

INTRODUCTION

1. Rationale for the topic

In the context of deep international integration and knowledge-based economic development, Vietnamese education faces requirements for vigorous renewal. Resolution No. 29-NQ/TW dated 4 November 2013 of the Party Central Committee identifies the development of the teaching workforce as a key solution; Resolution No. 71-NQ/TW dated 22 August 2025 of the Politburo sets the goal of modernizing the education system by 2030. Lower secondary education (THCS) plays the role of a "bridge" between primary and upper secondary education, constituting a pivotal stage in forming self-study capacity, career orientation awareness and foundational qualities for students; the quality of this level of education depends directly on the outcomes of the pedagogical work of the teaching staff.

The 2018 General Education Program (GDPT) for the Literature subject sets new requirements for developing students' language competence and literary competence through the four skills of reading, writing, speaking and listening, requiring teachers to become organizers and facilitators within a creative learning environment.

Practice shows that teacher training activities in Literature remain limited: in many places, the content is generic and not linked to individual needs and teaching practice; the connection between training and professional practice, on-site support, classroom observation and professional feedback remains limited; post-training evaluation focuses mainly on program-completion levels. In the midland and northern mountainous provinces, these limitations are even more pronounced due to the still slowly developing socio-economic conditions.

The PDCA model (Plan - Do - Check - Act), popularized by W. E. Deming, is a continuous improvement management cycle that enables training activities to be managed continuously, consistently and with a view to improvement; it helps managers identify needs, organize suitable training, check effectiveness and make timely adjustments.

The research overview shows that a gap still remains in the management of Literature teacher training activities oriented towards professional competence development linked to educational renewal; the application of modern management models and the building of a continuous, consistent management process suited to each level of education, subject and locality has not been fully studied.

For the above reasons, the author has chosen the topic *"Managing the training of Literature teachers at lower secondary schools in the midland and*

northern mountainous provinces based on a professional competence approach" as the subject of this study.

2. Research purpose

To propose management measures for the training of Literature teachers at lower secondary schools based on a professional competence approach, in order to improve the effectiveness of training activities, thereby enhancing the quality of the Literature teaching workforce so as to effectively implement the 2018 General Education Program.

3. Research object and subject

3.1. Research object: The training activities of Literature teachers at lower secondary schools.

3.2. Research subject: Management of the training of Literature teachers at lower secondary schools based on a professional competence approach.

4. Research scope

The dissertation studies the management of in-depth training activities for the Literature subject at public lower secondary schools, adopting a consistent approach based on managing teachers' professional competence in accordance with the 2018 General Education Program (Circular No. 32/2018/TT-BGDĐT), encompassing: teachers' professional competence, competence-development training activities, the management role of the school principal, and management theories (competence-based approach, continuing professional development, systems approach, results-based management, the PDCA cycle).

The direct management subject is the school principal, together with coordinating subjects being the vice-principals and the professional group leaders; Literature teachers are the object of management while also being participants in and beneficiaries of the training activities.

The study was conducted in the provinces of the midland and northern mountainous region prior to the administrative boundary adjustment (1 July 2025), namely: Bac Giang, Phu Tho, Thai Nguyen, and Lai Chau, Dien Bien, Son La. Owing to limitations of time and resources, the dissertation does not extend to the delta region or to the newly merged administrative units.

5. Research questions

What is the current state of the management of professional-competence training activities for the Literature teaching workforce at lower secondary schools in the midland and northern mountainous region, and to what extent does it meet the requirements of general education renewal?

In theoretical terms, on what bases, contents and influencing factors should the management of Literature teacher training at lower secondary schools based on a professional competence approach be defined?

What specific measures are needed to apply the PDCA cycle to the management of Literature teacher training, so as to both ensure the goal of developing professional and pedagogical competence in line with the 2018 General Education Program, and suit the economic, cultural and social particularities of the midland and northern mountainous provinces as well as the specific nature of the subject?

6. Scientific hypothesis

Applying the PDCA model to the management of Literature teacher training based on a professional competence approach will improve the quality of Literature teacher training at lower secondary schools in the midland and northern mountainous region.

7. Research tasks

(1) To review the literature and establish the theoretical basis for training activities and the management of Literature teacher training at lower secondary schools based on a professional competence approach in the context of educational renewal. (2) To survey, analyze and objectively assess the current state of training activities and the management of Literature teacher training at lower secondary schools in the midland and northern mountainous provinces. (3) To propose a system of management measures following the PDCA cycle and a professional competence approach. (4) To conduct validation surveys and pedagogical experiments to assess the usefulness, ease of use and practical effectiveness of the proposed measures.

8. Research approach and methods

8.1. Research approach: Systems-structural approach; competence-based approach; PDCA approach; practice-based approach.

8.2. Research methods: (i) The group of theoretical research methods, comprising literature review, analysis and synthesis of theory; (ii) the group of practical research methods, comprising questionnaire surveys using a 5-point Likert scale, semi-structured in-depth interviews, the Delphi method (2 rounds of expert consultation), validation surveys and educational experiments; (iii) other methods, comprising product analysis and mathematical statistics (data processed using Excel and SPSS).

9. Positions to be defended

- The practice of training and managing the training of Literature teachers at lower secondary schools in the midland and northern mountainous provinces

still has certain shortcomings that affect training quality and the ability to meet the requirements of educational renewal and professional standards.

- The theory of managing Literature teacher training at lower secondary schools based on a professional competence approach has not been studied fully, systematically, or in a manner linked to the specific nature of the subject and the practical conditions of the region, which calls for supplementing and completing the theoretical basis and proposing a suitable management model.

- Applying the PDCA model to the management of Literature teacher training at lower secondary schools based on a professional competence approach will improve the quality of Literature teacher training and the management capacity of school principals.

10. New contributions of the dissertation

10.1. Theoretical contribution: The dissertation builds, supplements and develops the theoretical basis for managing the training of Literature teachers at lower secondary schools based on a professional competence approach; it builds a theoretical framework covering objectives, contents, subjects, methods, processes and influencing factors, while also specifying the application of the PDCA cycle to this management activity.

