



## MANAGING MATHEMATICS TEACHING ACTIVITIES FOR 7TH GRADE STUDENTS AT SECONDARY SCHOOLS IN NINH KIEU DISTRICT, CAN THO CITY, VIETNAM

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### Abstract:

The research has systematized the basic theoretical and practical issues of teaching Mathematics (Math) for 7th Grade students in secondary schools in Ninh Kieu District, Can Tho City, and fully surveyed the current status of Mathematics teaching activities of five secondary schools in Ninh Kieu District, Can Tho City in recent years. Based on theoretical research and practical surveys, the study would propose measures to manage these activities more effectively. Each measure has its own purpose, meaning and importance, but they all influence and interact with each other. The results of the exploration of the urgency and feasibility of the proposed measures are quite high and can be applied to practical management. It is the study that has contributed to clarifying the theoretical basis, systematizing domestic and foreign research, identifying tool concepts as a basis for theoretical research, and pointing out the theoretical content of management of Math teaching activities for 7th Graders at secondary schools in Ninh Kieu District, Can Tho City. On that basis, the research chose questionnaires for 260 respondents, including 20 administrators, 40 teachers, and 200 students at 5 secondary schools in Ninh Kieu District, Can Tho City, to get data. The research results might be applied in managing Math teaching activities for 7th-grade students in all secondary schools in Ninh Kieu District, Can Tho City. At the same time, the findings would monitor the feedback results to further evaluate the applicability of the study as a foundation for insight research and wider application into practice for secondary schools nationwide as well.

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## 1. Introduction

Resolution No. 29-NQ/TW, dated November 4 2013, of the Vietnamese Party Central Committee marked an important step in the process of comprehensive reform of Vietnamese education. The central content of the resolution is to transform from an education that imparts knowledge to an education that develops comprehensively, especially in terms of qualities and abilities. This is a necessary step in the process of improving the quality of education and human resource training, meeting the requirements of economic, social and national development (Do Thi Mai Le, 2018).

Also, Resolution 88/2014/QH13, dated November 28 2014, of the Vietnamese National Assembly on innovating general education programs and textbooks has set the goal of continuing to innovate educational methods in the direction of comprehensive capacity development and student qualities. In addition, the resolution also emphasized fundamental innovation in educational quality assessment methods in the direction of supporting the development of students' qualities and abilities. These things show the interest and efforts of leaders in improving Vietnam's education system, thereby helping students develop their maximum abilities and become citizens with good qualities and abilities (Resolution No. 29-NQ/TW, 2013).

By thoroughly grasping and implementing Resolution 29-NQ/TW, Resolution 88/2014/QH13 and the Vietnamese Education and Training Program attached to Circular No. 32/2018/TT-BGDĐT dated December 26, 2018, the Vietnamese Ministry of Education and Training has identified one of the important goals of general education as "*comprehensive development of human personality*", in which "*personality*" is understood as a combination of psychological characteristics and social values, association of individuals, expressing human identity and values. In the national education system, the lower secondary level is a bridge between primary and high school, continuing to implement basic education requirements, orienting students to further study or vocational training, depending on their abilities, students' resources, circumstances, and at the same time meet the demands of society. This level of education plays an important role in the quality of learning and the process of forming and developing the personality of students of secondary school age. From this aspect, the Mathematics (Math) subject in the secondary school curriculum serves as a support tool not only for mastering knowledge in other subjects, but also for applying them in real life. In addition to providing knowledge, Mathematics at the secondary level also helps students develop important mathematical skills. This is both good for the learning process and helps students solve problems in life on their own. What's more, Mathematics also contributes to forming personality, improving intellectual capacity and cultivating the necessary qualities and virtues for secondary school students to become high-quality workers.

However, this current reality shows that in many secondary schools, teachers are not really interested in teaching Mathematics in the direction of capacity development and have not promoted positivity, independence and creativity in learning for students, while students still lack the skills to apply learned knowledge to real life. Stemming from the above reasons, the problem of "Managing Mathematics teaching activities for 7th Grade students in secondary schools Ninh Kieu District, Can Tho City" was chosen as a research title with the hope of contributing more measures to manage Math teaching activities in Grade 7 for secondary schools to meet goals, improve quality and create favorable conditions, promoting the educational development of Ninh Kieu District, Can Tho City in the current period and in the long run.

