

Accreditation Of Education Quality In Lower Secondary Schools In Ho Chi Minh City In The Context Of An Educational Innovation: Orientation And Management Measures

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Abstract

Educational accreditation plays a very important role in the development of the school and society. In recent years, education accreditation has had a positive impact, creating a clear change in the quality of education and training through the promotion of self-assessment and external assessment organization. educational institutions. The number of preschools, elementary schools, lower secondary schools, and high schools completing self-assessment and the number of schools receiving external assessment is increasing. In order to continue to improve the quality of education and training, the accrediting of educational institutions will continue to be promoted, which, focusing on accreditation according to regional and international standards that facility stratifies, ranks, re-plans the network, assigns autonomy, and improves investment efficiency; strengthen self-assessment, external assessment, etc. Derived from the practice of education and training, from the orientations of the Party and the State for education and training in general and from the development characteristics of lower secondary schools, on the basis of practical surveys. For some lower secondary schools in Ho Chi Minh City, this study can provide some development orientations and some management measures for accrediting lower secondary education in order to contribute to improving the quality of education of lower secondary education in Ho Chi Minh City in the future.

Keywords: Accreditation of education quality, lower secondary schools, educational innovation, management orientation, management measures, Ho Chi Minh City

INTRODUCTION

As the fourth industrial revolution spreads around the world, the speed of development and the impact of technological breakthroughs have had unprecedented impacts. One of the requirements to prepare for the fourth industrial revolution is to improve human capital to be able to meet the constantly changing knowledge and skills requirements in the new working environment (Schwab, 2016). This sets out for education and training a great mission to prepare human resources to meet the

development requirements of the country (Vincenzi, et al., 2018).

Education in Vietnam in the next decade will develop in the context of the world's rapid and complex changes (Dang, 2017). Globalization and international integration in education have become an inevitable trend. The revolution of science and technology, information and communication technology, and the knowledge-based economy are growing strongly, directly affecting the development of education in the world.

Through research and survey on the current situation of accrediting management of lower secondary schools in Ho Chi Minh City in the context of educational innovation, it shows that: Results of a number of advantages as built the education quality accreditation plan at the beginning of the school year from the Department of Education and Training, the People's Committee to the Education and Training Department of the districts is deployed to each lower secondary school. The content of the plan has identified the purpose of self-assessment and external assessment and established criteria according to the evaluation standards of the Ministry of Education and Training (Long, et al., 2019). Mobilize resources, organize professional training for the team participating in self-assessment, external assessment, and have a plan to improve the quality of self-assessment, after the external assessment. The organization of self-assessment and external assessment has issued guiding documents, disseminated and thoroughly understood guidelines and policies, organized the self-assessment in accordance with the process, established an external assessment team to ensure sufficient In terms of quantity and quality, the evaluation organization outside the schools ensures the correct process, schedule, objectivity, and seriousness. Direct the self-assessment and external assessment according to the planned process. Periodically, organize a preliminary review and commendation of individuals and units that do well in accrediting education quality. Inspection and evaluation of self-assessment activities and external evaluation are carried out regularly and periodically, monitoring activities and products of members of the external assessment team.

In addition, the accrediting management for accrediting lower secondary schools in Ho Chi Minh City in the context of educational

innovation still faces many difficulties, the number of students increasing year by year. Materials do not meet the needs of students to study 2 sessions/day, the land area is not guaranteed to meet the prescribed standards. There is a shortage of part-time accrediting personnel in terms of quantity and quality, while the demand for external assessment registration is increasing. Although education quality accreditation has been paid attention by all levels and sectors, there are limitations due to inadequate awareness of education quality accreditation, not fully understanding the purpose and meaning of education accreditation (Long, et al., 2019). As a result, the coordination and support have not been regular, not in the right direction, and have not encouraged a large number of people to participate in education quality accreditation. The lower secondary schools have conducted self-assessment according to the educational quality assessment standards, basically ensuring the correct process, but the quality is still low, not accurately reflecting the quality of the school. measures to maintain and develop strengths and overcome weaknesses have not been proposed due to the uneven awareness of managers, teachers, and employees, and still suffering from "achievement disease". The assessment teams apart from the accuracy are not high, the counseling for the school to overcome the weaknesses has not been as effective as expected. This is because of the influence of many different factors. In which the factors of policies, the state's management mechanism for the accreditation of lower secondary school education, and the awareness and capacity of the management staff, teachers, the inspector is basic.

