

CRITERIA FOR ASSESSMENT OF SCHOOL CULTURE IN UNIVERSITIES OF UNIVERSAL EDUCATION

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Abstract. In the current period, school culture has been identified to play an important role in the activities of schools. School culture contributes to renewing creative thinking, adjusting perceptions, behaviors and attitudes of school subjects in a positive direction, limiting negative expressions and conflicts, creating motivation force for school development. Therefore, in order to build a school culture in accordance with the goals and development orientation of the school, it is necessary to have criteria to assess the current situation of school culture. For higher education institutions, which have their own characteristics, the criteria for assessing the current state of school culture, besides the general criteria, also have their own criteria.

Keywords: school culture, assessment criteria, higher education institutions.

1. Introduction

According to the author Deal, T.E. and Peterson, K.D.: “School culture is an undercurrent of norms, values, beliefs, traditions, and rituals that are formed over time as people work together to solve problems and face challenges, shaping people's thoughts, feelings and actions in schools, making schools different” [1, p.8]

Edgar H. Schein (2004) defines school culture as complex webs of traditions and rituals built over time by generations of teachers, students, parents, and administrators through living, working, facing, and overcoming challenges [3, p.9].

According to author Nguyen Vu Bich Hien: “... School culture is a set of values, standards, beliefs, and behaviors. School culture is the distinctive feature that makes a school different from other organizations and different from one school to another. School culture refers to the entire material and spiritual life of a school. School culture is good values formed by a collective and accepted by each individual in the school” [4, p.39].

Authors Nguyen Minh (2009) and Dang Van Minh (2009) assert that school culture covers basic values, ethical standards, and behavioral patterns of members (leaders, teachers, students, staff, etc.) staff), clothing, the language of communication, school setting, affection, respect for each other [citation 2, p.17].

According to the definition by the UNESCO International Education Office (IBE) “culture

is a system of beliefs, standards, assumptions, expectations, and values that create a school's own identity, govern its operations, and affect the behavior of administrators, teachers, school officials and learners" [5, p.822].

Through studying the concepts of school culture, we determine: School culture is a system of material and spiritual values, standards, beliefs, and behaviors that are recognized and shared by members of the school, thereby creating the school's own identity.

2. Content

2.1. The role of school culture in higher education institutions

School culture plays an important role in higher education institutions.

- Contributing to renewing creative thinking in schools

For higher education institutions, where the teaching process of lecturers to students is not a one-way interaction but a two-way interaction, the lecturers will use active teaching methods to arouse students' thinking and creativity, and improve educational effectiveness. School culture has special significance and importance for school branding, each higher education institution will have its own identity, unlike other higher education institutions.

- Adjust the perception and behavior of subjects in a positive direction

The school's standards and codes of conduct, which are formed and developed through the school's development process, will help guide the behavior of school members. When the school is faced with a complicated problem, it is the organizational culture that is the spiritual fulcrum, helping managers and teaching staff to cooperate and promote their intelligence to make the right decisions and choices.

- Limit negative expressions and conflicts

School culture helps members agree on how to perceive problems, evaluate, choose, orient and act. It is like a glue that binds members together, creating positive public opinion and limiting negative manifestations that are contrary to the normal rules and standards of the organization. It limits the risks of contradictions and conflicts; and, when conflict is inevitable, the school culture creates an appropriate legal and ethical corridor to contribute to overcoming and resolving conflicts on the principle of not breaking the integrity of the school organization.

- Create motivation for the development of the school

School culture helps employees see clearly the goals, orientation and nature of their work. The school's culture is appropriate and actively creates good relationships between officials, teachers and staff in the pedagogical collective, between lecturers and students; at the same time creating a comfortable, happy and healthy working environment.

2.2. Some characteristics of higher education institutions and basic elements of school culture in higher education institutions

2.2.1. Some characteristics of higher education institutions

- Equality and fairness for everyone: All high school graduates are eligible for university entrance exams, regardless of race or gender, creating conditions for selected students to have the opportunity to study. In higher education institutions, equality and fairness are shown by awarding scholarships to students, plus priority points to students in mountainous areas, rural areas, children of war invalids and martyrs, etc. to give every student the opportunity to learn.

