

APPLYING TONY BUSH'S EDUCATIONAL MANAGEMENT MODEL TO THE MANAGEMENT OF VIETNAMESE EDUCATIONAL INSTITUTIONS

Bui Van Hung

*Department of Educational Psychology,
School of Education, Vinh University, Nghe An, Vietnam*

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**Correspondence:
hungbv@vinhuni.edu.vn*

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The article analyzes the educational management models proposed by Tony Bush and applies them to the context of educational management in Vietnam. Based on an overview of educational management and the critical role of management models in improving the quality of education, the article analyzes in depth the essential elements of educational management models. Based on the current management situation at educational institutions in Vietnam, the article proposes ways to apply each element of the model in practice. It points out necessary adjustments to suit Vietnam's cultural, policy and educational conditions. Finally, the article provides assessments of the effectiveness and challenges of applying this model, along with recommendations to enhance educational management capacity towards sustainable development and meeting the requirements of modern education.

Keywords: Management; educational management model; Tony Bush management model; educational institution management.

1. Introduction

Educational management is a critical field aimed at optimizing the functioning of educational institutions through the application of various methods, principles, and tools. In the current context, educational systems not only demand high teaching quality but also require synchronization in management processes to ensure sustainable development and adaptability to new societal demands.

One of the key factors influencing the quality of educational management lies in the selection of appropriate management models. These models provide theoretical frameworks and practical tools for administrators to organize and lead educational activities effectively. In particular, as noted by Pham (2020), "Renewing school management methods in

Vietnam today is essential to meet the demands of modern education.” Management models help administrators systematize and optimize management processes, thereby enhancing education quality according to established criteria and objectives. Specifically, these models assist managers in defining goals and adopting rational approaches; improving efficiency and coherence in management; fostering positive and creative learning environments; and serving as a basis for continuous evaluation and improvement of management practices in educational institutions.

2. Tony Bush’s models of educational management

Tony Bush, a renowned scholar in the field of educational leadership and management, is currently a professor at the University of Nottingham, United Kingdom. His research focuses on developing management models in education to help educational organizations enhance operational efficiency and achieve developmental goals. His contributions have significantly shaped educational management practices and provided theoretical and practical tools for educational leaders worldwide.

In his classification system, Tony Bush categorizes educational management into six models based on the distinctive characteristics of educational organizations and their interactions with external environments. *“Tony Bush's educational management models have been successfully applied in many countries...”* (Bush, 2021).

2.1. Formal model

The formal model views organizations as hierarchical systems where managers use authority derived from official positions to achieve agreed-upon objectives. This is a traditional management model based on strict control and adherence to principles. Key characteristics of the formal model include:

- Viewing the organization as a system comprising interacting elements that exhibit holistic properties.
- Emphasizing the formal structure of the organization, which identifies key components and the prescribed relationships between them.
- Arranging organizational components hierarchically, with an organizational chart highlighting vertical (top-down) relationships among members.
- Considering schools as goal-driven organizations. Within the hierarchical structure, the principal plays a central role in determining the school’s objectives.
- Establishing management regulations through a logical process where all options are evaluated against organizational goals, with the best option selected.
- Deriving leaders’ authority fundamentally from their official positions within the organization. For example, a principal’s authority is recognized and respected within the school.
- Highlighting the organization’s accountability to its financial sponsors or governing bodies.

2.2. Collegial model

The collegial model emphasizes participation and consensus among members of an organization. Decisions are made through discussion and agreement, highlighting the importance of expertise and collaboration between individuals. In this model, managers and teachers participate equally in the decision-making process, fostering consensus and

shared responsibility. The collegial model stresses the sharing of power and decision-making among members, ranging from a narrow collective where leaders share authority with a small group of senior staff to a broader collective where all members have an equal voice in decision-making.

Characteristics of the Collegial model:

- **Strong normative orientation:** Although all educational management theories have normative elements, the collegial approach is most pronounced in its belief that management must be based on consensus.

- **Applicability to schools:** The model is particularly suitable for schools, where professional credibility is valued over positional authority. Teachers exercise significant autonomy in their activities while coordinating with one another to ensure synchronization in teaching and learning processes.

- **Shared values:** This model recognizes the presence of shared values among organizational members, which guide management activities and foster a collective commitment to organizational goals.

- **Group size:** The size of the decision-making group is a critical factor. Small groups allow effective discussion, while larger meetings serve to disseminate and explain decisions. In large collectives, representative groups may be organized at different levels for decision-making.

