International Journal of Humanities Social Science and Management (IJHSSM)
Volume 5, Issue 2, Mar.-Apr., 2025, pp: 949-951 ISSN: 3048-6874
www.ijhssm.org

Factors Influencing the Management of Teaching Activities in Lower Secondary Schools

Le Trung Thu[1, 2]
[1]An Giang University, An Giang Province, Vietnam; [2]Vietnam National University, Ho Chi Minh City, Vietnam

Date of Submission: 05-04-2025 Date of Acceptance: 15-04-2025

Summary:
The management of teaching activities in lower secondary schools is influenced by both objective and subjective factors. Objective factors include the educational policy framework and the teaching environment, which serve as the legal and physical foundations for effective instruction. Meanwhile, subjective factors focus on the leadership capacity of the principal, the quality of the teaching staff, and students' attitudes and sense of responsibility—human elements that directly determine the quality and effectiveness of actual teaching practices. Accurately identifying and evaluating these factors is essential for proposing solutions to enhance teaching management in the context of ongoing educational reform.

Keywords: factorìnluence. Management, teacher, secondaryschools

I. Problem Statement

Effective management of teaching activities in lower secondary schools is a cornerstone of educational quality and student achievement. As education systems around the world seek to improve learning outcomes, understanding the factors that influence school-level management is essential. These factors can be broadly categorized into internal (subjective) and external (objective) influences. This essay focuses on the objective factors, particularly the systemic mechanisms and the teaching and learning environment, which play a decisive role in shaping the effectiveness of teaching management in lower secondary schools.

2. Systemic Mechanisms: Policies, Laws, and Institutional Frameworks

Systemic mechanisms encompass a range of legal and regulatory documents—such as laws, resolutions, education charters, and circulars—issued by educational authorities. These documents provide the legal framework that governs how educational institutions operate. They outline the objectives of education, define curriculum standards, prescribe teaching methods, and regulate evaluation practices. By doing so, they serve as guiding principles for schools and ensure that teaching activities align with national education goals.

In theory, such a framework is indispensable for maintaining consistency, accountability, and order across the education system. It helps school administrators uphold discipline and guides both teachers and students in fulfilling their respective roles. However, in practice, these mechanisms often face challenges in terms of relevance and flexibility. Many policies are criticized for being outdated, overly prescriptive, or disconnected from the real-world needs of learners and educators.

For instance, while modern education emphasizes creativity, critical thinking, and life skills, many existing curricula still emphasize rote learning and standardized testing. Furthermore, regulatory documents often fail to take into account the diversity of contexts across different regions, especially between urban and rural schools. This lack of contextual sensitivity can hinder the effective implementation of education reforms.

As such, it becomes clear that while systemic mechanisms are foundational, their design and adaptability are crucial. The creation of more inclusive, flexible, and context-responsive policies would empower school leaders to manage teaching activities more effectively, and to better address the unique needs of their student populations.

II. The Teaching and Learning Environment: A Catalyst for Quality Education

Another significant factor influencing the management of teaching activities is the teaching and learning environment. This includes both the physical infrastructure of the school and the psychosocial climate in which learning occurs.

A conducive physical environment—adequate classrooms, modern equipment, access to

International Journal of Humanities Social Science and Management (IJHSSM)
Volume 5, Issue 2, Mar.-Apr., 2025, pp: 949-951 ISSN: 3048-6874
www.ijhssm.org

technology, and relevant teaching materials—is essential for facilitating quality education. Without these resources, even the most skilled teachers may struggle to deliver effective instruction. Moreover, schools must provide learning spaces that are not only functional but also safe, hygienic, and stimulating, encouraging student participation and engagement.

Beyond physical conditions, the emotional and relational aspects of the school environment are equally critical. A positive school culture—marked by trust, respect, collaboration, and open communication—creates the conditions necessary for both teachers and students to thrive. In such an environment, teachers are more likely to feel supported and motivated to innovate in their teaching. Students, in turn, are more likely to take academic risks, express themselves, and develop a love for learning.

An inclusive, friendly, and democratic learning atmosphere also promotes emotional well-being, which is increasingly recognized as vital to academic success. Schools that foster extracurricular activities, arts, sports, and cultural programs help nurture the holistic development of students, building life skills, creativity, and social responsibility.

In contrast, a toxic or restrictive environment, characterized by authoritarianism, lack of resources, or emotional neglect, can severely undermine the effectiveness of teaching management. Teachers may experience burnout, students may disengage, and the overall quality of education suffers.

III. Subjective Factors Influencing the Management of Teaching Activities in Lower Secondary Schools

While objective factors such as policy frameworks and environmental conditions play a foundational role in shaping the effectiveness of teaching management, the success of these efforts also depends heavily on subjective (internal) factors within the school. These include the leadership capacity of the principal, the quality of the teaching staff, and the engagement and characteristics of students. Each of these elements has a direct and profound impact on how teaching activities are planned, delivered, and assessed.

4.1. Leadership Capacity of the Principal

The principal serves as both the visionary leader and the strategic manager of a school. Their leadership capacity significantly influences the direction and pace at which the school develops. A competent principal can guide the school toward achieving educational goals in the most efficient and cost-effective manner, ensuring optimal use of time, resources, and human capital.

