

# THEORETICAL BASIS AND FACTORS AFFECTING THE MANAGEMENT OF HIGH SCHOOL PUPIL' TRAINING RESULT EVALUATION

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## Abstract

In high schools, the training process of pupils is seen as the process of forming moral qualities. Therefore, the evaluation of training results is often based on specific manifestations of ethical attitudes and behaviors. The basic goal of high schools is to equip pupils with knowledge and moral and character education. Regarding the management of the evaluation of training and ethical results of pupils in upper secondary schools, the regulations, circulars, and guidelines of the Ministry of Education and Training have been implemented and the following requirements have been achieved certain results, contributing to reflecting the quality of education, and character of pupils. This study clarifies the theoretical basis for the content of assessment activities and management and assessment of training results for high school pupils; thereby pointing out the factors affecting the management of high school pupils' training result evaluation, serving as a basis for managers to propose management measures, improving the management quality of high school pupils in general and high school level in particular in Vietnam.

**Keywords:** Theoretical basis, factors affecting, management, high school pupil's training result evaluation, Vietnam.

## INTRODUCTION

The Law on Education (2019) has determined that the goal of education is to train Vietnamese people to develop comprehensively, with morality, knowledge, health, aesthetics, and profession, loyal to the ideal of national independence, ethnicity and socialism; forming and fostering citizens' personality, quality, and capacity, meeting the requirements of the cause of national construction and defense.

In high schools in general and high schools in particular, testing and evaluation of educational results are one of the important stages of overall educational activities. Testing and assessment not only aim to evaluate the results

of the learning and training process of pupils, to encourage and motivate pupils, to help pupils make continuous progress, but also to provide feedback to help teachers managers and teachers clearly understand the status of education quality, thereby making appropriate adjustments to educational activities. Not only that, but the evaluation of educational outcomes also helps educational agencies, managers, and policymakers obtain data and information on the quality and level of the education system at all levels to make informed decisions. promptly adjusted, supplemented, and directed.

The assessment of pupils' training results in high schools is one of the important parts of the

evaluation of educational results in general. In particular, the evaluation of pupil training results shows the specific characteristics of the assessed object - the pupil's personality and morality. In the country's situation integrating with the region and the world, socio-economic conditions have changed a lot. The traditional value system of the nation is under significant influence from many sides, resulting in consequences in the morality of adolescents with some degraded manifestations such as pursuing a pragmatic, hedonistic, selfish, apathetic, etc. (Trung & Van, 2020). These manifestations are of social concern and educators are trying to find effective solutions to educate adolescents. The basic goal of high schools is to equip pupils with both knowledge and moral and character education. For moral and character education for pupils, schools focus on organizing activities and evaluating the results of ethical education activities (Thuan & Long, 2020). These are considered to be two essential stages contributing to the positive influence and moral shaping of pupils' personalities.

In high school, training results are seen as moral. Therefore, the evaluation of training results is often based on specific manifestations of ethical attitudes and behaviors. The identification of such conceptual nature as well as the search for the relationship between training results and related concepts such as ethics, qualities, values, etc. have created problems that need to be considered (Clair, 1978; Anh, 2011). Considering the drafting of legal documents, directing the evaluation of pupil training results (pupils) of teachers in high schools in a unified and effective manner. First of all, there needs to be a consensus on the concept of pupil training results through the nature, meaning, content, etc. relationship between training results and ethics.

The assessment and grading of pupils in high schools have been carried out so far by Circular 58/TT-BGD&DT (2011) and Circular 22/2021/TT-BGD&DT (2021) of the Ministry of Education. and Training includes assessment and grading of training results; evaluation and grading of academic performance. The evaluation and grading of pupil training results

still have many shortcomings and a lack of synchronization. The bases and standards for assessing and classifying pupil training results are not fully oriented to ethical categories, and there are still important criteria and indicators to assess pupils' social skills. The assessment of pupil training results has not yet ensured consistency in all educational institutions and especially lacks updated changes by the characteristics of the new context. The purpose of the assessment of training results is to educate pupils about morality. Therefore, to better educate pupils about morality, it is necessary to change the methods, techniques, and content of the assessment of training results.

