



## MANAGEMENT ACTIONS ON TEACHING ACTIVITIES CONDUCTED AT PRIMARY SCHOOLS IN THOAI SON DISTRICT, AN GIANG PROVINCE, VIETNAM

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### Abstract:

Within the scope of the research, the writers aimed to examine the current state of managing teaching activities in primary schools in Thoai Son District, An Giang Province. The paper looked at how administrators and teachers perceived teaching management, preparations of teaching activities for primary students, updates for those activities, methods for putting those plans into practice, and the orientation of those actions. The findings of the study serve as the basis for the following suggestions to boost the efficiency of teaching management in primary schools in the Thoai Son District of An Giang Province, Vietnam.

**Keywords:** management, teaching activities, primary school, decentralized management

### 1. Introduction

The government and political parties have always given education and its innovation significant priority. At the 8th plenum on fundamental and extensive reform of education and training, held by the 11th Central Committee, it was declared that "*education and training is the main national policy, the duty of the government, and the whole citizens.*" Education is the most powerful investment since it promotes socioeconomic and human growth (Decision 29, 2013, page 2). Additionally, the following tasks were allotted: "*Renovate the management of education and training to assure democracy and unity; Increase the autonomy and social responsibility of education and training institutions; Attach great attention to quality management*" (Decision 29, 2013, page 9).

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Primary education is an important aspect of the national education system since it underlines the proper and long-term development of moral, intellectual, physical, artistic, and spiritual values, as well as equipping students with basic skills for their secondary education. In order to effectively carry out teaching activities, it is believed that the principal's management role in them should be expanded. As a consequence, evaluations, and adjustments can be made on time to ensure the performance of educational activities at elementary institutions.

The school education curriculum has been updated across the nation for many years. Thoai Son district has made some notable advancements thanks to the concentration of the government and the efforts of the whole education system in the process of revising schooling programs in An Giang province. However, the district is expected to invest more to completely satisfy social expectations, notably in practical solutions where the administration of the principals on teaching activities at elementary schools is extremely crucial. That has led the writers to conduct a research study on management actions on teaching activities conducted at primary schools in Thoai Son District, An Giang Province.

## 2. Main contents

The research was carried out at primary schools in Thoai Son District, An Giang Province. Subjects for the study include 132 administrators and 118 teachers from 30 elementary schools in Thoai Son District, An Giang Province.

Methods employed for the research involve questionnaires, interviews, experience collection, practical situation assessment, and statistical analysis.

### 2.1. Perceptions of administrators and teachers on the management of teaching activities

**Table 1:** Administrators' and teachers' perceptions  
of the significance of the management activities in teaching

No.	Content	Average score	Rank
1	Managing the plans of teaching activities	4	1
2	Managing the content formation of teaching activities (making lesson plans, selecting appropriate teaching materials, etc.)	3.72	2
3	Managing conducting forms of teaching activities	3.36	5
4	Managing the acts of the principal, vice-principal, and faculty dean.	3.70	3
5	Managing the condition of facilities, equipment, and teaching materials.	3.36	6
6	Managing the evaluation of teaching activities	3.70	3
<b>Mean score</b>		<b>3.64</b>	

Table 1 demonstrates that all the teachers and administrators working at 30 primary schools in Thoai Son district are fully aware of how important it is to manage teaching activities. The results also suggest that some administrators have failed to select effective

organizing forms of teaching activities and the current status of the facilities, tools, and teaching materials in a classroom. In short, administrators concur that it is typically vital to oversee teaching activities at a primary school.

## 2.2. The current state of the management of making plans for teaching activities in primary schools

**Table 2:** Current state of the management of making plans for teaching activities in primary schools

No.	Content	Average score	Rank
1	Organizing seminars to help teachers fully grasp the curriculum of the Ministry of Education and Training.	3.61	1
2	Directing groups of teachers to design lesson plans.	2.72	5
3	Supervising their lesson plan preparation.	3.28	2
4	Assessing their lesson plan preparation.	3.0	4
5	Handling faults in the process of planning and conducting teaching activities.	2.42	6
6	Learning from the experience and continuing the process monthly.	3.20	3
<b>Mean score</b>		<b>3.64</b>	

The six elements in Table 2 have a mean score of 3.64 (> 2.52 and < 3.28 conventional points). Notably, the administrators' and teachers' capabilities are at a decent level when they manage to plan and perform teaching activities for primary children. However, the results reveal the administrators' limitations in addressing issues with the way teaching activities are planned and carried out (average score is 2.42, rank 6).

## 2.3. The current state of the management of building contents for teaching activities in primary schools

**Table 3:** Current state of the management of building contents for teaching activities in primary schools

No.	Content	Average score	Rank
1	Organizing lectures for teachers to properly understand the Ministry of Education and Training curriculum.	3.61	1
2	Holding meetings for teachers to discuss and commit to the content of teaching activities.	2.67	5
3	Assuring that the content construction of educational activities is carried out appropriately.	3.20	2
4	Evaluating the content construction of teaching activities.	3.0	4
5	Handling faults in the process of conducting teaching activities.	2.42	6
6	Learning from the experience and continuing the process every month.	3.20	2
<b>Mean score</b>		<b>3.02</b>	

The results of Table 3 suggest that the primary schools' degree of management in producing teaching activities has a satisfactory mean score of 3.02. Especially, it is nicely done that teachers are offered opportunities to gain more teaching knowledge in accordance with the Ministry of Education and Training's standards (3.61, 1st place). The following topics are deemed to be effective: holding professional groups where teachers discuss and settle on lesson plans; observing the development of lesson plans; assessing the development of lesson plans; learning from the experience and continuing the process monthly (2.67, 3.20, 3.0 and 3.20 respectively)

#### **2.4. The current state of management of conducting forms for teaching activities in primary schools**

On the one hand, when the mean score is 2.95, it indicates that administrators and teachers have effectively managed their teaching and learning activities in elementary schools. On the other hand, it draws attention to the failures of administrators to "arrange classroom visits to enrich learning and exchange best practices among teachers" and "examine the teachers' preparation of lesson plans and class time".

#### **2.5. The current state of directing the organization of teaching activities in primary schools**

According to the statistics, elementary schools conduct the direction and organization of teaching activities at a fair level. It is also apparent that each department in the school should learn and take advantage of prior experience to perform the plan more efficiently in the upcoming academic years.

#### **2.6. The current state of management of facilities for teaching activities in primary schools**

Primary schools have been found to have subpar facilities and equipment management. The noticeable limitations that administrators often encounter are building a program of consolidating the procurement of classroom materials and checking the practice of experiments once a month.

#### **2.7. The current state of the principal's supervision and evaluation of primary school teaching activities**

Elementary school principals successfully supervise and assess the teaching programs, according to both educators and administrators. However, they also draw attention to the principal's limits in terms of developing an appropriate plan and diversifying the methods used to evaluate teaching activities.

### **3. Conclusion**

It can be inferred from the data gathered from the surveys and the current situation that the management work of teaching activities has been mainly implemented by

administrators and teachers who are interested in and conscious of its significance. The research outcomes hope to be a reliable basis for proposing specific approaches to raise the standard of teaching management in primary schools in the Thoai Son area, and An Giang province in general.

### **Conflict of Interest Statement**

The authors declare no conflicts of interest.

### **About the Authors**

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