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## Managing Activities of Developing High School Culture in the Current Education Reform in Vietnam

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### Abstract

*Enhancing the quality of education and fostering school culture are the goals of promoting the active school culture principles. In the perspective of reform, high school education is important because it serves as a transitional level, assisting students in building a strong foundation before they pursue further education or the workforce. The purpose of the study is to comprehend the importance of managing school culture initiatives in Nghe An province, Vietnam. Between April and May 2020, 523 managers and teachers from 15 high schools answered a questionnaire as part of a quantitative study design. The method of data analysis that is most frequently used is descriptive statistics. Although the management of the high school culture in Nghe An province has been taken into account, the organization's management levels - from planning and executing to evaluating and inspecting the process - are only at a relative level.*

**Keywords:** Management, Culture Development, School Culture, High School, Vietnam.

### Introduction

Developing a culture in general is always a leading important task for any country in the world because culture helps such countries grow efficiently and sustainably. For the schools, school culture has great importance on the change and development of the school, especially in the context of international integration and educational renovation as at present.

School culture was seen from many different perspectives [Peterson & Deal, 2009; Minh, N., 2009; Hien, N.V.B. et al., 2017; Tuyen, T.D., 2009; Trung, P.N., 2011]. It is a combination of many tangible and intangible elements, but in general, these factors belong to two factors, they are material values and spiritual ones of the school. Accordingly, building school culture is understood as forming the material and spiritual values of the school in a certain direction. This process includes the formation of new values and the preservation and promotion of suitable existing ones.

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The management of activities of building school culture is a large and complex issue that greatly affects all activities of the school. Therefore, this issue has attracted the attention of many researchers in the world for a long time.

The research of Wonycott-Kytle and Bogotch (1997) has proposed some specific directions to change school culture to implement effective education reform: Reviewing and questioning current and past practices; participating in purposeful, continuous, and inclusive development activities; re-establishing the roles to direct toward the cooperation; recognition, reward and other forms of encouragement by material means.

Learning about the strategy of developing school culture, Sarason (1996) and Julie Heifetz & Richard Hagberg (2002) believe that this activity is related to many factors: leader, core values, school vision, and evaluation of the cultural current status of the school.

Discussing the solutions to set up school culture, according to Schlechty (1997), there should be a combination between school and pupils' parents in building school culture. Furthermore, the school managers need to have specific solutions to develop their school culture towards the defined target. These solutions must be highly feasible based on the determination of the developing strategy of the school and the model of school culture to be directed to.

In Vietnam, the management of activities of building school culture is one of the important contents of the management work developed by the school leaders. There have been research works by the authors on the issue of building and managing the school culture.

Accordingly, the contents of building school culture have been pointed out, including: Planning of building strategy; Developing behavior guidelines, and general atmosphere for the community; Developing school scene, and classroom layout; Identification of the school's characteristics through logos, slogans, signs, symbols; Developing traditions through uniforms, rituals, and ceremonies; Organization of cultural activities in the school, participation in cultural activities and festivals of locality; Setting up the school's brand, at the same time analysis of incentive policies for all activities in the school as well as the influence of the leadership in the school to all members [Hong, N.P., 1997]. In addition, the role and importance of the Principal in the process of shaping school culture as well as solutions to build high school culture based on positive school cultural values are also mentioned [Dung, C.X., 2013].

To manage the activities of building school culture, according to Huan, P.Q., (2007), the Principal needs to be aware of the nature of his school's culture; the process of developing culture in a school is a long-term, clear-minded, and continuous work of school management subjects with the unity and consensus of the pedagogical team.

Thuy, L.T.N. et al. (2008) assessed that shaping values to create the culture of Vietnamese high schools in the context of international integration is a very important task that requires specific measures to manage the activities of developing culture in the aspects from educational researchers; school managers and social managers.

The research of Hac, P.M., (2012) emphasizes the management of activities of developing school culture through the approach and research on school culture. Building school culture through value education is reflected in three aspects of school culture: Material facilities, educational environment, and behavioral communication. Building a value system in the school so that all members can agree to take it as a social ethical target, personality value, or we also call that teaching people besides teaching literature and vocation. This research has oriented the building

of school culture in terms of building material and spiritual culture.

So, in Vietnam, although there have not been many research on managing school culture, these works also clearly show the steps to manage the activities of building school culture, and the role of the management subject in activities of building school culture. However, the main research directions are focused on the managing activities of building a culture of primary schools, colleges, universities, and academies, few seminars also mention the activities of building high school culture at present. The research on the management of activities of building school culture in high schools in general and in Nghe An province, in particular, has not been mentioned.

The purpose of the research is to use quantitative research methodology through questionnaires to find out the current situation of managing activities of building high school culture in Nghe An province, Vietnam.

The research questions are:

RQ1: What is the awareness of managers and teachers about the importance of managing activities of building school culture?

RQ2: How is the management of activities of building school culture implemented?

