

Factors affecting the management of developing a quality cultural environment in Vietnam higher education institutions with the function of developing and training educational administrators

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Abstract

The more important quality culture plays in the existence and development of higher education institutions, the more essential managing the development of a quality cultural environment in higher education institutions is. Therefore, exploring the factors affecting the management of developing a quality cultural environment is one of the aspects interested in by researchers to improve the effectiveness of management. The purpose of the study is to find out the current status of factors affecting the management of building a quality cultural environment in higher education institutions with the function of developing and training educational administrators in Vietnam through quantitative research. Data was collected through a questionnaire survey with 1,047 administrators, lecturers and staff members, and students in six higher education institutions with the function of developing and training educational administrators. The main method used to analyze the data is the descriptive statistic. Research results show that the influences of all factors are from average to high. Factors belonging to human resources are the most important and highest influence, while objective factors such as facilities and policies also have widespread influences, the foundation for developing a quality culture.

Keywords: Quality culture, cultural environment, higher education, Vietnam.

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I. INTRODUCTION

Quality culture plays an increasingly important role in the existence and development of organizations. Quality culture can be defined as a set of quality-related values, habits, beliefs, and behaviors that members in an organization share, developed continuously, regularly, in short term, and long term in quality management activities of the organization to create a quality environment [MoET,1].

For higher education institutions, the quality culture affects all its aspects. The management and development of a quality cultural environment play an essential role in realizing the strategic development goals of higher education institutions. However, this management is faced many difficulties due to the influence of various factors. Many studies in the world have focused on exploring the factors affecting quality management. In Vietnam, studies also point to internal and external challenges as well as the necessary factors for building and developing a quality culture. However, existing studies only show the factors affecting the quality culture management of higher education institutions in general.

Therefore, our research investigated through a questionnaire survey on factors affecting the management of developing a quality cultural environment in higher education institutions with the function of developing and training educational administrators. The purpose aims to verify the influence of factors on the management of developing a quality cultural environment in higher education institutions with the function of developing and training educational administrators.

Our findings are expected to prove knowledge about factors affecting the management of developing a quality cultural environment in higher education institutions with the function of developing and training educational administrators. From this insight, administrators will propose solutions to improve the management quality and the quality of higher education institutions in higher education institutions with the function of developing and training educational administrators.

II. LITERATURE REVIEW

Various factors affecting the management of the development a quality cultural environment in higher education institutions were shown by different studies.

According to Davison (2005), there are eight factors affecting the management of developing a quality cultural environment within an organization, including (1) the leadership's commitment and action in managing a quantity cultural environment, (2) teamwork working styles, (3) members' participation in the organization, (4) focus on customers, (5) open and friendly communication, (6) effective partnership, (7) the creativity and learning, and (8) focus on the process. Pariyapon Tungkunan et al. (2008) also show nine factors affecting the quality of the university, such as (1) leadership management, (2) practical management, (3) strategy plan, (4) hierarchy, (5) continuous self-development, (6) commitment of organization, (7) teamworking, (8) customer care, and (9) self-improvement.

In Vietnam, the studies showed that quality culture has individual and collective characteristics (Pham Xuan Thanh, 2005): (1) The important role of leaders in developing a culture quality environment; (2) Knowledge and understanding of all members and organizations meeting requirements for work quality; (3) Willingness to meet the requirements for work quality; (4) Voluntarily to meet the requirements for work quality; (5) Willingness to meet the quality requirements; (6) Quality culture towards quality assurance and improvement; (7) Quality culture towards the satisfaction of stakeholders.

However, managing the development of a quality cultural environment is also affected by internal and external challenges (Le Van Hao, 2015; Nguyen Kim Dung and Pham Xuan Thanh, 2003). Seven internal challenges of universities include (1) Lack of leaders' attention in quality assurance activities; (2) Lack of synchronous attention to developing a quality culture; (3) Lack of a democratic, sympathetic, and equal environment; (4) Unaccustomed to developing and disseminating values; (5) Paying too much attention to quality verification; (6) The influence of the subsidy thinking; (7) Appreciating immediate economic efficiency and achievement disease. Two external challenges were (1) Appreciating too high degrees in society; (2) Quality cultural thinking is still quite common in education and training, and university autonomy is still limited.

