Factors Influencing Primary Teachers' Ability to Assess Learners in Vietnam's Northern Mountainous Regions under the 2018 General Education Program

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ABSTRACT: As an essential part of the educational process, assessment demands that teachers be skilled in assessing students. This study looks into the elements that affect students' ability to appraise themselves in the General Education Program of 2018, with an emphasis on primary teachers in Vietnam's northern mountainous areas. The exploratory factor analysis, or EFA, methodology is used in this article. In order to conduct the poll, primary school teachers in Vietnam's northern highland regions were given 28 questions. Four major characteristics are found to have an impact on learners' evaluation abilities by the General Education Program 2018, based on a sample size of 149 participants. These variables include: 1) How teachers view assessment; 2) How students feel about assessment activities; 3) The supervision and direction provided by educational administrators; and 4) The degree to which teachers use assessment techniques. Finding these important variables makes it easier for school administrators to put policies into place that will improve teachers' abilities to assess students, which will improve how well the teaching process is carried out and raise the caliber and competency of the 2018 General Education Program. Moreover, this study might be used as a guide by future researchers who want to investigate fresh research ideas in this field.

KEYWORDS: EFA, learners, teachers, assessment competencies

1. INTRODUCTION

Since evaluation is a part of the teaching process, teachers' ability to evaluate students is a crucial component of their teaching [1]. Studies have revealed that teachers devote a significant portion of a lesson to assessment [2]. In order to organize lessons, modify instructional tactics, choose and create learning tasks, provide feedback, and decide on grades, placement, and follow-up, among other educational decisions, teachers must conduct evaluations of their students [3, 4]. Because of this, teachers' capacity to evaluate students has long been regarded as the foundation of their pedagogical knowledge [5]. Herppich et al. [5] are among the researchers who have attempted to comprehend how learner evaluation competency is expressed. The Arce-Ferrer et al. study found Increasing the dependability of tests for grading, responding to students' assessment findings, and choosing assessment techniques for instruction are among the competences of teachers in assessing learners [6]. Nonetheless, there are still issues with teacher assessment in schools: instructors are not happy with the assessment instruction they get during pre-employment training [7].

This paper aims to investigate the variables influencing primary school teachers in northern Vietnam's hilly regions' ability to assess their students' learning under the General Education Program (2018). Assessments must be completed accurately, impartially, and in compliance with the General Education Program 2018 guidelines in order to guarantee students' overall growth. To raise the standard of elementary education, it is essential to comprehend the variables affecting learner assessment.

2. RESEARCH METHODOLOGY

2.1. *Research sample*

Between November 19, 2023, and December 15, 2023, the research team created the survey and distributed it via the social media platforms Zalo and Facebook to primary school instructors and administrators. A total of 216 responses, or 72% of the projected 300 respondents, were received; 67 of those were deemed invalid because the responder selected only one option. In the end, 149 (69%) pieces of data were included in the analysis. Table 1 provides general information on primary school teachers who participated in the survey, based on 149 verified replies.

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Table 1. Audience information (n=149)

general information	Amount	Percentage %
Gender		
Male	16	10.7
Female	133	89.3
Degree		
College	26	17.4
University	121	81.2
Postgraduate	2	1.3
Age		
Under 30 years old	54	36.2
From 30 to 40 years old	23	15.4
From 40 to 50 years old	67	45.0
Over 50 years old	5	3.4
Seniority		
Less than 5 years	61	40.9
From 5 to 10 years	22	14.8
From 10 to 20 years	30	20.1
Over 20 years	36	24.2
Sum	**149**	**100**

2.2. Instruments for surveys

The research team created a questionnaire with 28 questions and a 5-point Likert scale so that respondents could select which response best suited them (1 being strongly disagree, 2 being inclined to disagree, 3 being confused, 4 being agree, and 5 being completely agree).

Table 2. Lists the survey's questions (n = 28).

Horse	Question
Q1	I described the features of the evaluation and assessment of the competency attributes development.
Q2	I list the traits and proficiencies that elementary school pupils should be evaluated on.
Q3	I list every technique used to evaluate and test the growth of competency attributes.
Q4	I listed every instrument available for assessing and gauging competency improvement.
Q5	I contrasted the competency access evaluation with the content approach assessment.
Q6	I described how to carry out assessments for competency development.
Q7	I described each evaluation method's features in accordance with the recently implemented regulations for the 2018 General Education Program.
Q8	I am able to outline the features of every evaluation instrument.
Q9	The degree of competence with which I employ the evaluation techniques in accordance with the recently implemented requirements for the General Education Program of 2018.
Q10	I've had training and development to reach this degree of skill with assessment tools.
Q11	Throughout the lesson, I conduct routine assessments.
Q12	I conduct evaluations of performance.
Q13	I provide comments on the work of the students.
Q14	I provide input on students' academic progress.
Q15	I evaluate students' efforts to learn.

