



Factors Influencing the Management of Teaching Activity Change in High Schools According to Fullan's Model

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ABSTRACT: In the context of fundamental and comprehensive reform of general education in Vietnam, managing changes in teaching activities (TA) in high schools has become an urgent requirement. This study focuses on analyzing the factors influencing the management of TA changes based on Michael Fullan's model. Grounded in the theoretical framework of three stages of change (initiation, implementation, and institutionalization) along with core principles, the paper highlights that the success of change depends on a combination of multiple factors: (1) leadership roles and strategic vision in initiating, coordinating, and sustaining innovation; (2) human factors, including teachers' readiness, competence, and beliefs, together with active student participation; (3) organizational factors, reflected in flexible management structures and a collaborative school culture; and (4) contextual factors, particularly policies, resources, and support from families and communities. The research findings contribute to providing scientific arguments for school management, affirming that applying Fullan's model enhances the effectiveness of teaching innovation in alignment with the General Education Curriculum 2018 and the trend of international integration.

KEYWORDS: Change management; Teaching activities; High school; Fullan's model; General Education Curriculum 2018

I. INTRODUCTION

In the context of globalization and the Fourth Industrial Revolution, general education in Vietnam is undergoing fundamental and comprehensive reform in line with Resolution No. 29-NQ/TW (Central Committee of the Communist Party, 2013). One of the focal points of reform is the shift from a teacher-centered, one-way transmission approach to a competency- and quality-oriented learning model, which requires profound changes in the management of teaching activities in high schools. However, managing teaching change is a complex process influenced by various objective and subjective factors, ranging from policy mechanisms, staff capacity, and facilities to organizational culture and educational community consensus (Nguyen Thi Binh, 2020; Fullan, 2007).

According to Fullan (2007), managing change in education is not only a technical issue but also a social process in which the role of administrators is to create vision, foster stakeholder participation, and maintain improvement momentum. Research by Hargreaves & Shirley (2012) also indicates that for innovation to succeed, schools need to build environments of trust, encourage creativity, and establish sustainable support systems. In Vietnam, many recent studies (Pham Minh Hac, 2019; Dang Quoc Bao, 2021) affirm the necessity of linking teaching change management with policy contexts, learner needs, and teachers' practical competencies.

From this practical need and theoretical basis, examining the factors influencing the management of teaching activity change in high schools through Fullan's model is essential. The study not only provides scientific justification for school management but also suggests solutions to enhance the effective implementation of the General Education Curriculum 2018.

II. RESEARCH METHODS

This paper employs a qualitative research approach combined with document analysis to clarify the factors influencing the management of teaching activity change in high schools under Fullan's model. The reviewed literature includes monographs, international research works (Fullan, 2007; Hargreaves & Fullan, 2012; Kotter, 1996; Bridges, 2009; Darling-Hammond et al., 2017), and Vietnamese education policy documents (Ministry of Education and Training, 2018).

The method of analysis and synthesis was used to compare and contrast Fullan's model with other change management theories, thereby identifying suitable aspects for the context of Vietnamese general education. In addition, the study draws on domestic research to confirm the practicality and applicability of Fullan's model in current teaching management.

III. LITERATURE REVIEW

3.1. Fullan's Model of Change Management

Michael Fullan's model of change management is regarded as one of the most influential theoretical frameworks in contemporary educational research and practice. Fullan (2007) argued that educational change is a complex, cyclical process that not only requires the implementation of new ideas but also the building of relationships, the construction of knowledge, and the creation of an organizational culture that nurtures continuous innovation.

This model focuses on three overlapping stages: **Initiation, Implementation, and Institutionalization** (Fullan, 2007). In the *Initiation* stage, the focus is on identifying the need for change, building initial consensus, and establishing commitment to implementation. However, this stage is also the most susceptible to resistance and ambiguity. Therefore, management activities must emphasize communication, mobilizing stakeholder participation, and shaping an initial vision. The *Implementation* stage marks the transition from ideas to concrete actions. Schools begin to adopt new methods, tools, and strategies for innovation. Fullan & Quinn (2016) emphasized that this process requires persistence, flexibility, and the capacity for continuous adjustment to address difficulties, conflicts, or timeline changes. Key activities include teacher capacity building, provision of technical support, and monitoring implementation progress.

In the *Institutionalization* stage, change is consolidated and sustained as a lasting part of organizational culture. Incorporating innovations into official regulations and policies, while maintaining regular professional development, is essential to prevent regression to old practices. According to Hargreaves & Fullan (2012), embedding innovation as organizational routine allows schools to build "professional capital" and strengthen long-term adaptive capacity. In addition to the three stages, Fullan (2001) proposed foundational principles: (1) Change is a process, not an event; (2) Vision and planning should be shaped after readiness is established; (3) Both individual and collective dimensions are important; (4) Change must connect to the external environment; (5) Moral purpose is the foundation of successful change. These principles align with other change management theories, such as Kotter (1996), who emphasized the need to "create a sense of urgency" and "build guiding coalitions," or Bridges (2009), who focused on the psychological and transitional aspects of individuals during change. Fullan's model has several strengths in educational contexts. First, it highlights the central role of teachers and administrators as the core of all innovation. Second, it encourages continuous professional learning and development, consistent with the concept of the "learning school" (Stoll et al., 2006). Third, it emphasizes organizational culture and support systems to ensure sustainability of change. However, its limitations lie in the challenge of achieving unified commitment across the staff, the demand for substantial resources in terms of time and finances, and its high dependence on each school's cultural context.

