

FACTORS AFFECTING THE MANAGEMENT AND ACCREDITATION OF EDUCATION QUALITY IN LOWER SECONDARY SCHOOLS IN THE CONTEXT OF EDUCATIONAL INNOVATION

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Abstract:

Accreditation of education includes: Planning for self-assessment and out-of-lower secondary school assessment; organizing self-assessment and assessment outside the lower secondary school; directing self-assessment and self-assessment activities outside of lower secondary schools; test and evaluating activities of self-assessment and assessment outside the lower secondary school. In addition, there are many factors affecting the effectiveness of education quality accreditation management, such as The State's policies and management mechanism for accrediting lower secondary school education; impact from the global educational development and innovation context; awareness, qualifications, and capacity of management staff and teachers of lower secondary schools; awareness, qualifications, and capacity of the accrediting force; financial conditions, facilities, and facilities for management and accreditation of lower secondary school education quality. On the basis of analysis and evaluation of accreditation activities in lower secondary schools; study and review the guiding documents of the State; this study continues to clarify the factors affecting the effectiveness of quality assurance activities; draw comments and lessons for quality accreditation activities in lower secondary schools to achieve better results in the future.

Keywords: Factors affecting, management and accreditation of education quality, lower secondary schools, educational innovation, Vietnam

Introduction

Education accreditation is identified as a management solution to improve education quality. In recent years, this work has continued to be renewed, with effective solutions, contributing to maintaining and improving the quality of education in schools. Educational management levels, schools have access to a modern and advanced management model. Through self-assessment and external assessment, many schools have seen the current status of quality, strengths, and weaknesses and have developed more realistic and effective quality improvement plans [1]. Accreditation of education quality has gradually changed the perception of management and direction, strengthening the capacity of school management and teaching and learning

management. In schools recognized for achieving educational quality accreditation, a quality culture is gradually formed, administrators, teachers, staff, students, and social forces are responsible for building the school. getting better and better [2].

Currently, the Ministry of Education and Training has established a Quality Management Department. This is the agency that helps the Ministry of Education and Training in directing and implementing educational quality accreditation at educational institutions. The Ministry of Education and Training has also issued a system of documents on implementing education quality accreditation at all levels in the national education system. In which, 2018 the Ministry of Education and Training issued Circular 18/2018/TT-BGDĐT on accreditation

of education quality and recognition of standard lower Secondary Schools and Schools with multiple levels [3].

It can be said that quality has never been so concerned and expected by the whole society as it is today, especially when education is considered a leading national policy and a driving force for the development of the whole society. We can't forget the situation where students finish middle school and high school but have not written words in graduation exams, students finish primary school but can't read and write, many university graduates Graduated from school but can't get a job because their professional qualifications are not enough to meet the needs of work and society, the phenomenon of students sitting in the wrong class is increasing, because of the achievement disease, students keep going to class. etc. [4]. One of the main reasons is that the accrediting of education quality and the management of this activity in schools is not really effective. Therefore, it is necessary to study the management and accreditation of education quality in lower secondary schools so that effective measures can be taken to improve the quality of education in general and lower secondary education in a particular set. Especially, in the current educational innovation context, when a new general education program has been issued, it requires a synchronous change in general education, including lower secondary education.

However, in the process of accrediting the quality of lower secondary education, the results have not been achieved as expected and have not brought about positive changes in education. Therefore, it is necessary to point out the factors and factors affecting the quality assurance of lower secondary education; from there, there are impacts and remedial measures for education quality accreditation activities to come into reality and achieve the set goals.

Literature review

Since the 1980s, globalization, and changes in education have increasingly interacted with each other. Due to the narrowing of the gap, globalization has been affecting the politics, economic systems, identity, and independence of nations. Furthermore, globalization also

affects the educational curricula of countries. Globalization is affecting teaching and learning as well as learners' ability to cope with cultural and social differences. It is reshaping the core values of educational institutions through market influences and symbolic concerns about cultural identity. On the other hand, globalization also presents opportunities and challenges for schools [5].

