Research Paper

Factors influencing the management of developing high school culture in Nghe An province -Vietnam

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ABSTRACT: *The management of shaping high school culture plays an important role in school culture development. Accordingly, the determination of the factors affecting its management is very necessary to improve the management efficiency of this activity. The purpose of the study is to learn about the actual situation of some factors affecting the management of developing high school culture in Nghe An province, Vietnam. The research carried out a combination of both qualitative and quantitative research methods. The data was collected through questionnaire survey with 523 managers and teachers and in-depth interviews with several managers and teachers at 15 high schools in Nghe An province. The main analysis used is descriptive statistics. The research results show that all factors affect at average level on the management of building high school culture in Nghe An province.*
KEYWORDS: *Management, culture development, school culture, high school, Vietnam*

I. INTRODUCTION

Culture development is an important task for any country in the world because culture helps the country develop efficiently and sustainably. For a school, culture is a system of beliefs, values, standards, habits and traditions formed in the process of school development; being recognized, followed and expressed by school members in physical and mental forms, creating the school's identity.

In the world, researches have focused on clarifying the manifestations, roles and functions of school culture (Purkey and Smith, 1982; Peterson, 2002; Snowden and Gorton, 1998; Schein, 1985), about activities of building school culture (Julie Heifetz and Richard Hagberg, 2002; Brent Davies and Linda Ellison, 2005), and on solutions of building and developing the school culture (Wonycott-Kytle at el, 1997; Schlechty, 1997).

In Vietnam, school culture development and management are also cared and researched (Nguyen Phuong Hong, 1997; Dang Quoc Bao, 2012; Chu Xuan Dung, 2013; Pham Minh Hac, 2012; Le Thi Ngoc Thuy et al., 2008). The works have clearly shown steps to manage the activities of building culture as well as the role of its management subject. However, the main research direction focuses on the management activities of culture development in primary schools, colleges, universities and academies, only a few seminars refer to activities of building culture in high schools. Especially, the research of the real situation of factors affecting the management of general school culture development in general and in Nghe An province in particular has not been mentioned.

Therefore, the research conducted a survey through questionnaires and in-depth interviews to find out the real situation of factors affecting the management of general school culture development in Nghe An province, Vietnam.

II.   THEORETICAL FRAMEWORK

School culture and management of developing school culture

There are many concepts about school culture, but in this research, school culture is understood as the material and spiritual values of the school built and accumulated over time by generations and it can be passed to the next generations.

Accordingly, developing school culture is to form the material and spiritual values of the school in a certain direction. This process includes the formation of new values and the appropriate preservation and promotion of existing values.

For each school, management of developing school culture is one of the key tasks to help promote positive values and thereby contribute to improving the educational quality of the school. The management of these activities is purposive and intentional impacts on school Principal through performing the management functions, including activities according to a cycle: making the plan and organizing the implementation; directing, coordinating and checking, and evaluating the activities of building school culture in order to eliminate inappropriate material and spiritual cultural values; maintain appropriate material and spiritual cultural values; and develop new material and spiritual cultural values suitable for the current educational context of schools.

Factors influencing the management of developing high school culture

There are many different factors affecting the management of building high school culture, but in the context of Vietnam in general and Nghe An province in particular, the research focuses on analyzing 8 factors, divided into 2 groups of factors namely subjective factors and objective factors.

Subjective factors
School infrastructure condition

The activities of building school culture depend much on school infrastructure conditions. The school with good material facilities helps the building of school culture with many advantages. On the contrary, the building of school culture will face difficulties, especially in building material cultural values. The impact of infrastructure on building school culture is shown clearly in the aspects: (i) To help teachers and students have knowledge and rich understanding, there must be appropriate and modern equipment to support and develop their reading culture. It can start from the library, computer, database system on the library network, having library accounts for teachers and students, online forums to help share and spread information that individuals obtain; (ii) To develop modern schools, to work in a professional manner to create generations of professional students, and to work in a modern style; the teachers must be the embodiment of those styles, from thinking, style, attitude to ways to perform tasks, the lectures are computerized - using software and utility equipment in teaching.

