 | 0 | 0 | 3.67 | 2 |



| No | Factors | Highly influential | | Moderately influential | | Slightly influential | | Not influential | | \bar{X} | Rank |
|------------------------------|---|--------------------|------|------------------------|------|----------------------|------|-----------------|-----|-------------|----------|
| | | Qty | % | Qty | % | Qty | % | Qty | % | | |
| 7 | The family's concern is that the education of students affects teaching according to the competency-based approach. | 0 | 0 | 42 | 51.9 | 34 | 42.0 | 5 | 6.1 | 3.49 | 7 |
| 8 | Labor market demands for various professions affect teaching according to the competency-based approach. | 50 | 61.7 | 28 | 34.6 | 3 | 3.7 | 0 | 0 | 3.59 | 5 |
| 9 | Educational innovation environment of high schools. | 60 | 74.1 | 21 | 25.9 | 0 | 0 | 0 | 0 | 3.76 | 1 |
| 10 | Policy regime for teachers. | 40 | 49.4 | 41 | 51.6 | 0 | 0 | 0 | 0 | 3.51 | 6 |
| Overall average score | | | | | | | | | | 3.38 | |

Comment:

The data presented in Table 3.3 shows the significant influence of environmental management factors on teaching English using a competency-based approach, as evaluated by managerial staff and participating teachers, with an overall average score of 3.38 (min=1; max=4).

The factors related to the management environment have varying degrees of impact. "Educational innovation environment of high schools" scored 3.76, ranking first among the ten factors listed. "Legal documents from the Ministry, Department of Education and Training regarding educational innovation" and "The pressure on evaluation criteria is reduced, requiring students to memorize a lot of knowledge, and there is less emphasis on practical skills and application, affecting teaching according to the competency-based approach" scored 3.67, ranking second. Conversely, "School environment influencing teaching according to the competency-based approach" scored only 1.87, ranking last. "Classroom arrangement (desk and chair arrangement, slogans, colors, etc.) in teaching according to the competency-based approach" scored 3.27, ranking ninth. Understanding these influences can optimize the teaching process and encourage innovation in education. The high ratings for "Educational innovation environment of high schools" and "Legal documents from the Ministry, Department of Education and Training regarding educational innovation" are reasonable,

as they can provide favorable conditions for innovation and creativity in education.

IV. CONCLUSION

Teaching English in high schools in Tinh Bien town, An Giang province, is generally well-executed, encompassing curriculum content, teaching methods, and resources supporting English teaching. However, the management of English teaching activities using a competency-based approach in these high schools still faces several influencing factors. Analyzing these influencing factors provides a foundation for school principals to develop solutions to overcome limitations and enhance their institutions' teaching quality.

REFERENCES

- [1]. Nguyen Ngoc Hung (2011), "Teaching Practically Based on Competency - the 4D Method", Journal of Educational Science, Issue 72, September, Hanoi, pp.27-29.
- [2]. Nguyen Bach Thang & cs (2019), Theory of Management and Educational Management, National University Publishing House, Ha Noi.
- [3]. Le Thuy Linh (2014), Teaching Educational Science through Competency-Based Approach, doctoral dissertation, Thai Nguyen University of Pedagogy.
- [4]. Vu Xuan Hung (2011), Developing Teaching Competency for Students of Technical Pedagogy in Teaching Practice Based on Competency Approach, doctoral dissertation in Education, Vietnam Institute of Educational Sciences.