

Original Research Article

Building a Culture of Quality at Phu Nhuan High School, Phu Nhuan District, Ho Chi Minh City

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Article History

Received: 27.02.2025

Accepted: 02.04.2025

Published: 12.04.2025

Abstract: Quality culture is one of the basic requirements for the sustainable development of the education sector, which is of special interest to management levels and educational institutions and has many plans to build and develop. This study aims to explore the role and impact of management activities in building quality culture at Phu Nhuan High School, pointing out the advantages, limitations, and causes of those limitations. Based on the study of theoretical issues related to quality culture in schools, surveying and evaluating the current status of building quality culture at Phu Nhuan High School, Phu Nhuan District, Ho Chi Minh City, this study proposes management solutions to building quality culture activities at Phu Nhuan High School, Phu Nhuan district, Ho Chi Minh City to achieve good results, contributing to comprehensive innovation in education, enhancing the reputation of the school in society.

Keywords: Construction, quality culture, high school, Phu Nhuan District, Ho Chi Minh City.

INTRODUCTION

In the context of current educational innovation, improving the quality of training not only requires modern teaching methods but also building a solid quality culture in each school. Quality culture is not only about ensuring quality standards and processes but also about creating an environment where all members of the school clearly understand and commit to implementing the values, principles and norms of the school. In addition, the comprehensive development of students' ethics, capacity and life skills depends largely on the educational environment in the school. Therefore, this is a necessary task to meet social demands and ensure the goal of sustainable development in modern education.

According to Resolution 29 of the 8th Central Committee (11th tenure) on fundamental and comprehensive innovation of education and training: "The quality and effectiveness of education and training are still low compared to requirements, etc." (Central Party Executive Committee, 2013). The Resolution also affirmed that one of the causes of limitations and weaknesses related to quality is due to the lack of uniformity and standards in quality management: "Education and training management still has many weaknesses. The team of teachers and educational managers is inadequate in terms of quality, quantity and structure; a part has not kept up with the requirements of educational innovation and development, lacks enthusiasm, and even violates professional ethics" (Central Party Executive Committee, 2013).

Quality culture has been affirmed by many domestic and foreign educational researchers to play an important role in the existence and development of educational institutions (EUA, 2006; Trung, *et al.*, 2020; Lam, 2021). Currently, many universities and colleges have built a culture of quality and achieved remarkable results, but few high schools in Vietnam in general and Ho Chi Minh City in particular, pay attention to building a culture of quality in schools. Research on building a culture of quality in universities has been conducted for a long time in Europe, the United States and some countries in Asia with developed higher education, and the research results have been applied quite effectively in universities in Europe. However, in Vietnam, there are only a few research projects, some doctoral theses and a few specialized scientific articles

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CITATION: Bui Thi Thuy Dao (2025). Building a Culture of Quality at Phu Nhuan High School, Phu Nhuan District, Ho Chi Minh City. *South Asian Res J Human Soc Sci*, 7(2): 111-119.

addressing aspects of building a culture of quality in higher education, and there has been no research on the issue of building a culture of quality in high schools.

Phu Nhuan High School is one of the prestigious and reputable high schools in Ho Chi Minh City, but the school has not yet shown its characteristics, has not created a positive and effective learning environment for students; The quality of education is not consistent and comprehensive; Lack of motivation to promote creativity, innovation and sense of responsibility of teachers; Has not yet enhanced the role and responsibility of school management staff. Based on the above reasons and to better understand the theoretical basis in the work of building a culture of quality in high schools, the author chose the topic: “Building a culture of quality at Phu Nhuan High School, Ho Chi Minh City”.

LITERATURE REVIEW

Quality culture was formed quite a long time ago, around the 20th century, especially in the 1980s and 1990s in the US, with many different perspectives. Originating from the quality culture project of European Universities in the period 2002-2006, with the participation of nearly 300 organizations from 40 countries, the concept of “Quality Culture” has spread and had a great impact on the awareness of higher education institutions worldwide. The European University Association (EUA) pioneered in implementing this project, discussing and disseminating how to apply quality culture to quality management of member universities. Quality Culture emphasizes a sustainable organizational culture, aiming at continuous quality improvement. It is characterized by two main factors: Psychological factors, including the participation, expectations and commitment of each individual in the organization to quality; Structural and managerial factors with clearly established processes to improve quality. These two factors do not exist independently but must be combined through communication, discussion and cooperation of all members of the organization at all levels. It is the connection between psychological and managerial factors that help promote effective learning and teaching environments, thereby improving the overall quality of the educational institution (EUA, 2006).

