



# The Current Status of Teaching Activities in High Schools in An Phu District, An Giang Province

Nguyen Van Sang

Master's student at an Giang University – VNUHCM, Vietnam Country;

Date of Submission: 07-05-2024

Date of Acceptance: 19-05-2024

## ABSTRACT

Teaching activities in high schools in An Phú district, An Giang province, are crucial components of the education process. The management of these activities by school principals significantly impacts the quality of education for both teachers and students. Teaching management occurs continuously and regularly, extending through each class session, semester, and academic year. Research on the current state of teaching activities in high schools sheds light on the effectiveness of implementing objectives, curriculum, and teaching plans. This analysis helps identify strengths and areas for improvement, contributing to ongoing efforts to enhance the overall quality of education in high schools.

**Keywords:** situation, teaching activities, high school, An Phú district, An Giang province

## I. Problem Statement

Teaching is the core activity in schools in general and high schools in particular. The management of teaching activities by the Principal of a high school is an extremely important task as it directly affects the quality of education for each teacher and student in the school. Managing teaching activities is a continuous and ongoing task, occurring throughout each teaching hour, semester, and academic year. This article by the author investigates the current status of teaching activities in high schools in An Phu district, An Giang province.

## II. Research Organization and Methods

The study was conducted by surveying 325 subjects as follows: educational administrators from 4 high schools, including Principals, Vice Principals, and 5 Heads of Departments, totaling 25 individuals; teachers from 4 high schools: 120 individuals (30 teachers/school); students from 4 high schools: 180 individuals (45 students/school).

A practical study on the management of teaching activities in 4 high schools in An Giang province was conducted. Data processing

The results obtained from the two research methods mentioned above were processed as follows:

Processing the data obtained from the survey method using questionnaires using mathematical statistical methods. In this, statistical operations include calculating the average score.

+ Excellent level/high impact: average score from 4.21 to 5,0

+ Good level/considerable impact: average score from 3.41 to 4,20

+ Average level/moderate impact: average score from 2.61 to 3,40

+ Poor level/low impact: average score from 1.81 to 2,60

+ Very poor level/no impact: average score from 1.0 to 1,8.

## III. RESULTS AND DISCUSSION

Current State of Teaching Activities by Teachers

\* Implementation of Objectives, Curriculum, and Teaching Plans

The survey results regarding the current state of implementing objectives, curriculum, and teaching plans in high schools in An Phu district, An Giang province, are reflected in the following data table:



**Table 3.1.** Current Status of Implementation of Objectives, Curriculum, and Teaching Plans

Number	Content	Number of Surveys	Implementation Level					average score	Rank
			Excellent	good	Average	poor	very poor		
1	Contribute to the holistic formation and development of students' qualities and capacities.	145	30	60	55	00	00	3.82	5
2	Help students acquire knowledge and skills to apply in solving problematic situations. Help students acquire knowledge and skills to apply in solving problematic situations.	145	59	68	18	00	00	4.15	2
3	Foster students' positive, proactive, and creative attributes.	145	42	71	31	01	00	4.00	4
4	Teach the prescribed curriculum content as per the regulations of the Ministry of Education and Training.	145	145	00	00	00	00	5.00	1
5	Plan teaching activities based on the guidelines for implementing annual tasks, setting objectives, striving for targets, and devising measures to achieve those objectives.	145	39	77	26	03	00	4.04	3
<b>Average score</b>								<b>4.20</b>	

The analysis of the data compiled in the table above indicates that the implementation of objectives, curriculum, and teaching plans in high schools in An Phu district, An Giang province, is at a relatively high level (with an average score of 4.20). Specifically, teaching the prescribed curriculum content as per the regulations of the Ministry of Education and Training is consistently well-executed. However, other aspects only achieve a satisfactory level, with the component contributing to the comprehensive formation and development of students' qualities and capacities scoring only 3.65 points. This suggests that while high schools have performed fairly well in implementing objectives, curriculum, and teaching plans, there are limitations in fostering the comprehensive formation and development of

students' qualities and capacities. Most students are equipped with the knowledge from textbooks; however, there are still many shortcomings in their ability to apply this knowledge to problem-solving situations, particularly among average and weaker students. Their sense of initiative and proactive attitude towards learning is also not high. These students often encounter difficulties and require support from their more academically successful peers or teachers when solving exercises or answering questions.

**\* Teacher Lesson Preparation and Delivery**

The survey results regarding the current status of teacher lesson preparation and delivery in high schools in An Phu district, An Giang province, are reflected in the following data table:



**Table 3.2.** The current status of teachers' preparation and classroom teaching implementation

Number	Content	Number of Surveys	Implementation Level					Average score	Rank
			Excellent	good	Average	Poor	Very Poor		
1	Teachers adhere to the lesson plan accurately, ensuring that the objectives and requirements of the lesson are achieved by its conclusion.	145	38	69	36	02	00	3.98	5
2	Teachers prepare lessons based on the teaching plan, textbook content, students' proficiency level, and specific teaching conditions.	145	42	78	25	00	00	4.11	3
3	Teachers flexibly apply appropriate teaching methods and utilize necessary teaching aids to enhance students' positive, proactive, and creative engagement.	145	47	78	19	01	00	4.17	2
4	Teachers demonstrate both scientific and artistic qualities in their teaching and educating students.	145	39	82	22	01	00	4.07	4
5	Teachers maintain a positive and enthusiastic classroom atmosphere.	145	36	75	30	04	00	3.98	5
6	Teachers exhibit appropriate posture and demeanor, dress neatly and modestly, communicate clearly and effectively, and adjust their speaking rhythm to suit specific circumstances.	145	85	60	00	00	00	4.58	1
<b>Average score</b>								<b>4.15</b>	