## **2. Literature review**

### **2.1. Fundamental concepts**

#### **2.1.1. Teaching Activities for Math 7th Grade Students Secondary School**

Mathematics in secondary school or middle school in general and mathematics in 7th Grade, in particular, has a very important position and role and poses many applications in life, along with basic mathematical knowledge and skills that help students learn. Math for 7th grade students systematically and accurately solves real-life problems, while contributing to social development. Furthermore, Grade 7 Mathematics also contributes to the formation and development of key qualities, general abilities and mathematical abilities for students, developing key knowledge and skills and creating opportunities for students to experience and apply mathematics into practice, creating connections between mathematical ideas between Math and practice, between Math and other subjects and educational activities, especially with the subjects of Science, Natural Sciences, Physics, Chemistry Science, Biology, Technology, Informatics to implement STEM (Science, Technology, Engineering, Mathematics) education. In addition, math helps students systematically understand the most necessary mathematical concepts, principles, and rules for everyone, as a foundation for learning at the next levels of study or can be used in everyday life.

#### **2.1.2. Objectives of 7th Grade Math teaching activities in middle school**

Secondary or middle school Mathematics aims to help students achieve the following main goals:

First, it contributes to the formation and development of mathematical capacity with the following requirements: be able to ask and answer questions when reasoning, solve problems, perform reasonable reasoning when solving problems, prove mathematical propositions that are not too complicated, be able to use mathematical models (mathematical formulas, algebraic equations, representations, and so on) to describe situations that appear in some practical problems that are not too complicated, be able to use mathematical language in combination with ordinary language to express mathematical content as well as demonstrate evidence, methods and results of reasoning

and present ideas and how to use mathematical tools and means to perform a learning task or to express mathematical arguments and proofs.

Second, it is to give basic mathematical knowledge and skills about:

- Numbers and Algebra: Number system (from natural numbers to real numbers); calculate and use calculation tools; algebraic language and symbols; transform algebraic expressions, equations, systems of equations, inequalities; and use functional language to describe (model) some processes and phenomena in practice.
- Geometry and Measurement: Geometry and Measurement content at this level includes Visual Geometry and Plane Geometry. Visual geometry continues to provide language, symbols, and descriptions (at a visual level) of real-life objects (flat shapes, cubes); create some common geometric models; calculate some geometric elements; develop spatial imagination; solve some simple, practical problems associated with Geometry and Measurement. Plane geometry provides knowledge and skills (at the level of logical reasoning) about geometric relationships and some common plane shapes (points, lines, rays, line segments, angles, two parallel lines, triangle, quadrilateral, circle).
- Statistics and Probability: It is to collect, classify, represent, analyze and process statistical data; analyze statistical data through frequency and relative frequency; recognize some simple statistical rules in practice; use statistics to understand basic concepts of the empirical probability of an event and the probability of an event; and recognize the meaning of probability in practice.

And, third, it should contribute to helping students have an initial understanding of careers associated with Mathematics, have a sense of career guidance based on one's own abilities, interests, conditions and circumstances and get orientation after secondary school (continuing further education, vocational training or participating in working life).

### **2.1.3. Teaching methods for 7th Grade math in secondary school**

Math teaching methods are innovative in the direction of promoting positivity, self-discipline, initiative, creativity, self-study, and practical application skills, suitable to the characteristics of each class and subject. It affects emotions, brings joy, creates interest in learning for students, and takes advantage of the latest technology, which overcomes the traditional teaching style of one-way transmission of available knowledge, promoting self-study capacity and lifelong learning in the era of information explosion and enhancing individual learning combined with cooperation.

From the above innovation direction, people should pay attention to some positive teaching methods in Mathematics below:

#### **a. Teaching questions and answers and conversations**

Question and answer conversation is a method in which teachers pose questions for students to answer, or they can debate with each other and with the teacher, through which students can comprehend the content of the Math lesson. This method is to

enhance the form of question-answer and conversation between teachers and students, training students to be confident and able to express a problem in front of the group. To do that, teachers are required to build a system of questions that are appropriate to the lesson requirements, attractive, close to the target audience, and determine the functional role of each question, the purpose of asking, and the factors involved, connecting questions and asking order. Teachers also need to anticipate students' answer options so that they can proactively change the form, method, and level of questioning and can lead through sub-questions to avoid monotony, boredom, burden, and deadlock, which creates students' interest in learning and increase the attractiveness of Math lessons. There are three levels: question and answer reproduction, question and answer explanation - illustration and question and answer exploration.

