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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 school inspection (ISI) in general, and internal inspection in upper secondary schools in particular, is a crucial management function that aims to comprehensively review and evaluate educational activities, teaching and learning conditions, and other school operations within an institution. Through this process, schools are able to improve educational quality, promote institutional development, and enhance the professional growth of teachers as well as the learning outcomes of students. Internal inspection also establishes an internal feedback mechanism that provides evidence-based information for managerial decision-making while simultaneously monitoring, identifying, and preventing deviations during the implementation of educational tasks.

From the perspective of quality management, internal school inspection constitutes an indispensable component of the Plan–Do–Check–Act (PDCA) continuous improvement cycle. Within this framework, the *Check* phase extends beyond merely identifying errors; it serves as a foundation for organizational learning and the continuous restructuring of institutional practices toward greater effectiveness (Deming, 1986). Furthermore, in contemporary educational quality assurance systems, internal inspection is recognized as a key mechanism for operating internal quality assurance systems, thereby strengthening institutional autonomy and accountability. Consequently, research on the management of internal inspection activities in upper secondary schools is significant not only from a practical perspective but also from a theoretical standpoint, as it contributes to clarifying one of the fundamental pillars of educational quality governance.

From a management perspective, internal school inspection is not merely an administrative instrument but also an indicator of a principal's managerial competence and an important measure of institutional educational quality. This perspective necessitates examining the management of internal inspection through a Quality Culture (QC) approach.

Quality culture is generally understood as an integral component of organizational culture, encompassing the values, beliefs, norms, habits, and behavioral patterns related to quality that are collectively shared and consistently practiced by all members of an institution. The development and enhancement of quality culture are achieved through the integration of strategic planning, quality management practices, quality improvement initiatives, and collaborative quality activities across professional units. When applied to internal inspection, a quality culture approach facilitates the transformation of inspection from a control-oriented and compliance-driven activity into a mechanism that promotes self-monitoring, continuous improvement, and sustainable institutional development. This transformation represents a prerequisite for fundamentally changing the nature of internal inspection management in upper secondary schools.

A quality culture approach also helps define more clearly the objectives, contents, procedures, stakeholders, and expected outcomes of internal inspection while simultaneously enhancing its developmental, consultative, and supportive functions for school leaders and staff. Particularly, following the implementation of the Law on Inspection (2022) in Vietnam, which reflects a shift from *ex ante* inspection toward *ex post* supervision, greater emphasis has been placed on institutional self-inspection and self-monitoring mechanisms within educational institutions. This policy change requires internal inspection activities to be restructured into a more systematic, professional, and quality-oriented management process. Within this context, quality culture—defined as the shared values, beliefs, and behaviors that support quality improvement (Schein, 2010; Harvey & Stensaker, 2008)—provides an appropriate conceptual framework for transforming internal inspection from an externally controlled mechanism into one characterized by self-regulation and continuous improvement.

Although considerable research has been conducted on internal inspection and educational quality management, existing studies have primarily adopted traditional management perspectives or

focused on accreditation and external quality assurance models. Research on quality culture (Harvey & Green, 1993; Schein, 2010) has mainly examined the development of organizational values and quality-oriented environments, with limited attention paid to integrating quality culture into specific management functions such as internal inspection. In the context of Vietnamese general education, studies on the management of internal inspection remain largely descriptive and have not sufficiently examined how internal inspection activities should be organized, implemented, and evaluated through a quality culture approach, nor how these activities contribute to the operation of an institution's internal quality assurance system. These limitations indicate a significant theoretical and practical research gap that warrants further systematic investigation.

Current management practices in many upper secondary schools also reveal that internal inspection has not fully realized its role as an instrument for quality assurance and continuous improvement. Several shortcomings remain evident, including the predominance of formalistic and administrative inspection practices rather than developmental support; weak alignment between internal inspection and the school's strategic objectives and quality assurance system; the absence of transparent, measurable evaluation criteria and performance indicators; unstandardized inspection procedures lacking systematic integration; limited participation, motivation, and ownership among school staff; and insufficient awareness and professional competence regarding quality-oriented internal inspection. These challenges demonstrate that internal inspection in many upper secondary schools continues to operate under a traditional administrative management paradigm rather than a modern quality management approach, with quality culture yet to become an integral part of organizational practice.

