

THE ROLE OF SCHOOL CULTURE IN HIGHER EDUCATION REFORM IN VIETNAM TODAY¹

O PAPEL DA CULTURA ESCOLAR NA REFORMA DO ENSINO SUPERIOR NO VIETNÃ HOJE

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ABSTRACT

School culture plays a pivotal role in the reform of higher education in Vietnam today. It not only serves as a driving force for both faculty and students but also establishes core values, behavioral norms, and a positive learning environment. A strong and positive school culture enhances the quality of teaching and learning while fostering students' holistic development in ethics, intellect, physical well-being, and aesthetics. Achieving this requires close coordination between educational institutions, families, and society in shaping and nurturing the younger generation's character. This study aims to clarify the role of school culture in higher education reform in Vietnam through the following aspects: school culture as a goal of higher education reform; school culture as a driving force for reform; school culture as a regulatory system in the reform process; and school culture as one of the core criteria for higher education reform in Vietnam today.

Keywords: Role, Culture, School Culture, Higher Education.

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RESUMO

A cultura escolar desempenha um papel fundamental na reforma do ensino superior no Vietnã hoje. Ela não serve apenas como uma força motriz para professores e alunos, mas também estabelece valores essenciais, normas comportamentais e um ambiente de aprendizagem positivo. Uma cultura escolar forte e positiva melhora a qualidade do ensino e da aprendizagem, ao mesmo tempo em que promove o desenvolvimento holístico dos alunos em ética, intelecto, bem-estar físico e estética. Alcançar isso requer uma coordenação próxima entre instituições educacionais, famílias e sociedade na formação e nutrição do caráter da geração mais jovem. Este estudo visa esclarecer o papel da cultura escolar na reforma do ensino superior no Vietnã por meio dos seguintes aspectos: cultura escolar como uma meta da reforma do ensino superior; cultura escolar como uma força motriz para a reforma; cultura escolar como um sistema regulatório no processo de reforma; e cultura escolar como um dos critérios essenciais para a reforma do ensino superior no Vietnã hoje.

Palavras-chave: Papel, Cultura, Cultura Escolar, Ensino Superior.

Introduction

Higher education is one of the most crucial components of national education systems in the contemporary world. In Vietnam, higher education has always been a priority for the Party and the State, achieving significant accomplishments that have contributed to the country's human resource development throughout different revolutionary periods. In the current era of reform, education and training, including higher education, are considered a "top national policy," with investment in education seen as an investment in development.

Given its vital position and role in the national education system, Vietnamese higher education is facing the urgent demand for comprehensive reform, encompassing objectives, content, curricula, methods, and implementation approaches. The Resolution of the 13th National Congress of the Communist Party of Vietnam affirms: "Continue to comprehensively reform educational and training objectives, content, curricula, methods, and approaches in a modern and internationally integrated direction, fostering comprehensive human development to meet new requirements in economic, social, and scientific-technical development and adapt to the Fourth Industrial Revolution" (Communist Party of Vietnam, 2021, p.136). Over 40 years of reform, Vietnamese higher education has made significant achievements but still faces limitations and challenges. Therefore, higher education

reform remains one of the key tasks of the broader national reform process. In this process, school culture plays an extremely important role.

Literature Review

Culture in general, and school culture in particular, have garnered significant attention from scholars and researchers both domestically and internationally. Various studies on school culture have been conducted from different methodological perspectives, primarily within the disciplines of cultural studies and educational sciences. School culture is considered a crucial factor influencing the reform of higher education in Vietnam. Domestic research has approached this topic from multiple angles, emphasizing the close relationship between school culture and the process of higher education reform.

The study *"Managing School Culture"* suggests that school culture management goes beyond creating a positive teaching environment; it also involves leadership, organizational structures, and academic traditions. This study highlights the role of school leaders in maintaining and fostering core values, thereby driving innovation in teaching and research (Loc & Hien, 2019). The study *"Building School Culture Today"* analyzes the key components of school culture, including behavioral culture, organizational culture, and academic culture. It argues that a university with a strong culture provides a solid foundation for promoting educational innovation (Thiep, 2018). Meanwhile, the book *"Building School Culture in General Education – Theory and Practice"* focuses on practical strategies for fostering school culture in the context of general education reform, drawing lessons that can be applied to higher education (Thuy, 2018). Communication and behavioral culture in higher education: Ngan (2011), along with Binh and Ai (2022), explored the relationship between communication culture in universities and the quality of teaching and learning. According to these authors, fostering a positive behavioral culture not only improves the academic environment but also supports the modernization of teaching and learning methods.

