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SOLUTIONS OF NURTURING SCHOOL CULTURE TOWARD IMPROVING TRAINING QUALITY IN HANOI NATIONAL UNIVERSITY OF EDUCATION

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Annotation. School culture closely relates to the quality of education in universities. This article introduces and analyzes the result of the survey on the situation of school culture and shaping school culture at Ha Noi National University of Education. On this basis, the author proposes some measures to shaping positive school culture that is necessary to improving the quality of education.

Key words: school culture, organisation culture.

Introduction

Organisation culture is "a set of value, beliefs and behaviors intellectual of an organization that make up the difference of the members of this organization with others" (Geert Hofstede) [4]. In common organization, culture is the strength for stable and sustainable development. School is a special organization. Culture directly affects all activities of the school and has an important role in the quality of that school. So building a school culture is an important content of school management that should be concerned.

Content

1. The basics of school culture

1.1. Definition of School Culture

Schools culture has close relationship with organizational culture. Each organization in its field is always one of the unique qualities of the organization - it shows exceptional qualities, making it different from other organizations". School culture is full of cultural properties, but it held its own characteristics. Kent D. Peterson and Terrence E. Deal define "School culture is an underground stream of norms, value, beliefs, traditions and rituals which are formed over time by people working together, solving problems and facing challenge ... to shape thoughts, feelings and actions of people in the school ... make that school different" [1]. In general, concept of school culture including the following basics:

- School culture is a set of norms, values, beliefs and behavior ...
- School culture is the distinct characteristics of school.
- School culture related to the whole physical life and spirit of the school.
- School culture as good values are formed by a collective and being accepted by individual in school
- Healthy school culture towards high quality standards

1.2. Structure and expression of the school culture

There are two typical structural models of school culture. Ice model (two-hierarchical model) illustrates culture as an iceberg which has superficial and depth culture. The superficial culture elements are visible, easily observable and easy to change. The depth culture elements are values, beliefs and thoughts of the people that we are difficult to observe or hard to change. According to the three-hierarchical model, school culture includes: the tangible element, the express value, and the underlying assumption. In this paper, we choose to use the two-hierarchical model to conduct our research of school culture.

The superficial elements of the school culture include: the external factors of the school, the mission, the vision of the school, logo, badge, symbol, traditional songs, traditional rituals of the school, the classroom atmosphere, order and discipline of the school, the teachers' and students' activities, informal communication between groups of teachers, attitudes, and practices related to personal interests of academic staff members; attitudes, actions relating to liability of officers and teachers.

The depth factors of school culture including personal desire; individual needs; teachers' feeling when going to school, the power allocation in schools, the core values, the relationship between the members of the school.

1.3. The relationship between school culture with quality of education

School culture affects every activity that takes place in schools. According to Deal and Peterson [2] culture has a huge impact on the quality of education in schools. Through a direct or indirect way, it effects to the teachers and learners. Healthy school culture creates a positive learning environment and friendly

school climate, encourages collaborative relationships, sharing experiences, mutual learning between teachers, develops a trustful atmosphere which promote interest in the quality and effectiveness of teaching and learning. In a positive culture for learning, the relationship between teachers and students is the relationship of cooperation. It encourages teachers and students to interact positively with each other. At the same time, the school culture is also part of the "hidden curriculum" which has a direct impact on the quality of education in schools.

1.4 . Nurturing school culture

School culture is not shaped at first but it is the accumulated values over time, through the operation and mutual interaction between the members of the organization. There are a number of solutions to nurture a positive school culture. They may include: building mission, vision of the school and share to all staff, faculties and students; building and sharing the core values of the school to teachers and students; constructing cultural norms of the school for oneself improvement; encouraging faculty and students to participate in building school culture; creating positive value for relationships in schools; reserving history and tradition of the school; organizing a network of information channels smoothly in schools; promoting cooperation in the operation of the school; building and maintaining true reputation; setting example for staff, faculty and students of the school; looking towards professional development; constructing appropriate oversight mechanism and evaluation; promoting reasonable reward to the efforts of staff , faculty, students; noting the effort, dedication of the members of the school; concerning continuous improvement in schools; resolving internal conflicts promptly; building democratic atmosphere; encouraging staff , faculty, students to participate and contribute comments; building architecture, cultural spaces of the beautiful, harmonious, efficient service for active teaching and learning.

