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**MANAGEMENT OF INTERNAL INSPECTION
ACTIVITY IN HIGH SCHOOLS BASED ON
THE QUALITY CULTURE APPROACH**

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INTRODUCTION

1. Rationale for the Study

Internal inspection in schools in general, and in upper secondary schools in particular, is a crucial management function aimed at comprehensively evaluating educational activities, teaching conditions, and quality assurance factors within the school. This activity not only contributes to improving management effectiveness but also promotes the development of teachers, students, and the school as a whole.

From a management perspective, internal inspection is not only an administrative tool but also a measure of the principal's managerial capacity and an important indicator reflecting the quality of education in a school. In the context of fundamental and comprehensive educational reform, the requirement to improve the quality of general education goes beyond refining management procedures; it also requires significant changes in the perceptions, behaviors, and values of teachers and educational managers. This necessitates a new approach to internal inspection in upper secondary schools namely, the quality culture approach.

Quality culture is understood as a system of values, beliefs, norms, and behaviors related to quality that are shared and consistently practiced throughout the organization. Adopting a quality culture approach in internal inspection helps to clearly define objectives, content, processes, and stakeholders involved, while enhancing its advisory and capacity-building functions. Accordingly, internal inspection is not merely for detecting shortcomings but also for raising awareness, fostering voluntary participation, and enhancing professionalism and accountability in school management.

However, in practice, internal inspection in many upper secondary schools has not fully achieved its intended role and effectiveness. It is often formalistic, overly focused on administrative control, and lacks consensus and active participation from stakeholders, sometimes even leading to conflicts during implementation. These limitations mainly stem from an incomplete understanding of the nature and objectives of internal inspection; inadequate communication and implementation skills; the absence of quality-oriented criteria and indicators; unscientific management processes; and particularly, a lack of awareness and competence in applying the quality culture approach.

In addition to practical demands, the urgency of this study is also grounded in legal and policy frameworks. Current regulations, including Circular No. 32/2020/TT-BGDĐT on the Charter of Secondary Schools, Circular No. 14/2018/TT-BGDĐT on standards for school principals, and Circular No. 04/2025/TT-BGDĐT on educational quality accreditation and national standards recognition, all emphasize the role of internal inspection, self-evaluation, and continuous quality improvement. Furthermore, the 2022 Law on Inspection highlights a shift from pre-inspection to post-inspection and strengthens institutional accountability for self-monitoring. These changes further underscore the need to innovate internal inspection practices toward a quality-oriented approach.

From the above analysis, it can be seen that studying the management of internal inspection activities in upper secondary schools from a quality culture perspective is not only theoretically significant in clarifying a contemporary approach to educational management, but also practically meaningful in improving school management effectiveness and fostering a sustainable quality culture.

Therefore, the author selects the topic: *“Management of Internal Inspection Activities in Upper Secondary Schools from a Quality Culture Approach”* for this dissertation.

2. Research objectives

Based on the study, systematization, and clarification of the theoretical foundations of managing internal inspection activities in upper secondary schools from a quality culture

approach, and on the analysis and evaluation of the current situation of such management, this dissertation aims to propose a system of management solutions for internal inspection activities based on the quality culture approach. These solutions are expected to enhance the effectiveness and quality of internal inspection, meet the requirements of educational management reform, shift from inspection to internal review, strengthen self-quality control, and promote the sustainable development of schools in the current context.

3. Research subject and object

3.1. Research object (Object of study)

Internal inspection activities in upper secondary schools from a quality culture approach.

3.2. Research subject (Focus of study)

The management of internal inspection activities in upper secondary schools from a quality culture approach.

4. Research questions

5. Scientific hypothesis

This dissertation is based on the hypothesis that the management of internal inspection activities in upper secondary schools, when approached from a quality culture perspective, can be conceptualized as a developmental process consisting of multiple levels: from forming awareness of quality, to identifying deviations in educational activities, to preventing such deviations, and ultimately to fostering innovation and continuous quality improvement.

The dissertation further assumes that when internal inspection activities in upper secondary schools are organized and managed according to the quality culture approach with an emphasis on enhancing self-regulation, transparency, advisory functions, and capacity development for managers and teachers the function of internal inspection will be transformed from a control-oriented mechanism focused on detecting errors into a system that guides, supports, and promotes continuous improvement. This transformation is expected not only to improve school management effectiveness but also to lay the foundation for enhancing educational quality and ensuring the sustainable development of upper secondary schools in the context of current educational management reforms.

On that basis, the dissertation also hypothesizes that the proposal and implementation of management solutions for internal inspection activities based on the quality culture approach ensuring scientific validity, feasibility, and alignment with the practical conditions of upper secondary schools will contribute to sustainably improving the effectiveness of internal inspection management. Accordingly, a quality culture within schools will be established and strengthened, providing a foundation for self-evaluation, continuous improvement, and the ongoing enhancement of educational quality.

6. Scope and delimitations of the study

6.1. Content scope

6.2. Spatial scope

6.3. Temporal scope

7. Research tasks

7.1. To study the theoretical foundations of managing internal inspection activities in upper secondary schools from a quality culture approach.

7.2. To survey and assess the current situation of managing internal inspection activities in upper secondary schools from a quality culture approach.

7.3. To propose management solutions for internal inspection activities in upper secondary schools based on the quality culture approach.

7.4. To organize pilot testing and experimentation of the proposed solutions in the dissertation.

8. Research approaches and methods

8.1. Research approaches

8.1.1. System approach

8.1.2. Quality culture approach

8.1.3. Process-based management (PBM) approach in organizing internal inspection activities from a quality culture perspective

8.1.4. Quality assurance model approach (PDCA cycle)

8.2. Research methods

8.2.1. Theoretical research methods

8.2.2. Empirical research methods

8.2.2.1. *Observation method*

8.2.2.2. *Survey method*

8.2.2.3. *Experience summarization method*

8.2.2.4. *Expert consultation method*

8.2.2.5. *Experimental method*

8.2.3. Statistical methods

9. Dissertation statements (Propositions to be defended)

Proposition 1. The management of internal inspection activities in upper secondary schools from a quality culture approach is a developmental process with a clear trajectory, which can be structured into four interrelated levels: quality awareness, deviation detection, deviation prevention, and innovation and quality improvement. These levels reflect the progressive maturity of managerial thinking and practices within schools.

Proposition 2. The quality culture approach enables the transformation of internal inspection from an administrative, compliance-oriented tool focused on error detection into a mechanism that guides, supports, and promotes continuous improvement, thereby enhancing management effectiveness and educational quality in a sustainable manner.

Proposition 3. The management of internal inspection activities based on the quality culture approach is effective only when it is organized as an integral component of the school management system, ensuring alignment among quality objectives, operational processes, stakeholder participation, and feedback improvement mechanisms.

Proposition 4. The development and implementation of management solutions for internal inspection based on the quality culture approach aligned with the level of quality culture development in each school and the current context of educational management reform will contribute to improving the effectiveness of internal inspection and fostering the sustainable development of upper secondary schools.

10. Contributions of the Dissertation

* Theoretical Contributions

* Practical Contributions

11. Structure of the dissertation

In addition to the Introduction, Conclusion, Recommendations, References, and Appendices, the dissertation is organized into three chapters:

- **Chapter 1:** Theoretical foundations of managing internal inspection activity in upper secondary schools from a quality culture approach.
- **Chapter 2:** Practical foundations of managing internal inspection activity in upper secondary schools from a quality culture approach.
- **Chapter 3:** Solutions for managing internal inspection activity in upper secondary schools from a quality culture approach.

