



# Research on the Current Situation of Teaching Activity Management in Secondary Schools in Chau Thanh District, Kien Giang Province

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## Abstract

Management of teaching activities plays a crucial role in improving the quality of education in primary schools. To manage teaching activities effectively, it is necessary to enhance planning, organization, and leadership skills, and to strengthen the inspection and evaluation of teachers. The author focuses on studying the current status of teaching activity management in secondary schools in Chau Thanh District, Kien Giang Province, with a survey sample of 10 secondary schools involving 382 individuals, including 20 management staff (principals and vice-principals) and 362 teachers. The author used quantitative surveys through questionnaires combined with direct interviews with some principals and teachers about the current status of teaching activity management in secondary schools in Chau Thanh District. Based on the findings, recommendations are proposed to address the issues in teaching activity management to improve education quality and meet current educational reform requirements.

**Keywords:** *management, current status of teaching activities, secondary schools, Chau Thanh District, Kien Giang Province.*

## I. Introduction

The General Education Program 2018 (GDPT 2018) has been implemented in Chau Thanh District, Kien Giang Province, starting from the 2021-2022 academic year. To effectively and uniformly execute this program, most educational administrators, particularly the principals, have provided thorough and timely guidance, adhering strictly to the directives from higher authorities. As a result, teachers have clearly understood their roles in organizing teaching activities, leading to a fairly synchronized and effective implementation at the local level.

However, some educational managers have not paid adequate attention to the management of

teaching activities under the GDPT 2018. Some teachers still face difficulties in developing educational activity plans, subject plans, and particularly in organizing teaching activities aimed at developing students' qualities and competencies. There are still instances of one-way teaching methods or assessments based merely on rote memorization. During the teaching process, some teachers fail to recognize the diverse capabilities of different students, focusing solely on textbook content without considering the required outcomes in terms of qualities and competencies in their lessons. This reflects certain inadequacies in the management of teaching activities in secondary schools, particularly in aligning with the student-centered, competency-based approach of the GDPT 2018 program.

Given these realities, the question arises: how can teaching activities be effectively managed to foster the development of students' qualities and competencies in secondary schools? There have been previous studies addressing both theoretical and practical aspects of managing teaching activities and proposing solutions. However, specific research on management methods tailored to the secondary education level in individual localities has been limited, often offering only general recommendations for all regions.

The Department of Education and Training in Chau Thanh District, Kien Giang Province, and particularly the secondary schools in the district, have held seminars focused on managing teaching activities with the aim of developing students' qualities and competencies. Yet, in practice, many limitations remain, and the quality of teaching under the GDPT 2018 program has not achieved the desired outcomes. This research aims to answer the following questions: What is the current state of teaching activity management in secondary schools in Chau Thanh District? What recommendations can be made to educational administrators to improve the management of teaching activities in secondary



schools in Chau Thanh District, Kien Giang Province?

## II. Research Methodology

### 2.1. Survey Participants

The total sample size includes 382 individuals, comprising 10 principals, 10 vice principals, and 362 teachers (including department heads and deputy heads) from 10 secondary schools in Chau Thanh District, Kien Giang Province.

### 2.2. Survey Procedure

The author conducted the survey using questionnaires for 382 educational administrators and teachers from 10 secondary schools, as well as direct interviews with some principals and teachers from these schools in Chau Thanh District, Kien Giang Province.

### 2.3. Data Processing Method

- The collected data was processed using Excel statistical software and a pocket calculator (fx-580VN X) to facilitate data analysis throughout the research process.

+ Descriptive statistics: total calculations, mean values, and percentage rates were computed.

+ Comparative analysis was conducted to compare results between different participant groups and different aspects within the same research indicator.

**Measurement Scale Convention:** The scale used in the survey forms was designed to identify certain characteristics of the participants. Both ordinal and interval scales were used to compute descriptive

statistics parameters such as mean values and percentage rates.