#### **b. Teaching to discover and solve problems**

Teaching methods that discover and solve problems in teaching Mathematics, not only help students grasp new knowledge but also help students grasp the method of acquiring that knowledge, develop positive and creative thinking, and prepare a new ability, which promptly detects and appropriately resolves problematic situations. Teaching to discover and solve problems is not limited to the category of Math teaching methods, it requires content improvement and innovation in the way of organizing the Math teaching process in a unified relationship with Math teaching methods.

#### **c. Collaborative teaching in small groups**

Collaborative teaching methods in small groups help group members share their own concerns and experiences and build new awareness together. By saying what is on their mind, each person can clearly identify their level of knowledge about the topic and see what they need to learn more. Lessons become a process of mutual learning, not just passive reception from teachers.

#### **d. Project-based teaching**

It is a typical form of action-oriented teaching, in which students independently carry out in groups a complex learning task associated with practical problems, combining logic, theory and practice, resulting in publishable products. In project-based teaching, many modern teaching theories and perspectives can be applied, such as constructivist theory, student-oriented teaching, cooperative teaching, integrated teaching, discovery and creative situation-based teaching and action-oriented teaching.

### **2.2. Management of Math Teaching Activities for 7th Grade Students in Secondary School**

Nguyen Ba Son (2015), said that education management goals are the desired future state for the education system, for schools (which are the units of the system), or for some key parameters of the education system of the school. The goal of management is a part but is the most important and typical of the goal of education management.

The goal of managing 7th Grade Math teaching activities in middle school, in addition to ensuring that teaching activities take place effectively and efficiently, meeting educational goals for students in terms of knowledge, skills, and attitudes, also focuses on the development, necessary competencies, ability to apply Mathematical knowledge in learning and real life. In the process of achieving goals, teachers need to be fully aware of the immediate goals within a certain period of time and, at the same time, visualize the long-term goals that need to be achieved. It is to ensure full implementation of content, programs, and teaching plans in all classes according to the program distribution framework and instructions of the Vietnamese Department of Education and Training for Mathematics. Then it has to bring practical results, improve comprehensive quality according to goals, and thoroughly grasp Resolution No. 29 of the Vietnamese Party on comprehensive fundamental reform of education so that students firmly grasp basic and accurate knowledge, acquire necessary skills, know how to apply Math knowledge into real life as well.

### **2.2.1. Inspection and evaluation of the management of 7th Grade Math teaching activities in secondary schools**

Inspection and evaluation are comments on the results of plan implementation. The inspection must be based on the prescribed program and plan. There must be specific criteria and standards for each activity, which can be qualitative, quantitative or recognized by individuals, groups and society under specific circumstances. The work of inspecting and evaluating the implementation of Mathematics teaching in the direction of developing student capacity in secondary schools helps the principal promptly detect and correct deviations and errors in the process of implementing the plan from beginning to end. That makes the necessary corrections and corrections. To do this job well, principals need to:

- Developing criteria to evaluate student learning outcomes according to the orientation of capacity development close to the required purposes of the subject, each activity, at each time.
- Thoroughly grasping and guiding teachers and students to strictly implement regulations on exams, tests, assessments, and student grading according to current regulations.
- Building a reputable evaluation force for each activity: Evaluation must be carried out regularly and continuously, directly or indirectly, to promptly detect and correct deviations and errors in the process. Implement the plan and then make necessary corrections.
- Using many forms of testing and evaluation such as: Using survey forms, actual observations, direct discussions, asking teachers, students or experts for their opinions. It is to check students' learning activities on knowledge content to know the level of acquisition and application of general knowledge as well as the knowledge they acquire from lessons and topics according to their learning ability,

providing students with informational feedback, helping students adjust their activities.

- Managing students' one-period tests using common questions and organising common grading.
- Checking teaching activities according to the orientation of developing teachers' capacity to implement the educational goals of the organization teaching Mathematics. At the same time, the Principal regularly checks and reviews the performance of teachers' duties (through checking teachers' preparations, lesson attendance books, and professional activity books according to the teacher's lesson research orientation). Lessons with content are related to teaching in the direction of developing student capacity to ensure the effectiveness of the proposed work, gradually improving the quality of teaching in the school.
- Checking and evaluating the students' mental attitude, sense of participation in learning activities and the level of knowledge, skills, and abilities that need to be formed. After testing and evaluation, it is necessary to organize lessons learned, and point out the achieved and unsatisfactory aspects of Mathematics teaching activities, thereby recognizing the values and contributions of groups and individuals to the subject with student learning activities.