In response to the global competition in the current context, schools are increasingly encouraged by the government to seek international accreditation, thus this poses a number of challenges for institutions and agencies. national testing (Angela Yung-Chi Hou and Roger. CY Chen, 2011) [6]. With more than 80 institutions accrediting institutions and educational programs, the United States is becoming a significant exporter of quality assurance by accrediting and accrediting postsecondary education in other countries. development [7].

According to CHEA, in 2006-2007, 40 accrediting agencies operated in 52 countries, accrediting 385 non-U.S. organizations and programs. Ewell (2008) points out that US recognition can provide an additional stepping stone in a competitive local market, especially for private organizations [8]. Hayward (2002) also states that, in higher education, some foreign universities and colleges want US accreditation because, at least for the moment, this is the "Gold Standard" in many areas of higher education. The fact that institutions in South America, Asia, and Eastern Europe are encouraged by governments to seek international accreditation, particularly the United States, has actually contributed to the prosperity of U.S. accreditation globally. worldwide [84].

According to the authors Nguyen An Ninh and Pham Xuan Thanh (2008), educational accreditation is an assessment activity aimed at recognizing educational institutions or educational programs meeting quality standards. Accreditation standards are mostly minimal standards. Through accreditation, schools strive to meet minimum standards. Periodically, accreditation standards are raised, requiring schools to continue to strive for excellence, so that the quality level of schools will also be raised. The quality accreditation process will have an impact on most schools so that the

quality of education will have dramatic changes if the accreditation is implemented in all schools in the country [9].

According to author Pham Thi Hong Van (2011) [10] discusses the management of high schools in Hai Phong city according to the quality accreditation standards set by the Ministry of Education and Training, in which solutions are proposed. : (1) Organize training courses to raise awareness about the purpose of education quality accreditation for education administrators at the directing agency and at schools; (2) Guiding and organizing the standard research object, defining the content, developing the process, and determining the evidence for each step in the process of performing each job; (3) Guiding managers to develop plans to overcome weaknesses; (4) Training staff and teachers on how to write a self-assessment report; (5) Instructing the unit on the preparation steps and how to receive an external audit team; (6) Directing the self-assessment of schools according to the set of standards and directing the external assessment with schools; (7) Strengthening coordination in directing the implementation of the set of quality accreditation standards; (8) Directing the work of summarizing and drawing lessons from the school's educational quality accreditation.

Research Methods

Group of theoretical research methods:

Analyze, synthesize, systematize, model, etc. documents and documents related to the research problem such as books, educational documents, educational management, educational quality accreditation education; guidelines, resolutions and policies of the Party, laws of the State, documents of the Ministry of Education and Training on education quality accreditation and management of education quality accreditation in order to build a theoretical basis of the topic.

Group of practical research methods:

The topic approaches from a practical point of view to research on education quality accreditation and educational accreditation management in lower secondary schools. At the same time, based on the data in the report summarizing and evaluating the education

quality accreditation in lower secondary schools in recent years and the materials and data collected by the researcher. Collect, investigate, survey reality and practical needs in social life, culture, and other activities related to education. Education quality from a practical point of view is to satisfy the needs of learners, so education quality accreditation must be based on learners' needs to develop quality assessment standards. The topic uses a combination of research methods of specialized and interdisciplinary science, including:

Observational method: Collect information directly about all that is happening in the current practice in junior high schools and faithfully record factors related to the object and purpose of the study.

Method of discussion and exchange: Talk and exchange with the Principal, teachers in the subjects and managers at the departmental and departmental levels, and students at the schools, from which to draw conclusions for the research.

Methods of investigation: Collecting, researching, analyzing, and synthesizing existing documents at lower secondary schools (selecting some schools in Ho Chi Minh City and some neighboring provinces) as documents for this study. Through the investigation process, select appropriate measures to ensure stability and clarify the possibility of implementing measures.