- Towards high quality, contributing to the sustainable development of cultural and social values, etc.: Higher education must pay attention to quality, not just quantity, ensure output quality, students to become people with all moral, intellectual, physical and aesthetic qualities.

Simultaneously preserving and promoting socio-cultural values, and building international standards in higher education to integrate, not dissolve.

- Strengthen the function of discovery and criticism: In higher education, instead of teaching like high school, teachers must create conditions for students to research, think critically and express their personal views. Students can register for scientific research, join clubs and forums. Lecturers are trained in teaching competence and the ability to apply information technology in teaching.

- Academic freedom, autonomy and social responsibility. Public service: Teaching by credit, students can choose their own majors and lecturers. All students have the right to express their opinions in academia, to be able to conduct research that meets the goals and needs of society.

- Increased adaptation. Connect and prepare well to enter life: higher education must adapt to social changes, organize horizontally, vertically, even cross-connect. Soft skills education for students, organization for students to visit the field, professional exam.

- Diversification and quality assurance, new technologies: Higher education now has applied new technologies in teaching, diversified training models, training methods, multidisciplinary and multi-system training.

- International cooperation: The school creates conditions for students to exchange and learn with other countries, lecturers and students have the opportunity to study abroad on scholarships or self-sufficiently abroad. The school regularly cooperates in scientific research, training and fostering foreign languages for lecturers, and strengthens the search for foreign partners [18].

2.2.2. Elements of school culture in higher education institutions

*** Material value**

- Logo, slogan of the school: Logo, slogan plays an important role, it is the representative, the brand face for a unit or organization. For schools, the logo is the symbol of the ideal, meaning and trend in the development strategy of each school.

- School landscape: when it comes to school culture, it must refer to the environment, pedagogical landscape, trees, flower gardens and ornamental plants, places for entertainment, activities, meetings, learning, experimentation, hygiene and safety...

- Architecture of the school: elements such as classrooms, tables and chairs, teaching and learning facilities, books and newspapers, lecture halls, libraries, dormitories, canteens, physical educators, halls - houses culture, etc. has a direct role in meeting the cultural (spiritual) needs of the members of the school.

- Costumes of students, teachers and school officials: Dressing is the way each person introduces himself to those around him. The clothing of individuals in the school must be polite, formal, not offensive, lose aesthetic value, and traditional values.

*** Spiritual values**

- Training and scientific research activities: these activities include regular activities such as learning, communication, information exchange, etc. and periodic activities such as seminars, conferences, exchanges, etc. forums, scientific subjects, etc.

- Behavioral culture: Behavioral culture in the school is a part of the general behavioral culture. The culture of behavior in the school is mainly reflected in the face of the office and the behavior of the members of the school.

- Working style, organizational culture, leadership style - school management: there are many different styles, but in university working style, democratic leadership - management is a style with many advantages.

- The school's value system: is the mission, vision, core values, ideals, beliefs, scientific bravery, reason of life, art enjoyment level, etc. school cultural values determine the nature of school culture.

- Communication approach for school and about school: communication method is a way of communication between people - people, the school will communicate with organizations outside the school through traditional and current media. In modern times, members of the school communicate directly or indirectly, democratically and through dialogue.

2.3. School culture criteria in higher education institutions

School culture criteria are characteristics and signs that serve as a basis to help school administrators, lecturers and students to self-review and self-evaluate, and to help superior agencies and the social community. The association classifies that educational institution/school as meeting the standard or not meeting the standard of a cultural school.

2.3.1. The role of school cultural criteria

School culture criteria are considered as a reference system for a school to determine where it is, to what extent it is, thereby setting appropriate goals and plans to accomplish that goal, as well as the school's behavior orientation in order to establish the school's own characteristics that are different from other schools. The appropriate school cultural criteria will help the school's management activities be smoother, the teaching and learning activities of teachers and students will also be improved. Identifying and providing appropriate criteria will help guide the school's activities in the right direction to achieve the set goals.