CHAPTER 1

THEORETICAL FOUNDATIONS OF MANAGING INTERNAL INSPECTION ACTIVITY IN UPPER SECONDARY SCHOOLS FROM A QUALITY CULTURE APPROACH

1.1. Literature Review

1.1.1. Studies on Internal Inspection Associated with Educational Quality in General Education Institutions

1.1.2. Studies on the Management of Internal Inspection Activities in General Education Institutions in Relation to Quality Culture

1.1.3. Evaluation of Previous Studies and Research Gaps

- Internal inspection should not be viewed merely as a supervisory tool but as a central component of educational quality management. A quality culture approach needs to be integrated with quality assurance criteria in managing internal inspection to fully leverage staff capacity and institutional strengths, particularly in the context of decentralization and school autonomy.

- The content and processes of internal inspection in general education institutions, while complying with existing regulations, should also consider the impact of school autonomy on management actors at different levels. This ensures alignment between inspection content and post-inspection implementation, as well as accurate evaluation of decentralized management responsibilities. Internal inspection activities should be closely linked to organizational culture, oriented toward continuous improvement, and promote accountability.

- It is necessary to inherit quality assurance models such as PDCA and TQM, while developing a framework for managing internal inspection based on four levels of quality culture development, aligned with the context of fundamental and comprehensive educational reform in Vietnam.

- There is a need to develop training programs, content, and materials to enhance the capacity for internal inspection among managers and inspection personnel, enabling flexible and proactive implementation of established internal inspection processes.

- Comprehensive, urgent and feasible management solutions are required to improve the effectiveness and quality of internal inspection in educational institutions.

1.2. Key Concepts

1.2.1. Management

Management is a purposeful and conscious process through which the subject of management exerts influence on the managed objects and stakeholders to achieve organizational goals, while being reciprocally affected by the surrounding environment.

1.2.2. Internal Inspection in Educational Institutions

Internal inspection in educational institutions is understood as inspection activities conducted by the school itself to evaluate task implementation, compliance with regulations, and to improve management effectiveness.

1.2.3. Internal Inspection in Upper Secondary Schools from a Quality Culture Approach

Internal inspection in upper secondary schools from a quality culture approach is a systematic evaluation process organized and managed by the school, aimed at collecting, analyzing, and utilizing information to identify strengths and weaknesses, prevent deviations, and promote continuous improvement in educational quality. Through this process, schools enhance their capacity for self-evaluation, strengthen internal accountability, and foster quality culture as an intrinsic value of the institution.

1.2.4. Management of Internal Inspection Activities from a Quality Culture Approach in Educational Institutions

The management of internal inspection activities in upper secondary schools from a quality culture approach is a systematic process of organizing, directing, and developing evaluation, monitoring, and continuous improvement activities carried out by school management (led by the principal), with quality as the core value. This process operates across four developmental levels of quality culture: awareness, responsiveness, proactiveness, and development. In this context, internal inspection is not merely a control tool but becomes a mechanism for promoting innovation, preventing risks, and building and sustaining a quality culture within the school.

1.3. Current Context for Managing Internal Inspection Activities in Upper Secondary Schools from a Quality Culture Approach

1.4. Internal Inspection Activity in Upper Secondary Schools from a Quality Culture Approach

1.4.1. Objectives of Internal Inspection Activities

1.4.2. Principles, Content, Processes, and Forms of Internal Inspection

1.4.2.1. Principles of Internal Inspection

1.4.2.2. Content of Internal Inspection

1.4.2.3. Proposed Process of Internal Inspection

1.4.2.4. Forms of Internal Inspection

1.4.3. Participants in Internal Inspection Activities from a Quality Culture Approach

1.4.4. Conditions for Implementing Internal Inspection Activities

1.5. Management of Internal Inspection Activities in Upper Secondary Schools from a Quality Culture Approach

1.5.1. Management of Internal Inspection Objectives

1.5.2. Direction and Organization of Internal Inspection Based on Process Approach

1.5.3. Direction in Developing Professional Capacity-Building Programs for Internal Inspection Staff

1.5.4. Development of Policies for Implementing Internal Inspection

1.5.5. Evaluation of Internal Inspection Activities

1.6. Factors Affecting the Management of Internal Inspection in Upper Secondary Schools from a Quality Culture Approach

1.6.1. Policies and Guidelines of the Party, the State, and the Ministry of Education

1.6.2. School Policies and Development Strategies

1.6.3. Leadership and Participation Capacity of the Principal

1.6.4. School Policies Encouraging Innovation and Creativity

1.6.5. Organizational Culture of the School

1.6.6. Attitudes and Working Styles of Internal Inspection Participants

Conclusion of Chapter 1

In Chapter 1, the author has analyzed and clarified the fundamental concepts related to the management of internal inspection activities in upper secondary schools, particularly from a quality culture perspective. Through the review of relevant theories and management models, it is

evident that establishing a strong quality culture foundation is a key factor in enhancing the effectiveness of internal inspection activities in upper secondary schools.

Quality culture is not merely about compliance with regulations and standards; it also reflects the commitment of all stakeholders including managers, organizations, teachers, staff, and students to continuous improvement and sustainable development. Internal inspection activities should be implemented not only as a control mechanism but also as a means to promote collaboration, knowledge sharing, and mutual learning within the educational community.

Furthermore, the application of Total Quality Management (TQM) principles to internal inspection activities not only helps schools identify and address shortcomings but also creates a positive learning environment that encourages innovation and creativity. This, in turn, contributes to improving educational quality, better meeting societal demands, and fostering the holistic development of students.

In conclusion, managing internal inspection activities from a quality culture approach is not only a necessary requirement but also a strategic solution for enhancing educational quality in upper secondary schools in the current context.

CHAPTER 2

PRACTICAL FOUNDATIONS OF MANAGING INTERNAL INSPECTION ACTIVITY IN UPPER SECONDARY SCHOOLS FROM A QUALITY CULTURE APPROACH

2.1. International Experiences in Managing Internal Inspection Activities in Educational Institutions from a Quality Culture Approach

The analysis of international experiences in internal inspection activities within educational institutions from a quality culture perspective focuses on several representative countries, including the United Kingdom, Finland, the Netherlands, Japan, and Singapore.

*** Implications for Vietnam in Managing Internal Inspection Activities in Upper Secondary Schools from a Quality Culture Approach:**

- To develop a set of internal inspection tools based on a quality culture approach for upper secondary education in Vietnam, with flexible implementation guidelines adapted to each school's capacity.
- To pilot school culture models oriented toward learning organizations in selected schools, thereby fostering an academic culture of critical reflection and evidence-based sharing.
- To integrate internal inspection into digital school governance systems, enabling the development of a transparent, traceable, and comparable data culture.

2.2. Overview of the Current Management of Internal Inspection Activities in Public Upper Secondary Schools in Vietnam

2.2.1. Organizational Structure and Human Resource Management in Relation to Internal Inspection

2.2.2. Characteristics of Academic Management and Their Impact on Internal Inspection

2.2.3. Financial Management and Conditions Ensuring Internal Inspection Activities

2.2.4. Management of Facilities, Equipment, and the Educational Environment

2.3. Survey Design and Implementation

2.3.1. Survey Objectives

To assess the current status of internal inspection activities and the management of these activities in upper secondary schools from a quality culture approach, thereby providing a basis for proposing management solutions that are appropriate to the current context of upper secondary education institutions.

2.3.2. Survey Content

2.3.2.1. Assessment of the Current Status of Internal Inspection Activities

2.3.2.2. Assessment of the Current Status of Managing Internal Inspection Activities

2.3.2.3. Assessment of Factors Affecting the Management of Internal Inspection Activities

2.3.3. Survey Participants and Scope

Participants:

- Educational managers and officials from Departments of Education and Training: 50 participants
- School managers and union representatives in upper secondary schools: 200 participants
- Teachers and staff in upper secondary schools: 200 participants.