Management capacity of school leaders

Building school culture is a basic content of school management. Each level of management has different tasks and functions, but in general, in the process of developing school culture, it is necessary to have management capacity and ethical quality of the managers. The operation/management capacity of the school leaders, first of all, the Principal, is shown in all stages of managing school culture development. To manage well the activities of building school culture, the Principal must shape specific and appropriate standards of the school in building school culture; set up school core values and beliefs from teachers, staff and students so as to form school culture; make specific, creative and feasible strategies and plans; well organize the implementation of the plan through direction and regular supervision, ensure the critical and information-sharing nature of the school culture among members inside and outside schools.

Awareness of teachers, families and society

Teachers are the direct teaching force at schools, so their awareness and understanding have a direct influence on the characteristics and structure of a positive or negative educational environment. Not only that, teachers' teaching methods, personality, and lifestyle also get a great impact on shaping students' personality. Therefore, they can be considered as an important bridge to communicate the plan to shape and develop students' school culture.

In addition to the time of learning at school,,students live at home and interact in society, so family and society have a significant influence on students in general, and forming and developing their personality and influence on culture in particular. If the educational environment of the family is not respectable, the social environment is not healthy and civilized, it is difficult to get students with cultural and civilized personality.

Features of high school students

Students are the subjects of educational activities and contribute to the creation of school's cultural environment. The management of building school culture in general is only really efficient when being suitable for the characteristics of students' ages. High school students with characters of qualifications, abilities, psychophysiology, motivations, demands and these features need to be taken into account to improve the efficiency of managing the activities of building school culture.

Objective factors
Socio-economic and cultural conditions of the locality

Economic growth and cultural development interact with each other. Economic growth creates a material foundation for cultural development, contributes to the formation of new values for individuals and communities. On the contrary, culture becomes the spiritual foundation and creates new motivations that directly contribute to economic growth. Developed or declined economy both affects the building of school culture and its management of developing school culture, from identifying standard values; developing and planning policy; to resources for civilized and modern organizations, equipment, facilities, working conditions, etc.

Mechanisms, policies, direction of education sector

The development and management of shaping school culture are greatly influenced by the regulations of the Ministry of Education and Training as well as Provincial Departments of Education and Training. The orientation of building school culture of high schools is governed by legal documents, regulations, and legal policies on the contents of school culture, education, training and improvement activities, teaching, learning and research activities. Where, the biggest impact is the regulation on the functions, tasks and powers of schools, because this is an important legal basis for schools to get a background to define their mission, vision, goals and realize the core values of the school culture.

Trend of globalization and economic integration

For school culture and development of school culture, global and international economic integration create a common environment to learn, share, and transfer good experiences and practices on development models among countries and help to form new educational viewpoints. The formation of new culture values on the background of existing cultue values in schools is a positive expression of the process of global and international economic integration. However, in order to preserve and promote the existing good culture values without burying or varying those values under the deep integration with international culture, it is a task that each school has to pay much attention. It is also the reverse side of the process of globalization and world economic integration to the building and development of school culture.

Development of information technology and communication

School culture is something that is difficult to grasp and format, but easily influenced by factors related to technology and communication. The managers must identify and take advantage of information technology and communication to propagate the cultural development at schools, but at the same time, they must promptly prevent the negative effects brought by information technology and communication

III. MATERIAL AND METHODS

The research learns about the impact of subjective and objective factors on the management of developing high school culture in Nghe An province. We use a 5-level Likert scale (from level 1 - no influence to level 5 - great influence).

The research uses a combination of both qualitative and quantitative research methods. Quantitative data was collected through a questionnaire survey with 523 managers and teachers in 15 high schools in Nghe An province. Demographic characteristics of survey participants include sex, age, qualifications and working experience (see Table 1). In addition, the research was also conducted in-depth interviews with several managers and teachers to clarify some collected information.

The main analysis method used in the research is descriptive statistics. First of all, this method is used to describe the demographic characteristics of the survey subjects. In addition, it is also used to describe the assessment of managers and teachers about levels of influence of factors on the management of developing high school culture.

