

**THAI NGUYEN UNIVERSITY**  
**UNIVERSITY OF EDUCATION**

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**MAI DUC THANG**

**MANAGING ETHICAL EDUCATION THROUGH  
EXPERIENTIAL ACTIVITIES FOR HIGH SCHOOL  
STUDENTS IN THE KEY ECONOMIC REGION OF  
THE SOUTH**

**Major: Educational Management**  
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## **LIST OF PUBLISHED SCIENTIFIC WORKS RELATED TO THE TOPIC**

1. Mai Duc Thang, Nguyen Van Hanh (2017), "Moral Education through experience at high school in Ho Chi Minh City: a expert based evaluation", *Proceedings of the International Conference on training and retraining of general teachers, general education managers and pedagogical teachers*, November 2017.
2. Mai Duc Thang (2018), "Management measures for moral education through experience for high school students at Ho Chi Minh City in the current context: an expert based evaluation", *Proceedings of the International Conference on New Trends in Education*, July 2018.
3. Mai Duc Thang (2019) "Some theoretical issues about the management of ethical education for students through experiential activities", *Journal of Educational Equipment*, Issue 2 - September 2019.
4. Mai Duc Thang (2019), "The challenges of educational management through today's high school experience activities", *Journal of Educational Equipment*, special issue - October 2019.
5. Mai Duc Thang (2019), "Ethical education through experiential activities in high schools approached from the role of an educator", *Journal of Educational Management Science - School of Educational Management Ho Chi Minh City*, issue 3 (23) - September 2019.

# INTRODUCTION

## 1. The necessity of the thesis

Ethical education is a fundamental and crucial task at schools. The goal of ethical education can be achieved through teaching activities, meetings, social activities, experiential activities, the process of self-cultivation and training of students. Among the above-mentioned solutions, organizing experiential activities can be considered the more advantaged, more effective one. With experiential activities, students can apply their knowledge, insights, the skill of solving problem to real situations; their understanding and competence will be hence enhanced that help the students to distinguish the nature of the problems, objects and their suitable behaviors, attitudes meeting the requirement of the social and ethical standards will be built.

A number of big industrial districts have been located in the key economic region in the South of Vietnam and this area has been attracting the largest number of foreign investment projects, in which Ho Chi Minh city play the leading role. In the near future, with the rapid rate of urbanization, the key economic region in the South will be a large urban area with regional scale, even global scale. There are a number of large supermarkets and commercial centers of large retail groups in the world in this area. It has led to a result of the strong socio-economic development in the context of international integration in these provinces on the one hand; on the other hand, the negative effects of the market mechanism and social problems has been increasingly affecting the students of schools, especially the students of private high schools in the area. The number of students having broken the rules of ethical standards and the situation of school violence, the number of students who have fallen to social evils such as addiction, gambling, and lottery, addicted to games, having sex before marriage that leading to abortion, breaking the rule of traffic laws and other laws has been increasingly raised that requires each teacher and educational manager to consider the crucial role of ethical education and ethical education management at high schools.

With the above-mentioned reasons, we have chosen the topic of our dissertation that is *Managing ethical education through experiential activities for high school students in the key economic region of the South of Vietnam*.

## 2. Scope of the study

Based on the theoretical research and the current situation of managing ethical education through experiential activities for high school students in the key economic region of the South, we propose some solutions to managing ethical education through experiential activities for students aiming to improve the effectiveness of the ethical education of high

school students in this area, contributing to improving the quality of comprehensive education, meeting the requirements of the current educational innovation in Vietnam.

### **3. Objects and subjects of study**

**3.1. Research objects:** Ethical education for high school students through experiential activities.

**3.2. Research subjects:** Managing ethical education through experiential activities for high school students in the key economic region of the South in Vietnam.

### **4. Scientific hypothesis**

Managing ethical education for high school students in the key economic region of the South in Vietnam need to be organized according to a scientific plan that is suitable to local practical conditions, with a team of qualified teachers who own the good competencies of organizing activities. That will lead to a healthy and positive educational environment, encouraging students to self-cultivate and practice; having close coordination between the school, family and society in the educational process, having regular and appropriate examination and evaluation will improve the effectiveness of ethical education for students, contributing to improving comprehensive education quality for students, meeting the requirements of educational innovation today.

### **5. Research tasks**

5.1. Research on the theoretical basis of ethical education management through experiential activities for high school students.

5.2. Surveying and evaluating the status of ethical education management through experiential activities for high school students in the key economic region of the South.

5.3. Proposing solutions to manage ethical education through experiential activities for high school students in the southern key economic region. Organize testing and experimenting of the solutions.

### **6. Limit of the research scope**

In terms of the content, the thesis studies and proposes solutions to manage ethical education for students through experiential activities of principals of inter-level schools in the key economic region in the South.

In terms of the objects of the survey, the research organizes the survey on educational managers, teachers and high school students in nine elementary, secondary and high schools (these are private schools with many levels of education called inter-level high schools) that belong to private enterprises in Ho Chi Minh City, Dong Nai Province and Binh Duong Province.

Organizing experiments on managers and teachers of Truong Vinh Ky Primary School, Secondary School and High School located in district 11 - Ho Chi Minh City.

Time duration of the research and survey was from 2017 to 2019.

## **7. Methodology and Research Methods**

7.1. Research methodology: Standard output approach; Process approach; Access to management functions; Approach operations - personality; Cultural approach.

7.2. Research methods

7.2.1. Theoretical research methods: Analysis, synthesis, comparison, systematization, generalization

7.2.2. Practical research methods: Investigation; conversation; observation; active product research; experiment; test.

7.3. Methods of processing survey results

Using statistical math and MS. Excel and SPSS 22.0 software to process investigation results, test results, pedagogical experiments.

## **8. Research question**

1. What is the role of ethical education and ethical education management to the comprehensive development of high school students' personality in the current context?

2. What are contents of managing ethical education through experiential activities for high school students? Which factors affect the management of ethical education through experiential activities for high school students?

