

State Management Of "In-Service Training For Lower Secondary School Teachers" In Thuy Nguyen City, Hai Phong, Vietnam

Le Thu Ha¹, Nguyen Minh Ke²

¹Thai Nguyen University of Economics and Business Administration

Thai Nguyen, Viet Nam

²Department of Education and Training of Thuy Nguyen

Hai Phong, Viet Nam

Corresponding author: Le Thu Ha¹



Abstract— This paper investigates the current situation and proposes solutions to enhance the effectiveness of state management regarding the in-service training of lower secondary school teachers in Thuy Nguyen City, Hai Phong. The study focuses on analyzing the roles of educational management agencies in organizing, implementing, and supervising teacher training programs, and assessing how well these programs meet the requirements of current educational reforms. Based on empirical surveys, the paper identifies several limitations, including ineffective coordination mechanisms, fragmented training content, and a lack of alignment with practical teaching needs. Accordingly, the author proposes specific solutions such as strengthening management decentralization, innovating training content and methodologies, and applying information technology in both management and instruction. These measures aim to improve the quality of the lower secondary teaching workforce in response to the demands of general education reform.

Keywords— State management, Teacher training, Lower secondary education, Educational reform, Thuy Nguyen.

I. INTRODUCTION

In the context of a fundamental and comprehensive reform of general education, improving the quality of the teaching workforce—particularly at the lower secondary level—is a critical factor ensuring the success of the reform process (MOET, 2018). Teachers are not merely knowledge transmitters but also play a key role in orienting and developing students' competencies and character traits, as required by the new general education curriculum (Nguyen & Le, 2020). Consequently, teacher professional development has increasingly been regarded as a strategic task, contributing to the enhancement of teachers' professional capacity, pedagogical skills, and adaptability to modern teaching approaches (Pham, 2021).

However, the professional development of lower secondary school teachers in Vietnam still faces numerous shortcomings in terms of content, methodology, and management mechanisms. Training programs often lack flexibility and relevance to practical needs, while state management remains fragmented, inconsistent, and insufficiently focused on quality assurance (Tran, 2022). This situation is especially evident in localities such as Thuy Nguyen City (Hai Phong), where training courses lack depth, resources are limited, and little tangible improvement in teaching practice has been observed.

In response to these pressing challenges, this study aims to analyze the current state of state management in the professional development of lower secondary school teachers in Thuy Nguyen City. It further seeks to propose practical solutions to improve

management effectiveness, thereby contributing to the development of a qualified teaching workforce that meets the demands of educational innovation in the context of global integration.

II. LITERATURE REVIEW

State management in education refers to the process by which the government exercises its managerial functions over the entire educational system, encompassing policy formulation, implementation, inspection, supervision, and outcome evaluation (Pham, 2021). In the field of teacher professional development, state management plays a strategic role in setting directions, coordinating resources, and ensuring the quality and effectiveness of retraining and career development programs.

According to Darling-Hammond et al. (2017), an effective teacher professional development system requires supportive policies, flexibility in content, and robust monitoring mechanisms. In Vietnam, although numerous policies have been issued to enhance the quality of the teaching workforce—such as the promulgation of professional teaching standards (MOET, 2018)—their implementation at the local level remains heavily dependent on the management capacity and coordination among various levels of government and educational institutions (Nguyen & Le, 2020).

Previous studies have indicated that teacher training activities are often formalistic, disconnected from practical needs, and lack clear mechanisms for evaluating their effectiveness (Tran, 2022). Moreover, the weak linkages among key stakeholders—including schools, management agencies, and training providers—represent a critical limitation that must be addressed (Vo, 2019).

III. METHODOLOGY

The study employed a mixed-methods approach, combining both quantitative and qualitative methods to ensure a comprehensive and objective assessment of state management practices in the professional development of lower secondary school teachers in Thuy Nguyen.

Quantitative Method

- **Survey Instrument:** A structured questionnaire was designed for two target groups: (1) lower secondary school teachers currently working in Thuy Nguyen; and (2) educational managers at schools and the Department of Education and Training (DoET).
- **Sample Size:** A stratified random sampling method was used to select 300 participants, including teachers and educational managers.
- **Survey Content:** The questionnaire focused on the extent of participation in professional development programs, and participants' evaluations of the content, methodology, and support provided by management agencies.

Qualitative Method

- **In-depth Interviews:** Thirty key educational managers and core teachers were interviewed to collect detailed insights into the challenges and obstacles in both the implementation and management of professional development activities.
- **Document Analysis:** Local policies and professional development plans over the past five years were reviewed and analyzed.