Compared to other change management models such as Lewin's three-stage model, the ADKAR model (Prosci, 2018), or Kotter's eight-step model (1996), Fullan's model is considered more advantageous in educational settings. Its distinctive feature lies in bridging individual and organizational change, emphasizing professional development, organizational culture, and sustainability—factors that are particularly important for innovating teaching activities in schools.

3.2. Managing Change in High School Teaching Activities Based on Fullan's Model

Within the context of fundamental and comprehensive reform of general education, managing change in teaching activities in high schools according to Fullan's model requires focusing on the following core aspects:

Initiating change directions. School leaders play a pioneering role in initiating innovation orientations. These include: (1) shifting from content-based teaching to competency development; (2) enhancing students' proactivity and creativity; (3) innovating teaching methods toward active, cooperative, and project-based learning; (4) applying information technology to improve effectiveness. According to Bridges (2009), initiating change must be linked with a clear strategic vision and convey the urgency of reform to convince the teacher community.

Communicating reasons, objectives, and directions for change. Kotter (1996) pointed out that lack of clear communication is one of the main causes of change failure. Therefore, schools must communicate frequently and through multiple channels (emails, meetings, newsletters, digital resources) to ensure that all members clearly understand the rationale, objectives, and their roles. This helps minimize resistance and builds a foundation for collective consensus.

Creating a sense of urgency and encouraging teacher participation. Fullan (2001) argued that the motivation for change cannot be imposed but must be inspired through individuals' perceptions and emotions. Thus, school leaders must foster a "sense of urgency" among teachers, helping them recognize the necessity and inevitability of innovation. This can be achieved by sharing data on current realities, highlighting the demands of the new curriculum, and presenting practical success stories from other institutions.

Mobilizing professional groups and core teachers. Core teachers and professional groups are the backbone, serving as a bridge between leadership and the wider faculty. They should be assigned specific tasks such as organizing workshops, developing thematic modules, mentoring colleagues, participating in peer observation, and providing feedback. According to Stoll et al. (2006), professional learning communities can generate sustainable change by engaging teachers in active and ongoing learning and sharing.

Developing detailed action plans. A clear action plan facilitates effective management. The plan should include objectives, content, methods, timeline, task assignment, and evaluation criteria. This provides teachers with a basis for instructional

implementation while allowing leaders to monitor and provide timely support. According to Prosci (2018), the success of change largely depends on “translating strategic vision into concrete action steps.”

Spreading innovation spirit from school leadership. The pioneering role of leadership is decisive. When leaders directly participate in training, adopt new methods, or share experiences of innovation, they inspire and instill confidence in teachers. Hargreaves & Shirley (2012) affirmed that “transformational leadership” is the driving force of sustainable change in education.

Applying Fullan's model in managing teaching activity change in high schools requires the synchronized integration of multiple elements: clear goals, community consensus, staff capacity building, step-by-step implementation, continuous evaluation, and pioneering leadership. International experience (Kotter, 1996; Hargreaves & Fullan, 2012; Darling-Hammond et al., 2017) demonstrates that educational change becomes sustainable only when these factors are harmoniously integrated. Thus, Fullan's model is not only globally relevant but also highly practical in managing teaching activity change in Vietnamese high schools today.

IV. FACTORS INFLUENCING THE MANAGEMENT OF TEACHING ACTIVITY CHANGE IN HIGH SCHOOLS ACCORDING TO FULLAN'S MODEL

Educational change is a complex process that requires the coordination of multiple elements both inside and outside the school. Fullan's change management model emphasizes that successful change requires the combination of strategic vision, human participation, organizational culture, and policy context (Fullan, 2007; Fullan & Quinn, 2016). In the context of Vietnam's fundamental and comprehensive general education reform, identifying the factors influencing the management of teaching activity (TA) change in high schools is of paramount importance.

4.1. Leadership and Strategic Vision

School leadership plays a decisive role in initiating, coordinating, and sustaining change. According to Fullan (2001), effective leaders are not merely administrative managers but also learners and innovators alongside teachers. They serve as sources of inspiration, vision-builders, and creators of a continuous learning culture within the school. This aligns with Hargreaves and Shirley's (2012) concept of *transformational leadership*, in which leaders must guide through vision, ethics, and community engagement.

First, leaders must clearly communicate the goals and significance of TA change. Kotter (1996) asserted that “communicating the vision for change” is one of the eight critical steps for successful transformation. When teachers understand the aims and significance of innovation, they are more likely to view it as a means of improving teaching quality and to commit to participation.

