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CREATING EDUCATIONAL ENVIRONMENT IN SPECIALISED HIGH SCHOOLS ADOPTING ORGANIZATIONAL CULTURE APPROACH

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PREFACE

1. Rationale

Creating the educational environment is the foundation for sustainable school management, which fosters better external adaptation and internal harmony. It is also a requisite and a tool to accomplish the mission of the education sector. The issue of creating a healthy and transparent educational environment, therefore, should be considered indispensable and practical for each and every educational institution. Fundamental and comprehensive education reforms require quality education and training, and the system of specialised schools is considered an ideal model to fulfill this task. However, educational aspects in specialized schools have not been fully developed, and providing a dynamic educational environment can transcend these limitations.

Specialised high schools have been appointed to not only nurture young talents for the country but also reach the international education standards, which means they need to meet the requirements for both physical and mental educational environment. Such an environment is expected to be academic, dynamic, professional and prevailing so that students have freedom to show their creativity. Creating the educational environment based on the organizational culture approach is considered relevant and up-to-date in the era of integration and globalization. As a result, the author chose “Creating educational environment in specialised high schools adopting the organizational culture approach” as her PhD thesis.

2. Research Objectives

On the basis of theoretical research and survey of the current status, the thesis proposes several measures to create educational environment in specialised high schools adopting the organizational culture approach.

3. Research object and subject

3.1. **Research objects**: The educational environment in specialised high schools

3.2. **Research subjects:** Creating an educational environment adopting the organizational culture approach in specialised high schools

4. Scope of the research

4.1. **Research object**

The system of measures to create an educational environment adopting the organizational culture approach is unique and appropriate to the goals and development strategies of specialised high schools in the context of international integration.

4.2. **Research location**

Specialised high schools in Hanoi including Hanoi - Amsterdam High School For The Gifted, Nguyen Hue High School For The Gifted, Hanoi University of Sciences High School For The Gifted, and Hanoi National University of Education High School For Gifted Students

4.3. **Research subject and pedagogical experiment**

- Research subject: School administrators, homeroom teachers, subject teachers, students ... and education forces outside the school.

- Experiment: Measures to create an educational environment adopting the organizational culture approach are proposed on the basis of theoretical and practical research.

5. Hypothesis

The educational environment greatly influences the image, reputation, educational quality and performance of the school. It is the push for the stable and sustainable development of the school in general and the specialised high school in particular. However, the construction of the educational environment in the specialised high schools under study still has certain limitations, so it does not meet the current requirements of international integration. If there are measures to build an educational environment with the appropriate organizational culture approach, it will overcome the shortcomings and improve the quality of education in each specialised high school.

6. Research tasks

6.1. Build a theoretical and practical basis for creating an educational environment adopting the organizational culture approach in specialised high schools.

6.2. Study the reality of creating an educational environment adopting the organizational culture approach in specialised high schools in Hanoi.

6.3. Propose measures to create an educational environment adopting the organizational culture approach in specialised high schools.

6.4. Experiment measures to create an educational environment adopting the organizational culture approach in specialised high schools.

7. Research methodology

7.1. **Methodology:** System approach; organizational culture approach; Role - function approach; Operational approach.

7.2. **Specific research methods:**

- Group of theoretical research methods
- Group of practical research methods
- Group of data processing method

8. Arguments

(i) Building up an educational environment in specialized high schools with the mission of nurturing talented students for the country always requires more efforts and higher standards. This is the pre-requisite to improve modernity, professionalism, and quality in specialised high schools nowadays.

(ii) The development of educational environment in specialised high schools adopting organizational culture approach should be implemented in all aspects including creating appropriate surrounding environment, providing efficient facilities, setting ethical standards, building up managerial and behavioural culture as well as nurturing internal and external relationships.

(iii) If implemented effectively, measures to create such educational environmental in specialised high schools will positively motivate school managers, teachers and students to improve the quality of education, thus leveling up Vietnam's position regionally and globally.