### Literature review

Since appearing on earth, humans cannot avoid an inevitable rule that they must have a direct or indirect relationship with each other in order to survive and develop. The relationship between people and people, between individuals and communities is increasingly complex and rich, requiring each individual to choose how to communicate, behave, and adjust attitudes and behaviors to suit the needs of the community. common interests of all. Moral education for people in general and for pupils, in particular, is always valued and included in the general education curriculum by countries around the world.

Ethical education for pupils in the US: The goal of moral education for pupils in the US is to provide pupils with knowledge and opportunities to practice, and apply to build a sustainable character foundation, and harmony based on three major life goals: Educating pupils to become responsible, knowledgeable citizens and able to participate effectively in the political and social life of the country. The content of moral education for pupils in the US includes 6 pillars: The first pillar: Reliability; The second pillar: Respect; The third pillar: Sense of responsibility; The fourth pillar: Equity; The fifth pillar: Care; The sixth pillar: Citizenship. Methods of moral education for pupils in the US include the following basic

ways: Set an example; Explain; Cheering and encourage; Ensure an ethical environment; Experience; Expect excellence.

Moral education for pupils in Thailand: The goal of moral education for pupils in Thailand is to help pupils perceive good, care about good, and do good. Content includes Trustworthy – honesty and telling the truth; Respect – politeness and courtesy; Responsibility; Fair; Attentiveness – kindness, compassion; Citizen consciousness. Thai schools have applied a number of methods to educate pupils' morals such as the Interactive method; Collaborative learning methods; Traditional educational methods; Group discussion method; Role-playing method; Methods of learning from experience.

Ethical education for pupils in Japan: The purpose of moral education for pupils in Japan is to foster a spirit of respect for human dignity and respect for life; Efforts to inherit and develop traditional culture, and create a rich culture in terms of individuals; Efforts to form and develop a democratic society and nation; Contributing to the building of a peaceful world community; Ability to make independent decisions; Cultivate a sense of morality. Educational content includes correctness; Industry; Bravery; Sincerity; Freedom and law, Self-improvement; Courtesy, care, and kindness; Gratitude and respect, humility; Respect for nature and life; Nobility; Equal; Responsibility. The main method of moral education for pupils in Japan is Ethical education as an independent subject; Ethical education through school subjects; Moral education through special activities; Moral education through daily activities.

Ha The Ngu (1986), head of the state-level project "Improving the quality of ideological, political and moral education for high school pupils" - A3 has comprehensively mentioned all different aspects of the ethical issue, has indicated the direction of improving the quality of moral education. Developing the results of this topic, in two years 1987-1988, Dang Vu Hoat, project leader "Building content and methods of ideological, political and moral education for high school pupils" (theme At the

state level, symbol A5) has introduced methods and measures to improve political ethics education in the new situation of the country; Developing synchronously programs on Ethics; Develop a number of documents to guide educational activities outside of class time. The topic has concretized the content and methods of moral education for high school pupils.

Phung Khac Binh and colleagues (2000) with the Study on Pupil Ethic Classification – Actual situation and evaluation criteria (Ministry-level project - code B99-52-41) analyzed and synthesized the theories on holistic human education and higher education goals. The research has deeply analyzed the personality of pupils. A pupil's personality is a complete structure, in which morality is a component, basic content of personality. Pupil moral assessment is an element of the educational process. The research work presented viewpoints, goals, contents, and methods of assessing pupils' ethics. The work has proposed a set of criteria and techniques and a process for assessing pupil ethics. Ranking and classifying pupils' moral training will contribute to motivating pupils to perfect their personalities and meet educational goals.