2.3.4. Survey Methods and Instruments

2.3.5. Data Processing

1. Coding of Likert scale values
2. Calculation of mean scores
3. Calculation of standard deviation
4. Ranking procedures
5. Data processing procedures
6. Use of SPSS software: statistical analysis, reliability testing, and factor analysis

2.4. Current Status of Internal Inspection Activities in Upper Secondary Schools from a Quality Culture Approach

2.4.1. Awareness of Internal Inspection Activities

2.4.1.1. Survey Results on the Level of Awareness of the Role of Internal Inspection Activities

Table 2.1. Survey Results on the Level of Awareness of the Role of Internal Inspection Activities in Upper Secondary Schools from a Quality Culture Approach

Content	Not important		Less important		Normal		Important		Very important		Mean	Rank
	Number	%	Number	%	Number	%	Number	%	Number	%		
1. A tool for orienting school actions in line with development strategies, rather than merely a measure for handling behaviors	50	11.11	56	12.44	107	23.78	108	24.00	129	28.67	3.47	1
2. Establishing a democratic working environment that encourages self-	53	11.78	55	12.22	105	23.33	107	23.78	130	28.89	3.46	2

Content	Not important		Less important		Normal		Important		Very important		Mean	Rank
	Num ber	%	Num ber	%	Num ber	%	Num ber	%	Num ber	%		
learning and professional development												
3. A tool for strengthening evidence systems to support educational quality accreditation and public accountability	53	11.78	55	12.22	105	23.33	107	23.78	130	28.89	3.46	2
4. Enhancing governance capacity at each unit, promoting autonomy, accountability, and self-regulation	46	10.22	68	15.11	117	26.00	102	22.67	117	26.00	3.39	3
5. Ensuring consistency between inspection activities and the school's strategic orientation	67	14.89	54	12.00	102	22.67	115	25.56	112	24.89	3.34	4
6. Serving as a foundation for promoting quality culture and the comprehensive, sustainable development of the school	56	12.44	55	12.22	118	26.22	132	29.33	89	19.78	3.32	5

The survey results presented in Table 2.1, based on responses from 450 participants including educational managers, officials from Departments of Education and Training, school administrators, union representatives, teachers, and staff in upper secondary schools, reflect the perceived importance of managing the implementation of internal inspection objectives from a quality culture approach. The levels of evaluation include: Very Important, Important, Neutral, Slightly Important, and Not Important. The mean values range from 3.32 to 3.47, indicating a moderate-to-high level of agreement among respondents.

2.4.1.2. Survey Results on the Impact of “Barriers” to Internal Inspection Activities

The survey results presented in Table 2.2 indicate that the mean scores for the identified barriers range from 3.33 to 3.42. All barriers are rated above the average level, suggesting that they have a noticeable impact on the effectiveness of internal inspection activities. The standard deviation ranges from approximately 1.27 to 1.34, reflecting a relatively high level of dispersion in responses, which indicates inconsistency in perceptions or practical experiences across schools.

2.4.2. Current Status of Implementing Internal Inspection Objectives

Across nine evaluated factors related to the management of internal inspection objectives, the mean values range from 3.26 to 3.48, indicating a generally moderate-to-good level of implementation. However, the standard deviation (from 1.294 to 1.382) reveals considerable variation in perceptions among respondents, posing a challenge to implementing internal inspection as a quality culture-driven tool.

2.4.3. Current Status of Implementing Internal Inspection Content

Survey results from school managers, union representatives, teachers, and staff, as illustrated in Figure 2.2, present the mean values of 26 internal inspection content areas under the quality culture approach. The findings show the overall level of implementation of these content areas in upper secondary schools.

2.4.4. Current Status of Implementing Internal Inspection Processes

The results shown in Figure 2.3 indicate that internal inspection processes based on a quality culture approach play a crucial role in ensuring and improving educational quality in upper secondary schools. However, both quantitative survey data and in-depth interview findings reveal several gaps that need to be addressed, particularly in planning, feedback, and process evaluation stages.

2.4.5. Current Status of Implementing Forms of Internal Inspection

The findings in Table 2.3 indicate that school management teams have implemented internal inspection forms at above-average levels. However, as this is still a relatively new approach, administrative imposition has limited the clarity and effectiveness of these new forms of inspection in practice.

2.4.6. Current Status of Stakeholder Participation in Internal Inspection Activities

According to Table 2.4, the level of participation of stakeholders in internal inspection activities remains at an average level and does not fully reflect the principles of the quality culture approach. Limitations in professional competencies, insufficient policy support, and the lack of a democratic working environment are key barriers. To address these issues, it is necessary to implement solutions such as specialized capacity-building, enhanced transparency mechanisms, the development of monitoring indicators, and the promotion of meaningful stakeholder engagement in internal inspection activities.

2.4.7. Current Status of Conditions for Internal Inspection Activities

The results presented in Figure 2.4 show that the conditions supporting internal inspection under the quality culture approach remain inconsistent, lacking depth and improvement orientation. Key challenges include the absence of specific policies, procedural formalism, underutilized data, and limited staff capacity. Systematic solutions are therefore required to ensure that internal inspection becomes a strategic tool for educational management and quality improvement.

2.5. Current Status of Managing Internal Inspection Activities in Upper Secondary Schools from a Quality Culture Approach

2.5.1. Current Status of Managing the Implementation of Internal Inspection Objectives

Table 2.5. Survey Results on the Current Status of Managing the Implementation of Internal Inspection Objectives in Upper Secondary Schools from a Quality Culture Approach

Content	Very good		Good		Fair		Average		Weak		Mean	Rank
	Number	%	Number	%	Number	%	Number	%	Number	%		
1. Developing policy systems aligned with the school's strategic plan												
1.1. Transforming inspection objectives into action-oriented directions	38	8.4	35	7.8	125	27.8	171	38	81	18	2.51	3
1.2. Specifying inspection objectives into criteria aligned with vision, mission, and quality indicators	25	5.6	22	4.9	111	24.7	176	39.1	116	25.8	2.25	7
1.3. Managing objectives through stages: formulation, communication, implementation, evaluation, and improvement	40	8.9	47	10.4	135	30	163	36.2	65	14.4	2.63	1
2. Linking inspection objectives with school development strategies												
2.1. Aligning inspection objectives with staff development, student competency enhancement, and high-quality learning environment	21	4.7	35	7.8	118	26.2	188	41.8	88	19.6	2.36	6
2.2. Linking inspection activities with implementation plans and clear roadmaps	30	6.7	28	6.2	135	30	165	36.7	92	20.4	2.42	4

Content	Very good		Good		Fair		Average		Weak		Mean	Rank
	Number	%	Number	%	Number	%	Number	%	Number	%		
3. Decentralization and development of internal commitment policies												
3.1. Delegating inspection responsibilities to professional teams and quality groups	23	5.1	40	8.9	117	26	181	40.2	89	19.8	2.39	5
3.2. Linking inspection objectives with individual accountability and organizational learning	50	11.1	27	6	117	26	188	41.8	68	15.1	2.56	2

The survey results presented in Table 2.5 indicate that the current status of managing the implementation of internal inspection objectives in upper secondary schools from a quality culture approach based on a sample of 450 respondents has been evaluated across five levels: Very Good, Good, Fair, Average, and Weak. The assessment focuses on three main aspects: (1) developing policy systems aligned with the school's strategic plan; (2) linking inspection objectives with school development strategies; and (3) decentralization and the development of internal commitment policies.

2.5.2. Current Status of Organizing Internal Inspection Activities

The survey results in Table 2.6 show the current status of organizing internal inspection activities in upper secondary schools from a quality culture approach across six key criteria. The mean scores range from 2.34 to 2.57 on a five-point Likert scale, indicating that the level of implementation is mainly between Fair and Average, with no criterion reaching the "Good" or "Very Good" level.