A 4-point Likert scale was employed, with an interval value calculated as  $= (\text{Maximum} - \text{Minimum}) / n = (4-1) / 4 = 0.75$ . All questions in the content section were evaluation-based, with four pre-determined levels of assessment. The lowest response was scored as 1, and the highest as 4 points. Based on the average score, the levels of necessity or feasibility were interpreted as follows: 1.00 - 1.75: Not necessary/Not feasible; 1.76 - 2.51: Less necessary/Less feasible; 2.52 - 3.27: Necessary/Feasible; 3.28 - 4.00: Very necessary/Very feasible.

## III. Results and Discussion

### 3.1. Current Situation of Teaching Activity Planning Management in Secondary Schools in Chau Thanh District, Kien Giang Province

The principal is the key decision-maker for all operational plans and the development direction of the school. As the highest-ranking manager, the principal's strong management skills are critically important and decisive in determining the effectiveness of all activities, including the management of teaching activity planning.

To assess the current state of the high-level management capacity of secondary school principals in Chau Thanh District, the author conducted a survey, with the results presented in Table 3.1.

**Table 3.1. Management Capacity in Developing Teaching Activity Plans**

No.	Content	Group	Results				Mean Score	Rank
			Excellent	Good	Average	Poor		
1	Identifying mission and strategic vision	Managers	4	7	8	1	2.78	6
		Teachers	91	161	73	37	2.86	5
2	Principals' planning capability	Managers	4	11	5	0	2.89	4
		Teachers	96	176	75	15	2.97	3
3	Organizing and directing plan implementation	Managers	7	9	4	0	3.11	1
		Teachers	111	158	27	66	3.04	1
4	Evaluating plan implementation	Managers	5	8	5	2	2.83	5
		Teachers	98	163	80	21	2.94	4
5	Capacity to unite the team	Managers	5	9	5	1	2.94	3
		Teachers	100	166	70	26	2.94	4
6	Assigning responsibilities to members of the school	Managers	6	8	5	1	3	2
		Teachers	103	173	65	21	2.99	2
7	Staff evaluation	Managers	4	10	6	0	2.94	3
		Teachers	85	140	91	46	2.73	6



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The survey results indicate that the management capacity of principals in secondary schools within Chau Thanh District is generally rated as quite good. The principals' work in organizing and directing the implementation of plans is particularly well-regarded, with the average score from educational administrators being 3.11, and from teachers being 3.04, ranking first. According to discussions with some department heads, the school leadership consistently implements and directs plans and relevant official documents from higher authorities in a detailed and timely manner to each teacher and staff member. Principals are also seen to be supportive of teachers, helping them accomplish their assigned tasks. The assignment of responsibilities within the school is handled at the start of the academic year, with attention to individual capacities and circumstances. This approach motivates teachers to perform their duties effectively. This is reflected in the survey, where this aspect also received high evaluations.

However, despite the overall positive evaluation of the principals' management capacities, there are still some limitations in their administrative work. Notably, weaknesses were identified in the areas of evaluating the implementation of plans and defining the school's mission and strategic vision, both of which were ranked lower. In a direct discussion with a vice principal responsible for academic affairs at one of the district schools, it was revealed that while school leadership consistently develops and implements plans on time, there is often a lack of follow-up in terms of evaluating the results. Principals tend to assign tasks to teachers without properly reviewing the outcomes, and any evaluations that are conducted tend to be superficial, without considering various related factors. Furthermore, the process of defining the school's mission and vision has not been given due attention. Many schools have not developed a clear mission for the school, focusing only on short-term goals without long-term strategic direction.