The process of summarizing, evaluating, and drawing lessons from the implementation of educational quality accreditation according to educational quality assessment standards in a number of lower secondary schools. The

Department of Education and Training has not been paid due attention, affecting the results of synthesis and evaluation, and causing difficulties in directing and implementing the education quality accreditation work of the Department of Education and Training of Ho Chi Minh City during next time (Ho Chi Minh City Department of Education and Training, 2015-2020). Therefore, it is necessary to propose measures to direct the implementation of education quality accreditation in Ho Chi Minh City's lower secondary schools in the current situation and in the coming years.

RESEARCH METHODS

Observational method: Collect information directly about all that is happening in the current reality in lower secondary schools in Ho Chi Minh City and honestly record the factors related to the subject, object and purpose of the study.

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

Investigative method: Collect, research, analyze, and synthesize existing documents at lower secondary schools in Ho Chi Minh City as materials for the thesis. 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 theoretical knowledge and practical lessons have been summed up to draw experience, summarized into ideas to participate in the development of measures.

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 obtaining expert opinions: Consult experts, scientists, educational administrators on the use of standards for assessing the quality of lower secondary education, exchange interviews or critiques about research content related to the thesis topic.

Method of the actual survey: Through the questionnaire system, the topic surveys the people who directly do the education quality accreditation and the teaching teachers and managers (Principals), Vice Principal) in lower secondary schools in Ho Chi Minh City. The number of survey participants was 270 people.

PURPOSE AND MISSION OF THE STUDY

The purpose of the study: To clarify the orientation of the management of educational accreditation of lower secondary schools, thereby proposing measures to improve the effectiveness of the management of educational quality accreditation of lower secondary schools in the city. Ho Chi Minh in the context of educational innovation

Research mission:

Building a theoretical basis for the management and accreditation of lower secondary school education quality in the context of educational innovation;

The survey, analysis, and assessment of the current situation of education quality accreditation management in lower secondary schools in Ho Chi Minh City.

Proposing measures to manage and accredit the education quality of lower secondary schools in Ho Chi Minh City in the context of educational innovation;

Conduct trials and test the proposed measures.

LITERATURE REVIEW

As defined by the Council for Higher Education Accreditation (CHEA) (2003), accreditation is an external quality review process used by higher education to assess Monitor, and evaluate educational institutions and training programs to ensure and improve quality (Akpan & Etor, 2016). Accordingly, in the United States, accreditation is performed by private, not-for-profit organizations established for accrediting purposes. Institutions and training programs deploy accreditation as a means to demonstrate the quality of their training to students and the public and to qualify for federal funds. As a result, accreditation serves the purposes of assuring the quality of learning for students and the public, providing students with access to federal funds for loans and other grants, and easy transfer of funds. courses and programs between colleges and universities as well as satisfy employers' beliefs.

Similarly, the South East Asian Ministers of Education Organization (SEAMEO) (2012) defines accreditation as the process of external assessment of the quality and effectiveness of educational institutions. elements/processes (of the management system) in the implementation of the school's mission and goals; comparing schools with common quality standards (of the region and the world) to recognize the quality of education, which is publicly announced for the society to know and monitor (South East Asian Ministers of Education Organization, 2012).

Through the development process, with certain advantages, quality accreditation has been used by educational levels other than universities to accredit educational programs as well as educational institutions. Accordingly, the concept of quality control has been expanded. Basso (2003) states that accreditation is a process used by public and private schools to evaluate educational effectiveness according to regulations. Although accreditation is considered a quality indicator for schools, the primary goal of the accreditation process is continual school improvement (Basso, 2003). Similarly, Vlăsceanu et al. (2007) argue that accreditation is the process by which a government or private organization evaluates the quality of an entire educational institution or of a particular educational program in order to formally accrediting an establishment or program for having met certain standards or minimum criteria set by the assessment body. In the same opinion, Hala A. Sabri (2006) emphasizes, accreditation involves an assessment and review process that allows an accredited or certified course or educational institution to meet regulatory standards determined. Internationally, accreditation is often one of the key components of quality assurance, which refers to ongoing review, assessment, and monitoring processes that apply to all suppliers. accredited education institutions to ensure that courses and programs are of a high standard and that institutional supervision is effective. Accreditation plays an important role for learners, employers, governments, and the public in determining quality education and training programs.