School culture criteria are the basis for building school culture: Building school culture is building elements of school culture. The establishment of school culture criteria will determine the responsibilities of each member of the school such as administrators, lecturers, staff, and students. Having specific criteria will help the school build a landscape environment, institutions and facilities to serve the teaching and education of the school. At the same time, the school's cultural criteria also help to guide the standards and codes of conduct between members of the school, members of the school with other schools and with social organizations.

2.3.2. Identify standards and groups of school culture criteria in higher education institutions

No.	Standard	Criterion	Index
1	Landscape and Facilities	Criterion 1: Logo, action slogan	<ul style="list-style-type: none"> - Simple, easy to understand - Have good aesthetics - Reflect the vision and mission of the school - In line with traditional culture - In line with educational viewpoints and philosophies - Put in the right position
		Criterion 2: School Landscape	<ul style="list-style-type: none"> - Green, clear, beautiful - Close to nature - Highly educational - Large campus for students to organize outdoor activities and events - Highly aesthetic
		Criterion 3:	- Specify the full name and title of the officer and

		Working room	<p>lecturer</p> <ul style="list-style-type: none"> - Arrange neat, scientific, reasonable - Adequate lighting conditions, convenient travel - Do not set up an altar, burn incense, or cook in the room
		Criterion 4: Theory classroom	<ul style="list-style-type: none"> - There are classroom contents, rules for using and operating equipment; - Room floor is easy to clean, non-slip; - Room door meets lighting, ventilation and safety requirements; - Full table and chairs, firm, suitable for students; - Ensure safety and technical requirements in fire prevention and fighting
		Criterion 5: Traditional room	<ul style="list-style-type: none"> - Beautifully decorated, scientifically, logically; - Ensuring the traditional educational function of the school as well as convenience for visitors and students to study; - Ensure the content array is regulated and regularly open;
		Criterion 6: Library	<ul style="list-style-type: none"> - Centrally placed in a convenient place in the school; - Quiet, scientific; - An area suitable for the number of readers, complete with documents; - Organize, store, preserve, manage and serve documents effectively; - Develop an appropriate search system, effectively exploit and use information sources in the library in accordance with regulations on intellectual property.
		Criterion 7: Dormitory	<ul style="list-style-type: none"> - Green, clean, beautiful, hygienic and safe campus; - Rooms are clean, neat and tidy; - Fully equipped with means of fire prevention and fighting; - Students abide by the rules in the dormitory.
		Criterion 8: Amusement, entertainment, living and meeting areas	<ul style="list-style-type: none"> - There is a stadium or sports practice area for students; - There is a playground with enough area, flower garden, bonsai, stone bench, ...; - There are large rooms, halls for meetings, community study, club activities; - Equipping tools and means for sports, cultural and artistic activities.

Criteria for assessment of school culture in universities of universal education

2	Scientific research and training activities	Criterion 1: Training program	<ul style="list-style-type: none"> - Having clear and specific goals, reasonable structure, structured in a systematic way. - Satisfy the requirements of knowledge standards and training skills at university level. - Regularly reviewed, supplemented and adjusted with the participation of scientists, experts, lecturers, managers, socio-professional organizations, employers, students and alumni pellets.
		Criterion 2: Innovating teaching methods	<ul style="list-style-type: none"> - Improving traditional teaching methods. - Combine a variety of teaching methods. - Applying situation-based teaching, and action-oriented teaching. - Increasing the use of information technology and teaching aids to support teaching. - Promote positive, proactive and creative for students.
		Criterion 3: Innovating inspection methods and processes	<ul style="list-style-type: none"> - Coordinate between regular assessment and periodic assessment, between teacher's assessment and student's self-assessment. - Combine assessment by objective test and essay to promote the advantages of each form of assessment. - Having appropriate, comprehensive assessment tools capable of classifying students. - Ensure accuracy, fairness, objectivity and honesty.
		Criterion 4: Scientific research activities	<ul style="list-style-type: none"> - Applied scientific research to improve the quality of teaching and learning and school management. - Scientific research works are documents serving training and scientific research. - Scientific research combined with training.
3	Cultural behavior	Criterion 1: Dealing with superiors	<ul style="list-style-type: none"> - To properly perform assigned tasks and powers. - Honesty and frankness in reports, proposals and comments. - Protect the honor and reputation of superiors. - Serious and polite in communication.
		Criterion 2: Deal with subordinates	<ul style="list-style-type: none"> - Guide subordinates to perform well-assigned tasks. - Model for the wedding level to study and follow in all aspects. - No authority, bossy, bureaucratic, petty, far away from subordinates.
		Criterion 3: Deal with colleagues	<ul style="list-style-type: none"> - Understanding and sharing difficulties in work and life. - Humility, respect and protection of each other's