Effective school leadership requires a solid foundation in professional expertise, including a deep understanding of teaching principles, curriculum design, and instructional methodologies. Beyond technical knowledge, a principal must also possess analytical and evaluative skills to assess the pedagogical capabilities of their teachers and identify areas for improvement.

Moreover, strong leadership involves active participation in academic development, such as engaging in subject-based professional learning communities, organizing and leading training sessions, and staying current with innovations in teaching. The principal's ability to provide timely and relevant guidance during periods of pedagogical reform is crucial. In the context of ongoing changes in educational practices, such leadership ensures that reforms are implemented effectively and tailored to the school's unique context.

Ultimately, the principal is the linchpin of teaching activity management. Their vision, competence, and leadership style either empower teachers and inspire students—or conversely, stagnate progress and breed inefficiency.

4.2. Teaching Staff

Teachers are the core drivers of educational quality. No matter how well-formulated the curriculum or how advanced the facilities, it is the teacher's ability to translate policy into practice that determines the real success of a school's teaching efforts. Therefore, a strong, professional, and committed teaching force is indispensable to the management of educational activities at the lower secondary level.

The quality of the teaching staff is measured not only by their subject matter expertise but also by their pedagogical skills, ability to innovate, and adaptability to educational reforms. Teachers who actively engage in modernizing instructional approaches, integrating technology, and designing learner-centered activities contribute significantly to enhanced student outcomes.

In addition, teachers play a crucial role in assessment and evaluation, which requires a comprehensive understanding of both formative and summative assessment strategies. The ability to design fair, objective, and outcome-oriented evaluation tools is central to tracking student progress and informing instructional decisions.

International Journal of Humanities Social Science and Management (IJHSSM)
Volume 5, Issue 2, Mar.-Apr., 2025, pp: 949-951 ISSN: 3048-6874
www.ijhssm.org

Furthermore, teachers must be able to collaborate effectively, participate in ongoing professional development, and align their practices with the broader goals of the school. A well-coordinated, motivated, and empowered teaching staff creates a dynamic learning culture that benefits students and strengthens the school as a whole.

4.3. Students

Students are the primary beneficiaries and central actors in the educational process. At the lower secondary level, students are typically in early adolescence—a period marked by significant cognitive, emotional, and social development. This developmental stage presents both opportunities and challenges in terms of teaching management.

On the one hand, students are capable of more abstract thinking and are beginning to develop personal identity and self-awareness. On the other hand, they are also navigating social pressures, emotional instability, and the struggle for autonomy. As such, they may face difficulties in fully assuming the role of active, responsible learners.

In the school context, students must learn to adapt to institutional expectations, including academic norms, behavioral codes, and peer dynamics. Their level of self-discipline, motivation, and attitude toward learning directly affects how well teaching activities are received and internalized. Students who lack awareness of their responsibilities may resist instructional efforts, disengage from learning, or disrupt classroom environments.

Therefore, promoting a sense of agency, responsibility, and academic purpose among students is vital. School administrators and teachers must implement strategies that help students understand their role, set personal goals, and develop the mindset needed for meaningful participation in the learning process.

IV. Conclusion

Subjective factors such as school leadership, teacher quality, and student engagement are the internal pillars that sustain and shape the management of teaching activities in lower secondary schools. While external policies and infrastructure set the stage, it is these human elements that bring educational goals to life. Strong leadership ensures strategic direction; qualified and innovative teachers translate vision into action; and motivated, responsible students drive outcomes.

To enhance the effectiveness of teaching management, schools must invest not only in systems and structures but also in people and culture. Leadership development programs, continuous professional training for teachers, and student-centered learning models are all key strategies for fostering a vibrant and resilient school environment. In this way, subjective factors can be harnessed as powerful levers for educational improvement and transformation.

References:

[1]. Nguyễn, T. H. (2022). *Management of teaching activities in lower secondary schools in Thanh Son district, Phu Tho province, towards the development of self-learning competence* [Master's thesis, Hanoi National University of Education].

[2]. Lê, M. T. (2012). *Management of teaching activities in lower secondary schools in Ca Mau city, Ca Mau province* [Master's thesis, Academy of Politics, Ministry of National Defense].

[3]. Phạm, T. N. (2020). *Management of mathematics teaching activities towards developing students' competencies in lower secondary schools in Cau Ke district, Tra Vinh province* [Master's thesis, Tra Vinh University].

[4]. Đỗ, T. T. V. (2008). *Management measures for teaching and learning activities to improve training quality in upper secondary schools in Thuy Nguyen district, Hai Phong city* [Master's thesis, Vietnam National University, Hanoi].

[5]. Nguyễn, V. A., & Trần, T. B. (2023). Management solutions for mathematics teaching activities under the 2018 General Education Curriculum in Binh Chanh district, Ho Chi Minh City. *Journal of Educational Science*, 45(2), 25–33.

[6]. Nguyễn, V. C. (2023). Current situation and solutions for managing the application of information technology in teaching activities in lower secondary schools in Binh Chanh district, Ho Chi Minh City. *Journal of Educational Management*, 38(4), 45–52.