The underlying causes include inadequate understanding of the nature and objectives of internal inspection; inappropriate communication and interaction among inspection participants; the absence of quality-oriented inspection criteria aligned with institutional strategic goals; limited self-motivation and voluntary participation among staff members; the lack of scientifically designed management procedures and field-specific evaluation mechanisms; and, most importantly, insufficient awareness and competencies related to applying a quality culture approach in internal inspection management.

Therefore, managing internal inspection activities in upper secondary schools through a quality culture approach is not only a response to the current educational reform agenda but also an inevitable requirement arising from the transition from administrative management toward quality-based governance characterized by institutional autonomy, accountability, and continuous improvement. Accordingly, this dissertation seeks to address a fundamental issue in contemporary school governance: transforming internal inspection from an administrative control mechanism into a system of self-regulation, organizational learning, and continuous quality improvement grounded in the principles of quality culture. Specifically, the study aims to establish a theoretical foundation for managing internal inspection from a quality culture perspective, develop an integrated analytical framework linking internal inspection management with quality culture in schools, and provide scientific and practical evidence to support the modernization, effectiveness, and sustainability of internal inspection management in upper secondary schools.

Based on the theoretical considerations and practical issues discussed above, the author has chosen the research topic "**Management of Internal Inspection Activities in Upper Secondary Schools from a Quality Culture Approach**" for this doctoral dissertation.

2. Research objectives

Based on theoretical and practical research on the management of internal inspection activities in upper secondary schools from a quality culture approach, this study aims to propose management solutions for internal inspection activities in upper secondary schools based on the

quality culture approach, thereby enhancing the effectiveness and quality of internal inspection in contemporary upper secondary schools.

3. Research subject and object

3.1. Research object

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

3.2. Research subject

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

4. Research questions

5. Research tasks

5.1. To examine the theoretical foundations of managing internal school inspection activities in upper secondary schools from a quality culture approach.

5.2. To investigate and evaluate the current status of managing internal school inspection activities in upper secondary schools from a quality culture approach.

5.3. To propose management solutions for internal school inspection activities in upper secondary schools based on a quality culture approach.

5.4. To validate and pilot-test the four management solutions proposed in this dissertation.

6. Scientific hypothesis

Internal school inspection (ISI) activities in upper secondary schools have achieved certain positive results. However, they still have several limitations because they are mainly conducted to inspect, supervise, and identify errors, rather than to promote quality culture, support continuous improvement, and contribute to school development.

The management of ISI activities in upper secondary schools from a quality culture (QC) approach can be viewed as a developmental process. It begins with raising awareness of quality, continues with identifying problems in educational activities, moves toward preventing shortcomings, and finally focuses on innovation and continuous quality improvement. At each stage, ISI differs in terms of its management objectives, inspection contents, implementation procedures, assessment tools, and the management practices of school leaders. Identifying these stages provides a basis for developing an appropriate management model that matches the characteristics and level of quality culture development of each school.

When ISI activities are organized and managed based on a quality culture approach, with an emphasis on self-responsibility, transparency, consultation, and professional support for school leaders and teachers, the role of ISI changes from a control-oriented activity that mainly detects errors into a developmental tool that supports, guides, and promotes continuous improvement. This transformation not only improves the effectiveness of school management but also creates favorable conditions for improving educational quality and ensuring the sustainable development of upper secondary schools in the context of current educational reform.

If a sound theoretical foundation for managing ISI activities in upper secondary schools from a quality culture approach is established, together with an appropriate management model and management process that reflect different stages of quality culture development, and if suitable management solutions are proposed and effectively implemented in accordance with the practical conditions of upper secondary schools, ISI can be transformed from a function mainly focused on control and error detection into one that emphasizes consultation, support, prevention, and continuous improvement. As a result, the effectiveness of ISI management will be enhanced, quality culture will be developed, educational quality will be improved, and the sustainable development of upper secondary schools will be promoted in the current context of educational reform.

7. Scope and delimitations of the study

7.1. Scope of the Research Content

7.2. Scope of the Research Area

7.3. Scope of the Research Participants

7.4. Scope of the Research Period

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

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

- **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 school inspection (ISI) should be regarded not only as a monitoring tool but also as a core component of the educational quality management strategy. A quality culture (QC) approach should be integrated with quality assurance standards in managing ISI activities in educational institutions in order to maximize the capacity of school staff and institutional resources while supporting school autonomy and accountability.

- In addition to complying with current regulations, the contents and procedures of ISI in general education institutions should take into account the impact of school autonomy on managers at different levels. This will help ensure that inspection activities are more relevant to the actual responsibilities and management practices within schools.