Method of summarizing experience: After many years of teaching, doing management work, summarizing work experiences, now I can join a master's class majoring in educational management. From the theoretical knowledge and practical lessons that have been summarized and experienced, summarized into the opinions involved in analyzing the causes and impacts.

Product research methods: Collect and analyze products that demonstrate the results of educational and school management activities of administrators, teachers, and students. From the product compared with the defined goals, as a basis for determining indicators, criteria, and standards in education quality accreditation.

Methods of collecting expert opinions: Consult experts, scientists, educational administrators on the use of standards for assessing the quality of lower secondary school education, exchange

interviews or critiques on research content related to this study.

Group of auxiliary methods: Using statistical methods and processing research results, based on Excel software to process results, extrapolation methods, comparison, and correlation methods.

Research results and discussion

The State's guidelines, policies, and mechanisms for accrediting lower secondary school education quality

The State's guidelines, policies, and management mechanism for the management and accreditation of lower secondary education quality are objective factors that have a great influence on the accrediting activities of lower secondary schools. In the context of educational innovation. The development of lower secondary schools in general and activities of accrediting lower secondary education, in particular, are always associated with and under the direct direction of legal documents of the State, the Ministry of Education and Training. Education and Training. The system of legal documents on lower secondary education includes circulars on the organization and operation of lower secondary schools, regulations on operation management, management of accreditors, regulations on the quality assurance of lower secondary school education. All these regulations and circulars are of legal nature for organization and implementation at all levels. The legal documents of the State and the Ministry of Education and Training have a great impact on the process of accrediting the quality of lower secondary school education. Lack of such documents or incorrect understanding will lead to the organization of educational activities in general and educational quality accreditation in particular at lower secondary schools going in the wrong direction.

At the 8th Plenum of the Party Central Committee, term XI, the Central Committee passed Resolution 29-NQ/TW on fundamental and comprehensive reform of education and training, clearly stating the task of accrediting education quality. Education is: "Improving the education quality accreditation system. Periodically inspect the quality of education and

training institutions and training programs; publicize the test results" [11]. Accordingly, the Ministry of Education and Training has developed an action plan to implement Resolution 29 of the Central Committee with the following basic contents:

Develop sets of standards for assessment and accreditation of lower secondary school education and take education quality accreditation as the main activity to evaluate and recognize schools meeting educational quality standards.

Focus on annual self-assessment. Strengthen the direction, guidance, and support of general education institutions in formulating and implementing appropriate, effective, and feasible quality improvement plans; Promote external assessment activities at all levels. Specifically, in the 2017-2018 school year, at least 39% of general education institutions were assessed outside. Strive to evaluate outside at least 20% of schools that have been recognized for 5 years of educational quality standards [12].

Strengthening training and training to build a team for education quality accreditation, to meet the requirements of this work renewal in the coming time. Develop mechanisms and policies in the direction of incentives and incentives for units to perform well the education quality accreditation and achieve a high level; have strong enough sanctions to handle bad educational institutions; a financial mechanism for education quality accreditation; have sufficient staff for the education quality accreditation of the Department of Education and Training, the Departments of Education and Training.

Research, establish independent education quality accreditation centers, develop regulations so that from the 2015-2016 school year, organize the accrediting of educational institutions, training institutions, and training programs.

The impact from the global educational development and innovation context

Humanity has witnessed great achievements of scientific and technological development in the first decades of the twenty-first century. Scientists have forecast that "science and technology will continue to make great leaps and bounds". The development of science and

technology is a direct factor that fundamentally changes social production as well as has a significant impact on the social spiritual life, on the morality of each individual and the society [13]. History has proven that each step of the development of science and technology will bring people a prosperous and happy life. Accordingly, the general trend of modern science and technology development is towards better serving human life, which is both the goal and the highest moral value [12]. As science and technology develop, people's understanding becomes richer and deeper; the more people are able to perceive, evaluate, and choose correctly the values that education brings. Therefore, the context of educational development on the global, national, local, and community levels affects the quality of education and training at schools in general and lower secondary in particular.

