



SOME ISSUES RELATED TO THE DEVELOPMENT AT THAI NGUYEN UNIVERSITY OF SCIENCES

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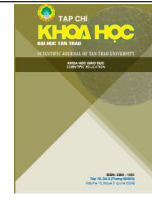
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Abstract:

In the current context, developing school culture is extremely important, as a positive and healthy school culture helps achieve the school's educational goals effectively and sustainably. Therefore, the development of school culture plays a crucial role and needs to be continuously implemented in alignment with the school's development strategy and vision.

This article presents several issues related to the development of school culture at the University of Science, including: the necessity of developing school culture, the extent of planning and organizing the implementation of development initiatives, and the factors affecting the development of school culture. The methods used include statistical analysis, comparison, and contrast; analysis, synthesis, and data collection from surveys.

The article aims to propose solutions for developing school culture at the University of Science, contributing to the training and development of high-quality staff to meet the needs of administrative reform and educational management innovation in Vietnam today.



MỘT SỐ VẤN ĐỀ LIÊN QUAN ĐẾN PHÁT TRIỂN VĂN HÓA NHÀ TRƯỜNG TẠI TRƯỜNG ĐẠI HỌC KHOA HỌC - ĐẠI HỌC THÁI NGUYÊN

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Phát triển văn hóa

trường học

Tóm tắt

Trong bối cảnh hiện nay, việc phát triển văn hóa nhà trường có vai trò hết sức quan trọng bởi văn hóa nhà trường tích cực, lành mạnh sẽ giúp cho việc thực hiện các mục tiêu giáo dục của nhà trường hiệu quả, bền vững. Do vậy, phát triển văn hóa nhà trường đóng vai trò quan trọng và cần được thực hiện liên tục, phù hợp với chiến lược phát triển và tầm nhìn của nhà trường. Bài viết trình bày một số vấn đề liên quan đến phát triển văn hóa nhà trường trong Trường Đại học Khoa học, gồm: sự cần thiết phải phát triển văn hóa nhà trường, mức độ thực hiện lập kế hoạch và tổ chức triển khai xây dựng và các yếu tố ảnh hưởng đến phát triển văn hóa nhà trường bằng phương pháp thống kê, so sánh, đối chiếu; phân tích, tổng hợp, thu thập thông tin, số liệu từ việc khảo sát. Bài viết với mong muốn đưa ra một số giải pháp phát triển văn hóa nhà trường trong Trường Đại học Khoa học nhằm góp phần đào tạo, bồi dưỡng đội ngũ cán bộ viên chức, người lao động có chất lượng phục vụ yêu cầu cải cách hành chính và đổi mới quản lý giáo dục đào tạo ở Việt Nam hiện nay.

1. Introduction

School culture (SC) influences all aspects of a school's activities in general and universities in particular. In the current context, managing and developing SC is extremely important, as a positive and healthy school culture will help achieve the school's educational goals effectively and sustainably.

Currently, there are several studies on SC in universities. Developing SC in universities is a way

to affirm the prestige and brand of the university, operate under the university mechanism, and serve as a foundation for pursuing university autonomy and integration into regional and international trends in higher education development. Developing SC in universities is an issue that higher education institutions need to focus on building and developing. This article presents some issues related to the development of SC at Thai Nguyen University of Science, aimed at enhancing cultural

awareness and increasing the responsibility of all members within the institution.

2. Literature Review

2.1. Global Research Status

Culture in general and school culture (SC) in particular are among the captivating topics that researchers worldwide have explored from various perspectives. Notable studies include:

According to Deal and Peterson (2009), “SC is a set of norms, values, beliefs, rituals, symbols, and traditions that create the ‘face’ of the school”.

Many studies and articles have addressed SC, particularly its role in teaching and learning activities. For example, Peterson (2002) suggests that “a positive school culture fosters a shared awareness among members regarding the connections between individuals and a widely shared sense of respect and care for others. Conversely, a cultural environment containing negative elements adversely affects educational effectiveness and other school activities”. Bass (2002) argues that SC impacts all members of the school and influences its success and operational effectiveness, emphasizing that “SC has a more powerful influence on school activities and learning than the president, the ministry of education, the school board, or even the principal, teachers, and parents”.