9. Findings

- Valuable contribution to the theory of creating educational environment adopting the organizational culture approach in specialised high schools;

- Objective assessment of the reality of creating educational environment adopting the organizational culture approach in specialised high schools;

- Vivid demonstration regarding the appropriateness and the feasibility of the measures to create educational environment adopting the organizational culture approach in specialised high schools

10. Structure of the thesis

Besides the Introduction, Conclusion and Recommendations, Reference list and Appendix, the thesis consists of three chapters:

Chapter 1: The rationale for creating the educational environment in specialised high schools adopting the organizational culture approach

Chapter 2: The status of creating the educational environment in specialised schools in Hanoi adopting the organizational culture approach

Chapter 3: Measures to create the educational environment in specialised high schools adopting the organizational culture approach

Chapter 1:
THE RATIONALE FOR CREATING THE EDUCATIONAL ENVIRONMENT IN SPECIALISED HIGH SCHOOLS ADOPTING THE ORGANIZATIONAL CULTURE APPROACH

1.1. Research Overview

1.1.1. Research on creating the educational environment

1.1.2. Research on organizational culture

1.1.3. Research on creating the educational environment in specialised high school adopting the organizational culture approach

1.1.4. General assessment

1.1.4.1. The issues that have been studied

1.1.4.2. The issues that need studying

1.1.4.3. The focused issue of the thesis

1.2. The basic concepts

1.2.1. Create

1. Make, build

2. Create something that has spiritual value, meaningful and abstract

3. (Attitude, opinions) for the sake of making something better

1.2.2. Educational environment

The diverse educational environment can be divided into social environments (including family environment, school environment, etc.) and natural environment. For the young age, home environment and school environment have a direct impact on personality foundation. These dialectical environments should be organized in a rigorous and rational manner to create synergy that influences the personality development of young generation.

No matter how the educational environment is approached, it is closely related to culture because education is the basic pathway for humanity's existence and development while culture is the cultivation, perception and creation of values during this process.

1.2.3. Organizational culture

Organizational culture is the system of beliefs, values, norms, habits and traditions formed during the development process of the organization, recognized and followed by the members of the organization and reflected in physical and mental form, which in turn creates the identity of each organization.

1.2.4. Specialised high school

Specialised schools are established at the upper secondary level to educate students with academic excellence in order to focus on their aptitudes in specialised subjects on the basis of ensuring comprehensive education.

1.2.5. Creating educational environment based on the organizational culture approach in specialised high school

Creating educational environment adopting an organizational culture approach in specialised high school is building a system of beliefs, values, norms, habits and traditions, which is recognized and followed by all members of the school. This is reflected in physical and mental form, which in turn creates the identity of each specialised high school and dedicates to the development of the school.

1.3. The educational environment in specialised high school

1.3.1. High schools in the national education system

1.3.2. The structure of the educational environment in specialised high school

a. The elements of the physical environment include:

- Surrounding environment
- Facilities for teaching and learning

b. The elements of the mental environment include:

- The system of values of education and educational activities
- The system of principles in behavioral culture
- Family education
- Social education

1.4. Creating educational environment adopting the organizational culture approach in specialised high schools

1.4.1. Approaches to create high school educational environment

- System approach
- Interactive pedagogical approach
- Organizational culture approach

1.4.2. Creating educational environment in specialised high schools adopting the organizational culture approach

1.4.2.1. Organizational culture in high school

1.4.2.2. The relationship between organizational culture and school environment

1.4.2.3. Expressions of organizational culture in high school

1.4.3. Values of creating educational environment in specialised schools adopting the organizational culture approach

- Culture is the greatest asset of any organization
- Organizational culture motivates working attitude
- Organizational culture supports coordination and management, limits conflicts and negativity
- Organizational culture improves the quality of school activities