In Vietnam, the Ministry of Education and Training chooses education accreditation as an official measure to improve education quality. Implemented starting in 2002 with the higher education accreditation model, up to now, the quality accreditation work has made strong development steps.

Accreditation of education quality in our country has been gradually implemented at all educational levels from preschool, primary school, lower secondary school, high school, professional secondary school, college, and university. Article 17 of Education Law (2005) defines: "Education quality accreditation is the main measure to determine the level of implementation of educational goals, programs and contents for schools and educational institutions. is different. The education quality accreditation is carried out periodically throughout the country and for each educational institution. Education quality accreditation results are publicly announced for society to know and monitor. Article 110 of the Education Law (2020) clearly states: "The objectives of education quality accreditation are specified as follows: a) Ensuring and improving the quality of education; b) Confirming the degree of satisfaction of the objectives of the educational accreditation. the educational institution or training program in each period; c) Serve as a basis for the educational institution to explain to the owner, competent state agencies, stakeholders, and society about the current state of quality educational quality; d) Serve as a basis for learners to choose educational institutions and training programs, and for employers to select human resources".

The practice of accrediting education quality is quite diverse and complex, but according to the summary of the Center for Education Accreditation - Vietnam National University, Hanoi, in Vietnam, higher education quality accreditation is good. What all schools have in common is that they follow an assessment process (including self-assessment, external assessment, and quality accreditation) based on standards and criteria to determine the level of schools/programs. training meets educational quality standards. Currently, the

process of accrediting the quality of general education in our country is carried out according to a 4-step process: (1) Self-assessment of educational institutions; (2) Register for external evaluation of educational institutions; (3) Evaluation outside the educational institution; (4) Recognition of educational institutions meeting educational quality standards and granting education quality certificates. In this process, self-assessment activities and registration for external assessment are the responsibility of educational institutions; the organization of external assessment and recognition of educational quality standards is the competence of the Department of Education and Training. The general education quality accreditation process is carried out on a 5-year cycle with 5 standards (school organization and management; administrators, teachers, staff; facilities, and teaching equipment). education; the relationship between school, family, and society; educational activities and educational outcomes), each criterion has a number of criteria, each criterion has 3 indicators (Dang, 2017).

Assessing the reality of implementing quality accreditation of general education in recent years, there are still many shortcomings and limitations that need to be overcome, the authors Nguyen Phuong Nga and Nguyen Quy Thanh (2010) said that at present, Vietnam has 4 higher education accrediting organizations were established and have operated relatively stably. With a team of well-trained accreditors, equipped with measurement and evaluation techniques, the results of quality assessment of educational institutions and training programs have been initially recognized by society. recognized as well as being used by universities and colleges as a basis and motivation to improve training quality. Therefore, in order to ensure smoothness in the process of managing the entire national

education system, it is necessary to unanimously assign educational quality accreditation organizations to undertake the implementation of education quality accreditation for students. education levels and training levels, including preschool, general education, and continuing education (Nga & Thanh, 2010).

On the basis of theoretical research and practical survey of self-assessment management, we propose the principal's management measures for self-assessment in education quality accreditation in lower secondary schools, including Raising awareness for officials, teachers, and staff about self-assessment in education quality accreditation; developing a plan for self-assessment in the school's educational quality accreditation; completing the organizational structure for self-assessment; directing the self-assessment work well in education quality accreditation; Improve the effectiveness of the principal's inspection and evaluation for self-assessment in education quality accreditation; strengthening conditions to support self-assessment. According to the author, for principals to be able to successfully implement those measures, requires attention and support from local authorities, departments, and education departments.

RESEARCH RESULTS AND DISCUSSION

Orientation of management and accreditation of lower secondary education in Ho Chi Minh City in the context of educational innovation

Deriving from education and training practice, from the Party and State's orientations towards education and training in general, and from the development characteristics of lower secondary schools, it is possible to make a number of the definitions development direction of quality

accreditation of lower secondary school education. As follows:

Firmly grasp the guidelines and views of the Party and documents related to education quality accreditation:

The Education Law (2020), in article 112, clearly states the establishment of “Educational accrediting organizations including a) Education quality accreditation organizations established by the State; b) Education quality accreditation organizations established by domestic or foreign organizations and individuals; c) Organizations accrediting foreign education quality”.