### **Theoretical Framework**

Managing activities of building school culture is one of the key tasks to help positive school culture values be promoted and thereby contribute to improving the education quality of the school. Based on the document overview and the educational context of Vietnam in general, and education of Nghe An province in particular, the management of activities of building high school culture in the context of education renewal includes the following 4 contents:

### **Making Plans to Develop a School Culture**

The school Principal, together with the school board and functional departments needs to make plans on managing the activities of developing school culture. The management plan of activities of building school culture must be integrated into the general plan of the school, showing in the following aspects:

i) Clearly state the bases for building the plan: This issue is based on the official document of the Ministry; documents of the locality on directing the implementation of activities of building high school culture such as: Plan No. 282/BGDDT-CTHSSV dated 25/02/2017 and Plan No. 228/SGDDT-CTTT dated 24/02/2017 of the Ministry of Education and Training on stepping up the cultural environment in schools; Decision 1506/QD-BGDDT dated 31/05/2019 of the Ministry of Education and Training on promulgating the implementation plan of the project “Building behavior culture in schools for the period of 2018-2025”. In Nghe An province, guiding documents such as: Plan No. 2392/KH-SGD&DT on deploying the “Project on building behavior culture in schools from 2020 to 2025” dated 09/11/2020 promulgated by the Department of Education and Training.

ii) The plan clarifies the purpose, requirements, and key tasks to be performed to set up the school culture: The purpose of building the standard core cultural values in the school so that the members of the school use that as a target to implement and strive for. Creating cultural activities suitable to the actual condition situation of the locality, contributing to building a safe, friendly learning environment and comprehensively developing children’s personalities. It is

required to build the activities of school culture in many diverse and rich forms, ensuring safety, savings, and high educational value. The plan should clearly and specifically express the contents and core tasks to build the school culture.

iii) The plan clearly states the solutions to be implemented: The principles were identified when proposing solutions such as ensuring legality, science, synchronization, inheritance, and effectiveness,... the solutions to be implemented may be to build the development strategy; set up a set of evaluation criteria for culture; organize communication activities to raise the awareness; improve the skills of conducting activities of building a culture for teachers; build a high school culture space or establish processes for the school to implement those solutions. Depending on the actual conditions of the school and the locality to build suitable solutions.

iv) The plan clearly shows the stage of implementation organization: The plan specifies the implementation timelines, from the beginning of implementation to the end; The plan identifies the content to be implemented for the participants (school managers; teachers; pupils; pupils' parents; agencies and sectors; localities...); The plan outlines the guarantee conditions for implementation and the responsibilities of the participating forces.

### **Organizing the Implementation of Plans for Developing A School Culture**

After completing the plan for developing the school culture, the Principal needs to organize the apparatus to carry out the tasks of building the school culture. This is an important stage of managing activities of building school culture. Because, when any activity is implemented, specific people and detailed parts have to carry out the tasks of building school culture. In addition to the work of organizing the apparatus to carry out the task of building school culture, the subject who manages this task needs to organize specific activities to set up and shape new cultural values; at the same time, to inherit, maintain, and develop the previous good cultural values. Specifically:

- i) Establish school divisions that are primarily responsible for building and forming new cultural values; inheriting, maintaining, and developing the existing cultural values;
- ii) Mobilize all teachers, staff, pupils, and pupils' parents to participate in activities for building school culture;
- iii) Mobilize at the maximum level the efforts of the head teachers in activities of building school culture;
- iv) Direct to enhance the role of socio-political organizations in the schools in the activities of building school culture;
- v) Mobilize at the maximum level of the participation of social organizations in the locality in the activities of building school culture.

### ***Directing the implementation of plans for developing a school culture***

Directing and coordinating the implementation of developing and shaping new cultural values; at the same time, inheriting, maintaining, and developing the previous good school cultural values, the manager needs to implement the work:

- i) Decide on deploying the activities of building and forming new cultural values; inherit, maintain, and develop the existing school culture values;
- ii) Guide the teachers, staff, pupils, and relevant forces to choose the content, method, and form

of building and forming new cultural values; inherit, maintain, and develop the existing school culture values;

iii) Direct the innovation in terms of objectives, contents, methods, and forms of developing and shaping new cultural values; inherit, maintain, and develop the existing school culture values;

iv) Guide the teachers, staff, pupils of the school, and relevant forces to choose the documents on developing and shaping new cultural values; inherit, maintain, and develop the existing ones;

v) Direct the divisions to arrange a suitable time for building and shaping new cultural values; inherit, maintain, and develop the existing school cultural values;

vi) Direct the preparation and use of equipment and material means for the building and formation of new cultural values; inherit, maintain and develop the existing school culture values.

### **Inspecting and Evaluating Plans on Developing School Culture**

Activities of inspection and evaluation are indispensable in the management of building school culture. It makes an important contribution to the effectiveness of developing school culture. When the Principal regularly inspects and evaluates teachers, pupils, and staff in building culture, the development of school culture will be implemented well, meeting the given targets. On the contrary, when the Principal lacks closeness and inspection, its development will be inconsistent, its quality and effectiveness will be low. The activity of inspection and evaluation in the building of school culture is also reflected in the following two contents: Inspect and evaluate the building and formation of new cultural values, at the same time inherit, maintain and develop those cultural values. These two contents both include the tasks:

i) Organizing the inspection of implementation progress of the plan: To have a successful plan, it is necessary not only to have a perfect plan but also to have a thorough preparation from the smallest work parts in the plan. Therefore, it is necessary to have the work of organize and inspect the implementation of the plan to monitor and adjust the plan accordingly in each implementation stage. The work that can be done is a general inspection on the implementation progress of the plan; inspection of the implementation contents and human resources...

ii) The coordination of forces inside and outside the school to develop and shape new cultural values; inherit, maintain and develop the existing school culture values;

iii) Organize the inspection and evaluation of the results of building and shaping new cultural values; inherit, maintain and develop the existing ones;

iv) The use of resources to develop and shape new cultural values; inherit, maintain and develop the existing ones;

v) Report on inspection results, learning from experience on building and forming new cultural values; inherit, maintain and develop the existing ones.