1.4.4. The work of creating educational environment adopting the organizational culture approach

1.4.4.1. Building the physical environment in specialised high school adopting the organizational culture approach

- Setting up natural environment
- Providing facilities

1.4.4.2. Creating mental environment in specialized high school adopting the organizational culture approach

a. Developing ethical standards, relationships, and behavioral cultures in specialised high school

- Developing ethical standards in schools
- Building up relationships and behavioral cultures

b. Creating school management culture: principal's management culture, teaching and learning culture

c. Building up relationships with family and society

1.4.5. Ways to create educational environment adopting the organizational culture approach in specialised high schools

- Through the implementation of teaching activities
- Through the organization of educational activities
- Through the construction of pedagogical environment
- Through the relationships with family and society

1.5. Factors influencing on creating the educational environment adopting the organizational culture approach in specialised high schools

1.5.1. Objective factors

1.5.2. Subjective factors

CONCLUSION OF CHAPTER 1

Creating an educational environment adopting the organizational culture approach in high schools requires focus on setting up physical and mental environment. Education managers also need to fulfill this task through implementing teaching activities; organizing educational activities; developing a pedagogical environment and fostering relationships with family and society.

Chapter 2:
THE REALITY OF CREATING THE EDUCATIONAL ENVIRONMENT IN SPECIALISED HIGH SCHOOLS IN HANOI ADOPTING THE ORGANIZATIONAL CULTURE APPROACH

2.1. Overview of specialised high schools studies

2.2. Overview of reality studying process

2.3. The reality of educational environment in specialised high schools in Hanoi

2.3.1. The current status of the educational environment's elements in specialised high schools

Educational environment's elements rated averagely poor include family's support for students' choice (2.05), local authority's support for school activities (2.21), and various educational activities (2.30). Besides these, some other mental and physical factors are also not rated positively, just from poor to fair.

2.3.2. Evaluation of educational environment's factors in specialised high schools

2.3.2.1. School managers and teachers' satisfaction of the educational environment in specialised high schools

As can be seen from the figures, most of the surveyed subjects are school managers and teachers, whose satisfaction is not highly rated (2.64 on average). The top two rated factors are teachers' security (2.82, ranked 1/9) and teachers' efforts in improving their school's achievements (2.78, ranked 2/9).

2.3.2.2. Students' satisfaction of the educational environment in specialised high schools

Most of the survey students in specialised high schools are not quite satisfied with their educational environment, which is indicated by the average point of 2.71. Similar to teachers' satisfaction, students' security and their efforts in study are two most highly rated factors (2.91 and 2.78 respectively).

2.3.2.3. Parents' satisfaction of the educational environment in specialized high schools

Statistics show that parents pay much attention to their children's education as they wish to send them to specialised high schools, because they are pleased with the

educational environment (3.13 averagely). This high level of satisfaction is mainly created by their kids' good peers, socially and academically (3.31, ranked 1/17), and by high quality entrance exams (3.28, ranked 2/17).

2.4. The reality of creating the educational environment in specialised high schools adopting organizational culture approach in Hanoi

2.4.1. The awareness status of creating the educational environment adopting organizational culture approach in specialised high schools

The data shows that up to 370 (89.7%) school managers, teachers and students consider creating educational environment essential, and another 20 (5.12%) believe that it is quite important to do so. This proves that most of school members are well aware of the need for creating educational environment based on organizational culture approach. However, a small minority of school members (5.12%) thinks that this does not matter.

2.4.2. The reality of assessing educational forces' roles in creating educational environment adopting organizational culture approach

76.5% of surveyed people believe that creating educational environment requires close collaboration among all stakeholders including school authorities, teachers, parents, students and the community. However, 74.2% of them claim school managers and teachers, and 71.3% claim Party, Union, Youth Union, Parents' Committee… to be in charge of creating educational environment. This result reveals that creating educational environment sometimes is the joint work of all but sometimes is the responsibility of some specific educational forces.

