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**RESEARCH TO IMPROVE THE ORGANIZATION AND OPERATION
MODEL OF SCHOOL LIBRARIES IN HOCHIMINH CITY**

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INTRODUCTION

1. Reasons for choosing the topic

School libraries (SL) [including libraries of primary schools, secondary schools and high schools] play an important role in serving activities of teaching and learning in schools in almost all countries in general, in Vietnam in particular.

Education reform requires the SL to make a real effort in demonstrating its supporting role in the schools. However, the organization and operation of SL in Vietnam in general and in HCMC in particular, is generally considered to be ineffective. The overall picture of SL situation in Vietnam can be seen through the reflection of the authors as follows: (1) facilities in the SL are poor and needy; (2) school library staff is generally limited in quantity and quality; (3) SL has not attracted readers, the efficiency is still low; (4) The role of SL is generally not properly recognized. These problems have been lasting for quite long; however, there has been no comprehensive research work to improve this situation so far.

HCMC is a municipality (centrally governed city), which is classified as a special city of Vietnam (together with Hanoi). Besides public schools, HCMC has more and more non-public schools, including Vietnamese non-public schools and non-public schools with foreign investment factors. According to many opinions, non-public schools (especially foreign invested ones), which have strengths in facilities, investment funding as well as frequently updated world-wide training trends, are evaluated as being of higher and higher quality in training system in comparison with public schools. As a part of a school, the SLs in non-public area has also been invested for development; many libraries have become display models for other SLs within their surrounding areas to visit and study. Differences in operational efficiency between the groups of SLs in HCMC may be due to differences in their models of organizing and operating.

From the above reasons, I have selected the topic "*Research to improve the organization and operation model of school libraries in HCMC*" for my doctoral thesis with the desire to find appropriate directions and solutions for the above mentioned issue.

2. Research purposes and tasks

2.1. Research purposes

Basing on surveying and assessing results on actual situation and the current organizational and operational model of SLs in HCMC, the author proposes solutions to complete the model.

2.2. Research tasks

1. Researching general theoretical basis on organization and operation of SL and forms of organizational structure and operation of SL in foreign countries.

2. Surveying actual situation and identifying organizational and operational model of SL in HCMC.

3. Proposing solutions to improve the organizational and operational model of SL in HCMC and solutions to ensure the implementation of the model.

3. Subjects and scope of research

3.1. Research subjects

Model of organization and operation of SL at all 3 levels (including public schools and non-public schools)

3.2. Research scope

Space scope: in the SL in HCMC (including both urban and suburban areas within the city).

Time range: from 2014 - 2017. This was the time when HCMC implemented Resolution No. 29-NQ/TW dated November 4, 2013 (Resolution of the 8th Central Committee Conference, Course no. XI) on fundamental and comprehensive renovation in education and training.

4. Research Methodology

Methodology: the thesis uses the general methodology including dialectical materialism and historical materialism.

Specific research methods: (1) documentation research, (2) cases study, (3) questionnaire survey, (4) interview, (5) observation, (6) analysis and statistics, (7) modeling.

5. Research questions and hypotheses

5.1. Research question

(1) What are the characteristics and effectiveness of the organizational and operational model of the SL in HCMC today?

(2) Which model is suitable for HCMC in the current context?

(3) What are the conditions and solutions to realize the completion of the current model in HCMC?

5.2. Research hypothesis

The organizational and operational model of SLs in HCMC is currently in the form of isolation - most of the library activities are carried out by the school librarians themselves without cooperation or support from individuals/ organizations. In the context that they are under extremely huge workload, yet the funding and personnel sources are both limited, this model is not implemented effectively. If this model is completed by building cooperative relationships between librarians schools with stakeholders (school leaders, teachers, students, public libraries, etc.) will integrate internal and external forces, helping library to take advantage of external support. Since then, the performance of SL model in HCMC area will be improved. In order to realize the completion of this model in HCMC, the proposed solutions should follow the current situation of each SL group.

6. The theoretical and practical significance of the thesis

Theoretical significance: The thesis contributes to enriching the theoretical basis of the organization and operation of SL.