3. How has ethical education through experiential activities for high school students in the southern key economic region been implemented and managed? Which difficulties do you need to be addressed in order to make this operation better?

4. What are solutions of managing ethical education more effectively through experiential activities for high school students in the southern key economic region in the current educational innovation context?

## **9. The defense's arguments**

1. Ethical education for high school students can be done through various ways. In which, organizing experiential activities is the dominant path, bringing many effective results in the comprehensive education of the student's personality that is suitable with the current social context.

2. Ethical education through experiential activities for high school students in the key economic region of the South in the current context is not highly effective because the management of this educational activity in high schools still has many limitations, shortcomings due to many different reasons.

3. Managing ethical education for high school students through experiential activities in schools in the key economic region of the South will achieve good results if the ethical education is conducted based on some conditions such as building a system of experimental topics and the environment, appropriate education school, a contingent of teachers, relevant educational forces who are fully trained and fostered in knowledge and skills to organize ethical education activities through experiential activities and a close collaboration between school, family and society.

## **10. Contribution of the thesis**

### ***10.1. In theory***

Clarify the advantages of experiential activities in ethical education for high school students and the basics of ethical education for high school students through the experience activities and the management of this activity in the current context.

### ***10.2. In practice***

- Evaluate the status of ethical education and ethical education management through experiential activities for high school students in the key economic region of the South and point out the factors that affect the management of ethical education.

- Proposing solutions to manage ethical education through experiential activities for high school students in the key economic region of the South aiming to improving the effectiveness of ethical education activities for high school students, to meet the demand for educational innovation today.

- As a reference for high school managers and teachers to educate ethics for students through experiential activities. The research is a useful reference for undergraduate, graduate and PhD students in the subject of Education and Education Management.

## **11. The structure of the thesis**

In addition to the Introduction, Conclusions and Recommendations, References and Appendices, the thesis includes three chapters:

- Chapter 1. Theoretical framework on managing ethical education through experiential activities for high school students.

- Chapter 2. The current status of ethical education management through experiential activities for high school students in the southern key economic region.

- Chapter 3. Solutions to managing ethical education through experiential activities for high school students in the southern key economic region.

## **Chapter 1**

# **THEORETICAL FRAMEWORK ON MANAGING ETHICAL EDUCATION THROUGH EXPERIENTIAL ACTIVITIES FOR HIGH SCHOOL STUDENTS**

### **1.1. World literature review**

Overview of researches on ethics and ethical education for high school students.

Overview of researches on experiential activities and ethical education through experiential activities for high school students.

### **1.2. Key concepts relating to the research**

- Ethics, Ethical education
- Experience, Experiential activities
- Ethical education through experiential activities
- Management, Managing ethical education through experiential activities

+ Management is the process of exploiting, selecting, organizing and implementing resources, the effects of the management subject to the managed object in order to achieve the intended objectives.

+ Managing ethical education through experiential activities is the process of exploiting, selecting, organizing and implementing resources, the impact of the management subject according to an active plan and in accordance with the objective rule so that students can participate directly in different activities of school life as well as in society as the subject of the activity, thereby helping students to form and develop awareness, emotions, beliefs and behaviors, and ethical habits consistent with the educational goals.

### **1.3. Ethical education through experiential activities for high school students**

#### ***1.3.1. Characteristics of high school students***

High school students (also called youth students) include those between the ages of 15 and 18 years. These are students attending grades 10 to 12 at high schools. This age plays a particularly crucial role in all childhood developmental stages. The children's development is shown in the following aspects such as the formation and development of their worldview; Emotional life; Career value orientation; characteristics of their will; Social positivity.

#### ***1.3.2. Characteristics of experiential activities at high schools***

Experiential activities and experiential activities with career guidance are educational activities oriented, designed and guided by educators.

The activity creates opportunities for students to experience real situations, exploit achieved experiences and mobilize knowledge and skills



of the subjects to perform assigned tasks or solve problems of school practice, family, and society that are appropriate to their age.

#### ***1.3.3. The advantages of ethical education through experiential activities***

Experimental activities at the high school level are to help students develop qualities and competencies that have been formed at the elementary and secondary levels. At the end of the career-oriented educational phase, students have the ability to adapt to different living, learning and working conditions; adapt to the changes of modern society; to organize their lives, work and manage them themselves; to develop career interests and make decisions on future careers; to build a training plan to meet career requirements and become a useful citizen. With such a goal, it is recommended to use experiential activities as a mean of educating ethics for high school students with many advantages.

#### ***1.3.4. The goals of ethics education through experiential activities for high school students***

- To provide students with knowledge of ethical standards, ethical rules, ethical ideal...

- To help high school students to have positive emotions, suitable attitudes with the requirements of current standards of social ethics such as self-esteem, confidence, being responsible for their actions; love and respect for everyone; wishes to bring joy and happiness to everyone.

- Form and develop students' ethical behaviors and habits in accordance with the prescribed social standards.

#### ***1.3.5. Content of moral education through experiential activities for high school students***

Patriotism education; Kindness education; Hard-work education; Honesty education; Responsibility education

#### ***1.3.6. Methods of educating ethics through experiential activities***

To educate ethics for high school students through experiential activities, the educator can use the following methods: Method of explanation; The method of setting an example; Method of assignment; Training methods; Cultivation method; Bonus method; Penalty method; Emulation method.

#### ***1.3.7. Forms of ethical education through experiential activities for high school students***

To educate ethics for high school students through experiential activities, the educator can use the forms such as: The discoverable form; Experimental, interactive form; Form of dedication; Research form

#### ***1.3.8. Forces engaged in ethical education through experiential activities for high school students***

Educational forces at schools: school managers, homeroom teachers, subject teachers, parents' association, Ho Chi Minh Communist Youth Union organization.

In the family: Grandparents, parents and relatives have a positive personality.

In society: cadres at all levels of the Party Committee, local government officials, cadres of the Veterans Association, officials of the Study Promotion Association, officials of the Women's Union ..