### **Research Methodology**

Quantitative research methodology was used to find out answers to research questions. A questionnaire with a 5-level Likert scale is built on the basis of the document overview, from level 1: Unknown/Not at all important/Poor, to level 5: Know very well/Very important/Good.

The questionnaires were then sent to 523 managers and teachers of 15 high schools in Nghe An province. The data was collected over period of 2 months, from April to May 2020. Table 1 below shows the survey participants' information on gender, age, qualifications, and working seniority.

The research used SPSS 20.0 software to analyze quantitative data from the questionnaire. The main analytical method used is descriptive statistics. First, it was used to describe the characteristics of the survey respondents, such as the quantity and rate of managers and teachers by gender, age, qualifications, and working seniority. Then, it was used to determine the quantity and rate of teacher and managers evaluated for each item as well as the average value of each item. All results were rounded to 2 decimal places.

Features	N	%
<i>Gender</i>	523	100.00
Male	145	27.72
Female	378	72.28
<i>Age</i>	523	100.00
≤ 30 years old	68	3.86
31 - 39 years old	198	11.24
≥ 40 years old	257	84.89
<i>Qualifications</i>	523	100.00
College	32	6.12
Graduate from university	366	69.98
Post graduate	125	23.90
<i>Number of working years</i>	523	100.00
1 - 9 years	87	16.63
10 - 20 years	288	55.07
Over 20 years	148	28.30

Table 1. Characteristics of Respondent

## Results and Discussions

### *RQ1: Awareness of the importance of managing activities of developing school culture*

Awareness of managing activities of developing school culture is evaluated at all four stages of the management process (see Table 2). The results show that the level of awareness is only at a relative level, with the average point fluctuating in the range of 2.72 - 2.80. In which, the best level of awareness was with the stage of inspecting and evaluating the implementation of managing activities of building, consolidating and maintaining good results (Mean = 2.80) and the lowest level of awareness was with the stage of making plan on management of building activities (Mean = 2.72).

No.	Variables	N	Min	Max	Mean
1	Making plans of activities of building school culture	523	1	5	2.72
2	Organizing the implementation of plans of activities of building school culture	523	1	5	2.79
3	Directing the implementation of plans of activities of building school culture	523	1	5	2.78
4	Inspecting, evaluating the implementation of activities of building school culture and consolidating, maintaining good results	523	1	5	2.80

Table 2. Descriptive Statistics of Awareness Level of Managing Activities of Developing School Culture Value

Evaluating the importance of managing activities of developing school culture, up to 63.9% of managers and teachers evaluated at very important level; 28.7% of managers and teachers evaluated at important level; 5.50% of managers and teachers evaluated at normal level; 1.90% of managers and teachers evaluated at unimportant; level and no managers and teachers evaluated at completely unimportant level.

### ***RQ2: Real situation of managing activities of developing school culture***

#### *Making plans of activities of developing school culture*

The real situation of make plan of managing activities of building school culture was evaluated through the implementation levels of the planning contents of building school culture in terms of new culture values (8 contents) and existing ones (8 items) (see Table 3).

In general, the implementation level of stage of making planning of activities of building new culture values at the schools was evaluated at a good level, with the average point fluctuating in the range from 2.90 to 2.97. The highest evaluated factors include KH1, KH2, KH4, KH5, with the same Mean = 2.97. Similarly, the planning of activities of building suitable culture values has also achieved at a fairly good level, with the Mean fluctuating in the range from 2.94 to 3.00, in which the highest evaluated factor was Plan 12 (Mean = 3.00) and the lowest one was Plan 13 (Mean = 2.93).

Code	Making plans of activities of building school culture	N	Min	Max	Mean
<i>New cultural values</i>					
KH 1	Plan of building new contents of school culture is in the general plan of the school	523	1	5	2.97
KH 2	Plan of ensuring sufficient contents of building new culture values of the school	523	1	5	2.97
KH 3	Plan of having sufficient time itinerary to build new culture values of the school	523	1	5	2.95
KH 4	Build the plan of propagandizing new culture values of the school	523	1	5	2.97
KH 5	Build the plan of training for teachers and cadres of the school about new culture values of the	523	1	5	2.97

	school				
KH 6	Build the plan of attracting other forces at the locality to participate in building new culture values of the school	523	1	5	2.90
KH 7	Build the plan of coordinating with pupils' parents in building new contents of school culture	523	1	5	2.94
KH 8	Build the plan of checking, inspecting the building of new contents of school culture	523	1	5	2.92
<i>Existing suitable cultural values</i>					
KH 9	Plan of building the existing culture values integrated into the general plan of the school	523	1	5	2.97
KH 10	Plan of including all existing culture values to be built	523	1	5	2.97
KH 11	Plan of pointing out the time landmarks, main contents to be built the existing culture values	523	1	5	2.95
KH 12	Build the plan of propagandizing about the existing culture values to be built	523	1	5	3.00
KH 13	Build the plan of training for teachers and cadres of the school about existing culture values to be build	523	1	5	2.93
KH 14	Build the plan to attract other forces at the locality to participate in building the existing culture values of the school	523	1	5	2.95
KH 15	Build the plan of coordinating with pupils' parents in building existing culture value contents of the school	523	1	5	2.96
KH 16	Build the plan of checking, and inspecting the building of existing culture values of the school.	523	1	5	2.94

Table 3. Descriptive Statistics of Variable of Making Plan of Activities of Building School Culture

For new culture values (Figure 1), about 30% of managers and teachers evaluated the implementation at a very good level and nearly 70% of managers and teachers evaluated the implementation level of all 08 planning contents at average and good levels. About 4 - 5% of managers and teachers still thought that the planning stage of activities of building new culture values was at a weak level.