This suggests that while the organization of internal inspection activities has established an initial foundation, it has not yet achieved the level of consistency and professionalism required by the quality culture approach.

2.5.3. Current Status of Directing the Implementation of Internal Inspection Processes

Figure 2.5 presents the survey results on the level of implementation of directing internal inspection processes in upper secondary schools from a quality culture approach across seven criteria.

Overall, strengths are observed in areas where clear directives and guidance are provided by higher-level authorities and school leadership. However, limitations are evident in criteria that require greater institutional autonomy, including staff training, the development of an evidence-based culture, and the provision of financial resources.

2.5.4. Current Status of Capacity-Building for Internal Inspection

Table 2.7. Survey Results on the Level of Implementation of Capacity-Building for Internal Inspection in Upper Secondary Schools from a Quality Culture Approach

Content	Very good		Good		Fair		Average		Weak		Mean	Rank
	Number	%	Number	%	Number	%	Number	%	Number	%		
1. Providing guidance on internal inspection processes and evidence for each management domain toward a quality culture approach	43	9.6	26	5.8	169	37.6	130	28.9	82	18.2	2.6	4
2. Guiding internal inspection based on objectives with tools to measure goal attainment	46	10.2	43	9.6	176	39.1	120	26.7	65	14.4	2.74	1
3. Developing leadership evidence across internal inspection domains related to the principal's management practices	37	8.2	45	10	175	38.9	133	29.6	60	13.3	2.7	2
4. Developing guidelines for decentralization, empowerment, and self-development of units and individuals responsible for internal inspection processes	31	6.9	50	11.1	171	38	133	29.6	65	14.4	2.66	3

Content	Very good		Good		Fair		Average		Weak		Mean	Rank
	Number	%	Number	%	Number	%	Number	%	Number	%		
5. Aligning quality indicators with the school's strategic orientation and those of the Ministry/sector	31	6.9	31	6.9	185	41.1	111	24.7	92	20.4	2.55	5
6. Developing reward and recognition systems following internal inspection	31	6.9	23	5.1	164	36.4	129	28.7	103	22.9	2.44	6

The survey results presented in Table 2.7 indicate that the current status of organizing capacity-building for internal inspection in upper secondary schools from a quality culture approach can be described as follows: the mean scores range from 2.44 to 2.74 on a five-point Likert scale, reflecting an overall implementation level that remains at the lower end of the “Fair” category.

The variation among the evaluated items suggests an uneven picture in terms of quality and the systematic nature of capacity-building for internal inspection. This indicates that while some aspects have been implemented, they lack consistency and coherence, which are essential for sustaining a quality culture approach.

2.5.5. Current Status of Developing Conditions and Policies for Internal Inspection

Table 2.8. Survey Results on the Level of Development of Conditions and Policies for Internal Inspection in Upper Secondary Schools from a Quality Culture Approach

Content	Very good		Good		Fair		Average		Weak		Mean	Rank
	Number	%	Number	%	Number	%	Number	%	Number	%		
1. Policies for developing internal inspection procedures aligned with the school's development strategy	26	5.8	44	9.8	122	27.1	163	36.2	95	21.1	2.43	3
2. Policies for training and capacity-building of staff involved	47	10.4	22	4.9	134	29.8	173	38.4	74	16.4	2.54	2

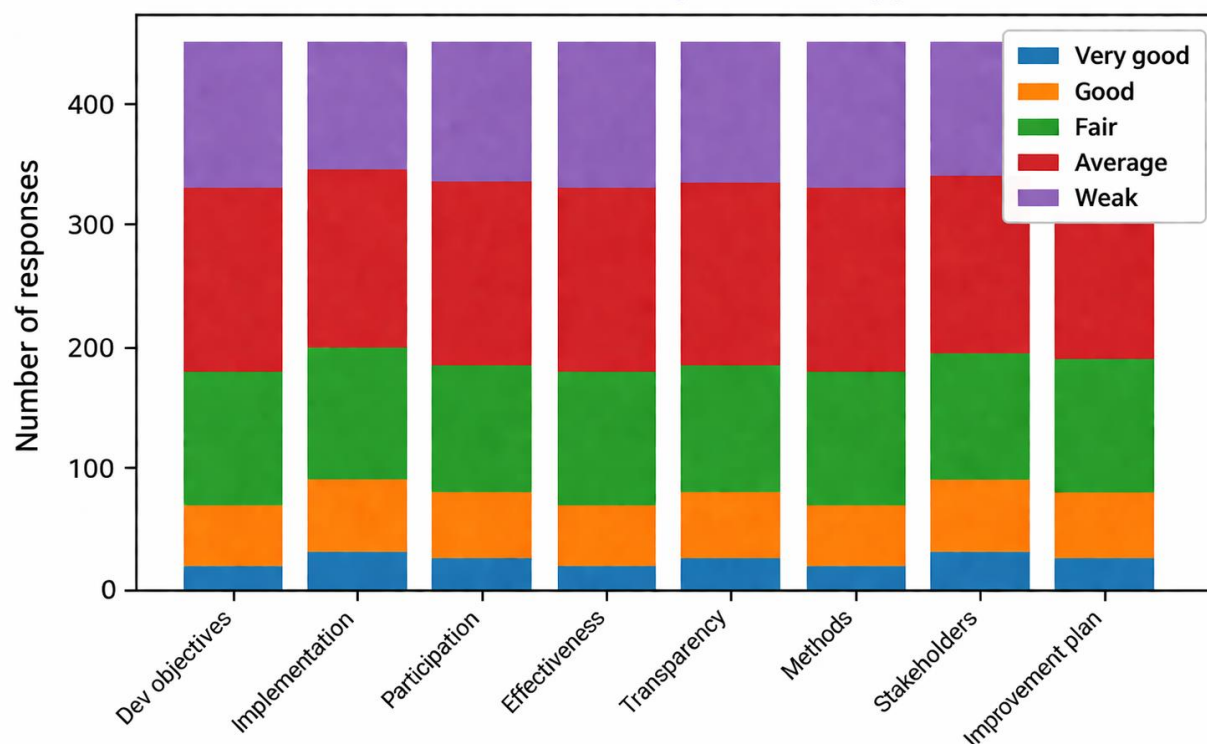
Content	Very good		Good		Fair		Average		Weak		Mean	Rank
	Number	%	Number	%	Number	%	Number	%	Number	%		
in internal inspection												
3. Policies for creating a supportive environment for internal inspection activities	24	5.3	29	6.4	123	27.3	174	38.7	100	22.2	2.34	5
4. Policies for support and motivation of personnel involved in internal inspection activities	37	8.2	45	10	133	29.6	175	38.9	60	13.3	2.61	1
5. Policies encouraging collaboration and sharing of management evidence in internal inspection processes	30	6.7	23	5.1	132	29.3	176	39.1	89	19.8	2.4	4

The survey results presented in Table 2.8 indicate that the level of development and refinement of internal inspection policies under a quality culture approach has mean scores ranging from 2.34 to 2.61 on a five-point Likert scale. This reflects an overall implementation level at the “Average” level, falling short of the expectations of a quality culture approach, which requires coherence, continuity, and a strong orientation toward continuous improvement.

2.5.6. Current Status of Evaluating Internal Inspection Activities

Figure 2.6. Survey Results on the Level of Implementation of Evaluating Internal Inspection Activities in Upper Secondary Schools from a Quality Culture Approach

Evaluation Levels of Internal Inspection Activities Based on the Quality Culture Approach



Across most of the assessed dimensions, the proportions of “Average” and “Weak” remain predominant, accounting for approximately 50–60% of the total responses. This suggests that many schools are still at a relatively low level of development and have not yet achieved a high standard of quality culture. In contrast, the proportions of “Very Good” and “Good” are relatively modest, averaging only about 15–20%.