Q16	I think competency qualities should be tested and evaluated as they are developed.
Q17	I hear my coworkers discussing competency development tests all the time.
Q18	Competency development assessments are encouraged by my coworkers.
Q19	I received instruction on competency building and testing from school administration.
Q20	Supervisors support analyzing and evaluating how capacity traits are developing.
Q21	In order to improve the level of competence, the planning manager instructed me to conduct an examination and assessment.
Q22	The school provides me with adequate resources to carry out the assessment plan and raise my level of competency.
Q23	I fabricate my own testing and assessment tools and utensils.
Q24	New methods of assessment and testing pique the interest of students.
Q25	Students want their assessments to focus on helping them develop their skills and abilities.
Q26	Because they are assessed in the direction of enhancing their abilities and attributes, students have trust.
Q27	In order to strengthen their skills and abilities, students take part in orientation assessments.
Q28	Students express satisfaction with the methodology used to evaluate the acquisition of skills and attributes.

2.3. Analyzing data

The study used Discovery Factor Analysis (EFA) to evaluate the data. EFA is a quantitative data analysis tool that keeps much of the original information in the data while reducing the number of dependent variables that interact into a smaller number of important variables (called factors). EFA seeks to specify a data set's variables' fundamental structure. It is assumed that each index in the collection is a linear function of one or more common factors and one EFA factor. These elements are frequently imperceptible, hidden variables that have an impact on multiple metrics within the dataset. In particular, it is believed that hidden variables have no association with other metrics and solely impact one metric within the collection.

The 28 questions in the questionnaire were evaluated for applicability using descriptive statistics prior to EFA. For every item in the descriptive statistics table, the team calculated the mean and standard deviation (SD). Responses that were closer to 1 or 5 on average were eliminated from the table because they may have lowered the degree of connection with the other items.

Using SPSS 26 software, exploratory factor analysis was carried out following the deviation and curvature tests to confirm that the data distribution was normative.

3. RESEARCH RESULTS

KMO and Bartlett accreditation should be verified prior to verifying elements influencing learner assessment capacity in accordance with the General Education Program 2018 of primary teachers in northern mountainous areas of Vietnam, which is processed using SPSS software. The computed parameters of the EAF method are approved if the sig value is less than 0.05 and the Kaiser-Meyer-Olkin measurement is larger than 0.6 [8]. The Kaiser-Meyer-Olkin measurement has a value of 0.932, which is higher than the value of 0.5 that Kim and Mueller suggested [9], according to the data in Table 3.

Table 3. KMO and Bartlett Accreditation

Kaiser-Meyer-Olkin		.932
Bartlett Accreditation	Chi-Square Values	3081.735
	Df	378
	Sig.	.000

Using Bartlett's test of sphericity, the results show that there is a significant enough correlation between the observed variables to examine the discovery factor: $\chi2$ (465) = 3081.735, $\rho < 0.000$.

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Table 4. Key factors

Factor	Values for initialization characteristics			Squared total of the load factor			The rotation factor load factor's sum of squares
	Sum	% variance	Accumulation %	Sum	% variance	Accumulation %	Sum
1	13.448	48.027	48.027	13.448	48.027	48.027	6.185
2	2.690	9.608	57.635	2.690	9.608	57.635	4.455
3	1.390	4.963	62.598	1.390	4.963	62.598	4.239
4	1.142	4.080	66.678	1.142	4.080	66.678	3.791
5	.816	2.915	69.593				

According to the General Education Program 2018 through 28 survey questions, there are four elements affecting primary teachers' ability to assess student capability, as indicated by the results in Table 4. The remaining 33.322% of factors affect primary teachers' ability to assess students, leaving 66.678% of the assessment process up to their control. Factor 1 has the largest influence in this case, accounting for 48,027%; factor 2 accounts for 9,608% of the influence; factor 3 accounts for 4,963%; and factor 4 accounts for 4,080%.