#### **1.4. Managing ethical education through experiential activities for high school students**

##### ***1.4.1. Planning ethics education through experiential activities for high school students***

Planning ethical education through student experience activities plays a crucial role that helps the Principal's management activities and is very the school's student education based on a process, activities to achieve results of teachers and students will be more proactive and positive. An ethical education plan through a specific student experience, with a detailed set of goals and measures to make the assessment consistent with the real situation of the school will make it easy to implement the plan and bring high efficiency. Moreover, when planning good ethics education, it will be advantageous to test and evaluate the objective results of the activity. This is also the basis for evaluating the effectiveness of management activities.

##### ***1.4.2. Implementing ethical education through experiential activities for high school students***

Organize force to educate ethics through experiential activities for students; Organize the coordination of educational forces inside and outside the school; Organize to build educational environment, conditions for ethical education activities for students through experiential activities; Organizing ethical education for students through experiential activities

##### ***1.4.3. Directing the implementation of ethical education through experiential activities for high school students***

Directing is the command, ordering departments in the school to perform tasks to ensure ethical education takes place in the right direction, in accordance with the plan, and to gather and coordinate educational forces to achieve effective. The guiding function in the management of ethical education activities is the basis for promoting the motivation for the realization of educational management goals and contributing to the high quality and efficiency of the activities. Directing has a role with the organizational function to realize the goals of ethical education for students.

##### ***1.4.4. Examining and evaluating ethical education through experiential activities for high school students***

Some activities aimed at examining and evaluating the implementation of the ethical education plan through experiential activities for students at school: preliminary, summarize, and learn from experience in the implementation of the plan. each semester, month, week; Examining and evaluating teachers after participating in fostering and self-training activities to improve organizational skills of experience activities for students; Evaluate homeroom teacher performance through ethical education plans through experiential activities; past class activities; through thematic activities; Examining and evaluating the results of ethical education through experience activities for students of the Youth Union through reports, actual tests, and through comments and assessments of superiors. Examining and evaluating the efficiency of exploiting and using physical muscles in the process of organizing the moral education through experiential activities for students; commend and reward collectives and individuals who perform well in education ethics through experiential activities for students; Remind and criticize the individuals who have not performed well ethical education through experiential activities for students according to the plan; Participate in comments, suggestions and learn from experiences in implementing educational forces.

### **1.5. Factors affecting the management of ethical education through experiential activities for high school students**

**1.5.1. The subjective factors include:** Quality and leadership capacity of managers; The quality and capacity to educate ethics through the teacher's experience activities for students, especially the head teacher of the class; The students' positive attitude and awareness of activities.

**1.5.2. The objective factors include:** The local economic, cultural - social environment; Influence from family education; The coordination of educational forces inside and outside of schools in ethical education through experiential activities for students.

## **Chapter 2. THE CURRENT STATUS OF ETHICAL EDUCATION MANAGEMENT THROUGH EXPERIENTIAL ACTIVITIES FOR HIGH SCHOOL STUDENTS IN THE SOUTHERN KEY ECONOMIC REGION**

### **2.1. Overview of the current situation survey**

#### **2.1.1. Survey purpose**

Assessing the status of ethical education and ethical education management through experiential activities for high school students in elementary schools, secondary schools and high schools in the southern key economic region today, proposing solution on ethical educational management through experiential activities for students at primary schools,

schools secondary schools and high schools in the southern key economic region, in order to improve the efficiency of ethical education, contributing to the comprehensive development of students' personality and meeting the requirements of current educational innovation.

#### ***2.1.2. Survey subjects***

- Managers: 50 people (Rector Board, Team Leader).
- Teachers: 450 people (including 165 teachers who work as homeroom teachers and subject teachers).
- Students: 900 students (100 students per school).

#### ***2.1.3. Content***

- Assess the status of education and ethical education management through experiential activities for high school students in the key economic region of the South.
- The reality of factors affecting the management of ethical education through experiential activities for high school students in the southern key economic region.

#### ***2.1.4. Survey methods:*** Questionnaires, observations and interviews.

#### ***2.1.5. Methods of handling survey results and evaluation scales***

Using statistical software to calculate and analyze data.

### **2.2. Situation of ethical education through experiential activities for high school students in the southern key economic region**

#### ***2.2.1. Reality of implementing ethical education goals through experiential activities for high school students in the southern key economic region***

The implementation of ethical education goals for students of the schools all have the same average results compared with the set goals. The rate of rating at the "partially responsive" level is the highest. The goal "Providing students with knowledge about ethical standards, ethical rules, moral ideal ..." has an average score = 2.24 points; goals Establish and develop in students ethical behavior, ethical habits, in accordance with the social standards, the average score is 1.94. Based on this result, it can be seen that the majority of teachers and administrators of inter-level schools in the key economic region in the South have found out that the goal of ethical education for high school students has just been limited to build the correct ethical awareness of students. The ethical education at the schools has not be successful in leading their students to turn right awareness to good emotions, behaviors, ethical habits.

#### ***2.2.2. Situation of the content of moral education through experiential activities for high school students***

The results of evaluating the implementation of educational content of ethical qualities for students according to the general sample were mostly average. According to the types of objects, the group of subjects, the

management staff assessed that the results of implementing these contents at the school outperformed the evaluation results of the groups of subjects as students. However, most of the evaluation results for the main content are quite good.

#### ***2.2.3. Reality of ethical education method through experiential activities for high school students***

In the process of ethical education for high school students in inter-level schools in the key economic region in the South, managers and teachers already know how to choose and use appropriate educational methods for pupils, in line with content of moral education for students. Therefore, the results are assessed at both high and medium level.

#### ***2.2.4. Reality of forms of ethical education through experiential activities for high school students***

Researching this content, we see: students evaluate the results of the implementation of basic forms at the same level as the evaluation results of the management team, the group of teachers. The results show that there is a similarity between the evaluations of groups of objects, this creates the effective coordination between administrators, teachers and students in ethical education for students.