Table 1. Characteristics of participants

Characteristics	N (Number of participants)	% (Percentage)
Gender	523	100.00
Male	*145*	*27.72*

Female	*378*	*72.28*
Age	523	100.00
Less than 30 years old	*68*	*3.86*
From 31 to 39 years old	*198*	*11.24*
From 40 years old and more	*257*	*84.89*
Qualifications	523	100.00
College	*32*	*6.12*
University	*366*	*69.98*
Post-graduate	*125*	*23.90*
Working experience	523	100.00
1-9 years	*87*	*16.63*
10-20 years	*288*	*55.07*
Over 20 years	*148*	*28.30*

IV.   RESULTS AND DISCUSSION

Influence of subjective factors

The degree of influence of subjective factors on the management of developing high school culture of Nghe An province is presented in Table 2. The results show that, all factors affect the management of activities of building school culture at the satisfaction level ($3.03 \leq M \leq 3.10$). The management capacity of the school leaders has the most influence on the management of building culture ($M = 3.10$). Up to 80.3% of managers and teachers believe that this factor affects much and greatly to the management of activities of building high school culture at present. The next factors affecting the management of activities of building school culture are School infrastructure condition ($M = 3.07$), awareness of teachers, families and society ($M = 3.04$), and finally, it is the Features of the students ($M = 3.03$).

Table 2. Influence of subjective factors on managing high school culture development in Nghe An province

No.	Subjective factors	Levels of influence										*M*	Rank
		Not affect		Affect little		Affect		Affect much		Affect greatly			
		N	%	N	%	N	%	N	%	N	%		
1	School infrastructure condition	5	0.96	19	3.63	79	15.11	251	47.99	169	32.31	3.07	2
2	Management capacity of school leaders	5	0.96	12	2.29	86	16.44	244	46.65	176	33.65	3.10	1
3	Awareness of teachers, families and society	3	0.57	24	4.59	111	21.22	197	37.67	188	35.95	3.04	3
4	Features of high school students	5	0.96	15	2.87	117	22.37	208	39.77	178	34.03	3.03	4

Within the scope of this research, the authors have focused on learning more deeply about the influence of the two factors with the greatest influence on the management of developing culture, namely the management capacity of school leaders and school infrastructure condition.

On the management capacity of school leaders, it is measured through 9 items and the influence of each item is shown in Table 3. Accordingly, the capacity to mobilize officials, teachers and students in developing school culture is assessed to have the greatest influence ($M = 3.08$) and the capacity to organize and direct some activities of school culture has the least influence ($M = 3.01$).

In terms of school infrastructure condition, this factor is measured through 3 items and the influence of each item is shown in Table 4. The results show that nearly 30% of managers and teachers believe that these 3 items greatly affect the management of activities of developing high school culture in Nghe An province. Facilities serve the development of cultural values are assessed as the greatest influence ($M = 2.95$).

Table 3. Influence of management capacity of school leaders on managing high school culture development in Nghe An province

No.	Items	Levels of influence										M	Rank
		Not affect		Affect little		Affect		Affect much		Affect greatly			
		N	%	N	%	N	%	N	%	N	%		
1	Capacity to direct the plan of school culture development	8	1.53	12	2.29	100	19.12	232	44.36	171	32.70	3.04	4
2	Capacity to direct, guide the plan implementation of school culture development	8	1.53	12	2.29	100	19.12	218	41.68	185	35.37	3.07	2
3	Capacity to mobilize officials, teachers and students in developing school culture	5	0.96	10	1.91	112	21.41	208	39.77	188	35.95	3.08	1
4	Capacity to form standards, core values and beliefs	5	0.96	12	2.29	111	21.22	220	42.07	175	33.46	3.05	3
5	Capacity to organize, direct activities of school culture	8	1.53	14	2.68	107	20.46	229	43.79	165	31.55	3.01	6
6	Capacity to identify, gather and create the core value system of schools	8	1.53	10	1.91	114	21.80	220	42.07	171	32.70	3.02	5
7	Ability to nuture open, believable, respectful psychology atmosphere at the workplace	10	1.91	12	2.29	100	19.12	213	40.73	188	35.95	3.07	2
8	Capacity to carry out policy of emulation, compliment and reward	5	0.96	15	2.87	104	19.89	214	40.92	185	35.37	3.07	2
9	Capacity to implement policies, treatment regimes	10	1.91	11	2.10	110	21.03	194	37.09	198	37.86	3.07	2

Table 4. Influence of school infrastructure condition on managing high school culture development in Nghe An province