- The study inherits the principles of the PDCA cycle and Total Quality Management (TQM) while proposing an ISI management framework based on four levels of quality culture development. This framework is designed to meet the requirements of the ongoing comprehensive educational reform in Vietnam.

- A systematic training program, together with appropriate training materials, should be developed to enhance the competence of school leaders and inspection staff. This will enable them to implement ISI activities more effectively, proactively, and flexibly in accordance with the established inspection process.

- Comprehensive, practical, and feasible management solutions are needed to improve the management of ISI activities in educational institutions, thereby enhancing the effectiveness and quality of internal school inspection.

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 activities in upper secondary schools from a quality culture approach

1.4.1. Objectives of internal inspection activities

1.4.2. Principles, contents, procedures and methods of internal school inspection in upper secondary schools from a quality culture approach

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 Methods 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

1.4.5. Evaluation of internal school inspection results in upper secondary schools from a quality culture approach

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

Chapter 1 has systematized and clarified the theoretical foundations of managing ISI activities in upper secondary schools from a QC approach. Based on a comprehensive review of both domestic and international studies, the dissertation identified the existing research gap and highlighted the need to study the management of ISI activities from a quality culture perspective in the context of the fundamental and comprehensive reform of education and the current requirements for school governance innovation.

The dissertation clarified the key concepts of ISI, management of ISI activities, QC and management of ISI activities from a quality culture approach. It also demonstrated that the nature of ISI extends beyond monitoring compliance with regulations. Instead, ISI should be regarded as a quality management tool that promotes self-evaluation, continuous improvement, and the sustainable development of schools. From this perspective, ISI shifts from the traditional approach of “inspection for detecting errors” to “inspection for development,” with continuous quality improvement and the enhancement of the capacities of educational stakeholders serving as its primary objectives.

Based on theories of quality management, learning organizations, and quality culture, the dissertation developed a theoretical framework for managing ISI activities in upper secondary schools from a quality culture approach. This framework includes the key components of management, namely: objectives, principles, contents, procedures, methods, participants, supporting conditions, and the principal's management responsibilities in organizing and managing ISI activities from a quality culture perspective. In addition, the dissertation identified the factors influencing the management of ISI activities, providing a theoretical basis for analyzing the current situation and proposing appropriate management solutions.

The findings presented in Chapter 1 not only establish the scientific foundation for understanding the nature and requirements of managing ISI activities in upper secondary schools from a QC approach but also provide an analytical framework and a set of evaluation criteria for developing research instruments and assessing the current situation. These theoretical foundations serve as the basis for the investigation and analysis of the current management of ISI activities in upper secondary schools, which are presented in Chapter 2.

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 QC 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. Characteristics of the organizational structure and human resource management related to ISI activities

2.2.2. Characteristics of professional management and its impact on ISI activities

2.2.3. Characteristics of financial management and the educational environment supporting ISI activities

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.

* Survey scope

- The Dissertation surveys 6 provinces: Quang Ninh, Hanoi, Son La, Nghe An, Ho Chi Minh City and Can Tho, including several Departments of Education and Training and 12 public high schools.

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 QC 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-learning and professional development	53	11.78	55	12.22	105	23.33	107	23.78	130	28.89	3.46	2
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

Content	Not important		Less important		Normal		Important		Very important		Mean	Rank
	Number	%	Number	%	Number	%	Number	%	Number	%		
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