### **2.3 Related studies**

Managing math teaching activities for students in schools is a topic of widespread concern around the world. Some research is included as follows. Brent Davies, Linda Ellion (2005), while mentioning about managing schools in the 21st century, said that it provides information on aspects of educational management and school management in the 21st century to help school administrators better understand the challenges and opportunities in the contemporary education sector. Besides, Spillane et al. (2001) stated that in managing teaching activities, the leadership and management role of the school focuses on the principal and the role of the principal at the same time. The principal is also the person who leads and manages that change in the school.

Murphy (2005) stated that, in practice, the role of school improvement managed by middle managers, such as department heads and subject coordinators, has been explored for some time. And V.A. Xukhomlinxki, Jaxapob (2015) raised some management issues of high school principals, such as assigning tasks between principal and vice principal. The authors agree that the Principal must be a comprehensive leader and take main responsibility for school management. Regarding the organization of lesson observations and pedagogical analysis of lessons, author V.A. Xukhomlinxki (2015) also emphasizes the activity of observing class visits and offers many ways of pedagogical analysis of lessons for teachers.

### 3. Research methodology

#### 3.1. Research aims and questions

Based on theoretical research, the study with the current situation and proposed measures to manage Math teaching activities for 7th Grade students in secondary schools in Ninh Kieu District, Can Tho City, Vietnam, aims to contribute to improving the effectiveness of Math teaching activities in secondary schools at this education setting embracing the three specific objectives, namely (1) to systematize the theoretical basis for managing Math teaching activities for 7th Grade students in secondary schools, (2) to survey on the current status of managing Math teaching activities for 7th Grade students secondary schools in Ninh Kieu District, Can Tho City, and (3) to propose measures to manage Math teaching activities for 7th Grade students in secondary schools in Ninh Kieu District, Can Tho City.

And, the study was carried out with three research questions as posed below:

- 1) Based on what theoretical and practical arguments to manage Math teaching activities for 7th Grade students in secondary schools?
- 2) To what extent is the current situation of Math teaching activities for 7th Grade students in secondary schools in Ninh Kieu District, Can Tho City, managed?
- 3) What measures can be proposed to manage Math teaching activities for 7th Grade students in secondary schools in Ninh Kieu District, Can Tho City?

#### 3.2. Research sites

There are 11 public secondary schools in the district. In the 2022-2023 school year, the Can Tho City Department of Education and Training offered a consultation to the Ninh Kieu District People's Committee to review planning and develop the school and classroom network; some wards were allocated the land in a new planning area, to build secondary schools.

Below are the sizes of school and student networks.

**Table 1:** Sizes of school and student networks

School years	No of schools	No of classes	No of students	Average students/class	Students repeating a grade (%)	Students dropping out of school (%)	Percentage of students entering 6th grade (%)
2021-2022	11	121	5.445	45	1.2%	0.2%	100
2022-2023	11	125	5.625	45	1.1%	0.1%	100
2023-2024	11	128	5.760	45	1.2%	0.1%	100

**Source:** Summary report of the Department of Education and Training of Ninh Kieu District, Can Tho City.



### 3.3. Research participants

This study was conducted at 5 out of 11 secondary schools in Ninh Kieu District, Can Tho City, specifically Doan Thi Diem, Chu Van An, An Khanh, An Lac, and Luong The Vinh Secondary schools. And, the school managers (management staff) were 20, including 5 principals, 5 vice principals, 5 department chairs, 5 deputy department chair, Math teachers were 40, and students were 200.

### 3.4. Research instruments

The questionnaires were used to collect information about the current status of management of 7th Grade students' Math teaching activities at 5 secondary schools in Ninh Kieu District, Can Tho City, to 260 respondents mentioned above.

### 3.5. Data analysis

The questionnaires were done using SPSS based on the calculations. For the 4 levels, the assessments are as follows:

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

Source: Nguyen Van De and Pham Minh Hung, 2013.

For the 5 levels, the assessment are as follows:

Levels	Assessments	Meanings of levels
1	Unsatisfactory	<1.80
2	Weak	1.81 - 2.60
3	Average	2.61 -3.40
4	Fair	3.41 – 4.20
5	Good	4.21-5.00

Source: Nguyen Dinh Tho, 2011.

