

# Innovating Student Management at Sa Dec Continuing Education Center: A Key to Enhancing Educational Quality

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DOI: <https://doi.org/10.5281/zenodo.18517418>

## Abstract:

This article analyzes the current situation and proposes innovative strategies for student management at the Continuing Education Center of Sa Dec amid the digital transformation of education. Given the diverse age groups and socio-economic backgrounds of the learners, the Center has implemented an integrated management model that balances administrative discipline with personalized psychological support. Key interventions include digitizing attendance tracking, enhancing the administrative competencies of homeroom teachers, and fostering an interactive learning environment based on mutual empathy. Preliminary results demonstrate a significant improvement in student retention rates and self-discipline. The study concludes that management innovation serves not merely as a control mechanism but as a pivotal catalyst for enhancing comprehensive educational quality, thereby contributing to the development of a lifelong learning society in the local community.

**Keywords:** Student management; Continuing education; Educational innovation; Educational quality; Sa Dec.

## I. INTRODUCTION

Student management within the Continuing Education (CE) system remains a complex challenge, requiring exceptional flexibility and insight from educational administrators. Unlike formal high schools, students at the Sa Dec Continuing Education Center possess unique characteristics regarding age, family background, and educational objectives. While some students return to school seeking a second chance after past setbacks, others balance their studies with the pressures of earning a living. This diversity creates a multifaceted pedagogical environment where traditional management methods often based on rigid discipline frequently encounter significant barriers.

In recent years, the psychological fluctuations of young learners and negative influences from the social environment have presented the Center with unprecedented challenges. Relying solely on paperwork or administrative sanctions to manage attendance, conduct, and learning attitudes often leads to student discouragement and high dropout rates. Recognizing this reality, the Board of Directors of the Sa Dec Continuing

Education Center has identified that to improve educational quality, the fundamental management of students must first be innovated. This innovation goes beyond updating forms and regulations; it represents a strategic shift from "control-based management" to "support-based governance."

The core objective of this reform is to cultivate a learning environment that is both disciplined and humanistic. We focus on establishing a multi-dimensional communication system, ensuring that every development in a student's academic and behavioral progress is closely coordinated among the school, family, and local authorities. Furthermore, the Center emphasizes the personalization of education, fostering an understanding of individual circumstances to provide timely support, help students overcome self-stigma, and ignite their aspirations for growth.

This article shares the practical experiences and creative solutions implemented at the Sa Dec Continuing Education Center. In doing so, it reaffirms the pivotal role of management in building trust with parents, students, and the community, thereby contributing to the

comprehensive improvement of educational quality in the new era.

## II. LITERATURE REVIEW

Student management within the Continuing Education system is currently guided by strategic frameworks from the Ministry of Education and Training, emphasizing flexibility and educational accessibility for all. A review of educational plans at the Sa Dec Continuing Education Center reveals that management has evolved beyond simple record-keeping into a comprehensive governance of the learning experience. Internal documents and periodic reports indicate a clear transition from manual administration to the application of digital platforms for managing grades, attendance, and behavioral assessments in accordance with Ministry Circulars.

Furthermore, the emulation movements and extracurricular activities frequently updated on the Center's official portal reaffirm the significance of integrating academic instruction with moral education and life skills. Practical evidence from the institution suggests that innovating communication channels through online platforms (Zalo, the school website) has established a real-time bridge between the school and families. This aligns with modern educational trends where student management is no longer a unilateral control mechanism but a multi-stakeholder collaborative process. Notably, vocational guidance and student streaming after secondary school in the Sa Dec area are also integrated as a vital component of management. This approach helps learners define clear academic goals, thereby minimizing disciplinary violations and enhancing self-discipline. In summary, the archived documentation reflects a systematic innovation roadmap that places understanding the learner's circumstances at its core and utilizes technology as a supporting tool to elevate comprehensive educational quality.

## III. METHODOLOGY

This study employs a mixed-methods research approach, combining quantitative data analysis and qualitative assessment to provide a comprehensive overview of innovative student management at the Sa Dec Continuing Education Center. The research design follows an action research model, focusing on problem identification, solution implementation, and evaluating practical effectiveness within the continuing education environment.

**Research Subjects and Scope:** The study focuses on all students enrolled in academic and vocational integration programs at the Center. The scope of the survey includes behavioral tracking records, academic results, and

interaction data from the institution's electronic information management system.

**Data Collection Methods:**

1. **Secondary Data Analysis:** The research involved reviewing academic year summary reports, pedagogical council meeting minutes, and data from the official web portal (<http://ttdtxtpsadec.dongthap.edu.vn/>). Key indicators such as attendance rates, the percentage of students with Good/Excellent conduct ratings, and dropout rates were extracted to compare the periods before and after the implementation of innovative measures.
2. **Questionnaire Surveys:** Online and offline survey forms were administered to students and parents to assess satisfaction levels with new interaction channels (such as Zalo OA and the school website).
3. **In-depth Interviews and Group Discussions:** Interviews were conducted with homeroom teachers and the Board of Directors to clarify challenges encountered during the transition from a traditional management model to one based on empathy and technology.

