



Current Status of School Culture According to the Concept of Learning Organization at Ho Chi Minh National Academy of Politics

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<p>Abstract: The school culture of Ho Chi Minh National Academy of Politics has both common features and unique characteristics of “Party School Culture”. The cultural levels of the Academy according to the concept of a learning organization are expressed through tangible factors: working environment, landscape, declared value system, development strategy and policy, etc. Correctly identifying the level of response of the elements belonging to school culture according to the concept of learning organization at Ho Chi Minh National Academy of Politics is an important basis to help the school assess the strengths and weaknesses of the current school culture, thereby having measures to build school culture according to the concept of learning organization in a scientific, appropriate and comprehensive manner.</p> <p>Keywords: Current Status of School Culture, Learning Organization, Ho Chi Minh National Academy of Politics.</p> <p>Copyright © 2024 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY-NC 4.0) which permits unrestricted use, distribution, and reproduction in any medium for non-commercial use provided the original author and source are credited.</p>	<p>Research Paper</p>
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INTRODUCTION

The Ho Chi Minh National Academy of Politics (Academy) is Vietnam’s leading theoretical training institution, which is considered a “special school” of the CPV and the State of Vietnam. One of the development orientations of the Academy is to make an important contribution to the work of building the Communist Party of Vietnam (CPV) and culture in the CPV, especially the leadership culture and the ruling culture of the CPV in the period of innovation and international integration. Therefore, the school culture of the Ho Chi Minh National Academy of Politics has both common features and unique characteristics of “Party School Culture”.

In the context of a learning society, diverse training methods and strong digital transformation, learning also changes. From the perspective of school culture, the Ho Chi Minh National Academy of Politics still shows signs of limitations and inadequacies in the value system in culture, especially the values in the content of the training program, the quality of the teaching staff, management work, etc. Building an environment of cooperation, sharing, and mutual learning is the basis for creating a solid organizational culture. Therefore, building a culture of learning and

sharing in schools according to the concept of a learning organization is an important direction to strengthen and perfect the school culture at the Ho Chi Minh National Academy of Politics in the current context.

A learning environment in schools will help each cadre, civil servant, public employee, and trainee of the Academy better understand the functions and tasks of the Academy and their responsibilities, to strive to fulfill their responsibilities and tasks, thereby contributing to the overall achievements of the Academy. This article focuses on analyzing and evaluating the current state of school culture according to the learning organization approach at the Ho Chi Minh National Academy of Politics.

RESEARCH METHOD

The study was conducted with the participation of 281 cadres in different positions of the Ho Chi Minh National Academy of Politics and 671 trainees, of which 42% were trainees from the Central Academy, the rest were almost equally divided among the 4 affiliated regional academies (Region 1, Region 2, Region 3, Region 4). The study used a scoring scale to assess the respondents’ levels of opinion on the research issues.

The commonly used scoring scale in the study is a scale running from 1 to 5 points, in which 5 points represent the highest level of agreement (strongly agree) and 1 point represents the lowest level of agreement (strongly disagree). To compare the assessment scores between issues and groups of issues, the study used the mean value analysis technique.

In addition, to compare the difference in assessment levels between groups of cadres and trainees who were asked different demographic and social characteristics, the study used correlation analysis and mean comparison techniques with statistical testing.

The data were analyzed with the support of SPSS 16.0 software.

RESULTS AND DISCUSSION

The Current Status of the External Identity of the Ho Chi Minh National Academy of Politics

The study used 5 criteria for the identity image, including logo image, logo content, color, image of President Ho Chi Minh, and architectural landscape for evaluation. The results of the evaluation of the external identity of the Academy are as follows:

Table 1: Current status of the level of evaluation of the characteristic image of the Ho Chi Minh National Academy of Politics

Order	Comments	The average score of the cadres's evaluation	The average score of the trainee's evaluation
1	The Academy's logo is very distinctive and "outstanding" (easily recognizable)	4.17	4.38
2	The current logo conveys the characteristics and nature, of the revolutionary spirit of the Academy	4.14	4.40
3	The distinctive red color of the Great Hall building affects my working spirit (pride)	4.27	4.47
4	The image of President Ho Chi Minh on the Academy campus is a prominent feature of the Academy (monument, memorial room, etc.)	4.49	4.67
5	The landscape and architecture of the Academy have a positive impact on my mood and working spirit	4.23	4.44

Regarding the comments on the logo, the characteristic red color, the image of President Ho Chi Minh in the campus, and the architectural landscape, the highest score belongs to the comment "The image of President Ho Chi Minh in the campus of the Academy is a prominent feature of the Academy (monument, souvenir room, etc.)", with the average score from trainees reaching 4.67/5 points and 4.49/5 points from Academy cadres. 74.0% of trainees and 69.6% of cadres rated this comment as correct at the maximum score (5 points), much higher than the remaining options. The lowest score belongs to the comment on the academy's logo, including both prominence and content. The results are similar in both groups of assessors, cadres and trainees, in which the assessment scores of cadres, civil servants, public employees, and workers for the academy logo are lower than the average score of trainees for the comment on the logo academy.