The areas with higher mean scores are typically “Evaluation of implementation processes” and “Capacity and participation.” Findings from the survey of school administrators and interviews with upper secondary school teachers indicate that schools need to develop and standardize evaluation criteria, accompanied by clear guidelines on evidence. It is also necessary to digitalize the system of evidence and evaluation results. Moreover, schools should develop post-inspection improvement plans with clearly defined indicators, while strengthening training in evaluation skills for administrators, union staff, and teachers to enhance overall effectiveness.

2.6. Current Status of Factors Affecting the Management of Internal Inspection Activities in Upper Secondary Schools under the Quality Culture Approach

Table 2.9. Survey Results on the Degree of Influencing Factors in the Management of Internal Inspection Activities in Upper Secondary Schools under the Quality Culture Approach

Nội dung	No impact		Low impact		Neutral		Impact		Strong impact		Mean	SD
	Number	%	Number	%	Number	%	Number	%	Number	%		
1. Policies and guidelines of the Party, the State, and Ministries/Sectors	65	14.44	45	10.00	124	27.56	111	24.67	105	23.33	3.32	1.325
2. School policies and development strategies	62	13.78	59	13.11	121	26.89	101	22.44	107	23.78	3.29	1.333
3. Principal's capacity in managing and participating in internal inspection activities	66	14.67	58	12.89	98	21.78	103	22.89	125	27.78	3.36	1.389
4. School policies encouraging innovation and creativity	54	12.00	60	13.33	110	24.44	109	24.22	117	26.00	3.39	1.322
5. School organizational culture	57	12.67	52	11.56	127	28.22	111	24.67	103	22.89	3.34	1.294
6. Style and attitudes of staff participating in internal inspection activities	74	16.44	53	11.78	108	24.00	106	23.56	109	24.22	3.27	1.382

The factors influencing the management of internal inspection activities in upper secondary schools under the quality culture approach are mainly those related to internal management, development strategies, and the personnel involved in inspection activities.

2.7. Overall Evaluation of the Current Status of Managing Internal Inspection Activities in Upper Secondary Schools under the Quality Culture Approach

2.7.1. Strengths

1. Initial awareness of the strategic role of internal inspection
2. Formation of a foundational process for managing internal inspection

3. Positive improvements in several stages of the inspection process
4. Active participation capacity of a portion of staff
5. Application of information technology in managing internal inspection

2.7.2. *Limitations and Causes*

1. Uneven awareness and managerial thinking
2. Inspection processes and tools have not been standardized in line with the quality culture approach
3. Lack of multi-dimensional feedback mechanisms and stakeholder participation
4. Limited staff capacity and implementation conditions
5. Systemic causes and organizational culture factors

Conclusion of Chapter 2

The findings from the empirical study indicate that internal inspection activities in upper secondary schools in Vietnam, under the quality culture approach, have initially taken shape and shown positive developments. However, there remains a significant gap compared to the requirements of modern models. International experience demonstrates that internal inspection is not merely a supervisory tool but also an organizational learning process that promotes continuous improvement and the sustainable development of a quality culture. Countries such as the United Kingdom, Finland, the Netherlands, Japan, and Singapore place strong emphasis on school autonomy, aligning inspection with development strategies, building evidence-based data systems, enhancing staff capacity, and integrating inspection into strategic governance. These experiences provide an important foundation for Vietnam to adapt appropriately within the context of upper secondary education.

International practices affirm that internal inspection should be viewed as an organizational learning process, closely linked to development strategies, grounded in evidence-based data, transparency, and the active participation of stakeholders.

In Vietnam, the management practices of public upper secondary schools have shown a shift toward greater autonomy, accountability, and social responsibility. However, limitations remain in organizational coordination, personnel decentralization, resource mobilization, and the use of data for management purposes. Both quantitative and qualitative findings indicate that the awareness of administrators, union staff, teachers, and employees regarding the role, principles, and content of internal inspection under the quality culture approach is relatively good. Nevertheless, more abstract and strategic aspects such as “quality culture” and “linking inspection with vision and mission” have not yet been deeply understood or effectively implemented. The main barriers stem from limited awareness, lack of standardized procedures, insufficient competence in applying the quality culture approach, and inspection styles that are not yet supportive or developmental.

Although internal inspection activities have been implemented in most schools, they tend to be formalistic and administrative in nature, with limited connection to school development strategies. While some schools have proactively applied elements of this approach, the understanding among staff involved in internal inspection regarding its nature and strategic value remains uneven. Implementation processes lack systematic coherence; tools, criteria, and feedback mechanisms do not yet meet the requirements for continuous improvement; and the linkage between inspection and school development strategies is not sufficiently strong. Many activities remain heavily administrative and fail to create intrinsic motivation among teachers and professional groups.

The implementation of objectives, content, principles, forms, and procedures of internal inspection is still fragmented and lacks synchronization across different stages. Critical steps such as planning, developmental feedback, and integration of results into strategic planning have not been effectively carried out. Post-inspection activities and improvement monitoring remain weak, and a closed PDCA cycle has not yet been established.

These limitations are largely influenced by traditional management culture, insufficient professional guidance, limited data analysis capacity, and ineffective coordination mechanisms. This situation highlights the urgent need to innovate management thinking, standardize procedures, enhance staff capacity, and integrate internal inspection into the quality culture. The goal is to shift from a “control-oriented” approach to a “supportive and developmental” one in order to meet the requirements of general education reform.

The main causes of these limitations include: (1) an organizational culture that still emphasizes administrative compliance; (2) the absence of a guiding framework, criteria, and evaluation tools aligned with the quality culture approach; (3) limited capacity in evidence management and data analysis among staff involved in internal inspection; and (4) underdeveloped mechanisms for coordination and two-way feedback among stakeholders.

Overall, the current state indicates that the management of internal inspection activities in upper secondary schools in Vietnam, under the quality culture approach, is still at an early stage of adopting quality assurance approaches. While there are positive elements, significant bottlenecks remain in terms of awareness, processes, and tools. This serves as an important practical basis for proposing appropriate management solutions in Chapter 3, aiming to transform internal inspection from a “control-oriented” approach to a “development-oriented partnership,” closely integrated with school strategies and quality culture.

CHAPTER 3

MANAGEMENT SOLUTIONS FOR INTERNAL INSPECTION ACTIVITIES IN UPPER SECONDARY SCHOOLS UNDER THE QUALITY CULTURE APPROACH

3.1. Orientation for Internal Inspection Activities in Upper Secondary Schools in the Current Context

3.1.1. Learner-centered orientation with learning quality as the ultimate goal of internal inspection

3.1.2. Orientation toward building an internal monitoring system for continuous improvement

3.1.3. Orientation toward developing the capacity of administrators, teachers, and staff through internal inspection

3.1.4. Orientation toward transparency, democracy, and enhanced accountability in internal inspection activities

3.1.5. Orientation toward the application of technology and digital data in internal inspection activities

3.2. Principles for Proposing Solutions

3.2.1. Principle of ensuring systematicity and coherence

3.2.2. Principle of focusing on continuous improvement

3.2.3. Principle of ensuring objectivity, transparency, and openness

3.2.4. Principle of learner-centeredness and serving educational quality

3.2.5. Principle of developing inspection capacity aligned with professional standards and a constructive feedback culture

3.3. Management Solutions for Internal Inspection Activities in Upper Secondary Schools under the Quality Culture Approach

3.3.1. Organizing Activities to Raise Awareness among Administrators and Teachers about Internal Inspection in Upper Secondary Schools under the Quality Culture Approach

3.3.1.1. Purpose of the Solution

To enhance the awareness and perspectives of administrators and teachers regarding the role, significance, and methods of internal inspection, thereby contributing to the development of an effective and coherent inspection and evaluation system within schools.