10.2. Practical contribution: The dissertation assesses the current state of managing the training of Literature teachers at lower secondary schools in a number of midland and northern mountainous provinces; it proposes management measures based on a professional competence approach and the PDCA cycle. The initial experimental results confirm the necessity, feasibility and effectiveness of the measures, providing a reference basis for administrators and teacher training institutions.

11. Structure of the dissertation

Besides the *Introduction, Conclusion and Recommendations, References, and Appendices*, the dissertation comprises 4 chapters:

Chapter 1. Theoretical basis for the management of Literature teacher training at lower secondary schools based on a professional competence approach;

Chapter 2. Current state of the management of Literature teacher training at lower secondary schools in the midland and northern mountainous provinces based on a professional competence approach;

Chapter 3. Measures for managing the training of Literature teachers at lower secondary schools in the midland and northern mountainous provinces based on a professional competence approach;

Chapter 4. Validation survey and educational experiment.

CHAPTER 1

THEORETICAL BASIS FOR THE MANAGEMENT OF LITERATURE TEACHER TRAINING AT LOWER SECONDARY SCHOOLS BASED ON A PROFESSIONAL COMPETENCE APPROACH

1.1. Overview of the research problem

1.1.1. Studies on teacher training activities and on the training of Literature teachers at lower secondary schools based on a professional competence approach

Studies both in Vietnam and abroad show that teacher training is no longer viewed as a set of short-term courses but as a complex system of pedagogical and managerial intervention with a long-term strategic character. Dvelay (1994) and Bondurep (1989) regard professional development as an important "policy lever"; Jacques Nimier (1996) emphasizes the cultivation of psychological resilience and professional fortitude; OECD (2005) establishes continuing professional development (CPD) as the core of the strategy for improving education quality. Regarding implementation models, Sparks and Loucks-Horsley (1989), Joyce and Showers (1996), and Villegas-Reimers (2003) outline various approaches: self-directed development, peer observation, participation in innovation design, and action research - among which action research is highly valued for its closed-loop cycle and its capacity for "reflective practice." Domestically, Dang Ba Lam (2014), Tran Khanh Duc (2010) and Bui Minh Hien (2006) argue that training needs to shift from an administrative, top-down mindset towards a spirit of voluntariness that prioritizes self-study and self-directed research. For the Literature subject specifically, studies by Nguyen Thi Tuyet Minh (2024), Do Thi Thu Hang (2024), Nguyen Thi Yen Thoa (2024) and Nguyen Ai Hoc (2024) address subject-specific training requirements: designing the learning environment, multi-tiered training mechanisms, competence in building integrated teaching plans, organizing learning activities according to genre-specific characteristics, and assessment oriented towards the development of qualities.

1.1.2. Studies on the management of Literature teacher training at lower secondary schools based on a professional competence approach

Dutto (2014) and Gabršček and Roeders (2013) affirm the need to establish a teacher professional-development process running from needs assessment, teacher classification, and determination of content and methods, through to planning, organization and outcome evaluation. Caughlin and Baird (2013) introduce the concept of pedagogical leadership; Matti Erätuulj and Jarkko Leino (1996) and Drago-Severson (2000) emphasize the role of the school

principal in organizing resources and sustaining an environment for professional development. Domestically, Ha The Truyen and Dang Thi Thanh Huyen (2016) identify workforce professional development as a core school-leadership competence; Nguyen Thi Thu Thom (2020) identifies the content of training management as comprising planning, organizing, directing, and checking-evaluating, together with the subjective and objective factors that influence it.

1.1.3. General remarks and research gaps

Existing studies have clarified the objectives, contents, competence components and models of professional-competence development, and have highlighted the proactive role of the school principal; however, they have mainly been conducted in favourable localities.

1.1.4. Research gaps the dissertation needs to address

(1) The particular nature of managing Literature teacher training at lower secondary schools based on a professional competence approach has not been clarified; (2) a system linking professional standards, the specific nature of the Literature subject, professional development needs and the school's practical conditions has not been built; (3) in-depth research in the midland and northern mountainous provinces is lacking; (4) the management mechanism operating as a closed, continuous process from needs identification through to adjustment and improvement has not been clarified; (5) the comprehensive application of modern management tools linked to digital transformation, information technology and artificial intelligence requires further study.

1.2. Professional competence of Literature teachers at lower secondary schools

1.2.1. Concepts

1.2.1.1. The concept of competence

Competence is the synthesis of an individual's knowledge, skills, qualities, attitudes and experience, mobilized and combined appropriately to perform tasks effectively under specific professional conditions and circumstances.

1.2.1.2. The concept of competence

It is the totality of professional knowledge, practical skills, thinking capacity, communication skills and personal qualities that a worker needs in order to perform professional tasks effectively and adapt to the requirements of professional development.

1.2.1.3. The structural model of competence

According to Bernd Meier (2014), the structure of competence comprises four components: professional/specialist competence, methodological competence, social competence and personal competence.

1.2.1.4. The concept of a professional-competence approach

This is an approach based on output results, aiming at the systematic development of professional competencies for learners, requiring the synchronous renewal of objectives, programs, methods and assessment.

1.2.2. Basis for determining the professional competence of Literature teachers at lower secondary schools

The dissertation identifies three bases for building the professional competence framework: (i) the professional standards for general-education teachers under Circular 20/2018/TT-BGDĐT; (ii) the teacher professional standards of a number of countries such as the United States, the United Kingdom, Australia and Singapore; (iii) the 2018 General Education Program for the Literature subject, oriented towards developing qualities, general competencies, language competence, literary competence, and the four skills of reading, writing, speaking and listening.

1.2.3. Professional competence requirements for Literature teachers at lower secondary schools

Based on the specific professional nature of Literature teachers, the dissertation identifies 5 groups of professional competencies: (1) subject expertise and teaching; (2) education and student support; (3) communication and cooperation; (4) self-study, research and professional development; (5) innovation and professional/social responsibility. These serve as the basis for determining the objectives, content, methods, forms and assessment criteria of training.