Vietnam's education development strategy, as well as education reform programs in recent years, have shifted the focus on education quality, clearly focusing on education quality management: Standardizing output and conditions for quality assurance on the basis of application of new achievements in education science, technology science, and management science; gradually applying standards of advanced countries; publicize the quality of education, the physical, human and financial conditions of the educational institutions; carry out social monitoring of the quality and effectiveness of education; build an independent accreditation system for education quality, accredit the quality of educational institutions of all levels and training levels, and accredit vocational and university education programs (Hang & Van, 2020).

Resolution No. 16-NQ/TW on the directions and tasks for the development of Ho Chi Minh City up to 2020 of the IX Politburo, has indicated the city's development orientations for Education and Training, continuing to invest in innovation, comprehensively improve the quality of Education, and Training, developing human resources, especially high-quality human

resources; strongly develop science - technology in association with the development of knowledge economy, serving as the foundation to promote the city's rapid and sustainable development.

Affirming the role and strengthening the education quality accreditation:

The implementation plan of action program No. 36-CTrHD/TU of the City Party Committee implementing Resolution No. 16-NQ/TW of the Politburo on the direction and tasks of the city's development up to 2020 clearly states: Strengthen the accrediting of education, move towards building a self-assurance mechanism, and the schools conduct the periodic evaluation.

The Resolution of the 8th Plenum of the Central Committee on fundamental and comprehensive reform of education and training pointed to a sharp shift in education and training from focusing on quantity to quality. Accreditation and education quality assurance can be considered as key steps to contribute to improving the quality of education.

The Directive on the main tasks of the 2018 - 2019 school year of the education sector has affirmed: Promote education quality accreditation according to domestic and international standards, publicize quality assurance conditions and accreditation results. prescribed quality of education. Strengthen guidance, inspection, and supervision of the implementation of quality accreditation activities for educational institutions and educational quality accreditation organizations.

Improving the quality of educational accreditation management in the context of an educational innovation:

In the context of the city's very exciting educational development along with the formation of urban government, challenges are presented to perfect the quality assurance

system in which the state management of the Quality accreditation of general education needs to be a top priority. With the theoretical research and the actual situation of secondary school education quality accreditation analyzed above, the author boldly proposes a number of measures to improve the effectiveness and efficiency of educational accreditation management in the field of education. educational innovation context.

Management measures for accreditation of lower secondary education in Ho Chi Minh City in the context of educational innovation

Firstly, organize propaganda activities to raise awareness about the importance of quality assurance management of lower secondary schools for managers, teachers, staff, and other competitive forces. related to the quality assurance of education.

This solution helps the forces involved in the education accreditation work to be clearly aware of their roles, responsibilities, and powers, which will help the implementation of education quality accreditation in the right direction. achieving high efficiency, creativity, gradually improving the quality of the prestigious education quality accreditation team, and contributing to improving the education quality of lower secondary schools, meeting the requirements of the times. into the development of quality education in a stable and steady way.

Second, organize training to improve the accrediting capacity of lower secondary schools for accreditors.

Building a team of auditors with sufficient quantity and quality assurance according to prescribed standards such as Leaders, experts from Department of Education and Training, Departments of Education and Training, managers, teachers are selected

from lower secondary schools; have at least 5 years of working experience in the education industry and have knowledge in the field of education; have good moral character, be honest and objective; completed the training program on external assessment organized by the Ministry of Education and Training.

Third, regularly direct self-assessment activities in accrediting education quality in lower secondary schools.

Manage well the development and implementation of the self-assessment plan. Through the directing function to create work motivation, ensure discipline, and promote the working ability of managers, teachers, and employees to achieve the goal of self-assessment in quality accreditation. education optimally; mobilize the coordination of resources for self-assessment of organizations and individuals participating in this work.

Fourth, organize the effective implementation of external assessment activities and appraise the results of assessment outside lower secondary schools in education quality accreditation.

Develop an implementation plan for the process of conducting external audits and the requirements for the competence of external audit team members, including requirements for knowledge, skills, attitudes, and reporting of external audit results. . Through these requirements, the management agency can train, foster and select the appropriate team leader to perform well the tasks of the external audit team leader.

Fifth, build an information management system to accredit the educational quality of lower secondary schools.

The education quality management information system of lower secondary schools is the optimal solution for

educational quality accreditation. The system supports schools to self-assess the quality of their education, understanding the status of their units through the following standards: organization and management; human resources; facilities and teaching equipment; educational activities and educational outcomes; school-family-society relationship.