### 3.2. Current Situation of Managing the Development of Teaching Activity Content in Secondary Schools in Chau Thanh District, Kien Giang Province

#### 3.2.1. Current Status of Managing the Development of Teaching Activity Content

**Table 3.2.** Survey Results on the Level of Implementation and Effectiveness of Managing Teaching Activity Content

No.	Management of Teaching Activity Content	Implementation Level		Effectiveness	
		Mean	Std. Dev. (SD)	Mean	Std. Dev. (SD)
1	Directing department heads and teachers to reorganize teaching activities.	2,66	0,93	2,42	0,67
2	Directing teachers to design lesson content based on individual student abilities.	2,44	0,68	2,05	0,58
3	Encouraging teachers to select and incorporate practical knowledge.	2,49	0,91	2,17	0,62
4	Guiding teachers to organize experiential and research activities for students.	2,54	0,88	2,18	0,69
5	Evaluating and adjusting teaching content.	2,24	0,85	1,88	0,51

The results in Table 3.2 show that the directive for department heads and teachers to reorganize teaching content based on a competency development approach is receiving relatively more attention (average score = 2.66), and it is being implemented effectively (average score = 2.42). In recent times, under the direction of the Department of

Education and Training, schools have been guided to proactively organize and restructure teaching content and curricula around thematic approaches under the supervision of the school principals. This allows schools to implement their teaching content and curricula more flexibly and effectively.

However, the guidance for teachers to



organize experiential activities and scientific research for students is not rated as highly (average score = 2.54). This indicates that the integration of practical activities into the teaching curriculum has not been sufficiently prioritized. Furthermore, while the process of evaluating, assessing, and adjusting the curriculum to align with a competency-based approach has been implemented, its effectiveness

remains limited (average score = 1.88). Some educational administrators have provided directives and organized activities, but the lack of sufficient investment and attention has led to these limited results. If the management of teaching content and curriculum is effectively conducted, it will create better conditions for both teaching and learning to be more effective..

3.2.2. Current Situation of Managing the Development of Teaching Activity Content by Teachers

**Table 3.3.** Survey Results on the Level and Effectiveness of Managing Teaching Activities by Teachers

No.	Management of Teaching Activity Content	Implementation Level		Effectiveness	
		Mean	Std. Dev. (SD)	Mean	Std. Dev. (SD)
1	Organizing teachers to thoroughly understand specific requirements for lesson preparation and classroom teaching based on the new teaching methodology.	2,71	0,39	2,37	0,67
2	Organizing discussions to unify objectives, content, methods, tools, and teaching formats.	2,58	0,49	2,30	0,48
3	Checking the preparation of lesson plans and classroom lessons.	2,40	0,40	2,36	0,42
4	Checking teachers' performance in practice and classroom lessons.	2,59	0,81	2,30	0,39
5	Providing professional development for teachers on methods and lesson planning	2,66	0,47	2,25	0,48
6	Managing the compliance with schedules, attendance, and teaching reports.	2,50	0,43	2,28	0,62
7	Providing training on the use of teaching tools and equipment.	2,37	0,47	2,20	0,42
8	Organizing class observations and feedback sessions.	2,78	0,69	2,19	0,81
9	Establishing clear professional records for teachers.	2,60	0,40	2,26	0,45
10	Reviewing and providing feedback on teachers' professional records.	2,42	0,40	2,12	0,42
11	Using evaluation results to classify and rank teachers.	2,51	0,39	2,17	0,47
12	Assigning tasks based on teachers' qualifications and personal abilities.	2,45	0,39	2,35	0,69
13	Developing professional development plans for teachers.	2,38	0,49	2,40	0,43
14	Informing and organizing professional development programs for teachers.	2,14	0,40	2,23	0,39
15	Providing continuous development materials for teachers.	2,49	0,81	2,31	0,59
16	Encouraging self-study and professional development among teachers.	2,36	0,47	2,38	0,49
17	Evaluating the effectiveness of self-study and professional development.	2,30	0,40	2,20	0,40
18	Supporting and rewarding teachers excelling in self-study and professional development.	2,21	0,47	2,59	0,82

The analysis of the data in Table 3.3 shows that class observations, pedagogical analysis, and feedback sessions were rated the highest (average score: 2.78). This suggests that both educational administrators and teachers place significant importance on these activities. Additionally, efforts to ensure that teachers fully understand the specific

requirements for lesson planning and preparation in alignment with the updated competency-based teaching methodology, along with support and encouragement for teachers' self-study and professional development, were also areas of focus for administrators and teachers.