2. Status of nurturing school culture at Hanoi National University of Education (HNUE)

2.1. About the toolkit

To investigate the actual situation of school culture in Hanoi National University of Education, a survey was constructed with 3 big issues dividing into 53 criteria. The survey concerns the superficial and the depth school culture as well as management solutions to nurture school culture. After an investigation, we processed the data using SPSS. To check the reliability of the questionnaire, Cronbach's Alpha index was used. The results indicate the Cronbach's Alpha = 0.953. Cronbach's Alpha index of each item ranged from 0.951 to 0.954. Thus, the survey tool is highly reliable, which can be used to assess the status of school culture in this study.

2.2. Status of the school culture at Hanoi National University of Education

To investigate the status of the school culture and solutions to nurture the school culture in Hanoi National University of Education we have conducted over 140 surveyors. This includes 100 students of different courses, 18 administrative personnel, and 22 teachers of different departments in the university.

2.2.1. Superficial elements of school culture

Superficial elements of school culture are evaluated by five levels, in which "1" is extremely negative; "5" is extremely positive and "3" remains the neutral value. Result as shown in Table 1 below:

The Table 1 above shows that, the superficial elements of the school culture are received relatively positive assessment from staff and students of Hanoi University of Education at average point of 3.91. However, the levels of elements are uneven. Mission, vision, gesture of staff, faculty, student and discipline of the school are factors with most positive evaluation, resulting average point from 4.20 to 4.04. Elements such as ceremony, classroom atmosphere, school history and legend receive a lower rate, fluctuating from 3.57 to 3.77.

Table 1: Superficial elements of school culture in HNUE

Superficial elements	Teaching and administrative staff			Student	\bar{X}	Grade
	Admin staff	Teaching staff	Average			
The external factors (architecture, objects...)	3.15	3.43	3.30	4.12	3.88	6
Mission, vision	4.00	4.32	4.18	4.21	4.20	1
Logo, slogan	4.06	3.46	3.73	4.06	3.96	4
Ceremony, ritual	3.33	3.27	3.30	3.69	3.57	9
History and legend	3.56	2.12	3.38	3.92	3.77	7
Classroom atmosphere	3.33	3.41	3.38	3.89	3.74	8
Discipline	3.73	4.00	3.89	4.10	4.04	3
Group activities (general activity of the School, Faculty, Union...)	3.52	3.82	3.68	3.98	3.89	5
Gesture of teaching staff and students (dress, language, gestures...)	3.89	4.09	4.00	4.20	4.13	2
Average					3.91	

2.2.2. The depth factors of school culture

Depth factors of school culture are evaluated by five levels, in which “1” is extremely negative; “5” is extremely positive and “3” remains the neutral value. Result as shown in Table 2 below:

Table 2: Depth elements of school culture in HNUE

Depth elements of school culture	Teaching and administrative staff			Student	\bar{X}	Grade
	Admin staff	Teaching staff	Average			
Desire and demand for learning, teaching	3.95	3.86	3.90	3.85	3.86	6
Emotions	3.89	3.91	3.90	4.18	4.10	4
Standards	3.84	4.18	4.03	4.04	4.04	5
Creativity, renovation	3.61	3.09	3.33	3.80	3.67	10
Cooperation	3.22	3.18	3.20	3.74	3.59	11
Honest	3.22	3.45	3.35	3.90	3.74	8
Quality	4.22	4.00	4.10	4.12	4.11	2.5
Dedication	3.56	3.00	3.25	3.86	3.69	9
Power	3.44	3.45	3.45	3.98	3.83	7
Respect	3.78	3.64	3.70	4.28	4.11	2.5
Belief	4.44	3.82	4.10	4.14	4.13	1
Average					3.90	

The Table 2 presents depth elements of school culture in Hanoi University of Education. It can be seen from the table that the depth elements are rather positively rated by staff, faculty and students, receiving the average grade is 3.90.