#### ***2.2.5. Reality of forces participating in ethical education through experiential activities for high school students***

Managers and teachers all affirmed that all educational forces in schools, families and social organizations are involved in the ethical education process for high school students, but with the different levels of influence and roles. This is an important basis for the organization and implementation of the process of ethical education for high school students, because, when each educational subject fully and correctly identifies their role and responsibility will help school administrators to assign and give specifically educational tasks to each subject according to their functions and duties, thereby promoting the proactive and active spirit of each owner to ensure that the implementation of ethical education for high school students can achieve the desired results.

#### ***2.2.6. Reality of ethical education results through experiential activities for high school students***

##### ***a) The manifestations of ethical behavior of high school students***

The process of ethical education for high school students in the southern key economic region has brought about certain results. The results of this process have initially formed student's positive ethical behaviors. According to the evaluation of the managers, teachers and parents participating in the survey, high school students have implemented ethical

behaviors in their lives and activities. However, the level of implementation of their moral behaviors is not uniform.

To find out how they self-assess themselves, with the results of ethical education through experiential activities. We use question 6 in Appendix 3. The obtained results: the process of ethical education through experiential activities for high school students in the inter-level schools in the Southern key economic region has helped the majority Students develop well in terms of being aware of ethics, but the formation of regular behaviors and ethical habits for high school students is not uniform, the level of assessment is mostly in the average rating.

#### b) Results of classification of conduct

Through statistics on the conduct rating results of the last three years, good conduct rate is consistently over 80%, but students still rate the conduct at an average level.

The number of students rated the average behavior from (0.3 to 6%) are students who show signs of violating the rules and regulations to the point of being subject to disciplinary action (criticism, warning ...). Although the average rate of arithmetic ranked is not much, but this shows that the ethical education activities for high school students in the inter-level schools in the southern key economic region have not really achieved high efficiency, there are still students. Not good, violating moral standards. Therefore, it is necessary to have more effective educational measures to overcome these shortcomings and limitations.

### 2.3. Reality of ethical education management through experiential activities for high school students in the southern key economic region

#### 2.3.1. Reality of planning ethical education management through experiential activities for high school students

Find out about this content, we conducted a survey on managers and teachers of high schools in the southern key economic region. Results are presented in Table 1

**Table 1. Evaluation of managers and teachers on the status of planning on ethical education through experiential activities for high school students**

No.	Content	Managers (sample = 50)								Teacher (Sample = 450)							
		Number of comments								Number of comments							
		Regularly	Ratio %	Sometimes	Ratio %	Never	Ratio %	Average	The level	Regularly	Ratio %	Think thinking	Ratio %	Chua hao gic	Ratio %	Average	The level
1	Analyzing and assessing the school's ethics and educating student ethics	45	90.0	5	10.0	0	0.0	2.90	1	416	92.4	30	6.7	4	0.9	2.92	1
2	Determine the goals of ethical education through experiential activities for students in accordance with the goals of general education in general, the goals of moral education, the goals of the experiential activities in particular.	32	64.0	18	36.0	0	0.0	2.64	4	322	71.6	104	23.1	24	5.3	2.66	2
3	Determining the content of ethical education through student experience activities in	42	84.0	8	16.0	0	0.0	2.84	3	303	67.3	137	30.4	10	2.2	2.65	3

No.	Content	Managers (sample = 50)									Teacher (Sample = 450)								
		Number of comments									Number of comments								
		Regularly	Ratio %	Sometimes	Ratio %	Never	Ratio %	Average	The level	Regularly	Ratio %	Think (strong)	Ratio %	Chưa bao giờ	Ratio %	Average	The level		
	accordance with social ethics standards, student psychophysiological characteristics, conditions with school reality and feasibility.																		
4	Determining the method and form of organizing educational activities	33	66.0	15	30.0	2	4.0	2.62	6	130	28.9	275	61.1	45	10.0	2.19	9		
5	Determine the forces involved in ethical education for students, establish the conditions that ensure that the plan is implemented.	43	86.0	7	14.0	0	0.0	2.86	2	305	67.8	132	29.3	13	2.9	2.65	4		
6	Ethical education plan through experiential activities for students of the whole school	15	30.0	30	60.0	5	10.0	2.20	9	206	45.8	166	36.9	78	17.3	2.28	8		
7	Plan of ethical education through experiential activities for students in units of grade and classes	24	48.0	21	42.0	5	10.0	2.38	8	217	48.2	177	39.3	56	12.4	2.36	7		
8	Ethical education plan for students organized by topic	32	64.0	18	36.0	0	0.0	2.64	4	314	69.8	89	19.8	47	10.4	2.59	5		
9	Plan of moral education for students through the form of activities in assembly morning.	30	60.0	20	40.0	0	0.0	2.60	7	269	59.8	129	28.7	52	11.6	2.48	6		
10	Ethical education plan for students through the form of club organization	5	10.0	26	52.0	19	38.0	1.72	10	52	11.6	127	28.2	271	60.2	1.51	10		

The research results in Table 1 show that: Thus, the development of plans to manage higher education activities for students through experiential activities in schools in the key economic region of the South is generally evaluated “Regularly” with high ratio. As a matter of fact, a good plan will be the basis for good performance. Therefore, we believe that school principals need to continue to promote their strengths, and at the same time, when planning a plan, it is necessary to pay more attention to the coordination of forces inside and outside the school in ethical educational for students, strengthening planning ethical education activities to further improve the quality of ethical education for students.

### ***2.3.2. The reality of the implementation of ethical education through experiential activities for high school students in the southern key economic region***

Results of the survey on the implementation of ethical education through experiential activities for students are presented in Table 2.

