



**MANAGING ETHICAL EDUCATION  
ACTIVITIES FOR PRIMARY SCHOOLS' STUDENTS IN  
CAI RANG DISTRICT, CAN THO CITY, VIETNAM**

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**Abstract:**

The study has systematized the theoretical basis for ethical or moral education for students in primary schools on the current status of ethical education for students in public primary schools in Cai Rang District, Can Tho City, then proposed some measures to manage ethical education activities for students in primary schools in Cai Rang District, Can Tho City. Based on theoretical research and practical surveys, the researchers would pose 6 specific suggestions to manage moral education activities for students in primary schools in Cai Rang District, Can Tho City. Two hundred and ninety-six respondents participated in the questionnaires, among of whom were school managers, teachers, and representative boards of students' parents from 4 public primary schools in Can Rang District, Can Tho City. The proposed measures would impact all subjects and stages of the management process from the stage of raising the needs, planning, organizing, and directing to inspection and evaluation, the elements of managing moral education activities for students at public elementary schools, such as developing selection plans, assigning use, fostering, stimulating and motivating teaching and creating a favorable environment for the management of moral education activities for students in primary schools in Cai Rang District, Can Tho City. Each proposed suggestion has different goals, tasks and implementation methods, but in general, they are closely related, interactive and complementary. Therefore, those measures must be implemented in a synchronous, unified, flexible and flexible manner to achieve high results, meeting the requirements of improving the quality of public primary education in the current period.

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## 1. Introduction

Ho Chi Minh, Vietnamese government leader (1956), said: *"A person who has talent but no virtue is useless. Having virtue without talent makes it difficult to do anything."* Ethics is a red thread that runs through a person's thinking and actions. People with good morals must think and act rightly. Conclusion No. 51-KL/TW dated May 30, 2019, of the Secretariat on continuing to implement the Resolution of the 8th Plenum of the 11th Vietnamese Party Central Committee on fundamental and comprehensive innovation of education and training reported, *"Focusing on building an increasingly better school cultural environment, associated with strengthening ethical education and professional responsibility for teachers and educational managers, and regularly carrying out building work well, promoting the role of the Ho Chi Minh Communist Youth Union and the Vietnamese Student Association in educating and training students (Nguyen Hoang, 2021).*

Cai Rang is a district of Can Tho City, established with 07 wards and 12 primary schools. In recent years, the pace of urbanization has been relatively rapid; many socio-economic aspects of the wards bordering Ninh Kieu District have developed rapidly in an urban direction, and education has also developed. However, because the economy and society develop rapidly, evils also increase and cause many difficulties in all aspects. Education is also inevitable, especially educational activities, and ethical education management for students also faces many difficulties. In the Cai Rang District education sector, ethical education is an important component of the educational process of cultivating students' personality in which these activities are mainly introduced through activities such as classroom academic advisors' activities, extracurricular activities and integrated subjects.

In order to achieve high effectiveness in ethical education for students, it is impossible not to mention the role of managing these education activities for students because that is the determining factor in the effectiveness of ethical education activities. Nevertheless, in reality, this work in schools in general and primary schools in particular still has many shortcomings and is not really effective.

Based on the above reasons, the topic: "Managing ethical education activities for primary school students in Cai Rang District, Can Tho City" was chosen as a research topic.

## **2. Literature Review**

### **2.1 Fundamental Concepts**

#### **2.1.1. Ethical Education**

For Ha The Ngu and Dang Vu Hoat (2008), ethical education is the process of transforming moral standards from society's external demands on individuals into one's own internal demands, into beliefs and needs and habits of educated. At the same token, as for the concept of ethical education, Tran Luong and Bui Thi Mui (2020) said that ethical education is a process that helps learners form personal awareness, behavior, and moral habits of new people. Ethical education is understood in two broad and narrow senses. In a broad sense, ethical education includes ideological education, political education and education of moral qualities with the following tasks: helping learners form a worldview, a scientific view of life, ideals and beliefs, mastering the main issues in the Vietnamese Party and State's guidelines and policies, having the ability to live and work according to the constitution and law and forming human moral qualities.

#### **2.1.2. Ethical Education Activities for Primary School Students**

Ethical education activities for students in schools are the process of forming and developing the moral qualities of students' personalities under purposeful and planned impacts and influences. And there is a choice of content, methods and forms of education with the leading role of teachers and students to help students develop the right personality and have proper behavior in relationships: individuals with society, individuals with labor, individuals with the natural environment and individuals with themselves (Tran Luong and Bui Thi Mui, 2011).