In addition, for other criteria, the evaluation scores of the Central Academy cadres group are often lower than the evaluation scores from the trainees, showing the stricter and higher requirements of the cadres in the requirements for identity image and external landscape. However, all 5 criteria received an average evaluation score of 4/5 points or more (above the agreement score), showing that the academy's external identity image has somewhat met the expectations of the cadres and trainees.

Correlation analysis with some demographic characteristics such as gender, and age group of the cadres, civil servants, public employees, and workers shows that there are some differences in evaluation between groups of different gender and age groups. External image recognition (logo, color, image of President Ho Chi Minh, architectural landscape) received a higher level of agreement in the lower age group, especially the youngest group (under 41 years old) rated the level of agreement with a very high score, and significantly higher than the oldest group (over 50 years old). This shows that the older group has higher requirements for the identity and typical image of the Academy.

Surveying trainees, the difference shown in the average score of the assessment content related to the typical red color of the Academy is most obvious: the average assessment score of the trainee group in the centralized system is 4.41 points and significantly lower than that of the trainee group in the non-centralized system (4.72 points). Trainees in the older group (41 and above) have a higher average score than those under 41 and the red color of the Great Hall affects their work spirit (pride) (4.56 points vs. 4.37 points). Non-concentrated trainees rate their level of agreement with all 5 statements related to the identity image with a higher average score than those in the concentrated group.

Current Status of the Working Environment and Facilities at the Ho Chi Minh National Academy of Politics

The study used 6 evaluation criteria, including working space, lecture halls, libraries, dormitories, and

working environment ensuring to meet needs and equipment. The results of the analysis of the average evaluation scores of cadres, civil servants, public employees, workers and trainees are as follows:

Table 2: Current status of the evaluation of the working and learning environment at the Ho Chi Minh National Academy of Politics

Order	Comments	The average score of the cadres's evaluation	The average score of the trainee's evaluation
1	The Academy's working space is convenient for me to work	4.13	4.37
2	I am fully equipped with the equipment and tools to work	3.84	4.24
3	The layout of the lecture halls is suitable for the subjects being trained and fostered in the Academy	3.83	4.20
4	The library ensures good service for teaching, learning, and scientific research activities	3.9	4.38
5	The dormitory and living conditions are guaranteed for boarding students	3.83	4.02
6	The environment in the Academy ensures security and order, living conditions and conditions for physical education, sports, culture, arts, etc., for cadres, civil servants, public employees, workers and students studying at the Academy	4.06	4.44

The evaluation score of the academy's working and learning environment has not received as high an evaluation as the evaluation of external image recognition, especially from the evaluation side of cadres working at the Central Academy. Of which, there are 4 factors related to the environment that received an evaluation of less than 4 points out of a total of 5 points (from 3.83 to 3.90 points), including working equipment, lecture hall layout, dormitory, library). The survey results also show that the learning environment and facilities at the Academy still receive high evaluations from the trainees, in which 5/6 criteria received an evaluation with an average score of 4.20 to 4.44 points, except for the evaluation of the dormitory ensuring living and learning conditions from the academy, which reached 4.02/5 points.

Conducting in-depth interviews with several cadres, civil servants, public employees, and workers in different age groups showed that the younger group, the group with less working experience had a higher average score in assessing the level of agreement with the statements about the working environment compared to the older group and the group with more working experience. Cadres with a long working time (over 15 years) and the group over 50 years old had the lowest average score in assessing the level of agreement of cadres about the working and learning environment at the Academy including working space, equipment, lecture halls, libraries, dormitories, and other operating conditions, showing that they are the most demanding people regarding the requirements for working conditions and environment.

In addition, the results of the correlation analysis also showed that there were not many differences in assessing the working environment between different groups in terms of gender, job position, and academic title/degree. The results of the correlation analysis of trainees' evaluations with some demographic and social characteristics of trainees show that: The group of trainees in the centralized training system has a lower average score of agreement with the criteria of the lecture hall than the trainees in the non-centralized training system (4.17 points compared to 4.33 points/5 points). The group of trainees with the highest qualifications and academic titles/degrees is also the group with a more rigorous evaluation of the learning environment and learning facilities at the academy, reflected in the lower average score of evaluation for these groups of factors compared to the remaining trainee groups.