However, the survey also reveals that the



activity of informing and organizing professional development programs for educational administrators and teachers was rated the lowest (average score: 2.14). This indicates a lack of attention and inadequate implementation in this area. Moreover, although there is some attention to reviewing and evaluating teachers' professional records, its effectiveness was rated the lowest in terms of outcomes. The management of teaching activities and professional development for teachers is crucial in ensuring the effectiveness of teaching.

Therefore, to successfully implement competency-based learning, significant attention must be paid to improving the management of teaching activities and enhancing teacher development programs. Effective organization and support for teachers are necessary to foster the skills needed for high-quality instruction.

This analysis highlights areas of strength and the need for improvement in managing teacher activities and development, which are critical to achieving the goals of modern education reform.

### 3.2.3. Current Situation of Managing Students' Learning Activities

**Table 3.4.** Survey Results on the Level and Effectiveness of Managing Students' Learning Activities

No.	Management of Students' Learning Activities	Implementation Level		Effectiveness	
		Mean	Std. Dev. (SD)	Mean	Std. Dev. (SD)
1	Managing students' discipline, motivation, and attitude toward learning.	2,72	0,49	2,43	0,85
2	Managing the teaching of learning methods to students.	2,65	0,86	2,30	0,92
3	Managing students' academic, recreational, and extracurricular activities.	2,46	0,52	2,31	0,48
4	Managing the analysis and evaluation of students' academic results.	2,16	0,83	2,40	0,46
5	Coordinating with other educational forces within and outside the school.	2,35	0,48	2,34	0,90
6	Enhancing resource support for students' learning activities.	2,21	0,64	2,22	0,48

The survey results from Table 3.4 and discussions with educational administrators and teachers indicate that the management of students' discipline, motivation, and attitude toward learning is rated the highest (average score: 2.72). However, the management of analyzing and evaluating students' academic results is rated the lowest (average score: 2.16), showing that there is a significant gap in effectively assessing student performance. Other aspects, such as the management of teaching learning methods to students, organizing academic and extracurricular activities, coordinating with external educational forces, and enhancing resource support for learning activities, are recognized and implemented but not consistently or frequently enough. In particular, the effectiveness of enhancing resource support for learning activities is still limited. Given the current state of managing student learning activities, there is a clear need for more robust and systematic management approaches. Managing students' learning activities with a focus on competency development is essential to improve the quality of

education in schools during this critical period. Alongside the management of teachers' teaching activities, the management of students' learning activities must also be regularly prioritized with practical and feasible solutions. In order to raise the quality of education, schools must pay closer attention to managing students' learning habits and attitudes, teaching learning methods, and analyzing and evaluating student outcomes at the end of each term. A more thorough and consistent approach will help ensure that students are receiving the support and guidance they need to succeed academically.

### 3.3. Current Situation of Managing Teaching Methods and Forms of Organizing Teaching Activities in Secondary Schools in Chau Thanh District, Kien Giang Province

#### 3.3.1. Current Situation of Managing the Innovation of Teaching Methods

Nowadays, the innovation of teaching methods (PPDH) is an essential need for secondary schools to help students actively and positively acquire knowledge. Teaching methods must focus



on enhancing students' active participation, creativity, and interaction with their peers, emphasizing the development of self-learning skills and cooperative abilities. To explore the current management of innovative teaching methods, the

author conducted a survey with educational administrators (CBQL) and teachers (GV) from secondary schools in Chau Thanh District. The survey results are presented in Table 3.5.