For existing suitable culture values (Figure 2), 68 - 69% of surveyed managers and teachers evaluated that the implementation level of this planning was average and good, 26 - 29% of managers and teachers evaluated at the very good implementation level. About 3 - 4% of managers and teachers still thought that the planning stage of activities of building the existing suitable culture values was at a weak level.

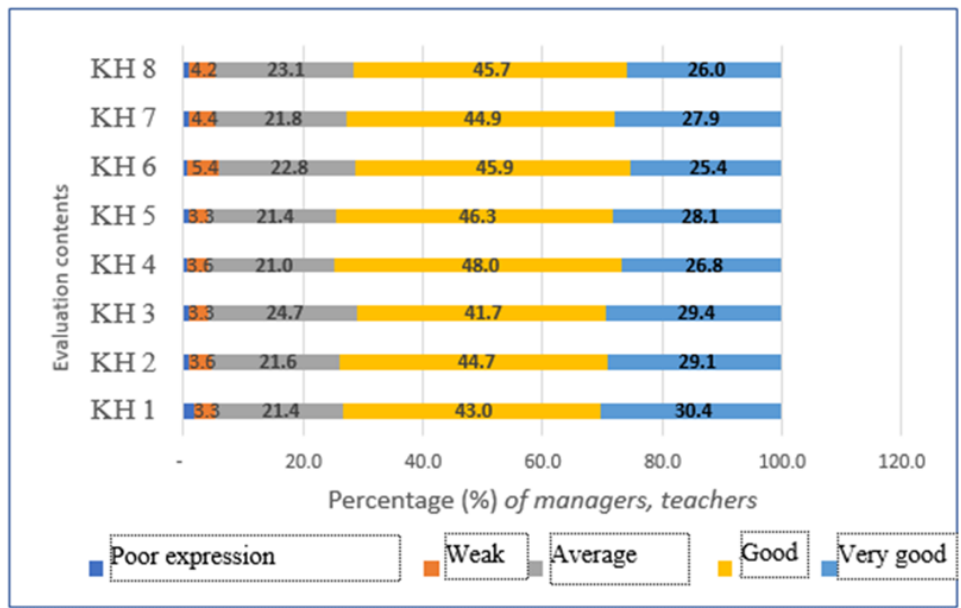


Figure 1.

Implementation levels of content of planning the activities of building new culture values

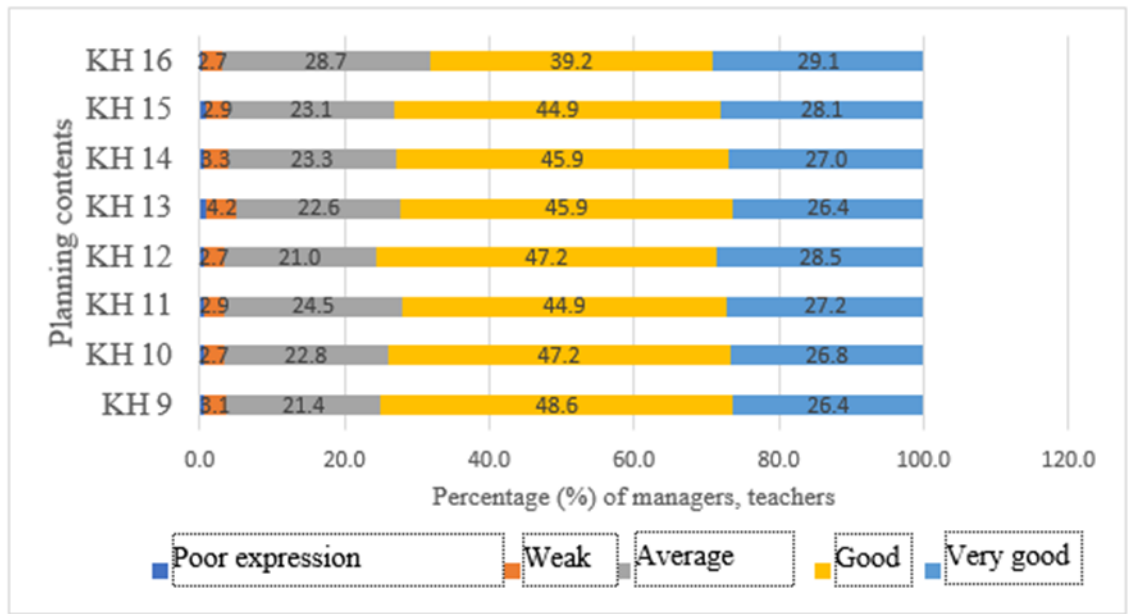


Figure 2.

Implementation levels of content of planning the activities of building the existing suitable culture values

*Organizing the implementation of plan of activities of building school culture*

The level of organizing the implementation of plans of activities of building was evaluated on 2 aspects, including: organizing the implementation of plan of activities of building new culture values (5 contents) and organizing the implementation of plan of activities of building existing suitable culture values (5 contents) (see Table 4).