Research by Ngo Doan Dai (2012) and Pham Trong Quat (2011) studies the necessary factors for developing a quality culture: the role of the top administrators and the values that need to share with everyone.

Conclusion, many factors affect the quality culture of the university, usually including internal and external influencing factors, mainly focusing on perception, belief, and consent of members and groups.

Based on the literature review and the context of Vietnam, we focus on studying six factors affecting the management of developing a quality cultural environment in higher education institutions with the function of developing and training education administrators.

Administrators' awareness and competence

This factor affects mainly the development of a quality culture because management responsible belongs to directly administrators. Developing a quality cultural environment is one of the main contents of school management. It is the first and most important responsibility of administrators. In higher education institutions, administrators include principals, vice-principals, heads of departments, and heads of specialized groups. Although each level of management will have different tasks and functions, in general, to develop a cultural environment, it is necessary for administrator to have managerial competencies and ethical qualities.

Facilities and equipment

Facilities and equipment support the training of higher education institutions. They influence quality improvement and culture development. Those with good facilities, lectures and students will have a favorable training environment. Therefore, it is necessary to focus on this factor when developing a quality culture.

The quality of lecturers and staff members

Lecturers are people who teach directly in education institutions. A powerful education institution requires both quantity and quality of lecturers. The quality of lecturers affects directly their awareness. The right awareness will lead to the right action. Therefore, it is very advantageous for administrators to develop a quality cultural environment if the quality of the lecturers is high. Lecturers are also people who directly influence students. Therefore, they will be an important bridge to convey to students the plan to build and develop a cultural

environment. In addition, when the quality of lecturers is high, they will always aim for good cultural values. They will acknowledge their competence and their colleagues' competence by themselves.

The educational socialization

Educational socialization is gradually becoming an inevitable trend in the current educational development process. Its essence is to mobilize social forces to develop education together. In particular, it is very important to mobilize and coordinate between forces inside and outside the school to develop a quality cultural environment. It is more advantageous for administrators to enlist the support of social organizations and students' parents in developing culture. At the same time, with the influence of social forces, the propaganda and education for students will be strengthened. More specifically, the better socialization is, the more favorable the mobilization of financial resources for the development of a quality cultural environment is. Despite advantages, educational socialization also has some disadvantages. It requires a high quality of education and training, including quality cultural values. Therefore, the manager must arouse the consensus among the forces in developing a quality cultural environment.

The international economic globalization and integration

International economic globalization and integration are becoming a development trend in the modern world. Therefore, close and interdependence relationships are made between economies. This process is present in all areas of social life including education. Its impact on education consists of both positive and negative aspects. Regarding quality culture, international economic globalization and integration will create a common environment for learning and sharing educational experiences among countries, as well as forming new educational perspectives. However, its negative aspect is the penetration of educational ideas that are unorthodox and unsuitable for the situation of the country. That will damage the educational ideology of the country. It can be seen that this process will also simultaneously affect the culture and develop a quality cultural environment for the school. Forming new cultural values based on existing cultural values is a positive expression of the process of international economic globalization and integration. However, preserving and promoting the existing good cultural values without destroying or mutating those values is an essential task for each school.

In the current context, education and training activities have been impacted by the Covid 19 pandemic. Traditional education with face-to-face is limited. It requires that educational institutions, including higher education institutions with the function of developing and training education administrators, must adapt. Therefore, it is necessary to build open higher education institutions by applying achievements of information and communication technology and actively implementing digital transformation in education and training.