1.3. Training of Literature teachers at lower secondary schools based on a professional competence approach

1.3.1. Concepts

1.3.1.1. The concept of training: It is the provision of additional knowledge and skills so as to enhance and perfect operational capacity in specific fields

1.3.1.2. The concept of training Literature teachers at lower secondary schools

1.3.1.3. The concept of training Literature teachers at lower secondary schools based on a professional competence approach

Training Literature teachers at lower secondary schools based on a professional competence approach is the process of updating, supplementing and developing professional knowledge, skills and qualities on the foundation of initial training, so as to meet the Teacher Professional Standards, the specific nature of the subject and the requirements of educational renewal; it is linked to

the needs and competence of each teacher and places importance on self-study, practice and continuous improvement.

1.3.2. Characteristics of training activities

(1) Centred on developing teachers' professional competence; (2) linked to the specific nature of the Literature subject and to practical professional requirements; (3) focused on practice and on assessing competence through outcomes of professional task performance; (4) responsive to needs and conducive to individual professional development; (5) ensuring that professional development is up to date, continuous and sustainable.

1.3.3. Dimensions of training activities

Comprising: objectives and role; training content (teaching competence, educational competence, professional-development competence and social competence); forms of training; training methods; and checking and evaluating training activities.

1.4. Management of the training of Literature teachers at lower secondary schools based on a professional competence approach

1.4.1. Concepts

1.4.1.1. The concept of management

1.4.1.2. The concept of managing the training of Literature teachers at lower secondary schools based on a professional competence approach

It is the purposeful, planned and systematic process of influence exercised by the school principal (as the presiding subject), in coordination with the vice-principal and the professional group leader, aimed at developing the professional competence of Literature teachers so as to meet the Teacher Professional Standards and the 2018 General Education Program; it is carried out in a unified manner through the stages of: needs identification, planning, organizing implementation, checking, evaluating, and improving.

1.4.1.3 Management decentralization and the subjects managing teacher training activities

Management decentralization comprises: the Department of Education and Training; the Bureau of Culture and Social Affairs; and the principal of the lower secondary school. The dissertation identifies the direct management subject as the school principal; the vice-principal acts according to assignment and delegation; the Literature professional group leader advises, proposes needs, coordinates in building plans, organizing, monitoring and evaluating; Literature teachers are both the object of management and subjects of self-directed training.

1.4.2. The PDCA model and its applicability

1.4.2.1. The PDCA model

PDCA, proposed by W. Shewhart (1939) and developed by W. E. Deming, is a four-step cycle carried out in a continuous loop, creating a feedback mechanism for systematically checking, adjusting and improving activities. Compared with the PLC or ADDIE models, PDCA is highly valued for its closed-loop process and its capacity to drive continuous improvement.

1.4.2.2. Applicability of the PDCA model to the management of Literature teacher training

The Plan stage identifies the core competencies to be developed and the training objectives according to the competence-standard framework; the Do stage carries out training activities appropriate to teachers' competence and level and to the specific nature of the subject; the Check stage evaluates the degree of competence development using various tools; the Act stage uses the evaluation results to adjust and improve the next cycle.

1.4.3. Role of managing the training of Literature teachers at lower secondary schools based on a professional competence approach

Managing training activities not only contributes to building a professional learning environment but also strengthens the autonomy and professional responsibility of Literature teachers at lower secondary schools, thereby contributing to the successful implementation of educational renewal.

1.4.4 Management content according to the PDCA model

1.4.4.1. Planning (PLAN): Comprises 6 elements: analyzing the context, assessing the current state and identifying professional-competence development needs; determining management objectives and training objectives; identifying training content, tasks and priorities; establishing a timeline, roadmap and implementation plan; anticipating resources and enabling conditions; and determining responsibilities, targets and plan-evaluation criteria.

1.4.4.2. Organizing plan implementation (DO): Assigning, arranging and mobilizing forces; selecting appropriate training content, methods and forms; organizing professional-development activities; building a professional-support mechanism; ensuring implementation conditions.

1.4.1.3. Monitoring and checking (CHECK): Determining the degree of plan implementation, the quality and effectiveness of training activities, the degree of teachers' professional-competence development, and the limitations to be addressed.

1.4.1.4. Evaluation, adjustment and improvement (ACT): Using the checking results to adjust unsuitable elements, personalize professional-development plans, promote effective practices and build the next training cycle.

1.4.4. Influencing factors

The dissertation analyzes the influencing factors according to the four stages of the PDCA cycle: factors affecting planning; factors affecting the organization of plan implementation; factors affecting checking and evaluation; and factors affecting improvement, further planning, and the roll-out of the training plan.

Conclusion of Chapter 1

Chapter 1 has reviewed the existing research, established a system of working concepts, and built a theoretical framework for the management of Literature teacher training at lower secondary schools based on a professional competence approach, in which the school principal, as the direct management subject, holds the central role, coordinating with the vice-principal, the professional group leader, core teachers and related forces. Management content is structured according to the four stages of the PDCA cycle. This provides the basis for determining the content, criteria and indicators for the current-state survey in Chapter 2 and for proposing measures in Chapter 3.

CHAPTER 2

CURRENT STATE OF THE MANAGEMENT OF LITERATURE TEACHER TRAINING AT LOWER SECONDARY SCHOOLS IN THE MIDLAND AND NORTHERN MOUNTAINOUS PROVINCES BASED ON A PROFESSIONAL COMPETENCE APPROACH

2.1. General introduction to the research area

2.1.1. State of education

According to Resolution No. 81/2023/QH15, the midland and northern mountainous region comprises 14 provinces; following Resolution No. 252/2025/QH15, the region comprises 9 provinces. This is an area with highly specific geographical, economic and cultural characteristics: the whole region no longer has communes without any educational provision, yet education quality remains uneven, facilities remain insufficient, and many school sites are scattered; the teaching workforce remains both surplus and short in different places, requiring teachers to teach combined classes or subjects outside their specialization; and the training of teachers and administrators has not received adequate attention.