**Table 3.5. Level of Management of Teaching Method Innovations**

No.	Content	Group	Results				Mean Score	Rank
			Excellent	Good	Average	Poor		
1	Awareness of the importance of teaching method innovations.	Managers	9	6	5	0	3	1
		Teachers	111	160	72	19	3.01	1
2	Developing a plan for innovating teaching methods.	Managers	4	10	5	1	2.89	2
		Teachers	101	155	90	16	2.94	2
3	Organizing the implementation of innovative teaching methods.	Managers	4	9	6	1	2.83	3
		Teachers	106	147	93	16	2.89	3
4	Directing the implementation of innovative teaching methods.	Managers	5	8	5	2	2.83	3
		Teachers	103	142	83	34	2.87	4
5	Evaluating the implementation of innovative teaching methods.	Managers	3	11	5	1	2.83	3
		Teachers	91	150	92	29	2.84	5
<b>Average Score</b>							<b>2.89</b>	

The survey results indicate that the majority of respondents highly appreciate the schools' strong awareness of the importance of innovating teaching methods (with average scores of 3.00 and above, ranked first). This suggests that school principals have effectively raised awareness among teachers and educational administrators about the need for innovation in teaching methods. The planning of teaching method innovations is also rated quite positively, with average scores of 2.89 for administrators and 2.94 for teachers, both ranking second. However, the organization, direction, and evaluation of the implementation of teaching method innovations were consistently rated lower, placing in the last three rankings. This reflects a consensus that these aspects of managing teaching method innovations have not been executed well. In discussing this issue, several vice principals in charge of academic affairs mentioned that while the school had developed detailed plans and thoroughly disseminated them to the teachers, implementation faced significant challenges. These challenges stem from teachers' varying abilities to use information technology, differing levels of understanding of positive teaching methods, and some methods being relatively new and requiring substantial resources in terms of infrastructure and funding. These factors have made it difficult for teachers to apply these methods effectively. Additionally, the evaluation

and monitoring by school management have not been timely. The process has largely depended on teachers independently adapting, which has not sufficiently encouraged participation from teachers with weaker professional skills. As a result, the overall effectiveness of managing and promoting the innovation of teaching methods has not been high.

This analysis highlights the need for improved support, better resource allocation, and more consistent evaluation to ensure the successful adoption and application of innovative teaching methods in schools..

### 3.3.2. Current Situation of Managing Forms of Organizing Teaching

The forms of organizing teaching refer to the methods and ways in which teaching is conducted. Managing these forms involves carrying out management functions to help teachers effectively utilize various teaching methods within the school.

In discussions with vice principals in charge of academic affairs at different schools, it was revealed that the management of teaching methods currently relies mainly on teachers' lesson records. Schools have not yet developed a specific plan to implement certain teaching methods, leaving teachers to propose and organize methods based on actual conditions. This lack of structured guidance



results in teachers feeling unsure about how to implement various teaching methods, and when they do use them, the efforts are often superficial, serving merely as a formality rather than truly enhancing the learning process.

Additionally, schools have not consistently organized training sessions or provided guidance on how to use certain methods, such as extracurricular teaching or online learning. This lack of support has left some teachers uncertain about how to utilize these methods effectively. Even when teachers do adopt these methods, it is often done in a rushed or makeshift manner, without yielding significant benefits for teaching and learning. The monitoring and evaluation of teaching methods in schools have also been lacking. There has been little attention to identifying and rewarding teachers who are innovative in their teaching methods. As a result, motivation for teachers to improve and diversify their teaching methods is low, leading to the repetitive use of a single method, which often results in students becoming disengaged and bored.

Furthermore, discussions with department heads revealed that, although schools remind and encourage teachers to utilize more experiential learning and online learning methods, the support provided is still very limited. This is partly due to limited funding for such activities and partly due to the practical realities of individual schools. As a result, the use of these teaching forms has not been well-suited to the conditions in which they are applied. Moreover, the department heads have not effectively fulfilled their roles in supporting their

colleagues, as there have not been many professional workshops or sessions to help teachers explore and implement new teaching forms. Most teachers have been left to self-study and implement these methods on their own, resulting in limited effectiveness.