Organizational culture in universities, Loc (2009) and Huan (2007) emphasized that a university with a strong organizational culture is better equipped to adapt to educational changes while also driving improvements in management and teaching methods. Organizational culture serves as a foundation for enhancing training quality and international integration in Vietnamese universities.

International perspectives on school culture and higher education reform: International studies provide diverse perspectives on the role of school culture in educational reform. Kennedy (2012) focused on academic obligations and faculty autonomy in Western higher education systems, raising questions about the applicability of these principles in the Vietnamese context. This study offers valuable insights for the development of academic culture in Vietnamese universities. Peterson & Deal (2009), Hinde (2010), and Stolp (2005) examined leadership strategies in shaping school culture, emphasizing that a strong institutional culture can support educational reform by fostering collaboration, creativity, and faculty commitment to quality education.

Farmer (1990) discussed change management strategies in higher education, asserting that organizational culture plays a crucial role in successfully implementing educational reforms. This work serves as a useful reference for Vietnamese education administrators engaged in higher education reform. Amiel & Jacobs (2000) introduced principles of administrative management in higher education, highlighting the need for an appropriate governance system to cultivate an advanced academic culture. Their study offers practical suggestions for managing Vietnamese universities more professionally.

From these studies, it is evident that school culture plays a central role in the reform of higher education in Vietnam. A healthy academic culture enables faculty and students to maximize their creative potential while fostering autonomy and social responsibility. The management and development of school culture are not only the responsibilities of educational leaders but also key determinants of training quality, scientific research, and international integration in universities. However, research gaps remain, particularly concerning specific solutions for applying school culture in higher education reform in Vietnam. Universities need concrete strategies

to transform school culture into a driving force for educational reform rather than treating it as a supplementary factor. A combination of domestic research and international experiences will help identify suitable models for building a modern, dynamic, and innovative university environment.

Research Method

This article is built on the worldview and methodology of dialectical materialism and historical materialism, serving as the foundation for analyzing and interpreting issues scientifically and objectively. At the same time, the article flexibly combines various specific research methods to ensure rigor and comprehensiveness in reasoning. Among these, the method of unifying analysis and synthesis allows for an in-depth examination of each aspect of the issue before drawing overall conclusions. The inductive and deductive methods help generalize from specific data and apply general principles to explain individual phenomena. Additionally, the methods of comparison and contrast are employed to clarify similarities and differences, while the relationship between logic and history is considered to ensure lawful interpretation. Furthermore, abstraction and generalization techniques are utilized to enhance conceptualization and systematization of knowledge.

In terms of approach, the article integrates both a humanistic philosophical perspective and an educational science approach. This not only aims to elucidate theoretical issues but also emphasizes practical applications in education and training. Through this approach, the article provides scientifically grounded arguments while also contributing to shaping perception and thinking.

Results and Discussion

Concept of Culture, School Culture, and University Culture

Culture is understood richly and diversely, but all definitions converge on a fundamental meaning: the cultivation of human character to make life better. Due to different approaches, there are numerous definitions of culture. From a value-based

perspective, culture can be defined as the entirety of material and spiritual values created and accumulated by humans throughout history, reflecting the level of human and societal development at each historical stage.

Culture manifests in various forms through cultural systems, cultural activities, cultural expressions, and modes of cultural representation. Cultural diversity is a fundamental characteristic of human society and a necessary condition for development. The diversification of culture is linked to scale, forms of expression, traditions, and identity, creating a foundation for innovation and creativity while serving as a driving force for societal progress. For example, there is cultural expression in behavior, politics, economics, science, and education. Here, we focus on school culture and its role in higher education reform in Vietnam today.

School culture encompasses the entirety of a school's material and spiritual life, structured through elements such as vision, mission, philosophy, objectives, values, leadership style, management practices, and relationships among stakeholders. These elements shape a system of positive norms that are recognized and accepted by members of the school community. Based on the concept of culture, school culture can be understood as the totality of material and spiritual values, pedagogical and scientific, created by the members of the school to serve its educational and training activities.