Practical significance:

- The thesis sheds light on the situation of organization and operation of SLs, proposes solutions to improve the model, suitable for SLs in HCMC. If applied, this model will help improve the operational efficiency of SLs in HCMC.

- The thesis can be a reference for training institutions as well as for researchers in field of Library Information Studies.

7. Overview of research situation

Regarding to the chosen topic, many research works have been being studied and announced by both local and foreign authors. Those research works are generally reviewed in several aspects as follows:

- *Researches on the organization of SLs* are often concerned with objectives of SL, human resource scale and qualifications of school librarians.

- + Objective of SL: foreign documents tend to identify goals for SL is to provide documents, information services and to teach information-

processing skills to users. All of domestic documents determined that objective of a SL is to provide documents and organize activities to attract users to SL.

+ Scale of human resources in SLs: Foreign documents reflect a common feature in the number of school library staff: are often limited in scale of 01-02 employees/1 library. Therefore, SL tends to use part-time employees, collaborators, support from school members. Legal documents in Vietnam also stipulate clearly personnel norms: for secondary schools, high schools: 01 school librarian; for primary schools (schools of less than 28 classes in delta provinces, cities): 01 school library staff who also covers such tasks of school equipment management and information technology.

+ Qualification requirement towards school librarians in SLs are varied from country to country, they can be trained in teaching knowledge and skills or not. However, majority of school librarians in almost all countries are required to have library expertise, while being trained in teaching skills to be able to manage libraries and coordinate with teachers in schools.

- *Researches on activities of SLs*: foreign documents often refer to activities of SL including: professional activities; library assessment activities; cooperation activities among school librarians with other teams/individuals within the campus, or with public libraries.

- *Researches on factors affecting organization and operation of SL*: The author has summarized following factors: group of factors relating to awareness and consciousness of related parties (including the awareness of principals, teachers and students about the role of SL; consciousness of officials school library for career); group of management-related factors (including salary and position of school librarians, ability to integrate libraries into schools, professional support and career integration opportunities); educational methods and environments; group of social and environmental factors (including politics, economy, culture)

- *Studies on organization and operation model of SL*:

+ SL model aims to build and complete constituent elements of SLs: building and completing constituent components of SLs such as: facilities; documentation sources; qualified personnel to handle and create library products and services so that SL can attract readers.

+ SL model aims to expand users' accessibilities to documents: it can be understood that the parallel development model of centralized (fixed)

library in the school combined with mobile library types in order to increase accessibilities of users to library materials.

+ SL model aims at cooperation between SL and related parties: although each author has a different approach angle when building SL model, but all have one thing in common that the cooperation between SL is represented by school librarians with individuals / organizations inside and outside the school. In this model, school librarians will play a central role in connecting related parties (school leaders, teachers, students, parents, professional organizations, other types of libraries, etc.) to utilize external supports for organizing SL activities as well as to support users in using SL.

8. Structure of the thesis

The thesis includes the introduction, 03 chapters with total 150 official pages, references and appendices in addition.

Chapter 1: Theoretical basis for organization and operation of SL

Chapter 2: Current situation of organization and operation of SL in HCMC

Chapter 3: Proposals to complete organization and operation model for SLs in HCMC.

Chapter 1. THEORETICAL FOUNDATION FOR ORGANIZATION AND OPERATION OF SCHOOL LIBRARIES

1.1. Concept of organization and operation of school libraries

Schools have distinct characteristics compared to other levels of education in terms of education content (providing general knowledge, tending to prioritize moral teaching) and psychological characteristics according to age difference (at each level of education, students are of different age groups and different physiological mind).

Educational innovation has been implemented in schools recently in the direction from focusing on students' knowledge to focusing on students' capacity, which requires teachers to change teaching content, teaching methods as well as teaching materials. As an indirect part, supporting teaching and learning activities, SLs need solutions for creation, introduction and supply of materials for teaching and learning of teachers and students; simultaneously, SLs need solutions for supporting the formation of self-study habits for students.

SL is a library in primary, junior and senior high schools that provides information resources and accessibility to support teaching and learning activities in schools.

