



Overview of research studies on the management of teaching activities in secondary schools

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I. Introduction

The management of teaching activities by secondary school teachers plays a crucial role in enhancing the quality of education within the national education system. The author outlines research contributions from both domestic and international scholars, highlighting the significance of teaching management in secondary schools. These studies serve as a foundation for the author's research aimed at improving the quality of education in Châu Thành district, Kiên Giang province.

II. Research studies from overseas

Leithwood and Jantzi's research focuses on the impact of transformational leadership on student achievement in secondary schools. They conducted a comprehensive study involving multiple schools, analyzing how principals' leadership styles influence student performance. The study found that principals who adopt transformational leadership practices—such as inspiring a shared vision, providing individualized support, and fostering intellectual stimulation—create a positive school environment that enhances student engagement and achievement. Transformational leadership was shown to indirectly affect student outcomes by improving organizational conditions and teacher morale (Kenneth Leithwood & Doris Jantzi, 2020).

Harris's research explores the concept of distributed leadership within secondary schools. The study examines how leadership responsibilities can be shared among teachers and staff, rather than being concentrated in a single individual. By distributing leadership roles, schools can utilize the expertise and skills of their entire staff, leading to improved decision-making and instructional practices. The research highlights that distributed leadership fosters a sense of ownership and accountability among teachers, enhancing their motivation and engagement. It also emphasizes the importance of professional collaboration and the

collective effort to improve school performance (Alma Harris 2004).

Hallinger and Heck's research delves into the role of instructional leadership in secondary school performance. Their study investigates how principals' focus on instructional leadership—such as setting clear educational goals, supervising and evaluating instruction, and promoting professional development—affects school effectiveness. The findings indicate that principals who prioritize instructional leadership create a supportive and focused learning environment, which positively impacts student achievement. The study emphasizes that effective instructional leadership requires ongoing professional development for principals to enhance their skills in managing curriculum and instruction (Philip Hallinger & Ronald H. Heck 1998).

Darling-Hammond and Richardson's study highlights the critical role of professional development in improving teaching quality in secondary schools. The research reviews various professional development programs and their effectiveness in enhancing teachers' instructional practices. The study found that effective professional development is ongoing, collaborative, and focused on specific instructional strategies that are directly relevant to teachers' work. Professional development that includes active learning, peer coaching, and opportunities for teachers to reflect on their practice was shown to significantly improve teaching quality and student learning outcomes (Linda Darling-Hammond & Nancy Richardson 2009).

Tschannen-Moran's research examines the relationship between school climate and teacher commitment. The study identifies key elements of a positive school climate, such as trust, respect, and a sense of community, which contribute to higher levels of teacher commitment and collaboration. The research found that when teachers feel trusted and respected by their colleagues and school leadership, they are more likely to be committed to their work



and to collaborate effectively with others. This positive school climate leads to improved instructional practices and student outcomes. The study underscores the importance of building a trusting and respectful school environment to enhance teacher morale and performance (Megan Tschannen-Moran 2004).

John Locke (1632-1704), a prominent English philosopher and educator of the 17th century, argued that education should not consist of cramming children's minds with information they do not enjoy. Instead, it should stimulate their curiosity, cultivate a passion for understanding new things, and develop independent thinking and active engagement in learning (Thai Duy Tuyen, 2008).

These detailed summaries provide insights into the various aspects of teaching management in secondary schools, highlighting the importance of leadership, professional development, and school climate in improving educational outcomes.

III. Research studies conducted in Vietnam

Tran Khanh Đức's research focuses on managing teaching activities aimed at developing student competencies in Vietnamese secondary schools. The study emphasizes that teaching management should focus on the comprehensive development of students' skills and competencies, rather than just theoretical knowledge. Proposed solutions include improving curricula, enhancing teacher training, and creating a positive learning environment to develop skills such as creative thinking, problem-solving, and teamwork among students (Tran Khanh Đức 2016).

Nguyen Van Le's research investigates the innovation in assessing high school students' learning outcomes in Vietnam. The study points out that current assessment methods are limited, primarily focusing on theoretical knowledge without adequately evaluating students' competencies and practical skills. To address these limitations, the research proposes solutions such as developing diverse assessment forms, applying information technology in evaluation, and enhancing teacher training in modern assessment methods (Nguyen Van Le 2017).