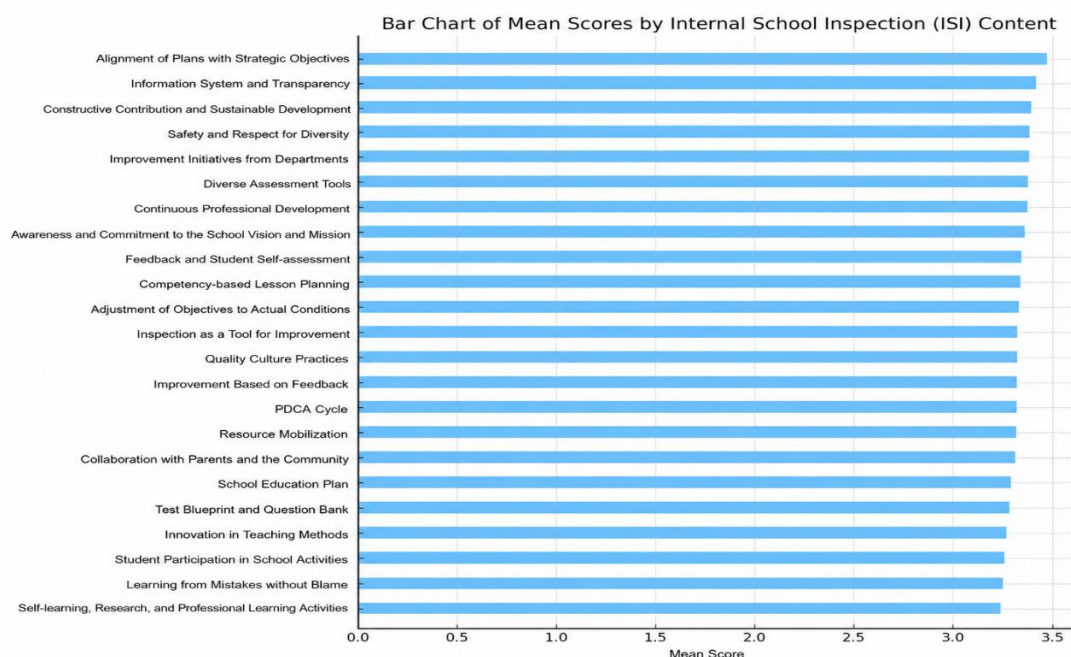
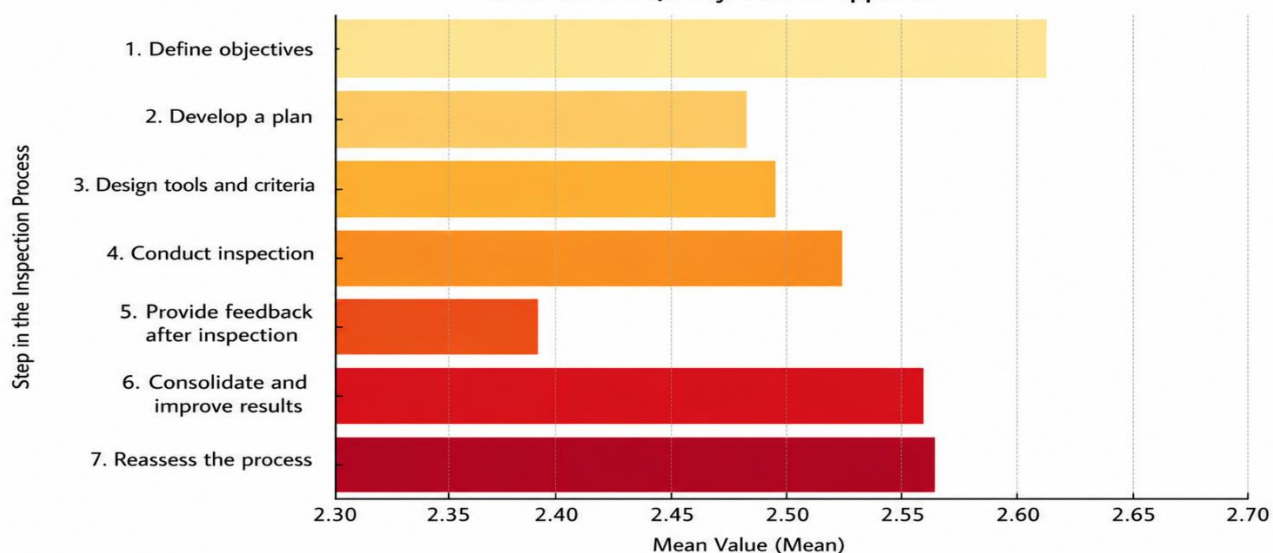


Figure 2.2. Survey results on the implementation of internal inspection contents in high schools from a quality culture approach

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

Figure 2.3. Level of Implementation of Steps in the Internal Inspection Process Based on the Quality Culture Approach



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 the implementation of the components of the internal inspection process in high schools from a quality culture perspective

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 in high schools from a quality culture perspective

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 in high schools from a quality culture perspective

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 QC 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	40	8.9	47	10.4	135	30	163	36.2	65	14.4	2.63	1

Content	Very good		Good		Fair		Average		Weak		Mean	Rank
	Number	%	Number	%	Number	%	Number	%	Number	%		
through stages: formulation, communication, implementation, evaluation, and improvement												
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
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 surveyed items reflect the level of implementation of the management of internal inspection objectives and policies in high schools from a Quality Culture perspective, as measured through seven specific criteria. The results obtained from the five-point Likert scale indicate that the mean scores range from 2.25 to 2.63, suggesting that most respondents rated the implementation at the "Fair" or "Average" levels, while relatively few considered it to be "Very Good." These findings indicate that, although a system for managing internal inspection

objectives has been established, it has not yet achieved a high level of coherence, proactiveness, or strong alignment with the school's overall development strategy.