Number of lower-secondary teachers in the midland and northern mountainous provinces

According to statistical data, the 14 midland and northern mountainous provinces have a total of 46,051 lower-secondary teachers, unevenly distributed among localities. Bac Giang has the largest number of teachers (6,016 people), while Bac Kan has the fewest (1,234 people).

2.1.2. Current state of lower-secondary schools, classes and students in the midland and northern mountainous provinces

The data show that lower-secondary education in this area relies mainly on the public school system. With 1,632 schools and 26,617 classes, the public network plays the core role in ensuring learning opportunities for students in the midland and mountainous region.

2.2. Organization of the current-state survey

2.2.1 Survey purpose: to identify the existing shortcomings and limitations in the practice of training and of managing training activities, providing a basis for proposing remedial measures.

2.2.2. Survey content: comprising three groups: the current state of training activities; the current state of managing training activities in line with the PDCA model; and the current level of influence of the various factors.

2.2.3. Survey subjects: school principals, vice-principals, professional group leaders and deputy group leaders, officials of the Bureau of Education and

Training in charge of lower-secondary education (prior to July 2025), and Literature teachers.

2.2.4. Survey scope: from October 2024 to the end of December 2024, in 5 provinces: Phu Tho, Bac Giang, Son La, Lai Chau and Thai Nguyen; each province with 12 to 15 public schools, totalling 73 schools.

2.2.5. Sampling method: As full data on the population were not available, the study determined the minimum sample size using the formula $n = Z^2 \times p(1 - p)/e^2$; with a 95% confidence level ($Z = 1.96$), $p = 0.5$, $e = \pm 0.05$, the minimum sample size is 385. Combining systematic random sampling (selecting provinces) with convenience sampling (selecting schools), the total number of survey subjects was 589, greater than the minimum sample size.

2.2.6. Survey methods, tools and data-processing procedures

The survey combined online and direct methods, using questionnaires, semi-structured interviews and document analysis; a 5-point Likert scale with an interval of 0.8 was used; data were processed using Excel and SPSS.

2.3. Survey results

2.3.1. Sample statistics

Regarding the survey sample: among the 589 respondents, those with under 10 years of service accounted for 16.1%, 10-20 years 36.2%, 20-30 years 42.3%, and over 30 years 5.4%; those with a bachelor's degree accounted for 94.9%, a master's degree 4.6%, and a doctorate 0.5%; managerial seniority was calculated for the 172 administrators from school level upward.

2.3.2. Survey results on the current state of Literature teacher training at lower secondary schools based on a professional competence approach

2.3.2.1. Awareness of the characteristics of training activities

The selection rate for the various characteristics ranged from 44.5% to 57.9%. The highest was "Ensuring that professional development stays up to date" (57.9%), followed by "Assessing competence based on work effectiveness" (56.7%), "Ensuring sustainability" (56.0%), and "Centring on professional competence" (54.8%). Lower were "Orientation towards professional practice" (44.5%), "Meeting individual development needs" (45.8%) and "Assessing competence through work activities" (48.2%). The results show that awareness remains uneven, and that training activities are not yet closely linked to teaching practice and to the development needs of individual teachers.

2.3.2.2. Current state of awareness of the objectives and role of training activities

The objectives and roles were rated at the "Agree" level, with mean scores ranging from 3.76 to 3.81. The highest were "Enhancing professional knowledge and pedagogical skills" and "Promptly updating and adapting to changes in education" (both 3.81); lower were the more strategic, long-term roles such as "Building a long-term professional development roadmap" (3.76) and "Developing critical thinking and self-assessment capacity" (3.78). The proportion of "strongly disagree" responses remained at 10.4% - 11.7%.

2.3.2.3. Current state of professional-competence training content

- Teaching competence: mean scores ranged from 3.90 to 4.03, at the "frequent" level; the highest was "Using teaching methods oriented towards developing student competence" (4.03), "Guiding students in self-study" (4.00), applying information technology (3.99), and utilizing equipment and learning materials (3.93). The lowest was "Using foreign languages in teaching Literature" (3.08; SD = 1.107), with 12.1% of teachers never having received training in this and 16.1% rarely receiving it.

- Educational competence: all 12 competencies scored from 3.87 to 4.04; the highest were "Assessing educational outcomes oriented towards developing students' qualities and competence" (4.04), "Using educational and student-management methods" (4.03), and "Designing educational programs and plans" and "Applying information technology in education" (4.02).

- Professional-development competence: the highest was "Capacity for self-directed professional development" (4.01) and "Self-study, self-training" (3.99); lower were "Resolving conflict in the educational environment" (3.75; SD = 0.755) and "Scientific research" (3.58; SD = 0.801 - the highest), reflecting uneven access to opportunities.

- Social competence: mean scores were approximately 4, with "Coordinating with colleagues, parents and the community" reaching 3.99, and "Participating in social activities" reaching 3.82.

2.3.2.4. Current state of training forms

All forms of training were rated at the "effective" level, with mean scores ranging from 3.72 to 3.97; the highest was "Receiving feedback and support from colleagues and administrators" (3.97), followed by "Observing and learning from colleagues' activities" (3.95), "Professional activities by group/team" (3.94), "Thematic training courses" and "Study visits to educational models" (3.90), and "Self-study, self-research" (3.88); the lowest were "Further degree study" (3.72) and "Scientific research" (3.76). The overall mean value reached 3.98/5 (SD = 0.568). In terms of method, forms of transmitting knowledge through training courses and thematic reports still

predominate; competence-development methods such as lesson study, classroom observation and lesson analysis, professional discussion, and guided self-study have been implemented but not yet regularly or evenly.

2.3.2.5. Current state of training methods

The item "Using teaching methods oriented towards developing student competence" had the highest mean score (4.03). The items "Organizing the teaching process, assessing learning outcomes, and guiding students' self-study" and "Designing teaching plans" reached 3.98-4.01, showing that training activities focus on renewing methods, organizing teaching, and developing teachers' professional competence in accordance with the 2018 General Education Program.