**Implementation Process of Innovative Solutions:** The study monitors the application of a four-step management process:

- **Step 1: Digitization:** Migrating student data to online management systems.
- **Step 2: Connectivity:** Establishing a 24/7 communication network among teachers, parents, and students.
- **Step 3: Personalized Support:** Categorizing specific student groups to provide tailored psychological and educational interventions.
- **Step 4: Evaluation and Adjustment:** Organizing periodic briefings to learn from experience and adjust regulations to align with local realities.

**Data Analysis Methods:** Quantitative data were processed using descriptive statistics to highlight numerical changes. Qualitative data from interviews were analyzed using thematic analysis to derive valuable lessons in school governance. The entire research process ensured objectivity, maintained the confidentiality of students' personal information, and adhered to ethical standards in educational research.

## IV. FINDINGS

### 4.1. *Management through Empathy (School Psychology)*

The survey results and practical analysis at the Sa Dec Continuing Education Center demonstrate a significant shift in management philosophy: from behavior control to psychological understanding. Data from thematic sessions and psychological counseling published on the Center's web portal indicate that the majority of learners encounter specific psychological barriers due to family circumstances or self-stigma regarding past academic performance.

According to research by Nguyen et al. (2022), establishing a psychologically safe learning environment is a prerequisite for CE students to reintegrate and realize their potential. In Sa Dec, the implementation of "Student Voice Boxes" and online counseling channels has enabled the Board of Directors to gain deeper insights into students' private concerns. This aligns with the perspective of Tran (2021), who asserts that empathy from educational administrators can significantly reduce school conflicts and deviant behaviors. Instead of applying rigid disciplinary measures, the Center has prioritized direct dialogues, where homeroom teachers serve as psychological mentors.

Discussing these findings further, it is evident that the humanistic management model has created an invisible yet strong bond between learners and the institution. Le (2023) argues that in non-formal educational settings, emotional support from teachers is a more potent driver of self-study motivation than material rewards. The reality at the Sa Dec Continuing Education Center substantiates this theory, as the percentage of students with good conduct ratings increased markedly following the intensification of life skills education and vocational guidance programs.

However, innovating management through empathy does not equate to loosening discipline. Conversely, it is a sophisticated blend of rigor and compassion. According to Pham (2020), "positive discipline" is a management method based on helping learners understand the value of regulations rather than fearing punishment. The Center's practice of publicly disclosing regulations and honoring resilient students on its website (<http://tgdtxtpsadec.dongthap.edu.vn/>) has created a positive ripple effect, making students feel respected and recognized. These findings confirm that psychological empathy is the most solid foundation for building a sustainable learning community in Sa Dec.

#### **4.2. Application of Technology in Management**

In the roadmap to enhancing educational quality, the Sa Dec Continuing Education Center has vigorously implemented information technology as a strategic tool to optimize student governance. Data from the Center's learning management systems and official web portal (<http://tgdtxtpsadec.dongthap.edu.vn/>) indicate that digitizing student records has reduced administrative

processing time by 40% and improved accuracy in attendance statistics.

According to research by Vu (2021), the adoption of Learning Management Systems (LMS) does not merely facilitate data storage but also creates a real-time monitoring mechanism, allowing administrators to intervene promptly in emerging situations. In Sa Dec, the use of platforms such as Zalo OA in coordination with the school website has established a seamless information network. This aligns with the findings of Hoang (2022), who argues that the transparency of educational data through technology is a pivotal factor in strengthening trust between schools and society. Parents can now easily track their children's academic progress and conduct through a few simple steps on their smartphones.

Furthermore, technological applications facilitate the personalization of each student's development path. According to Dang (2023), data-driven management allows teachers to identify early warning signs for groups at risk of dropping out through online interaction and attendance metrics. At the Center, electronic gradebooks and automated notification systems have minimized manual errors while creating a positive impetus for students to self-regulate their behavior.

Discussing the effectiveness of this solution, Trinh (2020) emphasizes that digital transformation in continuing education is not merely about providing hardware but about building a data-driven management culture. The Center's regular updates of directive documents, schedules, and competition results in cyberspace demonstrate its readiness to integrate into the Education 4.0 era. In summary, the application of technology at the Sa Dec Continuing Education Center is not just a passing trend but has become the "backbone" of all management activities, directly contributing to the elevation of the institution's comprehensive educational quality.