Sharing the same opinion with EUA (2006), Le Ngoc Quynh Lam (2021) believes that quality culture consists of 3 elements: element 1 includes tangible (brand identity, logo, uniform), values that the organization expresses (mission, vision, goals, strategies, core values), shared values and personal belief in the organization (devotion, loyalty, dedication) and two elements 2 and 3 are closely connected: management structure (goals, strategies, processes related to quality assurance activities) and psychology - culture (commitment, responsibility, sharing and cooperation to carry out school activities together - the collective is the effective interaction between individuals) to effectively implement quality culture. In addition, quality culture is not a specific method but it is linked to each activity to help us achieve the desired results. Therefore, to successfully build a quality culture in an organization, three main actions are needed: Effectively use the existing resources of the organization; Effectively exploit data on quality assurance activities; Continuously improve the organization's people, teaching activities, and facilities periodically or in stages to ensure that resources are always evenly distributed to activities.

Harvey and Green (1993), outlined the quality culture, which at that time was considered a function of the manufacturing industry: A quality culture is where everyone in the organization, not just the quality controllers, is responsible for quality. Each member is an internal customer and supplier to other colleagues. The focus is on ensuring that everything is “done right the first time” that is, no defective products occur.

Vlăsceanu *et al.*, (2004) state that quality culture: It refers to a set of shared, accepted and integrated quality models (often referred to as quality principles) found in the organizational culture and management systems of organizations. Awareness and commitment to quality in higher education, combined with a strong culture of evidence and effective management of this quality (through quality assurance procedures) are components of quality culture. As quality factors change and evolve over time, the integrated system of attitudes and arrangements supporting quality (quality culture) must also change to support new quality models in higher education.

Harvey and Stensaker (2008) provide a taxonomy of quality culture types: Responsive quality culture: which conforms to external requirements, shares good practices but lacks control; reactive quality culture: mainly due to compliance, entrusting quality to a specific area; regenerative quality culture: focusing on internal development with a clear plan; regenerative quality culture: trying to maintain the current state, avoiding influence from external initiatives.

Le Duc Ngoc (2008), The quality culture of a training institution is understood as every member (from learners to managers), every organization (from departments, offices to mass organizations) knows what their work is quality and all follow that quality requirement. However, in reality, quality assessment only stops at a group of people making self-assessment reports and an external assessment team assessing the authenticity of the self-assessment report without spreading this set of standards to all members. The effectiveness of quality assessment only stops at assessing the current status of how the school has met the set of standards. As for building a quality culture through assessment, each member of the school has not yet grasped the set standards. Currently, most schools have implemented assessment, but have not yet

built a quality culture after assessment. In addition, in reality, each educational institution has short-term, medium-term or long-term strategic plans and has set specific goals, but almost only managers know and understand the goals of these plans, while other members (especially employees) are passive in implementation and do not understand the school's goals. Thus, the improvement and enhancement of educational quality through accreditation and implementation planning have not been as effective as expected, because all members of the organization have not understood and clearly known their work according to the plan and quality standards.

Rapp (2011) in the preface of the EUA Quality Culture Audit publication stated: The concept of quality culture here is understood to include shared values, beliefs, expectations and commitments to quality supported by structural and management elements and processes to improve quality.

According to Nguyen Dang An Long, and Pham Van Thuan (2024), “Educational quality is a component of quality culture. Therefore, the relationship between quality assurance through educational quality assessment and quality culture is increasingly closely linked in both aspects of action (quality assurance through educational quality assessment) and awareness (quality culture)”. In terms of awareness, quality culture plays an important role in quality assurance, expressed through conscious actions. All educational activities in schools need to originate from correct awareness. Therefore, building correct awareness for members of high schools is an important and indispensable step in the process of developing educational quality. In terms of action, to ensure the quality of high school education, it is necessary to conduct educational quality assessment activities to raise awareness and capacity of educational forces through management, inspection, assessment and development of related criteria associated with awareness and action in schools to create an educational environment that meets the standards required by the State, helping to create social trust.