**Table 2. Evaluation of managers and teachers on the status of the implementation of ethical education through experiential activities for high school students**

No .	Content	Managers (sample = 50)									Teacher (Sample = 450)								
		Number of comments									Number of comments								
		Regularly	Ratio %	Sometimes	Ratio %	Never	Ratio %	Average	The level	Regularly	Ratio %	Sometimes	Ratio %	Never	Ratio %	Average	The level		
1	Select, determine the unit / individual in charge, units / individuals coordinate to implement ethical education activities through experiential activities for students according to regulations.	47	94.0	3	6.0	0	0.0	2.94	2	385	85.6	58	12.9	7	1.6	2.84	1		
2	Assign specific tasks to collectives / individuals performing ethical education tasks through student	48	96.0	3	6.0	0	0.0	3.00	1	382	84.9	50	11.1	18	4.0	2.81	2		

No	Content	Managers (sample = 50)								Teacher (Sample = 450)							
		Number of comments								Number of comments							
		Regularly	Ratio %	Sometimes	Ratio %	Never	Ratio %	Average	The level	Regularly	Ratio %	Sometimes	Ratio %	Never	Ratio %	Average	The level
	experience activities, decentralization of management and coordination mechanism																
3	Mobilize resources to invest in means to support students' ethics education through experiential activities for students	32	64.0	15	30.0	3	6.0	2.58	5	213	47.3	181	40.2	56	12.4	2.35	5
4	Building a friendly and healthy school psychological environment to create favorable conditions for ethical education activities through experience activities for students	39	78.0	11	22.0	0	0.0	2.78	4	312	69.3	102	22.7	36	8.0	2.61	4
5	Invite the reporter to implement the plan of training content for teachers, how to organize ethical education through experience activities for students.	4	8.0	24	48.0	22	44.0	1.64	6	39	8.7	286	63.6	125	27.8	1.81	6
6	Determine specifically the types of organization of experience activities to educate students on ethics	43	86.0	7	14.0	0	0.0	2.86	3	360	80.0	77	17.1	13	2.9	2.77	3

The results in Table 2 show that: In order to organize the implementation of ethical education through experience activities for high school students, principals at schools have assigned and specified tasks for educational forces in schools to set out the plan of ethical education. The content of this activity was initially concerned by managers and teachers, but not evenly and evaluated for high efficiency. The implementation of the plan affects the effectiveness of ethical education activities for students in high schools. This is an important basis to realize educational plans and objectives and if the principal assigns clear responsibilities and powers, the principal's inspection is less difficult.

### ***2.3.3. Reality of directing the implementation of ethical education through experiential activities for high school students in the southern key economic region***

**Table 3 Evaluation of managers and teachers on implementation direction for ethics education through experiential activities for high school students in key economic regions**

No	Content	Managers (sample = 50)								Teacher (Sample = 450)							
		Number of comments								Number of comments							
		Regularly	Ratio %	Sometimes	Ratio %	Never	Ratio %	Average	The level	Regularly	Ratio %	Sometimes	Ratio %	Never	Ratio %	Average	The level
1	Direct the organization of propaganda for managers, teachers, students' parents and other educational forces, properly aware of their roles and duties in pedagogical education through experience activities for students	22	44.0	28	56.0	0	0.0	2.44	6	205	45.6	228	50.7	17	3.8	2.42	5
2	Direct the implementation of ethical education for students at the whole school according to the planned plan with the following forms: Activities under the flag; theme activities; club	34	68.0	17	34.0	0	0.0	2.72	2	316	70.2	121	26.9	13	2.9	2.67	1
3	Direct homeroom teachers to implement ethical educational contents through weekly class report hours, topic activities; through the class club activities.	35	70.0	15	30.0	0	0.0	2.70	3	312	69.3	115	25.6	23	5.1	2.64	3
4	Direct the subject teachers to integrate ethical education activities across subjects and coordinate with classroom teachers to participate in	32	64.0	18	36.0	0	0.0	2.64	4	223	49.6	158	35.1	69	15.3	2.34	6



No	Content	Managers (sample = 50)								Teacher (Sample = 450)							
		Number of comments								Number of comments							
		Regularly	Ratio %	Sometimes	Ratio %	Never	Ratio %	Average	The level	Regularly	Ratio %	Sometimes	Ratio %	Never	Ratio %	Average	The level
	organizing ethical education activities																
5	Directing activities of the Ho Chi Minh Communist Youth Union to organize higher education for students according to operating topics, the whole school, by block, the content of activities under the form of activities under the assembly morning	37	74.0	13	26.0	0	0.0	2.74	1	350	77.8	42	9.3	58	12.9	2.65	2
6	Directing to increase the exploitation and effective use of facilities in the organization of ethical education through experience activities for students	21	42.0	27	54.0	2	4.0	2.38	7	215	47.8	150	33.3	85	18.9	2.29	7
7	Direct coordination with families and forces outside the school of ethics education through student experience activities.	32	64	18	36	0	0	2.64	4	312	69.3	45	10	93	20.7	2.49	4

Through this, the inter-level schools in the key economic region of the South have all been interested in implementing ethical education activities for high school students. Managers and teachers both have a high assessment of the content of directing the implementation of the activity.

#### ***2.3.4. The situation of testing and evaluating ethical education through experiential activities for high school students in the key economic region of the South***

Results of investigating the current situation of examining and evaluating the implementation of higher education for students through experiential activities are presented in Table 4.

**Table 4: Evaluation of managers and teachers on the status of testing activities, evaluating the results of ethical education through experiential activities for high school students**

No.	Content	Managers (sample = 50)								Teacher (Sample = 450)							
		Number of comments								Number of comments							
		Regularly	Ratio %	Sometimes	Ratio %	Never	Ratio %	Average	The level	Regularly	Ratio %	Sometimes	Ratio %	Never	Ratio %	Average	The level
1	Review, summarize and learn from experience in implementing the activity plan for each semester, month, week	28	56.0	22	44.0	0	0.0	2.56	1	320	71.1	115	25.6	15	3.3	2.68	1
2	Examining and evaluating teachers after participating in fostering and self-training activities to improve organizational skills of experience activities for students	16	32.0	34	68.0	0	0.0	2.32	6	198	44.0	234	52.0	18	4.0	2.40	5
3	Evaluate homeroom teacher activities through ethical education plans through experience activities; past class activities; through thematic activities	24	48.0	24	48.0	2	4.0	2.44	3	302	67.1	72	16.0	76	16.9	2.50	2
4	Examining and evaluating the results of ethical education through experience activities for students of the Youth Union through reports, actual tests, and through comments and evaluations of superiors	21	42.0	27	54.0	2	4.0	2.38	5	276	61.3	123	27.3	51	11.3	2.50	3