1.1.2. School library organization

Organization is a familiar term used in many areas. Within the scope of the thesis, the term of “organization” is used with the noun meaning, *“organization is a combination of components closely related to each other, supporting and promoting each other to carry out common tasks. The organization always operates in a certain environment and is affected by that environment. The organization is made up of several factors: people working there, the methods they use, the equipment they operate, the materials they use, the budget needed for activities expenses”*[68] because when considering the operation of SL, it covers the content of the “organization” (with the verb meaning).

An organization is inclusive of following components: organizational structure, personnel, interpersonal relationships in the organization, legal environment and facilities to help realize the organization's objectives. The organization has the following characteristics: identifying objectives, identifying and listing activities, assigning tasks, identifying and exchanging and creating relationships within the organization.

The organization of a SL is a combination of elements (school librarians and its collaborators together with their working methods and means, and allocated budget for library activities), those are closely related, supporting and promoting each other to implement the common tasks of the library. Components of a SL organization: (1) the most ideal organizational structure when SL is an independent part of school, (2) small-scale human resources with normally just 01-02 school librarians only, (3) relationships between school librarians (with libraries of more than 02 school librarians) and the relationship between school librarians and individuals / departments in the school, (4) legal environment, (5) facilities.

Characteristics of the SL organization: (1) objectives are to provide materials, develop reading movements, provide training on information skills, support users to find and use information; (2) activities in SL include: professional handling and management activities; (3) assigning tasks among school librarians (if over 2 school librarians / schools) or between school librarians and school members; (4) identification and empowerment in SL

should be considered from a library perspective as a part of the school because there is usually only 01 staff; (5) creating relationships in the organization is necessary if the number of school librarians is big.

1.1.3. School library activities

Activities of SL are combination of actions of school librarians in their implementation of professional skills, library management and cooperation activities to meet information demands from users, including: professional and expertise activities, management activities and cooperation activities between the library and related parties.

The group of professional activities includes: (1) document additional supplying activities, (2) document processing activities, (3) organization and preservation activities including arrangement, inventory inspection and preservation, (4) servicing activities.

Management activities in SL can include 2 levels: in the school and in the library. Management activities in libraries in general, in SLs in particular, include following activities: planning, plans implementing, operating, evaluating and coordinating.

Cooperative activities between SL and related parties are understood as coordinated activities between school librarians and organizations / individuals inside and outside the school in organizing activities for SL. When considering cooperation activities between SL and related parties, the following contents should be considered: (1) cooperation partners (in-campus: teachers, students, parents, staff working in schools, departments, off-campus: library management team under departments of Education and Training at district/ city level with experts in charge of library works in such departments (in the perspective of management); experts in the field of libraries, professional organizations, university libraries, public libraries, school librarians in the same location (in the perspective of profession); publisher, book/ newspaper distribution/ trading company, etc. (in the perspective of serving users); (2) cooperation methods can be implemented in two ways: regular, long-term cooperation and event-based cooperation; (3) cooperation contents to be in accordance with specific purpose.

1.1.4. The relationship between organization and school library operation

Organizations and operations have a close relationship with each other. This is a dialectical relationship with two-way impacts. The

organization can be considered as the format; meanwhile, operation is like the content of the organization. These two factors exert a dialectic effect to realize the organization's objectives. As a result, it is necessary to set up and approach organization & operation of SLs in a dialectical relationship, which are under mutual interaction.

1.2. Factors affecting the organization and operation of the school library

1.2.1. Group of social environment factors

Library is a cultural institution, so it will be influenced by specific historical contexts: (1) politics; (2) economy (funding source for library, school librarians' income rate, financial autonomy); (3) culture (traditional, behavioral, collaborative) and (4) science and technology (impact on activity of document addition, information technology applications in libraries, users' utilizing methods, etc.).

1.2.2. Group of educational environment factors

Educational environment includes: educational environment in schools and educational environment in the family. The educational environment in the school includes the atmosphere and culture in the school (whether the environment encourages cooperation or not). The educational environment in the family includes the atmosphere in the family, income, and the awareness of parents will be factors that affect the awareness as well as students' demand for information relating to usage of the library. Besides, when considering the educational environment, attention should be paid to the mode of education.