RESEARCH METHOD

Table 1: Research Method

Order	Method	Action taken				Purpose of use
		Activities	Tools	Place	Stakeholders and Number	
1	Method of theoretical analysis and synthesis.	Research, study, and analyze concepts that contribute to the research objectives.	Party Resolutions, legal documents, scientific research, ...	Home, Library, Internet	Author	Collect information to analyze, and build the legal and theoretical basis of the project.
2	Method of generalizing independent statements	Arrange and synthesize data according to appropriate topics. Look for connections between topics. Conclude the research problem.	Party Resolutions, legal documents, scientific research, etc.	Home, Library, Internet	Author	Research to develop concepts or clarify existing concepts.
3	Method of investigation by questionnaire	Distribute, collect, and summarize results	Questionnaires built from Google form	At Phu Nhuan High School	91/142 managers and employees currently working at the school.	Collect information on the current status of building a quality culture at Phu Nhuan High School
4	Interview method	Directly interview administrators and teachers	Using interview forms printed on paper for direct interviews	At Phu Nhuan High School	Author and 2 managers, 5 teachers	Collect and supplement the results of a survey of the current status utilizing a questionnaire survey.

5	Method of mathematical statistics	Process data, analyze, and summarize results after surveying and testing	Exel, SPSS	At Home	Author	Help systematize and compile data, check the effectiveness of the research hypothesis
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Survey Data Analysis

After collecting data, remove unqualified responses, proceed to code and enter data. The collected data is processed using SPSS software. Analysis is done using descriptive statistics with the following indicators: mean, standard deviation, correlation coefficient, etc. The descriptive statistics used are: (i) Mean (Average score): average (in the total number of survey samples, calculate the average (mean) to see how many are in the sample of the observed topic); (ii) Std. Deviation (Standard deviation): standard deviation (standard deviation indicates the degree of dispersion of values around the mean value); (iii) Correlation coefficient (correlation coefficient): statistics measuring the strength of the relationship between variables.

In this topic, the author uses a 5-level Likert scale with the distance value = (Maximum GT – Minimum GT)/n=(5-1)/5=0.8.

RESEARCH RESULTS AND DISCUSSION

Current status of factors affecting school quality culture-building activities

To properly assess the current status of factors affecting school quality culture-building activities, this study surveyed 91 school administrators, teachers and staff according to the convention: (1) No influence; (2) Little influence; (3) Quite influence; (4) Influence; (5) Very influence. The results are shown in Table 2.

Table 2: Table of assessment of the level of influence of factors in building a quality culture

Order	Standards/Criteria	Answer options (%)					Average score	Standard deviation
		1	2	3	4	5		
A. Objective factors								
1	Globalization and the Fourth Industrial Revolution	0	0	6,6	18,7	74,7	4,68	0,59
2	Impact of institutional innovation and innovation policies in Education and Training	0	0	5,5	26,4	68,1	4,63	0,59
3	Socio-economic development level	0	0	8,8	27,5	63,7	4,55	0,65
4	Cultural traditions and community awareness	0	0	5,5	22,0	72,5	4,67	0,58
Total		0	0	6,6	23,7	69,8	4,63	0,60
B. Subjective factors								
1	Organization of the management apparatus for quality culture activities	0	0	6,6	17,6	75,8	4,69	0,59
2	Awareness and capacity of managers, teachers, and employees in the school	0	0	6,6	19,8	73,6	4,67	0,59
3	Awareness of parents and society about quality culture	0	0	7,7	19,8	72,5	4,65	0,62
Total		0	0	7,0	19,1	74,0	4,67	0,60

From the data analysis results in Table 2, it can be seen that managers, teachers and staff rated the level of influence of objective and subjective factors at 4,63 and 4,67. Specifically:

The results of the assessment of objective factors on the activities of building a culture of quality at Phu Nhuan High School by managers, teachers and staff are very high and similar. The factors were assessed at the level of “Completely influencing” (average from 4,55 to 4,68), among the objective factors, managers, teachers and staff rated the factor “Globalization and the 4th industrial revolution” the highest with 74,7% at level 5. From the assessment results, it can be seen that the factors affecting the activities of building a culture of quality in schools mentioned by the author are completely consistent with the current reality. These factors can positively or negatively affect the effectiveness of building a culture of quality. Therefore, managers need to consider and evaluate the factors to propose appropriate solutions.

The results of the evaluation of subjective factors on the activities of building a culture of quality are very high and consistent. The factors are assessed at the level of “Completely affecting” (average from 4,65 to 4,69). Among the subjective factors, managers, teachers and staff rate the factor “Organization of the management apparatus for quality

culture activities” the highest with 75,8% at level 5. From the evaluation results, it can be seen that the factors affecting the activities of building a culture of quality in schools mentioned by the author are completely consistent with the current reality. These factors can positively or negatively affect the effectiveness of building a culture of quality. Therefore, managers need to consider and evaluate the factors to propose solutions to manage quality culture-building activities to ensure consistency and comprehensiveness.