Overall, the management of teaching methods remains quite limited, and there is a clear need for improvement. Schools should develop more structured plans, provide consistent support and training, and improve the monitoring and evaluation of teaching methods to encourage greater innovation and variety in teaching practices.

### 3.4. Current Situation of Managing Teaching Conditions in Secondary Schools in Chau Thanh District, Kien Giang Province

#### 3.4.1. Current Situation of the Management of Teachers, Administrators, and Staff

The quality of education in schools, and more specifically the quality of teaching, depends significantly on the teaching capacity and professional qualifications of the teaching staff. Therefore, the management of teachers' teaching abilities is a top priority for school principals. They are responsible for maximizing each teacher's teaching capacity, helping them feel confident, proactive, and creative in every lesson. Principals must also consider ways to encourage continuous professional development through self-study and training.

To assess the current management of teachers' abilities, the author conducted a survey, and the results are presented in Table 3.6.

Table 3.6. Current Situation of Managing Teachers' Teaching Abilities.

No.	Content	Group	Results				Mean Score	Rank
			Excellent	Good	Average	Poor		
1	Managing the assignment of teaching tasks	Managers	7	10	3	0	3.28	1
		Teachers	103	158	77	24	3.01	1
2	Directing the organization of classroom observations	Managers	6	10	3	1	3.11	2
		Teachers	103	153	83	23	2.93	2
3	Managing the development of lesson plans	Managers	6	9	4	1	3.06	3
		Teachers	96	155	75	36	2.86	3
4	Developing plans for teacher training and professional development	Managers	5	13	2	2	2.94	4
		Teachers	98	147	77	40	2.84	4
5	Evaluating the effectiveness of teachers' self-study and professional development	Managers	4	8	6	2	2.72	5
		Teachers	88	152	95	27	2.84	4
Average Score							<b>2.96</b>	



The survey results indicate that school principals have successfully managed the assignment of teaching tasks and the supervision of classroom observations in schools (both are ranked first and second, respectively). However, in this management work, there are still some limitations. Firstly, the management of lesson planning (ranked third, with an average score of 3.06 for administrators and 2.86 for teachers), followed by the management of teacher training plans (ranked fourth), and finally, the evaluation and assessment of teachers' self-study efforts (ranked last).

According to discussions with some school administrators, the lesson planning process has shortcomings because most subject departments are composite groups, making the approval of lesson plans by teachers sometimes ineffective. Some teachers do not truly invest in their lesson preparations, which leads to a reduction in the quality of the lessons. The development of teacher

training plans, while addressed by schools, has not been very effective. There has not been much focus on self-study and training activities that meet the actual needs of teachers, which has led to many inadequacies in the professional development of teachers. The management of teachers' self-study activities remains superficial, lacking timely correction of teachers' shortcomings and weaknesses. Furthermore, the evaluation and recognition of achievements have not been regularly implemented.

**3.4.2. Current Situation of Managing Physical Facilities and Teaching Equipment**

To assess the current situation of managing physical facilities and teaching equipment, the author conducted a survey with school administrators and teachers in secondary schools in Chau Thanh District. The survey results are presented in Table 3.7.

**Table 3.7. Current Situation of Managing Physical Facilities and Teaching Equipment**

No.	Content	Group	Results				Mean Score	Rank
			Excellent	Good	Average	Poor		
1	Developing a plan for purchasing, utilizing, and managing facilities and teaching equipment	Managers	5	9	5	1	2.94	3
		Teachers	90	158	83	31	2.85	3
2	Organizing the use and management of facilities and teaching equipment	Managers	6	9	4	1	3.06	2
		Teachers	101	163	75	23	2.94	1
3	Directing the use and management of facilities and teaching equipment	Managers	6	10	4	0	3.17	1
		Teachers	106	142	80	34	2.89	2
4	Inspecting and evaluating the use and management of facilities and teaching equipment	Managers	5	8	5	2	2.83	4
		Teachers	95	150	75	426	2.83	4
<b>Average Score</b>							<b>2.94</b>	