Sixth, perfect policies to support and coordinate forces inside and outside the school on education quality accreditation.

Develop financial support policies for lower secondary schools to carry out educational quality accreditation on the basis of ensuring the harmony between the interests of the State, school, society, and learners. Because at present, there is no incentive or preferential policy for schools that meet accreditation standards. Therefore, the schools participating in the registration of accreditation because it is mandatory and required is mainly, lack of voluntariness.

Testing the necessity and feasibility of measures

To assess the current status of management measures for accrediting education quality in lower secondary schools in Ho Chi Minh City, the authors conducted a survey using questionnaires based on the criteria of management Quality assurance management of lower secondary schools. We built a sample of comments from administrators, teachers, and staff of lower secondary schools in Ho Chi Minh City. For each content on management and accreditation of education quality in lower secondary schools, get different scores on self-assessment and self-assessment, then calculate the average score of self-assessment and evaluation for each content. criteria according to the following formula:

$$\bar{x} = \frac{\sum_{i=1}^n n_i x_i}{N}$$

In there: x_i takes the values 4, 3, 2, 1;
 n_i is the number of people who gave a score of 4, or 3, or 2, or 1;

N is the total number of referendum votes;

The average score will be equal to the average value of the criteria.

Using the Spearman function: To consider the rank correlation between the necessity and the feasibility of the measures, denoted R , with the formula:

$$R = 1 - \frac{6 \sum D^2}{n(n^2 - 1)}$$

In there: R is the correlation coefficient;

n is the number of proposed measures;

D is the coefficient of difference between the hierarchy of necessity and feasibility.

After changing the number and calculating if $0 < R < 1$, the necessity and feasibility are positively correlated, that is, the measures are both necessary and highly feasible. At this point, we can conclude that the experiment has been completed and that the trial of the proposed measures has been basically successful.

Processing and analyzing test results

The results of testing and probing the necessity of measures are shown in the following table:

Table 1. Results of testing the necessity of management measures for accrediting education quality in lower secondary schools in Ho Chi Minh City today

Order	Measures	Number of surveys	The level necessity of measures				Average score value	The level
			Very necessary	necessary	Less necessary	Unnecessary		
1	Organize propaganda activities to raise awareness about the importance of quality assurance management of lower secondary schools for managers, teachers, staff, and related forces. education quality accreditation.	270	47,57	25,28	14,61	12,55	3.08	6
2	Organize training to improve the capacity for accrediting education of lower secondary schools for accreditors.	270	52,43	23,97	15,17	8,43	3.20	1

3	Directing regular self-assessment activities in accrediting education quality in lower secondary schools.	270	50,75	25,28	14,23	9,74	3.17	2
4	Organizing the effective implementation of external assessment activities and appraising the results of assessment outside the lower secondary schools in education quality accreditation.	270	47,94	25,66	15,17	11,24	3.10	5
5	Building an information management system to accredit the educational quality of lower secondary schools.	270	48,50	26,78	13,30	11,42	3.12	4
6	Completing policies to support and coordinate forces inside and outside the school on education quality accreditation.	270	51,31	23,78	15,17	9,74	3.17	3
Trung bình cộng		1620	806	407	237	170	3.14	

Synthetic results of the opinions of the polled subjects on the necessity of management measures to accredit the education quality of Ho Chi Minh City lower secondary schools in the context of educational innovation. Currently recommended:

All measures are rated as good (3.08 - 3.20). Some measures are highly necessary such as to measure 2, measure 6, measure 2 (necessary and very necessary since 3.20). This reflects the necessity of the measures further explained in the additional comments. Many opinions believe that the measure of organizing external assessment activities, managing and accrediting the educational quality of lower secondary schools in Ho Chi Minh City according to a modern and scientific process and content is guaranteed. It is very necessary because otherwise, the management and accreditation of education quality in lower

secondary schools will not be on target, and will not be able to update the modernity of knowledge and skills for learners. This is also a lesson from the education quality accreditation management of secondary schools in Ho Chi Minh City, which has developed and expanded many educational accreditations to meet urgent needs. of the school and of the learners. Many opinions also believe that the measure of regularly inspecting, evaluating, and adjusting education quality accreditation to meet the requirements of educational innovation in lower secondary schools will make the management of quality accreditation better. education of lower secondary schools in Ho Chi Minh City goes according to plan, schedule, quality assurance, and efficiency. Many opinions also affirmed that the measure of educational organization to raise awareness of managers, teachers, and staff to manage and accredit the education quality

of lower secondary schools in Ho Chi Minh City is very important to create motivation for the promotion of resources for this work. Many administrators and teachers at lower secondary schools in Ho Chi Minh City think that the reason why these schools are achieving some results in the management and accreditation of education quality in lower secondary schools. The Ho Chi Minh City Department of Education has determined the necessary location and well implemented the contents related to these two measures.