2.4. Current state of managing the training of Literature teachers at lower secondary schools in the midland and northern mountainous provinces

2.4.1. Current state of awareness of the role of managing training activities

All roles were rated at the "Agree" level, with mean scores ranging from 3.97 to 4.03 and standard deviations from 0.562 to 0.603: "Improving the effectiveness of teaching and learning Literature" reached 4.03 (93.6% agreement); "Comprehensively developing the Literature teaching workforce" 4.02; "Meeting continuing professional-development requirements" 4.01; "Personalizing training" 3.97.

2.4.2. Current state of managing training activities

- Planning (PLAN): Plans built on the basis of a needs survey and an assessment of existing competence reached 3.97 (over 92% agreement); planning according to professional-competence requirements reached 3.99. The criterion "The training implementation roadmap is reasonably designed" had the highest standard deviation (0.518), reflecting that some opinions were not fully in agreement regarding the logical consistency of implementation.

- Organizing implementation (DO): The objectives and benefits of training activities were clearly explained, reaching 4.00 (93.5% agreement). Training methods linked to teaching practice reached 4.01; activities organized regularly reached 4.01, systematically 4.00, and the implementation roadmap carried out seriously reached 4.02. However, the enabling conditions varied: learning materials 4.00, facilities 4.01 (SD 0.523), and the lowest, effective mobilization and use of financial resources, 3.97 (SD 0.568).

- Monitoring and checking (CHECK): items scored from 4.00 to 4.03; the highest was "Assessing training results through work-performance effectiveness" (4.03); monitoring the level of participation in training reached

4.02; monitoring the level of professional-competence development reached 4.01.

- Adjustment and improvement (ACT): "Issues arising are handled promptly" reached 3.98; "The training roadmap is adjusted promptly" reached 4.01 (92.8% agreement).

2.5. Current state of the influence of factors on the management of training activities

All 17 factors had mean scores ranging from 3.52 to 3.62, falling within the "fairly influential" range. The highest was "Requirements for renewing the curriculum, textbooks and national education orientation" (3.62; SD = 1.081). The factors "Training content", "Training methods", "Competence of the management workforce", and "Facilities and supporting technology" reached from 3.59 to 3.61. Lower were "Coordination among stakeholders" (3.57) and "Professional standards" (3.55), showing that although professional standards have been widely implemented, they have not yet played a substantive role in adjusting training content.

2.6. General assessment of the current state of managing training activities

2.6.1. Achievements

Training management work has initially been carried out in a coordinated, planned manner. The Departments of Education and Training have promptly developed plans, provided guidance, and carried out regular training; lower secondary schools have paid attention to planning linked to practical needs. Management of training content and forms has been renewed; on-site forms of training (professional group/team activities, lesson study, thematic seminars) are becoming increasingly practical; some institutions have proactively used information technology to organize online training; and the work of checking, monitoring and evaluating training outcomes has received greater attention.

2.6.2. Shortcomings and limitations

Plan: The survey of needs and assessment of teacher competence prior to planning remains incomplete; plans remain formalistic, with objectives, content and training methods lacking focus, and school principals have not made effective use of planning tools.

Do: Training activities remain overly theoretical and are not sufficiently linked to practice; forms are not yet diverse, and self-study, self-training and distance training have not been sufficiently promoted; teachers still tend to be hesitant about renewal.

Check: Assessment relies mainly on the level of task completion, lacking tools and criteria for measuring professional competence; assessment results are rarely used for feedback and improvement, and insufficient attention is paid to teachers' opinions.

Act: Follow-up, monitoring and improvement after training are not carried out regularly; feedback collection remains limited, leading to untimely plan adjustments.

2.6.3. Causes of the limitations

Interview results with 21 school principals, vice-principals, professional group leaders and deputy group leaders, and 24 Literature teachers in the provinces of Phu Tho, Son La, Dien Bien and Tuyen Quang show that: awareness among a portion of administrators and teachers remains inadequate; in many places training plans are built in a "top-down" manner, based on subjective judgment and lacking a database on actual competence; the teams of trainers and lecturers do not truly understand the specific nature of the subject; teachers lack the skills to implement innovative professional forms; suitable materials are lacking; technological infrastructure is limited in remote areas; there is a lack of incentive mechanisms, evaluation, and motivation for professional development; and there are difficulties regarding time, human resources and facilities.

Conclusion of Chapter 2

The study was conducted in an area representative of the midland and northern mountainous region. Each province was surveyed at 12 to 15 public lower-secondary schools, ensuring representation from different sub-regions. In addition to in-depth interview forms with education administrators, Literature teachers, principals, vice-principals, professional group leaders and deputy group leaders, the dissertation built a system of survey questionnaires for two groups of subjects: administrators and teachers, in order to gather multi-dimensional opinions. A total of 589 questionnaires were collected.

The results of researching the current state of training and of managing the training of Literature teachers based on a professional competence approach have helped identify the causes, limitations and shortcomings that remain in practice. Through surveying the opinions of the various subjects regarding the level of influence of the factors affecting the management of Literature teacher training based on a competence approach, the results show that the degree of impact of the factors differs.

On the basis of the survey of 589 questionnaires at 73 lower-secondary schools in 5 provinces and in-depth interviews with administrators and Literature teachers, Chapter 2 has clarified the current state of training activities and of managing the training of Literature teachers based on a professional competence approach. Management work has favourable foundations but still has many limitations across all four stages of the PDCA cycle. This provides an important practical basis for proposing a system of management measures in Chapter 3.

CHAPTER 3

MEASURES FOR MANAGING THE TRAINING OF LITERATURE TEACHERS AT LOWER SECONDARY SCHOOLS IN THE MIDLAND AND NORTHERN MOUNTAINOUS PROVINCES BASED ON A PROFESSIONAL COMPETENCE APPROACH

3.1. Principles for proposing measures

(1) Ensuring the goal of developing professional competence for Literature teachers; (2) closely following the practical requirements of the locality and the specific nature of Literature teachers; (3) ensuring the systematic character of the PDCA cycle; (4) ensuring a combination of inheriting existing training experience with renewing training content and methods; (5) ensuring specificity, effectiveness and feasibility in the context of the midland and northern mountainous localities.