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

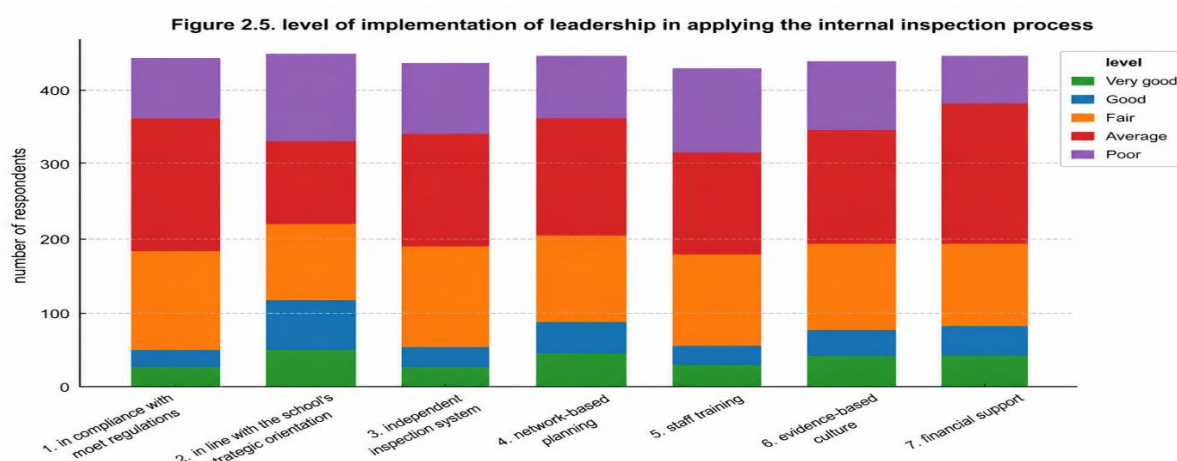


Figure 2.5 presents the survey results on the level of implementation of directing internal inspection processes in upper secondary schools from a quality culture approach across seven criteria.

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 in high schools from a quality culture perspective

Table 2.7. Survey results on the current status of capacity-building for internal inspection in high schools from a quality culture perspective

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	43	9.6	26	5.8	169	37.6	130	28.9	82	18.2	2.6	4

Content	Very good		Good		Fair		Average		Weak		Mean	Rank
	Number	%	Number	%	Number	%	Number	%	Number	%		
quality culture approach												
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
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

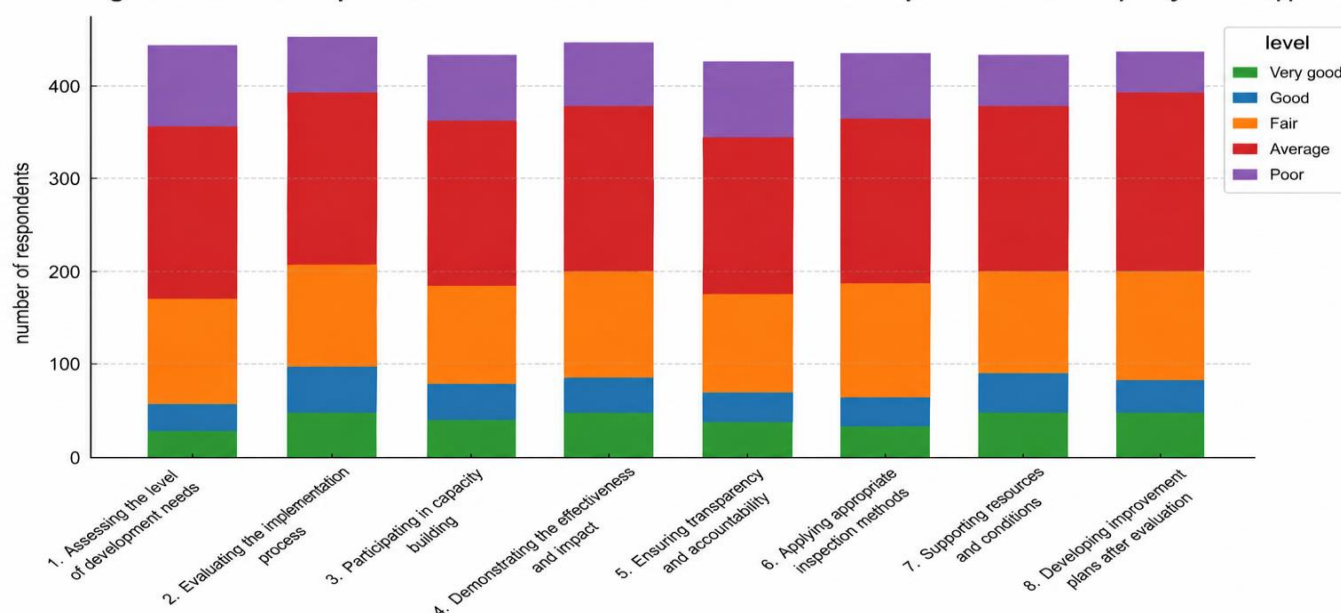
Table 2.8. Survey results on the level of development of conditions and policies for internal inspection in upper secondary schools from a quality culture approach

