Readiness of high school literature teachers for the new periodic assessment format in 2025: A case study in Thai Nguyen Province

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Abstract

This study investigates the readiness of high school literature teachers in Thai Nguyen province for the implementation of the new periodic assessment format, aligned with Vietnam's 2018 General Education Program. The research focuses on three key aspects: teachers' awareness of the new assessment framework, their preparedness in terms of skills and resources, and the challenges they face in adapting to these reforms. Using a quantitative research design, data were collected from 150 teachers through an online survey distributed via Zalo and Facebook groups. The results reveal that while teachers demonstrate strong awareness of the objectives and requirements of the new assessment format, significant challenges remain in terms of time management, access to resources, and practical training. Teachers in rural and mountainous areas report additional barriers due to limited support and infrastructure. Data analysis, conducted using SPSS 20.0, highlights the need for targeted interventions, such as ongoing professional development and enhanced access to teaching resources, to ensure an equitable and effective transition to competency-based assessments. These findings provide actionable insights for policymakers and educational leaders to support teachers in implementing this critical reform.

Keywords:

Teacher readiness, New periodic assessment, Literature education, Competency-based assessment, Vietnam high school education.

1. Introduction

The education landscape in Vietnam is undergoing significant transformation, driven by the implementation of competency-based assessment frameworks outlined in the 2018 General Education Program (Bộ Giáo dục và Đào tạo, 2018). Among the pivotal changes is the introduction of a new periodic assessment format, which is set to take effect nationwide in 2025. This shift emphasizes assessing students' practical skills, critical thinking, and overall competency development rather than relying solely on traditional knowledge-based testing methods. The program has sparked widespread discussions on how teachers—particularly high school literature teachers—are preparing to adapt their teaching and assessment practices to align with these new requirements.

Context of the new assessment framework

The updated curriculum for Vietnamese language and literature seeks to integrate competencies in reading comprehension, writing, and critical analysis into standardized assessments. Literature, as an essential subject, plays a vital role in fostering students' creativity and cultural understanding. Textbooks such as *Ngữ văn 10* under various educational frameworks—"Kết nối tri thức với cuộc sống," "Chân trời sáng tạo," and "Cánh Diều"—are designed to align with the goals of the reformed curriculum (Bùi Mạnh Hùng, 2022; Nguyễn Thành Thi, 2022; Lã Nhâm Thìn & Đỗ Ngọc Thống, 2022). However, effective implementation of these textbooks requires a robust understanding of competency-based assessments among teachers.

The challenges in transitioning to this new system are compounded by the diversity of instructional resources and methodologies across regions. Teachers in urban areas, where access to modern technology and training workshops is more prevalent, may find the transition more manageable than those in rural or mountainous areas (Phạm Phương Anh, 2015). Moreover, the updated textbooks, while comprehensive, demand a higher degree of pedagogical innovation and familiarity with assessment tools, further intensifying the workload for teachers.

Teacher readiness: A critical factor

Teacher readiness is a cornerstone for the successful implementation of any educational reform. Previous studies emphasize that readiness encompasses several dimensions, including teachers' understanding of the policy framework, their technical skills in developing and administering assessments, and their access to supporting materials and professional development opportunities (Glenco, 2007). The literature suggests that without adequate preparation, teachers may struggle to align their teaching with the desired outcomes of the reform.

For literature teachers, the challenge is particularly acute, as they must not only teach but also assess abstract skills such as literary analysis and creative expression. While resources such as *Literature: The Reader's Choice* (Glenco, 2007) offer valuable insights into teaching strategies, they require contextual adaptation to meet the needs of Vietnamese

classrooms. Furthermore, the lack of standardized guidelines for competency-based assessment exacerbates the difficulties teachers face, especially in under-resourced schools.

Technological integration in assessment

Another critical dimension of the reform is the integration of technology into assessment practices. With the COVID-19 pandemic accelerating the adoption of online education systems (Y.H. Cui et al., 2023), teachers are expected to incorporate digital tools into their teaching and assessment strategies. The ability to use technology effectively is not just an advantage but a necessity in the new framework. However, studies indicate that while some teachers are proficient in using technology for instructional purposes, many lack the confidence or training to apply it in assessments, especially in a subject as nuanced as literature.

