International Journal of Advanced Multidisciplinary Research and Studies

Building School Culture at the Universities: A Case Study of University of Labor and Social Affairs

[1] **Tran Anh Quang**, [2] **Cao Mai Quỳnh**, [3] **Le Quang Anh**
[1, 2, 3] University of Labor and Social Affairs, Hanoi, Vietnam

Corresponding Author: **Tran Anh Quang**

Abstract

In the current context of educational innovation and international integration, school culture plays an important role in implementing educational functions and enhancing the reputation of the school. In recent years, ethics, lifestyle, and behavioral education for the young generation have been of interest to researchers and educational managers. It has been proven that the morals, life style, behavior of a significant number of students have degraded, even committed to breaking the law in the environments where they were educated to become religious people. virtue and maturity. Therefore, research on the current situation and measures of cultural education for students plays an important role in creating a subjective and overall picture of culture in general and culture at University of Labor and Social Affairs in particular and in promoting appropriate and feasible measures to improve students' character. This will help students integrate well in a developed society.

1. Introduction

School culture plays an important role in management as well as teaching and learning of lecturers and students. Lecturers and students are the leading factors in creating strong internal resources for the country. Building a healthy pedagogical environment is a condition for educators to feel secure in their work and contributions; is a premise for students to develop their personality and perfect themselves. In addition, students - lecturers are the intellectual face representing the traditions, spirit and cultural values of a nation. If a country has an uncivilized classroom environment, it will certainly not create a sympathetic view, trust as well as the desire to cooperate with friends around the world. On the contrary, if students - lecturers are dynamic, both rosy and professional, and have civilized behavior, they will be loved and respected by international friends, creating a good impression of the country, people and culture of Vietnam. Male. The Party and State have identified the importance of culture and the human factor in the country's development towards industrialization and modernization. This Party's policy is also the orientation for universities to consider building and developing a civilized and healthy educational environment to meet the needs of sustainable development in the new era. In other words, culture must go hand in hand with education, education must always go hand in hand with culture.

In addition, the current state of school culture in universities in general and the University of Labor and Social Affairs in particular still has many limitations, inappropriate things, and even negative impacts on the environment. education, specifically the phenomena of: speaking ill of others; lying, swearing, arguing with parents and superiors; being disrespectful to teachers; littering; Damaging the environment; wasteful spending; promiscuity, skipping school, skipping school to play games, stealing; fight; wearing revealing clothes, living together; Disregarding the law... happens every day and is increasingly common in schools. Carelessness in linguistic communication, lack of sophistication in word choice, and the creation of many new words not only do not enrich an individual's vocabulary, but sometimes also impoverish it. The user's own language and the purity of the Vietnamese language simultaneously create a "marketplace" atmosphere right in the university education environment. Behaviors between lecturers and lecturers, students and lecturers, students and students, between educational administrators... in some places are still ineffective and do not reflect the culture in education. Therefore, building a clean pedagogical environment is very necessary in the current period.

2. Literature Review
2.1 School Culture
This term appeared in the 1990s in some English-speaking countries such as England, America, Australia, and gradually

became popular around the world with the general meaning: School culture is the values and experiences. The historical experience of human society has accumulated during the process of building the educational system and the process of personality formation.

School culture is a concept that is both broad and narrow. School culture is a subculture in the overall cultural system. According to Geertz, culture is not a part of experimental science to find the laws of the subject but must be an interpretive category to understand. Look for their meaning [5, p.5].

Franz Boas [6] defines "Culture is the totality of mental, physical reactions and activities that shape the behavior of individuals constituting a group of people that is both collective and individual in nature. Relationships with their natural environment, with other human groups, with group members, and with each other" [6, p.103].

The concept of School Culture was first raised by Willard Waller in 1932, according to which each school has its own culture, with a set of rituals and folk ways, relationships, and ways of behaving. Conventions, irrational perspectives and complex spectrums of moral standards [3, p.96].

Webster's New Collegiate Dictionary defines School Culture as "an integrated pattern of human attitudes that includes thoughts, speech, actions, and objects, and it depends on the capacity to learn and transform. Transform knowledge for the next generations" [7, p.4].

