Original Research Article

Paradigms of Changing School Culture in Nursery School in Tan Binh District, Ho Chi Minh City

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Abstract: In the context of a constantly changing society, the innovation of school culture has become an urgent requirement, especially for nursery schools. School culture, as a system of core values, not only shapes the educational environment but also deeply affects the development of the school. This study focuses on systematizing the theoretical basis and evaluating the current status of paradigms of school culture change in nursery schools in Tan Binh district, Ho Chi Minh City. The research results show that the process of changing school culture has been implemented, but there are still certain limitations in implementing paradigms of cultural change. The article proposes practical solutions, focusing on raising awareness, building a systematic plan, improving the psychological environment and promoting community participation. This study not only provides insight into the practice of changing school culture but also serves as a useful reference for preschool education institutions in building and developing a quality educational environment.

Keywords: Paradigm, cultural change, school culture, nursery school, Tan Binh district.

INTRODUCTION

All aspects of social life are always moving and changing, which shows that change is inevitable and objective. The field of education and training is no exception to this general trend. To fundamentally and comprehensively innovate education and training requires change from the most basic unit of the education system, which is the school. To truly innovate and improve quality, each school needs to proactively adapt to internal and external changes. This requires careful preparation and a spirit of readiness to face challenges, to meet the educational requirements of the new era. For nursery schools, school culture plays a key role in the development of the school. A positive educational environment not only facilitates children's development but also builds a friendly and open atmosphere, making an important contribution to affirming the school's brand and reputation in the community.

In the context of the country moving towards the goal of sustainable development and international integration, the 13th National Party Congress Document (2021) has particularly emphasized the importance of building a healthy cultural environment. This creates significant pressure on the innovation of school culture, especially in nursery schools. To meet this requirement, principals and members of nursery schools need to be proactive and unanimous in changing the school culture in a positive direction, not only to preserve and promote good traditional values but also to absorb modern values, in line with the integration trend.

This study focuses on systematizing the theoretical basis and analyzing the practical paradigms of changing school culture in nursery schools in Tan Binh district, Ho Chi Minh City. In particular, the study examines the change of school culture from the perspective of two main subjects: the principal and members of the nursery school. The research results will be an important scientific basis for proposing practical solutions, contributing to optimizing the process of changing school culture, promoting the comprehensive development of school culture in nursery schools in particular, and in schools in general.

LITERATURE REVIEW

General overview of school culture change in nursery school

Based on a number of different approaches, change is a cognitive or physical transformation at one point in time compared to another; change is a transition from a relatively stable state to another state, a way to adapt to changes in the environment, etc. (Robert Heller, 2006). The research group Kent D. Peterson and Terrence E. Deal (2002) gave the definition: "school culture is a set of norms, values and beliefs, rituals and ceremonies, symbols and traditions that create the "appearance" of the school". Although the wording is different, the above definitions agree that school culture is a system of material and spiritual values of an educational institution.

Stephen Stolp (1994) in the article "Leadership for School Culture" pointed out the contents of changing school culture, including: habits, rituals, ceremonies, traditions, school artifacts... In the study "School culture" by Louise Stoll (1998) pointed out that school culture is not only a static factor but also a dynamic entity, always influenced by changes in society. These changes can come from many different sources, including changes in social structure, technology, and educational policies. This poses great challenges to school culture, forcing schools to react quickly to adapt to new requirements. Stephen Stolp (1994) also pointed out that leaders interested in changing school culture must first understand the existing culture. Changes in school culture will change the core relationships of stability. This reform activity needs to be approached with dialogue, care and a little hesitation. According to Hong (2022a & 2022b), the connection between teachers and students will create cultural values in the school. This view is agreed by Duc Hiep (2022), Thuan & AnLong (2022) and Thanh, et al. (2023). From there, it can be seen that the change in school culture in nursery schools is the process of transition from the current state to a new state of the system of spiritual and material values characteristic of nursery schools due to the influence and impact of factors inside and outside the school

According to the research team of Harvard University - Harvard Business Review (2018), cultural change focuses on the human aspect, relationships, and human behavior. In the study on changes in school culture in nursery schools, Dinh Thi Kim Hoa and Le Chi Lan (2022) pointed out the changes taking place in the system of values, beliefs, standards... of school culture activities through the fields of atmosphere, teaching culture, learning culture, behavioral culture, quality culture. Based on the manifestations of school culture, it is possible to identify the content of changes in school culture in nursery schools including: changes in the school's operating philosophy to meet the requirements of society; changes in school atmosphere; changes in behavioral culture; changes in the physical environment of the school.