3.2. Measures for managing the training of Literature teachers at lower secondary schools based on a professional competence approach in the midland and northern mountainous provinces

The measures are applied to the school principal as the management subject, implemented under the mechanism of "the principal presiding, with departments coordinating implementation".

3.2.1. Measure 1: Organizing the identification of Literature teachers' training needs based on competence

Objective: To clearly identify the professional and pedagogical aspects in which Literature teachers need support in order to meet the Teacher Professional Standards and the requirements of the 2018 Literature Program; providing a basis for the principal to build a training plan closely aligned with practical needs, limiting subjectivity, and avoiding scattered or duplicated training.

Content and method of implementation: Combining three assessment methods: (i) teachers' self-assessment of competence and qualities against the professional standards and the requirements of the 2018 Literature Program; (ii) observation and analysis of teaching activities through classroom visits and professional records; (iii) interviews and professional group discussions.

Implementation conditions: Based on current legal documents; scientifically designed survey tools; an implementation team with deep understanding of the Literature subject and data-processing capacity; teachers participating actively and honestly; and ensured facilities, equipment, software and a detailed plan.

3.2.2. Measure 2: Building the Literature teacher training plan at lower secondary schools according to the PDCA cycle using modern management tools

Objective: To ensure that training activities are managed scientifically, with a sound basis, clear objectives, clear delegation of responsibility, and continuous improvement; to raise the quality of planning, strengthen coordination among management levels, and effectively mobilize resources.

Content and method of implementation: Using three modern management tools linked to the four steps of the PDCA cycle:

The dissertation applies a number of modern management tools: the Logical Framework Approach (LFA) to link objectives, resources, activities and evaluation indicators; the Balanced Scorecard (BSC) to translate objectives into a system of KPIs across dimensions suited to education; and Hoshin Kanri to deploy strategic objectives through the PDCA cycle, combining direction with two-way feedback.

Implementation conditions: Managers with a deep understanding of the nature of the PDCA cycle and the ability to apply technology; the school establishing a scientific organizational process with specific task assignment; ensured equipment systems; teachers with basic technological competence and a spirit of renewal; building and maintaining a database on professional competence, teaching outcomes, needs and training effectiveness; and the management agency issuing guidance on digital transformation together with support and resources.

3.2.3. Measure 3: Directing the development of training content and forms suited to the specific nature of the Literature subject and the characteristics of Literature teachers' pedagogical work

Objective: To ensure consistency, scientific rigour and practical relevance in enhancing professional competence, contributing to improving workforce quality and meeting the requirements of educational renewal.

Content and method of implementation: The principal directs the vice-principal and the professional group leader to coordinate with experts and training institutions in building and implementing the Literature teacher training program, ensuring professionalism, flexibility, effectiveness and a close connection to the school's practical circumstances.

Implementation conditions: The vice-principal and professional group leader with organizational, coordination and supervisory competence; a team of experts and lecturers with solid professional expertise in Literature; teachers participating fully and actively; ensured facilities and equipment; the program built flexibly on the basis of an analysis of actual needs; and reasonable policies regarding funding and time.

3.2.4. Measure 4: Organizing the training of Literature teachers at lower secondary schools through a blended model integrating artificial intelligence

Objective: To develop competence in applying digital technology and AI tools in teaching; to diversify forms of learning, and to increase proactiveness and the personalization of content according to each teacher's needs.

The principal directs a survey of teachers' competence through an LMS, the use of AI to analyze data in order to determine needs and build a training roadmap; the organization of online learning through E-learning, progress monitoring, the maintenance of professional activities, coordination with experts, and the assessment of outcomes through a combination of online and in-person methods, using AI to support analysis and plan adjustment.

Implementation conditions include: ensuring facilities, technological infrastructure and digital learning materials; enhancing administrators' planning capacity and teachers' IT competence; issuing unified guidance documents; and developing a professional learning community.

3.2.5. Measure 5: Directing the development of a set of tools to assess the degree of change in the professional competence of Literature teachers at lower secondary schools before and after training

Objective: To build a comprehensive set of assessment tools to measure the change in Literature teachers' professional competence before and after training, overcoming limitations in assessment and improving the effectiveness of training management according to the PDCA cycle.

Content and method of implementation: The principal directs the establishment of a core group, assigns specific tasks, and coordinates with experts to build the assessment toolkit; organizes appraisal and finalization, official issuance, and unified training in its use throughout the school.

Implementation conditions include: ensuring a legal basis and professional orientation; the direction and coordination of the school board and the professional group; preparation of facilities, equipment, internet access and supporting software; and building a plan for assessment before and after training.

3.2.6. Measure 6: Organizing the use of post-training assessment data to determine the direction and content of continued training for Literature teachers at lower secondary schools

Objective: To support objective decision-making, avoiding duplication or the organization of unsuitable content; to use assessment results to adjust the

content, methods and forms of implementation, increasing the scientific rigour and practicality of training activities.

Content and method of implementation: The principal generally directs the use of post-training assessment data in planning; coordinates with the vice-principal for professional affairs and the Literature professional group to analyze data at each level (quantitative, qualitative and by competence group), and makes decisions on the content of subsequent training; approves plans, allocates budget, and ensures supporting policies.

Implementation conditions include: building a scientific, unified data-collection and management system; enhancing the competence of administrators, the professional group and core teachers; ensuring teachers' active participation together with conditions regarding facilities, finance and IT infrastructure.

3.2.7. Measure 7: Building a continuous professional-competence plan for Literature teachers at lower secondary schools following training activities

Objective: To help principals and teachers sustain and develop professional competence after training; to build a scientific, feasible professional-development roadmap; providing a basis for adjusting and improving the training program and its management in a substantive, personalized direction.