## 4. Findings and discussion

### 4.1. Current situation of awareness of the importance of Math teaching activities for 7th Grade students in secondary schools

Math teaching activities for 7th Grade students at Ninh Kieu District, Can Tho City, is considered very important. This is reflected in the high awareness of administrators and teachers about the importance of Mathematics in the educational process and development of students. Math is not only an important part of the curriculum but also a foundation for students to develop logic, thinking and problem-solving skills. This means that there needs to be special investment and care in teaching and learning

Mathematics, helping students build a solid foundation for academic development and future success.

**Table 4.1:** Awareness of managers and teachers about the importance of Mathematics teaching activities for 7th Grade students in secondary schools

Respondents	N	Mean	SD	Level
School managers	20	2.40	0.52	Very important
Teachers	40	3.76	0.43	Very important
Students	200	3.75	0.51	Very important
Total		3.30	0.49	Very important

Table 4.1 above provides information about the level of awareness of school managers (administrators/staff), teachers and students about the importance of 7th Grade Math teaching activities at secondary schools at Ninh Kieu District, Can Tho City. The results showed that the overall score was at  $M = 3.30$ ,  $SD = 0.49$ , which indicated that the survey subjects' awareness was at a very important level. The SD was all less than 1.0, meaning that there were no important differences between the research respondents, and they were all consistent with the content of the research question.

It can be concluded that administrators, teachers and students of secondary schools in Ninh Kieu District, Can Tho City, all have a positive perception of the importance of teaching and learning Mathematics activities in Grade 7. Based on the above comments, it can be proposed to continue to strengthen support measures and develop educational programs for mathematics education in Grade 7 to ensure that administrators, teachers and students continue to be highly aware of the importance of this subject and have more resources to improve the quality of teaching and learning.

#### **4.2. Current situation of evaluating Math teaching activities results for 7th Grade students in secondary schools**

Surveying the current state of the level of implementation of 7th Grade Math content teaching management in secondary schools is an important study to understand how teachers and administrators evaluate and implement activities in management in the teaching and learning process. By analyzing data from the evaluations of teachers and administrators, it can be found out with strengths and areas that need improvement in organizing and implementing management activities, thereby making recommendations, and specific measures to improve the quality of education and create the best learning conditions for students.

**Table 4.2:** School administrators' and teachers' assessment of the level of implementation

Contents	N	Mean			SD			Level
		Managers	Teachers	Total	Managers	Teachers	Total	
1. Directing the development of 7th Grade Math teaching plans in secondary schools	60	5.00	4.71	4.85	0.00	0.55	0.28	Good
2. Directing the organization and implementation of 7th Grade Math teaching activities in secondary schools	60	4.80	4.71	4.76	0.42	0.59	0.51	Good
3. Implementing the management of 7th Grade Math teaching activities in secondary schools	60	4.90	4.69	4.80	0.32	0.6	0.46	Good
4. Directing the inspection and evaluation of 7th Grade Math teaching activities in secondary schools	60	5.00	4.80	4.90	0.00	0.5	0.25	Good
5. Managing facilities, using teaching equipment and applying information technology to serve 7th Grade Math teaching activities in secondary schools	60	4.70	4.69	4.70	0.48	0.6	0.54	Good
<b>Average total</b>		<b>4.88</b>	<b>4.72</b>	<b>4.80</b>	<b>0.24</b>	<b>0.57</b>	<b>0.41</b>	<b>Good</b>

The above survey results showed that the level of implementation of 7th Grade Math content teaching management in secondary schools is currently at a Good level with  $M = 4.80$ . The general average score of each research item was also at a Good level. The SD was 0.41, and the score of each component was less than 1.0, which showed that the survey content was reliable and that there were no differences in opinions.

#### 4.3. Current situation of directing and managing mathematics teaching activities for 7th Grade students in secondary schools

The directions evaluated included program implementation, lesson planning, lesson design, student guidance, use of technology in teaching, as well as motivating students to participate in experiential activities. The survey results provided necessary information to reflect and improve the effectiveness of Math management and teaching in secondary schools.

