

**MANAGING COORDINATION BETWEEN SCHOOLS, FAMILIES AND SOCIETY
IN EDUCATING STUDENTS AT PRIMARY SCHOOLS IN VINH LONG, VIETNAM:
CURRENT SITUATION AND MANAGEMENT MEASURES**

***GESTÃO DA COORDENAÇÃO ENTRE ESCOLAS, FAMÍLIAS E SOCIEDADE NA
EDUCAÇÃO DE ESTUDANTES EM ESCOLAS PRIMÁRIAS EM VINH LONG,
VIETNÃ: SITUAÇÃO ATUAL E MEDIDAS DE GESTÃO***

***GESTIÓN DE LA COORDINACIÓN ENTRE ESCUELAS, FAMILIAS Y SOCIEDAD EN
LA EDUCACIÓN DE ESTUDIANTES EN ESCUELAS PRIMARIAS EN VINH LONG,
VIETNAM: SITUACIÓN ACTUAL Y MEDIDAS DE GESTIÓN***



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ABSTRACT: Against the backdrop of fundamental and comprehensive reform in education and training, strengthening the triadic relationship between school, family, and community has become a critical condition for improving the quality of holistic education, particularly at the primary level, where the foundations of personality are first shaped. The management of coordination among schools, families, and society in primary education is a pivotal management task, contributing to the comprehensive development of students' qualities and competencies and orienting them towards a learning society. This article clarifies the importance of managing coordination between schools, families, and society in educating students in primary schools, examines the current situation of such management in recent years, and proposes fundamental contents and measures for managing such coordination. The proposed measures are expected to contribute to the comprehensive development of primary students' personalities and to better meet the demands of ongoing innovation in primary education in Vinh Long.

KEYWORDS: School–family–community coordination. Primary education management. Stakeholder collaboration. Holistic student development. Education reform.

RESUMO: No contexto de reformas fundamentais e abrangentes na educação e na formação, o fortalecimento da relação triádica entre escola, família e comunidade tornou-se uma condição crítica para a melhoria da qualidade da educação integral, especialmente no nível primário, onde se estabelecem as bases da formação da personalidade. A gestão da coordenação entre escolas, famílias e sociedade na educação primária constitui uma tarefa gerencial central, contribuindo para o desenvolvimento integral das qualidades e competências dos estudantes e orientando-os para uma sociedade de aprendizagem. Este artigo esclarece a importância da gestão da coordenação entre escolas, famílias e sociedade na educação de estudantes do ensino primário, analisa a situação atual dessa gestão nos últimos anos e propõe conteúdos e medidas fundamentais para sua condução. As medidas propostas visam contribuir para o desenvolvimento integral da personalidade dos estudantes do ensino primário e para melhor atender às demandas da inovação em curso na educação primária em Vinh Long.

PALAVRAS-CHAVE: Coordenação escola–família–comunidade. Gestão da educação primária. Colaboração entre stakeholders. Desenvolvimento integral dos estudantes. Reforma educacional.

RESUMEN: En el contexto de reformas fundamentales e integrales en la educación y la formación, el fortalecimiento de la relación triádica entre escuela, familia y comunidad se ha convertido en una condición crítica para mejorar la calidad de la educación integral, especialmente en el nivel primario, donde se sientan las bases de la formación de la personalidad. La gestión de la coordinación entre escuelas, familias y sociedad en la educación primaria constituye una tarea de gestión clave, que contribuye al desarrollo integral de las cualidades y competencias de los estudiantes y los orienta hacia una sociedad del aprendizaje. Este artículo aclara la importancia de la gestión de la coordinación entre escuelas, familias y sociedad en la educación de los estudiantes de educación primaria, examina la situación actual de dicha gestión en los últimos años y propone contenidos y medidas fundamentales para su gestión. Las medidas propuestas buscan contribuir al desarrollo integral de la personalidad de los estudiantes de primaria y a responder mejor a las demandas de la innovación en curso en la educación primaria en Vinh Long.

PALABRAS CLAVE: *Coordinación escuela–familia–comunidad. Gestión de la educación primaria. Colaboración entre stakeholders. Desarrollo integral de los estudiantes. Reforma educativa.*

INTRODUCTION

School education in combination with family education and social education is a major orientation in educational methodology. Human beings are born and grow up in the environment of families, schools, and society. In each environment, educational and nurturing processes take place and each environment has its own specific educational methods. Among these, school education plays a particularly important role: the school is a social institution with the specialized function of education with teachers, specific educational means and tools, and school and classroom organizations that operate according to clearly defined, scientific principles, regulations, rules, and educational plans (Hac, 2000).