Data Processing and Analysis

- **Quantitative Data:** Data were processed using SPSS version 22.0, employing descriptive statistics and correlation analysis.
- **Qualitative Data:** Data were thematically coded and analyzed using content analysis technique.

IV. SURVEY RESULTS ON THE CURRENT STATUS OF STATE MANAGEMENT IN TEACHER PROFESSIONAL DEVELOPMENT IN THUY NGUYEN CITY

The following table summarizes the survey results on the current status of state management in the professional development of lower secondary school teachers in Thuy Nguyen:

TABLE I. SURVEY RESULTS ON THE CURRENT STATUS OF STATE MANAGEMENT IN TEACHER PROFESSIONAL DEVELOPMENT)

Survey Area	Mean	Overall Evaluation
Program and Plan Development	2.97–3.57	Fair – Good
Implementation of Training Activities	2.96–3.92	Fair – Good
Resource Provision	2.42–3.93	Inconsistent
Monitoring and Evaluation	3.00–3.80	Fair

(Source: Survey data by the author)

The survey results on state management in teacher professional development in Thuy Nguyen City indicate that most areas were rated from "average" to "good", reflecting an uneven level of development and effectiveness in implementation. In the area of policy formulation and enforcement, although management documents are relatively comprehensive, they often lack updates, fail to align with local specificities, and are not regularly reviewed or adjusted in response to ongoing educational reforms. The mean scores for this domain ranged from 2.44 to 3.11.

In terms of program and training plan development, the survey results indicate that while the training programs are generally well-structured with clear objectives and roadmaps, the needs assessment process and feedback collection from teachers remain limited (Mean: 2.97 to 3.57). Regarding the implementation of training activities, findings reflect a high degree of flexibility in organization, effective application of information technology, and the involvement of qualified trainers. However, scheduling issues persist, as training sessions are not always aligned with teachers' teaching timetables (Mean: 2.96 to 3.92).

In the area of resource provision, although physical infrastructure and financial support were evaluated relatively positively, the lowest-rated aspect was the flexibility in time arrangement for teachers to participate in training (Mean = 2.42). This highlights a significant shortcoming in time management and the lack of appropriate policies for human resource support.

Finally, monitoring and evaluation of training activities were assessed at a fairly good level (Mean: 3.00 to 3.83). Teachers reported improvements in their teaching methods following participation in professional development programs; however, there remains a lack of robust monitoring mechanisms and systematic updates of training content based on practical feedback.

Overall, the survey findings suggest that state management in the professional development of lower secondary school teachers in Thuy Nguyen has achieved certain results. Nonetheless, more comprehensive and concrete solutions are needed to enhance the effectiveness, relevance, and sustainability of these activities.

V. SOLUTIONS

Based on the above analysis of the current situation, the following coordinated and feasible solutions should be implemented to improve the effectiveness of state management in teacher professional development in Thuy Nguyen City:

1. Improve the Legal and Policy Framework

- Strengthen the review, updating, and adjustment of legal documents related to teacher professional development to better align with local contexts and the requirements of educational reform.
- Ensure policy consistency between central and local levels; establish mechanisms for policy feedback from educational institutions.

2. Enhance the Quality of Program and Training Plan Development

- Conduct comprehensive, scientific, and regular needs assessments of teachers prior to designing training plans.
- Promote teacher participation in program design and expand training content to closely reflect actual classroom practice and professional competency development requirements.

3. Innovate the Implementation of Professional Development Programs

- Schedule training sessions reasonably to avoid conflicts with peak periods of the academic year.
- Diversify training formats (in-person, online, and guided self-study), and apply information technology extensively to enhance flexibility and effectiveness.
- Invite reputable lecturers and leading experts to ensure the quality of training content and instructional methods.

4. Strengthen Resource Provision

- Secure adequate and stable funding for professional development activities, prioritizing investment in equipment, materials, and advanced training.
- Introduce specific financial support policies for teachers participating in training (e.g., travel expenses, learning materials, workload support).
- Develop mechanisms for flexible staffing arrangements so teachers can attend training without disrupting their teaching duties.

5. Improve Monitoring and Evaluation Mechanisms

- Establish an independent, regular, and continuous monitoring system to track the progress, quality, and outcomes of training programs.
- Strengthen the collection of feedback from teachers, educational institutions, and training providers to promptly adjust program content.
- Combine output evaluation with long-term impact assessments (e.g., tracking changes in teachers' competencies and teaching performance post-training).