The culture of a **university** exhibits several distinct characteristics: It is a system of values, beliefs, and norms that influence the thoughts and actions of faculty, staff, employees, students, and other stakeholders in the institution's educational and training activities; It is formed and developed over a long period; It creates the unique identity of each university. Thus, **university culture** can be understood as a system of values, beliefs, and norms that shape the thoughts and actions of university members. It is developed over time and forms the distinct identity of the institution, ultimately serving the university's educational and training mission.

The Role of School Culture in the Reform of Higher Education in Vietnam Today

As the highest level of the national education system, university culture is a distinctive feature of higher education institutions and plays a crucial role in the process of higher education reform. It serves as a fundamental element throughout the entire reform process, encompassing key aspects such as School culture as the goal of higher education reform; School culture as the driving force of higher education reform; School culture as the regulatory mechanism of higher education reform; School culture as one of the core criteria of higher education reform.

First, school culture is the goal of higher education reform. Affirming the importance of culture in social life, President Hồ Chí Minh stated that "culture lights the way for the nation." The Resolution of the Ninth Conference of the 11th Central Committee of the Communist Party of Vietnam (Resolution No. 33-NQ/TW) on building and developing Vietnamese culture and people to meet the demands of sustainable national development asserts: "Culture must truly become the solid spiritual foundation of society, an important internal strength that ensures sustainable development and firmly protects the nation, aiming for a prosperous people, a strong country, and a democratic, just, and civilized society." (Communist Party of Vietnam, 2014, p.47). The resolution also emphasizes: "Culture is the spiritual foundation of society, the goal, and the driving force for sustainable national development. Culture must be placed on equal footing with economics, politics, and society." (Communist Party of Vietnam, 2014, p.48). As a goal of development, culture represents the increasingly comprehensive cultivation of human beings in terms of physical strength, intelligence, and personality, aiming for ever-higher ideals of truth, goodness, and beauty. Ultimately, this goal seeks to enhance the quality of human life by harmonizing material and spiritual conditions, ensuring a high standard of living and an admirable way of life that is both safe and sustainable not just for a privileged few but for all people, and not just for the present generation but for future generations as well.

Therefore, university culture must embody both material and spiritual values, expressed through the university's mission and vision, aligned with its specific educational and training activities, and tailored to its characteristics and

objectives. University culture shapes the thoughts and actions of its members, defining the institution's distinct identity and differentiating it from other organizations. It influences nearly every aspect of university life, guiding all members toward common goals and motivating them to achieve those objectives. At the same time, it helps establish and solidify core values that serve as the foundation for the university's development philosophy.

As a place where national and global cultural values are preserved and transmitted, culture is a significant asset of any university. It provides stability, enabling the institution to sustain and expand its educational and training activities. In essence, culture defines a university it is a cultural institution, imbued with cultural substance. In the ongoing reform of higher education, universities must fulfill their mission of transmitting culture, generating knowledge, and pursuing truth through teaching, learning, research, and community service.

This perspective aligns with Le Thi Ngoc Thuy's assertion that: *"Culture determines the longevity of an organization. It holds particular significance and importance for universities because cultural identity is more intrinsic to universities than to any other type of organization."* (Thuy, 2018, p.38).

With the noble mission of training high-quality human resources to support industrialization and modernization, university culture inherits and advances the traditions of national culture while integrating the cultural achievements of humanity. This process nurtures new generations who will both preserve and innovate culture for the future. By its very nature, the university is an environment where all members engage in acquiring knowledge, developing competencies and qualities, and striving for cultural goals through cultural means, within a specific cultural setting.

Significantly, university culture plays a critical role in shaping organizational structures, guiding content, setting directions, and regulating the activities of all stakeholders within the institution. It ensures democracy, equality, and voluntary participation in creative labor and contributions to university development. Thus, university culture enables higher education institutions in Vietnam to truly become cultural and educational hubs centers of intellectual strength and human

compassion contributing to the creation of well-rounded educational outcomes that align with the nation's sustainable development goals.

Second, school culture is the driving force of higher education reform

As a system of values created, maintained, and passed down by its members from generation to generation, school culture serves as a driving force for all activities within the institution. A university's development is driven by many factors, among which culture stands out as an invisible yet deeply intrinsic force, more influential than other elements. School culture helps members clearly understand the institution's goals, orientation, position, role, and the essence of their work, thereby fostering self-awareness regarding their duties, obligations, and responsibilities. This awareness motivates individuals to engage in creative labor and contribute meaningfully.