The survey results show that school principals place significant emphasis on organizing and directing the use of existing teaching equipment to support teaching activities (ranked first and second). This indicates that principals have implemented timely measures and provided adequate guidance on the use of teaching tools in accordance with industry regulations. Most school administrators and teachers are aware of the importance of managing physical facilities and teaching equipment. Principals have also developed plans for the use of these resources, although purchasing teaching equipment remains somewhat limited (average score: 2.94 for administrators, ranked third; 2.85 for teachers, also ranked third). Additionally, the process of inspecting and

evaluating the use of physical facilities and teaching equipment is considered to be limited, with an average score of 2.83, ranking fourth.

In discussions with several school administrators, it was revealed that some schools have not paid sufficient attention to inspecting and repairing equipment, leading to many devices not meeting the necessary standards for effective use in teaching. Furthermore, the organization of competitions for creating homemade teaching tools is limited and has not been given the appropriate attention. The maintenance, organization, and cleaning of teaching equipment have also faced challenges and have not been carried out regularly. This has resulted in the rapid deterioration of many devices, reducing their accuracy and making them



difficult to use.

### 3.4.3. Current Status of Education Socialization Management

The essence of education socialization is mobilization, thus there are no appropriate sanctions or common methods. Any institution that knows how to implement it and gains the support of organizations and the public will see socialization having a positive effect. In places where the local leadership and government show little interest, the socialization of education remains confined to the responsibilities of the education sector, resulting in lower educational effectiveness.

Although the coordination of the three educational environments—family, school, and society—has received attention, it has not been consistent and is often superficial. The role of families has not been fully developed.

Many officials and members of the public still do not fully understand the nature of socialization, thinking that its core content is mobilizing funds from the public to reduce the state's budget for education and training.

The work of summarizing experiences and promoting examples of successful education socialization has not been given proper attention. Many exemplary collectives and individuals have not been identified or commended in a timely manner.

### 3.5. Current Status of Inspection and Evaluation of Teaching Activities by Principals of Secondary Schools in Chau Thanh District, Kien Giang Province

Inspection is the final function in management work. The inspection and evaluation of teaching activities is the last component of teaching activity management, serving as the basis for adjusting teaching activities and managing them. Through the results of the inspection and evaluation of teaching activities, principals assess the teaching capabilities of teachers and the learning abilities of students. The results of the survey on the status of inspection and evaluation of teaching activities by the principals of secondary schools are presented in Table 3.8.

**Table 3.8.** Current Status of Inspection and Evaluation of Teaching Activities in Secondary Schools

No.	Contents	Mean Score	Rank
1	Develop criteria for testing and evaluating teachers' teaching activities.	3.31	1
2	Develop a plan for inspecting and evaluating teachers' teaching activities (including unannounced, periodic, and specialized inspections, etc.).	2.50	5
3	Diversify the forms of inspection and evaluation of teachers' teaching activities.	2.54	4
4	Organize fair and transparent inspections and evaluations.	3.29	2
5	Use the results of inspections and evaluations to promote better teaching activities.	3.08	3
<b>Average Score</b>		<b>2.94</b>	

Through the survey, the author found that the work of inspection and evaluation of teaching activities by the principals of secondary schools has been carried out quite seriously by the schools and was rated as fairly good in the following aspects: Developing criteria for inspecting and evaluating teachers' teaching activities; Organizing fair and transparent inspections and evaluations; Using the results of inspections and evaluations to promote better teaching activities. However, some aspects were rated at an average and

fairly good level, such as: Developing plans for inspecting and evaluating teachers' teaching activities (unannounced, periodic, specialized inspections, etc.); Diversifying the forms of inspection and evaluation of teachers' teaching activities.

Therefore, the principals need to develop more diverse plans for inspecting and evaluating teachers' teaching activities, by using various forms such as: specialized inspections, regular inspections, and particularly focusing more on unannounced inspections.