In general, the stage of organizing the implementation of the action plan of activities of building new culture values was evaluated at good level, with Mean ranging from 2.93 - 3.10. In which, TC4 activity “Improving the role of socio-political organizations in the school in building new culture values of the school” is evaluated to have the best level of implementation (Mean = 3.1). Similarly, the stage of organizing the implementation of plan of activities of building the existing suitable culture values was also evaluated at good level, with the average point ranging from 2.99 - 3.08. In which, TC8 activity “Mobilizing at the maximum level the role of Head teacher, General secretary of Youth union in building the existing culture values of the school” was evaluated with the best level of implementation (Mean = 3.08).

Code	Variables	N	Min	Max	Mean
<i>New cultural values</i>					
TC 1	Establishing main presiding divisions in building new culture values of the school	523	1	5	2.93
TC 2	Mobilizing the forces to participate in building new culture values of the school	523	1	5	3.00
TC 3	Mobilizing at the maximum level the role of Head teacher, General secretary of Youth union in building new culture values of the school	523	1	5	3.06
TC 4	Improving the role of socio-political organizations in the school in building new culture values of the school	523	1	5	3.10
TC 5	Organizing to mobilize at the maximum level the participation of social organizations in the locality in building new culture values of the school	523	1	5	3.05
<i>Existing suitable cultural values</i>					
TC6	Establishing main presiding divisions in building the existing culture values of the school	523	1	5	2.99
TC7	Mobilizing the forces to participate in building the existing culture values of the school	523	1	5	3.03
TC8	Mobilizing at the maximum level the role of Head teacher, General secretary of Youth union in building the existing culture values of the school	523	1	5	3.08
TC9	Improving the role of socio-political organizations in the school in building the existing culture values of the school	523	1	5	3.02
TC10	Organizing to mobilize at the maximum level the participation of social organizations in the locality in building the existing culture values of the school	523	1	5	3.00

Table 4.

Descriptive statistics of variable of implementing plans of activities of building school culture

For new culture values (Figure 3), over 30% of managers and teachers evaluated that the implementation of plan of activities of building new culture values reached very good level, and about 60 - 67% of managers and teachers evaluated that the implementation reached the average and good levels. Only 3 - 5% of managers and teachers evaluated the implementation of all 5 contents at weak and poor levels.

For the existing suitable culture values (Figure 4), 31 - 35% of managers and teachers evaluated that the implementation of plan of activities of building the existing suitable culture values reached very good level and 61 - 66% of managers and teachers evaluated that the implementation reached average and good levels. Only 5% of managers and teachers evaluated that the implementation of all 5 contents was at poor and weak levels.

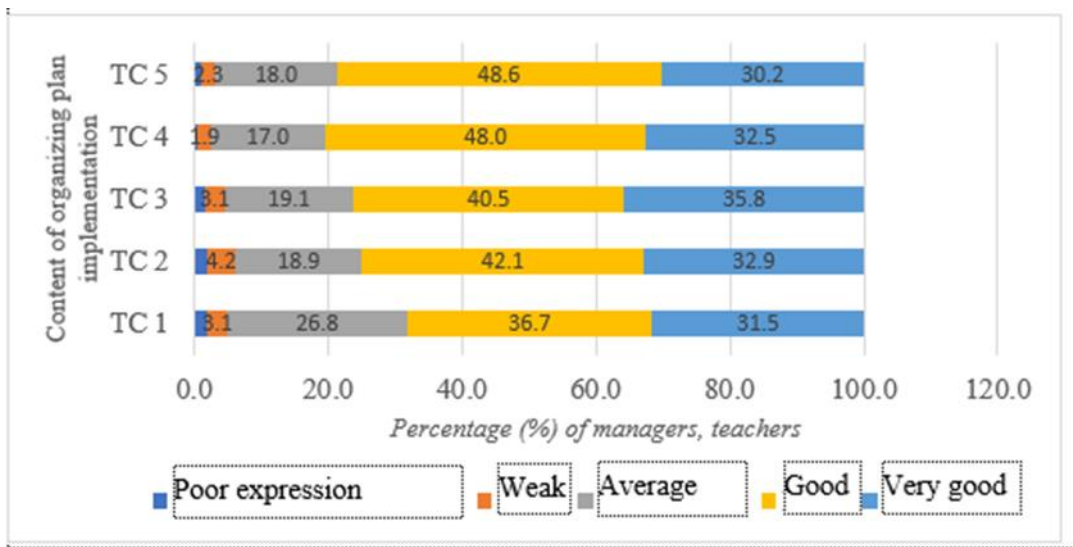


Figure 3.