#### **2.1.3. The Importance of Ethical Education for Primary School Students**

According to Vietnamese President Ho Chi Minh's concept, personality includes two aspects: virtue and talent, in which ethics or morality is the root of personality. Once people have good morals, those moral values will motivate them to perform well in all assigned tasks. For example, thanks to a positive attitude toward learning, learners will study well, and students with a family tradition of studiousness will always try to study well. Therefore, in schools, if the task of ethical education is well implemented, it will create motivation to promote the excellent implementation of other educational tasks (Tran Luong and Bui Thi Mui, 2020).

#### **2.1.4. Inspection and Evaluation of Primary School Students' Ethical Education**

Tran Luong and Bui Thi Mui (2020) said that inspecting and evaluating primary school students' ethical education is necessary to confirm students' development in terms of awareness, attitudes, skills, and behavior. Correct assessment will promote students' strong progress in learning and training, helping them demonstrate their abilities in everyday life. To evaluate ethical education for students, it is necessary to set specific

standards. It is possible to evaluate each step of each activity at a certain time and then evaluate the entire topic, semester, and school year as a whole.

In general, managing ethical educational activities in primary schools is essentially managing goals and implementation plans, managing the content, form, and methods of educational activities, managing the coordination of forces, and managing the inspection and evaluation of the educational process in schools. To well manage educational activities for students requires managers not only to master management science and the art of management but also to build and manage well educational conditions such as: facilities - equipment, documents and texts on ethical education, teaching staff, building good relationships with educational staff inside and outside the school. Furthermore, it is necessary to build a school with a positive culture that is strong enough to create a premise for implementing effective measures to manage further education activities for students.

## **2.2. Related Studies**

Since ancient times, famous Western educators such as Socrates (469-399 BC), Plato (427-348 BC), and Aristotle (384-322 BC) all paid special attention to the moral face of humans and education was, first and foremost, ethical education. Any manifestations of moral deviation were criticized. Especially in the East, from Confucius (511-479 BC) to Mencius (372-289 BC) to Han Phi Tu (281-233 BC) all emphasized the words Rites and Virtues in people and education. For them, education is the number one priority. Deviations in conduct are paid attention to and corrected little by little.

Next was Jan Amos Comensky (1592-1670), a person who had a great influence on the development of pedagogical ideas and school management worldwide. From his ideology, students need to use discipline. As for how to apply discipline, he said: "*When using discipline, it must not be weak, not angry, not hateful, but pure. Sincerity can make disciplinarians realize that punishment must be used for their own benefit and because of the teacher's love for them as their parents do for them*". He strongly opposed the discipline of whipping in the Middle Ages. It was because spanking is of no use when people want to arouse children's love for school. On the contrary, it only makes children more afraid and makes them hate school even more. In addition, he has many valuable instructions formulated in the form of concise rules related to the correct organization of school regimes, school management, responsibilities of teachers, behavior of students, which are presented in the work "Rules of a well-organized school" (translated by Jan Amos Comensky and Hoang Thu Hong, 2009).

Karl Marx (1818-1883) and Friedrich Engels (1820-1895) also pointed out that the basis for forming ethics or morality is the socio-economic foundation associated with the process of education, moral training and practical activities of people. That foundation plays a huge role in the formation and development of a new morality - communist morality. According to Friedrich Engels, right interests are the principles of all morality, which is necessary to strive to make the interests of individual people consistent with the interests of the whole human race.

Vladimir Ilyich Lenin (1870-1924) showed from a young age that a student's morality needs to be trained in diligence, decisiveness, or more accurately. When he became the leader of the Soviet Union, he firmly believed in the victory of the struggle of the working class and working people, and at the same time, built for himself a new morality - communist morality. On that basis, he affirmed the inevitability of the birth of communist morality and its great role in the construction of socialism. Standing firmly on the stance of historical materialism, inheriting the moral quintessence of humanity and being loyal to the interests of the working class, he argued and built a theoretical system of ethics, communism, affirming the value of communist ethics is to serve social progress and human happiness (Phung Dong, 2018). Marxism-Leninism theory also affirmed that ethics is a form of social consciousness originating from productive labor and social community life, which reflects and is governed by social existence. Morality is historical, socially ranked and national. Schools in all social regimes provide ethical education for students (Phung Dong, 2018).