In the context of increasing competition among higher education institutions, where universities must meet labor market demands and societal needs, school culture holds even greater significance and plays a particularly vital role. Culture provides direction and serves as the spiritual foundation for selecting and establishing the most suitable development model for a university, creating distinctive features that differentiate one institution from another. It establishes each university's unique path and development approach. These differences contribute to a competitive environment among higher education institutions. In this regard, school culture functions as a fundamental and solid foundation that enhances the overall strength of a university in fulfilling its mission and responsibilities. Consequently, it facilitates comprehensive student education and university community development, primarily by fostering competencies, qualities, and cultural relationships within the institution.

School culture has a profound impact on the quality of education, training, and teaching effectiveness, aiming for holistic human development. It shapes a university's reputation and brand, attracting high-quality faculty and students, thereby influencing both the input and output quality of education and training. Furthermore, school culture establishes and reinforces cultural values that guide the

behaviors and interactions of university members. It continuously refines and perfects the system of values to meet the demands of higher education reform and align with global trends. This cultural force serves as a vital motivator, strengthening a university's brand and instilling self-awareness within each cultural subject in the institution, helping them navigate opportunities and challenges in the ongoing transformation of education and training.

As a driving force for development, school culture unleashes and amplifies the creative potential of all its members, fostering a dynamic and effective academic and work environment that enables the institution to fulfill its mission. In today's world, the true strength of a university particularly a higher education institution does not lie solely in knowledge, capital, technology, or resources, though these are undeniably important. Rather, it increasingly depends on the creative potential of human resources. This potential is rooted in culture, in values of life and humanity it resides in the soul, ethics, aesthetics, and the cultural depth of individuals, groups, and the university as a whole. It is also embedded in the broader process of humanizing social life and refining human nature. While intellectual growth may not require a strong cultural impetus, university development is inconceivable without culture as a driving force.

A positive, progressive, and healthy school culture fosters an atmosphere of trust, openness, friendliness, and sincerity. It creates a democratic, comfortable, and joyful working environment that encourages cooperation and mutual support among members, forging strong interpersonal relationships and deep emotional bonds. This, in turn, builds a cohesive and united academic community, strengthening both willpower and collective action. Through this internal synergy, school culture propels the institution toward sustainable development.

A positive and healthy school culture instills pride, honor, and a sense of fulfillment in its members, as they work in a humane environment dedicated to noble goals. This cultural foundation inspires dedication, enthusiasm, and creativity crucial qualities in education and training, where the primary focus is knowledge and human dignity. In balancing material and spiritual needs, individuals may accept modest incomes if they can work in a respectful, clean, and culturally rich

environment that provides opportunities for meaningful contribution and creativity. Conversely, if a university fails to uphold cultural standards and high values, it cannot fulfill its sacred function of education and training.

Thus, a university culture that is humane, democratic, and scientifically driven acts as a powerful motivator, encouraging faculty, staff, and students to innovate and express their full potential in fulfilling their assigned responsibilities. In the ongoing reform of higher education, school culture must serve as the convergence point of values, the embodiment of intelligence, emotions, faith, and ethical standards accumulated throughout history. Only by doing so can universities produce high-quality educational outcomes that meet the demands of educational reform and contribute to the nation's prosperity and sustainable development.

Third, school culture as the regulatory system of higher education reform

Through a system of rules, norms, values, public opinion, and traditions, school culture acts as a regulatory system for development, influencing, and spreading across all aspects of institutional activities. It plays a crucial role in promoting positive aspects while addressing and correcting limitations and negative influences arising from both internal and external factors, whether objective or subjective. This process helps strengthen and refine the character of university members, guiding them toward the noble values of truth, goodness, and beauty. In particular, given the negative impacts of the market economy, school culture serves as a form of "vaccine" or a "barrier" that prevents and mitigates the infiltration of anti-cultural elements into the thoughts and actions of its members.

In higher education institutions, school culture directly influences the thinking styles, perspectives, and actions of all members, fostering a shared approach to problem-solving, decision-making, and assessment. It unifies the institution in selecting appropriate directions and methodologies for action. School culture acts as an adhesive force, binding members together into a cohesive entity, working collaboratively to fulfill their academic and social responsibilities.