No.	Content	Managers (sample = 50)								Teacher (Sample = 450)							
		Number of comments								Number of comments							
		Regularly	Ratio %	Sometimes	Ratio %	Never	Ratio %	Average	The level	Regularly	Ratio %	Sometimes	Ratio %	Never	Ratio %	Average	The level
5	Examine and evaluate the efficiency of exploiting and using mechanics in material in the process of organizing the ethical education through experience activities for students.	18	36.0	27	54.0	5	10.0	2.26	8	145	32.2	183	40.7	122	27.1	2.05	8
6	Commend and reward collectives and individuals who have well performed ethical education through experience activities for students.	21	42.0	28	56.0	1	2.0	2.40	4	280	62.2	115	25.6	55	12.2	2.50	3
7	Remind and criticize individuals who have not done well ethical education through experience activities for students according to the plan	25	50.0	23	46.0	2	4.0	2.46	2	214	47.6	141	31.3	95	21.1	2.26	6
8	Participate in comments, suggestions and learn from experiences in implementing educational forces.	17	34.0	30	60.0	3	6.0	2.28	7	127	28.2	273	60.7	50	11.1	2.17	7

The survey results in Table 4 show that high schools in the key economic region of the South have attached great importance to examining and evaluating the implementation of ethical education through experiential activities for students. However, the evaluation contents with different levels of frequency. Some contents are done with a high frequency and are associated with the direct activities of the head teacher such as through planning, attendance; check and evaluate through reports, actual inspection, results achieved by the delegation and through comments and assessments of superiors. Less-done content is to check the effectiveness of using equipment to support ethical educational activities. Besides, the commendation and commendation of collectives and individuals who have well performed ethical education activities for students is still limited, not synchronous and ineffective. This is a limitation of the general management of ethical education activities for students in schools.

#### **2.4. Reality of factors affecting ethical education management through experiential activities for high school students in the southern key economic region**

From the survey results, it shows that: There are many factors affecting the management of ethical education through experiential activities for high school students, in which the quality and capacity of the homeroom teachers are considered factors influence ranked first with an average score of 3.9 according to the assessment of managers; and 3.94 according to teacher evaluation. It can be seen that, for students' education in general and ethical education for students in particular, the moral example from teachers themselves has a strong influence on them.

The second factor according to the evaluation of the managers and teachers has a great influence on the effectiveness of the management of

ethical education through the experience activities for students is the family environment of the students.

Factors of "awareness, attitude and positive activities of students" ranked 3rd.

Besides, factors of local socio-economic, socio-economic conditions also affect the ethical education activities for students, but not the decisive factor to the management of ethical education through Experimental activities, in this factor study ranked 6th.

## **2.5. General assessment on the reality of ethical education management through experiential activities for high school students in the southern key economic region**

### **2.5.1. Results**

- Managers, teachers and students are all aware of the importance of ethical education through experience activities for students.

- Content of moral education for students is aimed at educating them about patriotism, compassion, honesty, and responsibility education (responsibility to themselves, family, society and living environment. ). In order to educate students on ethics, the multi-level schools in the key economic region of the South have used different methods and forms of education, initially interested in applying to achieve certain effects, Students have shown good moral behavior. Some forms of education are used and appreciated such as: education through activities under the assembly morning, through class activities,

- The plan of managing ethical education activities for students is evaluated to be good with plans such as: the plan of ethical education for students in class activities, plans to organize educational activities according to the topics and plans for the Union activities.

- The work of directing the implementation of plans to manage ethical education activities for students has advantages in urging, paying attention to, monitoring and supervising the implementation of the ethical education plan each semester and every month. , weekly; in asking, in setting goals, tasks, directing the selection of topics, activities under the assembly morning.

- Examination and evaluation of the Principal's implementation of the plan to manage ethical education activities for students is assessed at a good level.

### **2.5.2. Shortcomings and limitations**

- A small proportion of children still have incorrect and unclear attitudes, lack of faith in the values and correct ethical conceptions, still violate the school's standards, rules and regulations.

- The level of student's violation of rules is still relatively high, manifested in errors such as: distracting talk during school hours; wearing improper uniforms; late to school; swear.

- The level of using forms and methods of ethical education for students in high schools in the key economic region in the South is not really synchronous, only focusing on a few forms and methods.

- Principals are still limited in developing plans to coordinate educational forces; in building training plans for teachers' content, educational methods, skills in organizing activities to educate students on ethics.

- In the implementation of the steering function, the Principal is still limited in directing fostering, evaluation reports, and the mobilization of funding sources for ethical education activities. This is a limitation of the general management of ethical education activities for students in high schools.

### ***2.5.3. Cause of the shortcomings and limitations***

The above shortcomings are due to many reasons, including subjective causes from administrators and teachers (in terms of quality and capacity), and the causes are from the student's own sense of attitude. Besides, there are also objective reasons due to the local economic, socio-political environment and the physical facilities and equipment to organize educational activities.

## **Chapter 3**

### **SOLUTIONS TO MANAGING ETHICAL EDUCATION THROUGH EXPERIENTIAL ACTIVITIES FOR HIGH SCHOOL STUDENTS IN THE SOUTHERN KEY ECONOMIC REGION**

#### **3.1. Principles of proposing solutions**

Includes the following principles: ensure high school education goals; ensure uniformity; ensure compliance with regions and regions; ensure feasibility; ensure effectiveness

#### **3.2. Solutions to managing ethical education through experiential activities for high school students in the southern key economic region**

##### ***3.2.1. Make plans on moral education through experiential activities for high school students at inter-level schools in accordance with the reality of the Southern key economic region***

In order to build a system of ethical education topics through student experience activities with specific contents suitable to the practical conditions of schools in the Southern key economic region, characteristics, needs of students. At the same time, giving instructions on how to support teachers in ethical education organizations through student experience activities, in order to improve the effectiveness of ethical education for students.