Gap in training and support

The readiness of teachers is also influenced by the availability of training programs and instructional support. Current resources, such as the *General Education Program for Literature* (Bộ Giáo dục và Đào tạo, 2018), outline the broad goals and expectations of the curriculum but fall short in providing actionable guidelines for teachers. This gap is particularly evident in rural areas, where access to workshops and professional development opportunities is limited (Phạm Phương Anh, 2015). As a result, many teachers rely on self-directed learning or peer collaboration, which may not adequately address their needs.

Objectives of the study

This study focuses on assessing the readiness of high school literature teachers in Thai Nguyen province for the upcoming periodic assessment reform. The province serves as a representative case study due to its diverse mix of urban, rural, and mountainous schools. The objectives of the study are threefold:

1. To evaluate teachers' understanding of the new assessment framework and its requirements.
2. To assess their preparedness in terms of technical skills, resource availability, and pedagogical strategies.
3. To identify challenges and areas where additional support is needed.

By addressing these objectives, the study aims to provide actionable recommendations for policymakers and educators to ensure a smoother transition to the new system. The findings also contribute to the broader discourse on educational reform in Vietnam, highlighting the critical role of teacher readiness in achieving systemic change.

Structure of the paper

The remainder of this paper is organized as follows: Section 2 details the materials and methods used in the study, including the survey instruments and sampling techniques. Section 3 presents the results of the study, followed by an in-depth discussion in Section 4. Finally, Section 5 concludes with a summary of the findings and recommendations for future research and practice.

This introduction sets the stage for understanding the complexities of implementing competency-based assessment reforms in Vietnam, emphasizing the pivotal role of teacher readiness and the need for comprehensive support systems.

2. Research methodology

Research design

This study employed a quantitative research design to assess the readiness of high school literature teachers for the new periodic assessment format to be implemented in 2025. The primary focus was to gather data on teachers' awareness, preparedness, and challenges through a structured survey. The study's target population included high school literature teachers, emphasizing their unique role in adapting to the competency-based assessment reforms.

Participants

The participants consisted of 150 high school literature teachers from Thai Nguyen province. These teachers were selected through a random sampling process to ensure a diverse representation of perspectives across various teaching environments, including urban, rural, and mountainous regions. Invitations to participate were disseminated via popular online platforms, specifically Zalo and Facebook groups dedicated to teacher networking and professional development, as these platforms are widely used by educators for collaboration and communication.

Survey instrument

The survey instrument, designed using Google Forms, consisted of three sections to comprehensively assess the readiness of high school literature teachers for the new periodic assessment format. The first section focused on demographic information, gathering data on teaching experience, academic qualifications, and school location (urban, rural, or mountainous). The second section included Likert-scale questions that measured teachers' awareness of the new assessment framework, their preparedness in terms of skills and resources, and the challenges they faced, with responses rated on a five-point scale from 1 (*Strongly Disagree*) to 5 (*Strongly Agree*). The final section featured open-ended questions, allowing participants to provide additional feedback, insights, and recommendations. This structured design ensured that both quantitative and qualitative data were collected to capture a holistic view of teachers' readiness.

Data collection

The survey was distributed to teachers via Zalo and Facebook groups, ensuring broad participation. Posts in these groups included the survey link, clear instructions, and an explanation of the study's purpose. Participants were assured of the confidentiality and anonymity of their responses, and participation was entirely voluntary.

The use of online platforms was particularly advantageous for reaching high school literature teachers in diverse regions, providing a cost-effective and efficient means of data

collection. This approach also allowed for real-time monitoring of responses to ensure the quality and completeness of the data.

Ethical considerations

The research team ensured that ethical guidelines were strictly followed throughout the study. An informed consent statement was included at the beginning of the survey, clearly explaining the purpose of the study, the voluntary nature of participation, and the confidentiality of responses. Teachers were given the option to withdraw from the study at any time.

Data analysis

The collected data were analyzed using SPSS 20.0 to ensure accuracy and reliability. Descriptive statistics, including mean, standard deviation, and frequency distributions, were used to summarize the levels of readiness among high school literature teachers across the surveyed dimensions. T-tests were employed to compare the readiness levels of teachers in different demographic groups, such as urban versus rural settings. Additionally, the qualitative data from open-ended responses were thematically analyzed to identify recurring patterns, challenges, and suggestions. This combined approach provided a comprehensive understanding of teachers' preparedness for the new periodic assessment format, integrating both quantitative and qualitative insights to inform actionable recommendations.