However, there are clear difference between factors. Belief, respect and quality are the top factors to receive most positive evaluation. Staff, faculty and student have good feeling once they are trusted and empowered ($\bar{X}=4,13$) also they have feeling of being respected ($\bar{X}=4,11$). Training quality has always been considered to be the deciding factor, and help build up reputation of the University ($\bar{X}=4,11$). However, elements including cooperation, innovation and dedication are remarkably underestimated.

According to staff, faculty and student, the cooperation has not really been strengthen nor realized in activities of the University ($\bar{X} = 3.59$). Creativity, innovation has not really been taken seriously, many areas of school operation are still conservative and rigid ($\bar{X} = 3.67$). Dedication is regarded as one of the core values of University. However staff, faculty and students believe that in fact value of real dedication still remains low ($\bar{X} = 3.69$).

2.2.3. Solutions to nurture school culture

Solutions to nurture school culture are rated in 3 levels in which “1” is still not good; “2” is normal and “3” is good. Result as shown in Table 3 below.

Table 3: Quo status of solutions to nurture school culture in HNUE

Solutions to nurture school culture	Teaching and administrative staff			Student	\bar{X}	Grade
	Admin staff	Teaching staff	Average			
Construction and share mission, vision	1.89	1.73	1.80	1.78	1.79	17
Build and share the core values	1.89	1.64	1.75	1.90	1.86	15.5
Deliver message to staff, faculty, students	2.33	1.64	1.95	2.16	2.10	6.5
Building the cultural norms in the school	1.89	1.73	1.80	2.20	2.09	9
Gathering of all staff, faculty and students to participate in building the school culture	1.67	1.36	1.50	2.02	1.87	14
Creating value for the positive relationships in schools	2.11	2.09	2.10	2.08	2.09	9
Creating history and traditions school	2.44	2.00	2.20	2.32	2.29	2
Organizing a network of channel information throughout the school	1.67	1.64	1.65	2.06	1.94	13
Promoting cooperation in the operation of the school	1.78	1.64	1.70	2.18	2.04	12
Managers build and maintain reputation, setting up exemplar for teachers and students	2.22	1.82	2.00	2.12	2.09	9
Consider professional development, for teachers, students	2.44	2.45	2.45	2.24	2.30	1
Develop mechanisms to monitor, evaluate and promote relevant reward encourage staff, faculty, students	2.11	1.64	1.85	2.26	2.14	4
Acknowledge the dedication of the members	2.00	1.91	1.95	2.20	2.13	5
Appreciate the continuous improvement	1.56	1.82	1.70	2.22	2.07	11
Resolving internal conflicts	1.89	1.36	1.60	1.96	1.86	15.5
Building democratic atmosphere, encouraging staff, faculty and students to involve into exchange ideas	2.11	1.82	1.95	2.16	2.10	6.5
Building architecture and cultural space of the school	2.00	2.00	2.00	2.24	2.17	3
Average	2.00	1.78	1.88	2.12	2.05	

The table above shows that most of the measures to build school culture at the University of Hanoi receive the normal rate of evaluation by staff, faculty and students. Average mark from 1.79 to 2.30, general average mark is 2.05. Measures are best appreciated including professional development ($\bar{X} : 2.30$); Creating history and traditions school (average 2,29) Building architecture and cultural space of the school (average 2,17). Solutions remain in low levels include Construction and share mission, vision ($\bar{X} = 1.79$); Construction and share core values ($\bar{X} : 1.86$) and Resolving internal conflicts ($\bar{X} : 1.86$).