According to Bahar Gun and Esin Caglayan (2013), SC plays a crucial role in improving school operations. Recognizing SC also means that to bring about change, the current culture must be reevaluated and restructured. Their research findings highlight three prominent aspects of school culture: staff support and collaboration, cooperative leadership, and unified purpose.

In the study by Barbara Franlinger and Valerie Olson (2007), they argue that university SC is a form of organizational culture, wherein the cultural values of the university are a fundamental component in decision-making. For managers, faculty, and staff to effectively collaborate and

create an effective academic environment for healthy education, it is essential to assess cultural factors and enact changes within the culture.

At the university level, Dhillon, J.K. (2001) in “Challenges and strategies for improving the quality of information in a university setting: A case study,” states that “even universities with certain successful experiences in building school culture still face a sense of helplessness and a culture of complaint, as staff struggle to find authentic and up-to-date information to carry out their daily work.” The author identifies three key areas to focus on to create and disseminate information effectively: the quality of academic information, accountability for information, and communication about information.

Regarding the manifestations of SC, research by Peterson indicates that SC is specifically expressed in two levels: the first level comprises the visible elements of SC, while the second level consists of the deeper elements of SC [17].

2.2. Research Status in Vietnam

Pham Thi Minh Hanh (2012) defines “school culture as the culture of the educational organization existing within a society, comprising a system of explicit or implicit regulations, moral standards, core values, and appropriate behavioral norms among members of the school and between school members and external organizations or individuals related to its operations, characterizing each school and aligning with that society”.

From a psychological perspective, author Thai Duy Tuyen (2009) views “school culture as including the material and spiritual values of humanity, a system of experiences accumulated through the history of human society over centuries, which can be passed on to future generations. School culture represents the values and historical experiences of humanity that have been accumulated in the process of building a national education system and forming personalities”.

Based on an analysis of issues related to school culture, Nguyen Thi Minh Nguyet (2014) argues that

to build and lead the development of school culture in order to enhance educational quality, school leaders need to carry out specific tasks that impact both the visible and deeper elements of school culture.

Nguyen Thi Hoang Yen and co-authors (2022) suggest that SC is a collection of values, beliefs, knowledge, and basic norms created during the historical development of the school in both material and spiritual forms; it is recognized and shared by the members of the school, forming its identity.

Regarding SC in universities, Do Dinh Thai (2020) states that SC in higher education is a collection of norms, values, beliefs, and behaviors, reflecting unique characteristics and differences between universities. SC encompasses the entire material and spiritual life of the institution, representing the positive values formed by a collective and accepted by each individual within the school.

Building and developing SC is a long-term, persistent process that requires the efforts of all members within the school, with leadership and management playing a crucial role.

Author Le Thi Oanh (2018) emphasizes that “it is essential to focus on the contents of creating a cultural environment, both material and spiritual. Educational managers should also pay attention to the pathways for building an educational environment through an organizational culture approach, including teaching activities, organizing educational events, establishing pedagogical environments, creating relationships with families and communities, and developing criteria to assess the educational environment”. She asserts that to establish and develop the cultural identity of a school, each institution must clearly understand its own cultural essence; moreover, the process of building and developing culture in a school must be a long-term effort with clear objectives, supported by consensus among the faculty. Author Pham Minh Hac (2013) states that “building school culture is crucial; it is necessary to educate cultural personality, enabling learners to become cultured individuals”.

Thus, developing SC is a mission and guiding goal for each school, a responsibility and benefit for each individual and organization within the school, as well as a societal requirement. It aids in the swift implementation of management decisions and garners the consensus of members, shapes core cultural values within the school, identifies and develops suitable cultural values for the overall development of the institution, maximizes resource efficiency, maintains internal unity, enhances collective strength, improves quality across all aspects, encourages cooperation and sharing of experiences among faculty members, creates a trustworthy atmosphere that motivates faculty to focus on teaching and learning quality, and contributes to the development of distinctive and valuable qualities and characteristics for students within the school.

3. Research Methods

The study employs various methods, including statistical analysis, comparison, and contrast; as well as analysis, synthesis, and data collection from surveys. A survey was conducted using questionnaires distributed to 120 participants, including managers, faculty members, and administrative staff from various departments within the institution.