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 in internal inspection	47	10.4	22	4.9	134	29.8	173	38.4	74	16.4	2.54	2
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. level of implementation of assessment items in internal inspection based on 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 QC 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

Nội dung	No impact		Low impact		Neutral		Impact		Strong impact		Mean	SD
	Number	%	Number	%	Number	%	Number	%	Number	%		
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 survey results indicate the current status of the factors influencing the management of internal inspection activities as follows:

- Factors such as the principal's leadership capacity, policies promoting innovation, and the school's organizational culture are perceived as highly important and exert a strong influence on internal inspection activities.

- Although the policies and guidelines of the Communist Party and the State, as well as the school's development strategies, have a significant impact, their influence is less pronounced than that of internal organizational factors, particularly leadership capacity and organizational culture.

- The attitudes and working style of personnel involved in internal inspection are also considered particularly important. Positive attitudes and active engagement among participants contribute substantially to enhancing the effectiveness of inspection, monitoring, and quality assurance within the school.

In summary, the factors influencing the management of internal inspection activities in high schools from a quality culture perspective are primarily associated with internal management practices, the school's development strategy, organizational culture, leadership capacity, and the commitment of personnel involved in inspection activities.

2.7. Overall evaluation of the current status of managing internal inspection activities in upper secondary schools under the QC 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 QC 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 indicate that internal inspection activities in Vietnamese high schools have gradually improved as school governance has shifted from an administrative model toward greater autonomy, accountability, and responsibility. However, from a quality culture perspective, this transition remains slow and inconsistent. Internal inspection is still primarily conducted to ensure regulatory compliance, while its developmental functions, including quality improvement and organizational learning, have not been fully realized.

The survey and interview results reveal that school leaders, teachers, staff, and other stakeholders recognize the importance of internal inspection for educational quality assurance. Nevertheless, key principles of the quality culture approach—such as aligning inspection with the school's vision and strategic goals, fostering an evidence-based culture, promoting self-evaluation and two-way feedback, using data for continuous improvement, and developing organizational learning—have not yet been fully understood or systematically implemented. This highlights a considerable gap between the theoretical framework of quality culture-based internal inspection management and current practice in high schools.

Although most schools have implemented the required internal inspection activities, the objectives, principles, procedures, methods, and supporting conditions remain fragmented rather than integrated into a coherent quality management system. The findings further indicate that these limitations stem from several interrelated factors, including limited awareness of quality culture, the absence of comprehensive guidelines and evaluation criteria, insufficient capacity for data management and evidence analysis, ineffective stakeholder collaboration, and the continued influence of traditional administrative management practices.

Compared with countries such as the United Kingdom, Finland, the Netherlands, Japan, and Singapore, where internal inspection is integrated into strategic governance, evidence-based decision-making, organizational learning, and continuous improvement, internal inspection in Vietnamese high schools is still largely regarded as a compliance-oriented mechanism. This represents a critical gap that must be addressed to foster a sustainable quality culture.