			<p>reputation and honor.</p> <ul style="list-style-type: none"> - Do not hate, envy, split factions that cause internal disunity. - Have a demanding, frank, serious and polite attitude in daily life and communication. - Cooperate and help each other complete assigned tasks.
		Criterion 4: Conduct between lecturers and students	<ul style="list-style-type: none"> - Respect student personality. - Do not punish or insult students' personality and body in any form. - Soft but resolute, and thorough when handling violations of students.
		Criterion 5: Student discipline and behavior	<ul style="list-style-type: none"> - Be polite and respectful to teachers. - Do not disrespect the dignity and honor of the lecturer. - Humble, tactful. - Honesty, tolerance, generosity. - Do not swear or swear. - Pure friendship relationship, in accordance with tradition and cultural identity. - No school violence.
		Criterion 6: How to organize the ceremony	<ul style="list-style-type: none"> - Regulations - Formal, scientific and practical. - Efficient and economical
		Criterion 7: School uniforms	<ul style="list-style-type: none"> - Polite, not offensive. - Express the identity of the school. - Not too prominent - Has aesthetics
4	Management organization culture	Criterion 1: Mission	<ul style="list-style-type: none"> - Show the mission of the school - Unique features of the school - The image of the future school
		Criterion 2: Goals	<ul style="list-style-type: none"> - Development orientation of the school - Clear, achievable, relevant goals - Specific action stages of the school.
		Criterion 3: Principal, Vice Principals	<ul style="list-style-type: none"> - Democracy, dialogue, respect for the collective - Share the school's mission with school staff; - Be an example for members and students to follow; - Cultivate an atmosphere of openness, trust and mutual respect.
		Criterion 4: Management staff	<ul style="list-style-type: none"> - Assign tasks in accordance with the ability, capacity and professional qualifications of lecturers and staff; - Arrange scientific working space and build

			<p>industrial style in all members;</p> <ul style="list-style-type: none"> - Building the spirit of solidarity, implementing democracy and publicity in the unit; - Share difficulties at work with all members of the unit.
		<p>Criterion 5: Function rooms, faculties and subjects</p>	<ul style="list-style-type: none"> - Close contact with members of the school - Put the interests of lecturers and students first - Attentive to members' needs - Working with a plan, science, innovation, creativity
		<p>Criterion 6: Party organization</p>	<ul style="list-style-type: none"> - Make the right decision at the right time - Take responsibility in the decision-making process - Model. - No authority, bossy, bureaucratic, petty, far from the masses
		<p>Criterion 7: Unions, social organizations</p>	<ul style="list-style-type: none"> - Exciting activities - Fair, open, transparent - Working with principles and discipline - Encourage and help each other - Promote the positive, limit the negative of each person

3. Conclusion

School culture is the synthesis of material and spiritual cultural elements in a definite space and time, associated with the characteristics of pedagogical activities, suitable to the characteristics and tasks of the school, created and developed by the members of the school, recognized and followed by members, has the effect of shaping the thoughts, feelings, and actions of members in the school, making the school different. It is not only a place to form, nurture and develop progressive and positive cultural values but also as a “vaccine” of antibodies, a “barrier” with the school's own cultural material to prevent, and limit the countercultural factors from penetrating into the awareness and actions of the school's members. Currently, culture is a sensitive issue for each country, ethnic group, and individual, the role of school culture becomes even more important, having an impact on all pedagogical aspects of teachers, a factor that pervades the school and is difficult to define.

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