Focus on high school literature teachers

This study uniquely targeted high school literature teachers, acknowledging their crucial role in adapting to the reforms. Literature, as a subject, requires teachers to evaluate abstract skills such as critical analysis, creative expression, and textual interpretation—skills that align closely with the goals of the new competency-based assessment. The readiness of these teachers is pivotal in ensuring the effective implementation of the reforms and in fostering students' analytical and creative abilities.

Limitations

While the online distribution of surveys facilitated wide reach, it may have excluded teachers who are less active on these platforms or lack internet access. Additionally, as the data relied on self-reported responses, there is a possibility of response bias, where participants may overestimate or underestimate their readiness.

Conclusion

By focusing on high school literature teachers, this study provides valuable insights into their readiness for the new periodic assessment format. The analysis, conducted using SPSS 20.0, highlights both strengths and areas for improvement in their preparedness. The findings serve as a foundation for policymakers and educational leaders to design targeted interventions, such as training programs and resource development, to support teachers in this significant educational reform.

3. Results and Discussion

3.1. Demographic data analysis

Table 1. Statistics of survey subjects by academic qualification

	Frequency	Percent	Valid Percent	Cumulative Percent
Bachelor's Degree	71	47.3	47.3	47.3
Valid Master's Degree	79	52.7	52.7	100.0
Total	150	100.0	100.0	

The data in Table 1 shows that among the 150 surveyed high school literature teachers, 47.3% hold a bachelor's degree, while the majority, 52.7%, possess a master's degree. This reflects a well-qualified teaching workforce with a significant proportion of teachers having pursued advanced education. The higher percentage of master's degree holders indicates that many teachers have actively invested in their professional development, aligning with the demands of the competency-based assessment reform. This is critical for implementing the new assessment format, as teachers with advanced qualifications are likely to have stronger pedagogical foundations and familiarity with modern educational frameworks. However, the study also underscores the need for ongoing professional training to ensure that teachers at both educational levels are equally prepared for the reforms.

Table 2. Survey subjects by Years of teaching experience

	Frequency	Percent	Valid Percent	Cumulative Percent
Less than 5 years	27	18.0	18.0	18.0
5-10 years	41	27.3	27.3	45.3
Valid More than 10 years	82	54.7	54.7	100.0
Total	150	100.0	100.0	

Table 2 highlights the distribution of teaching experience among the participants: 18.0% have less than 5 years of experience, 27.3% have 5–10 years, and the majority, 54.7%, have more than 10 years of teaching experience. This demonstrates that the surveyed group includes a significant proportion of seasoned educators who bring a wealth of practical experience to their teaching. Teachers with extensive experience may have a deeper understanding of student learning dynamics and are more adaptable to pedagogical changes. However, the inclusion of less experienced teachers, who constitute 18.0% of the sample, provides a contrasting perspective on readiness, as they may face unique challenges in aligning their teaching practices with the new assessment framework. This diversity in teaching experience is valuable for identifying targeted interventions to support teachers at different career stages.

Table 3. Survey respondents by The area where your school is located

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Urban	70	46.7	46.7	46.7
	Rural	37	24.7	24.7	71.3
	Mountainous	43	28.7	28.7	100.0
	Total	150	100.0	100.0	

Table 3 reveals the geographic distribution of the surveyed teachers, with 46.7% teaching in urban areas, 24.7% in rural areas, and 28.7% in mountainous regions. This distribution reflects the varied contexts within which high school literature teachers operate in Thai Nguyen province. Teachers in urban areas are likely to have greater access to resources, training, and technology, making them potentially more prepared for the new assessment format. Conversely, teachers in rural and mountainous areas may face additional barriers, such as limited professional development opportunities, fewer teaching resources, and infrastructural challenges. The relatively high percentage of teachers from rural and mountainous regions (53.4% combined) highlights the importance of providing equitable support and resources to these areas to ensure that all teachers are adequately equipped for the reforms, regardless of their geographic location.

3.2. Reliability analysis

Table 4. Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.837	.835	12

Table 4 provides the reliability statistics for the survey instrument, measured using Cronbach's Alpha. The Cronbach's Alpha value is reported as 0.837, indicating a high level of internal consistency among the 12 items included in the survey. This demonstrates that the questions in the instrument are well-constructed and reliably measure the intended dimensions of teacher readiness.