- **Consensus-driven decisions:** Decisions are achieved through agreement rather than conflict or compromise. Shared values and goals shape a collective approach to solving problems. While the decision-making process may take longer to achieve consensus, the benefits of compromise often justify the time invested.

- **Ethical considerations:** Consensus-based decision-making reflects an ethical dimension of the collegial model. Engaging all members in the decision-making process is appropriate, as decisions often impact the professional lives of those involved.

2.3. Political model

The political model views an organization as an arena of competing interest groups, each striving to advance its own objectives. Decisions are shaped through negotiation, bargaining, and sometimes conflict among these groups.

Characteristics of the Political model:

- Existence of diverse interest groups.

- Inevitable conflicts of interest between groups.

- Decisions are made through negotiation, bargaining, and compromise among groups.

- Power is not concentrated in a single individual or leadership group but is distributed among various organizational groups and may shift depending on circumstances and context.

- Groups often form alliances or coalitions with others that share similar goals to strengthen their position in negotiations.

2.4. Subjective model

The subjective model focuses on the individual perceptions and viewpoints of organizational members. It posits that organizational reality is constructed from the subjective understandings and experiences of individuals, emphasizing their perspectives and values.

Characteristics of the Subjective model:

- Emphasis on how individuals perceive and contribute to the educational environment.
- The organization is viewed from an individual perspective.
- Decision-making tends to be personalized.
- Activities within the organization are often flexible, shaped by how members understand and respond to situations.

2.5. Ambiguity model

The ambiguity model acknowledges uncertainty and ambiguity in organizations, where goals and processes are unclear, and decisions are often made with incomplete information.

Characteristics of the Ambiguity model:

- Flexibility in processes and decisions to cope with unforeseen changes.
- Inconsistent distribution of power.
- Undefined roles and responsibilities.
- Inefficient information management.
- Adaptability to external changes and volatility due to the lack of clear guidelines.
- Members often need to be creative or improvisational to address problems in the absence of clear directives.

2.6. Cultural model

The cultural model views educational organizations as cultural systems where values, beliefs, and norms influence members' behavior. This model focuses on fostering a positive organizational culture to enhance performance.

Characteristics of the Cultural model:

- Central role of organizational culture.
- Shared goals based on collective values.
- Importance of symbols and rituals.
- Emphasis on cohesion and loyalty.
- Leaders play a pivotal role in building, maintaining, and transforming organizational culture.
- Organizational culture is influenced by the social, political, and economic contexts of the external environment.

Each management model has unique strengths, and as Phan (2022) observed, “*Western educational management models need to be adapted to align with the cultural, policy, and practical realities of education in Vietnam.*” These models have become valuable tools for guiding educational managers in implementing effective management strategies.

3. Limitations of educational management models in Vietnam

3.1. Lack of flexibility in management and decision-making (Compared to T. Bush's Collegial and Political models)

Vietnam's education system often adheres to rigid top-down regulations, resulting in limited flexibility to adapt policies to the practical needs of schools. Decision-making processes rely heavily on formal leadership levels, offering insufficient opportunities for

teachers and the community to contribute, contrasting with T. Bush's collegial and political models, which emphasize participation and consensus.

3.2. Limited development of positive organizational culture (Compared to T. Bush's Cultural model)

The cultural environment in many Vietnamese educational institutions does not adequately foster cohesion or motivation for teachers and students. Organizational culture often remains superficial, lacking core values and team-building activities to promote collaboration and mutual respect. This contrasts with T. Bush's cultural model, which highlights the creation of a positive organizational culture to enhance effectiveness.

3.3. Focus on formal structures with limited adaptability (Compared to T. Bush's Ambiguity and Subjective models)

Educational management in Vietnam predominantly relies on formal structures and standardized procedures, limiting adaptability to the specific needs and changes of individual schools. T. Bush's models of ambiguity and subjectivity emphasize the importance of flexibility, enabling educational organizations to respond effectively to uncertainties and local conditions.

3.4. Challenges in building consensus (Compared to T. Bush's Collegial and Political models)

T. Bush's collegial and political models emphasize democracy and consensus in educational management. However, in Vietnam, collective decision-making often faces challenges due to administrative requirements and a lack of high consensus among stakeholders. Teachers are frequently preoccupied with teaching responsibilities, limiting their participation in major decisions. Consequently, their perspectives are underrepresented, hindering the development of consensus and the implementation of democratic solutions.