The survey content regarding the level of planning and organizing the development of school culture included four response levels:

Level 1: Good

Level 2: Fair

Level 3: Average

Level 4: Poor

The survey content regarding factors influencing the development of school culture also included four response levels:

Level 1: Very influential

Level 2: Influential

Level 3: Slightly influential

Level 4: Not influential

4. Results and Discussion

4.1. Current Status of Planning for the Development of School Culture at Thai Nguyen University of Science

Evaluating the planning efforts for developing school culture at Thai Nguyen University of Science, feedback from managers, faculty members, and administrative staff indicates that, overall, the administration has implemented plans and achieved certain initial successes.

Table 1. Level of Implementation of School Culture Planning at Thai Nguyen University of Science

TT	Planning Activities	Rate %			
		Good	Fair	Average	Poor
1	Analyze and Evaluate the Implementation of School Culture Development Activities	62,5	35	2,5	0
2	Identify the Contents to be Included in School Culture Development	45	51,67	2,5	0,83
3	Identify Specific Activities to be Carried Out for School Culture Development	45	51,37	1,67	1,67
4	Identify Measures for Building School Culture	44,17	53,33	1,67	0,83

A general assessment of the planning for school culture development at Thai Nguyen University of Science shows that the majority of faculty members and staff agree that the management and development planning activities for school culture are rated as “Fair.” The content “Identify Specific Activities to be Carried Out for School Culture Development” also received a “Fair” rating. This result indicates that the administration has made significant efforts to identify the necessary specific activities for effective management and development of school culture.

4.2. Current Status of Organizing and Implementing School Culture Development at Thai Nguyen University of Science

In order to keep pace with the developmental trends of the times and to meet the demand for providing high-quality human resources for education, Thai Nguyen University of Science has been striving to organize and implement school culture development. This aims to harness the “endogenous” strengths of the institution in fulfilling its mission, tasks, and objectives.

Table 2. Evaluation by Staff and Faculty on the Organization and Implementation of School Culture Development at Thai Nguyen University of Science

TT	Content	Rate %			
		Good	Fair	Average	Poor
1	Identify the Units, Departments, and Individuals in the Institution Involved in School Culture Development	32,5	47,5	14,17	5,83
2	Assign Specific Tasks to the Units, Departments, and Individuals in the Institution for School Culture Development	20,83	45	25	9,17
3	Organize Training and Professional Development for School Culture Development for Units, Departments, and Individuals in the Institution	16,67	50,83	20,83	11,67
4	Establish Coordination Mechanisms Among Departments Involved in Managing School Culture Development	17,5	16,67	26,67	39,17

According to the data from Table 2, the overall assessment of the organization and implementation of school culture development management at Thai Nguyen University of Science is rated as “average.” This result indicates that the work has only reached an acceptable level, as, in the context of international integration and the practical demands placed by learners, management activities in general and school culture development management at Thai Nguyen University of Science, in particular, need to consider the dynamism and requirements of the specific context. Therefore, the leadership and execution of school culture development need further attention and specific measures to achieve the set goals.

Among the evaluation contents, the item that faculty and staff rated higher than others is “Organize training and professional development for school culture development for units, departments, and individuals in the institution,” which received a “fair” rating. This result indicates that the university has focused on organizing training and professional development in school

culture development for its members. With this activity, the administration has made efforts to enhance the qualifications and professional skills of the staff and faculty to improve the quality of human resources effectively for management and teaching activities, as well as for school culture development management.

However, the content that received the lowest rating from faculty and staff in the evaluation table is “Establish coordination mechanisms among departments involved in managing school culture development,” which was rated as “poor.” This result shows that, although the university leadership has organized and implemented programs and plans across the institution, in reality, the execution of school culture development activities at various units and departments has not been truly effective or specific.

4.3. Current Status of Factors Influencing School Culture Development at Thai Nguyen University of Science

We conducted a survey using a questionnaire, and the results are presented in the table below:

Table 3. Factors Influencing School Culture Development at Thai Nguyen University of Science

TT	Content	Rate %			
		Very influential	Influential	Slightly influential	Not influential
1	The Competence of Management Staff	16,67	70	10	3,33
2	Quality of the Faculty Team	79,4	20,6	0	0
3	Awareness of the Values of School Culture	42,9	37,1	20,0	0
4	Mechanisms and Policies from the Education Sector	46,3	53,7	0	0
5	The Process of Socializing Education	15	18,33	65,5	4,16
6	The Development of Information and Communication Technology	10,9	75,4	13,7	0
7	Trends of Globalization and International Economic Integration	12,6	12,0	63,4	12,0

From the survey results in Table 3, the assessment of the influence of management staff on the development of school culture indicates that the majority of respondents, including staff and faculty, believe that leadership and management competencies have a level of “Influence” at 70%.