In the twentieth century, Anton Makarenko (1888-1939), a great Ukrainian educator, in his work "Pedagogical Song," mentioned the issue of civic education, especially the education of delinquent and homeless children. He emphasized the issue of civil education through many methods, such as the example method, collective education, and collectives. In general, researchers around the world believe that the content of ethical education needs to focus on training essential qualities of personality such as honesty, a sense of responsibility and a spirit of cooperation.

In the Vietnamese context, President Ho Chi Minh (1890-1969) once advised the entire Party and people of the great and important things that need to be done after the country is unified, and he especially emphasized ethical education for young people. He stressed that if a person wants to do good Party work, he or she must have a core force of young people. To build the Party, a person must pay attention to educating the younger generation, union members and youth. After winning the resistance war and building the country in new conditions, the entire Party and people must definitely invest and take care of this core force. He wrote: *"Our union members and young people are generally good. They enthusiastically volunteer for everything, are not afraid of difficulties, and have the will to progress. The Party needs to take care of revolutionary education for them, training them to become future masters in building socialism that is both "political loyalty to the Communist Party" and "professional competence."*" Article 2, Vietnamese Education Law 2019 wrote, *"Education goals are to comprehensively develop Vietnamese people with ethics, knowledge, culture, health, aesthetics and profession with qualities, capacity and civic awareness and with patriotism, national spirit, loyalty to the ideals of national independence and socialism, promoting the potential and creativity of each individual improve people's knowledge, developing human resources, foster talents, meeting the requirements of the cause of building and protecting the Fatherland and international integration"* (Education Law, 2019)

Phan Thi Thanh Thuy (2014) on *"The current situation of managing educational activities for students who are not well-behaved in secondary schools in Binh Tan District, Ho Chi Minh City"* has delved into analyzing the causes, synthesizing theories, and classifying

them and systematize theories from documents, other research works about the management of educational activities for under-disciplined students in order to generalize and build a theoretical basis. Nguyen Thi Thi (2017) mentioned the negative impacts of the current market economy and international integration. Morality in society, in general, is related to the morality of the younger generation, especially the morality of the young generation. The issue of ethical education for students in primary schools is currently not given proper attention by school leaders. The organizational form and methods of ethical education are still limited, and its management by the school Board of Directors is not really effective.

Do Thi Viet Ha (2017) also delved into the current situation of managing ethical education activities with a series of research questions, namely the current status of managing educational activities, situations of managing ethical education activities for students in Phu Tho Province today, what management measures are necessary to improve the management status of mobile education activities, effective measures to help students practice their personality, ethics, lifestyle, legal knowledge and civic awareness in the current period. On the basis of clarifying theoretical and practical issues, the study proposed more effective measures to manage further education activities for students in schools to improve the quality of education and meet the requirements of educational innovation.

In short, through the research works searched above, it can be seen that the general tasks, categories, and functions of the issue of ethical education activities and their management for students are extremely necessary.

### **3. Research Methodology**

#### **3.1. Research Aims and Questions**

The research on the management of ethical education activities for students in primary schools in Cai Rang District, Can Tho City, contributes to improving the quality of educational activities and management of ethical education activities for students. These cope with the three specific objectives, namely (1) to analyze, synthesize, and systematize the theoretical basis for managing ethical education activities for primary school students, (2) to survey the current status of ethical education activities and the current status of ethical education activities management for students in primary schools in Cai Rang District, Can Tho City, and (3) to propose suitable measures to manage ethical education activities for students in primary schools in Cai Rang District, Can Tho City. And, the study was carried out with three research questions as posed below:

- 1) Based on what theoretical basis should research on the management of ethical education activities for students be?
- 2) To what extent is the current status of managing ethical education activities in primary schools in Cai Rang District, Can Tho City and what factors affect its management of ethical educational activities in primary schools in Cai Rang District, Can Tho City?

- 3) Based on what is necessary and feasible to propose measures to help improve the effectiveness of managing ethical education activities for students in primary schools in Cai Rang District, Can Tho City?

### 3.2. Research Sites

Cai Rang District, Can Tho City, in the Lower Mekong Delta, South Vietnam, is also a connecting transit point between Can Tho City with the Ca Mau peninsula, west of Hau River through the national waterway transportation system such as: National Highway 1A, South Hau River Road, Vo Nguyen Giap Avenue, Can Tho - Vi Thanh connecting Road, North Can Tho bridge across the Hau River. With a strategic position, Cai Rang focuses on developing industry and port services. In the future, it will be a traffic hub for roads, waterways, and railways, as well as a logistics center for port services and logistics services needed - warehousing (logistics) at the regional level. The district is determined to develop new urban areas of the city, from which capital construction investment is focused.