Meanwhile, there are two measures of necessity that have a high rate compared to the others. That is measure 1 and measure 2 (the necessary and very necessary ratio is (3.08), in which there are up to (3.20) opinions that it is necessary). Additional comments said that the measure to build a management system for accreditation of

Feasibility of measures

The results of testing and exploring the feasibility of the measures are shown in the following table:

education quality in Ho Chi Minh City's lower secondary schools is unnecessary because most of the lower secondary schools currently do not understand it. They are sure to be informed about education quality accreditation, so they don't know which educational qualities to actively develop in the school's operational plan. Some argue that the measure of organizing self-assessment activities, managing and accrediting the educational quality of secondary schools in Ho Chi Minh City is also not necessary, because developing a program assigned to any teacher is not necessary. then the teacher must complete. These opinions also reflect the inadequacies in the current situation of education quality accreditation management in Ho Chi Minh City's middle schools that need to be overcome, in order to better meet the needs of the quality of the human resources.

Table 2. Feasibility test results of current educational quality accreditation measures in Ho Chi Minh City lower secondary schools.

Order	Measures	Number of surveys	The level feasibility of measures				Average score value	The level
			Very necessary	necessary	Less necessary	Unnecessary		
1	Organize propaganda activities to raise awareness about the importance of quality assurance management of lower secondary schools for managers, teachers, staff, and related forces. education quality accreditation.	270	52,06	25,47	12,55	9,93	3.20	5
2	Organize training to improve the capacity for accrediting education of lower secondary schools	270	56,37	29,21	8,61	5,81	3.36	1

	for accreditors.							
3	Directing regular self-assessment activities in accrediting education quality in lower secondary schools.	270	55,4 3	25,0 9	12,7 3	6,7 4	3.29	3
4	Organizing the effective implementation of external assessment activities and appraising the results of assessment outside the lower secondary schools in education quality accreditation.	270	48,88	26,59	14,79	9,74	3,15	6
5	Building an information management system to accredit the educational quality of lower secondary schools.	270	55,62	25,28	12,36	6,74	3.30	2
6	Completing policies to support and coordinate forces inside and outside the school on education quality accreditation.	270	53,75	28,65	9,36	8,24	3.28	4
Trung bình cộng		1620	870	433	191	126	3.26	

From the results of the synthesis of opinions on the feasibility of the proposed management measures for accrediting the educational quality of lower secondary schools in Ho Chi Minh City:

All measures are assessed at the feasibility level, reaching the good level (3.15-3.36). In particular, many opinions of administrators, teachers, and specialists in lower secondary schools confirm the feasibility of educational quality assurance management measures in lower secondary schools. Ho Chi Minh City in the current context of education and training innovation.

The measure has two opinions that it is very feasible, which is explained as follows: Measure 2 organizes training to improve the capacity for accrediting lower secondary education for the contingent of accreditors because it is feasible because in fact, many

subject groups, many teachers prepare and invest a lot in the management plan for accrediting the educational quality of lower secondary schools in Ho Chi Minh City or do it in a scientific way; Measure 1 on organizing propaganda activities to raise awareness about the importance of accrediting management of lower secondary schools for administrators, teachers, staff and other competitive forces. related to the accrediting of education quality is also feasible with a good level (3.20); Measure 6 to develop policies to support and coordinate forces inside and outside the school is also feasible because lower secondary schools are currently focusing on solving many other problems such as improving staff qualifications, building programs, etc. These are also difficulties and inadequacies of the management and accreditation of education quality accreditation in Ho Chi Minh City's

lower secondary schools today that need to continue to be overcome, resolved, in order to better meet the requirements of advanced, quality, and prestigious secondary schools in society.

Compare the correlation between the necessity and feasibility of measures

The correlation between necessity and feasibility of 06 measures can be positive. That is, the above six measures need to be **Table 3.** Correlation between necessity and feasibility of measures

both necessary and feasible. But in practice sometimes appear a negative correlation.

