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Influencing factors on the management of competency-based professional development for homeroom teachers in lower secondary in Ho Chi Minh City

¹ Nguyen Chi Thanh, ² Nguyen Xuan Thuc, ³ Nguyen Phuong Huyen

¹ PhD Candidate, VNU University of Education, Vietnam

² Hanoi National University of Education, Vietnam

³ VNU University of Education, Vietnam

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Corresponding Author: **Nguyen Chi Thanh**

Abstract

This study focuses on surveying the current levels of influencing factors on the effectiveness of teacher training management for homeroom teachers in junior high schools in Ho Chi Minh City. Based on a survey of 420 administrators, lecturers, and homeroom teachers, the data were processed using SPSS 26.0 software with descriptive statistics, Pearson correlation analysis, and multiple linear regression. The research results indicate three main groups of factors that have a positive influence on management effectiveness, in order of decreasing influence: training

facilities ($\beta = 0.321$), homeroom teacher staff ($\beta = 0.287$), and socio-legal factors ($\beta = 0.214$). Among these, training facilities – reflecting the role of organization, content, teaching staff, and physical infrastructure - have the strongest impact. Based on these findings, the study recommends applying a competency-based approach to teacher training management, combined with the (Plan-Do-Check-Act) PDCA cycle, to improve effectiveness and ensure sustainability in the development of homeroom teachers.

Keywords: Influencing Factors, Professional Development, Homeroom Teacher, PDCA Cycle, Lower Secondary School, Ho Chi Minh City

Introduction

The 2018 General Education Program (GDPT) was implemented to comprehensively develop students' qualities and competencies, emphasizing the role of teachers in achieving the goals of educational reform. For lower secondary schools, the homeroom teacher is not only the person directly organizing educational activities, but also a central factor in connecting the school, family, and society, contributing to the formation of a comprehensive educational environment for students.

Managing the professional development of homeroom teachers in secondary schools plays a crucial role in enhancing professional capacity and meeting the requirements of the new education program. However, in Ho Chi Minh city, this activity still faces certain limitations: the identification of training needs does not stem from the actual capabilities of teachers; coordination between training institutions and schools is not synchronized; and the mechanisms for inspection, supervision, and feedback after training lack a systematic approach. Factors such as policies, facilities, the competence of training instructors, as well as the motivation and self-learning attitude of homeroom teachers, directly influence the effectiveness of the training management process.

Globally, numerous studies have shown that the effectiveness of teacher competency development is simultaneously influenced by three groups of factors: policy and legal environment; characteristics, competencies, and motivations of teachers; and the organizational capacity of training institutions (Guskey, 2002; Voogt *et al.*, 2011; Prenger *et al.*, 2017) [3, 10, 6]. In Vietnam, works by Ha Van Hai (2018), Nguyen Thi Viet Nga (2023) [5] and Ngo Khanh Vy (2017) have also affirmed the role of professional development in teacher competency development. However, there is still a lack of quantitative studies clarifying the extent and direction of the impact of these groups of factors on the effectiveness of managing homeroom teacher training, especially in the context of educational reform in large urban areas such as Ho Chi Minh City.

Based on that practical experience, this study was conducted to identify and analyze the extent to which socio-legal factors, factors related to the homeroom teacher staff, and training facility factors influence the effectiveness of homeroom teacher

training management in junior high schools in Ho Chi Minh City. The research results contribute to providing empirical evidence for policy planning, innovation in content and methods of training management based on a competency-based approach, meeting the requirements of the 2018 General Education Program and the city's educational development orientation in the current period.

Materials and Methods

This study is built upon the theoretical foundation of teacher professional development management and previous empirical studies. According to Guskey's (2002) [3] model for evaluating the effectiveness of professional development, the success of professional development programs depends on the interaction between organizational factors, content, and learner characteristics. Building upon and developing from domestic (Nguyen Thi Viet Nga, 2023) [5] and international (Voogt *et al.*, 2011; Prenger *et al.*, 2017) [10, 6] studies, this research identifies three key groups of factors influencing the effectiveness of homeroom teacher professional development management: (1) Socio-legal factors: Including the system of guiding documents, support policies, coordination mechanisms between management levels and community attention. This is the foundation for creating a favorable environment for training; (2) Factors related to the teaching staff: Manifested through the awareness, attitude, motivation, self-improvement capacity, and practical experience of homeroom teachers. This is a central factor that determines the proactiveness and effectiveness of the training process; (3) Factors related to training facilities: Related to organization, program content, teaching methods, lecturer capacity, and physical facilities. These are factors that directly affect the quality and effectiveness of training activities.

Purpose of the survey: This research aims to identify and quantify the factors affecting the effectiveness of managing homeroom teacher training using a competency-based approach, while also providing a practical basis for proposing management solutions suitable to the educational context of Ho Chi Minh City.