The development of science and technology

The 21st century is the science and technology era. The distance between people and people is shortened. The impact of information and communication technology on education includes both positive and negative aspects. Teaching facilities are improved, new teaching models appear, and the access and use of technology in education are easier. Quality culture is difficult to grasp and define quality culture but very easy to be influenced by information and communication technology. Managers should apply the positive aspects of information and communication technology to develop the cultural environment, but at the same time, they must promptly prevent the negative effects.

In industry 4.0, the development of information and communication technology plays a key role. Digitization in all aspects of social life has been done by all countries in the world. Since the end of the 20th century, Vietnam has paid attention to and prepared infrastructure for future development. Currently, the government has drastically implemented the national digital transformation program, transforming comprehensively individuals, organizations, and society in the way of living and working. The digital transformation has impacted the development of quality culture and the management of the development of a quality cultural environment.

III. MATERIAL AND METHODS

As mentioned above, based on the literature review and Vietnamese context, we focus on studying six factors affecting the management of the development a quality cultural environment in Vietnam's higher education institutions with the function of developing and training educational administrators. We use six factors following the three-point Likert-type scale (arranged from 1 - not influence to 3 - much influence).

Data was gathered through a questionnaire with three subjects, including administrators, lecturers and staff members, and students, at six higher education institutions with the function of developing and training educational administrators. The total number of questionnaires distributed was 1.080, including 180 administrators, 300 lecturers and staff members, and 600 students. However, 1.047 responses were returned usable,

including 175 administrators, 292 lecturers and staff members, and 580 students. Participants' demographic variables presented in this research include characteristics of gender, ethnicity, and age (see Table 1). The mainly used analysis method is descriptive statistical. Firstly, it was used to describe the characteristics of survey respondents (see Table 1). Secondly, we use it to analyze the evaluation of administrators, lecturers, staff members, and students about factors affecting the management of developing a quality cultural environment in higher education institutions with the function of developing and training educational administrators.

Table 1. Features of respondents

<i>Features</i>	<i>N</i>	<i>Percentage</i>
Gender	1047	100
<i>Male</i>	396	37.82
<i>Female</i>	651	62.18
Ethnic	1047	100
<i>Kinh</i>	996	95.13
<i>Other</i>	51	4.87
Age	1047	100
<i>Under 30 years old</i>	180	17.19
<i>From 30 to 39 years old</i>	318	30.37
<i>From 40 to 49 years old</i>	385	36.77
<i>From 50 to 59 years old</i>	108	10.32
<i>Over 60 years old</i>	56	5.35

IV. RESULTS AND DISCUSSION

The evaluations of administrators, lecturers, staff members, and students about six factors affecting the management of developing a quality culture in higher education institutions with the function of developing and training educational administrators are shown in Table 2.

Regarding the awareness and competence of administrators, nearly three-quarters (72.57%) of administrators and three-quarters (72.95%) of lecturers and staff members evaluate the influences of this factor as very much on the development of a quality cultural environment, while only 31.38% of the students agree with it.

Regarding the awareness and responsibility of all individuals and groups, more than three-quarters (77.14%) of administrators, nearly three-quarters (74.32%) of lecturers and staff members, and three-quarters (75.17%) of students evaluate its influence as very much on the development of a quality cultural environment.

The quality of lecturers and staff members in higher education institutions is also evaluated as a significant factor in the development of a quality cultural environment. 76.00% of administrators, 70.89% of lecturers and staff members, and even 82.24% of students rated it as much influence. This can be explained by the fact that because of teaching directly, lecturers are a shining example of building a quality culture and affect students' awareness, attitudes, and behavior.

Quality of facilities and equipment is also a quite important factor affecting the management of the development of a quality cultural environment. It is evaluated as much influence by 76.72% of students. Educational socialization is evaluated as having no effect by 21.90% of students. Globalization and international integration are evaluated at the high influence level, over 40%, by administrators, lecturers, staff members, and students.