Implementation level of organizing the plan implementation of activities of building new culture values

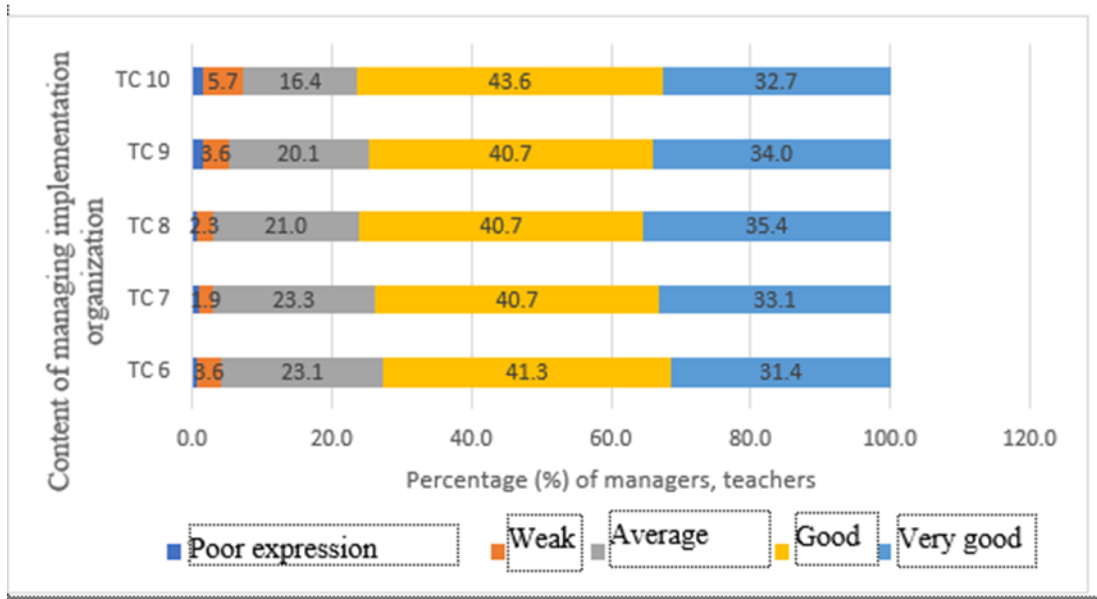


Figure 4.

Implementation levels of organizing the plan implementation of activities of building the existing suitable culture values

#### *Directing the plan implementation of activities of building school culture*

The level of directing the plan implementation of activities to develop school culture was evaluated on two aspects, including: directing the plan implementation of activities to develop new culture values (05 contents) and directing the plan implementation of activities to develop suitable culture values (05 contents) (see Table 5).

In general, the implementation level of the stages of directing the plan implementation of activities to develop new culture values was evaluated at good level, with Mean fluctuating from 2.95 - 3.07. In which, the highest evaluated content was CĐ 5 “Direct the divisions to arrange reasonable time and use equipment and material facilities to serve the development of new school culture values” (Mean = 3.07) and the lowest evaluated content was CĐ 1 “Decide on implementing the activities of developing new school culture values” (Mean = 2.95).

Similarly, the implementation level of the stage of directing the plan implementation of activities of building the existing culture values was evaluated at good level, with average point ranging from 3.03 - 4.00. Accordingly, two highest evaluated contents were CĐ 6 “Make decision on implementing the activities of developing the existing school culture values” (Mean = 4) and CĐ 8 “Direct the innovation in terms of objectives, contents, methods and forms of developing the existing school culture values” (Mean = 3.08). Two lowest evaluated contents were CĐ 7 “Guide teachers, staff, pupils of the school, and relevant forces to choose the content, method and form of developing the existing school culture values” and CĐ 10 “Direct divisions to arrange reasonable time and use equipment and material facilities to serve the development of the existing school culture values” (Mean = 3.03).

<b>Code</b>	<b>Variables</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>
<i>New culture values</i>					
CD 1	Decide on implementing the activities of developing new school culture values	523	1	5	2.95
CD 2	Guide teachers, staff, pupils, and relevant forces to choose the content, method and form of developing new school culture values	523	1	5	3.01
CD 3	Direct the innovation in terms of objectives, contents, methods and forms of developing new school culture values	523	1	5	3.03
CD 4	Guide teachers, staff, pupils, and relevant forces to choose the documents on developing and forming new school culture values	523	1	5	3.04
CD 5	Direct divisions to arrange reasonable time and use equipment and material facilities to serve the development of new school culture values	523	1	5	3.07
<i>Existing suitable culture values</i>					
CD 6	Make decision on implementing the activities of developing the existing school culture values	523	1	5	4.00
CD 7	Guide teachers, staff, pupils, and relevant forces to choose the content, method and form of developing the existing school culture values	523	1	5	3.03
CD 8	Direct the innovation in terms of objectives, contents, methods and forms of developing the existing school culture values	523	1	5	3.08
CD 9	Guide teachers, staff, pupils, and relevant forces to choose the documents on developing and forming the existing school culture values	523	1	5	3.06
CD 10	Direct divisions to arrange reasonable time and use equipment and material facilities to serve the development of the existing school culture values	523	1	5	3.03

Table 5.

Descriptive statistics of variable of directing plan implementation of activities of developing school culture

For new culture values (Figure 5), 32 - 36% of managers and teachers evaluated that the implementation of 6 contents of directing the plan implementation reached very good level, and about 57 - 65% of managers and teachers evaluated that the implementation reached the average and good levels. Only 4 - 8% of managers and teachers thought that the implementation of these stages was at weak and poor levels.

Similarly, for the existing culture values (Figure 6), 32 - 36% of managers and teachers evaluated that the implementation of 6 contents of directing the plan implementation of activities to develop suitable culture values reached very good level, and about 58 - 63% of managers and teachers evaluated that the implementation reached average and good levels. Only 5% of

managers and teachers evaluated that the stage of directing the implementation was at poor and weak levels.