Paradigms of school culture change in nursery schools

One of the most difficult aspects when finding a path to change is identifying paradigms to implement change so that leaders can make efforts to lead change (Tony Wagner & Robert Kegan, 2011). Paradigms of school culture change in nursery schools are the specific ways and actions that principals and school members use to transform from the current school culture to the desired school culture. These can be activities, programs, or changes in school rules and regulations to influence school members to be aware and make efforts to intentionally build and adjust school culture to create changes in school culture in nursery schools that are increasingly positive and developing.

This study focuses on analyzing paradigms of school culture change from two perspectives: the role of the principal and the participation of members. Changing school culture in nursery schools is a complex process, requiring a flexible and synchronous combination of many different paradigms.

School culture change paradigms of nursery school principals:

Propaganda, popularizing messages and highlighting the benefits of changing school culture to create consensus and participation of the school community. Propaganda is an effective tool to create cultural change in schools, aiming to attract school members to participate in the process of changing school culture. Research by Tony Wagner and Robert Kegan (2011) shows that qualitative data collected through conversations and discussions is particularly useful in emphasizing and conveying important points. The message "we need to change" needs to be carried out continuously and consistently to all members of the organization.

Develop programs and plans related to changing school culture and organize the implementation of programs and plans. To implement a change in school culture, principals need to develop plans and programs that are specifically and clearly designed, with measurable goals. John P. Kotter (2023) points out that to change the culture, managers develop a change plan that clearly defines the vision of the future of the organization, then start organizing new actions from small steps, first implemented by a few people to gradually produce results and emerge new habit patterns.

Adjust and improve school rules, regulations, and statutes. Adjusting and improving school rules, regulations, and statutes is one of the effective tools to shape a new culture. When the environment and working conditions change, old regulations may no longer be appropriate. At this time, the development and promulgation of new rules, regulations and

statutes will help create a clear legal framework for school operations, guiding the behavior of cadres, teachers and employees.

Improve the school landscape, supplement facilities to serve school operations. Improving facilities must first ensure the minimum standard of facilities according to the regulations of the Ministry of Education and Training of Vietnam. The principal is responsible for developing a specific plan and roadmap to increase investment in facilities to maintain or improve to achieve higher standards of facilities

Create motivation to motivate members of the school to change the school culture. Recognizing and rewarding the contributions of each individual will motivate them to continue to make efforts. When people feel that their work is meaningful and they are supported to develop, they will be willing to change and contribute their best to the overall success of the school.

Paradigms of changing school culture of members in nursery school:
Changing awareness, views on changing school culture and consciously contributing to changing school culture. Resistance of members to change is common. This paradigm aims to ensure that everyone clearly understands the goals and meanings of change, which is important, contributing to the successful implementation of the school culture change process. Participating in meetings, seminars, and sharing experiences on changing school culture will help everyone have the opportunity to exchange, learn from each other and find optimal solutions together.

Adjusting psychological relationships with colleagues, children and parents positively. When members of the school, preschool children and parents all have good relationships, they will together create a united and mutually supportive educational community. Members need to work together to build a friendly and mutually respectful educational environment through adjusting psychological relationships and behavioral culture in schools.

Adjusting individual behavioral culture. Each individual, from teachers, staff, children to parents, needs to proactively change their code of conduct to suit the school culture. This change includes complying with general regulations, building a positive attitude in communication and behavior with children, colleagues, parents and other educational forces.

RESEARCH METHODS
Objectives and survey content:
In order to clarify the current status of implementing school culture change methods in nursery schools in Tan Binh district, Ho Chi Minh City, the article surveys the following two specific contents: The principal's paradigms of changing school culture; The members' paradigms of changing school culture.

Survey methods and subjects:
To assess the current status of the paradigm of school culture change in nursery schools in Tan Binh district, Ho Chi Minh City, the study conducted a survey of 45 managers who are principals, vice principals, and group leaders; 150 teachers, staff and 75 parents at 15 nursery schools in the area. The main survey data collection method used was the opinion collection method using a survey form, combined with in-depth interviews with 5 managers and 10 teachers to clarify some issues related to the current status of the paradigm of school culture change in nursery schools.

The survey questions were constructed according to the principle of a 5-point Likert scale, corresponding to 5 conventional options: 5 points - Good; 4 points - Rather; 3 points - Average; 2 points - Weak; 1 point - Poor. The conventional assessment scale is as follows: 4.21-5.0 points: Good; 3.41-4.20 points: Rather; 2.61-3.40 points: Average; 1.81-2.60 points: Weak; 1.0-1.8 points: Poor.

The collected data was processed using SPSS 26.0 software. The reliability of the survey contents is greater than 0.8 with the total correlation coefficient being greater than 0.3, showing that the above values meet the reliability requirements.

RESULTS OF RESEARCH AND DISCUSSION
The results of the survey of opinions of 45 managers, 150 teachers and staff, and 75 parents evaluating the results of implementing the paradigm of changing school culture of the principals of nursery schools in Tan Binh district, Ho Chi Minh City are in Table 1.