In addition to leadership competencies, the quality of staff and faculty also directly impacts the development of school culture. Staff and faculty are among the key figures in creating and managing school culture at Thai Nguyen University of Science. The influence of this factor is the highest, with “Very Influential” at 79.4%. This result shows that staff and faculty value their roles in creating, building, and developing school culture.

The factors of socializing education and trends of globalization and international economic integration are considered to have little influence (both over 63%) on school culture development. This suggests that these factors have not yet effectively integrated into the practical activities of the institution.

In summary, it is evident that the factors studied all influence the process of developing school culture, with leadership and management being the most crucial, as they play a defining role in shaping the development of school culture at Thai Nguyen University of Science.

4.4. Solutions to Enhance the Quality of School Culture Development at Thai Nguyen University of Science

4.4.1. Raising Awareness about School Culture Development

To develop school culture, it is essential to raise the awareness of teachers, educational management staff, students, parents, and the entire community about creating a healthy, humane, and progressive learning environment. This will guide the behavior and interactions of educational forces

with students, focusing on a “student-centered” approach.

To enhance awareness among relevant educational personnel regarding the establishment of school culture values, related sectors must intensify communication efforts targeted primarily at faculty and educational managers. This can be achieved through seminars, workshops, and effectively implementing large-scale campaigns such as “Good Teaching - Good Learning,” “Building Friendly Schools with Active Students,” and “Every Teacher as a Moral, Self-Learning, Creative Role Model.” Through these specific activities, cultural values are recognized and promoted, significantly influencing the awareness of all involved individuals.

4.4.2. Focusing on Building School Culture Values

The first criterion that each educational institution must create is a safe environment for learners, meaning students should live and study in a healthy, humane, and democratic atmosphere. The school should collaborate effectively with local authorities and police to promptly prevent and repel any anti-cultural behaviors that may infiltrate the institution. It is particularly important for educational institutions to cultivate tranquility in the hearts of each learner through the knowledge and life skills provided by teachers. Lessons drawn from textbooks and the life experiences of educators will foster resilience, acting as a solid shield for students to confidently and proactively handle any potential situations in a safe and appropriate manner.

Practicing democracy in schools is a crucial measure that should be implemented in every educational establishment. The goal is to make both educators and learners fully aware of their rights, responsibilities, and obligations towards those around them and their institutions. A broad and substantial practice of school democracy lays the foundation for promoting active participation,

debate, and exchange among students, recognizing unique and innovative ideas, and respecting cultural, religious, and customary differences. When individuals are respected and treated equally, with their personal initiatives heard, it becomes a significant motivation for students to assert themselves and contribute to society.

4.4.3. *Establishing a Code of Conduct in Schools to Regulate Behavior*

The overall goal of this solution is to strengthen the development of behavioral culture in schools, aiming for a fundamental transformation in the cultural behavior of management staff, teachers, employees, and students to enhance capabilities, perfect personality, and cultural lifestyles; build a healthy and friendly school culture; and improve the quality of education and training. This measure contributes to establishing ethical standards and behavior for staff and educators while performing their duties and interacting with colleagues, students, and in social relationships. It also serves as a basis for the school to address responsibilities when staff violate ethical standards and behavior in task execution and working relationships, and it provides criteria for evaluating, ranking, and monitoring compliance with legal regulations among staff.

5. Conclusion

Developing school culture is a major orientation of the education sector in the process of enhancing education and training quality. The cultural values of school culture are not only goals but also driving forces that guide educational personnel and society as a whole. Developing school culture helps members of the institution recognize their responsibilities toward the school's development strategy. This article assesses the degree of planning and organizing the development of school culture and the influencing factors. Additionally, several solutions are proposed to enhance the quality

of school culture development at Thai Nguyen University of Science. Based on the survey results, school leaders can reference and select suitable content aligned with the circumstances, conditions, and existing capacities of the institution to construct a feasible and effective school culture development plan.

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