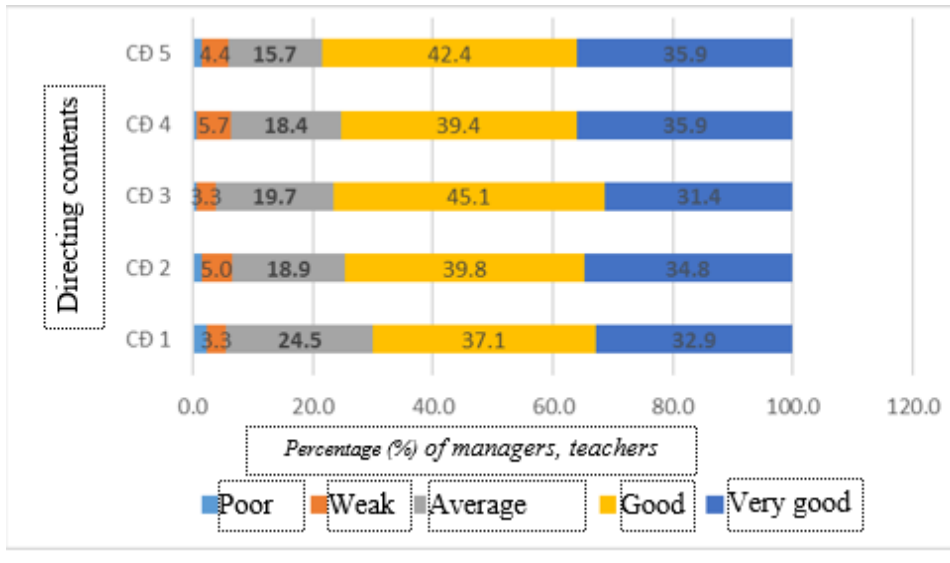


Figure 5.

Implementation level of directing the plan implementation of activities to develop new culture values

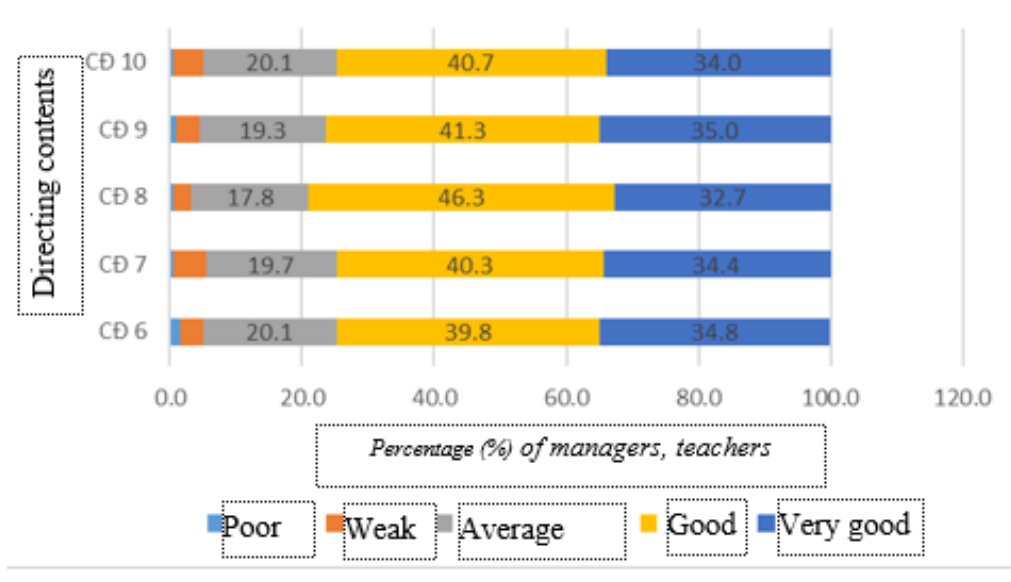


Figure 6.

Implementation level of directing the plan implementation of developing the existing suitable culture values

*Inspecting, evaluating the implementation of activities to develop, consolidate, and maintain good results of the school culture*

The level of inspection and evaluation of the implementation of activities to develop school culture was evaluated on two aspects, including: inspection and evaluation of implementing activities to develop the new cultural values (5 contents) and inspection and evaluation of implementing activities to develop the existing suitable culture values (5 contents) (see Table 6).

In general, the implementation level of inspecting, evaluating the activities to develop the new culture values was evaluated at good level, with the average point fluctuating from 3.01 - 3.05. In which, the best evaluated stage was KT3 “Inspecting, evaluating the result of developing the new school culture values” (Mean = 3.12) and the lowest evaluated stage was KT1 “Inspecting the progress of plan implementation to develop the new school culture values” (Mean = 3.1).

Similarly, the implementation level of inspecting, evaluating the activities of developing suitable culture values was evaluated at good level, with average point ranging from 2.97 - 3.10. The best evaluated stage was KT9 “Inspecting resource usage to develop the existing school culture values” (Mean = 3.10), the next was KT8 “Inspecting, evaluating the result of developing the existing school culture values” (Mean = 3.03). The lowest evaluated stage was KT6 “Inspecting the progress of plan implementation to develop the existing school culture values” (Mean = 2.97).