Humans develop within three interconnected environments—family, school, and society—each contributing distinct educational influences. The family has a very great influence on each individual and on the community, and it interacts with personality, lifestyle, morality, discipline, and social values in both positive and negative directions (Dan, 2006).

In the process of educating students, the three key forces are the family, the school, and society. Close coordination among these three elements not only contributes to enhancing the quality of comprehensive education but also ensures the sustainable formation and development of students' personality and morality. The school acts as the central force, with the capacity to orient and mobilize support from parents and the community. However, for this coordinated relationship to be truly effective, there must be specific management measures that are suited to the characteristics of each locality.

In Vietnam, most parents wish their children to receive comprehensive education and to become useful individuals for themselves, their families, and society. However, in reality, in many places, coordination among families, schools, and society in educating students remains loose and fragmented. In Vinh Long—a locality with a strong tradition of learning and one that is gradually improving the quality of general education—coordination among schools, families, and society in educating primary students has seen many positive changes. However, practice still shows numerous difficulties and shortcomings in terms of awareness, coordination mechanisms, and consensus among stakeholders, all of which affect the effectiveness of educational activities. This poses an urgent requirement to systematically study the current situation of the management of coordination activities and, from there, to propose management measures for coordination among families, schools, and society in the education of students at primary schools in the city, in order to improve the quality and effectiveness of education at the local level.

The objectives of this article are: (1) to systematize concepts related to the management of coordination activities among school, family, and society in educating students at primary schools; (2) to survey and analyze the current situation of the management of coordination activities among schools, families, and society in educating students at some primary schools in Vinh Long; (3) to propose measures to improve the quality of management of coordination activities in the current context.

The article is structured into three main parts: The first part presents basic concepts on managing coordination activities among schools, families, and society in educating students at primary schools; the second part analyses the current situation and proposes management solutions for coordination among schools, families, and society in educating students at some primary schools in Vinh Long City; and the final part is the conclusion and references.

RESEARCH RESULTS

Basic concepts

Training in school is only one part; it also requires education in society and in the family to support and improve school education. Even if school education is good, without family and social education, the results cannot be complete (Minh, 2011).

The management of educational coordination activities among schools, families, and society refers to a systematic and purposeful set of actions undertaken by school, family, and society (with awareness, purpose, planning, systematicity, and in accordance with laws) in the process of educating students in line with the Education Law, the School Charter, the Charter of Parents' Associations, regulations on school educational activities issued by the Ministry of Education and Training (MOET), programmes for children's education of the Ho Chi Minh Communist Youth Union, and local socio-political organizations, etc., in order to effectively and qualitatively achieve the goals for educating students as set out in the school's plans.

In current social conditions, primary school students are subject to impacts from various aspects: teachers, grandparents, parents, siblings, peers, mass media, and organizations and associations; along with positive influences, negative aspects of the market mechanism also affect the school's educational process. Many negative elements, driven by profit, disregard the law and trample on national moral traditions, thereby harming the young souls of students. For primary students, coordination in education is increasingly important. At this age, children have

limited life experience and unstable behaviour habits, thus they are easily vulnerable and easily lured into wrongdoing.

Coordination between schools, families, and society in education is understood as a process of interaction, sharing of responsibility, and mutual support among the three educational forces aimed at the comprehensive development of students (Thanh & Thanh, 2019). Coordination between schools, family, and society in pupils' education consists of impacts on students to create purposeful, unified, coherent, and continuous interactions that mobilize the combined strength of schools, families, and society, reflected in dialectical two-way interaction. The school needs to help families and society understand the objectives, content, and methods of educating students, and help students realize their responsibility in learning and training with regard to the tasks of school activities. This creates a sound, structured, and unified educational environment in society, contributing to personality formation in accordance with social ethics.