The current status of quality culture-building management activities at Phu Nhuan High School

To properly assess the current status of quality culture-building management activities at Phu Nhuan High School, this study surveyed 91 managers, teachers and staff of the school according to the convention: (1) Not implemented (2) Little implemented; (3) Fairly implemented; (4) Implemented; (5) Well implemented. The results are shown in Table 3.

Table 3: Assessment table of the level of implementation of quality culture building management

Order	Standards/Criteria	Answer options (%)					Average score	Standard deviation
		1	2	3	4	5		
A. Current status of building a plan to build a culture of quality								
1	Determine the goals and targets for building a quality culture	2,2	5,5	27,5	56,0	8,8	3,64	0,810
2	Develop a process and establish principles for implementing quality culture-building activities.	2,2	11,0	40,7	44,0	2,2	3,33	0,790
3	Develop a plan for quality culture-building activities	7,7	9,9	18,7	63,7	0.0	3,38	0,952
4	Determine solutions and actions to implement the quality culture-building activity plan	2,2	12,1	40,7	41,8	3,3	3,32	0,815
5	Ensure resources (human resources, material resources, financial resources, etc.) to implement the quality culture-building plan	1,1	8,8	28,6	58,2	3,3	3,54	0,750
6	Approve and promulgate the quality culture building plan (separate plan or integrated into the school's general education plan)	0,0	15,4	44,0	37,3	3,3	3,29	0,764
Total		2,57	10,43	33,35	50,17	3,48	3,42	0,814
B. Current status of implementing quality culture building								
1	Organize the construction of a mechanism to implement quality culture-building activities	4,4	8,8	27,5	59,3	0,0	3,42	0,831
2	Organize the implementation of quality culture-building activity objectives	1,1	12,1	45,0	38,5	3,3	3,31	0,770
3	Organize the implementation of quality culture-building content, methods, and forms	1,1	8,8	36,3	50,5	3,3	3,46	0,750
4	Organize the conditions for quality culture-building activities	1,1	17,6	27,5	52,7	1,1	3,35	0,822
5	Organize the assessment of quality culture-building activities	2,2	13,2	26,4	58,2	0,0	3,41	0,802
6	Organize the coordination and linkage of participating forces and mobilize resources for quality culture-building activities	2,2	12,0	49,5	35,2	1,1	3,21	0,753
Total		2,02	12,08	35,37	49,07	1,47	3,36	0,788
C. Current status of inspection of the implementation of building quality culture								
1	Checking the planning of building a quality culture	1,1	16,5	25,2	49,5	7,7	3,46	0,898
2	Checking the determination of goals and indicators of activities to build a quality culture	1,1	15,4	27,5	52,7	3,3	3,42	0,831
3	Checking the development of content, form and methods to build a quality culture	1,1	8,8	27,5	62,6	0,0	3,52	0,705
4	Checking the implementation of the plan to build a quality culture	4,4	6,6	26,4	61,5	1,1	3,48	0,821
5	Checking the mobilization of resources and preparing conditions to ensure activities to build a quality culture	0,0	4,4	29,7	59,3	6,6	3,68	0,665

6	Checking the development of a coordination program between schools, families and forces participating in activities to build a quality culture	3,3	22,0	35,1	36,3	3,3	3,14	0,914
7	Checking the inspection and evaluation of activities to build a quality culture	2,2	14,3	23,1	54,9	5,5	3,47	0,886
Total		1,89	12,57	27,79	53,83	3,93	3,42	0,817
D. Current status of actions to build a culture of quality								
1	Develop a plan to inspect and evaluate quality culture-building activities	2,2	11,0	27,5	59,3	0,0	3,44	0,778
2	Develop a process and tools to inspect and evaluate quality culture-building activities	6,6	18,8	40,7	34,0	0,0	3,02	0,894
3	Organize inspection and evaluation activities for quality culture-building activities	13,2	5,5	52,7	28,6	0,0	2,97	0,936
4	Inspect and supervise the inspection and evaluation of quality culture-building activities	1,1	6,6	28,6	59,3	4,4	3,59	0,730
5	Evaluate and review the results of quality culture-building activities	6,6	7,7	22,0	61,5	2,2	3,42	0,922
6	Propose solutions to overcome and prevent	3,3	12,1	22,0	59,3	3,3	3,47	0,874
7	Adjust the stages of the process that affect the results of quality culture building	4,4	7,7	28,6	53,8	5,5	3,48	0,886
Total		5,34	9,90	31,73	50,83	2,20	3,35	0,860