Moreover, school culture plays a crucial role in supporting, coordinating, and regulating behaviors while mitigating potential conflicts and tensions. It creates a

democratic, united, and cooperative environment for learning and working. When a university faces complex challenges, school culture serves as a foundation both intellectually and emotionally to harness collective wisdom and guide decision-making. It provides an ethical and legal framework that ensures institutional stability and sustainable development.

School culture also helps members regulate their ethical behavior, define their motivations, attitudes, and work ethic, and cultivate a sense of responsibility regarding their individuality, personal rights, and professional obligations. This cultural foundation nurtures aspirations for self-expression and self-affirmation in carrying out institutional missions, contributing to the broader educational reform process.

In the context of globalization, international integration, and the Fourth Industrial Revolution, cultural subjects within universities must transform from thinking and perception to concrete actions. They need to demonstrate real-world competence, adapt swiftly, and engage in innovative practices. As a scholar insightfully observed: *"If industrial civilization created a society that could be predicted to a certain extent, then the civilization of informatics with modern information and communication technology has made the new environment increasingly complex, uncertain, and constantly changing, forcing individuals to transform themselves to adapt and innovate..."* (Duong, 2013, p. 11).

This underscores the urgent need for continuous evolution within university culture, ensuring that institutions remain resilient and responsive to the rapidly shifting demands of the modern world.

Fourth, school culture is a core criterion of higher education reform

In the process of higher education reform, especially under the current university autonomy mechanism, school culture stands as one of the core criteria for evaluating institutional development and the effectiveness of educational transformation. Within this process, all university stakeholders must adhere to legal frameworks, regulations, cultural and ethical norms, as well as political and academic standards. These requirements create an essential environment in which

university members can develop cooperative relationships, learn from one another, and enhance the quality and efficiency of education and training.

As a result, the values generated by school culture will spread and exert a profound influence on the higher education reform process. School culture serves as a fundamental criterion for evaluating educational transformation and is reflected in the following key aspects:

- School culture is a fundamental requirement for enhancing teaching and research quality. In the context of rapid advancements in science and technology, the development of the knowledge economy, and the trends of globalization and international integration, academic activities serving the dual functions of education and research are fundamental characteristics of universities. The requirements of school culture must be deeply embedded in the academic environment, thereby shaping scientific or academic culture. Academic culture refers to “the values present in a university’s scientific activities. These values are concretized into standards, rules, and regulations that are recognized and adhered to, ensuring the quality of scientific activities, from research to teaching and learning” (Nguyet, 2013). According to scholars Loc and Hien, "Scientific culture consists of three fundamental components: standards for scientific research, requirements for individuals participating in scientific activities, and values governing the interactions within the scientific community" (Loc & Hien, 2019, p. 123).

The scientific culture of a university represents the values that govern its academic activities and is closely linked to the quality of teaching and research. Therefore, building a strong scientific culture is an essential requirement for every university, ensuring a healthy academic environment that effectively serves its educational mission.

- School culture in enhancing the professional autonomy of lecturers and scientific staff. The professional autonomy of lecturers and scientific staff refers to their ability to self-direct their expertise and develop their careers through lifelong learning. According to Hoàng Thị Kim Huệ, "Autonomy emphasizes responsibility, critical thinking, and the capacity for self-direction in cooperative and participatory relationships. This perspective highlights the alignment between autonomous

behavior and values such as accountability and collaboration, alongside fostering a positive attitude toward life" (Hue, 2012). The academic environment in higher education institutions is characterized by a high degree of scholarly engagement and the encouragement of academic freedom. Therefore, lecturers and scientific staff must cultivate professional autonomy with qualities such as independence, critical thinking, intellectual depth, and the ability to establish and assess professional work effectively.

In the era of globalization and the knowledge economy, where knowledge is the fundamental factor determining the success of nations, organizations, and individuals, the development of human resources has become a top priority worldwide. Education and training are considered vital steps in the strategic development of nations. In Vietnam, educational reform, particularly in higher education, includes many essential aspects, among which developing a high-quality team of lecturers and scientific staff is a core mission.

The 13th National Congress of the Communist Party of Vietnam reaffirmed this priority, stating: "Along with emphasizing the position, role, and social responsibility of educators, it is essential to strongly reform policies on incentives, focusing on building a qualified teaching and educational management workforce as a key step" (Communist Party of Vietnam, 2021, p. 138).

Thus, fostering a positive and progressive school culture is crucial in enhancing the professional autonomy of lecturers and scientific staff, ensuring that they have the intellectual and ethical foundation necessary to contribute effectively to the innovation and development of higher education.