According to Jon Prosser, School culture is a concept originating from anthropology and sociology in England. School culture studies trends in educational theory and practice; Different meanings are attributed to "School Culture"; differences and changes in research methods; Political trends and their influence on educational policy are priority issues for consideration and assessment in the early stages [2, p.13]. A good school culture will positively affect the learning motivation and academic achievement of students as well as the teaching and research effectiveness of lecturers (see [8, 9]). According to Peterson and Deal, School Culture is the 'deep pattern of values, beliefs, and traditions that have emerged throughout the school's history' [10, p.7], which are complex networks of stories, traditions, and rituals bloom as teachers, students, parents, and administrators work together and resolve crises and triumphs [1, p.8].

At a specific level, Schein [4] defines school culture as complex networks of traditions and rituals that are jointly built over time by generations of teachers, students, parents, and administrators. Time through the process of living, working, facing and overcoming challenges (cited in [10, p.9]). Recent studies on changing educational environments have identified school culture as important to the progress of teaching and learning [11]. Rossman et al. [12, p.5] defines School culture implies the way all phenomena are happening, it helps interpret events, attitudes, words, behaviors and create meaning for them. At the same time, school culture also regulates the way people should follow as well as the standard attitude model appropriate to each specific situation. Wilson earlier in the concept of culture also emphasized 'culture is shared and transmitted knowledge about things that are symbolized and must be symbolized in actions and artifacts' [13, p.90]. In schools that have built a professional school culture, it is the standards, values and beliefs that help strengthen a strong educational

mission. In other words, School culture is the determining factor in the progress of the school system [1, p.5]. Newman et al. [14] emphasized that it is not enough for schools to just change their rational structure, it also requires building school culture. Research by these authors over five years shows that building a School Culture will promote student learning, the commitment of the school, lecturers and students to the best results, the Social support for creativity, dialogue and the search for new ideas. Staff and lecturers always care, share and help each other. There is a close relationship between lecturers and students, all based on respect, trust and shared relationships. Mutual strength [14, p.289]. It is also important to note that there is no common School Culture formula for all schools because the units do not share the same context from students, faculty, staff, geographical location and community. Social community, but even so, it is still possible to find among them some common shared elements that are classified into the same group of School Culture [15, p.48]. In addition, some other authors approach school culture from a specific, specialized aspect such as community behavior and collective spirit. According to Bryk et al. [16], the sense of community contained in school culture is a factor that nurtures outstanding school success, in which teachers are enthusiastic and satisfied with their work, enthusiastic about job. McLaughlin (1995) asserts, School culture creates cohesion, passion, commitment and open interactions.

In essence, school culture is the environment. The school cultural environment is a place where each individual working in it has the conditions to express himself or herself to the fullest for the common goals of the community. The school cultural environment must include the natural geographical environment, physical environment, and psychological environment in which each member has many activities to express themselves. That environment is also a place (time, space) with objects that everyone in objective society can see, evaluate and feel.

In addition, school culture is also expressed through attitudes and communication behaviors between students and between students and lecturers; Student attire and clothing.

3. Research Method

The author uses a combination of qualitative and quantitative methods through investigation and questionnaire surveys. The project developed a questionnaire related to the school culture of students at the University of Labor and Social Affairs, sent an online survey to the email addresses of university students of all faculties, from courses 8 to 11. Results 1,010 votes were collected, of which 1,006 were valid votes.

From the collected data, the authors used SPSS 18 software to process data and information related to the topic, from coding information, and analyzing descriptive statistics for frequency parameters capacity. To clarify the results, the authors used graphing to clearly see the fluctuation trend and compare related information.

Basic analyzes through path processing: Analyze /Descriptive Statistics/Frequency or Analyze/Compare Means/Means.

In addition, the authors also conducted in-depth interviews with 5 lecturers and 5 students to achieve the research goal.