Le Van Hoa's research focuses on the management of STEM education (Science, Technology, Engineering, and Mathematics) in Vietnamese high schools. The study identifies challenges in implementing STEM education due to the lack of materials, equipment, and qualified teachers. The research suggests solutions such as increasing investment in infrastructure, developing specialized teacher training programs in STEM, and

building cooperative relationships with international educational organizations to learn from their experiences (Le Van Hoa 2018).

Phạm Minh Tuan's research examines the impact of school management on teaching quality in rural secondary schools in Vietnam. The study finds that rural secondary schools often face numerous difficulties, including inadequate infrastructure, a shortage of qualified teachers, and limited management methods. The research proposes solutions such as enhancing teacher training and professional development, improving infrastructure, and applying modern management methods to improve teaching quality (Phạm Minh Tuan 2019).

Nguyen Thị Mai's research focuses on developing classroom management skills for high school teachers in Vietnam. The study points out that classroom management skills are crucial factors affecting teaching quality and the learning environment. The research suggests solutions such as organizing training and professional development courses in classroom management skills for teachers, developing specific guidance materials, and creating opportunities for teachers to exchange effective classroom management experiences (Nguyen Thị Mai 2020).

These detailed summaries provide insights into various aspects of teaching management in Vietnamese secondary schools, highlighting the importance of leadership, professional development, and learning environments in improving educational outcomes.

In the study on "Management of teaching activities in secondary schools oriented towards student competency development," the author proposes 5 management contents as follows: (i) Enhancing awareness and innovating thinking about teaching activities; (ii) Developing lesson plans; (iii) Organizing management apparatus and coordinating teaching activities; (iv) Monitoring and evaluating the implementation of teaching activities; (v) Training to enhance management skills in teaching activities for school administrators in high schools. The thesis identifies the stakeholders in managing teaching activities in high schools oriented towards student competency development, including: Director of the Department of Education and Training; Principal of the high school; Head of subject department at the high school; High school teachers (Tran Trung Dung, 2016).

In the study "Current status of teaching management by principals of high schools in Nhà Bè district, Ho Chi Minh City," the author identifies the surveyed aspects, including: (i) management of curriculum development and implementation by



teachers; (ii) management of lesson preparation by teachers before classes; (iii) management of classroom teaching hours by teachers; (iv) management of the application of active teaching methods and techniques by teachers; (v) utilization and training of the teaching staff; (vi) management of teachers' professional activities; (vii) management of teachers' professional records according to current regulations; (viii) management and innovation in assessing students' learning outcomes towards competency formation and development; (ix) management of the use of tools, equipment, and application of information technology in teaching by teachers; (x) management of student learning activities (Đình Quang Thanh Binh, 2018).

In Vietnam, numerous authors have recently conducted research related to the management of teaching activities in general, and specifically at secondary schools, at Dong Thap University. Examples include: Nguyen Duy Thanh's thesis on "Management of ICT Application in Teaching at Lower Secondary Schools in A Minh District, Kien Giang Province" (2021); Duong Thi Hang's thesis on "Management of Teacher Training Activities According to Professional Standards at Lower Secondary Schools in Hon Dat District, Kien Giang Province" (2021); Nguyen Nhat Thanh Ngan's thesis on "Management of Subject Department Activities at Lower Secondary Schools in An Bien District, Kien Giang Province" (2021); and Nguyen Hieu Nghia's thesis on "Management of Mathematics Teaching Activities at Lower Secondary Schools in Go Quao District, Kien Giang Province" (2021). All these theses propose measures aimed at enhancing the management of teaching activities in general and specifically at lower secondary schools.

In general, studies on classroom management primarily focus on managing various elements of the teaching process such as teachers, students, objectives, content, methods, and assessment of learning outcomes. A secondary focus involves researching the implementation of state educational policies and the application of management functions in secondary education teaching management. However, there has been no in-depth research conducted on the management of teaching activities in lower secondary schools in Châu Thành district, Kiên Giang province. This is precisely why the author intends to conduct research to enhance the quality of education in Châu Thành district.

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