2.4.3. The status of organizational culture expressions in creating educational environment adopting the organizational culture approach

Behavioural culture is evaluated in two categories, in which the positive ones gain higher appreciation while the negative ones are less appreciated.

2.4.4. The status of the content in creating educational environment adopting the organizational culture approach

2.4.4.1. The status of building up physical environment adopting the organizational culture approach in specialised high schools

According to the data, number of people agreeing on the necessity of creating physical environment based on organizational culture approach accounts for 3.24, which is quite positive. Other highly appreciated factors are efficient learning facilities (3.37, ranked 1/10), up-to-date materials in hand (3.33, ranked 2/10). People surveyed also express their care for open learning space in classroom, equipment for sports and art activities, or sound and lighting systems…

Specialised schools' ability to fulfill each requirement of creating educational environment based on organizational culture approach is different and the overall rating is 2.20, which is not quite high. Among these the natural environment favourable for teaching and learning activities lives up to the stakehoders' expectations at the rate of 2.54 (ranked 1/10).

2.4.4.2. The status of building up mental environment adopting the organizational culture approach in specialised high schools

a) The status of setting ethical standards, behavioral culture, and relationships in specialised high schools.

(i) The status of setting ethical standards in specialised high schools

According to the data, most of the survey respondents rate the importance of developing moral standards in high school at high level with an average point of 3.23. Specialised schools' ability in setting ethical standards is at medium level, with an average of 2.29. Among these, *the inherited and developed tradition of school* is most rated (with an average point of 2.54, ranked 1/14); *mission*: Development orientation and clear objectives is ranked 2/14 (2.45). *Colleagues:* peer support and desire to contribute; *collaboration:* group working and information sharing; *consistency and consensus* among school members; *humanity:* love, mutual respect and support... are also highly evaluated.

(ii) The status of setting standards for cultural behavior and relationships in specialised high schools

Statistics show that the status of building up relationships and behavioural culture in specialized high schools are remarkably considered (3.33), and the effective communication between teachers and students gains the most special

attention (3.43, ranked 1/6). On the other hand, specialised schools' ability to fulfill all requirements of creating behavioural culture is not yet up to expectations with the average point of 2.26. The positively evaluated criteria include school unity (2.52, ranked 1/6) and effective teacher – student communication (2.33. ranked 2/6).

b) The status of creating school management culture

Table 2.22: Correlation between the importance and level of response of the content of building management culture in specialised high schools

CNT	**Content**	**Level of importance**			**Level of responsiveness**		
		Σ	$\bar{X}$	Rank	Σ	$\bar{X}$	Rank
I	Building up school management culture through the management ability of the principal	618	3.25	3	428	2.25	3
II	Teaching culture management	625	3.29	2	435	2.29	1
III	Learning culture management	638	3.36	1	431	2.27	2
	Average		**3.30**			**2.27**	

According to the data, most of the surveyed subjects rated the importance of creating management culture in specialized high schools at fairly high level = 3.30. In particular, there are important contents such as: Learners are equipped with soft skills and ability to participate in teamwork (3.40, ranked 1/12); Learners should be encouraged to set their learning goals from the beginning of the learning process (3.38, ranked 2/12); Students are always honored, encouraged and disciplined, corrected for improper behavior (3.35, ranked 3/12).

The level of response to the content of creating management culture in specialised high schools is rated with an average level of 2.27. Students are always evaluated through the school's set of criteria (with an average of 2.54, ranked 1/12); Students are always honored, encouraged and disciplined, corrected for improper behavior (2.36, ranked 2/12).