Subjects and scope: The survey was conducted during the

2023–2024 school year on 420 subjects, including 120 education administrators (Department of Education and Training, Principals, Vice-Principals), 50 instructors from training institutions, and 250 homeroom teachers from junior high schools in 24 districts of Ho Chi Minh City. The sample was selected using stratified random sampling, ensuring representativeness by region and school type.

Survey tools and content: The survey questionnaire was designed based on a research model with 28 observed variables, divided into three independent factor groups (X₁, X₂, X₃) and one dependent variable (Y). Each variable was measured on a 4-point Likert scale (1 - Strongly disagree; 4 -Strongly agree). The questionnaire focuses on the following aspects: policies and management guidance, the competence and motivation of homeroom teachers, the conditions and organization of the training facility, and an assessment of the overall effectiveness of training management.

Data processing and analysis methods:

The data was processed using SPSS 26.0 software, following these steps:

- Descriptive statistics (mean, standard deviation, frequency, percentage);
- Scale reliability was tested using Cronbach's Alpha ($\alpha = 0.89 - 0.93$), ensuring high internal consistency;
- Pearson correlation analysis (r) aims to determine the relationship between independent factors and management effectiveness;
- Multiple linear regression analysis was performed to determine the magnitude of the effect (β) of each factor in the model, with a statistical significance level of $p < 0.05$.

The results of the quantitative analysis are used to describe the current situation, compare, discuss, and propose recommendations, thereby clarifying the mechanisms of impact of factors affecting the effectiveness of teacher training management for secondary school homeroom teachers in Ho Chi Minh City.

Results and Discussion

The level of influence of social and legal factors

Table 1: Levels of influence of social and legal factors

S. No	Factors	Levels					\bar{X}	Ranked	SD
		5	4	3	2	1			
1	Regulations issued by the Ministry of Education and Training regarding the training of homeroom teachers.	Total	170	120	65	104	4.20	1	0.90
		Managers	45	43	14		4.30		
		Homeroom Teacher	125	77	51	104	4.16		
2	Educational reform requirements for homeroom teachers in junior high schools.	Total	160	125	70	104	4.16	2	0.90
		Managers	25	47	30		3.95		
		Homeroom Teacher	135	78	40	104	4.24		
3	State policies and incentives for the training of homeroom teachers (instructors and trainees). Facilities and funding for the training of homeroom teachers.	Total	100	140	110	154	3.86	5	0.90
		Managers	45	57			4.44		
		Homeroom Teacher	55	83	110	154	3.64		
4	Directing and managing the training of homeroom teachers by the Department and Divisions of Education and Training, and teacher training institutions.	Total	150	130	75	104	4.12	3	0.90
		Managers	36	42	19	5	4.07		
		Homeroom Teacher	114	88	56	5	4.13		
5	The collaboration of forces inside and outside the school in training homeroom teachers.	Total	90	130	120	209	3.74	6	0.97
		Managers	22	34	39	5	23.68		
		Homeroom Teacher	68	96	81	157	3.76		
6	The impact of the city's economic, cultural, and social transformation, and the city's requirements and demands on improving the school's educational standards.	Total	120	140	90	154	3.97	4	0.91
		Managers	19	46	24	13	3.70		
		Homeroom Teacher	101	94	66	2	4.07		
	Mean					4.01			

Notes: 1= No effect; 2 = minimal impact; 3=Moderate impact; 4=Many effects; 5=The impact is significant.

The survey results show that the socio-legal factors have a positive and clear influence on the management of homeroom teacher training using a competency-based approach, with an overall average score $\bar{X} = 4.01$. Among these, the legal documents of the Ministry of Education and Training were assessed as having the strongest influence ($\bar{X} = 4.20$), demonstrating the guiding role of the legal framework in standardizing the content and process of teacher training. The requirement for reforming general education according to the 2018 General Education Program had the second-highest level of influence ($\bar{X} = 4.16$), showing the direct impact of program reform on the development of homeroom teachers' competencies. The

directives of the Department of Education and Training and training institutions ranked third ($\bar{X} = 4.12$), reflecting their intermediary role in transforming policy into concrete activities. Other factors, such as the local socio-economic and cultural context ($\bar{X} = 3.97$), incentive policies and material conditions ($\bar{X} = 3.86$), and the coordination of forces inside and outside the school ($\bar{X} = 3.74$) had a lower but still positive impact. This shows that, although the policy system and social environment play a fundamental role, further improvement in coordination mechanisms and resource allocation is still needed to ensure more effective training.

Table 2: Levels of influence of factors related to the homeroom teacher in lower secondary school.