Table 1: Details of the survey sample by major

Specialized	Quantity	Ratio (%)
1 Accounting	625	62.1
2 Insurance	71	7.1
3 Labor management	84	8.3
4 Social work	168	16.7
5 Business Administration	58	5.8
Add	**1006**	**100.0**

Source: Compilation author

4. Results

Current Status of School Culture through Vocal Communication

To evaluate school culture through students' verbal communication, we surveyed students' ways of addressing friends of the same age, of different ages, with people they don't like, and with lecturers. Specific results are as follows:

Table 2: Addressing peers according to value

How to address	Amount of people	The average value
Address me - you	1006	1.95
Address me – Mr./Mrs	1006	1.96
Address me - you	1006	2.41
Address me - you	1006	2.15
Address by nickname	1006	1.93
Address differently	1006	1.27
total	1006	

Source: Data processing by the author's team

Looking at Table 2, we see that the common way of addressing is "I-you" with an average value of 2.41; Next is "me-you", the average value is 2.15. The remaining forms of address used on average are "I-Mr/Mrs/Mrs", "I-you" or nicknames, with average values from 1.93 to 1.96. In addition, students also use other ways of addressing such as calling by name, calling for positions (class president, secretary...), however, this way of calling is not common.

Similar to addressing friends of the same age, when communicating with people not of the same age, students' ways of addressing are also very rich with many options. Among them, the calling "brother-brother/sister" is the most commonly used, proving that the majority of students still address themselves appropriately and in accordance with the audience, environment and culture of Vietnam. Besides, there are still students who use too informal language "you-you", "me-you", causing a lack of respect and superiority in school communication.

The Current State of School Culture through Attitudes and Behaviors

To consider students' attitudes and behaviors, we survey the following aspects:
- Attitude of students towards lecturers
- Students' views on profanity and cursing
- Be aware of protecting the landscape, property, and ensuring order and security in the school

- Student attire for school
- Cheating and bad attitudes and behaviors in school
- Students' awareness of school cultural regulations

Table 3: Greeting ways of students with lecturers according to values

How to greet	Quantity	The average value
Attitude of standing and saluting	1006	2.18
The attitude of walking and saying hello	1006	2.25
Avoidant attitude	1006	1.42
Different attitude	1006	1.19
Total (listwise)	1006	

Source: Data processing by the author's team

The above data shows that students do greet lecturers when they meet them in school, however, the attitude of "walking and saying hello" has the highest average value of 2.25, showing that the greeting is not serious, just informal. Convenience in communication context. The attitude of "standing at attention" also reached a value of 2.18, proving that there are still students who show a culture of respectful greeting to lecturers, however, this value only reaches the level of "occasionally" and not "often". Through". Besides, there are still reprehensible attitudes such as "avoiding" or showing other attitudes such as "sitting in the same place to say hello", "seeing if the lecturer is familiar before saying hello".

Table 4: Statistics on profanity and cursing among students by proportion

	Level	Quantity	Ratio (%)
	Never	357	35.5
	Sometimes	620	61.6
	Frequent	29	2.9
	Add	1006	100.0

Source: Data processing by the author's team

Table 5: Assessment of students' level of profanity and cursing according to ratio

	Level	Quantity	Ratio (%)
	Unpopular	176	17.5
	Popular	639	63.5
	Very popular	191	19.0
	Add	1006	100.0

Source: Data processing by the author's team

Assessing the popularity of swearing and cursing among students, the average value is 2, the "common" level. In detail, 63.5% agreed that profanity and cursing among students is common; 19% think it is very common; Only 17.5% rated it as unpopular. Thus, the students' evaluations themselves also show that profanity and cursing are a problem for students in the school. This has a negative impact on the school environment, a place of knowledge and culture training. Chemistry for students.

Table 6: Statistics on awareness of preserving landscape and protecting school assets according to quantity

Awareness	Never (%)	Sometimes (%)	Frequent (%)
Be aware of proper garbage disposal	3.98	29.52	66.50
Be aware of picking up trash	14.02	71.87	14.12
Conscious of drawing graffiti on the table	78.53	19.78	1.69
Consciously turn off the power	7.65	49.60	42.74
Awareness of property protection	7.85	46.92	45.23
Consciousness sits on the table	68.69	29.32	1.99

Source: Data processing by the author's team

The data in the table shows that the awareness of throwing trash in the right place is rated highest, with an average value of 2.63, followed by the average level of awareness of protecting property, turning off electricity and picking up trash (from 2 0 to 2.37), the remaining consciousness of drawing graffiti on the table or sitting on the table is the lowest with an average value of 1.23 to 1.33, reaching an infrequent level. This generally shows that the majority of students are conscious of preserving and protecting the school's common assets.