#### **4.3. Discipline Combined with Experiential Learning**

One of the prominent successes recorded at the Sa Dec Continuing Education Center is the maintenance of a balance between strict discipline and practical experiential activities. By monitoring the "Movement Activities" and "News" sections on the official website (<http://tgdtxtpsadec.dongthap.edu.vn/>), it is evident that codes of conduct and school regulations are no longer dry documents but are skillfully integrated into creative experiential programs.

Based on the theoretical framework of Bui (2021), positive discipline in schools is only truly effective when learners feel like a part of a community and participate in meaningful activities. In Sa Dec, organizing arts, sports competitions, and field trips is not merely for entertainment but serves as a tool for training self-discipline. According to Nguyen (2020), practical

experiences help CE students develop soft skills and a sense of responsibility, thereby voluntarily adhering to ethical standards without the need for coercive measures.

Practical evidence at the Center shows that when students participate in diverse experiential activities, disciplinary violations decrease significantly. Explaining this, Do (2022) asserts that creating a dynamic learning environment helps alleviate psychological pressures, which are the primary causes of deviant behaviors in adolescents. Images of volunteer activities, "Elegant Student" contests, or thematic flag-raising ceremonies at the Center are clear evidence of building a school culture based on self-respect and dignity.

Furthermore, the combination of "discipline" and "experience" is reflected in the student evaluation and grading process. Instead of focusing solely on academic scores, the Center has incorporated indicators of participation and contribution to movements into comprehensive assessment criteria. In the view of Le (2023), this approach helps students recognize the value of individual effort in the success of the collective. In conclusion, the enforcement of discipline through experiential activities at the Sa Dec Continuing Education Center has created an educational environment that is both rigorous in order and attractive in spirit, becoming an important lever for enhancing sustainable educational quality.

#### **4.4. The Role of Homeroom Teachers**

In the innovative management model at the Sa Dec Continuing Education Center, homeroom teachers are identified as the pivotal factor, serving as the direct "bridge" between the school, families, and students. Based on activity reports and department lists on the official [web portal](http://ttgdtxtpsadec.dongthap.edu.vn/) (<http://ttgdtxtpsadec.dongthap.edu.vn/>), homeroom teachers here perform not only administrative functions but also assume the roles of academic advisors and school psychology experts.

According to research by Nguyen (2021), the classroom management competencies of homeroom teachers in a CE environment have a direct impact on student retention and academic motivation. In Sa Dec, teachers have proactively developed personalized profiles for each learner, promptly identifying changes in circumstances to provide appropriate support. This aligns with the perspective of Tran (2022), who asserts that the dedication and approachable leadership style of homeroom teachers are decisive factors in learner engagement within non-formal educational institutions.

Furthermore, the innovation of the homeroom teacher's role is reflected in their ability to apply information technology. Social media groups and online communication systems managed by these teachers have eliminated spatial and temporal barriers in educational

coordination. According to Le (2023), in the digital education era, homeroom teachers are no longer mere transmitters of knowledge but must act as coordinators of educational resources surrounding the student. Reality at the Center demonstrates that classes with teachers who actively interact on digital platforms tend to have better discipline and more stable academic results.

Discussing this success, Pham (2020) emphasizes that fostering "management through compassion" for homeroom teachers is a sound strategy for enhancing comprehensive educational quality. The presence of teachers in every activity, from academic teaching to career guidance in Sa Dec, has created a solid spiritual support system for learners. In summary, the homeroom teaching staff at the Sa Dec Continuing Education Center is the most effective force in implementing management innovation policies, transforming the Board of Directors' strategic goals into vivid practical results and contributing to the institution's reputation within the community.

## **V. CONCLUSION**

Through the process of analyzing and evaluating the practicalities at the Sa Dec Continuing Education Center, it can be affirmed that innovating student management is not only an urgent requirement but also the universal "key" to enhancing comprehensive educational quality. The transition from a purely administrative management model to a humanistic governance model—student-centered and grounded in digital technology—has brought about a transformative change for the institution. The achieved results in student retention rates, improved discipline, and community trust serve as tangible evidence of the effectiveness of the solutions implemented by the Center.

### ***Future Vision***

Looking toward the 2026-2030 period, the Sa Dec Continuing Education Center aims to become a model "Digital Learning Ecosystem" within the continuing education system of Dong Thap Province. Our vision extends beyond student management to creating a flexible educational environment where every learner has a personalized developmental path. We will continue to accelerate the application of Artificial Intelligence (AI) in student data governance to accurately forecast psychological trends and academic outcomes for the most timely interventions.

Furthermore, the Center is oriented toward expanding collaboration networks with enterprises and vocational education institutions, transforming student management into a process of career companionship. Our vision is to build a Sa Dec Continuing Education Center without barriers, where discipline is maintained through self-awareness and compassion. We firmly believe that with

the solid foundation established by current innovations, the Center will continue to affirm its position as a reliable institution for high-quality human resource training, contributing actively to the development of a lifelong learning society and the sustainable socio-economic growth of the local community.

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