In particular, the statistically significant difference is shown in 2 comments: comments on the lecture hall and comments on the library. Analysis of trainee groups studying at regional and central academies shows that: trainees at regional academy I have the lowest average score in terms of dormitory quality (only 3.60 points/5 points), and they also have a lower assessment of the criteria "The environment in the academy ensures security and order, life and conditions for physical education, sports, culture, and arts activities, etc.," than other trainee groups. Trainees at the central academy have an average score in terms of library characteristics ensuring good service for learning and scientific research activities of 4.14/5 points, although the assessment score is relatively high, compared to the

assessment scores of other regional academies, the score is lower.

Current status of Regulations, Culture and Identity of Ho Chi Minh National Academy of Politics

The regulations, culture and identity of the Academy are also the criteria that receive evaluation scores showing a high level of agreement with the statements related to the regulations/rules, culture and identity of the Academy from cadres/lecturers/workers and trainees.

Table 3: Average score of agreement of cadres and trainees on the regulations, culture and identity of the Academy

Order	Comments	The average score of the cadres’s evaluation	The average score of the trainee’s evaluation
1	I have a clear understanding of the rules, regulations, and regulations in the Academy (For example: dress code, classroom rules, office rules, etc.)	4.17	4.52
2	The dress code of cadres, civil servants, public employees, and workers is serious, demonstrating the civilization in the Academy	4.16	4.56
3	Students sent for training and development at the Academy create their own identity, demonstrating the uniqueness of the Academy	4.15	4.41
4	Students who come to study and work are dressed politely and elegantly	4.06	4.42
5	The traditional holidays of the Academy always receive the attention of the cadres, civil servants, public employees, workers, and trainees (for trainee evaluation)	4.20	4.51

The score of agreement with the comments on regulations, identity, dress culture, and traditional holidays from trainees is very high (from 4.40 to 4.56 points), and higher than the assessment of cadres/lecturers/workers at the Academy (from 4.00 to 4.20 points). It is a fact that trainees’ assessment of the dress of cadres, civil servants, public employees, workers showing civility in the Academy achieved a very high average score (4.56/5 points), while the assessment score of cadres, civil servants, public employees, workers on the level of agreement with the statement “Trainees come to study and work dressed politely and elegantly” is relatively low (4.06 points/5 points) and lower than other criteria, this is a point that needs to continue to be popularized and improved in trainees.

with more than 15 years of working experience is also the group that evaluates more strictly the comments related to the regulations, uniforms, and cultural identity of the Academy, shown in the average score of the assessment in the content asking about the level of agreement is lower than the remaining groups.

The results of the in-depth interviews showed that female cadres tended to rate their level of agreement with statements related to the regulations, uniforms, and cultural identity of the Academy at a higher level of agreement than male cadres. The statistically significant difference was shown in 4 out of the 5 statements mentioned above when analyzed by gender differences. Analyzing the differences in age groups: under 41 years old, from 41 to 50 years old, and over 50 years old, the results showed that the oldest group was the group with the strictest assessment of the level of agreement with all 5 statements mentioned above related to the regulations, uniforms, and cultural identity of the Academy. Similar to the analysis results of age groups, the group of cadres

The study on trainees shows that trainees of the non-centralized system tend to agree with the comments about the regulations, culture, and identity of the Academy more commonly than trainees of the centralized system, shown in the average score of the comments is higher, in which the difference is statistically significant in the comments about the uniforms of trainees and cadres, civil servants, public employees, workers are serious, polite showing the identity of the academy and the comments about trainees creating the identity of the academy.

Current status of Vision, Strategy, Slogan, and Working Motto of Ho Chi Minh National Academy of Politics

In the development strategy of the Academy, the vision, strategy, slogan, and working motto of the Academy are considered the basic content, playing a key role in the process of building and developing the Academy. Therefore, these issues have a great impact on the process of building the school culture of the Academy.