Cai Rang District was established in 2004, including 7 wards with 12 primary schools: Le Binh 1, Le Binh 2, Le Binh 3, Hung Phu 1, Hung Phu 2, Phu Thu 1, Phu Thu 2, Phu Thu 3, Thuong Thanh, Tran Hoang Na, Tan Phu, Ba Lang. In recent years, the pace of urbanization has been quite rapid. Currently, many socio-economic aspects of the wards bordering Ninh Kieu District are developing rapidly in an urban direction, and education is also developing rapidly. However, it is because the economy and society develop rapidly, evils also develop and cause many difficulties in all aspects, education is also inevitable, especially educational education for students, and the ethical educational management activities for students also face many difficulties.

To better understand the research, the study collected data on the results of classifying the quality of students at four primary schools in Cai Rang District for survey: Phu Thu 1 Primary school, Phu Thu 3 Primary school, Hung Phu 1 Primary school, and Le Binh 1 Primary school through Table 1.

**Table 1:** Results of ranking student quality of four schools in the 2021-2022 school year

Primary school	No of students	Good		Pass		Need to improve	
		Total	%	Total	%	Total	%
Phu Thu 1	898	734	81.74	164	18.26	0	0.00
Phu Thu 3	340	292	85.88	45	13.24	3	0.88
Hung Phu 1	634	511	80.60	123	19.40	0	0.00
Le Binh 1	890	712	80.00	177	19.89	1	0.11

**Source:** Summary report of the 2021-2022 school year of Department of Education and Training of Cai Rang District

Table 1 shows that students with good quality from four schools reach 80.0% to 85.88%. Also, students with good quality (Pass) reach from 13.2% to 19.89% "Need to improve" just poses from 0% to 0.88%. Thus, the majority of students are obedient, obey the rules and regulations, and actively study and practice.

### 3.3. Research Participants

The study researches the current state of awareness of students, parents, teachers and school administrators (n=296) about the ethical educational activities of students and the management of ethical educational activities for students at 4 primary schools in Cai Rang District, Can Tho City, namely Phu Thu 1 Primary School, Phu Thu 3 Primary School, Hung Phu Primary School 1 and Le Binh 1 Primary School.

### 3.4 Research Instruments

The questionnaires were used to collect information about the current status of management of ethical educational activities for students in primary schools in Cai Rang District, Can Tho City, to 296 respondents, including school managers, teachers, students and representative board of students' parents from Phu Thu 1 Primary School, Phu Thu 3 Primary School, Hung Phu Primary School 1 and Le Binh 1 Primary School.

### 3.5. Data Analysis

The questionnaires were done using SPSS based on the calculations. For the survey content, there are 4 levels of assessment as follows:

Levels	Assessments	Meanings of levels
4	Good/Very often/Very important	3.26 - 4
3	Fair/Regularly/Less important	2.51 - 3.25
2	Pass/Rarely often	1.76 - 2.5
1	Unsatisfactory/Not implemented/ Unimportant	<1.75

## 4. Findings and Discussion

### 4.1 Current Status of Ethical Education Activities for Students in Primary Schools in Cai Rang District, Can Tho City

The current status of awareness of the importance of vocational education for students in primary schools in Cai Rang District, Can Tho City, is shown in Table 2.

**Table 2:** Assessment of awareness of the importance of ethical education for students in primary schools in Cai Rang District, Can Tho City

Respondents	No	Mean	SD	Level
School managers & teachers (SM-T)	56	3.98	.13	Very Important
Students' parents	80	3.71	.46	Very Important
Students	160	3.93	.27	Very Important
<b>Total</b>		<b>3.87</b>	<b>.29</b>	<b>Very Important</b>

If school managers want to manage ethical educational activities for students well, first of all, they must be aware of the importance of this work. Table 2 shows that the majority of respondents are aware of the importance of ethical education for students. It shows that all the respondents in this study highly appreciated the importance of ethical education for students in primary schools) with  $M = 3.87$ ,  $SD = .29$ . Among them, teachers



and managers or administrators have the highest awareness of the importance of ethical education for primary school students in Cai Rang District, Can Tho City with  $M = 3.98$ ,  $SD = .13$  and vice versa, the awareness of students' parents with  $M = 3.71$ ,  $SD = .46$ . The scale in Table 2 is less than 1.0, showing that the research participants have almost unanimous opinions about the importance of personal education for students in primary schools.