3.5. Lack of comprehensive management evaluation systems (Compared to T. Bush's Formal and Cultural models)

In Vietnam, educational management evaluation primarily relies on administrative indicators and traditional inspection criteria, failing to measure effectiveness comprehensively. T. Bush highlights the need for evaluation systems that consider cultural values and factors such as work quality, attitudes, and motivation of organizational members.

3.6. Insufficient involvement of parents and community (Compared to T. Bush's Political model)

The role of parents and the community in Vietnam's educational management remains limited, often confined to formal activities such as parent-teacher meetings with little real influence on educational decisions. T. Bush's political model stresses the importance of engaging community stakeholders and interest groups, thereby enhancing transparency and aligning educational policies with societal needs.

4. Recommendations for applying T. Bush's models in educational management in Vietnam

4.1. Formal model combined with Cultural model

- **Characteristics:** Maintain a structured organization with clear regulations while fostering an open, positive organizational culture that encourages unity and shared values across the education system.

- **Application in Vietnam:** Strengthen specific regulations and management systems from the Ministry of Education and Training; Promote organizational culture within schools to foster cohesion and mutual respect among staff, teachers, and students; Regularly organize extracurricular activities and cultural events to build a strong educational community; Focus on developing school culture as a critical factor in improving teaching quality (Tran & Nguyen, 2022).

4.2. Adapted collegial model

- **Characteristics:** Encourage the participation of teachers and staff in critical decisions while ensuring efficiency and flexibility in decision-making processes.

- **Application in Vietnam:** Establish education councils or advisory boards in schools to gather input from teachers and managers; Combine consensus-building with efficient decision-making to avoid delays; Use online meetings and group management tools to save time and improve effectiveness.

4.3. Political model combined with Ambiguity model

- **Characteristics:** Recognize the influence of various interest groups, including parents and the community, while maintaining flexibility and adaptability in management decisions.

- **Application in Vietnam:** Enhance the role of parents and community stakeholders in educational management through parent associations and school liaison committees; Develop regular feedback systems to incorporate stakeholder opinions; Encourage autonomous initiatives at schools to adapt to unique needs and circumstances.

4.4. Subjective model combined with Cultural model

- **Characteristics:** Respect individual differences and perspectives within the organization while building a culture of shared values and mutual respect.

- **Application in Vietnam:** Design training programs for teachers and managers focusing on soft skills, leadership, and teamwork; Provide opportunities for individuals to showcase their strengths and creativity in teaching and management while aligning with organizational values.

4.5. Evaluation system based on Formal and Cultural models

- **Characteristics:** Develop clear evaluation criteria while respecting cultural values and the uniqueness of each educational institution.

- **Application in Vietnam:** Implement evaluation criteria from central management (Ministry of Education and Training) to schools, allowing for flexible adjustments based on local culture and context; Criteria could include teaching quality, student satisfaction, and staff collaboration.

By integrating these adjusted models, Vietnam's educational management system can become more participatory, adaptive, and aligned with the specific needs of schools and communities.

5. Evaluation of effectiveness and challenges in applying T. Bush's models

5.1. Effectiveness of applying T. Bush's models

Enhanced management and decision-making efficiency: T. Bush's models, emphasizing flexibility and collective orientation, enhance efficiency in management and decision-making. The involvement of teachers, students, and other stakeholders ensures decisions align with the actual needs of schools, improving feasibility and effectiveness in management activities.

Building a positive organizational culture: T. Bush's cultural model encourages the creation of a collaborative and friendly working environment, fostering motivation and cohesion among school members. In Vietnam, this approach can strengthen solidarity and mutual support among teachers and students, thereby improving the work and study atmosphere.

Promoting participation and democratic management: The collegial and political models by T. Bush advocate for active involvement of members in decision-making, promoting democracy in educational management. Active participation by teachers, parents, and the community ensures transparency and facilitates comprehensive decision-making that better meets societal needs.

Adaptability to change and diversity: T. Bush's ambiguity and subjective models promote flexibility in management, enabling Vietnam's education system to adapt to changing and diverse demands from students, teachers, and society. This adaptability is essential to address challenges in the context of globalization and technological development.

5.2. Challenges in applying T. Bush's models

Conflict with centralized management structures: T. Bush's emphasis on flexibility, democracy, and stakeholder participation may conflict with Vietnam's current centralized educational management system, where processes and decisions are tightly controlled top-down. Achieving harmony between democratic elements and centralized control requires adjustments in policies and management mindset.