Ha Nhat Thang (2013) had a lecture "Things to do to promote the role of civic education in the formation and development of the personality of high school pupils" presented at the National Conference on Education. Ethical and civic education in Vietnamese general education. This study has highlighted the meaning and role of civic education and the relationship of civic education teaching with the process of educating high school pupils on moral qualities and cultural values. Citizenship Education is both a subject and a part of the process of moral education, legal education, and human culture education. Evaluating the learning outcomes of Citizenship Education is an assessment of the moral formation process, training results, and personality of high school pupils. In addition, this study also mentions solutions to develop the contingent of teachers teaching civics and homeroom teachers from pedagogical training institutions (Luong & Van, 2021). This study affirms that improving the effectiveness of Citizenship Education is

also improving the quality of comprehensive education in the personality of high school pupils.

## Research Methods

Theoretical research methods: Analyze, synthesize, and systematize the theoretical basis from selected domestic and foreign works related to the assessment of training results and the management of performance evaluation activities. training high school pupils.

Product research methods work, specifically:

Purpose: Using this method to learn about ministry-level, department-level, and school-level management activities on assessing high school pupils' training results through guiding documents, regulations, School rules, summary reports, pupil ratings...

Contents: (i) Research, analyze and synthesize all legal documents directed by the management agencies at the Ministry of Education and Training on the assessment of training results for high school pupils. information in recent years; (ii) Researching, analyzing, evaluating, and synthesizing all records of high school pupils' handling of discipline violations; (iii) Research, analyze, evaluate, and synthesizing the content and evaluation criteria for training results of high school pupils; (iv) Research, analyze and evaluate the teaching of Citizenship Education (Citizenship Education) and evaluate the results of pupil training through the results of the Citizenship Education subject according to Circular 58 of the Ministry of Education. Education and Training; (v) Research, analyze, and evaluate the consideration of rewards and violations of pupils according to Circular 08 of the Ministry of Education and Training.

Method of summarizing experience: This method aims to summarize some experiences of other provinces and cities on organizing and managing activities to assess training results of high school pupils; Experiences of some countries in the world on moral education, training results as well as assessment of training results for high school pupils.

## Research Results And Discussion

The theoretical basis of activities of managing activities to evaluate training results of high school pupils

The purpose of evaluating the training results of high school pupils:

According to Circular No. 22/2021/TT-BGDĐT of the Ministry of Education and Training, assessment aims to determine the level of completion of training and learning tasks of pupils according to the requirements that need to be achieved specified in the Education and Training Program. general education; provide accurate and timely information for pupils to adjust training and learning activities, educational administrators, and teachers to adjust teaching activities.

Assessment of pupil training results has a practical purpose and meaning to determine the level of pupil achievement in terms of qualities through comparison with the requirements of comprehensive education goals at high school. Specifically:

Helping managers, teachers, and related forces see the results of education, training the quality and capacity of pupils; from there, it is possible to analyze the situation and point out the good and the bad according to the educational goals and related factors in order to make the necessary adjustments to improve the quality and effectiveness of education and training. moral training in pupils;

The results of the assessment of pupil training results also help teachers who directly manage pupils better understand each pupil, have more bases to classify pupils, and implement regimes, policies, and measures. management more suitable for individuals and groups of pupils.

The process and results of assessing pupils' training results is also an important pedagogical measure to help each pupil improve their awareness, attitudes, and skills in evaluating others' morals and self-assessment. the right way, because there is pedagogical guidance (Vietnam Youth Research Institute. 2018). Self-awareness is a difficult, complicated

process; The opinions (public opinion) of the collective (correct) are also one of the processes of “materialization”, and “objectification” of oneself, and thereby become more self-aware. It is also the premise of self-cultivation and self-education. Self-education is self-awareness, correct self-evaluation, and self-regulation of awareness, attitudes, and behaviors according to the standards and values set by family, school, and society. The association is expecting, admiring, and striving towards.