Overall, the findings of Chapter 2 provide empirical evidence supporting the need to reform internal inspection management from a quality culture perspective. They also identify the key strengths, limitations, and underlying causes that form the basis for the solutions proposed in Chapter 3, including transforming management practices toward continuous improvement, standardizing internal inspection processes, strengthening staff capacity, developing evidence-based management systems, and enhancing stakeholder collaboration to improve school governance and educational quality.

CHAPTER 3

MANAGEMENT SOLUTIONS FOR INTERNAL INSPECTION ACTIVITIES IN UPPER SECONDARY SCHOOLS UNDER THE QC 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 QC approach

3.3.1. Organizing activities to raise awareness among administrators and teachers about internal inspection in upper secondary schools under the QC 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 QC 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 QC 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.	- 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.	- 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.	- 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.	- 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.	- 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.	- Procedures for cross-checking and verifying information from multiple sources. - Evidence is systematically stored and archived.

Process steps	Evaluation criteria	Description of performance indicators (quality culture evidence)
4. Analysis and evaluation	4.1. Evidence-based analysis, avoiding subjectivity.	- Analytical reports include tables, charts, and data visualization. - Comparison between results and predefined standards/objectives.
	4.2. Stakeholder participation in analysis process.	- 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.	- Reports include introduction, methodology, findings, analysis, and recommendations. - Results are publicly presented in the school council meeting.
	5.2. Timely and constructive feedback.	- 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.	- 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.	- 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	- 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.”	- 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 QC 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 QC 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 QC 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. Contents of the pilot evaluation

3.5.3. 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.

3.5.4. Results of the assessment

3.5.4.1. 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	71	29.58	130	54.17	29	12.08	10	4.17	0	0.00	4.09	3

Solution	Level										Mean	Rank
	Very necessary		Necessary		Neutral		Less necessary		Not necessary			
	Num ber	%	Num ber	%	Num ber	%	Num ber	%	Num ber	%		
criteria aligned with internal inspection processes under the quality culture approach												
3. Directing the application of internal inspection processes under the quality culture approach	169	70.41	41	17.08	30	12.50	0	0.00	0	0.00	4.58	1
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.

3.5.4.2. 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	80	33.33	119	49.58	31	12.92	10	4.17	0	0.00	4.12	4

Solution	Level										Mean	Rank
	Very feasible		Feasible		Neutral		Not feasible		Very unfeasible			
	Num ber	%	Num ber	%	Nu m ber	%	Num ber	%	Num ber	%		
under the quality culture approach												
3. Directing the application of internal inspection processes under the quality culture approach	72	30.00	130	54.17	28	11.66	10	4.17	0	0.00	4.10	5
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 QC 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 the pilot implementation

- Evaluation criteria

- Evaluation methods

- Conditions for ensuring the pilot implementation

- Results of the pilot implementation

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	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
	approach				
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 high schools from a quality culture perspective is consistent with current educational governance reforms. Rather than serving merely as a mechanism for supervision and compliance, internal inspection should function as a developmental process that supports continuous quality improvement and sustainable school development.

Chapter 3 clarifies the relationship between internal inspection management and quality culture, demonstrating that this approach represents not only a management strategy but also a shift in leadership thinking and educational practice. It contributes to enriching the theoretical foundation of internal inspection management in high schools.

The proposed solutions are designed as an integrated management system covering planning, implementation, monitoring, evaluation, and continuous improvement. By incorporating organizational culture into internal inspection, the focus shifts from a compliance-oriented approach to one that emphasizes support, professional development, transparency, accountability, and collaboration, thereby creating a more open and effective learning environment.

The quality culture perspective also positions internal inspection as an integral part of the educational process. It promotes evidence-based improvement, early identification of problems, and the reinforcement of core values such as integrity, responsibility, and collaboration among school leaders, teachers, staff, and students.

The proposed solutions focus on enhancing stakeholders' awareness of the role of internal inspection in building a quality culture, standardizing inspection procedures, strengthening professional support and self-evaluation, improving staff capacity, and closely linking internal

inspection with continuous quality improvement. These measures ensure both the systematic nature and practical feasibility of the proposed management model.

The successful implementation of these solutions is expected to foster a quality culture characterized by responsibility, transparency, collaboration, and innovation, thereby enhancing school governance, supporting teachers' professional development, and improving the overall quality of education in high schools.

However, their effectiveness depends on strong policy support, leadership commitment, stakeholder engagement, and adequate institutional conditions, resources, and implementation capacity. These findings also provide a foundation for further refinement and wider application of the proposed internal inspection management model from a quality culture perspective.

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.