Second, leaders must create conditions and provide professional support for teachers. Darling-Hammond, Hyler, and Gardner (2017) emphasized that sustainable professional development must be linked to real needs, supported continuously, and provide opportunities for practice. Schools must therefore develop diverse training programs such as workshops, professional group activities, thematic seminars, while also providing facilities and teaching technologies.

Third, leaders must establish mechanisms for monitoring, feedback, and continuous improvement. Fullan and Quinn (2016) highlighted the importance of the “improvement loop,” in which feedback from teachers, students, and parents is used to adjust strategies. This makes the change process more flexible, adaptive, and risk-mitigated.

4.2. Human Factors (Teachers and Students)

People are at the center of all educational change efforts. Fullan (2007) argued that change is sustainable only when teachers are empowered, professionally developed, and committed to participation. Teachers' readiness and professional capacity are prerequisites. According to Hargreaves and Fullan (2012), *professional capital*—knowledge, skills, values, and collaborative ability—is the foundation for teachers to engage in innovation. Teachers with strong expertise and readiness are more likely to apply new methods, innovate assessment, and integrate technology into teaching. Self-belief is also a powerful motivator. Bandura (1997, cited in Stoll et al., 2006) stressed that *self-efficacy* determines teachers' ability to cope with challenges and creativity in their profession. Teachers with strong self-efficacy are more persistent, innovative, and adaptable to TA change requirements.

Students' participation and feedback are equally important. Students are at the center of TA; their attitudes, cooperation, and responses directly influence teaching effectiveness. The General Education Curriculum 2018 emphasizes learners' proactivity, creativity, and ability to apply knowledge (Ministry of Education and Training, 2018). Thus, students need to actively participate and also serve as evaluators of reform effectiveness.

4.3. Organizational Factors (Structure and School Culture)

Organizational structure and culture shape how change is implemented and sustained. Bridges (2009) highlighted that change involves not only management techniques but also people's *psychological transition* within organizations. Organizational structure affects information flow, decision-making, task allocation, and coordination. Flexible structures with reasonable decentralization enable rapid adaptation, whereas rigid structures may impede progress.

School culture is the foundation of sustainable change. Hargreaves and Fullan (2012) argued that a culture of collaboration, trust, and continuous learning is essential for building *collective professional capital*. Stoll et al. (2006) also emphasized the role of

Professional Learning Communities (PLCs), where teachers share experiences, support each other, and grow together. A positive culture not only drives innovation but also builds a distinct school identity, strengthens member cohesion, and enhances institutional reputation.

4.4. Contextual Factors (Policy and Resources)

The external context exerts a strong influence on change management. Kotter (2012) asserted that all change must be situated within the policy, resource, and community environment.

Policies and guidelines from the Ministry and Departments of Education provide direction, set goals, and allocate resources. Clear and consistent policies promote change, while ambiguous ones may cause confusion and resistance (Prosci, 2018). Facilities and teaching equipment are essential conditions. They not only improve teaching effectiveness but also create a safe, engaging learning environment. The application of information technology and modern equipment makes teaching innovation more feasible.

Financial resources and professional development are also crucial. Darling-Hammond et al. (2017) emphasized that investment in teacher professional development is the key to successful change. Financial resources support training, equipment acquisition, and long-term support activities. Parental and community support further motivates change. Hargreaves and Shirley (2012) noted that the school–family–community connection is central to building the *global fourth way* in education. Parental participation not only supplements resources but also creates a coherent educational environment, fostering students' holistic development.

In summary, managing TA change in high schools through Fullan's model is simultaneously influenced by leadership and strategic vision, human factors, organizational culture, and the broader policy–resource context. These factors can both enable and hinder reform. Therefore, when proposing management measures, it is essential to fully analyze their interrelationships, ensuring coordinated and integrated implementation. Applying Fullan's model not only enhances the effectiveness of teaching innovation in Vietnam but also aligns with global educational development trends (Fullan, 2007; Hargreaves & Fullan, 2012; Kotter, 1996).

V. CONCLUSION

Managing teaching activity change in high schools according to Fullan's model is an urgent requirement in the context of Vietnam's fundamental and comprehensive general education reform. This paper analyzed the factors influencing change management, including: leadership and strategic vision; human factors (teachers and students); organizational factors (structure and school culture); and the contextual environment of policy, resources, and community support. These factors do not exist in isolation but are organically interrelated, mutually influencing each other, and determining the effectiveness of change processes.

Fullan's model shows that sustainable change occurs only when guided by visionary leadership, supported by well-prepared and professionally developed teachers, actively engaged students, schools that maintain a collaborative learning culture, and favorable policy–resource environments. This affirms that managing change is not a short-term activity but a continuous process requiring commitment, perseverance, and coordinated efforts from all stakeholders. The findings contribute scientific justification for school management and provide practical orientations to improve teaching quality and meet the demands of the General Education Curriculum 2018.

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