Table 4: Current status of the level of assessment of vision, strategy, slogan, and working motto of investment resources for academic activities

Order	Rate the level of agreement	The average score of the cadres's evaluation	The average score of the trainee's evaluation
1	The Academy has developed strategies and plans for academic activities in line with the Academy's mission, resources and development orientation	4.01	4.45
2	The Academy has arranged and used investment resources reasonably for academic activities in line with the Academy's mission, resources and development orientation	3.91	4.4
3	The Academy focuses on building a vision, strategy, mission and goals in line with the Academy's resources and position	4.01	4.47
4	The Academy's vision and strategy are linked to documents, resolutions and directives of the CPV	4.22	4.59
5	The Academy's vision and strategy are clearly shown in the Resolution of the Academy's Party Congress	4.25	-
6	The Academy's vision and strategy are known and shared by cadres, civil servants, public employees, workers (trainees)	3.99	4.49
7	The Academy's vision and strategy motivate cadres, civil servants, public employees, and workers/trainees to continuously study and improve their professional qualifications	4.02	4.42
8	Cadres, civil servants, public employees, and workers/trainees in the Academy focus on teaching, research scientific research to make the Academy's vision and strategy a reality	4.11	4.47
9	Cadres, civil servants, public employees, workers/Academic trainees are involved in the process of building the Academy's vision and strategy	4.03	4.47

Similar to many other evaluation criteria, the average score of the Academy's vision, strategy as well as the influence/impact of the vision and strategy received positive reviews from the students (ratings from 4.40 to 4.59/5 points) and was higher than the rating from the cadres, civil servants, public employees, and workers of the Academy (average scores of criteria from 3.91 to 4.22/5 points). The two criteria related to the Academy's vision and strategy received the lowest scores and were below 4/5 points, including the Academy has arranged and used reasonable investment resources for academic activities following the Academy's mission, resources, and development orientation; The Academy's vision and strategy are known and shared by cadres, civil servants, public employees, workers (and trainees - for trainee cards). The above two criteria, especially the criteria related to the arrangement and use of reasonable investment resources for academic activities following the mission, resources and development orientation of the Academy, are criteria that the Academy should have solutions to improve so that the Academy's vision and strategy truly become a consistent and consistent guideline in the Academy's activities.

Correlation analysis between the average score assessing the level of memorization of cadres, civil servants, public employees, and workers about vision,

strategy, slogan, and working motto with some demographic and social characteristics of cadres shows that there are not many significant differences between gender, job position, academic title/degree and the average score assessing the level of agreement with the statements. The main difference is reflected in age group and working experience: the oldest group (over 50 years old) and the group with the longest working experience are the groups that show the lowest evaluation level of cadres and trainees on vision, strategy, slogan, working motto with significantly lower evaluation scores than the younger groups and those with longer working experience. It is very likely that with their long working experience at the Academy, they are the group with stricter criteria and higher demands on the academy's mission, vision, and strategy.

Besides vision and strategy, the Academy's slogans are also an important component of the Academy's unique identity and culture, a reminder, of a goal for working, studying, and contributing daily for cadres and trainees. The study assessed the level of agreement of cadres, civil servants, public employees, workers and trainees on 8 factors related to different criteria on the slogan and working motto of the Academy. The results received were relatively positive from both cadres, civil servants, public employees,

workers and trainees with all evaluation criteria achieving an average of over 4 points/5 evaluation points.

Table 5: Current status of evaluation level on slogans, working and studying mottos of the Academy

Order	Rate the level of agreement	The average score of the cadres’s evaluation	The average score of the trainee’s evaluation
1	The comrade’s level of memorization with the following phrase: “Study to work, to be a human being, to be a cadre. Study to serve the organization, serve the class and the people; and serve the Fatherland and humanity. To achieve the goal, one must be diligent, frugal, honest, upright, impartial and selfless”	4.2	4.54
2	The comrade’s level of memorization with the following phrase: “Training cadres is the fundamental work of the CPV”	4.4	4.6
3	The comrade’s level of memorization with the following phrase: “Absolutely loyal to the CPV, to the Fatherland; dedicated to performing public duties; open-minded, creative, quality in training, scientific research; discipline in the workplace; civilized behavior”	4	4.53
4	The Academy’s slogan and motto for work and study are consistent with the traditional culture of the nation	4.24	4.54
5	The Academy’s slogan and motto for work and study are consistent with the policy of training and fostering cadres of the CPV and the State of Vietnam	4.27	4.57
6	The Academy’s slogan and motto for work and study are easy to understand, easy to remember, highly applicable, and consistent with the times	4.11	4.49
7	The slogan and motto for work and study meet the requirements of international integration	4.02	4.39
8	The slogan and motto for work and study are typical of “Party schools”	4.24	4.57

A noteworthy point is that there is still a group of cadres, civil servants, public employees, and workers who said they did not remember (7.70%) or remembered at an average level (did not remember specifically) (16.60%) with the phrase: “Absolutely loyal to the CPV, to the Fatherland; dedicated to performing public duties; open-minded, creative, quality in training, scientific research; discipline in the workplace; civilized in behavior” because this may be a long, quite detailed phrase. This is also the content that received the lowest average score of memorization (4/5 points) among the 8 evaluation criteria for cadres, civil servants, public employees, and workers at the Academy. Meanwhile, the more important, concise and brief-phrase “Training cadres is the core job of the CPV” received the highest average score of memorization (4.40/5 points). In addition, the assessment aspect of the level of meeting

the requirements of international integration of the slogan, and working motto from both the cadres and trainees.