The results shown in Table 3 show that the assessment of the level of implementation of quality culture-building management at Phu Nhuan High School shows that the management activities have achieved good results. However, there are differences between the issues of management activities. Specifically as follows:

For the content “Current status of building a plan to build a culture of quality” with an average score of 3,42 is at the implementation assessment level. However, considering each content, there is an uneven assessment. Which, the content “Approve and promulgate the quality culture building plan (separate plan or integrated into the school's general education plan)” is rated the lowest with an average score of 3,29. The content with the highest rating is “Determine the goals and targets for building a quality culture” with an average score of 3,64.

For the content “Current status of implementing quality culture building” with an average score of 3,46 is at the implementation assessment level. However, in terms of each content, there is an uneven assessment. Which, the content “Approve and promulgate the quality culture building plan (separate plan or integrated into the school's general education plan)” is rated the lowest with an average score of 3,21. The content “Organize the implementation of quality culture-building content, methods, and forms” is rated the highest with an average score of 3,46.

For the content “Current status of inspection of the implementation of building quality culture” with an average score of 3,42 is at the implementation level. However, in terms of each content, there is an uneven assessment. Which, the content “Checking the development of a coordination program between schools, families and forces participating in activities to build a quality culture” is rated the lowest with an average score of 3,14. The content “Checking the mobilization of resources and preparing conditions to ensure activities to build a quality culture” is rated the highest with an average score of 3,68.

For the content “Current status of actions to build a culture of quality” with an average score of 3,35, is in the implementation mode, but has the lowest evaluation level among the 4 contents of management activities. However, considering each content, there is an uneven evaluation. In which, the content “Organize inspection and evaluation activities for quality culture-building activities” = 2,97 is the lowest evaluation. The content “Inspect and supervise the inspection and evaluation of quality culture-building activities” is the highest evaluation with an average score of 3,59.

Proposing Some Solutions

Solution 1: Disseminate and promote awareness of the role and responsibility of the school staff in building a quality culture at the school:

Organize activities to learn, discuss, disseminate and share to raise awareness and the importance of building a quality culture in schools. From there, help managers, teachers and staff gradually change from “awareness” to “action”, consensus and self-awareness to effectively implement commitments to build a quality culture, promoting the development of a quality culture.

Building a quality culture requires all relevant parties in the school, including managers, teachers, staff and students, to fully understand, unify and agree. From there, create a sense of initiative in activities and clearly understand the content of each element in building a quality culture. Specifically: (i) School leaders organize and implement a knowledge training plan; (ii) Directing and implement the knowledge training plan; (iii) Monitoring, evaluate and adjust the knowledge training plan; (iv) Organize seminars, thematic activities, and discussions to share information, experience and practice in building a school quality culture.

Organizing competitions to learn about building a quality culture. Organizing study tours to share experiences between high schools on implementing quality culture development activities and factors affecting the development of a quality culture. Regularly assessing to detect incorrect and incomplete perceptions about building a quality culture to have a plan to overcome and adjust.

Solution 2: Organizing the development and declaration of a system of quality cultural values in schools in conjunction with the school's vision and mission:

The system of values is one of the fundamental contents of a quality culture, and that system of values must be nurtured and shared in a cultural environment that values quality development. The system of quality cultural values is built to ensure the requirements of having a dialectical relationship with each other, being concise, easy to remember and having content that conveys the characteristics of the school, being guiding, being a compass, showing the way for all development actions of the school in the present and the future.

First, it is necessary to determine the current status of the existing quality cultural values of the school and the need for a system of quality cultural values: (i) Establish a quality culture building committee; (ii) Building a system of quality cultural values of the school must be characteristic, creating the brand of the school; (iii) Issuing a system of quality cultural values that have been identified and agreed upon at the school.