1.2.3. Awareness and consciousness of related parties

In the group of awareness-related factors of related parties, it is necessary to consider the awareness of the school leaders, the awareness of teachers and students about the role of library. In addition, for teachers, besides the awareness about ability of school library staff as well as library itself in supporting teaching and learning, teachers' understanding about the level and content of cooperation between teachers and school librarians is also one of the factors affecting the organization and operation of SL.

In addition, the awareness of school librarians (who directly organize and implement activities of SL) about the role of the library as well as the importance of cooperation will affect the library's performance.

1.2.4. Professional qualifications of school librarians

School librarians must collect, process and provide materials to support their schools in activities of teaching and learning. In order to do this, it is required that besides the professional level, school librarians are also required to be trained and equipped with knowledge about education as well as training programs.

1.3. Criteria for evaluating the organization and operation of school libraries

1.3.1. Criteria for evaluating the organization of school library

- Relating to objectives determination of SL: operational objectives are the basis for determining the implementation method. Therefore, it is necessary to consider the awareness of related parties (school librarians, school leaders, teachers, students, parents) about the role of SL; SL's activities in raising related parties' awareness about the role of SL.

- Relating to organizational structure of SL: personnel scale, human resources arrangement methods in SLs.

- Relating to SL facilities: should be based on the following factors: location of library in school campus, library space, equipment and effectiveness of using such equipment in the library.

1.3.2. Criteria for evaluating school library activities

In each library activity, separate criteria should be considered as follows:

- Document collection activities (ensuring professional process - surveying users' information requirements, ensuring appropriate documents in terms of content and format, level of satisfying users' needs).

(2) Professional handling activities: the completeness (all documents in the library are completely processed), the level of processing, the ability to apply information technology to document handling and satisfaction level of users about the responsiveness of information products.

(3) Document organization - preservation activities: the accessibility in finding and using documents by users; the ability to provide instructions to users on how to organize and search documents; the conduction of inventory inspection and liquidation of documents; the ability to apply information technology in storing and preserving documents.

(4) Servicing activities: service time, service form, service attitude, service efficiency and application of information technology in servicing activities.

(5) Library management: planning, plans implementing, operating, library evaluating (timing factor and comprehensiveness in evaluation) and adjusting plans.

(6) Cooperation with related parties' activities: ensuring coordination between school library staff with relevant parties inside the campus, the ability to build a cooperative relationship between SL and individuals / organization outside the campus.

1.4. Model of organization and operation of school libraries

1.4.1. Concept of model

In the scope of the thesis, model is a system of physical or linguistic elements to reflect or reproduce the object to be studied.

1.4.2. Concept of organization and operation model of school libraries

The organization and operation model of SL is understood as a system of material or linguistic elements to reflect or reproduce the object to be studied.

Factors affecting the organizational model and operation of the SL: group of internal factors (qualifications/ capacities of staff in advisory and organizing department, relationships within the organization, objectives and direction of the organization, volume of assigned works) ; group of external factors (state regulations on organizational system and its decentralization, technological and technical levels and level of labor equipment supply, organization's operating areas and the operating environment thereof).

1.4.3. The organization and operation models of the school library

1.4.3.1. SL model aims to build and complete the components of the library

These models share a common goal that aims to build SL by building and completing the components of the library such as: facilities; document sources; qualified human resources to handle and create library products and services so that SL can attract readers. This model was proposed by some authors in Indonesia [67]. Characteristics of this model are as listed below:

(1) Organization: with the objective of providing documents, forming reading habits for users, the model needs to be ensured with the following elements: facilities, qualifications of school library staff and funding.

(2) Activities: need to ensure basic operations, especially professional operations of collecting and processing.

1.4.3.2. The model of school libraries aims to expand accessibilities towards documents for users

The SL model aims to expand the accessibility towards documents for users, which can be understood as a parallel development model of a centralized (fixed) library in the school combined with mobile library types. The purpose of this model is to increase the accessibility of users towards library materials. This model was proposed by the Ministry of Education of the Republic of South Africa in their instruction document [54] when instructing libraries to build such models of: mobile library, cluster library, class library, centralized library, schools community library.