**Table 4.3:** Assessment of managers and teachers on the level of implementation of managing 7th Grade Math teaching activities in secondary schools

Contents	N	Mean			SD			Level
		Managers	Teachers	Total	Managers	Teachers	Total	
1. Directing teaching according to the curriculum and the regulations of the Vietnamese Ministry of Education and Training	60	5.00	4.89	4.95	0.00	0.32	0.16	Good
2. Directing teachers to plan teaching and choose appropriate methods, techniques, and forms of teaching organization	60	4.80	4.76	4.78	0.42	0.43	0.43	Good
3. Directing teachers to design and implement lessons	60	4.60	4.76	4.68	0.52	0.53	0.53	Good
4. Directing teachers to guide and innovate students' learning styles	60	4.60	4.60	4.60	0.52	0.5	0.51	Good
5. Directing teachers to help students learn actively	60	4.50	4.58	4.64	0.53	0.5	0.52	Good
6. Directing the use of teaching equipment and application of information technology in teaching	60	4.70	4.69	4.70	0.48	0.51	0.50	Good
Average total		4.70	4.71	4.71	0.41	0.47	0.44	Good
7. Directing students to participate in experiential activities	60	4.70	4.64	4.67	.48	.48	0.48	Good
<b>Average total from teachers and students</b>		<b>4.70</b>	<b>4.68</b>	<b>4.70</b>	<b>0.45</b>	<b>0.48</b>	<b>0.46</b>	<b>Good</b>

The average score of both managers and teachers was  $M = 4.70$ , which meant that these two groups—teachers and students—considered the level of implementation of direction and management of 7th Grade Math teaching activities in secondary schools currently to be at a Good level. The SDs were all less than 1.0, so the research respondents agreed with the content of the research question, and there were no discrepant answers.

Also, from the table above, the Mean in each content of each survey question ranged from 4.50 to 5.00. Thus, it can be affirmed that the content of the survey questions was done properly and well. In particular, Content 1 "Directing teaching according to the curriculum and the regulations of the Vietnamese Ministry of Education and Training"

was highly appreciated by both research groups, managers and teachers, with managers from  $M = 5.00$  and teachers from  $M = 4.89$ . Thus, both groups agreed with the content of the research question and said that teaching according to the program of the Vietnamese Ministry of Education and Training was going well. They also affirmed that this program was effective for 7th-grade students studying Math.

#### **4.4. General assessments**

##### **4.4.1. Strengths**

Firstly, the school managers and teachers always receive the attention of the Can Tho City Department and Department of Education in deploying and implementing teaching plans in the direction of developing student capacity and having a full system of guiding documents and organized training and fostering for teachers of all levels. The school focuses on teaching in the direction of developing students' capacity and the school has sent teachers to fully participate in those training and fostering sessions.

Second, the school's management team is dynamic and creative, and they know how to fully exploit the strengths of each teacher, assign reasonable teaching assignments, and encourage them to feel secure in their work and voluntarily study to improve their qualifications in all aspects.

And, finally, the team of Mathematics teachers is professionally strong has enough teaching capacity and qualifications in the direction of developing student capacity. Math teachers have diligently researched and thoroughly used mathematical models available in the library or made their own, used modern teaching aids and applied IT to their lessons to bring quality to the classroom.

##### **4.4.2. Limitations**

First and foremost, Math teachers need to increase their courage in applying active teaching methods, as well as promote the process of innovating testing activities and evaluating student learning outcomes according to output standards. The lack of use of teaching equipment and facilities also needs to be improved to increase efficiency in the teaching process.

Second, the management of Math teaching activities does not fully meet the requirements of the educational method of students' development. Although the school has implemented documents on educational innovation, the inspection and urging of implementation of these activities is limited, leading to professional groups and mathematics teachers applying slow implementation or only slow progress.

Third, regular training for math teachers ought to focus on improving quality and avoiding formality. The management of self-study and self-training activities also needs to be improved, including establishing appropriate remuneration regimes to encourage teachers to improve their qualifications and teaching capacity in Mathematics.

Fourth, scientific and extracurricular seminar activities should be organized regularly, but the content needs to be specified to make it attractive and applicable to the

practical work of teachers and administrators, which helps increase interest and excitement from the participating parties.

And finally, although there has been investment from all levels (District People's Committee, City Department of Education and Training) in facilities, there is still a shortage in meeting the current needs of educational tasks. The school has to improve its facilities to serve teaching in the direction of developing students' abilities. The organization of making teaching aids and using teaching equipment is still overlooked, and full awareness of the meaning and importance of using teaching aids has not been achieved.