Content and method of implementation: The principal directs the building of a continuous-improvement foundation based on post-training data; assigns the vice-principal, professional group leader and the Literature group to analyze data, carry out practice-feedback-adjustment activities, and build an improvement plan according to the PDCA cycle at school level.

Implementation conditions include: unified direction from the school board; the organizational and supportive capacity of the professional group; teachers' spirit of self-study and professional responsibility; ensured facilities, learning materials and resources; the application of IT; and appropriate coordination and incentive mechanisms.

3.3. Relationships among the measures

The seven measures are both relatively independent and closely interrelated. Each measure has its own purpose, content, implementation method and conditions, yet is fully meaningful only when carried out in interaction with, and mutual support of, the others throughout the entire process of developing the Literature teaching workforce at lower secondary schools based on a professional competence approach.

Conclusion of Chapter 3

On the basis of the principles ensuring purposefulness, practicality, systematicity, continuity and effectiveness, the dissertation has proposed 7 management measures for the training of Literature teachers at lower secondary schools based on a professional competence approach. The measures are implemented under the mechanism of "the principal presiding, with related forces coordinating", in which the vice-principal, the professional group, teachers, the Bureau of Culture and Social Affairs, the Department of Education and Training, training institutions and experts participate according to their functions and tasks at each stage of the PDCA cycle. This mechanism is particularly well suited to lower secondary schools in the midland and northern mountainous region, where geographical conditions are scattered and resources remain limited.

CHAPTER 4

VALIDATION SURVEY AND EDUCATIONAL EXPERIMENT

4.1. General overview of the validation survey and the experiment

The dissertation conducted a validation survey of all 7 measures and selected Measure 2 for educational experimentation. The decision to conduct only a validation survey for the remaining measures stems from the nature of each measure: Measure (1) is diagnostic and input-measuring in nature, and does not generate a change that can be measured as an intervention effect; Measures (3) and (4) have a broad scope of impact, depending heavily on exogenous factors beyond the study's ability to control; Measure (5) is technical and tool-based in nature and therefore cannot simultaneously be the object of intervention; Measures (6) and (7) belong to the group concerned with feedback, adjustment and long-term orientation, whose effectiveness is reflected only across several consecutive management cycles.

Measure 2 was selected for experimentation because it involves direct managerial intervention, has a clearly structured operation, simultaneously affects the core stages from planning through to organizing implementation, checking, evaluating and adjusting; and allows for the establishment of a system of objectives, indicators and evidence that can be quantified, facilitating relative control of variables and before-after impact assessment.

4.2. Validation survey of the measures

4.1.1. Purpose: To explore the assessment opinions of experts and administrators at lower secondary schools regarding the usefulness and the suitability and ease of use of the proposed measures.

4.1.2. Content of the validation survey: Focused on assessing the awareness of lower-secondary school administrators regarding the usefulness, suitability and ease of use of the proposed measures for managing Literature teacher training.

4.2.3. Validation survey subjects comprising 23 people: 12 lower-secondary school administrators (principals, holding a bachelor's degree in Literature, with 5 or more years of managerial experience, currently working in Phu Tho province); 5 experts from universities (holding doctorates in Education Science and Educational Management, with 10 or more years of experience); and 6 experts from academies and educational-training centres.

4.2.4. Time of the validation survey from 1 September 2025 to 1 October 2025.

4.2.5. Validation survey model selectively applying components of the Technology Acceptance Model (TAM) (Davis, 1989), in which perceived

usefulness (PU) was adapted to the objective of developing teachers' professional competence, and perceived ease of use (PEOU) was adapted to assess the suitability and feasibility of implementing the measures in actual school practice.

4.2.6. Validation survey method: Combining quantitative methods (a 4-point-scale questionnaire) with qualitative methods (semi-structured interviews, group discussions), using Spearman's rank correlation coefficient.

4.3. Validation survey results

4.3.1. Regarding usefulness: The mean scores of the 7 measures ranged from 3.56 to 3.89, all at the "very useful" level. Measure 1 was highest (3.89; SD = 0.323; coefficient of variation 8.30%), ranking 1st; Measure 6 ranked second (3.83); Measure 4 was lowest (3.56, ranked 7th) yet still fell within the "very useful" level. The combined set of 7 measures reached 3.7381 (SD = 0.29502; coefficient of variation 7.89% - low variability).

4.3.2. Regarding suitability and ease of use: Mean scores ranged from 3.22 to 3.61; 6 of 7 measures were rated "very suitable". Measure 6 was highest (3.61, rank 1); Measures 1 and 5 both reached 3.56 (rank 2); Measures 2 and 7 both reached 3.50 (rank 4); Measure 3 reached 3.39 (rank 6); Measure 4 was lowest (3.22, rank 7), reaching only the "suitable" level and having the highest coefficient of variation (20.09%). The combined set of measures reached 3.4762, classified as "very suitable", with a coefficient of variation of 10.16%.

4.3.3. Analysis results using SPSS gave a Spearman correlation coefficient of $r = 0.844$ with Sig. = 0.017 (< 0.05), indicating a close and statistically significant positive correlation at the 95% confidence level between the usefulness ranking and the suitability ranking of the measures. This shows that the measures are not only useful but also feasible to implement in practice.

4.4. Experimentation of a management measure

- The measure selected for experimentation is Measure 2, "Building the Literature teacher training plan at lower secondary schools according to the PDCA cycle using modern management tools", which meets the criteria of: direct intervention, clear structure, controllability of variables, measurability, and suitability of the experimental time frame.

- The subjects of the experiment comprised administrators (principals, vice-principals in charge of professional affairs), the Literature professional group leader, and Literature teachers, selected by purposive sampling. The content of the experiment was the application of organizational management tools (the PDCA cycle, the Logical Framework Approach - LFA, the Balanced Scorecard

- BSC, Hoshin Kanri) throughout the entire process of building and implementing the training plan.