This model has the following characteristics:

(1) Organization: The objective of this library model is to expand the ability to access and use materials in a maximum way for teachers and students in schools as well as those who have the same demand in the same geographical area. In order to achieve this objective, the library needs to be managed directly by the school administrator (if the school is the sole owner of the library) or needs to be shared among the parties involved (if it is a shared library between the school and other organization(s)).

(2) Activities: it is necessary to ensure the basic operations of library professional activities such as: collecting documents in accordance to users', processing documents to form a basis for service activities.

1.4.3.3. Model of school library towards cooperation

This model is mentioned by many authors with different approaches such as the Role-playing model library of Peter Brophy (2007); Louise Limberg's Library-rolling model; model of Library School as a Dynamic Agent of Learning by Ross J. Todd and Kuhlthau (2012); "Support circle" model by Meyers, E.M. SL.; 3-part model by Cristina Sacco Judge with interactive relationship among 3 parts of: school library staff, school environment and professional support. Although the approaches are different, these models have one point in common that they all guide school librarians towards cooperation with related parties. This model has the following characteristics:

(1) Organization: The goal of these models is to maximize the effectiveness of the libraries in the school; therefore, although the factors such as facilities, funding, and resources are not mentioned but it is understandable that these factors are guaranteed.

(2) Activities: to build this model, the library needs to ensure basic activities such as collecting, processing, organizing - preserving and serving. A special feature of this model is the cooperation between school librarians and those inside the campus (teachers, principals) as well as with off-campus individuals / organizations (school librarians from other schools in the area), professional support from professional associations, other types of libraries).

Conclusion

The connotation of the “organization” concept used by the author in the thesis includes not only the people in the organization but also the working methods and equipment that people use. Activities of the SL are mentioned by the author in 3 groups: professional activities, management activities and cooperation activities among the library and related parties. Separation of cooperation activities (though it can be classified as a management activity) aims at examining the impact of this activity on library performance (as mentioned in the research hypothesis).

There are many factors affecting the organization and operation of SL. However, in the current management mechanism of SL, the factor of principal's awareness is one of the most direct determinants towards the implementation of library activities.

Assessment criteria are proposed for all contents in the concept of organization and operation of SL. However, in order to ensure performance of the SL to be objectively reflected, it is necessary to consider the combined assessment approach from both 02 sides: the library and the users. This is the basis to assess the organization and operation status of SL in HCMC in chapter 2.

Summarizing the organization and operation experience of many SLs in the world, the author has found 3 models with 3 development stages of SL. Each type of models will have its own advantages and disadvantages. However, the model of cooperation-oriented models between school librarians and related parties has received much attention from the authors with many different approaches. Therefore, the proposal to complete the

model for SLs in HCMC is not only a succession of those experiences from these research projects, but also provide the author's solutions to improve the limitations of the model.

Chapter 2. ORGANIZATION SITUATION AND ACTIVITIES OF SCHOOL LIBRARIES IN HO CHI MINH CITY

2.1. Overview of the network of school libraries in Ho Chi Minh City

2.1.1. Economic, Social and Cultural Characteristics of Ho Chi Minh City

HCMC consists of 19 urban districts and 5 suburban districts. This is the largest city in Vietnam in terms of population size and level of urbanization, the leading locality of national economic development, and is also one of Vietnam's most important localities in fields of cultures and education.

2.1.2. Characteristics of Education Sector in Ho Chi Minh City

Training scale: according to statistics, number of classes, number of teachers, students, and average number of students per class in HCMC increase steadily annually.

Types of training: by the school year 2015-2016, HCMC has 944 schools, of which 12% of non-public schools have foreign elements.

Education content: In recent school years, HCMC has been implementing an education plan to develop students' capacity.

Funding: In addition to the state funding, HCMC also has a source of socialization (contributed by parents). Besides, since 2017, HCMC is the first province in the country to implement financial autonomy in organization, including educational institutions with many different levels.