To confirm the relevance between two streams of comments on importance and level of response, the thesis continued to use the Spiec-Man hierarchical correlation coefficient to compute, with the result r = 0.875 to draw the conclusion that the correlation is positive and close.

c) The status of building up relationships with families and society

Statistics show that the level of response to the content of building up relationships with families and society in specialised high school is highly appreciated with the average point of 3.17 and 2.26 respectively. However, the level of each element is not the same. Some criteria have not been appreciated as: Parents are always welcome in school; Parents and teachers have true interaction. Parents and teachers are primarily in contact with each other to discuss student's learning outcomes, but the level of face-to-face encounters is relatively small.

* *General assessment of the status of elements in building up educational environment adopting the organizational culture approach in specialised high schools*

Table 2.24: The status of the contents of building up educational environment adopting the organizational culture approach in specialised high schools

CNT	**Content**	**Level of importance**			**Level of responsiveness**		
		Σ	$\bar{x}$	**Rank**	Σ	$\bar{x}$	**Rank**
1	Creating physical environment	616	3.23	3	608	3.2	1
2	Setting ethical standards, behavioral culture, and relationships in specialised high schools	616	3.24	4	435	2.29	2
3	Building up management culture	627	3.30	2	431	2.27	4
4	Building up relationships with families and society	629	3.31	1	433	2.28	3
	Average		**3.27**			**2.51**	

Survey results show that the respondents are well aware of the importance of building up educational environment (from 3.23/4 to 3.31/4). However, the level of responsiveness is only moderate (2.51). Creating physical environment is highly evaluated in both the level of importance (3.23) and the level of responsiveness (3.20). Creating educational environment through building up values in school's culture has also initially brought in encouraging results.

2.5. The status of pathways to build up educational environment adopting the organizational culture approach in specialised high schools

Table 2.27: Correlation between level of performance and level of result for building the educational environment adopting the organizational culture approach in specialised high schools

CNT	Content	Level of performance			Level of result		
		Σ	$\bar{x}$	Rank	Σ	$\bar{x}$	Rank
1.	Teaching activities	462	2.43	1	624	3.28	1
2.	Educational activities	450	2.37	2	615	3.24	2
3.	Pedagogical environment	437	2.30	3	592	3.12	4
4.	Relationship with families and society	425	2.24	4	612	3.22	3
	Average		**2.33**			**3.21**	

The results of the survey show that the pathways to build up educational environment adopting the organizational culture approach in specialised high school are assessed at a fair level with an average point of 2.33, among which the implementation of teaching activities is practiced most often (2.43 - ranked 1/4).

The results of the implementation of the pathways to build up educational environment adopting the organizational culture approach in specialised high schools are assessed at high level with an average point of 3.21. The highest is teaching activities (3.28, ranked 1/4) and the lowest is pedagogical environment (3.12, ranked 4/4).

2.6. The status of factors influencing on creating educational environment adopting the organizational culture approach in specialised high schools

Both objective and subjective factors have influences on building up educational environment the organizational culture approach in specialised high schools, with an average point of 3.29. School authorities' capacity and working style, economic intellectual and the demand for organizational learning development have the most impacts. School's culture and physical conditions for creating the educational environment also influence a lot.

2.7. General evaluation of the status of creating educational environment adopting the organizational culture approach in specialised high schools in Hanoi in the context of international integration

- Advantages and disadvantages
- Opportunities and challenges

CONCLUSION CHAPTER 2

Respondents have been well aware of the necessity of creating educational environment, but still limited to "hard" components. Elements in spiritual culture and managerial culture have not been as highly appreciated as they are supposed to be. The author of the thesis has put more focus on the examination and evaluation of "what" and "how" in creating educational environment based on organizational culture approach in specialised high schools. The figures indicate that most of work being carried out to create educational environment have not met the stakeholders' expectations and the integration's requirements. Ways of creating educational environment have been applied quite frequently, but still have not fulfilled the needs of educational forces in the world of globalization.