To look at the ratio in detail, table 2.11b shows that 66.5% of students throw trash in the right place, 29.52% are only occasionally conscious of throwing trash in the right place and a small number 3, 98% always throw trash indiscriminately. The lack of awareness of some students will make the school's landscape and classrooms littered with waste, condemnable.

Students' awareness of picking up trash is not high, 71.87% occasionally pick up trash, 14.02% never pick up trash. This proves that students do not really take responsibility for keeping the school clean.

Similarly, in protecting the common property of the classroom, students' awareness of turning off the power after class is still low, from 42-45% are aware, from 47-50% do it occasionally and do not consider it. Is your own responsibility.

Regarding drawing graffiti on the table or sitting on the table, the majority of students do not violate it, the rate is 69-79%, the level of occasional and frequent accounts for a lower rate.

Thus, the awareness of preserving the landscape and protecting school and classroom property among students of the Social Labor University is not high and not popular among the majority of students. Especially the awareness of picking up trash, turning off electricity, and protecting classroom property Education is still poor. Educating and raising awareness for students, considering school as home to preserve property and landscape is an urgent issue for schools.

Table 7: Statistics on awareness of ensuring order and security in school by value

Awareness	Quantity	The average value	Preferred value
Line up for the elevator	1006	2.46	3.0
Causing classroom disorder	1006	1.66	2.0
Total (listwise)	1006		

Source: Data processing by the author's team

Regarding queuing for the elevator, with an average value of 2.46 when asked about queuing for the elevator, reaching the "regular" level, proving that the majority of students are aware and demonstrate culture in queuing. Get into the elevator. When considering frequency, the level of regularity accounts for 54.27%, sometimes there is still a lot, with 37.18% and there are still some students who never comply with the queue. This leads to chaos and jostling, creating bad habits in the school environment.

Table 8: Statistics of students' costumes by proportion

Skin	Never (%)	Sometimes (%)	Frequent (%)
Outfits are shorts and skirts	71.77	22.27	5.96
Three-hole shirt outfit	73.36	22.47	4.17
Slippers outfit	49.50	44.04	6.46

Source: Data processing by the author's team

Outfits that are not appropriate for the school environment such as shorts, short skirts, tank tops, and slippers are chosen by most students as infrequent, with the preferred value being 1 "never". Among them, the phenomenon of wearing slippers to school is the most common (average value 1.57).

Specifically, most students do not wear shorts, short skirts and tank tops to class (71.77% to 73.36% choose never). Besides, the number of students who still wear it occasionally is about 22%, the proportion who regularly wear it is about 5%.

Regarding slippers, about 50% of students still wear slippers to school, 44.04% occasionally and 6.46% often. These inappropriate outfits will show carelessness in dressing for class, affecting the general cultural environment of the school.

Table 9: Statistics of fraudulent and negative behavior by proportion

Behavior	Never (%)	Sometimes (%)	Frequent (%)
Study for you	68.09	26.84	5.07
Test for me	73.46	21.77	4.77
Smoke	77.63	19.48	2.88
Eat gifts in class	41.55	55.77	2.68
Play gambling in class	85.88	12.13	0.99

Source: Data processing by the author's team

Through the data table, the percentage of students who violate the school's training rules such as studying for them or taking exams for them still exists (occasionally), at 26.84% and 21.77%, respectively, about 5%. Frequent violations.

Along with the above behavior, smoking and gambling in class are still about 20% and 13% of students occasionally violate it. Particularly, eating gifts in class is more common, at 55.77%.

These acts represent a violation of the school's rules and regulations, affect the hygiene of the school and classroom, and cause disorder and safety in the school environment.

The school needs to consider taking stricter measures and strictly discipline these acts to deter and improve propaganda education.