VI. DISCUSSION

The findings of this study highlight both the achievements and limitations in the state management of professional development for lower secondary school teachers in Thuy Nguyen City. While there have been significant efforts in developing structured training programs and improving implementation through the application of information technology, several challenges persist in ensuring consistency, relevance, and long-term impact.

First, although the training programs have clear objectives and structured plans, the limited practice of needs assessment and feedback integration from teachers suggests a top-down approach that may not fully capture the diverse professional development needs at the grassroots level. This gap underscores the importance of adopting a more participatory model, where teachers play a central role in identifying and shaping their learning priorities.

Second, the flexibility in the organization of training and the use of ICT are commendable. However, scheduling conflicts with teaching duties continue to limit teacher participation. This indicates a lack of coordination between training organizers and school administrators, and highlights the need for more flexible and teacher-centered scheduling mechanisms.

Third, resource allocation remains uneven. While infrastructure and some financial support are available, insufficient policies for time and workload management pose a significant barrier. This finding aligns with national studies showing that professional development in Vietnam often faces logistical and financial constraints, especially at the local level.

Moreover, monitoring and evaluation mechanisms are in place, but they are not yet systematic or responsive enough to effectively guide program improvement. The absence of a structured system to measure long-term outcomes and incorporate feedback into policy revision hinders the sustainability and scalability of training initiatives.

Taken together, these issues reflect a broader challenge in the decentralization of educational management in Vietnam: while local authorities have been granted more autonomy, their capacity to manage teacher professional development effectively—through

planning, implementation, resource mobilization, and evaluation—remains limited. Strengthening institutional capacity and fostering stronger linkages among stakeholders, including schools, training providers, and local education departments, will be critical for improving the overall effectiveness of state management in this domain.

Ultimately, addressing these challenges requires not only technical solutions but also a shift in mindset—from compliance-driven management to a more supportive and enabling governance model that views teacher professional development as a long-term, collaborative, and dynamic process.

VII. CONCLUSION

This study has examined the current status of state management in the professional development of lower secondary school teachers in Thuy Nguyen City, Hai Phong, through a mixed-methods approach. The findings reveal that while various aspects of teacher training—such as program planning, implementation, resource allocation, and evaluation—have made notable progress, significant limitations remain in terms of responsiveness, coherence, and sustainability.

The analysis shows that training programs, though clearly structured, often fall short in aligning with teachers' actual needs due to insufficient needs assessments and limited teacher participation in program design. Implementation is flexible and technologically supported, yet scheduling remains a challenge that affects participation rates. Resource provision is inconsistent, with time and financial support still inadequate in many cases. Moreover, monitoring and evaluation efforts have not yet developed into a comprehensive system capable of ensuring quality and continuous improvement.

To address these challenges, the study proposes a set of feasible and integrated solutions, including improving the legal and policy framework, enhancing the planning process, innovating training delivery methods, securing adequate resources, and developing robust evaluation mechanisms. These recommendations aim to strengthen the capacity of local authorities and educational institutions in managing teacher professional development in a more effective, relevant, and sustainable manner.

In the context of ongoing educational reform and global integration, improving the quality of the lower secondary teaching workforce is not only a strategic task but also a decisive factor for the success of Vietnam's general education transformation. The findings and proposed solutions from this study may serve as a useful reference for policymakers, educational managers, and training providers in designing and implementing more impactful teacher development initiatives at both local and national levels.

REFERENCES

- [1] Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective Teacher Professional Development*. Learning Policy Institute. <https://learningpolicyinstitute.org/product/effective-teacher-professional-development-report>
- [2] Ministry of Education and Training (MOET). (2018). *Vietnam's General Education Curriculum Reform: Guidelines and Implementation Plan*. Hanoi, Vietnam.
- [3] Nguyen, T. T., & Le, H. M. (2020). The role of teachers in developing students' competencies in the new general education curriculum. *Vietnam Journal of Education*, 493(1), 10–15.
- [4] Pham, V. H. (2021). State management in teacher training: Current situation and solutions. *Journal of Education Management*, 17(2), 55–62.
- [5] Tran, M. T. (2022). Limitations in professional development for secondary school teachers: Issues of content, methods, and management mechanisms. *Educational Review Journal*, 28(4), 34–41.
- [6] Vo, Q. H. (2019). Strengthening stakeholder collaboration in teacher professional development. *Vietnam Education Science Review*, 413, 45–49.