#### 4.2. Current Status of Implementing Forms of Organizing Ethical Educational Activities for Students in Primary Schools in Cai Rang District, Can Tho City

The process of forming and developing students' personalities is the process of students participating in activities and relationships to capture values and turn them into their own values. Therefore, education is only effective when properly organizing and combining children's learning and living activities. The current situation of using forms of organizing ethical education activities for students in primary schools in Cai Rang District, Can Tho City, is displayed in Table 3.

**Table 3:** Assessment of the current situation of using forms of organizing ethical educational activities for students in primary schools in Cai Rang District, Can Tho City

Forms	No	Mean			SD			Level
		SM-T	Students	Sts'parents	SM-T	Students	Sts'parents	
1. Ethical education through teaching activities	296	3.77	3.95	3.67	.43	.22	.48	Very often
2. Ethical education through labor activities	296	3.27	3.63	3.42	.70	.59	.65	Very often
3. Ethical education through fun activities	296	3.64	3.30	3.29	.55	.65	.62	Very often
4. Ethical education through social activities	296	3.25	3.25	3.54	.72	.87	.59	Very often
5. Moral education through collective or community activities	296	3.64	3.47	3.25	.52	.78	.61	Very often
<b>Total</b>		<b>3.51</b>	<b>3.52</b>	<b>3.43</b>	<b>.58</b>	<b>.62</b>	<b>.59</b>	<b>Very often</b>

It can be seen from Table 3 above that the form of ethical education for students was rated "Very often" by the three research groups, in which school managers and teachers (SM-T) and students has almost similar views on ranking. And, it showed that the form of ethical education in No. 1 "Ethical education through teaching activities" is highly appreciated by all three groups, "Very often," in which, the student's rating was almost absolute with  $M=3.95$ ,  $SD=.22$ . This indicated that the ethical education through teaching brings good results and should be conducted very often.

### 4.3 Current Status of Management and Direction of Implementation of Plans for Ethical Educational Activities for Students at Primary Schools in Cai Rang District, Can Tho City

Organizing the implementation of an activity plan is a tool to promote the role, tasks, operations and strength of the school organization. Whether primary schools in Cai Rang District, Can Tho City, use this tool well will be clearly posed in Table 4 below.

**Table 4:** Current status of management and implementation of plans for further ethical education activities for students in primary schools

Goals for management and organization of the implementation of ethical education activities	N	Mean	SD	Ranking
1. Thoroughly grasping and propagating to all forces participating in the work of ethical education for students to understand the meaning, goals and importance of ethical education for students	56	3.91	.29	Good
2. Organizing the selection of content and form of ethical education	56	3.71	.56	Good
3. Holding guidance and offering training classes for all school stakeholders involved in ethical education work	56	3.61	.62	Good
4. Consolidating, arranging personnel arrangements, assigning responsibilities, and describing detailed tasks	56	3.86	.35	Good
5. Mobilizing human and physical resources for ethical education for students	56	3.71	.62	Good
6. Organizing coordination between educational slate holders in schools to provide ethical education for students	56	3.73	.59	Good
7. Holding the coordination of social forces inside and outside the school to provide ethical education for students	56	3.68	.54	Good
8. Ensuring necessary conditions in terms of facilities, documents, and equipment for ethical educational activities for students	56	3.86	.35	Good
9. Implementing the principle of democratic centralism - individuals are in charge based on promoting ownership and creativity of participating members	56	3.73	.49	Good
<b>Total</b>		<b>3.76</b>	<b>.49</b>	<b>Good</b>

Table 4 showed that the content of management and implementation of ethical education plans for students in primary schools in Cai Rang District, Can Tho City, was evaluated by SM-T at a Good level with  $M = 3.76$ ,  $SD = .49$ . Of the management targets, all was higher than 3.60. This meant that the education staff commented that the implementation of ethical educational activities was very good. In particular, Goal 1, "Thoroughly grasping and propagating to all forces participating in the work of ethical education for students to understand the meaning, goals and importance of ethical education for students" was rated almost absolutely with the highest ranking in  $M = 3.91$ ,  $SD = .29$ . This confirms that the cooperation of many forces is very important and brings many results.