The analysis of the data compiled in the table above reveals that the preparation and delivery of lessons by teachers in high schools in An Phu district, An Giang province, are at a satisfactory level (with an average score of 4.15). Through in-depth interviews with administrative staff from four schools, it was noted that teachers still exhibit some limitations in flexibly applying suitable teaching methods and artistic aspects in their teaching practices. Occasionally, they fail to maintain a positive and enthusiastic classroom atmosphere, and some teachers lack genuine concern for honing their skills in predicting and addressing classroom situations to tailor their teaching methods to the student population. This is an immensely important task, as improved

performance in this area can lead to successful teaching sessions. Moreover, teachers face challenges in fostering a positive learning environment that engages students' interest. In some classes, only proficient students actively participate in discussions and lesson building, while average or weaker students remain passive. Some teachers use methods that are not suitable for engaging these groups, leading to a gradual decline in their motivation to learn and slower progress.

\* Teacher Assessment and Evaluation Activities  
The survey results regarding the current status of teacher assessment and evaluation activities in high schools in An Phu district, An Giang province, are reflected in the following data table:



**Table 3.3.** The current status of teachers' assessment and evaluation implementation

Number	Contents	Number of Surveys	Implementation Level					Average score	Ranks
			Exelent	Good	Average	Poor	Very Poor		
1	Assess and evaluate according to predefined objectives.	145	82	63	00	00	00	4.50	1
2	Conduct assessments and evaluations following proper procedures.	145	88	57	00	00	00	4.48	2
3	Accurately assess students' academic performance and conduct.	145	41	83	20	01	00	4.06	4
4	Through assessment and evaluation, assist teachers in self-reflection, and adjust teaching activities accordingly.	145	50	88	07	00	00	4.11	3
5	Help students learn to self-assess their academic performance; collaborate with families to encourage and monitor student learning.	145	44	81	19	01	00	4.02	5
6	Maintain discipline in teaching and adhere to specialized regulations; guide students in adopting suitable subject-specific study methods.	145	40	76	27	02	00	3.85	6
<b>Average score</b>								<b>4.17</b>	

The analysis of the data compiled in the table above indicates that the level of teacher assessment and evaluation implementation in high schools in An Phu district, An Giang province, is relatively high (with an average score of 4.17). Out of the six surveyed criteria, two criteria are performed well: assessment and evaluation according to set objectives, and conducting assessment and evaluation procedures correctly. The remaining four criteria are at a satisfactory level, suggesting that there are still some limitations in teacher assessment and evaluation practices. For instance, some teachers only assign written tests or oral examinations as per regulations, without daring to change the assessment methods by incorporating group activities or experiential learning assessment. Additionally, a few teachers show limited interest

in adjusting teaching activities based on assessment and evaluation results, highlighting the need for focused research on curriculum and methodological changes post-assessment and evaluation. Furthermore, the coordination with families to monitor and encourage student learning sometimes lacks precision and enthusiasm, as educators may not fully grasp the circumstances and causes leading to students' poor academic performance. Lastly, some students' study methods may not be entirely suitable.

\* Specialized Team Activities and Teacher Specialized File Implementation The survey results regarding the current status of specialized team activities and the implementation of teacher specialized files in high schools in An Phu district, An Giang province, are reflected in the following data table:



**Table 3.4.** The current status of teachers' implementation of specialized team activities and their professional portfolios

Number	Contents	Number of Surveys	Implementation Level					Average score	Ranks
			Exelent	Good	Average	Poor	Very Poor		
1	Developing comprehensive annual, monthly, and weekly specialized team activity plans.	145	96	49	00	00	00	4.52	2
2	Ensuring that teachers complete their specialized files according to the regulations of the high school.	145	98	47	00	00	00	4.53	1
3	Implementing innovative specialized activities focusing on lesson research and emphasizing improvements in teaching methods.	145	41	80	22	02	00	3.79	4
4	Organizing professional development sessions to enhance teaching capacity and skills for teachers.	145	46	84	15	00	00	3.86	3
5	Conducting regular and surprise inspections of the content of innovative specialized team activities and the completion of teachers' specialized files according to regulations.	145	45	86	14	00	00	3.74	5
Average								<b>4.08</b>	

Analysis of the compiled data in the table above indicates that the level of implementation of specialized team activities and the completion of specialized files by teachers in high schools in An Phu district, An Giang province, reached a relatively high level (average score of 4.08). Through in-depth interviews with administrators from 4 schools, it was found that specialized teams effectively develop annual, monthly, and weekly activity plans and implement specialized files in accordance with the regulations of high schools. However, in terms of implementing innovative specialized activities and assessing the effectiveness of specialized team activities, the performance is sometimes not optimal. Some specialized teams engage in activities that lack depth, focusing more on administrative matters and incidents rather than academic content and innovative teaching methods. Additionally, some

team leaders focus solely on administrative tasks.

#### IV. Conclusion

Through the investigation of the current situation of teaching activities in high schools in An Phu district, An Giang province, it is evident that a notable advantage is the awareness and significance that school administrators and teachers place on teaching activities. The team of administrators and teachers demonstrates a strong passion for their profession and a high sense of responsibility in their work. However, there are still limitations in the management of teaching activities. This study will serve as a basis for school principals to research and propose management measures aimed at enhancing the quality of teaching in high schools in An Phu district, An Giang province.



### **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.