The educational process must be student-oriented: That is, the individuality of learners is enhanced; attach importance to the relationship between the interests of learners and the goals of social development and community and social development; Educational content must be creative, according to learners' needs, technologized and make maximum use of information technology; Forming a diversified and flexible educational organization suitable to the information age and knowledge economy in order to create optimal possibilities for learners to choose learning methods [14]; Assessment of learning outcomes in schools must be innovative to really make accurate judgments about learners' knowledge, skills, and attitudes. Effectively implement the pillars of education and realize the lifelong philosophy: "learning to know, learning to do, learning to live together, learning to be, learning for life" [4].

The Party and State, well aware of the necessity and necessity of education reform in general, and general education in particular, have determined to reform education and that innovation is reflected not only in the direction of the view but also expressed in goals and especially educational development solutions [6]. In the contents of the Education Development Strategy in 2020, the school administrator must have an overall vision of educational development, general education development, and have conditions to ensure the progress of the school. innovation and

development of school management. Developing a career in education should be based on a philosophical system. That is a system of guiding viewpoints of the Party and State that need to be creatively applied in accordance with the reality of the new period.

The awareness, qualifications, and capacity of management staff and teachers of lower secondary schools

Education administrators, teachers, and staff in lower secondary schools have a correct and comprehensive awareness of education quality accreditation. School members better understand their rights and responsibilities for the quality of the school's education [15]. The quality assessment standards have become the striving goal of each officer, teacher, and employee in order to improve the school's comprehensive educational quality. Most administrators change perceptions and school management practices are an important issue. Self-assessment and external assessment are the driving force to change the way of thinking and working of the school itself in the field of education and management [4], [16]. The school self-reviews and appreciates the true nature of its school's quality. However, there are some administrators, teachers, and staff who are not fully aware of education quality accreditation. Although education quality accreditation is very necessary for the development of lower secondary schools, the reality of education quality accreditation is still not commensurate with the role of education quality accreditation. Education administrators at all levels are not fully aware of the importance of education quality accreditation. Other educational activities have received more attention because educational accreditation is still relatively new and has not yet proven its important role. Many people believe that the quality of education and training mainly depends on facilities, so they have invested a lot in this area such as classrooms, teaching aids, and equipment, etc. But that's just it. necessary condition because the quality of education and training is determined by many factors that interact from the school's mission objectives to educational management activities inside and outside the school [17].

The success of education quality accreditation depends on the mind and talent of the pedagogical staff of the lower secondary schools [4]. Knowledge of education quality

accreditation, organizational capacity, capacity to manage resources and material resources, capacity to mobilize society, collect and process information, and reputation of employees Management cooperation contributes to the success of the management of secondary school education accreditation in the context of educational innovation [18]. As well as qualifications, professional capacity, pedagogical skills, political bravery, and quality of teaching staff have a direct influence on the accreditation of lower secondary school education quality [119].

Accreditation of education quality should be considered as one of the important solutions that educational institutions need to implement. At the same time, lower secondary schools need to do a good job of propaganda so that education quality accreditation activities gradually develop firmly and go into depth [4], [20]. Fully and properly aware of the role of education quality accreditation, education managers will well implement the goal of improving education quality.

The awareness, qualifications, and capacity of the inspection force

The awareness of the forces participating in the accrediting of lower secondary schools is one of the important conditions governing the accrediting of lower secondary schools. The perception of accrediting forces participating in accrediting activities of lower secondary school education is assessed by the following issues: Perception of accrediting forces about the need for education quality accreditation junior high school? What is education quality accreditation? The significance and role of secondary school education quality accreditation in the current period, especially before the development and integration of the country; What is the role, purpose, and content of self-assessment and self-assessment outside of middle school?