The implementation of coordination in education between schools, families, and society today aims at comprehensive personality development of learners. The purpose of coordination is to ensure the educational process operates synchronously and effectively, thereby improving the quality of education across the school. The relationship between schools, families, and society aims to ensure consensus in implementing educational activities; helps diversify and maximize resources to develop schools in an open orientation; and ensures the best possible educational environment for each student. Coordination in education among school, family, and society must ensure democracy, equality, cooperation, transparency, and accountability. It should fully exploit social potentials in terms of life experience from different individuals, units, and sectors, thereby providing rich educational resources aligned with modern social norms. This helps students gain adequate awareness and form correct, appropriate, and effective behaviours in learning and in daily life. Accordingly, the content of coordination in education among school, family, and society should focus on: Disseminating and informing families about the school's guidelines, policies, plans, and annual educational activities; Exchanging information on students' learning and training and agreeing on measures for their education; Mobilizing families to bring dropout students back to school; Creating conditions for parents or guardians to visit classes to understand and support students in learning and training; Mobilizing and creating conditions for families to participate in school development in accordance with the law and to use contributed resources effectively.

The idea that cooperation in education is beneficial has long been a topic of discussion among intellectuals and scholars. Historically, John Dewey (2024) believed that schools could

be a source of social change. Therefore, every reform and adjustment of the school system must be analyzed through a broader social lens. Schools as organizations must also guide life and act as a “miniature society” in which students learn by doing and by living and experiencing (Phi, 2017).

Raising awareness in local communities about Party and State guidelines and education policies; regularly updating the social and community situation; building schools into local cultural and educational centres; organizing teachers and students to participate in experiential activities exploring local history and culture and other social activities; advising and recommending to local governments to support school development in terms of scale, facilities, and effective implementation of educational activities; receiving sponsorship from social forces in accordance with MOET regulations; organizing students’ active participation in healthy cultural, artistic, and sports activities; organizing participation in social work activities of the Ho Chi Minh Young Pioneer Organization. Monitoring students’ progress through educational outcomes helps identify appropriate impact methods and adjust educational plans to improve educational quality.

Management of coordination activities among school, family, and society is identified as the process of organizing, directing, inspecting, assessing, and adjusting coordination activities in a planned, effective, and sustainable manner. To ensure concreteness and feasibility in the study, the author operationalized the concept of “management of coordination activities” into the following criteria: (1) Developing coordination plans; (2) Organizing the implementation of coordination contents; (3) Inspecting and supervising the coordination process; and (4) Assessing the effectiveness of coordination. Based on these criteria, the author developed survey instruments and an analytical framework to evaluate the current situation of coordination management at some primary schools in Vinh Long. The research results serve as a basis for proposing appropriate management measures to contribute to enhancing the quality of comprehensive education for students, meeting the requirements of primary education reform in the current period.

Current situation of managing coordination activities among school, family, and society in educating students at primary schools in Vinh Long

The author selected the following respondents: (1) School managers (Principals, Vice principals, and Heads/Deputy heads of subject groups) and (2) Teachers. The survey was conducted at 10 primary schools in Vinh Long.

Table 1.
Survey sample

No	Primary school	School managers (Principals, Vice principals, and Heads/Deputy heads of subject groups)	Teachers	Note
1	Nguyen Du Primary School	8	25	
2	Nguyen Hue Primary School	7	23	
3	Pedagogical Practice Primary School	6	20	
4	Le Loi Primary School	7	24	
5	Tran Quoc Toan Primary School	7	22	
6	Tran Quoc Tuan Primary School	8	23	
7	Tran Dai Nghia Primary School	7	21	
8	Thieng Duc Primary School	8	25	
9	Pham Hung Primary School	7	20	
10	Nguyen Trung Truc Primary School	7	22	
	Total	72	225	

Note. The authors.

*Survey content: The survey focuses on the current situation of the management of coordination in education among schools, families, and society at primary schools in Vinh Long.

Survey Methods

Phase 1 – Instrument development: Design of questionnaires for school managers (principals, vice principals, heads of subject groups) and primary school teachers. Main content: General information about respondents; awareness of the role of managing coordination in education among school, family, and society; and assessment of the current situation of such management at primary schools in Vinh Long.

Phase 2 – Field survey: Each respondent completed the questionnaire independently according to their own perceptions without discussion. The official survey period was from March 2022 to June 2022.

Data Processing: The questionnaire was designed using the 4-point Likert scale.

* Purpose: To process and analyze data collected through questionnaires.