Table 2. Evaluation of administrator, lecturer and staff member, and students on factors affecting the management of developing quality culture in higher education institutions with the function of developing and training educational administrators

<i>Variables</i>	<i>Participants</i>	<i>Much influence</i>		<i>Little influence</i>		<i>No influence</i>	
		<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
Awareness and competence of administrators in higher education institutions	Administrator	127	72.57	40	22.86	8	4.57
	Lecturer and staff member	213	72.95	79	27.05	0	0.00
	Student	182	31.38	302	52.07	96	16.55
Awareness and responsibilities of all individuals and groups in higher education institutions	Administrator	135	77.14	40	22.86	0	0.00
	Lecturer and staff member	217	74.32	66	22.60	9	3.08
	Student	436	75.17	123	21.21	21	3.62

Quality of lecturers and staff members in higher education institutions	Administrator	133	76.00	37	21.14	5	2.86
	Lecturer and staff member	207	70.89	64	21.92	21	7.19
	Student	477	82.24	86	14.83	17	2.93
Quality of facilities and equipment in higher education institutions	Administrator	92	52.57	68	38.86	15	8.57
	Lecturer and staff member	176	60.27	79	27.05	37	16.67
	Student	445	76.72	91	15.69	44	7.59
Educational socialization	Administrator	87	49.71	66	37.71	22	12.57
	Lecturer and staff member	122	41.78	107	36.64	63	21.58
	Student	67	11.55	386	66.55	127	21.90
International economic globalization and integration	Administrator	79	45.14	83	47.43	13	7.43
	Lecturer and staff member	131	44.86	138	47.26	23	7.88
	Student	241	51.55	316	54.48	23	3.97

The general evaluation of the factors affecting the management of developing a quality culture in higher education institutions with the function of developing and training and educational administrators is shown in Figure 1. Three factors rated as the most influential respectively include the quality of lecturers and staff members (accounting for 78%), the awareness and responsibility of individuals and collective (accounting for 75%), and the quality of facilities and equipment (accounting for 68%). Regarding the socialization of education, it is evaluated as much influence by only 26% of the respondents and not influence by up to 20% of the respondents.

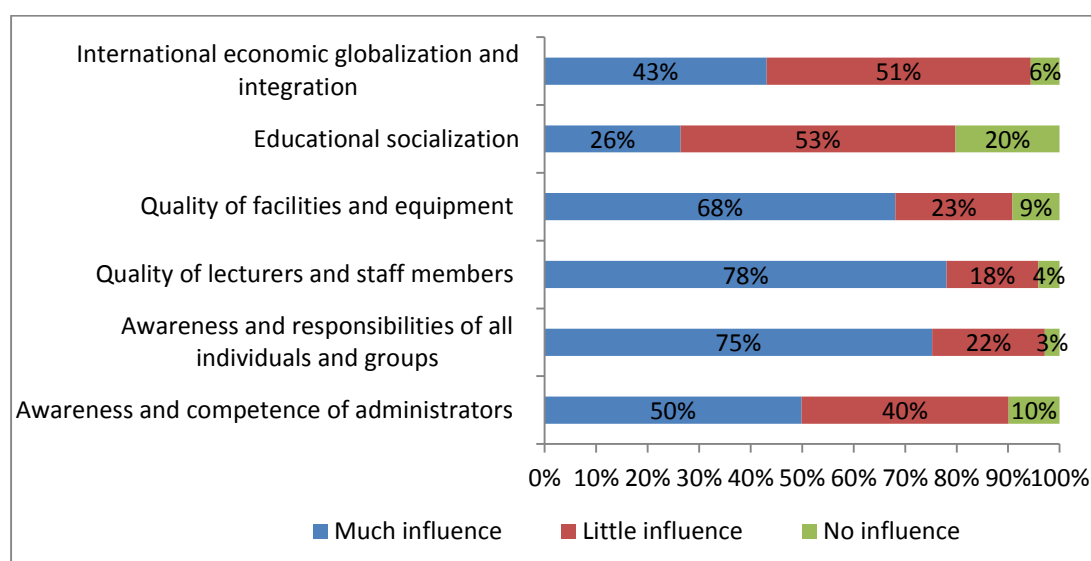


Figure 1. General evaluation on factors affecting the management of developing quality culture in higher education institutions with the function of developing and training educational administrators