Solution 3: Directing self-assessment activities of educational quality associated with quality culture:

Forming a self-assessment process of quality according to Circular 18/2018/TT-BGDDT and according to the actual conditions at the school. Ensure that the self-assessment process is clear, practical, objective, and feasible to help the forces participating in the self-assessment process to carry out the quality assessment smoothly and effectively. To establish the self-assessment process, the school needs to establish quality standards: (i) Dissemination and propaganda; (ii) Implementation; (iii) Inspection and evaluation; (iv) Information disclosure. Education quality assessment activities must be carried out following the instructions and requirements of the Education and Training sector. The school's Board of Directors directs the self-assessment activities of education quality in the school in an optimal manner, and mobilizes the coordination of resources to carry out self-assessment. This activity must be determined to be regular and continuous to continuously improve and enhance the quality of education at the school.

To implement the solution, the school leaders need to direct and mobilize all financial and human resources to implement the solution and create consensus and positive responses from all forces in the school. These are the main factors in building effective and feasible self-assessment activities.

Solution 4: Organize the mobilization and management of resources to use and improve the quality of teaching and learning:

Organize the mobilization of resources, especially financial resources to use and promote means and facilities for the school to contribute to improving quality, meeting the goal of fundamental and comprehensive innovation of education in the current period, and helping to build a sustainable school quality culture.

To effectively implement this solution, the leaders need to develop a plan to survey/assess the actual status of quality culture: (i) Organize activities to mobilize and manage resources; (ii) Develop a mechanism for managing and using resources (especially financial resources) openly and transparently; (iii) Monitor and supervise activities; (iv) Check and evaluate implementation results to have timely adjustment solutions.

Solution 5: Innovate inspection and evaluation of teaching and learning management activities in the direction of approaching high school students' competencies:

Innovating inspection and evaluation work in the direction of developing students' qualities and competencies at Phu Nhuan High School is extremely important. In addition to assessing students' results, it also helps the school improve and adjust management methods and approaches to improve quality in accordance with the characteristics, traditions, culture and practices of the school. Therefore, the school will evaluate the learning quality of students in a fair, objective, and more accurate manner, and help managers predict and detect limitations and shortcomings in the evaluation process to propose solutions for adjustment, supplementation, and solutions to overcome them.

The plan for testing and evaluating students' abilities is built on the standards for evaluating student quality, combined with the educational goals of the Ministry of Education and the school. The basic testing and evaluation plan includes the following basic contents: Testing and evaluation plan; testing and evaluation program; methods and forms of testing and evaluation; conditions of facilities, means, and equipment for testing and evaluation activities; monitoring and checking testing and evaluation activities; results of student evaluation compared to the set plan.

Solution 6: Develop a performance evaluation mechanism for school staff:

Develop a performance evaluation mechanism for school staff to ensure that the quality of education and management are effectively implemented. The goal is to encourage continuous quality improvement in teaching, management, and professional development while identifying strengths and weaknesses to make appropriate adjustments.

To develop a performance evaluation mechanism, schools need to: Establish clear evaluation criteria with clear criteria that are consistent with goals and responsibilities; Develop a public evaluation process such as 360-degree evaluation with the participation of leaders, colleagues, parents, and students; Synthesize, analyze, and provide specific feedback so that the staff can improve, learn, and develop; Evaluation results are used as a basis for rewards and adjustments to human resource development policies.

Solution 7: Building a school culture linked to a quality culture:

School culture is a set of norms, values, beliefs, behaviors, etc. that are characteristic of a school, creating a difference between the school and other organizations and between schools. When building a school culture linked to a quality culture, the work of building a quality culture in the school will become substantial and sustainable.

School culture is closely linked to quality culture, which is first and foremost expressed in the vision, mission, philosophy, goals, values, leadership and management style, and in the psychological atmosphere of the school. Therefore, school quality culture must be expressed in a system of standards, values, beliefs, codes of conduct, etc. that are considered good and accepted by everyone in the school. When the process of building a quality culture becomes a characteristic cultural feature of a school, it will have a huge impact on the quality and effectiveness of that school's operations.

CONCLUSION

Building a quality culture is a quality trend applied to many fields of activity such as production, business and education, which has brought about efficiency in improving the quality of organizations in countries around the world. In Vietnam in recent years, building a quality culture has been focused on, especially in universities. For high schools, building a quality culture through quality assessment activities is also being focused on.

Building a quality culture at Phu Nhuan High School is the first research activity implemented at the school according to the research approaches on quality culture in higher education institutions by famous researchers in the country and around the world. This study has clarified theoretical issues on quality culture, surveyed, analyzed and clarified the current status of building a quality culture at Phu Nhuan High School. On that basis, the project proposed 07 solutions to build a suitable quality culture at Phu Nhuan High School. These seven solutions are all considered urgent and highly feasible.

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