### 4.4. General Assessments

Through analysis of the above-mentioned aspects it shows that the current situation of managing the ethical education activities at Cai Rang District, Can Tho City currently has the following strengths and limitations.

#### **4.4.1. Strengths**

Through the questionnaire survey results, the strengths of the management of ethical educational activities for students in primary schools in Cai Rang District, Can Tho City, are as posed:

Firstly, the majority of school managers administrators and teachers are aware of the importance of managing the ethical educational activities for students as well as the influence of factors affecting this work. One of the possible reasons is that administrators and teachers are aware of the importance of ethical education for students as well as their responsibility for implementing the goals and content of this education for students. Surveying the current status of ethical education for students also found that the majority of the respondents (56 managers and teachers, 80 parents and 160 students) were aware of the importance of ethical education for students ( with the percentage in the assessment of the survey subjects being 100% respectively) as well as the necessity of implementing the goals and content of this education for students with high average scores in the assessment respectively being students with  $M = 3.79$ , SM-T with  $M = 3.75$  and students' parents with  $M = 3.57$ .

And, secondly, the results of evaluating the contents of the management of educational activities for students are all at a Good level or higher. There is no content rated at a not-good level. This is an advantage for the management of this activity. The survey results also show that the assessment of the level of achievement of the contents of the management of ethical education for students is very high (most of the contents are at a high level). The management stage of developing school plans does not have any content below the Good level. The overall ranking is almost absolute at  $M = 3.77$ .

#### **4.4.2. Limitations and Its Reasons**

The results show that the surveyed contents are all at a Good and effective level of operation, but there are still limitations. Therefore, it is very necessary to understand the limitations and reasons affecting the activities of ethical education management as follows:

First, the subjective reasons are such as: psychological and physiological changes at age, which is lack of awareness, lack of self-control or temptation from non-progressive elements. This proves that the majority of primary school students are in their teenage years and love to explore new things, so they are easily susceptible to the magic of social evils. Furthermore, there are students living in families that have not received a good education, causing them to have bad habits and not be able to self-discipline.

Second, the objective reasons are found as negative impacts of the marketing mechanism and negative influences of society, the explosion of information technology, the COVID-19 pandemic, and the difficult current living conditions of students' parents, greatly affecting students' learning and training process. In fact, due to the current development of society and the development of information technology, negative and positive cultural streams intertwine, making it difficult for students to distinguish between truth and falsehood. Some students follow what is true without proper

awareness and cognitive guidance. Furthermore, in the complicated situation of the COVID-19 pandemic, anxiety and interruptions in school time create conditions for students to have more exposure to phones and online games that are not healthy if lack of family attention and supervision. Therefore, the problem is to educate self-awareness and know how to perceive problems correctly because when awareness is correct, action can be correct.

And finally, the reason belongs to social management and education management. In primary schools, the quality of ethical education activities and their management are not high, and the functional departments in the school do not operate uniformly. In addition, social forces have not paid adequate attention to educational activities for students and have not optimally promoted the role of educational and social forces inside and outside the school.

The main reasons for the ethical degradation of the young generation are as follows: If there are effective educational measures in the social environment and in schools, it will have a positive impact on students' psychology, which helps them correctly perceive good and bad things and prevent the negative impacts of society while promoting the good and positive aspects of themselves.

#### **4.5. Some Suggestions on Managing Ethical Education Activities for Primary School Students at Cai Rang District, Can Tho City**

The findings of the research related to research question 3 about the suggestions to managing ethical education activities for primary school students at Cai Rang District, Can Tho City. Below will be six measures.

**Measure 1:** Establishing an organizational apparatus to foster management skills and improve teacher quality in implementing ethical education plans for students.

It is necessary to organise periodic training for managers and teachers to improve the quality of implementing the ethical education plan, which is the stage of realizing planned ideas to regularly bring ethical education activities to the set goals continuously. This is the scientific arrangement of specialised staff and teachers, appropriate supporting departments, and reasonable training and fostering activities for staff and teachers so that everyone can feel satisfied and excited about assigned tasks, creating resonance among participating forces, aiming to successfully complete the set plan.

**Measure 2:** Managing and developing educational plans for students in accordance with educational programs and school practices using the PDCA (Plan-Do-Check-Act) cycle.