* Tools and parameters: Excel software; descriptive statistics including percentage (%) and mean score (M).

* Scale conventio.

Table 2.
Value Scale for the Survey

Evaluation	Mean (M)	Level of implementation	Level of awareness	Level of influence
Levels	Mean rate	“Managing coordination between school, family and society”	“Managing coordination between school, family and society”	“Factors influencing the management of coordination between school, family and society”
Low	$1 \leq M < 1.75$	Not implemented	Not important	No influence
Average	$1.75 \leq M < 2.5$	Occasionally	Uncertain	Little influence
Fair	$2.5 \leq M < 3.25$	Frequently	Important	Moderate influence
High	$3.25 \leq M \leq 4$	Very frequently	Very important	Strong influence

Note. The authors. Survey results on the current situation of managing coordination between schools, families and society in educating students at primary schools in Vinh Long.

Awareness of the position, role, and importance of managing coordination between schools, families, and society in educating students at primary schools in Vinh Long

- Levels of awareness: 1 point = Not important (NI); 2 points = Uncertain (U); 3 points = Important (I); 4 points = Very important (VI);
- Mean score calculation (managers or teachers); - Mean score classification: $1 \leq M < 1.75$: Low; $1.75 \leq M < 2.5$: Average; $2.5 \leq M < 3.25$: Fair; $3.25 \leq M \leq 4$: High;
- Levels of awareness: 1 point = Not important (NI); 2 points = Uncertain (U); 3 points = Important (I); 4 points = Very important (VI);
- Mean score calculation (managers or teachers); - Mean score classification: $1 \leq M < 1.75$: Low; $1.75 \leq M < 2.5$: Average; $2.5 \leq M < 3.25$: Fair; $3.25 \leq M \leq 4$: High;
- Survey contents: The survey contents (Content 1– Content 8) reflect core aspects of tripartite coordination in students’ education. In particular: Content 1: Building standard moral qualities for primary students; Content 2: Preventing juvenile delinquency among children and adolescents—Content 1 and Content 2 emphasize the role of coordination in personality formation and preventing deviant behaviours. Content 3: Coordinating the education of students at all times and in all places within their living environment; Content 4: Promoting shared responsibility between schools, families, and society in educating students; Content 5: Ensuring unity in objectives, contents, and methods of coordination for effective education—Contents 3, 4, and 5 refer to comprehensiveness, coherence, and shared responsibility in the educational environment. Content 6 refers to the proper implementation of the legal framework on children’s education (Education

Law, Law on Child Protection, etc.)—this is the legal dimension, reflecting awareness of legal compliance in children’s education; Content 7: Improving educational quality for students; Content 8: Enhancing Young Pioneer activities in schools—these show the connection between coordination and educational quality, including extra-curricular education. Thus, the survey contents are systematic and reflect objectives, methods, contents, and tools for coordination in educating primary students;

- Survey results.

Table 3.

Current situation of awareness of the importance of managing coordination between schools, families, and society in educating students

Content	Managers (72)					Teachers (225)				
	VI (4 points)	I (3 points)	U (2 points)	NI (1 point)	Mean score	VI (4 points)	I (3 points)	U (2 points)	NI (1 point)	Mean score
Content 1	13	15	36	8	2.46	45	48	85	47	2.40
%	18.06	20.83	50.00	11.11		20.00	21.33	37.78	20.89	
Content 2	12	15	34	11	2.39	44	46	82	53	2.36
%	16.67	20.83	47.22	15.28		19.56	20.44	36.44	23.56	
Content 3	14	13	35	10	2.43	39	43	81	62	2.26
%	19.44	18.06	48.61	13.89		17.33	19.11	36.00	27.56	
Content 4	13	14	34	11	2.40	42	42	83	58	2.30
%	18.06	19.44	47.22	15.28		18.67	18.67	36.89	25.78	
Content 5	11	14	32	15	2.29	41	41	84	59	2.28
%	15.28	19.44	44.44	20.83		18.22	18.22	37.33	26.22	
Content 6	12	14	34	12	2.36	43	16	82	84	2.08
%	16.67	19.44	47.22	16.67		19.11	7.11	36.44	37.33	
Content 7	13	13	34	12	2.38	44	43	83	55	2.34
%	18.06	18.06	47.22	16.67		19.56	19.11	36.89	24.44	
Content 8	14	15	32	11	2.44	42	44	84	55	2.32
%	19.44	20.83	44.44	15.28		18.67	19.56	37.33	24.44	

Note. The authors.