A high Cronbach's Alpha suggests that the survey responses are consistent and reliable across different participants, which is critical for ensuring the validity of the study's findings. The reliability of the instrument further supports the accuracy of the collected data in reflecting the readiness levels of high school literature teachers for the new periodic assessment format. This reliability also underscores the robustness of the instrument in capturing nuanced insights, making it a valuable tool for similar studies in other regions or contexts.

The strong internal consistency of the instrument provides confidence in the conclusions drawn from the data and highlights its effectiveness in measuring awareness, preparedness, and challenges faced by teachers during the implementation of competency-based assessment reforms.

Table 5. Item Statistics

	Mean	Std. Deviation	N
Q1	4.8200	.43458	150
Q2	4.7400	.48369	150
Q3	4.7267	.52962	150
Q4	4.6267	.56219	150
Q5	4.7200	.54490	150
Q6	4.6000	.66555	150
Q7	4.6400	.61611	150
Q8	4.6400	.53445	150
Q9	4.6400	.53445	150
Q10	4.4600	.66181	150
Q11	4.5267	.63136	150
Q12	4.6267	.51222	150

Table 5 presents the mean and standard deviation for each of the 12 survey items, highlighting participants' responses across various dimensions of readiness. The mean scores for the items range from 4.46 to 4.82, indicating a generally high level of agreement among teachers regarding their awareness, preparedness, and perceived challenges related to the new periodic assessment format. The highest mean score (4.82) corresponds to item Q1, reflecting that most teachers fully understand the requirements and objectives of the new assessment format. This suggests that awareness levels are strong among participants, which is a critical foundation for implementing reforms effectively.

However, items such as Q10, which has the lowest mean score (4.46), highlight areas of concern. This item relates to the perceived pressure teachers feel regarding the time required to prepare for the new assessment system. The relatively lower score suggests that while teachers are generally confident in their knowledge and skills, time constraints remain a significant challenge.

The standard deviations for all items are relatively low, ranging from 0.43 to 0.66, indicating consistent responses among participants and reinforcing the reliability of the survey. These findings emphasize the need for targeted interventions to address specific challenges, such as time management and workload, while leveraging the strong awareness and preparedness of teachers to ensure a smoother transition to the new assessment framework.

Table 6. Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Q1	50.9467	15.245	.283	.152	.839
Q2	51.0267	14.402	.479	.440	.827
Q3	51.0400	14.173	.487	.608	.826
Q4	51.1400	14.027	.487	.489	.826
Q5	51.0467	14.166	.471	.411	.827
Q6	51.1667	13.442	.514	.426	.825
Q7	51.1267	13.856	.471	.474	.828
Q8	51.1267	14.299	.448	.368	.829
Q9	51.1267	14.272	.455	.555	.828
Q10	51.3067	12.684	.694	.614	.808
Q11	51.2400	13.311	.583	.511	.818
Q12	51.1400	13.880	.590	.429	.819

Table 6 provides an analysis of the item-total correlations, showing how each individual item correlates with the overall scale. The corrected item-total correlation values range from 0.283 to 0.694, indicating that all survey items contribute positively to the overall measurement of teacher readiness. Items with higher correlations, such as Q10 (0.694) and Q12 (0.590), demonstrate a strong relationship with the overall scale, suggesting these items are particularly effective in capturing key aspects of readiness, such as time pressure and the need for additional practical training.

Conversely, items with lower correlations, such as Q1 (0.283), though still contributing to the overall scale, indicate a relatively weaker connection to the broader dimensions of readiness. This may reflect the fact that while understanding the requirements and objectives of the new assessment format (Q1) is important, it does not capture the more practical or situational challenges teachers face.

The Cronbach's Alpha value if any item is deleted remains consistent across all items, ranging from 0.808 to 0.839, confirming the reliability of the survey instrument as a whole. This indicates that removing any individual item would not significantly improve the internal consistency of the scale.