This is the most important stage in the management process based on analysing the current situation, advantages and disadvantages, counting on potentials, available capabilities, and clearly identifying four factors:

- Plan: Planning, in this step, it is necessary to determine goals, resources, implementation time and methods to achieve the goals of ethical education for students;
- Do: Implementing the detailed plan given;
- Check: Based on the results of the work report compared with the goals to check and evaluate the results;
- ACT: Through the obtained assessment results, appropriate adjustments will be made to start the new cycle again with new input data.

**Measure 3:** Managing mental and material conditions to support the implementation of ethical education plans for primary school students

Mental and material conditions are among the factors that determine the success of ethical educational activities. Because this is one of the important tasks of administrators in implementing ethical education plans for primary school students, the conditions for implementing these education plans for students include: spiritual basis and material-technical basis.

Regarding spiritual basis: In order to well implement ethical education measures for students, it is necessary to build an exemplary pedagogical collective and school culture. An exemplary pedagogical group is a shining example for students to look up to and follow and is the most effective method in educating students. It is an organization with a culture in which all members are linked together in a vision, shared values. Each individual with the opportunity to learn, support each other, love students will be a solid foundation. It is certain that it acts as a central energy system that attracts other forces to participate in the process of ethical education for students.

As for technical facilities: To successfully organize ethical education activities, it is impossible not to mention technical facilities. School administrators not only need to know how to exploit physical and technical facilities and financial resources inside and outside the school but also know how to mobilize other resources, such as students' parents, successful former students, businesses, etc., in the school area.

**Measure 4:** Directing the implementation of ethical educational plans for students, enhancing social activities in the direction of integrating, integrating and diversifying extracurricular and curricular teaching activities.

The integration of social activities in ethical education for primary school students into other subjects is to make the subject content richer, not far from living reality. For example, English can integrate environmental education and the love of nature for children through lesson topics: Pollution, Energy, Natural Disasters, teaching students to become chefs and control their weight when combining knowledge of Technology and Biology. The goals of each subject and lesson itself always set out the knowledge requirements to be achieved, as well as attitude and skills. Knowledge, attitudes and skills of subjects cannot be separated from the goals of higher education.

**Measure 5:** Strengthening the implementation of emulation, reward, testing, evaluation, and grading of students' ethical education

To reduce phenomena and actions that have a negative impact on educational activities for students, it is necessary to have "rewards" for teachers who excel in ethical education for students. This is an indirect measure to call on teachers, social members, and other organizations to participate in ethical education management for students.

**Measure 6:** Strongly deploying the coordination of educational and social forces inside and outside the school to participate in ethical education activities for students.

Educational forces in primary schools are managers, teachers, Teachers' Union, Ho Chi Minh City Youth Union, representative board of students' parents, which can pose good coordination between educational forces in the school or good coordination between families and schools, creating unity and consensus in plans to implement goals, content, methods, and forms of personal education for students, as well as testing and evaluation plans and together share responsibility for the subjective and objective factors affecting the process of ethical education for students.

Social forces include social management executive agencies, political organizations, economic units, organizations, business units, social functional agencies, which are considered a powerful left hand, equally important as coordinating with educational staff in the school. These can be seen as two powerful arms of the principal in managing education and improving the quality of ethical education for students.

## 5. Conclusion and Suggestions

### 5.1. Conclusions

From the above parts, all three research questions were successfully studied to obtain suitable findings. The research did propose 6 measures for ethical education activities management for students. The results showed that the study closely followed the requirements, goals, and research tasks set out. It is feasible because it has solved one of the necessary strategic issues of education in general and primary education in particular in the context of educational innovation with strong challenges and fluctuations in education of the 4th Revolution context, which has significantly influenced the process of ethical education activities management and ethic teaching activities for students in Cai Rang District primary schools.

It can be seen that Cai Rang District education management has an important position in the entire education and training process in general and local education management, particularly at primary schools. This is a long and complicated process that requires attention from all levels of the Vietnamese Ministry of Education and Training, Can Tho City Department of Education and Training, Cai Rang District People's Committee, School Board of Directors to each teacher and educational staff inside and outside the school. Therefore, improving the quality and effectiveness of ethical education management for students in primary schools is a systematic and urgent task.

From the measures suggested, it is hoped that the findings of the study will contribute to improving the quality of ethics education activities management for students in primary schools. In particular, it is hoped that these measures will have their results replicated and can be used as reference documents for educational managers, teachers, and educational staff participating in ethics education management for students in primary schools thought-out Vietnam as well.