3.3.1.2. Content of the Solution

Organize workshops, training sessions, and related activities on internal inspection based on the quality culture approach, aiming to develop new perspectives, knowledge, and approaches among administrators, teachers, and staff in upper secondary schools.

3.3.1.3. Implementation Measures

- Leaders at the ministerial and sectoral levels need to clearly articulate guiding viewpoints in policy documents and provide specific instructions based on the principles of quality culture. These should help shape the objectives, content, procedures, participants, and expected outcomes of school internal inspection activities.

- This can be implemented through participation in workshops, conferences, and training programs that introduce mandatory and updated perspectives compared to previous approaches to internal inspection.

3.3.1.4. Conditions for Implementation

- Policy directions from the Ministry, Departments, and sectors regarding internal inspection in upper secondary schools under the quality culture approach

- Cooperation among educational organizations, including schools and professional educational institutions, to share materials, experiences, and support implementation

- Internal inspection activities must be continuous, regularly implemented, and systematic to ensure not only evaluation outcomes but also ongoing improvement.

3.3.2. Developing Evaluation Criteria Aligned with Internal Inspection Processes in Upper Secondary Schools under the Quality Culture Approach

3.3.2.1. Purpose of the Solution

- To serve as a tool enabling educational institutions to self-review, self-improve, and achieve sustainable development by integrating quality culture elements into evaluation and internal inspection processes

3.3.2.2. Content of the Solution

- Developing evaluation criteria aligned with internal inspection processes in upper secondary schools under the quality culture approach is essential for improving the quality of inspection and supervision, thereby ensuring sustainable and effective school development.

Table 3.1. Framework of Evaluation Criteria Aligned with Internal Inspection Processes in Upper Secondary Schools under the Quality Culture Approach

Process steps	Evaluation criteria	Description of performance indicators (quality culture evidence)
1. Defining inspection objectives aligned with vision – mission – core values	1.1. Inspection objectives focus on continuous improvement, not only error detection.	<ul style="list-style-type: none"> - The inspection plan clearly states quality improvement objectives. - Evidence of consultation with teachers, students, and parents before defining objectives. - Objectives are aligned with the school's development strategy and learning outcomes standards.
	1.2. Objectives are clearly and transparently communicated.	<ul style="list-style-type: none"> - Meeting minutes documenting dissemination of objectives to all staff. - Objectives are published on the school website/notice board. - Survey results show that $\geq 80\%$ of teachers understand the objectives.
2. Planning and preparation for inspection	2.1. The inspection plan is scientific, feasible, and has clear task assignment.	<ul style="list-style-type: none"> - The plan specifies timeline, content, and responsible persons. - Written assignment documents with confirmation signatures are available. - The plan is consistent with the overall school schedule.
	2.2. Development of evaluation criteria and data collection tools.	<ul style="list-style-type: none"> - A set of criteria is issued with reference to national quality standards and quality culture orientation. - Standardized forms, checklists, and survey questionnaires are developed.
3. Collecting evidence	3.1. Complete, objective, and diverse data collection.	<ul style="list-style-type: none"> - Professional records, lesson plans, teaching logs, student products, photo/video evidence. - Classroom observation reports, teacher-student interviews. - Online survey data.
	3.2. Ensuring authenticity and reliability of evidence.	<ul style="list-style-type: none"> - Procedures for cross-checking and verifying information from multiple sources. - Evidence is systematically stored and archived.
4. Analysis and evaluation	4.1. Evidence-based analysis, avoiding subjectivity.	<ul style="list-style-type: none"> - Analytical reports include tables, charts, and data visualization. - Comparison between results and predefined standards/objectives.
	4.2. Stakeholder participation in analysis process.	<ul style="list-style-type: none"> - Meeting minutes with participation of subject groups, trade union, youth union, and parent representatives. - Feedback is recorded and synthesized.
5. Reporting and feedback on inspection results	5.1. Clear, transparent reports with improvement recommendations.	<ul style="list-style-type: none"> - Reports include introduction, methodology, findings, analysis, and recommendations. - Results are publicly presented in the school council meeting.

Process steps	Evaluation criteria	Description of performance indicators (quality culture evidence)
	5.2. Timely and constructive feedback.	<ul style="list-style-type: none"> - Feedback reports are sent to each inspected group/individual. - Evidence of adjustments in teaching plans or methods after feedback.
6. Post-inspection improvement implementation	6.1. Concrete and feasible improvement action plans.	<ul style="list-style-type: none"> - Improvement plans include timelines and assigned responsibilities. - Priority is given to issues with high impact on teaching quality.
	6.2. Monitoring and evaluation of improvement effectiveness.	<ul style="list-style-type: none"> - Records of improvement progress monitoring. - Pre- and post-improvement comparative data. - Survey results showing increased satisfaction levels.
	6.3. Draw lessons learned and adjust the internal inspection process	<ul style="list-style-type: none"> - Minutes of review and reflection meetings. - Updated internal inspection procedures based on practical results.
7. Storage and management of internal inspection records	Records are fully stored in a systematic manner, ensuring ease of retrieval.”	<ul style="list-style-type: none"> - Inspection documents are classified, coded and stored in both hard copy and digital formats. - A document inventory and retention policy are in place.

3.3.2.3. Implementation Measures

- The Department of Education and Training (DOET) should base on the Ministry's regulations on internal inspection, self-evaluation standards, and external evaluation practices applied in general education institutions to develop quality evaluation criteria for internal inspection in upper secondary schools.

- School principals should develop inspection plans and organize both periodic and ad-hoc inspections. Internal inspection should be conducted regularly (periodically) and unexpectedly when necessary to promptly identify issues and ensure fairness in the evaluation process.

3.3.2.4. Conditions for Implementation

- Policy directions from the Ministry, DOET, and relevant sectors regarding internal inspection in upper secondary schools under the quality culture approach

- Assurance of sufficient resources
- Creation of an open and friendly school environment
- Ensuring objectivity and fairness: the inspection process must be conducted objectively and fairly, avoiding bias or lack of transparency in evaluation results.

3.3.3. Directing the Implementation of Internal Inspection Processes in Upper Secondary Schools under the Quality Culture Approach

3.3.3.1. Purpose of the Solution

This solution aims to provide orientation and specific guidance for upper secondary schools in developing and implementing internal inspection and monitoring processes in a systematic manner. The application of internal inspection processes under the quality culture approach fosters collaboration, continuous improvement, transparency, and a focus on standards and effectiveness.

3.3.3.2. Content of Implementation

DOET leaders direct schools to develop internal inspection plans based on the quality culture approach; organize training to enhance staff capacity in properly implementing the inspection process; and conduct evaluations after implementation to provide a basis for process improvement.

3.3.3.3. Implementation Measures

- DOET leaders issue directives, provide guidance, conduct supervision, and orient the development of internal inspection plans across the system.
- Principals of upper secondary schools are responsible for concretizing and implementing internal inspection activities under the quality culture approach within the academic year.

3.3.3.4. Conditions for Implementation

- Official and detailed guidelines from DOET on implementing internal inspection under the quality culture approach are required. DOET should play the role of “orientation – support – monitoring – evaluation” while avoiding excessive administrative intervention.
- Incentive and encouragement policies should be established. Criteria related to internal improvement and self-evaluation quality can be integrated into school evaluation and emulation systems, and the sharing of good practices among schools should be promoted.

3.3.4. Organizing Capacity-Building for Personnel Involved in Internal Inspection Activities in Upper Secondary Schools under the Quality Culture Approach

3.3.4.1. Purpose of the Solution

Providing training on content, processes, analysis, evaluation, and report writing for administrators, teachers, and staff involved in internal inspection will enhance the effectiveness of internal inspection activities in upper secondary schools.