Requirements to evaluate the training results of high school pupils:

According to Circular No. 22/2021/TT-BGDĐT (2021) of the Ministry of Education and Training, the assessment based on the requirements to be achieved specified in the general education program must ensure accuracy, comprehensiveness, and fairness. , being honest and objective with many different methods, forms, techniques, and tools with a combination of regular assessment and periodical evaluation. In addition, it is necessary to pay more attention to the progress of pupils and to attach importance to motivating and encouraging pupils’ efforts in training. Note, do not compare pupils with each other.

Criteria for evaluating the results of training for high school pupils:

According to Circular 58/2011/TT-BGDĐT (2011) of the Ministry of Education and Training, the standards for grading the training results of pupils are classified into four categories: Good, good, average, and weak after each semester whole school year. The grading of the training results for the whole school year is mainly based on the grading of the training results of the second semester and the progress of the pupils.

This is shown specifically in the following contents: Fully and creatively completing the learning tasks according to the program, having a sense of self-study, self-research, and rising up; well abide by the laws and regulations of the school; actively exercising the body and life skills; maintain hygiene, protect the

environment and protect school properties; actively respond to and participate in social activities, the emulation movement “Friendly schools, active pupils”, extra-curricular activities course and experiential education of the school (Van & Trung, 2020; Dao & Van, 2021); honesty in the study, in life; have a collective sense of helping others; respect parents, teachers, school staff; respect, unite and help friends; protect and promote school traditions.

Forms and methods of evaluating training results for high school pupils:

Evaluation of pupil training results is a process, so the form of assessment includes regular assessment (daily, weekly, monthly), periodical assessment (semester), and year-end assessment. Evaluation forms such as assessment by comments, and assessment by scores need to combine qualitative and quantitative assessment, process assessment and final result evaluation, individual assessment, and comprehensive assessment. As follows:

Teachers use the oral or written form to comment on pupils’ performance of training and learning tasks; commenting on the progress, outstanding advantages, and major limitations of pupils in the process of training and learning; assess pupil performance and learning.

Pupils use the oral or written form to self-review their performance of training and learning tasks, their progress, and their main advantages, and limitations.

Pupils’ parents, agencies, organizations, and individuals involved in the pupil’s education process provide feedback on the performance of the pupil’s training and learning tasks.

Evaluation by commenting on pupils’ training and learning results is used in regular assessment, periodical assessment through the form of testing, and assessing the performance of training and learning tasks of pupils. pupils in accordance with the characteristics of the subject.

The process of evaluating training results for high school pupils includes the following basic steps:

Step 1: Determine the goal to be assessed;

Step 2: Prepare for the organization;

Step 3: Determine the assessment method;

Step 4: Conduct an assessment. In this step, there are the following activities: Sample selection; building tools; conducting assessments; Data processing; write a report.

Step 5: Feedback on evaluation results and proposed improvement measures;

Step 6: Summarize the evaluation and build a question bank.

Factors affecting the management of high school pupils' performance evaluation

Physiological and psychological characteristics of high school pupils:

Fifteen to eighteen years old is the period when human physical development is entering a complete stage. The growth rate in height has slowed down, girls achieve their growth on average around the age of 16, 17 (+ 13 months), boys around the age of 17, 18 (+ 10 months). Physical qualities such as strength, endurance, and flexibility are enhanced. Strongly developed muscles and strength easily achieve sports achievements. The development of the nervous system undergoes important changes due to the complex internal structure of the brain and the evolving brain functions. This is the period of sexual maturity. Most of the children pass the period of sexual development, and the crises of puberty end to move on to a more stable, more balanced period, in terms of excitatory and inhibitory activities of the nervous system as well as other factors. another aspect of the body's physical development.

At this age, the quality of the vibrations becomes much richer. Along with these characteristics is the ability to self-control and self-regulate their emotions and behaviors. Children are increasingly sensitive to new factors and open up, which is reflected in the

fact that they begin to have deep vibrations with relationships in the family, and at school and especially are very sensitive to other people's emotions (Van, 2021). During this period, their emotional world also develops strongly. It is very rich and diverse, including aesthetic affection, labor sentiment, moral sentiment, intellectual sentiment, worldly sentiment, etc. The highlights at this age are family relationships and friendships, and in some children, couple love appears.

