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Some solutions to enhance multicultural management at tan Trao University

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Abstract

This article focuses on researching multicultural management in the university environment, particularly at Tan Trao University. With the increasing cultural diversity within the university community, effectively managing to promote understanding, respect, and collaboration among cultural groups becomes a significant challenge. The article emphasizes analyzing specific challenges that Tan Trao University faces in multicultural management and proposes strategies to address these challenges.

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1. Introduction

In the context of increasing international integration and cultural exchange, multicultural education is contributing to the development of a sustainable democratic society, combining cultural essence from various ethnic groups and exploring new values in practice. This has been concretized in Resolution No. 29 of the Central Committee of Communist Party Of Viet Nam, which identifies: "Building an open, practical, vocational education system, ensuring good teaching, good learning, and good management; rational education structure and methods, linked to the construction of a learning society; ensuring conditions to enhance quality; standardizing, modernizing, democratizing, socializing, and integrating internationally the education and training system; maintaining the socialist orientation and national identity. Striving by 2030, Vietnam's education system will reach an advanced level in the region" [1].

Currently, in universities, multicultural education is pursued with the aim of ensuring equity in education for all learners, creating a friendly learning environment, and respecting the multilingual and multicultural aspects of the academic community.

In this inevitable trend, in recent years, Tan Trao University has also issued directives and implemented fundamental changes to improve the quality of education, the quality of learners, and to create a multicultural educational environment for students. However, alongside strengths, the university still faces many limitations in developing a multicultural educational environment for students.

This article is based on theoretical issues regarding multicultural education within universities, practical surveys on the manifestations of multicultural education to propose some solutions to move towards a multicultural educational environment within the university to meet training requirements.

2. Materials and Methods

2.1. Materials

2.1.1. Some issues regarding multicultural education

The concept of multicultural education emerged in the 1960s alongside movements advocating for the equal rights of minority ethnic communities, and the citizenship rights of immigrant communities in some Western countries such as Canada, the United States, and Australia. To date, this concept has become widespread, attracting the attention of many countries worldwide, integrating multicultural education methods and content into schools at all levels.

Stemming from multicultural theory, multicultural education aims to provide equal educational opportunities for individuals from different cultural, ethnic, or religious backgrounds [6]. However, according to scholar M. Levinson, multicultural education is a “blending of concepts” [10] due to the different perspectives and approaches of thinkers and educators [3].

2.1.2. Objectives and approaches to multicultural education

a) Objectives of multicultural education

The primary objective of multicultural education is to build a learning environment where all students have the opportunity to access and develop knowledge, attitudes, and skills necessary for success in a culturally, racially, and ethnically diverse society. Multicultural education not only emphasizes learning knowledge but also educates about respect, independent thinking, teamwork, and adaptability to the diversity of the social world. Additionally, multicultural education fosters global consciousness and respect for various values, perspectives, and cultures [9].

b) Approaches to multicultural education

According to Levinson, M. [10], multicultural education needs to expand autonomy by placing students in the context of global uniqueness, promoting profound understanding, and providing approaches relevant to the realities, ideas, and various aspects of life - this is the process of social transformation and reconstruction.

Approaches to multicultural education include

- Multicultural education for understanding “multiculturalism within one’s own country”.
- Multicultural education for “understanding other countries” as multicultural understanding.

With these two approaches, learners have sufficient cultural knowledge both internally and externally to adapt and develop personally in the current trend of globalization.

2.1.3. The Role of Multicultural Education in Today's Era

In today's era, the role of multicultural education is crucial and increasingly necessary given the growing diversity in society. Below are some key roles of multicultural education [9]:

- Multicultural education helps develop awareness of diversity and respect for different values, perspectives, and cultures in society.
- Multicultural education provides opportunities for students to develop effective communication skills in a diverse environment, as well as encouraging collaboration and teamwork.
- By exposing students to different perspectives and lifestyles, multicultural education encourages flexible thinking and broadens problem-solving approaches.
- Multicultural education helps students become global citizens, capable of adapting and working effectively in an increasingly globalized world.
- By educating about diversity and promoting respect, multicultural education can help reduce discrimination and prejudice in society.

2.2. Methods

To conduct this article, we utilized research methods such as theoretical research method, survey method through questionnaires, and analysis-comparison method. The techniques used were statistical-classification methods.

3. Results and Discussion

3.1. Results

A random survey of 100 students currently studying at Tan Trao University was conducted through a Google Form questionnaire. The results are as follows:

Table 1: Evaluation Results of Multicultural Management Activities at Tan Trao University

No.	Content	Quantity	Rate
1	Have you ever participated in a multicultural learning and working environment?	100	100%
2	At Tan Trao University, have you participated in multicultural activities?	100	100%
3	Please rate your level of satisfaction with the multicultural learning or working environment.		
	Very satisfied	11	11%
	Satisfied	48	48%
	Average	32	32%
	Dissatisfied	9	9%
	Very dissatisfied	0	0
4	What challenges have you encountered while participating in a multicultural environment?	73	73%
5	In your opinion, how important is multicultural management in a learning and working environment?		
	Very important	32	32%
	Important	51	51%
	Average	17	17%
	Not important	0	0
6	What do you think needs to be done to improve multicultural management in the learning and working environment?	62	62%
7	Do you have any other suggestions or opinions about multicultural management that you would like to share?	31	31%