### **5.1.1. For the Theoretical Foundation**

Theoretical research has oriented and established a scientific basis to help the research systematically grasp management measures, including school management, educational management, and especially management of ethical education activities for students, especially primary school students. It also helps the researchers systematize the goals, content, methods, and forms of ethical education activities for primary or elementary students. Also, the practical approach to the management of ethical education for primary school students is appropriate, helping the school board of directors organize and effectively form ethical education activities for students in the school, mobilizing all resources inside and outside the school to serve the needs of students, which all serves the educational process for students.

### **5.2. For Practical Foundation**

Analyzing and processing the results of the study, the research can confirm that the ethical educational activities for students at Cai Rang District primary schools, Can Tho City, have advantages and limitations and identify subjective and objective causes affecting the educational outcomes for students in primary schools in the district. Combined with practical experiments and research, it shows that the current management of ethical education for students in primary schools has not been implemented according to orientation as a complete educational process and has not been organized synchronously and scientifically, and these activities have only been partially incorporated in teaching activities, without a specific program. Therefore, the formation of an ethical education orientation for students lacks sustainability, easily fluctuates and is influenced by factors outside of life and society.

The results of studying the current situation show that generalizing the assessments of educational managers, teachers, self-assessment of students and educational staff, there is a high level of agreement and consensus on the current situation of educational education and educational management for primary school students in Cai Rang District as follows:

First, students have general awareness, lack of passion for learning and training, and creative exploration but have not fully developed their ability to cultivate general morality and love for their country while complying with school rules, actively participating in learning and group activities, social activities, relationships with people, etc. are all at a relatively good level.

Second, ethical education management for students at Cai Rang District primary school is still limited because school boards always expect direct guidance documents on ethical education. There is a clear awareness of the importance of contemporary education and the management of contemporary ethical education for students among the school boards and teachers, but there is still a lack of drastic educational management measures suitable to the current context of educational innovation.

## **5.2. Suggestions to Vietnamese related agencies**

### **5.2.1. For the Department of Education and Training of Can Tho city**

First, there should periodically organize professional and skills training sessions for teachers and education managers participating in ethical educational activities for students, and regularly held seminars and workshops on "Ethical education for students" for education managers and teachers of primary schools in the city to share their experiences.

Second, it is necessary to deploy effective typical models or good practices in ethical education activities and ethical education activities management for primary school students in the city and from other provinces.

In addition, it should strengthen an inspection and examination board about plans to implement the process of ethical education activities management for students in primary schools in the city.

### **5.2.2. For Cai Rang District People's Committee**

At the direct management level, primary schools need to pay attention and promptly direct documents to implement ethical education activities and management measures for students. This should be considered as the basis for implementing the key educational strategies of primary schools. Also, it needs to guide and direct primary schools in the whole district to agree on goals, contents, and methods of ethical education for students to suit local practices with the specific regulations on the coordination mechanism for managing primary schools with educational forces and social forces in implementing this management for students in the context of current educational innovation.

### **5.2.3. For Cai Rang District Department of Education and Training**

There is a need to promptly give its consultation to the District People's Committee on specific measures on ethical education and its education management for students and should consider this to be the foundation for building educational strategies of primary schools to contribute to improving the quality of ethical education activities in the home district.

### **5.2.4. Cai Rang District Primary Schools**

Primary school boards might need to promote propaganda and raise awareness for teachers, education managers, and educational staff who are participating in ethical education management for their school's students. Then, it is important to coordinate,



integrate, and diversify classroom teaching activities with extracurricular educational activities, between activities inside and outside the school, to form a personality and promote the proactive participation of students. And, it is also to build a healthy educational environment, unifying family education, school education and social education in further education activities for students as a closed circle and not absolutizing the role of any educational sectors.

#### **5.2.5. Primary Schools' Teachers**

Teachers need to be in a particularly important position in performing the role of linking educational forces inside and outside the school, participating in ethical education for students, and acting as a focal point and bridge in educational activities for students as well.

#### **5.2.5. Primary Schools' Ho Chi Minh Pioneer Youth Organization**

The organization needs to regularly adhere to goals, contents, methods, change the form of activities to diversify types of ethical education activities to meet needs and promote the role of voluntary teams towards a good organization, which helps to better educate students with good ethics.

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### **Conflict of Interest Statement**

The author declares no conflicts of interest.

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