This way, the principals can grasp the effectiveness of the entire teaching process, identify strengths and weaknesses, and foster development by assigning experienced teachers to support those who have limitations in pedagogical skills. They also need to ensure transparency and fairness in the inspection and evaluation process to accurately assess the teaching quality of teachers.

Thus, the five aspects in Table 3.8 have an average score of 2.94 (> 2.52 and < 3.28 on the conventional scale), reflecting the evaluation of 382 survey samples of management staff and teachers, which suggests that the inspection and evaluation of teaching activities by the principals of secondary schools are at a fairly good level. It also points out the limitations of the principals in "Developing plans for inspecting and evaluating teachers' teaching activities (unannounced, periodic, specialized inspections, etc.)" and "Diversifying the forms of inspection and evaluation of teachers' teaching activities".

#### **IV. Conclusion**

The current status of management of teaching activities by school administrators in secondary schools in Chau Thanh has achieved some encouraging results such as: the stability and development of teaching and learning quality in schools, effective utilization and enhancement of facilities for teaching and learning, and consolidation of teaching and learning discipline. However, alongside these achievements, there are still some issues, including: the implementation of teaching plans not being properly evaluated; uneven quality of education across schools and subjects, insufficient promotion of student engagement, and inadequate development of students' qualities and competencies; and the ineffectiveness of teacher training. These issues need to be addressed to meet the goal of fundamentally and comprehensively renewing secondary education.

The fundamental causes of these limitations in the management of teaching activities in secondary schools in Chau Thanh by school administrators have been identified, with the aim of helping school administrators to overcome and improve management practices in line with the goal of fundamental and comprehensive renewal of secondary education.

#### **V. Recommendations**

##### ***5.1. For the Department of Education and Training of Kien Giang Province***

Advise the Kien Giang Provincial People's Committee to invest in the budget for purchasing teaching equipment for secondary schools to ensure

the support of teaching and learning activities. Seek funding to build facilities to help schools meet national standards.

Further enhance policies to attract talented managers and excellent teachers. Implement reasonable policies to improve the living conditions and working environment of teachers, so that they can fully dedicate themselves to the education sector, primarily by continuously improving teaching quality.

Regularly pay appropriate attention to the teaching staff, especially by supporting funding for professional training and development to better meet the demands of educational reform.

Frequently organize training sessions for management staff and professional development, and advise the Provincial People's Committee to recruit enough teachers as required by the institutions.

##### ***5.2. For the Department of Education and Training and the Chau Thanh District People's Committee***

Continuously create conditions for secondary school administrators to coordinate effectively with local organizations and agencies, in order to create a favorable working environment for schools.

Intensify financial support for secondary schools in educational activities, so that students and teachers can effectively carry out creative experiential activities in line with the 2018 general education program reforms.

The District People's Committee should recruit enough teachers for the schools, build facilities, and purchase equipment to meet national school standards.

##### ***5.3. For the Principals of Secondary Schools in Chau Thanh District, Kien Giang Province***

Principals need to clearly delegate management of teaching activities to avoid overlap and excessive workload among school members.

Regularly study and research secondary school management documents. Continuously improve IT and foreign language skills to align with modern educational development trends.

Advise local authorities on investing in facilities and supporting efforts to maintain student numbers.

Department heads should organize professional development activities focused on lesson study, thematic teaching, promoting creativity, and enhancing management efficiency, contributing to improved teaching quality in schools.



#### **5.4. For Teachers of Secondary Schools in Chau Thanh District, Kien Giang Province**

Fully understand the responsibilities of secondary education, and continuously study, develop, and self-improve professional skills to enhance teaching effectiveness.

Promote teaching methods based on lesson study, thematic teaching, integration, innovation in teaching methods, and modern assessment techniques to develop students' competencies and qualities.

Regularly update knowledge and information relevant to teaching, improve foreign language and IT skills to effectively use modern teaching equipment.

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