2.1.3. Characteristics of the school libraries network in Ho Chi Minh City

Scale: since 2012, all schools in HCMC have school libraries; even the number of libraries is always higher than the number of schools because a school can have many facilities, each with its own library.

Purpose: legal documents, guidelines that clearly show the mission of SL is to provide materials, organize activities to attract students to read books.

Users: mostly are teachers and students in the school; besides, there are officials and employees within the campus.

2.2. Organization of school libraries in Ho Chi Minh City

2.2.1 Objectives of school library activities

In the legal documents as well as the professional manuals for library operations for SLs, the operation objectives of the SL include: (1) providing materials for teachers and students; (2) collect and introduce materials for teaching, learning and scientific research; (3) organizing to attract all teachers and students to participate in library activities; (4) coordinate with other libraries; (5) organizing and managing in accordance with librarian profession [43].

A survey on awareness of related parties (school librarians, teachers, managing officers, students) about objectives of SLs in 3 sectors (Vietnamese public and non-public sectors, foreign-invested sector) has shown common points among these sectors, which are:

- Awareness level of related groups about the role of SLs in a descending order is as follows: school librarians, managing officers, teachers and students.

- Majority of people from related groups believe that the role of a library is to provide documents.

However, there are differences in the awareness of surveyed groups on the role of SLs in information capacity training among different school blocks. The awareness levels of surveyed groups in non-public schools are all higher than those in public schools.

- Besides such measures to raise awareness of related parties about objectives of SLs as introducing new documents and/or organizing movement activities (which are being implemented by public schools), those schools outside the public sector are also implementing additional measures such as: library clubs, instructing students to participate in library support, coordinating with publishers / experts to introduce books, coordinate with teachers to guide students to use libraries, etc.

2.2.2. Organizational structure

- Personnel scale: according to legal documents in which number of school librarians in a SL are regulated, there would be 1 full-time specialized school librarian for each secondary school, high school, primary school under the 1st ranking Group, or 1 school librarians who is additionally in charge of equipment and information technology for primary schools in the 2nd and 3rd ranking group). Statistics show that the average

number of school library staff in SLs in HCMC is 1 person / school. However, in some schools in public area, school librarians must concurrently take on other jobs, or they even have to be responsible for 02 branches under their school system. The number of these school librarians is consistent with the regulations, however, by the uninterrupted, non-attendance observation method, the author found the workload of school librarians very large.

- Personnel arrangement: from 2015, according to school charter, school librarians together with teachers and school equipment are classified into professional teams. This is quite reasonable because it will help school library staff to better understand the training program and have more opportunities to contact teachers.

- Personnel quality: legal documents stipulating that school librarians working in SL who have qualifications in library science, they must be fostered in pedagogical profession as well; if he/she is a teacher, he/she must be trained in librarian profession. Thus, school librarians must have professional expertise (in library science) and knowledge of education. The survey results show that 100% of public school library staff has university degree, while only 57.1% of those in public area have university degrees; 42.9% of school librarians have college, intermediate or elementary qualifications. However, 9 out of 10 school librarians (except one pedagogical school librarian) do not have a pedagogical certificate. This shows that school librarians still just can meet the professional conditions but do not meet the requirement of pedagogy training as required by legal documents.

- Satisfaction of school librarians: The satisfaction level of employees partly reflects the effectiveness of management as well as showing the degree of cohesion between employees and organizations. The survey results show that 2 out of 10 school library staff (1 in the public sector, 1 in the non-public sector in Vietnam) think they are not satisfied with their current job.

2.2.3. Infrastructure

- Location of library in the school: according to legal documents, libraries must be placed in centers of school campuses. The survey results show that in each school block, the location of SL is evenly allocated in such areas as ground floor, first floor, second floor, and third floor. In

general, the interviewed groups think that locations of SLs are currently relatively suitable for students' use.

-Library space: in general, all of 3 school blocks have ensured basic library spaces including: document storage space, reading space, and document display space. However, compared to the public and non-public schools in Vietnam, foreign non-public schools have focused on building space for finding materials, group working space and training space for users.