This means the measure is necessary but not feasible, or feasible but not necessary. Therefore, it is necessary to verify the correlation of the measures. The correlation comparison of the mean scores of the measures is shown comparison table (Table 3)

Order	Measures	The necessity of measures			The feasibility of measures		
		Σ	\bar{X}	The level	Σ	\bar{X}	The level
1	Organize propaganda activities to raise awareness about the importance of quality assurance management of lower secondary schools for managers, teachers, staff, and related forces. education quality accreditation.	128	3.08	6	141	3.20	5
2	Organize training to improve the capacity for accrediting education of lower secondary schools for accreditors.	142	3.20	1	152	3.36	1
3	Directing regular self-assessment activities in accrediting education quality in lower secondary schools.	137	3.17	2	150	3.29	3
4	Organizing the effective implementation of external assessment activities and appraising the results of assessment outside the lower secondary schools in education quality accreditation.	129	3.10	5	132	3.15	6
5	Building an information management system to accredit the educational quality of lower secondary schools.	131	3.12	4	150	3.30	2
6	Completing policies to support and coordinate forces inside and outside the school on education quality	139	3.17	3	145	3.29	4

	accreditation.						
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From the results of testing the necessity and feasibility of management measures for accrediting education quality in Ho Chi Minh City's lower secondary schools in the current context of educational innovation, it is possible to draw a conclusion. the following comments:

The six measures proposed by the thesis author are very suitable for necessity, ranked 6th, $\bar{X} = 3.08$ and feasibility ranked 6th, $\bar{X} = 3.15$, compared to $X_{max} = 4.00$ which is quite high, six measures were surveyed, The poll shows that the consensus is very high, all of them are good or higher.

For administrators, teachers, and experts at schools, through the answer options, it is found that the measure of management and accreditation of education quality in secondary schools in Ho Chi Minh City has a high consensus. The average point is $\bar{X} = 3.20$ and the feasibility is ranked 1st, $\bar{X} = 3.36$, the indicators of this measure are all good or higher. Therefore, measures on the management and accreditation of education quality in Ho Chi Minh City's lower secondary schools in the current educational reform context, consider this a key issue to create attractiveness and attractiveness organizations and forces involved in the management and accreditation of education quality in Ho Chi Minh City lower secondary schools.

From the survey results in Tables 1, 2, and 3, general comments can be made:

The measures that the topic proposes to manage, accredit the educational quality of lower secondary schools in Ho Chi Minh City are necessary, highly feasible, and have a correlation between the necessity and the quality. Feasibility. In which, the measure of organizing knowledge and skill training for the team of auditors is considered to be the most necessary and feasible.

Thus, through the above survey results, the measures are assessed as urgent and feasible. Some other opinions also reflect Ho Chi Minh City in the current renovation context, the important issue is, when applied to the management and accreditation of education quality in Ho Chi Minh City's lower secondary schools. Minh, lower secondary schools must act flexibly and creatively in specific conditions and circumstances.

CONCLUSION

In order to improve the management and accreditation of education quality in lower secondary schools in Ho Chi Minh City in the context of educational innovation, it is necessary to simultaneously take the following measures: Organize propaganda activities to raise awareness of the importance of accrediting management of lower secondary schools for administrators, teachers, staff and other forces involved in education quality accreditation. Organize training to improve the accrediting capacity of lower secondary schools for accreditors. Directing regular self-assessment activities in accrediting education quality in lower secondary schools. Organize the effective implementation of external assessment activities and appraise the results of evaluation outside the lower secondary schools in the educational quality accreditation. Building an information management system for accreditation of lower secondary education. Completing policies to support and coordinate forces inside and outside the school in education quality accreditation.

All educational activities are aimed at improving the quality of education, in which education quality accreditation should be considered as one of the important solutions that educational institutions need to

implement. At the same time, educational institutions need to do well in propaganda to receive widespread support from social forces and create favorable conditions for education quality accreditation to gradually develop steadily. and go into depth. Fully and properly aware of the role of education quality accreditation, education managers will well implement the goal of improving education quality. It is essential to develop a long-term plan for education accreditation, including the development of a process for accreditation and education quality assurance. At the same time, managers need to take appropriate measures to organize, direct, inspect and examine, which will contribute to perfecting education quality accreditation activities in particular and improving the quality of secondary education in a general.

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