- *Surveyed managers:* + The mean scores for all items are at the “average” level, ranging from 2.29/4 (Content 5: Ensuring unity in objectives, contents, and methods of coordination for effective education) to 2.46/4 (Content 1: Building standard moral qualities for primary students). + The percentage of “very important” and “important” ratings ranges from 34.72% (Content 5) to 40.28% (Content 8: Enhancing Young Pioneer activities in schools).
- *Surveyed teachers:* + The mean scores for all items are also at the “average” level, ranging from 2.08/4 (Content 6: Implementing the legal system on children’s education) to 2.40/4 (Content 1: Building standard moral qualities for primary students). + The

percentage of “very important” and “important” ratings ranges from 26.22% (Content 6: Proper implementation of the legal framework on children’s education) to 41.33% (Content 1: Building standard moral qualities for primary students).

Overall, the mean scores given by managers are generally higher than those given by teachers, meaning managers’ awareness of the importance of these contents is somewhat higher. However, the differences are not large, and both groups are at the “average” awareness level. The percentages of “very important” and “important” ratings between the two groups are also relatively close, indicating a certain similarity in perception.

Current situation of managing the development of regulations on coordination between schools, families, and society in educating students at primary schools

- Levels of evaluation: 1 point = Not implemented (NI); 2 points = Occasionally (O); 3 points = Frequently (F); 4 points = Very frequently (VF); - Mean score classification: $1 \leq M < 1.75$: Low; $1.75 \leq M < 2.5$: Average; $2.5 \leq M < 3.25$: Fair; $3.25 \leq M \leq 4$: High

- Survey contents: Survey contents focus on the implementation of legal and policy bases for developing coordination regulations: Content 1: Ensuring a basis in the legal system; Content 2: Ensuring a basis in MOET circulars on primary students’ education; Content 3: Ensuring a basis in annual educational plans of higher-level authorities (MOET, Department of Education and Training, Office of Education and Training); Content 4: Ensuring a basis in annual educational plans of the primary school; Content 5: Ensuring a basis in programmes and plans for children’s education of the Ho Chi Minh Communist Youth Union; Content 6: Ensuring a basis in programmes and plans of the Ho chi Minh Young Pioneer Organization; Content 7: Ensuring a basis in local regulations on building civilized lifestyles and cultural environments in residential areas and public places.

Survey results

Table 4.

Current situation of implementing bases for developing coordination regulations between schools, families, and Society

	Managers (72)					Teachers (225)				
	VF (4 points)	F (3 points)	O (2 points)	NI (1 point)	Mean score	VF (4 points)	F (3 points)	O (2 points)	NI (1 point)	Mean score
Content 1	11	14	33	14	2.31	39	45	88	53	2.31
%	15.28	19.44	45.83	19.44		17.33	20.00	39.11	23.56	

Content 2	13	14	34	11	2.40	38	47	92	48	2.33
%	18.06	19.44	47.22	15.28		16.89	20.89	40.89	21.33	
Content 3	14	13	33	12	2.40	37	46	91	51	2.31
%	19.44	18.06	45.83	16.67		16.44	20.44	40.44	22.67	
Content 4	13	12	35	12	2.36	38	47	89	51	2.32
%	18.06	16.67	48.61	16.67		16.89	20.89	39.56	22.67	
Content 5	11	12	32	17	2.24	36	48	87	54	2.29
%	15.28	16.67	44.44	23.61		16.00	21.33	38.67	24.00	
Content 6	12	12	31	17	2.26	37	46	93	49	2.32
%	16.67	16.67	43.06	23.61		16.44	20.44	41.33	21.78	
Content 7	14	11	34	13	2.36	39	45	91	50	2.32
%	19.44	15.28	47.22	18.06		17.33	20.00	40.44	22.22	

Note. The authors.

For managers, the mean scores range from 2.24/4 to 2.40/4 – all at the “average” level. For teachers, mean scores range from 2.29/4 to 2.33/4, also at the “average” level. The percentage of “Very frequently” ratings among managers is from 15.28% to 19.44%, while for teachers it ranges from 16.0% to 17.33% (both below 20%). The percentage of “Not implemented” ratings among managers is from 16.67% to 23.61%; for teachers, from 21.33% to 24% (approaching 25%).