Table 1: The current status of implementing the paradigm of changing the school culture of the principals of nursery schools

Order	Contents	Administrators		Teachers, staff		Parents		Summary		
		GPA	STD	GPA	STD	GPA	STD	GPA	STD	Rating
1	Disseminate messages and highlight the benefits of changing school culture to create consensus and participation of the school community	4,33	0,67	4,11	0,73	4,16	0,70	4,16	0,72	Rather
2	Develop programs and plans related to changing school culture and organize the implementation of programs and plans	4,18	0,72	4,11	0,71	4,16	0,72	4,14	0,71	Rather
3	Adjust and improve school rules, regulations and statutes	4,20	0,69	4,29	0,59	4,25	0,72	4,26	0,65	Good
4	Improve the school landscape, add facilities to serve school activities	4,29	0,59	4,07	0,77	4,41	0,57	4,20	0,70	Rather
5	Create motivation for school members to change the school culture	4,31	0,60	4,16	0,71	4,28	0,67	4,22	0,68	Good
Total average		**4,26**	**0,65**	**4,15**	**0,71**	**4,25**	**0,68**	**4,20**	**0,69**	**Rather**

Table 1 shows that managers, teachers, staff and parents of nursery schools in Tan Binh district rated the implementation of the paradigms of changing school culture by nursery school principals at the level of Rather, with an average score of 4.20 and approaching the level of Good (average score ranging from 4.21 to 5.00).

Regarding the survey results of the contents, 2/5 contents were rated at the level of Good, respectively, in order: Ranked 1 is the content of Adjusting and improving school rules, regulations and statutes with a level of Good, with an average score of 4.26. Ranked 2 is the content of Creating motivation for school members to change school culture, with a level of Good, with an average score of 4.22.

The remaining 3/5 contents were rated at the level of Rather. Ranked 3 is the content of Improving the school landscape, supplementing facilities to serve school activities, with an average score of 4.20. Ranked 4 is the content of Propagating, disseminating messages and highlighting the benefits of changing school culture to create consensus and participation of the school community, with an average score of 4.16. Ranked 5 is the content of Building programs and plans related to changing school culture and organizing the implementation of programs and plans, with an average score of 4.14.

Through the above results, there are 2 groups of subjects that evaluate the implementation of school culture change paradigms by principals at the Good level, which are managers and parents (average scores of 4.26 and 4.25, respectively). The group of teachers and staff evaluates the situation at the Rather level with an average score of 4.15. The survey contents were mainly evaluated by the target groups as Average to Good, some contents were evaluated as Weak but not significant.

Through interviews, it was shown that the opinions on the role of the principal and the paradigms of changing school culture of nursery school principals were focused on the following contents: developing a plan to change school culture; issuing mandatory documents or directing the mobilization of members in the nursery school to actively implement changes; organizing programs and actions to change school culture; adjusting rules and regulations; improving facilities; motivating the team to implement changes in school culture.

For the change in school culture to take place smoothly, members of the nursery school must unanimously implement positive paradigms of changing school culture. The survey results of 45 managers, 150 teachers and staff and 75 parents evaluated the results of implementing the school culture change paradigm of members in nursery schools in Tan Binh district, Ho Chi Minh City, shown in Table 2.

Table 2: Evaluated the results of implementing the school culture change paradigm of members in nursery schools

Order	Contents	Administrators		Teachers, staff		Parents		Summary		
		GPA	STD	GPA	STD	GPA	STD	GPA	STD	Rating
1	Changing perceptions and perspectives on changes in school culture and being conscious of contributing to changes in school culture	4,29	0,63	4,34	0,64	4,36	0,65	4,34	0,64	Good
2	Adjusting psychological relationships with colleagues, children and parents positively	4,11	0,65	4,14	0,69	4,29	0,69	4,18	0,68	Rather
3	Adjusting personal behavioral culture	4,18	0,72	4,24	0,68	4,11	0,71	4,19	0,70	Rather
Total average		**4,19**	**0,66**	**4,24**	**0,67**	**4,25**	**0,69**	**4,24**	**0,68**	**Good**

Table 2 shows that managers, teachers, staff and parents of nursery schools in Tan Binh district assessed the current status of implementing paradigms of changing school culture by members of the nursery school with an average score of 4.24, with a level of Good.

The above results show that 2 groups of subjects assessed the current status of implementing paradigms of changing school culture by members of the nursery school at a Good level: the group of teachers, staff, and parents (average scores of 4.24 and 4.25, respectively). The group of managers assessed the current status at a rather level with an average score of 4.19.