#### **4.4.2.1. Limitation causes**

The main reason stems from the viewpoints, perceptions and working methods of the school board, which still follow traditional experience and do not fully approach the management of teaching activities in general and the management of teaching Mathematics in particular towards developing students' abilities. Also, the lack of synchronous coordination from innovating teachers' teaching methods to changing the activities of professional groups and testing and evaluation methods in the direction of developing student capacity also contributes to the problem.

Besides, current educational innovation documents lack uniformity in direction and implementation, making the management of Math teaching activities at school become ambiguous, failing to demonstrate outstanding advantages and disadvantages. The system of legal documents is still too administratively and administratively heavy, not comprehensive and not closely linked to the school's work performance.

What's more, there are no specific measures to manage students who are lazy, unaware of studying, do not do homework, and are not self-conscious in reading and researching reference materials.

And, last but not least, the school's limited funding makes it difficult to invest in facilities and implement activities to support teachers to actively participate in the process of innovating teaching activities in the direction of developing student capacity.

### **4.5. Some suggestions on managing 7th Grade student Math teaching activities in Ninh Kieu District, Can Tho City**

The findings of the research related to research question 3 about the suggestions to manage 7th Grade student Math teaching activities in Ninh Kieu District, Can Tho City. Below will be six measures.

- Measure 1: Helping raise awareness of activities for administrators, teachers, and students about the importance of teaching math in Grade 7.

Through their management activities, the management entity needs to help teachers, students and social forces see the essence of teaching oriented towards developing student capacity at school. It is to help them realize the causes affecting the quality of education, recognize that quality does not meet the requirements of the innovation career. Thus, the problem is that education must aim at developing

qualities and abilities and improving the quality of teaching in schools to contribute to improving the quality of comprehensive education.

- Measure 2: Organizing professional training activities for school managers and teachers teaching Grade 7 Mathematics.

The principal builds a team of teachers who are fully qualified, capable and passionate about their profession, have a high sense of responsibility in their work, and consciously strive to become good teachers in all aspects of ability and quality, meeting the requirements of Resolution 29 of the Vietnamese Party on fundamental and comprehensive reform of education. Also, the school principal creates favorable conditions and takes active measures to strengthen teacher capacity-building activities and self-study innovative teaching methods.

- Measure 3: Strengthening the management of building content and teaching programs for teaching Grade 7 Mathematics.

It fosters capacity-oriented lesson design capacity for teachers. Lesson design is the decisive step to teaching results, but currently, teachers do not recognize the difference between a capacity development lesson and a regular lesson. And, it is necessary to improve the ability of teachers to organize lessons, and help teachers understand and apply active teaching methods and financial systems, especially how to influence students so that they proactively and actively explore and discover knowledge or apply theoretical knowledge into practice under the control and adjustment of teachers to perform learning tasks effectively. Besides, it enhances understanding and the ability to apply methods and forms of testing and evaluating students, which helps teachers master the forms of testing and assessment in teaching and developing capacity.

- Measure 4: Directing innovation in teaching methods and forms of organizing teaching activities in teaching Grade 7 Mathematics.

Innovating methods and forms of teaching Math in Grade 7 involves selecting and adapting to advanced methods and forms of teaching. This supports the development of students' abilities based on each child's unique characteristics, creating opportunities to adapt learning instruction in the direction of competency development. These methods need to be individualized to suit each specific student. And, innovating teaching methods and forms can promote students' excitement in the learning process, creating conditions for the maximum development of each child's unique abilities and talents, which helps stimulate positive learning motivation, encourages the formation of new learning styles and promotes a spirit of determination from the moment students enter school.

- Measure 5: Directing the innovation of testing and evaluating learning outcomes in teaching Math for Grade 7.

Testing and assessment work must be done on both sides: testing and evaluating teachers' teaching activities and students' learning results. In particular, by strengthening innovation in testing and assessment, administrators not only simply record the actual status of teachers' work as well as the knowledge, skills, and attitudes of students in the teaching and learning process. education, but also propose ways and decisions to improve the current situation and improve the quality of education.