The Current Status of the Organizational Structure, Operating Mechanism, and Training Program in Line With the Development Orientation and Cultural Identity of the Ho Chi Minh National Academy of Politics

In each organization, for the organization to operate in the right “orbit”, the set goals of organizational structure, operating mechanism, and training program in line with the development orientation and cultural identity of the school are considered basic content for rapid and sustainable development. Therefore, correctly assessing the current status of this content will help the Academy determine appropriate management methods.

Table 6: Current status of assessment level of comments related to organizational structure, operating mechanism, training program of the Academy

Order	Rate the level of agreement	The average score of the cadres's evaluation	The average score of the trainee's evaluation
1	The Academy has established an organizational structure and clearly defined the functions, tasks, responsibilities and powers of the functional units in the Academy	4.11	4.43
2	The Academy has established a mechanism for operating, coordinating activities and evaluating the effectiveness of the functional units in the Academy	3.87	4.4
3	The Academy's working regulations demonstrate the systematic nature of the Academy and the spirit of cooperation and connection between units inside and outside the Academy	3.96	4.44
4	The Academy's training and fostering goals and methods demonstrate the unique features of the Party School's Culture	4.12	4.53
5	The training and fostering programs and curricula are associated with the Academy's specific training and fostering goals	4.11	4.48

The average score of trainees for the above 5 comments is above 4.40/5 points, a very high score, proving that the Academy receives respect and high appreciation for its organizational structure, operating mechanism, especially the evaluation criteria: training objectives and methods that reflect the unique features of CPV School Culture (4.53/5 points) and the training program and curriculum that are typical of the Academy (4.48/5 points). The evaluation of the cadres, civil servants, public employees, and workers for all 5 above criteria shows more rigor in the evaluation: the average score of the evaluation criteria of the cadres team is lower than the average score of the trainees. In particular, 2 criteria received an average score of less than 4/5 points, which need the Academy to have solutions to improve in the coming period, including the Academy establishing a mechanism for operating, coordinating activities, and evaluating the effectiveness of functional units in the Academy; The Academy's working regulations demonstrate the systematic nature of the Academy and the spirit of cooperation and connection between units inside and outside the Academy.

The results of the analysis of the average score assessing the level of agreement of cadres on the statements related to the organizational structure, operating mechanism, and training program of the Academy in correlation with the gender and age group characteristics of cadres, the results show that there is a difference in the average score between different groups in terms of gender and age group characteristics. Female cadres tend to have more positive assessments, reflected in the higher average score for the statements about the organizational structure, operating mechanism, and training program of the Academy. In addition, the group over 50 years old also rated all 5 criteria above with a significantly lower average score than the younger age group (under 40 and the 41-50 group), especially no

criterion achieved an average score of 4 points or higher. They rated quite low the statement: "The Academy establishes a mechanism for operating, coordinating activities and evaluating the effectiveness of functional units in the Academy" (average score of only 3.66 points). Similar to the analysis results on working seniority, the group with working seniority of 15 years or more is also the group with more rigorous evaluation, with a lower average score than the groups with less working seniority for the comments on the organizational structure, operating mechanism, and training program of the Academy.

CONCLUSION

With the characteristics of being a leading training institution in political theory, the team of cadres, civil servants, public employees, and workers in the Academy are highly qualified and capable of absorbing and applying new perspectives on learning organizations. The learning and working environment at the Academy has favorable factors for learning and sharing knowledge but has not encouraged innovation and learning from mistakes. If the guiding measures are not implemented systematically and regularly, this will lead to difficulties in measuring and improving the overall school culture. These difficulties and limitations stem from various subjective and objective causes. To overcome these limitations, the Academy needs to have synchronous solutions to raise awareness, improve policy mechanisms, innovate implementation methods and strengthen inspection and evaluation of school culture according to the concept of a learning organization, aiming to become an effective learning organization in the field of training, fostering cadres and scientific research on political theory. This requires strong commitment from the leadership, active participation of all cadres, lecturers and trainees, as well

as continuous innovation in management methods and organization of training and scientific research activities.

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