Chapter 3

MEASURES TO CREATE THE EDUCATIONAL ENVIRONMENT IN SPECIALISED HIGH SCHOOLS ADOPTING THE ORGANIZATIONAL CULTURE APPROACH

3.1. Principles of proposing measures

3.2. Proposed measures

3.2.1. Measure 1: Educate to raise awareness of educational forces about creating educational environment adopting the organizational culture approach

** Why to do*

Propaganda and education to raise awareness about the importance of building up meaningful educational environment is an activity aimed at creating a deep and comprehensive understanding of the educational environment in general and the educational environment adopting the organizational culture approach in specialised high schools in particular for students, teachers and staff.

** What to do*

Carry out educational activities on comprehensiveness in the role and significance of building an educational environment in the school.

Carry out an assessment of the cognitive process of educators through individual awareness-raising activities.

Raise the awareness for educational forces outside the school to build an educational environment.

** How to do*

First: Carry out research and assess current perceptions of educational forces in the school, and then, assign responsibility for each member of the school.

Second: The school performs traditional educational activities and typical collective activities which mobilize the maximum extent of the collective of teachers and students in the school.

Third: Focus on propaganda and integration of cognitive education into the activities of fostering and professional activities of teachers in schools.

Fourth: Coordinate with local authorities and related agencies and through the parents' representative committee to thoroughly grasp the Party's and State's resolutions and policies on building educational environment in high schools

Fifth: Organizing competitions, knowledge exchanges between teachers - teachers, students - students to assess the level of awareness, sense of responsibility of the members.

Sixth: Enhance the education of parents of positive effects of the environment on the quality of comprehensive education of students.

3.2.2. Measure 2: Establish a set of criterion for assessing the educational environment adopting the core of organizational cultural values in specialised high school

** Why to do*

This measure aims to identify key activities and eliminate activities that adversely affect or disregard the actual conditions of the educational environment and ensure that activities in the school environment are controlled, managed, approved and adjusted.

** What to do*

Establishing a set of criteria for assessing the educational environment based on the organizational culture approach in specialised high schools.

** How to do*

First: Based on the rationale for building an educational environment adopting the organizational culture approach and the standards of high school in general and specialised high schools in particular, the school creates the set of criterion for assessing the educational environment according to the "organizational culture" approach.

Second: After the process of drafting the set of criterion, the criterion are finalized by surveying by group of pedagogical evaluation.

Third: Carry out a complete assessment of the set of criterion through the processing of statistics and analysis of survey responses. The criterion that receive the

highest consensus will be retained and used. For the criterion that are not appropriate, they will be changed.

Fourth: Through the practical testing of the criterion for assessing the level of building of the educational environment on the basis of established criterion, then assessing the practical level of the criterion for the educational environment.

Fifth: Propagate, disseminate, introduce the set of criterion for building educational environment to teachers, staff, students

3.2.3. Measure 3: Designing the curriculum and contents of building an educational environment adopting organizational culture approach in line with the school development strategy

** Why to do*

The curriculum design, the content of building an educational environment adopting the organizational culture approach in line with the school development strategy will help the school build a unique culture and contribute to quality of education.

** What to do*

Designing and implementing programs and contents to build an educational environment adopting the organizational culture approach in line with the school development strategy in the context of international integration.

** How to do*

First: Study theoretical issues on building the educational environment in general and building an educational environment adopting the organizational culture approach in specialised high schools in particular in order to obtain the design guideline for the designed program and contents of building educational environment.

Second: Define the set of criterion in the content, the program of building educational environment in specialised high schools in accordance with the development goals of the school in the current period.

Third: Gather the agreement of all members, especially the key members, to comment on the contents of building the educational environment.

Fourth: Unify and implement the contents of building the educational environment adopting the organizational culture approach in accordance with standards.

3.2.4. Measure 4: Developing an educational environment adopting an organizational culture approach to meet school development goals

** Why to do*

To contribute to creating a modern, highly professional educational environment in order to maximize the morale and responsibility of the managers, teachers and students in the course of performing the educational task of specialised high schools, to enhance the initiative and creativity of all members of the school in management, teaching and learning and to build schools of high quality education to meet the development objectives and requirements of international integration.