3.3.4.2. Content of the Solution

- DOET should provide guidance on internal inspection processes and evidence requirements in each area of school management.
- School principals should guide internal inspection activities based on objectives and tools for measuring the level of goal attainment.

3.3.4.3. Implementation Measures

- Principals should direct the development of evidence systems across internal inspection domains.
- School leadership should mobilize financial resources, engage experts, and ensure adequate infrastructure to effectively implement training programs.

3.3.4.4. Conditions for Implementation

- Capacity-building programs for administrators and teachers on internal inspection under the quality culture approach
- Policy support from the Ministry, DOET, and relevant sectors

3.3.5. Directing the Mobilization of Resources for Implementing Internal Inspection in Upper Secondary Schools under the Quality Culture Approach

3.3.5.1. Purpose of the Solution

To stabilize and strengthen resources, including human resources, financial resources, and facilities, to support the implementation of internal inspection activities under the quality culture approach in upper secondary schools.

3.3.5.2. Content of the Solution

Allocate funding to organize capacity-building activities for personnel involved in internal inspection, ensuring that administrators, teachers, and staff have sufficient competence and knowledge to meet quality requirements.

3.3.5.3. Implementation Measures

- DOET leaders direct the allocation of funding for training activities to enhance the capacity of personnel involved in internal inspection in upper secondary schools.

- School principals direct the effective organization and utilization of resources to implement internal inspection processes, while developing training plans and establishing a clear quality culture system.

3.3.5.4. Conditions for Implementation

- Policy directions from the Ministry, DOET, and relevant sectors must be specific and aligned with educational development strategies

- Approved financial, human, and physical resources must be ensured and aligned with implementation requirements

3.4. Relationships among the Solutions

The proposed solutions to improve internal inspection activities in upper secondary schools under the quality culture approach are interconnected and mutually supportive, forming a comprehensive and sustainable system. These solutions do not exist in isolation but have close, interdependent relationships. The effective implementation of one solution serves as a foundation or condition for the success of others.

3.5. Testing the Urgency and Feasibility of the Solutions

3.5.1. Purpose of the Assessment

3.5.2. Organization of the Assessment

- A survey was conducted to collect opinions on the urgency and feasibility of the proposed solutions.

- Number of participants: 240

- Questionnaires distributed: 240

- Questionnaires collected: 240

- Participants: Experts; DOET administrators; school administrators, union staff, teachers, and staff from upper secondary schools.

3.5.3. Results of the Assessment

3.5.3.1. Results on the Urgency of the Proposed Solutions

Table 3.2. Results of the Assessment on the Urgency of the Proposed Solutions

Solution	Level										Mean	Rank
	Very necessary		Necessary		Neutral		Less necessary		Not necessary			
	Num ber	%	Num ber	%	Num ber	%	Num ber	%	Num ber	%		
1. Organizing activities to raise awareness among administrators and teachers about internal inspection under the quality culture approach	159	66.25	61	25.41	20	8.33	0	0.00	0	0.00	4.58	1
2. Developing evaluation criteria aligned with internal inspection processes under the quality culture approach	71	29.58	130	54.17	29	12.08	10	4.17	0	0.00	4.09	3
3. Directing the application of internal inspection processes under the quality culture	169	70.41	41	17.08	30	12.50	0	0.00	0	0.00	4.58	1

Solution	Level										Mean	Rank
	Very necessary		Necessary		Neutral		Less necessary		Not necessary			
	Num ber	%	Num ber	%	Num ber	%	Num ber	%	Num ber	%		
approach												
4. Organizing capacity-building for personnel involved in internal inspection under the quality culture approach	101	42.08	139	57.92	0	0.00	0	0.00	0	0.00	4.42	2
5. Directing the mobilization of resources for internal inspection under the quality culture approach	80	33.33	121	50.41	20	8.33	19	7.91	0	0.00	4.09	3

The results presented in **Table 3.2** indicate that all proposed solutions were rated by administrators and teachers as highly urgent, with mean scores ranging from 4.09 to 4.58 on a five-point scale. This reflects a relatively high level of consensus among respondents regarding the need to innovate the management of internal inspection activities in the current context.

3.5.3.2. Results of the Feasibility Assessment of the Proposed Solutions

Table 3.3. Results of the Assessment on the Feasibility of the Proposed Solutions

Solution	Level										Mean	Rank
	Very feasible		Feasible		Neutral		Not feasible		Very unfeasible			
	Num ber	%	Num ber	%	Nu m ber	%	Num ber	%	Num ber	%		
1. Organizing activities to raise awareness among administrators and teachers about internal inspection under the quality culture approach	171	71.25	50	20.83	19	7.92	0	0.00	0	0.00	4.63	1
2. Developing evaluation criteria aligned with internal inspection processes under the quality culture approach	80	33.33	119	49.58	31	12.92	10	4.17	0	0.00	4.12	4
3. Directing the application of internal inspection processes under the quality	72	30.00	130	54.17	28	11.66	10	4.17	0	0.00	4.10	5

Solution	Level										Mean	Rank
	Very feasible		Feasible		Neutral		Not feasible		Very unfeasible			
	Num ber	%	Num ber	%	Nu m ber	%	Num ber	%	Num ber	%		
culture approach												
4. Organizing capacity-building for personnel involved in internal inspection under the quality culture approach	99	41.25	141	58.75	0	0.00	0	0.00	0	0.00	4.41	2
5. Directing the mobilization of resources for internal inspection under the quality culture approach	78	32.50	142	59.17	20	8.33	0	0.00	0	0.00	4.24	3

The survey results in Table 3.3 show that all five proposed solutions were assessed as highly feasible, with mean scores ranging from 4.10 to 4.63, falling within the range of “feasible to very feasible”.

3.6. Pilot Implementation of Solution 4: “Organizing Capacity-Building for Personnel Involved in Internal Inspection Activities in Upper Secondary Schools under the Quality Culture Approach”

3.6.1. Purpose of the Pilot Implementation

The pilot was conducted to verify the appropriateness and effectiveness of the capacity-building solution, thereby enhancing the professional competencies and operational skills of administrators, teachers, and staff involved in internal inspection activities under the quality culture approach.

3.6.2. Content of the Pilot Implementation

- Assessing the impact of the training content on staff capacity before and after the pilot implementation.

- Integrating internal inspection activities into annual school tasks.

3.6.3. Participants and Duration

- Participants: Administrators, union staff, teachers, and staff of Mai Son Ethnic Minority Boarding Lower and Upper Secondary School, Son La, with a sample size of 30 participants.

- Duration: From January 2025 to May 2025.

3.6.4. Implementation Process

3.6.5. Evaluation of Pilot Effectiveness

- **Evaluation Criteria:** Assessing changes in awareness, capacity, implementation effectiveness, and the sharing and dissemination of responsibility in internal inspection activities under the quality culture approach.

- **Conditions for Implementation:**

- + The quality of training content and instructors must be closely aligned with practical needs.
- + Strong and coordinated involvement of the School Board, School Council, and subject departments is required.
- + Mechanisms for evaluation, feedback, and improvement after each training phase must be implemented rigorously.