Regarding the survey results of the contents, 1/3 of the contents were assessed at a Good level, which is the content of Changing awareness and views on changes in school culture and having the awareness to contribute to changes in school culture, with a combined average score of 4.34. In which all three target groups rated Good for the content. This is a positive sign, showing that members in the nursery school have appropriate awareness of school culture change and proactively participate in contributing to school culture change, contributing to the implementation of a positive and goal-oriented school culture change.

The remaining 2/3 contents were rated at the Rather level, respectively, in order: ranked 2 is the content Adjusting personal behavioral culture, with a combined average score of 4.19. Ranked 3 is the content Adjusting psychological relationships with colleagues, with children and with parents positively, with a combined average score of 4.18.

Through the interview results, 5 managers and 10 teachers had the same opinion that 100% of members in the nursery schools implemented paradigms to change school culture. The general opinion of the group of managers and teachers who assessed the implementation at the Rather level said that the psychological environment and behavioral culture of the school have improved, but sometimes there are still negative manifestations.

General comments

Through the survey and interview results, it is shown that the principal plays an important role in shaping and leading the change of school culture in nursery schools in Tan Binh district, Ho Chi Minh City. Through appropriate paradigms, the principal is the one who has the ability to guide members to realize the role of change in school culture and can influence the thinking and behavior of teachers, staff, children, parents and other educational forces to act according to the common goals of the school. The survey results also show that the principal has made remarkable efforts in implementing paradigms to change school culture, especially in adjusting rules and regulations and motivating the team.

Nursery school members in Tan Binh District, Ho Chi Minh City have contributed to the process of changing school culture. However, members need to further raise awareness of changes in school culture and consciously contribute to changing school culture, actively improve the psychological atmosphere and behavioral culture in the school. These challenges require more efforts from both principals and members in the process of changing culture. It can be seen that changing school culture is a continuous process, requiring close coordination between principals and members. Continuing to raise awareness, improve the working environment and promote community participation will be the key to achieving more positive results in the future.

Some proposals to improve the quality of implementing school culture change paradigms

First, a correct understanding of the role of school culture change contributes to ensuring that school culture change is implemented with quality in nursery schools. Collective consensus and participation are fundamental factors for successful school culture change. Therefore, schools need to strengthen communication work and create consensus within the school community and stakeholders to increasingly actively change school culture. Principals need to promote propaganda and dissemination of messages about the necessity and benefits of changing school culture through organizing seminars, talks, and forums for school members to discuss, share and agree on goals and directions for change. In the current digital transformation period, it is necessary to use a variety of communication channels such as bulletin boards, websites, social networks, emails, etc., to effectively convey information.

Second, the principal must improve the quality of building and implementing a school culture change plan. The plan is an important tool to guide and manage the process of changing the school culture. It is necessary to clearly define the vision of the future of the organization, then start organizing the implementation of new actions from small steps, first carried out by a few people to gradually produce results and establish new habit patterns. The principal needs to build a specific, clear school culture change plan with measurable goals. The plan needs to be built based on the participation of members in the school, ensuring feasibility and suitability with reality.

Third, it is necessary to focus on improving the psychological environment and behavioral culture in the school. The psychological environment and behavioral culture have a great influence on the effectiveness of school operations. Therefore, the principal must build and implement civilized and polite rules of conduct in the school. From there, create a friendly, open working environment, encourage sharing and cooperation among members, and adjust psychological relationships and behavioral culture in the school.

Fourth, increase the participation of parents in the process of changing school culture. Young parents are an important force in building and developing the school culture of the school. In addition, the participation of parents will help strengthen the connection between family and school, creating a synchronous educational environment. The school needs to organize parent meetings, exchange and sharing activities so that parents can better understand the goals and directions of changing the school culture of the school. From there, there are policies to encourage parents to participate in contributing ideas, proposing solutions to improve school culture and creating conditions for parents to participate in school activities, such as festivals, extracurricular activities.

CONCLUSION

This study has clarified the theory and reality of implementing paradigms of school culture change in nursery schools in Tan Binh district, Ho Chi Minh City. The results show that changing school culture is not only an inevitable process, meeting the requirements of social innovation, but also a complex task, requiring the cooperation of both principals and members. In fact, schools have made remarkable efforts in implementing paradigms of culture change, bringing initial positive results. However, the implementation still has limitations, especially at a fairly good level, showing that the potential for development and improvement is still very large. This emphasizes the need to apply more synchronous and effective solutions. From there, the article proposes specific and practical solutions to improve the quality of implementing paradigms of school culture change. These solutions focus on raising awareness, developing a systematic plan, improving the psychological environment and behavioral culture, as well as promoting the participation of parents. The findings and recommendations from this study are important, not only for nursery schools in Tan Binh district, but also a valuable reference for other preschool education facilities in Ho Chi Minh City and the whole country.

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