- Measure 6: Directing the increase of teaching facilities and equipment to serve 7th Grade Math teaching activities in secondary schools in Ninh Kieu District, Can Tho City

School boards need to manage investment in construction and purchasing teaching equipment effectively. Investment and purchase of equipment must follow the principles of necessity, good usability and suitability for the specific conditions of the school. In the initial stages, it is necessary to focus on investing in the most necessary equipment, then, from there you can gradually invest in more modern equipment. And, investment in facilities is carried out effectively, ensuring that classrooms comply with standards creating favorable conditions for organizing diverse and rich teaching activities. In particular, providing reference books that are linked to daily life, especially in the fields of information technology and technology, is an important factor. To facilitate students, the school managers need to equip both shared bookcases and mobile libraries, helping students easily access materials.

## 5. Conclusion and suggestions

### 5.1. Conclusions

All activities such as improving management, changing teaching and learning methods, and improving facilities, which all serve the goal of improving the quality of teaching and learning at the school. Managers and teachers need to understand clearly and deeply to meet the requirements of the innovation process in education. The transition from teachers playing a central role to focusing on students is requiring more effort from both students and teachers.

Mathematics in the new General Education Curriculum occupies an important position in the subject system of the General Education Curriculum. It is not only a mandatory and official subject, but also helps students develop necessary skills for themselves. Therefore, to achieve the goal of improving the quality of Math teaching in the 2018 Education and Training Program by the Vietnamese Ministry of Education and Training, there needs to be determination from the team of administrators and teachers.



The primary goal is to improve teaching methods so that they are consistent with the new educational curriculum. The teacher is the one who conveys knowledge and guides students in accessing and understanding knowledge. Students must also be more proactive and coordinate with teachers to understand and apply knowledge in practice. Therefore, management needs to be adjusted to meet new teaching requirements, creating conditions for teachers to demonstrate their own abilities. At the same time, students will also become more autonomous and creative, promoting cooperation and teamwork in learning activities.

Management staff are clearly aware of the importance of managing teaching activities to improve the quality of learning in each school. Schools have detailed the regulations of the Vietnamese Ministry of Education and Training and the Can Tho City Department of Education and Training to implement curricula and teaching plans suitable to the conditions of each place, including facilities and equipment. Schools have also arranged the teaching staff to suit the training level and capacity of each individual, to encourage teachers' creativity. However, there are still tasks that have not been focused on, such as checking the management of teachers' self-training activities or preparing lessons before each class that are not done regularly and continuously

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

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

First, there is a need to organize training courses, seminars, and periodic training sessions on teaching methods and teaching forms to improve teachers' professional capacity and to develop and update training programs and documents to guide teachers on how to apply technology in teaching to achieve efficiency and creativity.

Second, it should promote investment in educational facilities and equipment, IT equipment and internet access, to facilitate the application of technology in teaching, which supports teachers in using information technology and accessing online educational resources to enrich teaching content and create diverse learning experiences and build flexible, creative and student-friendly learning spaces, and create programs that promote research, creativity, and personal development for students.

And, finally, it is to facilitate and encourage collaboration between schools, teachers and experts to share experiences and learn from each other, which strengthens support and exchanges between Can Tho City Department of Education and Training and schools in implementing new policies and management measures to improve the quality of teaching 7th Grade Math.

### **5.2.2. For Ninh Kieu District Department of Education and Training**

There is a must to train and foster management staff on knowledge and professional management skills in the field of Mathematics. At the same time, it is necessary to maintain a stable core team and continuously improve capacity from the classroom level to the school level so as to develop and disseminate instructions on how to organize and manage 7th Grade Math teaching activities. Also, it should facilitate and encourage

cooperation and sharing of experiences between schools in managing and implementing teaching Grade 7 Math. Besides, it is to conduct assessments and guide schools to effectively utilize facilities and equipment for Grade 7 Math. Furthermore, it is necessary to strengthen inspection councils and take drastic measures to prevent negative behaviors during the evaluation process and organization of civil servant recruitment exams.

At the same token, the District Department of Education and Training must also pay special attention to implementing support policies for teachers, including increasing salaries ahead of time and increasing salaries periodically. There should be planning, design, and guiding the implementation of the management of 7th Grade Math teaching activities in secondary schools in a positive way with many practical discussions and seminars for teachers, creating opportunities for them to learn and share experiences with each other.

And, it is necessary to analyze, evaluate, and learn from the achievements and challenges in each phase so that necessary adjustments can be made promptly, in particular, honour and reward individuals who demonstrate effectively and positively and spread examples of excellence.

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### **Conflict of Interest Statement**

The author declares no conflicts of interest.

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