S. No	Factors		Levels					\bar{X}	Rank	SD
			5	4	3	2	1			
1	Knowledge, understanding, and skills in class management; the importance of training class teachers.	Total	142	165	50	10	2	4.18	1	0.80
		Managers	40	39	23	0	0	4.17		
		Homeroom Teacher	102	126	27	10	2	4.18		
2	The need for learning and professional development for class teachers.	Total	133	151	66	16	3	4.07	2	0.88
		Managers	44	21	37	0	0	4.07		
		Homeroom Teacher	89	130	29	16	3	4.07		
3	The workload of the homeroom teacher and the arrangements and support provided by the junior high school.	Total	100	126	102	34	7	3.75	4	1.01
		Managers	39	45	18	0	0	4.21		
		Homeroom Teacher	61	81	84	34	7	3.58		
4	Love for the profession, love for the students.	Total	120	140	81	25	3	3.95	3	0.94
		Managers	59	43	0	0	0	4.58		
		Homeroom Teacher	61	97	81	25	3	3.70		
5	Characteristics of the homeroom teacher (Age, health, and gender; Family economic situation of the homeroom teacher)	Total	85	115	120	40	9	3.62	5	1.03
		Managers	34	41	27	0	0	4.07		
		Homeroom Teacher	51	74	93	40	9	3.44		
	Mean						3.91			

Notes: 1= No effect; 2 = minimal impact; 3=Moderate impact; 4=Many effects; 5=The impact is significant.

Factors related to the homeroom teacher team were assessed as having a high and relatively uniform influence, with an overall average score $\bar{X} = 3.91$. Knowledge, leadership skills, and awareness of the importance of professional development were considered the strongest factors ($\bar{X} = 4.18$), affirming the decisive role of professional competence and self-learning awareness in the process of receiving and applying professional development content. The need for learning and professional development ($\bar{X} = 4.07$) ranked second, demonstrating intrinsic motivation as a key factor in continuous professional development. Love for

the profession and love for students ($\bar{X} = 3.95$) is a positive emotional and attitudinal factor that supports sustainability in professional activities. Meanwhile, workload and support from the school ($\bar{X} = 3.75$) and personal characteristics such as age, health, and economic circumstances ($\bar{X} = 3.62$) had a lower influence, reflecting the indirect but significant impact of working conditions on teachers' participation and effectiveness in training.

The level of influence of factors related to training and development institutions

Table 3: Levels of influence of factors related to training and development institutions.

S. No	Factors		Levels				\bar{X}	Rank	SD	
			5	4	3	2				1
1	Awareness and guidance of training institutions for homeroom teachers.	Total	130	158	64	15	2	4.08	3	0.85
		Managers	36	42	19	5	0	4.07		
		Homeroom Teacher	94	116	45	10	2	4.09		
2	The organizational capacity of training institutions in providing training for homeroom teachers.	Total	138	162	56	11	2	4.15	2	0.82
		Managers	40	39	23	0	0	4.17		
		Homeroom Teacher	98	123	33	11	2	4.14		
3	The up-to-date, modern, and practical nature of the program content and training methods of the training institution.	Total	145	165	50	8	1	4.21	1	0.77
		Managers	36	42	19	5	0	4.07		
		Homeroom Teacher	109	123	31	3	1	4.26		
4	The training institution's method of evaluating the professional development of homeroom teachers and using the training results to assess and develop the competencies of homeroom teachers in the school.	Total	110	140	90	25	4	3.89	5	0.95
		Managers	14	34	42	10	2	3.47		
		Homeroom Teacher	96	106	48	15	2	4.04		
5	The internal and external relationships of training institutions in organizing training for homeroom teachers.	Total	95	120	115	34	5	3.72	6	0.99
		Managers	21	39	29	10	3	3.64		
		Homeroom Teacher	74	81	86	24	2	3.75		

6	Facilities and information technology infrastructure to support the training of homeroom teachers.	Total	122	145	80	184	3.98	4	0.92
		Managers	45	31	26	0	4.19		
		Homeroom Teacher	77	114	54	184	3.91		
Mean						4.0			

Notes: 1= No effect; 2 = minimal impact; 3=Moderate impact; 4=Many effects; 5=The impact is significant.

The group of factors related to training facilities was assessed as having the strongest influence among the three groups of factors, with an overall average score $\bar{X} = 4.00$. Most notably, the up-to-date, modern, and practical nature of the training content and methods ($\bar{X} = 4.21$) shows that homeroom teachers highly appreciate programs that are application-oriented, relevant to real-world situations, and competency-oriented. The organizational capacity of the training institution ($\bar{X} = 4.15$) and the awareness and guidance of the institution's leadership ($\bar{X} = 4.08$) further affirm the role of academic management and program administration in the quality assurance cycle. Factors such as physical facilities and information technology infrastructure ($\bar{X} = 3.98$) are perceived as necessary supporting conditions in the context of digital transformation in education, while the methods of evaluating and utilizing training results ($\bar{X} = 3.89$) and the collaborative relationship between stakeholders ($\bar{X} = 3.72$) have a lower impact, reflecting limitations in connecting training and professional practice.