##### ***3.2.2. Organize re- training courses to improve the competency of ethical education through experiential activities for managers and teachers of inter-level schools***

Implementing this method is to help managers and teachers gain full and correct awareness of the importance as well as necessary knowledge and

skills in ethical education through experiential activities for high school students in economic regions. The key of the South, on that basis, helps them to have appropriate and positive attitudes, have knowledge and skills to actively participate effectively in the ethical education process for students, bringing total impacts. Contribute to the implementation of the ethical education process for students to achieve quality and efficiency.

### ***3.2.3. Coordinate forces in ethical education through experiential activities for high school students***

- Promote the central role of the school, the proactive and oriented role in coordination and promotion of responsibility, the combined strength of the family, the school, the society, the community in education care about ethics for students; Promote the rich potential of society to participate in the education of students.

- Determine the roles, duties and functions of the family, school, and society; enhance and promote the positive aspects of the interaction between forces participating in the education of students, creating a healthy educational environment.

### ***3.2.4. Build a healthy and positive educational environment at schools to facilitate the implementation of ethical education through experiential activities for students***

This measure aims to build schools, promote close coordination among members of the school, mobilize and coordinate the school and agencies, unions, authorities and associations to create a foundation. The necessary foundation for ethical education through student experience is truly effective.

### ***3.2.5. Direct teachers to foster the capacity of self-education and self-training for high school students***

Implement this measure to help high school students on the basis of having full and correct awareness of moral importance (moral awareness, behavior, ethical habits), from which self-awareness, extreme, proactively self-training, self-cultivating morality, step by step perfecting one's own personality.

### ***3.2.6. Innovate the test and evaluation in ethical education through experiential activities for high school students***

This measure is to help the staff in charge of the ethical education process for high school students in the southern key economic region to collect information about the status of operation and the quality of ethical education through the experience activities for students. On that basis, analyze, evaluate, point out the achieved results and the remaining problems, then take measures to effectively solve and gradually improve the quality of ethical education for students.

### **3.3. Relationship between the proposed solutions**

The six proposed solutions of ethical education through experience activities for high school students in high schools in the key economic region in the South in the current context are a diversified and flexible system, no measures bring omnipotence, when solving a specific task, managers often have to coordinate many measures to make the process of ethical education through experience activities for high school students increasingly effective. However, depending on specific conditions and circumstances, managers choose or combine suitable measures. Each measure of ethical education for high school students has its own functions, roles and effects, but there is a close dialectical relationship between them.

### **3.4. Test the urgency and feasibility of the proposed solutions**

Test results: over 80% of managers and teachers evaluated the proposed methods in the thesis as urgent and feasible. However, the assessment of each solution is different.

### **3.5. Pedagogical experiments on the proposed solutions on ethical education management through experiential activities for high school students in the southern key economic region**

3.5.1. Test purpose: To evaluate the effectiveness, reasonableness and feasibility of ethical education management through experiential activities for high school students in high schools in the economic region Southern that the thesis proposes

3.5.2. Subjects and locations: Experiments were conducted at Truong Vinh Ky Primary School, Middle School and High School, Ho Chi Minh City. ; education team - manager); Ho Chi Minh Communist Youth Union cadres and head teachers of the high school grade classes, a total of 35 people.

3.5.3. Test content Solution 2: Organize fostering capacity of ethical education through experience contract for managers, teachers of inter-level schools. With this measure, including the following contents: Survey, evaluate the status of knowledge, ethical education skills through experience activities for students of managers, teachers; Develop training plans; Deploying training activities; Evaluation of training results.

3.5.4. Trial period: From August 15 to December 25, 2018.

3.5.5. Conducting experiments the author of the dissertation works with the Rector Board of Truong Vinh Ky Primary, Secondary and High School Truong Vinh Ky, Ho Chi Minh City proposing to test the method of the thesis (specifically ethical education force through experience contracts for school administrators and teachers). After getting the consent of the Board of Directors, the author of the thesis agrees with the school management board about the content and object, the time of the experiment.

- Conduct a survey to assess the level of knowledge, ethical education skills through the experience activity of the test object.

- Identify forms of training including:

- + Self-training: By providing documents to test subjects, requiring self-reading and self-study (from August 15 to September 15, 2018).

- + Through professional activities: Organizing professional activities 01 session / week with the test subjects group with the content of knowledge and skills about ethical education, organizing experience activities for students, through specific contents for each meeting (from September 15 to November 30), a total of 10 sessions.

- + Invite experts to train directly (03 days) with specific content

**Table 4. Training plan for fostering capacity building ethics through experience contracts for students for managers, teachers of elementary schools, secondary schools, high schools Truong Vinh Ky**

Time	Work	Content
Day 1 (20/12/2018).	Fostering and raising awareness of administrators and teachers about the importance of ethical education for students, the role and functions of teachers in ethical education for students - Fostering knowledge of ethical education, experience activities.	<ul style="list-style-type: none"> <li>- Documents of the State Party, laws and regulations on the task of educating students on morality.</li> <li>- The role of managers, homeroom teachers, other educational forces in ethical education through experience activities for students.</li> <li>- The theory of experiential learning.</li> <li>- Ethical education through Kolb's model of experiential learning.</li> </ul>
Day 2 (21/12/2018)	Ethical education skills through experience activities for students	<ul style="list-style-type: none"> <li>- The process of building and organizing the topic of ethical education through experiential activities for students.</li> <li>- Skills to organize ethical activities through experience activities.</li> <li>- Skills to handle situations in ethical education for students.</li> <li>- Skills to evaluate students, evaluate the results of activities.</li> </ul>
Day 3 (22/12/2018)	Practice designing and organizing the topic of ethical education through experience activities for students	Group practice with the following contents: <ul style="list-style-type: none"> <li>- Design a topic of ethical education through experience activities for students.</li> <li>- Practice organizing an ethical education topic through experiential activities for students.</li> <li>- Exchange, discuss, evaluate.</li> </ul>

### **3.5.6. Test results and discussion**

#### **3.5.6.1. About the results**

The results of the data after the trial (considered for good scores from 7 and above) have a much higher percentage of numbers than the control group. The median point (median) of the post-experimental data is 7, while the median of the pre-experimental data is 6. Thus, the experimental method has a positive impact on the design skills of teaching theme building educating ethics through teacher's experience activities for students.