- Experimental site: 3 lower-secondary schools in Phu Tho province - Thanh Ha Lower Secondary School (Chi Tien commune), Do Son Lower Secondary School, and Do Xuyen Lower Secondary School (Lien Minh commune). The period ran from 1 October 2025 to 31 December 2025 (8-10 weeks), comprising the stages of: preparation, baseline measurement, experimentation, outcome measurement, and data processing.

- Assessment method: a controlled management experiment combined with questionnaire surveys, observation and semi-structured interviews; applying a before-after comparison method. The training plan built by the principal was assessed and scored by 2 vice-principals and 3 professional group leaders/deputy leaders, using a scoring scale for each content item (total of 100 points).

Table 4.11. Comparison of the assessed degree of change in building the lower-secondary teacher training plan

Assessment content	Before experiment	After experiment	Change
Basis for building the plan	13/15	15/15	+2
Purpose and requirements	12/15	14.5/15	+2.5
Plan content	46/50	49/50	+3
Implementation organization	18/20	20/20	+2
Total score	89/100	98.5/100	+9.5

The results show that after the experiment, the training plan was markedly improved: the legal basis and the basis in the current situation were fully supplemented, and modern management tools were applied (15/15); objectives were built logically according to the BSC, linked to curriculum renewal and digital transformation (14.5/15); content, targets and measures were made concrete through KPIs, data and diverse solutions (49/50); and the mechanisms for monitoring, feedback, adjustment and reward were tightly regulated (20/20). The total score rose from 89/100 to 98.5/100, an increase of 9.5 points.

The degree of clarity and usability of the plan both rose from "Clear - Usable" to "Very clear - Very usable" at every step of the PDCA cycle. Among these, Check and Act showed the clearest change, from "Not yet clear - Not yet usable" to "Very clear - Very usable", owing to the specific determination of criteria, indicators, feedback processes and improvement measures, helping to overcome formalism and ensure that the PDCA cycle operates effectively.

Conclusion of Chapter 4

The validation survey results show that all 7 proposed measures were assessed as highly useful and highly suitable for the current practice of managing teacher training activities; among these, the mean value for usefulness was generally higher than that for suitability, reflecting the expectation and confidence of administrators and experts in the effectiveness of the measures. The experimental results for Measure 2 confirm that the measure contributes to enhancing the scientific rigour, systematicity and practicality of the training plan, while also improving the suitability of the training program to teachers' needs. Thus, the system of measures proposed in the dissertation is scientific, useful, and has high practical effectiveness.

CONCLUSION AND RECOMMENDATIONS

1. Conclusion

Managing teacher training activities, especially for Literature teachers at lower secondary schools in the midland and northern mountainous region, is of urgent significance both theoretically and practically. In the context of implementing the 2018 General Education Program and the differences in socio-economic conditions, facilities and workforce among localities, training activities need to be managed scientifically, regularly and flexibly, in a manner suited to the specific nature of the school, the subject and the locality.

The dissertation has systematized and clarified the theoretical basis for managing the training of lower-secondary Literature teachers based on a professional competence approach; it has identified the management content comprising: identifying needs, planning, organizing implementation, directing, checking and evaluating, using the results, and continuous improvement.

The current state shows that Literature teacher training has received attention, but management remains limited: needs are not yet fully based on competence data; plans are not yet individualized; content and forms do not yet comprehensively address the specific nature of the subject; the application of digital technology and AI remains limited; and assessment focuses mainly on the process, not yet clearly reflecting changes in competence and teaching effectiveness.

The dissertation proposes 7 management measures: (1) identifying training needs based on competence; (2) building the training plan according to the PDCA cycle and modern management tools; (3) developing training content and forms suited to the specific nature of the Literature subject; (4) organizing training through a blended model integrating AI; (5) building a set of tools to assess changes in professional competence before and after training; (6) using assessment data to adjust training activities; and (7) building a plan for the continuous improvement of teachers' professional competence.

The validation survey results confirm that the 7 proposed measures are highly useful and highly suitable. The initial experiment shows that applying the PDCA cycle in combination with modern management tools has improved the effectiveness of managing teacher training, contributing to verifying the scientific hypothesis and achieving the research objectives.

The new contributions of the dissertation are: building a theoretical framework for managing the training of lower-secondary Literature teachers based on a professional competence approach; proposing a system of measures operating in a closed cycle; integrating blended training, digital technology and

AI; and building a mechanism for assessing changes in professional competence before and after training.

The dissertation still has limitations in terms of survey scope, experimental conditions and research duration. Future studies need to expand the scope, conduct longer-term experiments, refine the indicators for assessing professional competence, and further study the application of AI, big data and digital platforms in the management of teacher training.

2. Recommendations

2.1. To the Ministry of Education and Training

To develop management documents for lower-secondary Literature teacher training in accordance with professional-competence standards; to renew content and programs; to promote lifelong learning through online training, seminars and scientific research; to attract experts, mobilize resources, and coordinate with Departments of Education and Training in implementing training.

2.2. To the Departments of Education and Training and the Bureaus of Culture and Social Affairs

To research and promptly issue documents on the training and management of lower-secondary develop the team of trainers; and to promote inter-school and cluster-based professional activities.

2.3. To lower secondary schools

To build annual plans for training Literature teachers linked to developing professional and research competence, applying IT and AI, and classroom management; to ensure implementation conditions; to provide learning materials; to conduct periodic assessment, gather feedback, and reward teachers with good performance.

2.4. To institutions training and developing education administrators

To regularly update the training program for education administrators according to practical needs; to combine theory with practice; to develop competence in planning, monitoring training and renewing teaching; to promote the application of IT and cooperation with experts and educational organizations.

2.5. To Literature teachers at lower secondary schools

To proactively apply the knowledge and skills gained from training to designing lessons, renewing methods, and assessing students, so as to develop students' qualities and competence; to regard training and self-training as an ongoing process, shifting from passive to active, creative learning and personal competence development.

LIST OF THE AUTHOR'S SCIENTIFIC WORKS RELATED TO THE DISSERTATION

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