Group 1: Awareness of the New Periodic Assessment Format

The results from Table 5 demonstrate that teachers have a high level of awareness regarding the requirements and objectives of the new periodic assessment format, as evidenced by the consistently high mean scores for questions in this group. The highest mean score (4.82) for Q1 indicates that most teachers fully understand the purpose and structure of the assessment system, which aligns with the competency-based framework of the 2018 General Education Program. This strong awareness is a critical strength, as it provides a foundation for teachers to effectively engage with the reform process. However, the relatively

low standard deviation across items in this group reflects uniformity in responses, suggesting that while teachers understand the theoretical aspects of the reform, future efforts should focus on translating this awareness into practical application in their teaching practices.

Group 2: Preparedness in Terms of Professional Skills

In the second group, the data reveals that teachers feel generally confident about their preparedness to implement the new assessment format. For instance, items related to their ability to design assessment tools (Q6, mean: 4.60) and apply techniques to assess students' competencies (Q7, mean: 4.64) received relatively high scores. However, the item-total statistics from Table 6 indicate some variability in how individual items contribute to the overall readiness scale. While teachers report adequate training and skill development, challenges persist in their ability to utilize technology for assessments and manage time effectively. These findings suggest that additional support, particularly in the form of hands-on training and access to digital tools, is needed to bridge the gap between theoretical knowledge and practical application, enabling teachers to confidently execute the requirements of the new framework.

Group 3: Challenges and Necessary Support

The third group highlights significant challenges faced by teachers, with the lowest mean score (4.46) observed for Q10, which reflects the pressure teachers feel due to the time-intensive nature of preparing for the new assessment format. The item-total statistics from Table 6 confirm that Q10 strongly correlates with the overall readiness scale (correlation: 0.694), emphasizing the critical impact of time management on teachers' perceived readiness. Furthermore, items addressing the need for additional resources and training (e.g., Q11 and Q12) also show strong correlations, highlighting a clear demand for practical guidance and support from educational authorities. These results suggest that while teachers are aware of the expectations and possess the foundational skills to implement the reforms, sustained and targeted interventions—such as reduced workload, more detailed guidelines, and ongoing professional development opportunities—are essential to alleviate the burdens and ensure the successful implementation of the new assessment framework.

4. Appendix

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SURVEY QUESTIONNAIRE
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Dear Teachers,

Thank you for taking the time to participate in this research study. This survey aims to assess the readiness of high school literature teachers for the implementation of the new periodic assessment format, which is aligned with the competency-based education reforms outlined in the 2018 General Education Program. Your valuable insights and feedback will contribute to understanding the challenges and opportunities teachers face in adapting to these changes. The findings of this study will be used to propose solutions and recommendations to support teachers in this important transition. Your participation is entirely voluntary, and all responses will be kept confidential. We sincerely appreciate your input and look forward to your contribution to this meaningful research. Please provide your opinion by marking (✔) the most appropriate box that reflects your level of agreement with the statements below.

Likert Scale:
1 - Strongly Disagree
2 - Disagree
3 - Neutral
4 - Agree
5 - Strongly Agree

PART 1: Personal Information
1. Your academic qualification:
☐ Bachelor's Degree
☐ Master's Degree
☐ Doctorate
2. Years of teaching experience:
☐ Less than 5 years
☐ 5-10 years
☐ More than 10 years
3. The area where yoAur school is located:
☐ Urban
☐ Rural
☐ Mountainous

PART 2: Survey Questions
Group 1: Awareness of the new periodic assessment format
1. I fully understand the requirements and objectives of the new periodic assessment format.
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
2. I find the new assessment format aligns well with the 2018 General Education Program.
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
3. I believe the new assessment format accurately evaluates students' competencies.
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

4. I understand the procedures and methods for implementing the new periodic assessment format.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Group 2: Preparation of professional skills

5. I have received adequate training on the new periodic assessment format.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

6. I feel confident in designing test papers that meet the new requirements.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

7. I am ready to apply techniques for assessing students' competencies in the new format.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

8. I am capable of utilizing technological tools to support testing and assessment.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Group 3: Challenges and necessary support

9. I encounter difficulties in designing test papers that meet the new requirements.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

10. I feel pressured by the time required to prepare for the new assessment format.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

11. I need additional documents and detailed guidelines from the Ministry of Education and Training.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

12. I would like to have more practical training sessions on the new periodic assessment format.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

PART 3: Open-ended Feedback

Please share any additional opinions, comments, or suggestions to improve the implementation of the new periodic assessment format:...

Thank you very much for your cooperation!

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