#### **3.5.6.2. About the learning process**

The questionnaire response data were tested using SPSS software. The results of descriptive statistics were performed to evaluate the appropriateness of the fostering content for teachers.

With a 5-level Likert scale, the average point (mean) of all variables is greater than "3.4" (the appropriate point level or more), the standard deviation is not more than 1.00 points. That shows that the impactful content deployed is very suitable for teachers doing ethical education.

A Friedman test was performed to examine the differences in the mean values of teacher training data on some of the ethical education measures through experiential activities. Friedman's hypothesis  $H_0$  is "the mean value of the data on the challenges or challenges of managing ethical education through experiential activity is no different". Friedman Test results showed that the value "Sig. = 0.442" ( $p > 0.05$ ), the hypothesis  $H_0$  is accepted, showing no difference in the mean score between the variables.

Friedman's test results show that, the content of fostering ethics through experiential activities has the same impact (equally) on the learning results of teachers.

The results of the general evaluation of the teacher: All teachers participating in the fostering activities show satisfaction (mean = 4.09). There are 74.3% of the respondents from the "Satisfied" level or higher. There is no "dissatisfied" opinion on the training activities. That shows the effectiveness of the method of managing ethical education through experimental activities.

To further confirm the effectiveness of training activities, we investigate the results through self-assessment of managers and teachers on the level of attainment of knowledge, skills, and attitudes before and after the training. The obtained results show the effectiveness of the application of organizational management measures to foster ethical education competencies through experiential activities for managers and teachers of inter-level schools. After the test, the results of the criteria increased markedly. The lowest difference is 13.2% and the highest is 43.4%.



## **CONCLUSIONs AND RECOMMENDATIONs**

### **1. Conclusions**

Ethical education is an important task of education in high schools, contributing to the formation of comprehensive personality development for students, contributing to the realization of educational goals.

Managing ethical education through experiential activities for high school students includes the following contents: Planning ethical education through experiential activities for high school students; Implementing ethical education through experiential activities for high school students; Directing the implementation of ethical education through experience activities for high school students; Examining and evaluating ethical education through experiential activities for high school students.

The thesis has pointed out the factors that affect subjectively and objectively to the management of ethical education through experience activities for high school students such as: (1) awareness of managers, teachers about the role of ethical education. the student; (2) Directing and managing capacity of managers; The capacity of teachers to organize ethical activities through experience activities for high school students; awareness of students' attitudes when participating in activities; the coordination of educational forces in the ethical education process for students. Educational environment; trend of international integration...

Research shows that: Most schools have built ethical education plans through experience activities for students. School managers have organized the effective implementation of ethical education activities through experience activities for students. However, there are still shortcomings with some contents such as: Teachers are still limited in methods and forms of organizing ethical education through experience activities for students; has not yet developed specific detailed plans for operations, has not yet had active measures in management, organization and direction. The inspection and evaluation criteria have not been built up, there is no operational inspection and evaluation plan, and timely commendation is not encouraged. Some officers and teachers are irresponsible, lack enthusiasm, while the implementation is still coping. The coordination between teachers, homeroom teachers and subject teachers, the coordination between forces inside and outside the school has not been tight, has not brought into play the potential of educational forces.

From the current situation, the thesis has proposed 6 measures including:

Make plans for ethics education through experience contracts for students of inter-level schools in accordance with the conditions of the southern key economic region.

Organize fostering capacity of ethical education through experience contract for managers, teachers of inter-level schools.

Organize the coordination of educational forces in the process of ethical education through experience activities for students.

Building a healthy and positive educational environment in the school creates favorable conditions for ethics education through experiential activities for students.

Direct fostering capacity of self-education, self-training for students.

Directing innovation in testing and evaluating the results of ethical education through experience activities for students.

The proposed measures were tested by the author of the dissertation on the urgency and level of exam and test implementation of the measure "Organizing fostering capacity of ethical education through experience contracts for managers and teachers. Inter-level schools". The results of testing and testing show that the proposed measures are urgent and feasible to contribute to improving the quality of ethical education through experiential activities for high school students in the key economic region of the South.

## **2. Recommendations**

### ***2.1. For the Ministry of Education and Training***

- Reviewing to promulgate a system of documents directing and guiding the implementation of ethical education through experience activities for high school students in a specific way.

- Building regulations on professional content of organizational ethical education through experience activities for students is one of the content of regular training for teachers.

### ***2.2. For the Department of Education and Training of the southern key economic regions***

- Annually direct and provide funding for training for high schools to raise awareness of positions, roles and methods of organizing the implementation of ethical education through experience activities for high school students.

- Strengthen testing and building evaluation criteria for ethical education activities through experience activities for students of schools.

- Organize training classes for administrators and teachers of schools on the importance of ethical education through experience activities in forming student character.

- Organize seminars to discuss issues related to ethical education through experience activities for students. Hear the unit's experience reports doing well.

### ***2.3. For the school management board***

- Build a contingent of core teachers, a contingent of qualified and qualified teachers who organize ethical activities through experience activities for students.

- Raising awareness for staff, teachers, and students about the position and role of ethical education through experience activities in the formation and comprehensive development of student personality.

- Direct the development of ethical education plans through the experience activities for students to choose the content suitable with the actual situation of the school.

- Invest funds to purchase necessary equipment, books and documents for ethical education through experience activities for students. There is a reasonable regime for the person in charge of this work.

- Develop appropriate inspection and evaluation plans, pay attention to the emulation and commendation.

Actively connect with local social organizations where the school is located to coordinate organizing ethical education through experience activities for students.