** What to do*

- Build the physical environment
- Build the mental environment

** How to do*

First: Build the natural environment and the physical environment of the high school.

Second: Develop the school's ethical standards through the development of cultural values in specialised high school.

Third: Build an educational environment through the management culture of the principal

Fourth: Build a cultural behavior, relationships in the school, and relationships with family and society.

3.2.5. Measure 5: Positively promote the role of educational forces in building an educational environment adopting organizational culture approach

** Why to do*

To promote the active role of educational forces in building an educational environment, and at the same time, the maximum participation of members in building high school education environment is also mobilized.

** What to do*

- Promote the active role of the forces within the school: managers, teachers, staff and students.

- To bring into play the positive role of outside school subjects: parents, students and local communities.

** How to do*

First: Promote the role of managerial staff

Second: Promote the role of teachers, staff and students

Third: Promote the active role of parents:

Fourth: Promote the role of social community:

3.2.6. Measure 6: Support the examination and evaluation of activities to build a educational environment adopting organizational culture approach

* Why to do

To timely detect unreasonable issues of activities to make timely adjustments to minimize the adverse consequences, to help establish a backward information system from members to managers, and to promote the ability of self-examination and evaluation of members in the school.

** What to do*

Inspection and assessment must be carried out in the whole process from the time the operation is conducted; Testing, evaluation must be appropriate for each content.

** How to do*

First: the evaluation and evaluation work is carried out based on the plan of implementing the educational environment of the school according to the organizational culture approach.

Second: To build a set of criterion for evaluating the implementation of the educational environment adopting the organizational culture approach, with a rating appropriate to the teaching and learning activities of teachers and students. .

Third: Mobilize collaborative forces for the inspection and evaluation to achieve the best results.

Fourth: After the end of a process of inspection, assessment should be conducted report, experience.

Fifth: The members of the school are provided with professional training and assessment related to the construction of the educational environment adopting organizational culture approach.

3.2.7. Measure 7: Strengthen resources for educational environment development adopting organizational culture approach

* *Why to do*

To help the school mobilize from all sides to support the development from human factors, relationships, technical facilities, finance, information technology and exploitation from every force such as school, locality, family and social community.

* *What to do*

For high school specialists now the resources will be widely understood to include material, financial, human resources and resources in the school. Strengthen and mobilize resources from local, family and community.

* *How to do*

First: the school needs to plan and develop a written proposal for the school's work to maximize support from the school and social forces in order to increase resource about the people, facilities, finance and information technology.

Second: Organize activities to build resources and manage resources in the process of building an educational environment at the school.

Third: Establish a connection committee with the forces involved in building the educational environment.

Fourth: Direct supervision of activities to carry out the mobilization of resources requires school administrators and departments at all levels to jointly support, adjust, correct and timely recognition in the process.

Fifth: Check and evaluate results monthly, quarterly and annually.

3.3. The relationship among proposed measures

Measures to build the educational environment in the high schools proposed above are implemented in a systematic and synchronous manner.

Measure 1 "*Educate to raise awareness for educational forces about building an educational environment* ***"is*** a prerequisite and decisive measure for the development of the educational environment. Measure "*Establish a set of criterion for assessing the educational environment adopting the core of organizational cultural values in specialised high school* " is a core measure, creating a breakthrough in building an educational environment. The remaining measures to support the construction of the educational environment in schools.

3.4. Results of the survey to determine the necessity and feasibility of the proposed measures

The results of the tests showed that the experts highly valued the necessity and feasibility of the proposed measures. The subject using a hierarchical correlation coefficient, with r = 0.89, showed a very consistent and very close correlation, ie between the necessity and the feasibility of measures to build a continuing educational environment. Access to organizational culture is consistent with each other.