The overall survey results show that the management of homeroom teacher training based on a competency-based approach in secondary schools in Ho Chi Minh City is simultaneously influenced by three main groups of factors: (1) Social - legal: creating a foundation to guide the management and implementation of training; (2) Class homeroom teachers: play a central role, demonstrating the abilities, needs and motivation of learners to self-study; (3) Training facilities: Are the most direct and powerful influencing factor on management effectiveness, determining the quality of content, form and methods of training. This result confirms that, to improve the effectiveness of homeroom teacher training management, a holistic, synchronized, and competency-based approach is needed, combined with policy improvements, promoting the role of teachers as key stakeholders, and strengthening the management capacity of training institutions. This also provides an important empirical basis for proposing appropriate management solutions in the next part of the study.

The role of digital transformation in managing the training of homeroom teachers

In the current educational context, digital transformation is not only an inevitable trend but also a strategic leverage to improve the efficiency of management and the quality of teacher training, especially for homeroom teachers in junior high schools. The survey results show that, although most training institutions have applied some digital platforms in course management, registration, and online assessment, the level of digitalization is still uneven. Many units still mainly use in-person methods, leading to limitations in monitoring, providing feedback, and storing teacher learning outcomes. This indicates the need to further promote comprehensive digital transformation in training management, including: Digitizing training content and processes: Developing digital learning materials, interactive lectures, and an online learning management system (LMS) to enable teachers to

learn anytime, anywhere.

- Applying Big Data in managing teacher competency profiles: This allows management agencies to track the professional development of each homeroom teacher and identify training needs aligned with professional standards.
- Establishing interconnectedness between different levels of management (Department of Education and Training, District Education and Training Offices, schools, and training institutions) through an integrated management system helps ensure transparency, reduce duplication, and increase operational efficiency.
- Enhancing digital skills for homeroom teachers: Not only using online teaching tools but also knowing how to exploit and evaluate information, manage digital classrooms, and interact effectively with parents and students in the online environment.

The application of digital transformation contributes to standardizing the training management process, while creating an open, flexible, and personalized learning environment for teachers. This is a new element that needs to be considered as an important mediating variable in the competency-based training management model.

Conclusion

The 2018 general education curriculum aims to comprehensively develop students' qualities and competencies, with homeroom teachers playing a core role in organizing, managing, and educating students in junior high schools. The quality of homeroom teachers depends not only on initial training at teacher training institutions but also directly on the effectiveness of professional development and management by educational management levels. Therefore, strengthening the management of homeroom teacher training is an urgent requirement to improve the quality of the workforce and meet the demands of general education reform. Practical research results in Ho Chi Minh City show that the effectiveness of managing homeroom teacher training is simultaneously influenced by three main groups of factors: (1) socio-legal factors; (2) factors related to the homeroom teacher team; (3) factors related to the training facility. Among these, the training facility factor has the strongest impact, demonstrating the decisive role of content, methods, teaching staff, learning materials and facilities in the training process. The homeroom teacher team is the central factor, reflecting self-learning capacity, sense of responsibility and motivation for professional development, while the socio-legal factor plays a foundational role in creating a policy framework, orientation and ensuring the uniformity of the entire training management system.

As the largest economic, cultural, and educational center in the country, Ho Chi Minh City plays a pioneering role in educational reform. Therefore, improving the effectiveness of managing the training of homeroom teachers not only contributes to enhancing the professional capacity of the teaching staff but also creates an important foundation for the successful implementation of the 2018 General

Education Program at the lower secondary level. The research results provide a reliable practical basis to help education managers and training institutions adjust policies, plans, and organizational measures to improve the effectiveness of the planning, implementation, and evaluation of training, while overcoming limitations in inspection, supervision, and feedback in the current homeroom teacher training. Based on the research results, it can be affirmed that to manage the training of homeroom teachers effectively and sustainably, it is necessary to build a management model based on a competency-based approach combined with the PDCA cycle, linked to teacher professional standards and the practical requirements of the school. The synchronized implementation of these elements will contribute to improving the quality of homeroom teachers, meeting the requirements of fundamental and comprehensive reform of general education in the current period.

In the context of digital transformation in education, the management of homeroom teacher training needs to be oriented towards a comprehensive digital management model. The application of information technology not only helps improve management efficiency, reduce costs and time, but also expands opportunities for continuous learning for the teaching staff. Ho Chi Minh city, with its pioneering technological infrastructure and strong resources, is ideally positioned to build an online teacher training ecosystem that integrates automated management, monitoring, and evaluation platforms. This aligns with the Ministry of Education and Training's National Digital Transformation Strategy for Education and contributes to building a team of homeroom teachers with "two competencies"—both professionally competent and digitally savvy—meeting the demands of education in the new era.

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