No.	Management contents	Levels of influence										M	Rank
		Not affect		Affect little		Affect		Affect much		Affect greatly			
		N	%	N	%	N	%	N	%	N	%		
1	Facilities serve the development of new cultural values	3	0.57	18	3.44	127	24.28	235	44.93	140	26.77	2.94	2
2	Facilities serve the development of existing cultural values	10	1.91	16	3.06	115	21.99	230	43.98	152	29.06	2.95	1
3	Mobilizing financial resource management through socialization work to develop the existing cultural values	5	0.96	17	3.25	131	25.05	227	43.40	143	27.34	2.93	3

In-depth interviews with managers and teachers also showed that the majority of opinions believed that school infrastructure condition and management capacity of school leaders have a great influence on the activities of developing school culture. Some typical viewpoints were as follows:

"In the context of educational innovation at present, the development of culture in general and high school culture in particular is greatly influenced by school infrastructure. The schools with good conditions will help the building of cultural values towards the cultural development strategy established by the school be guaranteed better".

"In order to set up a modern school culture in compliance with the trend, schools must certainly ensure material resources such as finance, infrastructure, and working equipment. In other words, when the school facilities are guaranteed, it will contribute to building the school culture values in a modern direction…".

"School leaders have a particularly important role in the direction of building and developing school culture. When the leaders have specific and timely directions and policies to encourage psychologically, spiritually as well as materially individuals and groups performing well the activities of building school culture; they will create a motivation for all collectives to perform well these activities so as to make school culture more and more developed".

Influence of objective factors

The influence of objective factors on managing high school culture development in Nghe An province is presented in Table 5. Accordingly, all 5 factors are assessed as having influence at the satisfaction level (M ranges from 2.02 to 2.11). The factor that is assessed to have the greatest influence is the development of

information technology and communication (M = 2.12) and the factor that is assessed to have the least influence is the mechanisms, policies, and directions of the education sector (M = 2.02).

Table 5. Influence of objective factors on management of developing high school culture of Nghe An province

No.	Objective factors	Degree of influence										M	Rank
		Not affect		Affect little		Affect		Affect much		Affect greatly			
		N	%	N	%	N	%	N	%	N	%		
1	Socio-economic and cultural conditions of locality	5	0.96	22	4.21	120	22.94	227	43.40	149	28.49	2.07	3
2	Mechanisms, policies, and directions of the education sector	5	0.96	17	3.25	103	19.69	253	48.37	145	27.72	2.02	4
3	Trend of globalization and economic integration	8	1.53	26	4.97	86	16.44	236	45.12	167	31.93	2.11	2
4	Development of information technology and communication	10	1.91	11	2.10	90	17.21	243	46.46	169	32.31	2.12	1

The results of in-depth interviews show that many managers and teachers believe that the factors above have a great influence on developing school culture. The following are quotation of typical opinions:

"In the trend of international integration, factors affecting the management of developing school culture can be firstly mentioned are socio-economic conditions, mechanisms, policies, and the direction of the education sector. The development of school culture is firstly based on regulatory documents from the State, the Ministry of Education and Training, and Nghe An province".

"In the process of developing school culture, schools can do whatever they want, but first of all, they must base on the legal bases of the State, guidelines and directions of the province, Department of Education and Training of Nghe An Province".

"…The strong development of science and technology, and 4.0 revolution opens up countless opportunities and favors for building school culture in general, at high schools in particular. It creates many opportunities to access new technologies and new knowledge, thereby helping schools to develop and create new cultural values, and promote the positive aspects of existing cultural values".

"The development of modern technology has a great impact on schools and students, on teaching and learning, on methods and modes of teaching and learning. The teachers and students have never had such opportunities to access modern scientific knowledge as favorably as at present. However, it is necessary for students to have orientation and guidance in order to effectively use social networks for learning and to prevent from getting negative cultural values…".

V.   CONCLUSION

The research has provided an overview picture of the factors affecting the management of developing high school culture in Nghe An province. The results show that the influence level of all factors is at average level.

The limitation of the research is to learn about only the factors affecting the management of developing high school culture in Nghe An province. The research does not learn deeply about the influence of each factor, except for 2 subjective ones with the greatest influence. Therefore, the next researches can expand the scope of research to have an overall picture of the impact factors on developing high school culture of Vietnam in general, as well as to be able to deeply exploit the influence of each factor.

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