The inspection staff has a very important role. Accreditors are the extension arm of the Education Accreditation Council. Quality assessment results will be based on the culture of evidence, standards, criteria, and scales. Therefore, the most difficult thing for the auditor is to point out the things that need to be improved, and give specific operational recommendations during the inspection process. In Article 29 of Circular 18/2018/TT-BGDĐT

[3] on the structure of the external audit team, there are from 5 to 7 members. In which: The head of the delegation is the leader of the Department of Education and Training or the head, deputy head of the functional departments of the Department of Education and Training or the head, deputy head of the Department of Education and Training or the dean, deputy's head faculty of an educational institution that trains lower secondary school teachers in a province or centrally run city; junior high school principal.

The secretary is the leader or specialist of the functional departments of the Department of Education and Training, the Department of Education and Training; or represent the Trade Union of Education and Training; or the dean, deputy head, or lecturer of an educational institution that trains secondary school teachers in a province or centrally run city; or principals, vice principals, and specialized team leaders of the junior high school. The members of the delegation are representatives of the education industry union; those who have been and are: Leaders and specialists of functional departments of the Department of Education and Training, the Department of Education and Training; faculties, vice deans, lecturers of educational institutions that train secondary school teachers in provinces and centrally-run cities; principals, vice principals, secondary school teachers. Staff in charge of education quality accreditation need to meet the following basic requirements:

The external audit team members must have good moral character, be honest and objective; not previously and currently not working at an externally assessed institution; have at least 5 years working in the education sector; completed the training program on external assessment organized by the Ministry of Education and Training and supplemented and updated relevant knowledge, skills, and professional skills [21]. At the same time, it is necessary to understand the quality management models, quality assurance systems and education quality accreditation in the world as well as in Vietnam; must understand the process of implementing internal quality assurance and self-assessment for the current institution, and external quality assurance and peer assessment for other institutions; understand the guidelines, policies, activities of quality assurance and

accreditation of education quality in Vietnam and development orientation [22]. Proficiently apply methods of surveying, analyzing, and writing self-assessment reports and assessments outside educational institutions. Analyze and evaluate self-assessment reports of educational institutions and related records; Conduct interviews, observations, collect and process information during the external assessment.

Planning and implementing the assessment plan outside the educational institution; Teamwork and leadership skills; organizing, administering, and coordinating assessment activities outside the educational institution; Ability to work independently, think critically; Having the ability to critique and evaluate fairly and accurately the quality of educational institutions.

The conditions for financial, facilities, and facilities for management and accreditation of lower secondary school education quality

Finance, facilities, and equipment are necessary conditions and means to organize the accreditation of lower secondary school education quality.

Conditions of facilities and funding for accrediting activities of lower secondary education also directly affect the management of education quality accreditation of lower secondary schools. If there is enough finance and good facilities, the secondary school education quality accreditation will be more convenient, easier to ensure the quality and efficiency of the operation. With good facilities, synchronous technical equipment, and a reasonable remuneration regime, the educational quality accreditation activities are more convenient, and it is easier to ensure the improvement of the quality of secondary school education and training. basic school. On the contrary, poor and inadequate facilities and reduced quality will greatly affect the quality of educational accreditation activities, not create motivation for the management staff, teachers, staff, and students. a team of accreditors who are enthusiastic and passionate about their assigned work in educational accreditation activities in particular and in education and training in junior high schools in Ho Chi Minh City.

Therefore, it is necessary to ensure the material conditions and financial resources for the secondary schools and the accrediting force to complete their tasks with the highest quality.

Conclusion

Accreditation management of lower secondary school education is the process of purposefully influencing the management subject to the accreditation of lower secondary school education quality through planning activities, organizing, direct, inspect and supervising the implementation of self-assessment, external assessment, recognition, and issuance of certificates of quality accreditation of lower secondary school education according to quality standards set by management agencies. Education regulations were promulgated for the purpose of improving the quality of lower secondary education. It is very necessary to point out the factors affecting the quality assurance management of lower secondary schools, to help this accrediting activity avoid shortcomings in the implementation process; at the same time, point out the advantages and limitations of the accrediting process, thereby taking remedial measures to help lower secondary school quality accreditation achieve the set goals.

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