As it can be seen, it is better to carry out the solutions to activate superficial elements of school culture. Solutions for depth elements of school culture bring less performance. Besides, there is significant gap in evaluation of managers and teaching staff upon levels of carrying out the solutions for school culture. Managers choose medium mark whilts teaching staff choose low mark to rate items.

3. Proposed measures to nurture school culture in HNUE

On the basis of investigating school cultural and nurturing of school culture in Hanoi University of

Education, the authors propose the following measures to build a positive, efficient school culture for target of teachers training as following:

Firstly, investigate and evaluate the status of the school culture regularly

Investigate and evaluate school culture is the first measures should be taken regularly to look for the positive elements in the school culture to nurture, cultivate, detect negative factors in the school culture in order to eliminate or improve. It is necessary to find out the factors of school culture which is no longer consistent with the updated economic, cultural, social and education conditions so that they can be changed and adjusted accordingly.

Secondly, combine various solutions to support depth elements of school culture

It is necessary to implement a series of measures for building value systems, belief and to promote collaboration, enhance adherence of staff, faculty and students. Measures to be taken may include building the core values that underlie the activities and relationships in schools to encourage the development of each individual, especially the development of professional staff, faculty, students; building an atmosphere of democracy, openness; sharing power and responsibility to staff, faculty and students in the school; address the conflict; creating positive relationships and promoting collaborative work, managers need to build and maintain real credibility; creating a positive motivation to staff and lecturers and students in the whole school; acknowledge the dedication of the members in the general development of the school to motivate and promote the efforts of individual staff, faculty and students.

Thirdly, strengthen the implementation to develop superficial elements of school culture

These measures include building and improving the system of cultural norms for all areas, activities, and relationships in schools; encourage the participation of all staff, faculty, and students; construction coordination mechanism between groups to enhance effective cooperation and communication for the exchange of information. Beside that, it is important to budget construction, renovation, architecture and cultural space for all school campus.

Conclusion

School culture plays an important role, directly affect the quality of teacher training in colleges of education. For Hanoi University of Education and other Colleges of Education, school culture contains positive and negative symptoms. Therefore, to build up a school culture which is really positive, healthy and efficient for teachers, it requires a regular evaluation upon school culture and to implement solutions to improve both the superficial elements and depth elements of the school culture.

1 Kent D. Peterson and Terrence E. Deal, 1998. *How Leaders Influence the Culture of Schools*. *Educational Leadership* 56 (1), pp. 28-30.

2 Deal T.E. Peterson D K, 1999. *Shaping School Culture The heart of Leadership*, Jossey-Bass, San Francisco.

3 Edgar H. Schein, 1995. *Organizational Culture and Leadership*. Jossey – Bass, San Francisco

4 Geert Hofstede. *Cultural Dimensions* (Online) <http://www.clearlycultural.com/geert-hofstede-cultural-dimensions/>

Аңдатпа. Мектеп мәдениеті мен университеттегі білім сапасы тығыз байланысты. Ха-Ной ұлттық университетіндегі Білім мектеп мәдениет және мектеп мәдениетін анықтау жағдайы туралы зерттеу нәтижесін талдау мақалаға енгізілген. Осы негізде, автор білім сапасын арттыру үшін қажетті белсенді мектеп мәдениетін қалыптастыру үшін кейбір шаралар ұсынады.

Тірек сөздер: мектеп мәдениеті, ұйымдастыру мәдениеті.

Аннотация. Культура школы тесно связана с качеством образования в вузах. Эта статья знакомит и анализирует результаты опроса о ситуации школьной культуры и о формировании школьной культуры в Ханойском национальном университете образования. На этой основе автор предлагает ряд мер по формированию положительной школьной культуры, которая необходима для повышения качества образования.

Ключевые слова: культура школы, организационная культура.