From the result table, I make the following observations

- 100% of the students surveyed have participated in at least one multicultural learning and working environment.
- At Tan Trao University, 100% of the surveyed students participated in multicultural activities organized by the university.
- Evaluation of satisfaction with the multicultural learning or working environment shows: 1/ Very satisfied: 11/100 students, accounting for 11%; 2/ Satisfied: 48/100 students, accounting for 48%; 3/ Average: 32/100 students, accounting for 32%; 4/ Dissatisfied: 9/100 students, accounting for 9%; and 5/ Very dissatisfied: 0 students.
- The question “What challenges have you encountered while participating in a multicultural environment?” received responses from 73 students. The answers

focused on several challenges: 1/ Language barriers (17 students); 2/ Cultural understanding (25 students); 3/ Communication and teamwork (16 students); 4/ Discrimination (9 students).

- Evaluation of the importance of multicultural management in the learning environment shows: 1/ Very important: 32/100 students, accounting for 32%; 2/ Important: 51/100 students, accounting for 51%; 3/ Average: 17/100 students, accounting for 11%; and 4/ Not important: 0 students.
- The question “What do you think needs to be done to improve multicultural management in the learning and working environment?” received responses from 62 students, focusing on several issues: 1/ Training and education through organizing training courses and educational programs on multiculturalism to enhance awareness and knowledge of cultural diversity and management methods; 2/ Promoting effective communication; 3/ Building a multicultural-friendly learning and working environment; 4/ Implementing policies and regulations related to multiculturalism; 5/ Providing opportunities for students to learn and discuss with domestic and international students.
- The question “Do you have any other suggestions or opinions about multicultural management that you would like to share?” received responses from 31 students, focusing on several groups of opinions: 1/ Creating learning opportunities through exchanges; 2/ Building an environment to develop multicultural communication skills, teamwork, and problem-solving abilities; 3/ Community engagement.

3.2. Discussion

Currently, multicultural management at Tan Trao University is receiving attention and priority in student training. However, to enhance the effectiveness of multicultural management at the university, I propose the following solutions:

3.2.1. Developing training and education programs emphasizing multiculturalism

Within the university's training and education programs, a focus on multicultural issues is evident, including courses, discussions, activities, and events related to multiculturalism. Specifically:

- Integrating multicultural content into the curriculum: Ensuring that courses and extracurricular activities incorporate multicultural elements, including history, culture, traditions, and diverse social issues.
- Providing opportunities for students to participate in cultural activities and events, such as festivals, performances, or seminars, where they can share and respect their own cultures.
- Offering opportunities for students to experience and learn about cultures in other countries, thereby expanding their perspectives and understanding of cultural diversity.

By integrating multicultural elements into the training program, the university can create a multicultural learning environment where students can develop not only knowledge but also communication skills, respect, and understanding of diversity.

3.2.2. Building a multicultural learning environment

In learning and communication, the focus should be on “integration without assimilation” of students' cultures. This means encouraging cultural diversity and promoting understanding, respect, and integration among cultural groups, without requiring them to give up or dilute their cultural identities. This approach allows each student to retain and enhance their cultural identity while also encouraging them to understand and respect each other's cultures. When people feel free to express and protect their cultural identities, they will feel accepted and empathized with, thereby creating a positive and peaceful learning environment. Communicating and integrating with different cultural backgrounds not only broadens students' perspectives and knowledge but also enhances diversity and creativity in the learning process. Additionally, it prepares them for an increasingly globalized and diverse world, where the ability to work and communicate with people from different cultural backgrounds is essential.

3.2.3. Preserving and promoting students' native languages

The university emphasizes the preservation and promotion of students' ethnic languages while also equipping them with English language skills for communication in both academic and daily life. This includes:

- Organizing activities, events, and classes to encourage students to use and develop their native languages. Providing resources and support materials to help them master and develop their languages.
- Creating opportunities for students to share and respect their cultural and native languages through discussions, cultural events, and traditional holiday celebrations.
- Allowing students to participate in research projects and language preservation activities to help maintain and develop their native languages within the community.
- Offering English language courses ranging from basic to advanced levels, tailored to the needs and proficiency levels of students.
- Organizing activities and events where students have the opportunity to use English in daily communication, such as English clubs or topic discussion groups.

By combining efforts to preserve and promote ethnic languages with equipping English language skills, the university can create a multicultural and multilingual learning environment, preparing students for an increasingly globalized world.

4. Conclusions

Multicultural education has become a dominant educational framework in the 21st century due to its superiority in providing freedom, equality, and democracy to learners without discrimination. Improving multicultural management at Tan Trao University requires commitment and cooperation from all stakeholders, from leadership to students and the community. Only through consistent and patient implementation of these solutions can the university build a multicultural learning environment that brings value and success to all members of the university community.

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