Relationships with friends mean a lot to high school pupils. Through friends, children absorb social life, and learn new values such as equality, acceptance, sharing and care about social norms and their own roles. The relationship with parents and family at this age also has many changes. They gradually show more equality and independence (Van, 2021). Independence is reflected in all three aspects of emotion, perception, and behavior. This relationship faces a lot of difficulties. According to parents with children at this age, this is the age with the most conflicts. Reason for this conflict is due to many reasons. In which the inconsistency between physical development and social status of the children has created tension in the children. At the end of adolescence, children often have fully developed the qualities and physical strength of adults, but in many ways are treated like children.

The school education influence:

School is a place to educate pupils and has a great role in assessing pupils' training results. Therefore, every stage and every factor in the educational process has an impact on the formation of a pupil's personality. The following factors have a profound influence on the results of training pupils: Behavior and personality of the teacher; Teachers - pupils have a good relationship, are friendly, listen and empathize; Activities of Ho Chi Minh Communist Youth Union, educational activities outside of class time; Hours of civics education; Hours of social science subjects; The rules of the school; Close supervision of supervisors (Van, 2021).

### Family influence:

Family is the source of every individual. The formation and development of the personality of children are greatly influenced by their families. Some of the basic factors listed below show the impact of families on pupils' training results: Parents regularly visit their children about learning, and problems at school and outside; Parents care about their child's health, psychology and physiology; Parents care about their children's interests and aspirations; Parents live in harmony, respect each other; Parents treat grandparents and relatives well; Family economy is stable, parents have jobs.

### The influence of other factors:

Managing activities to evaluate pupil training results is a management process that is influenced by basic factors such as The perception of administrators, teachers, and the Ho Chi Minh Communist Youth Union about training results and assessment of pupil training results; The initiative, objectivity, sense of responsibility of the participants in education and assessment of pupil training results; The school's cooperation with pupils' parents and socio-political organizations; Capacity of the educational management staff (Board of Directors, Heads of Professionals, mass organizations, etc.); Conditions serving the management and evaluation of pupil training results.

In order to well manage the assessment of pupil training results, the administrator needs to master the theory of the assessment of pupil training results; perform synchronously the management functions including planning, organizing, directing, and checking the implementation of the plan, evaluating the results of pupil training (Hang & Van, 2020). Managing pupil training results assessment activities to perform smoothly, rationally, and scientifically, it is necessary to ensure good conditions to support the assessment of pupil training results and to understand the influencing factors. to assess pupil training results to promote strengths and limit weaknesses.

### Conclusion

Ethics and conduct are two concepts that are often understood in the same way. The conduct of high school pupils is quality and morality expressed in awareness, attitude, and behavior in learning, in life, and in dealing with people and the surrounding environment. Evaluating the conduct of high school pupils in the making of judgmental statements and determining the level of achievement in terms of pupil conduct, based on the contents and criteria prescribed by the educational objectives. education of the school, on that basis, the school will take measures to maintain and strengthen the positive aspects, and overcome the limitations of the pupil's conduct. Management of high school pupils conducting assessment activities is the process of planning, organizing, directing, and checking high school pupils conduct assessment activities in order to provide moral education for high school pupils. general education meets the educational goals of the school.

In order to well manage pupil conduct assessment activities, administrators need to master the theory of pupil conduct assessment activities; perform synchronously the management functions including planning, organizing, directing, and checking the implementation of the plan of pupil conduct assessment activities. Management of pupil conduct assessment activities to perform smoothly, rationally, and scientifically should ensure good conditions to support pupil conduct assessment activities, and understand the factors affecting assessment activities. Evaluate pupil conduct to promote strengths and limit weaknesses.

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