- School culture in shaping and perfecting students' personalities. The culture of higher education institutions plays a crucial role in shaping students not only with comprehensive knowledge and practical skills but also with a noble outlook on life, revolutionary ideals, strong competencies, and resilient character in fulfilling the dual mission of nation-building and defense. The shift in educational philosophy from being "knowledge-heavy" to "personality and competency-focused" further underscores the significance of school culture in fostering holistic student development.

Through academic and campus culture, students can recognize their strengths and weaknesses, leading to self-awareness, self-assessment, self-affirmation, and self-adjustment in their behaviors, thereby refining their personalities. At the same time, as central actors in the university environment, students also contribute directly and indirectly to creating a healthy and dynamic academic culture, which in turn enhances school culture and promotes higher education reforms. This process is deeply connected to the quintessence of school culture, which integrates the traditional values and moral principles of the nation with global cultural advancements, all rooted in the Marxist-Leninist philosophy and Ho Chi Minh's ideology.

- School culture in serving the community. Community service refers to activities that improve economic, political, cultural, social, and environmental values for the betterment of society. In this context, universities are not just institutions for education and training but also centers of research and innovation, generating new knowledge, advancing modern technology, and contributing to sustainable socio-economic development.

The 1998 UNESCO World Conference on Higher Education asserted that the mission of higher education is to contribute to sustainable development and social progress (Hang & Le, 2009). Furthermore, UNESCO's International Commission on Education for the 21st Century emphasized the four pillars of education: Learning to know, Learning to do, Learning to live together, and learning to be. The report also highlighted higher education's specific functions, which include: Preparing students for research and teaching careers; Providing specialized training to meet socio-economic demands; Expanding educational opportunities for lifelong learning; Enhancing international cooperation through research globalization, knowledge networks, and intellectual exchange (Loc & Hien, 2019, p.130). Additionally, higher education institutions create lifelong learning opportunities, enabling individuals to continuously update their knowledge and skills based on societal needs. Within this academic ecosystem, lecturers and researchers must not only be experts in their fields but also uphold their "social responsibility as intellectuals" (Loc & Hien, 2019, p.133).

This underscores the integral role of school culture in higher education not only in developing students' personalities but also in driving social progress and contributing to the community at large.

- School culture in the process of global cultural development. The social nature of the university is the place to create knowledge, to preserve and transfer the culture of the nation and humanity. University education is not only to develop intelligence and equip students with knowledge and skills for their future work but also to add to the treasure trove of human knowledge, promote culture, and promote the values that make up university education: searching, respecting the truth, and creativity. Therefore, academic freedom is one of the basic requirements in the academic environment at the university. The principle of academic freedom is the foundation and root of university autonomy, it creates a democratic, intellectually vibrant atmosphere in the university education environment, thanks to which people can create, invent, and invent.

It is also thanks to the spirit of academic freedom that the university is not only a place to nurture and disseminate knowledge but also a place to nurture, develop, and transmit culture; not only a center of knowledge but also a cultural center, serving the development of human culture. According to Kennedy, universities are agents for transmitting culture and changing culture, there is certainly no more important task than "ensuring their survival by making the academic race flourish" (Kennedy, 2012). Building a university culture with the promotion of academic freedom associated with social responsibility is one of the basic requirements for the development of higher education today. In the process of innovation of higher education in Vietnam, the development of the brand of higher education institutions both maintains the values of traditional cultural identity and promotes international integration, meeting the development trend of world higher education. Therefore, for higher education to integrate without losing itself, international cooperation in university education must follow the close orientation of the school culture in terms of goals, content, programs, and educational methods, which are the core values of current innovation in higher education.

Conclusion

Building a strong university culture is an objective necessity in the overall strategic development of higher education institutions. It is closely linked to each university's mission and vision and serves as one of the key indicators of institutional branding and professionalism in higher education. For sustainable development, universities must establish a positive and healthy academic culture that significantly enhances the training and development of human resources to meet societal demands. Accordingly, every cultural entity within the university should recognize its role and responsibility in shaping the institution into a cultural and social organization, a center of educational and intellectual creativity that fosters democracy and humanistic values. The process of building a strong university culture is a long-term endeavor that requires continuous investment of time, effort, intelligence, and dedication from higher education institutions to develop the best strategies for institutional growth.

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