The mean values of six factors are shown in Figure 2. The two factors with the highest mean score are the awareness and responsibility of all individuals and groups (mean = 2.73) and the quality of lecturers and staff members (mean = 2.72). Next is the quality of facilities and equipment (mean = 2.72) and the awareness and competence of administrators (mean = 2.52). Educational socialization has the lowest mean score (mean = 2.16). Through in-depth interviews, some people showed that they highly appreciated the role of lecturers and staff members in building a quality cultural environment. Their knowledge, professional competence, and ambition in teaching will bring positive energy transmit passion to the students and contribute to building a quality culture. In addition, the solidarity of all individuals and groups will create the strength to develop a sustainable quality culture. If all people have the same mindset, attitude, and action towards building school culture, positive effects will be created.

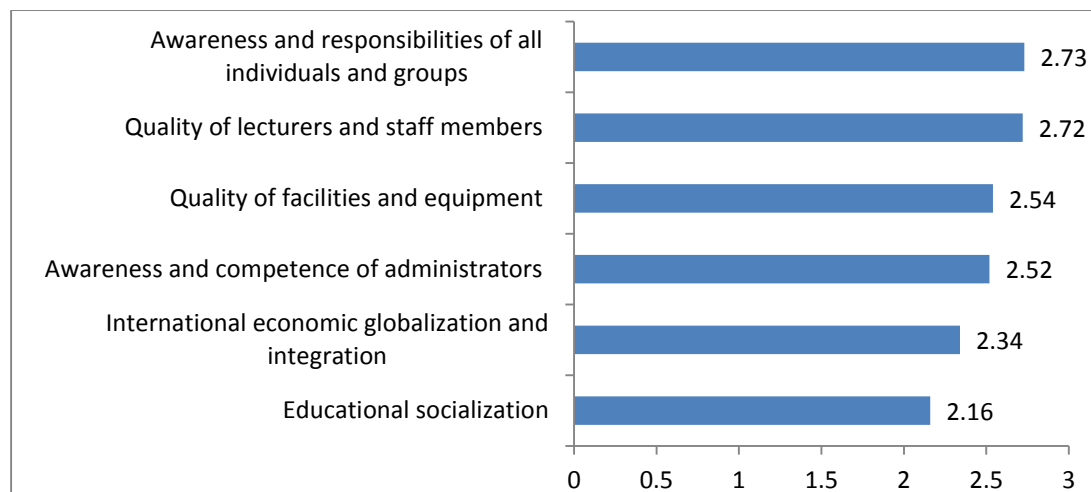


Figure 3. Mean value of factors affecting the management of developing quality culture in higher education institutions with the function of developing and training educational administrators

V. CONCLUSION

The study provides a picture of the factors affecting the management of developing a quality culture in higher education institutions with the function of developing and training educational administrators in Vietnam. The results show that the influence level of factors is from average to high. Factors belonging to human resources are the most important and highest influence, while objective factors such as facilities and policies also have widespread effect, the foundation for developing a quality culture.

The limitation of the study is only to explore the factors affecting the management of building a quality culture in higher education institutions that have the function of training and fostering educational administrators. The study does not explore deeply the influence of each factor. Therefore, further studies can expand the scope of research to get a complete picture of the factors affecting the management of building quality culture in higher education institutions in general in Vietnam, as well as can deeply exploit the influence of each factor.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

AUTHORS' CONTRIBUTIONS

This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.

CONSENT

As per international standard or university standard, respondents' written consent has been collected and preserved by the authors.

ETHICAL APPROVAL

As per international standard or university standard, written ethical approval has been collected and preserved by the authors.

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