3.5. Results of experimenting proposed measures

The thesis experiments 2 content of 2 measures:

- The standard for building teaching environment in the set of criterion for building an educational environment adopting the organizational culture approach in specialised high schools.

- Promote the role of teachers and students in building an educational environment adopting the organizational culture approach in specialised high school.

Both of the tested pedagogical contents were highly effective and feasible. Although there are still some difficulties and limitations in the implementation process, this is an important scientific and practical basis for the implementation of measures proposed by the thesis upon receiving a high determination of managers, teachers, and students in specialised schools specialising in the city of Hanoi.

CONCLUSION CHAPTER 3

Seven solutions to create educational environment adopting organizational culture approach have been proposed on the basis of reality analysis and cause investigation. The necessity and feasibility of these solutions have also been proved. Particularly, proper and essential toolkits for educational environment assessment in specialised schools have been promoted through the initial results of experimenting of the teaching environment in the set of criterion for the development of the educational environment and the role of teachers and students in the teaching process from the perspective of pedagogical interaction.

CONCLUSION AND RECOMMENDATIONS

1. Conclusion

1.1. Creating educational environment adopting an organizational culture approach in specialised high school requires attention to the following key areas: building up the physical environment and building up the mental environment. At the same time, educational administrators also need to focus on the system of ways to build up educational environment adopting the organizational culture approach in specialised high schools, including implementing of teaching activities, organizing educational activities, building up pedagogical environment and establishing relationships with family and society. Chapter 1 also identifies the factors that influence the work of creating educational environments in specialized high schools adopting the organizational culture approach to meet the current requirements.

1.2. The results of the survey show that: Creating an educational environment adopting the organizational culture approach at specialised schools in Hanoi has initially made certain moves to meet the requirements of renovating education and international integration. Respondents have had important perceptions about the role of building educational environment. However, it mentions only about the role of "hard" components of the educational environment such as: School facilities, equipment for teaching and learning, policies for teachers, staff and students but not appreciates the role of the elements of cultural and mental values and management

culture when building up the educational environment adopting the organizational culture approach in specialised high schools.

The author specifically examines the content and path of building up educational environment adopting the organizational culture approach in specialised high schools. Survey results show that most of the contents of the educational environment have not met the requirements of teachers, students, parents, community and international integration. Pathways for the initial educational environment have been implemented quite often, but the results have not met the requirements of teachers, students and other forces in the current context.

1.3. Based on the analysis of the status and the reason for the status of building up educational environment, the thesis has proposed seven measures for the development of an educational environment adopting an organizational culture approach. The survey has confirmed that the proposed measures are necessary and feasible. Particularly, the initial results of experimenting of the teaching environment in the set of criterion for the development of the educational environment and the role of teachers and students in the teaching process from the perspective of pedagogical interaction have confirmed the proper and necessary tools for assessing the educational environment in specialised high schools.

2. Recommendations

2.1. For theMinistry of Education and Training

- Research and integrate cultural categories into school management and official documents to provide guidance for creating organizational culture in high schools.

- Implement specific mechanisms and regulations to create a legal mechanism for the education and training departments and schools in creating the educational environment adopting organizational culture approach.

2.2. For the Department of Education and Training

- Raise the awareness of officials and teachers as well as the community about the importance and the influential impacts of creating the educational environment, especially in specialised high schools.

- Include the elements of creating educational environment in the criteria for external and internal school assessment.

- Include the work of creating educational environment in training modules; create "immune system" against the unwanted effects of the current international integration process.

2.3. For specialised high schools

- Raise the awareness of managers, teachers, and students about the significant role of creating educational environment adopting the organizational culture approach in specialised high schools.

- Organize more training and experience sharing sessions regarding creating educational environment among departments within the school and with other school.

- Carry out research to evaluate the reality of creating educational environment within the school.

- At the same time, each school needs to design their long-term action plan which is specifically suitable for itself, for the local culture and meets the requirements of the country’s development and integration.