Difficulty in reaching consensus and ensuring efficiency: The collegial and political models require consensus among members, which, in Vietnam's context, could lead to delays and inefficiency, especially when there are differing opinions among stakeholders. Divergent perspectives and goals can hinder management processes.

Limited resources and management capacity: Successful application of these models requires competent managers and teachers trained in teamwork, critical thinking, and leadership skills. However, not all schools in Vietnam have adequate resources to train and develop staff to meet the requirements of these multidimensional management models.

Balancing democracy and accountability: The collegial and democratic models emphasize participation but also demand accountability from school leaders for collective decisions. This dual responsibility can place significant pressure on principals and leaders,

as they must balance listening to diverse opinions with ensuring compliance with higher-level regulations.

Dependence on community and parental support: The success of T. Bush's educational management models relies heavily on community and parental engagement. Vietnam's educational reforms require integration of international management models with local education system characteristics to enhance operational efficiency and quality (T. M. H. Nguyen, 2020).

6. Conclusion

This study examines the feasibility and potential of applying Tony Bush's educational management models in Vietnam while highlighting the benefits and challenges associated with their implementation. The models' emphasis on flexibility, democratic participation, positive organizational culture, and adaptability to change brings significant improvements to educational management systems. However, challenges arise from conflicts with centralized structures, resource limitations, and difficulties achieving consensus. As T. M. L. Nguyen (2023) states, "The success of applying international educational management models in Vietnam largely depends on accurate recognition of influencing factors such as educational policies, cultural conditions, and managerial capacity".

7. Recommendations

7.1. *Policy adjustments to encourage stakeholder participation*

- Increase flexibility in management processes, enabling teachers, parents, and communities to participate in school decision-making.
- The Ministry of Education and Training should support the establishment of education councils or advisory groups in schools to gather stakeholder input.

7.2. *Capacity building for managers and teachers*

- Organize specialized training programs to equip managers and teachers with necessary skills such as leadership, teamwork, critical thinking, and change management.
- This helps them effectively implement elements of T. Bush's collegial, cultural, and political models.

7.3. *Fostering positive and creative organizational culture*

- Encourage schools to build a positive organizational culture that promotes solidarity, respect, and openness to feedback.
- Regularly organize cultural activities and community events to foster teamwork and engagement across the school.

7.4. *Strengthening school-community collaboration*

- Develop effective methods of collaboration with parents and communities, ensuring their deeper involvement in school activities and decision-making.
- This approach not only enhances transparency but also ensures school policies and activities align with societal expectations and needs.

7.5. Establishing comprehensive management evaluation systems

- Develop evaluation criteria incorporating formal and cultural aspects, assessing not only administrative metrics but also teacher and student satisfaction and motivation.
- Such an evaluation system enables comprehensive measurement of management effectiveness and provides a basis for suitable adjustments.

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TÓM TẮT

VẬN DỤNG MÔ HÌNH QUẢN LÝ GIÁO DỤC CỦA TONY BUSH VÀO QUẢN LÝ CƠ SỞ GIÁO DỤC CỦA VIỆT NAM

Bùi Văn Hùng

Khoa Tâm lý Giáo dục, Trường Sư phạm, Trường Đại học Vinh, Nghệ An, Việt Nam

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Bài viết phân tích các mô hình quản lý giáo dục do Tony Bush đề xuất và áp dụng vào bối cảnh quản lý giáo dục tại Việt Nam. Trên cơ sở tổng quan về quản lý giáo dục và vai trò quan trọng của các mô hình quản lý trong việc nâng cao chất lượng giáo dục, bài viết đi sâu phân tích các yếu tố cơ bản của các mô hình quản lý giáo dục. Dựa trên thực trạng quản lý tại các cơ sở giáo dục Việt Nam, bài viết đề xuất cách thức vận dụng từng yếu tố của mô hình vào thực tiễn, đồng thời chỉ ra những điều chỉnh cần thiết để phù hợp với điều kiện văn hóa, chính sách và giáo dục của Việt Nam. Cuối cùng, bài viết đưa ra các đánh giá về hiệu quả và thách thức khi áp dụng mô hình này, kèm theo các đề xuất nhằm tăng cường năng lực quản lý giáo dục, hướng tới mục tiêu phát triển bền vững và đáp ứng yêu cầu của nền giáo dục hiện đại.

Từ khóa: Quản lý; mô hình quản lý giáo dục; mô hình quản lý Tony Bush; quản lý cơ sở giáo dục.