<b>Code</b>	<b>Culture values</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>
<i>New culture values</i>					
KT 1	Inspecting the progress of plan implementation to develop the new school culture values	523	1	5	3.1
KT 2	Inspecting the coordination of forces inside and outside the school to develop the new school culture values	523	1	5	3.02
KT 3	Inspecting, evaluating the result of developing the new school culture values	523	1	5	3.12
KT 4	Inspecting the use of resources to develop the new school culture values	523	1	5	3.05
KT 5	Organizing the report on inspection results, learning from experience on developing the new school culture values	523	1	5	3.04
<i>Existing suitable culture values</i>					
KT6	Inspecting the progress of plan implementation to develop the existing school culture values	523	1	5	2.97
KT7	Inspecting the coordination of forces inside and outside the school to develop the existing school culture values	523	1	5	3.02
KT8	Inspecting, evaluating the result of developing the existing school culture values	523	1	5	3.03

KT9	Inspecting resource usage to develop the existing school culture values	523	1	5	3.10
KT 10	Organizing the report on inspection results, learning from experience on developing the existing school culture values	523	1	5	3.01

Table 6.

Descriptive statistics of variable of inspecting, evaluating the implementation of activities to develop school culture

For specific evaluation of each stage (Table 7), for the implementation of inspecting, evaluating the activities to develop the new culture values, about 33 - 37% of managers and teachers evaluated it with average and good levels, and 3 - 5% of managers and teachers evaluated at weak and poor levels. Similarly, for the implementation of inspecting, evaluating the activities to develop the existing suitable cultural values, 31 - 35% of managers and teachers shared the very good level, over 60% of managers and teachers evaluated at average and good levels, and 3 - 6% of managers and teachers pointed at the weak and poor levels.

Variables	Implementation level									
	Poor		Weak		Average		Good		Very good	
	Q.ty	%	Q.ty	%	Q.ty	%	Q.ty	%	Q.ty	%
<i>New culture values</i>										
KT 1	4	0.76	15	2.87	122	23.33	212	40.54	170	32.50
KT 2	5	0.96	14	2.68	126	24.09	200	38.24	178	34.03
KT 3	3	0.57	10	1.91	103	19.69	213	40.73	194	37.09
KT 4	3	0.57	10	1.91	124	23.71	208	39.77	178	34.03
KT 5	3	0.57	12	2.29	124	23.71	204	39.01	180	34.42
<i>Existing suitable culture values</i>										
KT 6	5	0.96	25	4.78	117	22.37	211	40.34	165	31.55
KT 7	5	0.96	24	4.59	107	20.46	206	39.39	181	34.61
KT 8	3	0.57	23	4.40	101	19.31	225	43.02	171	32.70
KT 9	5	0.96	14	2.68	84	16.06	242	46.27	178	34.03
KT 10	3	0.57	21	4.02	117	22.37	211	40.34	171	32.70

Table 7.

Implementation level of inspecting, evaluating the implementation of activities to develop, consolidate, and maintain good results of the school culture

## Conclusion

In the framework of educational innovation, the research has given a general picture of the knowledge of the significance of managing high school culture development activities and its actual status in Nghe An province. It is evident that most managers and educators understand its significance. The management of high school culture-building activities in Nghe An province has received attention, but all stages of the management process—from planning to organizing the plan's implementation to direct the implementation organization to inspecting and assessing

the implementation organization's process—are implemented at a relative level. In order to improve the effectiveness of managing the development of high school culture in Nghe An province, the research proposes some solutions as follows:

- *Build the development strategy of high school culture to meet the present context of educational innovation.* The target of this solution is to build the development strategy of high school culture to meet the present context of educational renew, help the school be active in shaping the school culture and have active adaption in the change and development of school culture. The strategy also helps to shape the sustainable value system not only for the present but long-term future to continue maintaining and developing such value system in order to create the traditional thickness of the school.
- *Organize the development of a set of evaluation criteria for high school culture in the current context of educational renewal.* This solution aims to build a set of evaluation criteria for high school culture as the basis for grading the emulation in order to develop the school culture increasingly stronger.
- *Organize communication activities to raise the awareness and strengthen the coordination among forces inside and outside the school in developing the school culture.* The purpose of the solution is to enhance the awareness for managers, teacher, staff, pupils and pupils' parents about the role of school culture, high school culture and the role of this activities; create the coordination mechanism among the family, school and community in developing school culture, mobilize the resources inside and outside the school to the management of activities to develop school culture.
- *Organize to improve the skills of conducting activities of developing culture for teachers.* This solution is to strengthen teachers' training and improvement in order to increase the organization skills of activities to form, maintain and develop the school culture, meet the requirements on educational tasks in general and management work of school culture in particular; help the management work of activities of developing high school culture achieve high effectiveness.
- *Develop a high school culture space in the present context of educational innovation.* The high school culture space includes entire existing material space at the school and spiritual space shown directly at the school as well as the culture of pupils on the network space in the current process of digital transformation. The target of the solution is to set up the safe, standard material culture space and spiritual culture space of the pupils, teachers and staff civilized and polite to ensure well that the activities of teaching and learning in the school happen well, ensuring the educational goals of high school and meeting the current context of educational innovation.
- *Establish processes for managing activities of developing high school culture in the current context of educational innovation.* The target of the solution is to establish the processes for managing activities of developing high school culture to help the deployment of developing school culture be implemented in strict accordance with the given sequence, progress, goal and strategy in the most effective way.

The limitation of the research is that it only refers to the real situation of managing the development of high school culture in Nghe An province. Therefore, the next research may deeply compare the differences in evaluating the implementation of its management among the

research participants or schools in various regions such as city/rural areas ... The research should also be extended to get the overall picture about real situation of managing the high school culture development in Vietnam.

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