- Pilot Results: The results of the pilot implementation of Solution 4—organizing capacity-building for personnel involved in internal inspection activities under the quality culture approach—are clearly presented in Table 3.4 below:

Table 3.4. Analysis of Results Before and After the Pilot Implementation of Solution 4

No.	Competency group	Evaluation Criteria	Mean Score Before Training (n=30)	Mean Score After Training (n=30)	Remarks / Evidence
1	Internal inspection management capacity	Developing inspection plans aligned with vision and mission	3.1	4.4	Administrators are able to align inspection objectives with school strategy; plans are clearly structured with appropriate timelines and task allocation.
		Coordinating personnel and assigning tasks	3.0	4.3	Clear and transparent task assignment tables.
2	Capacity to develop and operate inspection tools	Developing inspection criteria aligned with quality culture	2.8	4.2	Criteria include clear measurable indicators; school inspection records utilize internal data analysis software.
		Effective use of survey instruments	2.9	4.1	Evidence of surveys and synthesized data.
3	Capacity to monitor internal inspection processes	Monitoring progress and quality of implementation	3.2	4.3	Periodic progress reports with supporting evidence.
		Timely detection and handling of issues	3.0	4.2	Documented corrective actions.
4	Capacity for post-inspection data analysis and processing	Data aggregation and analysis	2.7	4.1	Comprehensive and visual analytical reports.
		Proposing improvement measures	2.8	4.3	Improvement plans include timelines and measurable indicators.
5	Coordination capacity in internal inspection	Mobilizing participation of subject departments	3.1	4.4	Subject groups actively and fully engaged.
		Enhancing coordination among administrators, teachers, and staff	3.0	4.2	Evidence from exchanges and inter-departmental meeting minutes.
6	Implementation of internal inspection process under the quality culture approach	Planning; Implementation; Evaluation; Improvement	3.0	4.3	PDCA cycle applied consistently.

No.	Competency group	Evaluation Criteria	Mean Score Before Training (n=30)	Mean Score After Training (n=30)	Remarks / Evidence
7	Support policies and leadership evidence	Data-driven decision-making	2.9	4.1	Evidence of data analysis; Mathematics–IT group recorded 4 thematic review meetings after each inspection cycle (previously only 1–2 per year).
		Recognition of results; evaluation and rewards after inspection	2.8	4.2	Documentation of recognition and reward records.

The results of the pilot implementation of Solution 4 demonstrate clear improvements in both quantitative and qualitative aspects of the capacity to manage internal inspection activities under the quality culture approach before and after the intervention. Survey results from administrators, teachers, and staff participating in the pilot indicate significant positive changes across all competency domains. The mean scores for all criteria increased from 2.7–3.2 (corresponding to an average or limited level) to 4.1–4.4 (corresponding to a fairly good to good level). This reflects the positive and consistent effectiveness of the training program in enhancing the capacity for managing internal inspection activities under the quality culture approach.

Conclusion of Chapter 3

Managing internal inspection activities in upper secondary schools under the quality culture approach represents an appropriate direction in response to current requirements for school governance reform. This approach does not regard internal inspection merely as a supervisory or fault-detection activity, but rather as a developmental process that supports and promotes sustainable improvement in educational quality.

Chapter 3 clarifies the relationship between the management of internal inspection activities and quality culture. The application of the quality culture approach is not simply a managerial solution but also a shift in mindset and perspective, contributing to the enrichment of theoretical foundations for internal inspection in upper secondary schools.

The solutions proposed in Chapter 3 reflect a systematic and coherent management approach, covering all stages from planning, implementation, monitoring, evaluation, to adjustment. The integration of organizational culture elements helps transform internal inspection from a “control–correction” model into a “support–development” approach, thereby creating an open learning and working environment, enhancing responsibility, transparency, and autonomy within upper secondary schools.

The quality culture approach promotes internal inspection as an integral part of the educational process, closely linked to human development and the pedagogical environment. Accordingly, internal inspection activities contribute to building a quality culture, enabling early detection and timely adjustment of deviations in the educational process, while fostering core values such as integrity, responsibility, and collaboration among administrators, teachers, staff, and students.

The proposed solutions focus on raising awareness among administrators, union staff, teachers, and employees regarding the role and significance of internal inspection in building a quality culture. At the same time, they aim to improve mechanisms and processes in a standardized, transparent, and coherent manner. Innovations in inspection content and methods, combined with professional support and consultation, promotion of self-inspection and individual

responsibility, capacity-building for personnel, and the close linkage between internal inspection and continuous quality improvement, all contribute to the systematic and feasible nature of these solutions.

The synchronous implementation of these solutions will help establish a school environment grounded in the core values of quality culture, such as responsibility, transparency, collaboration, and innovation. As a result, internal inspection activities will become a driving force for teachers' professional development, enhance school management effectiveness, and gradually improve the overall quality of education in upper secondary schools within the context of autonomy and educational reform.

However, to ensure the effectiveness of these solutions, there must be consistent direction from educational management authorities, as well as commitment and consensus among administrators, union staff, teachers, and employees in upper secondary schools. In addition, appropriate conditions in terms of mechanisms, resources, and time must be ensured. These also provide a foundation for further research, refinement, and wider application of the model for managing internal inspection activities under the quality culture approach in the future.

CONCLUSIONS AND RECOMMENDATIONS

1. Conclusions

Based on both theoretical and empirical research, the dissertation has clarified fundamental issues related to the management of internal inspection activities in upper secondary schools under the quality culture approach. The main conclusions are as follows:

- In terms of theory, the dissertation systematizes and develops key concepts, including internal inspection, management of internal inspection activities, quality culture, and the quality culture approach in educational management. It affirms that applying the quality culture approach transforms internal inspection from a control-oriented activity into a supportive, developmental process aimed at sustainable school improvement.

- In terms of practice, through the analysis of international experiences and surveys conducted in upper secondary schools, the study indicates that current internal inspection activities remain largely formalistic and lack a constructive orientation, thus not fully promoting their role in improving educational quality. Meanwhile, quality culture in schools is still at an initial stage and has not yet become a core value influencing organizational behavior.

- The dissertation proposes a system of management solutions for internal inspection activities under the quality culture approach, including:

- Solution 1: Organizing activities to raise awareness among administrators and teachers;
- Solution 2: Developing evaluation criteria aligned with inspection processes;
- Solution 3: Directing the application of internal inspection processes;
- Solution 4: Organizing capacity-building for personnel;
- Solution 5: Directing the mobilization of resources for implementation.

- The applicability of these solutions has been validated through surveys and expert interviews, demonstrating both their urgency and feasibility in enhancing school management quality through a more humanistic, constructive, and developmental approach to internal inspection.

- The pilot implementation of Solution 4 has been successfully conducted, further confirming the practical effectiveness of the proposed solutions.

2. Recommendations

- **For the Ministry of Education and Training**
- **For Departments of Education and Training**
- **For Upper Secondary Schools**
- **For Principals of Upper Secondary Schools**

LIST OF RESEARCH WORKS PUBLISHED BY THE AUTHOR

1. Pham Thuy Thu, Le Thi Ngoc Thuy (2021), *Proposed solutions for applying technology in internal inspection in high schools under the quality culture approach*, International Conference on Digital Transformation in Education in Vietnam: Current Situation and Solutions, Journal of Educational Management, Issue 9A, p.131.
2. Pham Thuy Thu (2024), *Some perspectives on managing internal inspection activity in high schools under the quality culture approach*, Journal of Educational Management, Issue 7, p.47.
3. Pham Thuy Thu (2024), *Organizational culture management strategies in the context of digital transformation*, Journal of Educational Management, Issue 11, p.69.
4. Pham Thuy Thu (2025), *Proposed process for internal inspection in high schools under the quality culture approach*, Journal of Educational Management, Issue 6, p.215.
5. Pham Thuy Thu (2025), *Current situation of managing internal inspection activity under the quality culture approach in high schools*, Journal of Educational Management, Issue 8, p.163.
6. Pham Thuy Thu (2025), *Current situation of internal inspection in high schools under the quality culture approach in the context of digital transformation*, International Conference on Psychology and Education in the Digital Era, World Publishing House, pp. 1643–1654.
7. Pham Thuy Thu, Le Thi Ngoc Thuy (2025), *Management solutions for internal inspection in high schools in Vietnam: A quality culture approach*, International Journal of Linguistics, Literature and Culture, 11(5), 102–110.