Therefore, the current situation of studying and applying legal and policy bases for developing coordination regulations between schools, families, and society at primary schools in Vinh Long remains at an average level. Studying documents of various levels and sectors related to primary students’ education is very necessary and important, providing orientations and guidance for coordination and ensuring that coordination follows the right objectives and has scientific and practical significance in primary schools.

Current situation of inspection and evaluation of the implementation of the regulations on management of coordination between schools, families, and society in educating students at primary schools

- Survey contents: Content 1: Determining the purpose of evaluation (to improve the quality of coordination in education between schools, families, and society); Content 2: Developing evaluation plans (identifying objectives, time, contents, and mobilizing resources); Content 3: Developing evaluation instruments (a set of criteria for assessing coordination results: drafting, collecting opinions, piloting, revising, and finalizing); Content 4: Publicizing the evaluation criteria to all stakeholders; Content 5: Developing regulations and methods for evaluation and summarization; Content 6: Training and guiding evaluators in implementing the criteria; Content 7: Organizing evaluation with participation of representatives from schools, families, and society; Content 8: Organizing review conferences after evaluation; Content 9:

Adjusting and improving the regulations on coordination in education between schools, families, and society (if any).

Survey results

Table 5.

Current situation of inspection and evaluation of the implementation of regulations on management of coordination between schools, families, and Society

	Managers (72)					Teachers (225)				
	VF (4 points)	F (3 points)	O (2 points)	NI (1 point)	Mean score	VF (4 points)	F (3 points)	O (2 points)	NI (1 point)	Mean score
Content 1	11	14	33	14	2.31	39	45	88	53	2.31
%	15.28	19.44	45.83	19.44		17.33	20.00	39.11	23.56	
Content 2	13	16	32	11	2.43	36	44	84	61	2.24
%	18.06	22.22	44.44	15.28		16.00	19.56	37.33	27.11	
Content 3	14	13	33	12	2.40	37	46	91	51	2.31
%	19.44	18.06	45.83	16.67		16.44	20.44	40.44	22.67	
Content 4	13	11	37	11	2.36	36	44	84	61	2.24
%	18.06	15.28	51.39	15.28		16.00	19.56	37.33	27.11	
Content 5	12	11	33	12	2.21	39	45	88	53	2.31
%	16.67	15.28	45.83	16.67		17.33	20.00	39.11	23.56	
Content 6	13	12	35	12	2.36	38	47	92	48	2.33
%	18.06	16.67	48.61	16.67		16.89	20.89	40.89	21.33	
Content 7	11	12	32	17	2.24	37	46	91	51	2.31
%	15.28	16.67	44.44	23.61		16.44	20.44	40.44	22.67	
Content 8	12	15	28	17	2.31	38	47	89	51	2.32
%	16.67	20.83	38.89	23.61		16.89	20.89	39.56	22.67	
Content 9	14	11	34	13	2.36	35	47	84	59	2.26
%	19.44	15.28	47.22	18.06		15.56	20.89	37.33	26.22	

Note. The authors.

For managers, mean scores range from 2.21/4 to 2.43/4 – all at the “average” level. For teachers, mean scores range from 2.24/4 to 2.33/4. Managers tend to rate slightly higher than teachers. The percentage of “Very frequently” ratings among managers is from 15.28% to 19.44%, while for teachers it is from 15.56% to 17.33% (again under 20%). The percentage of “Not implemented” ratings for managers is from 15.28% to 23.61%, whereas for teachers it is from 21.33% to 27.11% (over 25% in some items).

In general, inspection and evaluation of the implementation of the regulations on coordination management between schools, families, and society in educating students at primary schools is assessed at the level of “average”. This activity needs much more attention because it evaluates the entire process of implementing the coordination regulations and provides a basis for management levels to orient adjustments, supplements, and revisions in a timely manner after practical implementation.

Proposed measures for managing coordination between schools, families, and society in educating students at primary schools in Vinh Long

Raising awareness among managers and teachers in Vinh Long about the necessity of managing coordination between schools, families, and society in educating students at primary schools

Objectives: To help school managers, teachers, and staff at primary schools in Vinh Long City have a proper understanding of the importance of managing coordination between schools, families, and society in educating students—as an effective solution to improve the quality of building a culture of behaviour in primary schools according to the set goals and tasks. When managers and teachers correctly perceive the importance of managing coordination between schools, families, and society in students' education, they will be more committed and effective in implementing management of coordination.