Table 5. Rotation factor matrix

Question	Factor			
	1	2	3	4
Q04	.784			
Q05	.779			
Q08	.754			
Q07	.749			
Q06	.737			
Q03	.720			
Q10	.679			
Q09	.630			
Q01	.596			
Q02	.583			
Q25		.776		
Q27		.752		
Q24		.710		
Q26		.700		
Q28		.644		
Q23		.561		
Q16		.552		
Q21			.817	
Q19			.757	
Q18			.743	
Q20			.680	
Q17			.648	
Q22			.594	
Q11				.756
Q12				.745
Q14				.711
Q13				.668
Q15				.538

The names of the factors influencing primary teachers' capacity to evaluate students in accordance with the 2018 general education program of primary teachers in northern mountainous areas of Vietnam can be determined from the data in the pivot factor matrix table. The information from Hair (2009) [8] served as the basis for factor naming.

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Table 6. Naming elements

Horse	Question	Load factor
Teachers' perceptions of assessment		
Q4	I listed every instrument available for assessing and gauging competency improvement.	.784
Q5	I contrasted the competency access evaluation with the content approach assessment.	.779
Q8	I am able to outline the features of every evaluation instrument.	.754
Q7	I described each evaluation method's features in accordance with the recently implemented regulations for the 2018 General Education Program.	.749
Q6	I described how to carry out assessments for competency development.	.737
Q3	I list every technique used to evaluate and test the growth of competency attributes.	.720
Q10	I've had training and development to reach this degree of skill with assessment tools.	.679
Q9	The degree of competence with which I employ the evaluation techniques in accordance with the recently implemented requirements for the General Education Program of 2018.	.630
Q1	I described the features of the evaluation and assessment of the competency attributes development.	.596
Q2	I list the traits and proficiencies that elementary school pupils should be evaluated on.	.583
Student perspectives on evaluation		
Q25	Students want their assessments to focus on helping them develop their skills and abilities.	.776
Q27	In order to strengthen their skills and abilities, students take part in orientation assessments.	.752
Q24	New methods of assessment and testing pique the interest of students.	.710
Q26	Because they are assessed in the direction of enhancing their abilities and attributes, students have trust.	.700
Q28	Students express satisfaction with the methodology used to evaluate the acquisition of skills and attributes.	.644
Q23	I fabricate my own testing and assessment tools and utensils.	.561
Q16	I think competency qualities should be tested and evaluated as they are developed.	.552
The oversight and guidance provided by educational administrators		
Q21	In order to improve the level of competence, the planning manager instructed me to conduct an examination and assessment.	.817
Q19	I received instruction on competency building and testing from school administration.	.757
Q18	Competency development assessments are encouraged by my coworkers.	.743
Q20	Supervisors support analyzing and evaluating how capacity traits are developing.	.680
Q17	I hear my coworkers discussing competency development tests all the time.	.648
Q22	The school provides me with adequate resources to carry out the assessment plan and raise my level of competency.	.594
The degree of evaluation that teachers receive		
Q11	Throughout the lesson, I conduct routine assessments.	.756
Q12	I conduct evaluations of performance.	.745
Q14	I provide input on students' academic progress.	.711
Q13	I provide comments on the work of the students.	.668
Q15	I evaluate students' efforts to learn.	.538

We discovered that the factor "Teachers' perception of assessment" plays a significant influence after selecting and naming the critical components. This suggests that teachers can effectively conduct learner evaluation when they have a solid understanding of the General Education Programme 2018's assessment procedure. As a result, educational administrators must improve teacher professional development by offering training programs that will allow instructors to advance their knowledge.

"Student attitudes toward assessment" is the second element. The findings demonstrate that students are willing, interested, and confident in having their abilities and attributes evaluated in order to improve. Additionally, pupils conveyed their contentment with this method of evaluation. This implies that students' motivation and active engagement in the learning process can be fostered by assessment.

"The management and direction of the educational administrator" makes up the third component. This demonstrates how effective leadership and guidance from educational administrators can significantly enhance primary school teachers' ability to assess students. In order to do this, professional development programs and teacher training are required.

The "level of teacher assessment performance" is a crucial factor in enhancing the ability of instructors to assess. Therefore, teachers must actively innovate, innovate, and utilize assessment activities effectively to provide value for students' learning processes in order to increase their professional competence.

4. CONCLUSIONS

The purpose of this study is to determine the variables that influence the assessment of pupils in primary schools in the northern mountainous region of Vietnam under the General Education Programme 2018. A series of twenty-eight survey questions was created in order to gather the data, and it was disseminated via social media to primary school instructors. After using SPSS software to analyze the data, the research team determined four key influencing factors: 1) teachers' attitudes toward assessment; 2) students' attitudes toward assessment; 3) management and guidance from educational administrators; and 4) the degree to which teachers carry out their assessment activities. This result is significant not only for primary assessment research but also for school administrators and policy makers, who may utilize it to implement supportive management practices and legislative initiatives that advance educational advancement.

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