Besides, after conducting in-depth interviews with 5 lecturers and 5 students, the author obtained the following results:

Table 10: Results of interviews with lecturers about school culture

Content	Teacher A	Miss B	Teacher C	Miss D	Teacher E
1. Greeting attitude of students	Not serious yet	While walking, he said "Miss"	Only greet when the instructor is teaching during the semester	Avoid	Say hello while eating gifts
2. Dress for class	Too revealing	Still wearing slippers	Wear pajamas to class	Wear a tank top to class	Wear shorts to class
3. Be aware of queuing in elevators and canteens	Shoving and jostling	Choose to pick up food for too long	Run in front of teachers	No sense of queuing	Still trying to get in when the elevator is full

Source: Data processing by the author's team

Table 11: Results of interviews with students about school culture

Content	SVX	Student Y	SVZ	SVM	SVN
1. Greeting attitude of students	Stand and say hello	While walking, he said "teacher"	Cross your fingers	Avoid	Only greet when the instructor is teaching during the semester
2. Dress for class	Wearing pants that are too short	Still wearing slippers	Wear pajamas to class	Wear a tank top	Wear short skirts
3. Be aware of queuing in elevators and canteens	Teachers can come in late, but students cannot	The elevator is too cramped	I was afraid of being late for class so I had to squeeze in first	The canteen is too small so it's difficult to line up	Fear of being late for attendance

Source: Data processing by the author's team

Through the results of in-depth interviews with 5 lecturers and 5 students, it shows that currently the most prominent problem in the current school culture of our school's students is that the attitude of greeting teachers is lacking seriously, showing that the school culture is lacking. The culture of respecting one's teacher and respect for morality among students of the Social Labor University has not been promoted. Regarding class attire, it shows that students' awareness is not high, inappropriate costumes are still used every day. Dressing too casually in class has a significant impact on the general cultural environment of the school. Another not-so-small problem is that the students' awareness of queuing is still poor. There is still chaos, jostling and pushing, creating bad habits in the school environment.

5. Conclusion

Doing well the work of building and implementing school culture is to actively contribute to the comprehensive educational effectiveness of the school, in accordance with strategic solutions in the development of the education and training sector. Create; At the same time, it helps students gain more moral character, skills and courage to become future owners of the country. If school culture is successfully built in each school, all staff, lecturers and students of the school will promote the good traditions of the Vietnamese people and have the courage to take ownership themselves and acquire advanced cultural quintessence to become good citizens.

6. References

1. Deal TE, Peterson KD. Shaping school culture: The heart of leadership. San Francisco: Jossey-Bass Publishers, 1999.
2. Prosser J. The evolution of school culture research. In J. Prosser, editor. School culture. London: Paul Chapman, 1999, 1-29.
3. Waller Willard. The sociology of teaching. New York: Wiley, 1932.
4. Schein Edgar H. Organizational culture and leadership. San Francisco: Jossey-Bass, 1985.
5. Geertz Clifford. The interpretation of cultures. New York: Basic Books, 1910.
6. Boas Franz. Primitive Minds. The Macmillan Company, 1911.
7. Deal TE, Kennedy A. Corporate cultures: The rites and rituals of corporate life. New York: AddisonWesley, 1917.
8. Renchler R. Student motivation, school culture and academic achievement: What school leaders can do. Trend & Issues. Eugene, OR: ERIC Clearing house on Educational Management, 1992.
9. Stolp Stephen. Leadership for School Culture. ERIC Clearinghouse on Educational Management Eugene OR, 1994.
10. Deal Terrence E, Peterson KD. The principal's role in shaping school culture. Washington, D.C: U.S. Department of Education, Office of Educational Research and improvement, 1990.
11. Fullan M. Leadership for the 21st century: Breaking the bonds of dependency. Educational Leadership, 1998, 6-10.
12. Rossman GB, Corbett HD, Firestone WA. Change and effectiveness in schools. Albany: State university of New York Press, 1988.
13. Wilson EK. Sociology: Rules, roles, and relationships. Homewood, Illinois: Dorsey, 1908.
14. Newmann FM. Associates. Authentic instruction: restructuring schools for intellectual quality. San Francisco: Jossey-Bass, 1996.
15. Gruenert Steve, Whitaker Todd. School culture rewired: how to define, assess and transform it. Alexandria, Virginia: ASCD, 2015.
16. Bryk A, Lee VE, Holland PB. Catholic school and the common good. Cambridge, Massachusetts: Harvard University Press, 1993.
17. Hofstede Geert, Hofstede, Geart Jan. Cultures and civilizations: Software of the mind. McGraw-Hill, 2005.