Content: The subjects whose awareness of building behavioural culture needs to be improved include managers (principals, vice principals, heads and deputy heads of subject groups), teachers, and staff at primary schools. The content of awareness-raising includes:

- The position and role of managing coordination between schools, families, and society in educating students in relation to intra-school relationships;
- Relationships among peers, between higher and lower levels, and between school and external stakeholders;
- Awareness of management of coordination between schools, families, and society in educating students, especially the contents of the coordination regulations in primary schools;
- Awareness of the importance of managing coordination between schools, families, and society in educating students—the important basis for enhancing the quality of primary education.

Implementation:

- Disseminate and implement Government and MOET directives on managing coordination between schools, families, and society in educating students at primary schools;
- Thoroughly brief and implement documents and materials related to coordination management for managers, teachers, and staff;
- Provide documents and materials on coordination management for primary schools' managers, teachers, and staff for their self-study;
- Use posters, banners, and visual communication to publicize coordination management among managers, teachers, staff, and students at primary schools;
- Strengthen the leadership and management of coordination between schools, families, and society through daily management activities, teaching and learning, professional meetings, and activities of unions and associations;
- Organise activities related to coordination management suitable for primary students, such as using textbook content, integrating into weekly flag-salute sessions, thematic activities, monthly campaigns, class homeroom activities, and Young Pioneer activities.

Improving the capacity of managers, teachers, and staff in developing coordination regulations among schools, families, and society at primary schools

Objective: To enable managers, teachers, and staff to have sufficient capacity to manage coordination between schools, families, and society in educating students in a substantive and effective way. Each stakeholder should acquire adequate knowledge and skills to comply with and apply coordination regulations in real interactions and communication between schools, families, and society in educating students at primary schools.

Content: Enhancing the capacity of building behavioural culture for school managers (principals, vice principals, heads and deputy heads of groups) in developing coordination regulations, including:

- Capacity to plan;
- Capacity to organize and direct implementation;
- Capacity to monitor and supervise activities;
- Capacity to evaluate and improve activities towards greater effectiveness.

Enhancing the capacity to develop and implement coordination regulations between schools, families, and society in educating students at primary schools for all stakeholders (managers, teachers, staff, and students), including:

- Skills in appropriate interactions and communication among peers;
- Skills in interactions between higher and lower levels and vice-versa;
- Skills in communication between internal stakeholders and external visitors to the school.

Implementation:

- Principals organize training courses and workshops on developing and implementing coordination regulations for all managers, teachers, and staff;
- Training can be conducted in concentrated sessions convened by principals;
- Careful preparation is required in terms of content, resource persons, time, venue, participants, and resources;
- Post-training evaluation should be conducted to assess effectiveness and inform improvement of subsequent training;
- Criteria related to capacity in managing coordination between schools, families, and society should be integrated into annual staff performance evaluation and emulation for individuals (managers, teachers, staff) and for professional teams and school-level organizations in an appropriate and effective manner.

Periodic review, supplementation, and completion of coordination regulations between schools, families, and society in educating students at primary schools to ensure practical relevance

Objective: To ensure that schools have a set of regulations on managing coordination between schools, families, and society in educating students that is practical, highly applicable, and usable for managers, teachers, staff, and students.

Content: Developing a process for building and completing coordination regulations between schools, families, and society in educating students at primary schools, including:

- Survey and assess the current implementation of existing coordination regulations between schools, families, and society in educating students at primary school;
- Identify the need to develop the regulations to manage coordination between schools, families, and society in educating students at primary schools;
- Develop mechanisms for monitoring stakeholders in implementing the steps of formulating and applying the regulations to manage coordination between schools, families, and society in educating students at primary schools;
- Pilot the regulations to manage coordination between schools, families, and society in educating students in actual school activities (planning and organizing pilots);
- Summarize and evaluate the pilot implementation to assess practicality and suitability of the regulations for managing coordination between schools, families, and society in educating students at primary schools.

Implementation:

- Maximize schools' internal resources (managers, teachers, staff) in drafting and revising the regulations regulations for managing coordination between schools, families, and society in educating students at primary schools;
- Invite external experts to provide professional advice to the specialized team responsible for drafting regulations for managing coordination between schools, families, and society in educating students at primary schools;
- Conduct democratic and transparent consultation both inside and outside the schools regarding the contents of the regulations for managing coordination between schools, families, and society in educating students at primary schools.

Strict management of the implementation of coordination regulations between schools, families, and society in educating students at primary schools in Vinh Long, Viet Nam

Objective: To ensure that the methods and mechanisms for implementing the regulations on managing coordination between schools, families, and society in educating students at primary schools truly have vitality in the actual management of primary schools.

Content:

- Issuing and widely disseminating the regulations on managing coordination between schools, families, and society in educating students at primary schools to all stakeholders (managers, teachers, staff, and students) in a public, democratic, and transparent manner;
- Developing tools for stakeholders to contribute feedback to the regulations on managing coordination between schools, families, and society in educating students at primary schools, thereby enabling the schools to plan research-based and timely revisions and improvements;
- Classifying target groups (managers, teachers, staff) to design suitable messages, contents, and communication channels for each group.

Implementation:

- Organize school-wide conferences to disseminate the regulations on managing coordination between schools, families, and society in educating students at primary schools to all managers, teachers, and staff;
- Assign heads and deputy heads of subject groups to implement the regulations on managing coordination between schools, families, and society in educating students at primary schools to members under their management;
- Disseminate the code of conduct to Young Pioneer teams, classes, and students through Young Pioneer activities, collective activities, and school-wide educational programmes;
- Direct unions and associations to include dissemination and implementation of the regulations on managing coordination between schools, families, and society in educating students at primary schools in their regular activities.

FINAL CONSIDERATIONS

In the course of this coordinated process, it is essential to promote the roles and responsibilities of organizations and forces in a harmonious and synchronized manner across all stages and steps, thereby ensuring unity in both awareness and action among schools, families, and society. Each management measure has its own position, role, and specific manifestations; however, these measures are dialectically interrelated and mutually interactive, forming the foundation and preconditions that support and reinforce one another's development. This integrated interaction ultimately aims to optimize the coordination among

schools, families, and society in educating primary school students, so as to effectively achieve the established objectives, requirements, and tasks.

The management of coordination between schools, families, and society in educating students at primary schools in Vinh Long is an important content and measure for improving the quality of education and training at all levels; it contributes to educating and nurturing human resources who are comprehensively developed in terms of morality, intellect, physical fitness, and aesthetics—a successor force for the cause of the Party and the country. To effectively implement coordination between schools, families, and society in educating primary students, schools need to have clear, specific, scientific, and effective coordination regulations. The implementation of these regulations at primary schools must ensure scientific soundness, suitability to stakeholders' capacity, and relevance to the school's context and local socio-economic development. In the process of managing coordination, it is necessary to promote the role and responsibility of all organizations and forces in a harmonious and synchronous way at all stages, thereby creating unity in awareness and action between schools, families, and society. Each management measure has its own position, role, and manifestation, but all are dialectically interrelated and mutually reinforcing, creating foundations and driving forces for one another, and jointly contributing to the effective management of coordination between schools, families, and society in educating students at primary schools.

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 - ☐ **Conflict of Interest:** The authors declare that there is no conflict of interest related to the publication of this paper.
 - ☐ **Ethical Review:** This research was conducted in accordance with recognized ethical standards in social science research. All procedures relating to participants were conducted in accordance with the organization's and international ethical guidelines. Before data collection, participants were clearly informed of the purpose, content, and voluntary nature of the study. Consent was obtained from all participants. Respondents were assured of anonymity and confidentiality, and no personally identifiable information was collected or disclosed. Because the study did not involve vulnerable populations, sensitive personal data, or experimental interventions, formal ethical review from the organization's ethics review board was not required under current regulations.
 - ☐ **Data and Document Availability:** The datasets generated and/or analyzed in the current study are not publicly available due to privacy and security considerations, but may be provided by the contact author upon reasonable request.
 - ☐ **Author Contributions:** The author solely contributed to all aspects of the study, including conceptualization, research design, data collection, data analysis, and manuscript writing. The author has read and approved the final version of the manuscript and agrees to be accountable for all aspects of the work.
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