-Cost: statistics of operating budget for SLs in the last 3 years show that: non-public school libraries with foreign elements have the highest level of funding for library activities (about 350 million VND / year), 14 times higher than public schools and 21 times higher than non-public schools in Vietnam. Besides, due to the different number of users in the school blocks, the average expenditure per capita of non-public schools is higher (on average 800 thousand VND / person), 47 times higher times compared with the public and non-public schools in Vietnam (average 17 thousand VND / person).

- Technical facilities and effectiveness of facilities in the library: According to statistics, popular equipment used by SLs are bookshelves, newspaper-magazine shelves, books display shelves, computers. In which all 3 school blocks give general results: book shelves, book display and computers shelves are used regularly; table of contents is no longer used. However, library management software, which are being used in 100% of non-public block libraries with foreign elements, is hardly used in Vietnamese public and non-public schools because of funding-related issues.

2.3. Activities of school libraries in Ho Chi Minh City

2.3.1. Professional activities

2.3.1.1. Document collection activities

Survey results show that most (90%) school librarians in school blocks believe that a survey need to be conducted the information of users to supplement materials (although different frequencies) with many forms: sending requests to subject groups, survey forms for teachers, students, etc. This shows that most school librarians have performed professional requirements for document collection work.

Statistics results on the number of documents in libraries: in addition to English books, the number of documents in other subjects at public schools is also much larger than those at non-public schools, since public

schools are of long history (established long ago) and having a lot of students. However, the average number of documents / students gives the opposite result: the highest average number of documents per student in the non-public sector (11 documents / student, even 168 documents / student in some schools, if including electronic documents), many times higher than the average number in Vietnamese public and private schools (1-6 documents / student).

Surveying the level of meeting the demand for information in managers, teachers and students showed that most managers in all three school blocks said that the library's documents met part of their information needs. A small group of teachers and students in all 3 schools said that library materials did not meet the information needs of users. However, there is a paradox: although average documents / people in non-public schools have many times higher foreign factors, the percentage of teachers and students who believe that library materials have not met the demand of information. Users of this school are twice as high as public schools. In addition, the average level of documents / people in non-public schools in Vietnam is equal (even higher than some schools) in public schools, but the percentage of teachers and students who believe that library materials have not met the demand Users' trust is also twice as high as that of public schools. Explaining the cause of this paradox, the author learned about reading culture of teachers and students in the school blocks and found that: while the SLs are in public schools, the library is only open for Teachers and students wishing to use the library, in 100% of non-public blocks, have regulations on libraries and coordinate with parents to read books.

Statistics of the number of documents by type in schools shows that: The number of electronic documents accounts for only 1% and only concentrates on 3 libraries. Most of them (1300/1454 documents) are of a non-public school library with foreign elements. While the survey results on the use of materials by type in groups of managers - teachers - students showed that all groups (in all 3 schools) have the need to use high electronic documents (only low more than printed materials). Therefore, libraries need to consider the roadmap to supplement electronic documents.

2.3.1.2. Professional handling activities

Document processing activities include: technical processing, form processing and content handling.

- Technical processing activities for documents include: general registration, special registration, labeling, stamp for documents. These activities are well done by libraries in both foreign and public schools.

- The processing of forms (cataloging) for documents is done differently between libraries of schools: in public and non-public schools in Vietnam, the cataloging of documents is hardly used (only 14% of libraries do so). Meanwhile, in foreign non-public schools, there are 33.3% of libraries doing this. The reason is that the index system is no longer used, while most public and non-public libraries in Vietnam do not have library management software.

- Activities of handling content of documents include: classification, keyword identification, topic identification and document summarization. Particularly, the classification work is carried out at 100% of the library blocks (because this is one of the criteria for current library evaluation), while other treatment activities have not been focused.

The application of information technology to the processing of library materials varies in the school blocks. 100% of non-public school libraries have foreign elements use library management software. The public and non-public school libraries in Vietnam only stop using Excel to process documents.

2.3.1.3. Organizing - preserving documents activities

- The method to guide users: except for the instructions on the shelf, in general, the public school library block has more methods to guide users than the other two school library blocks. However, according to the author's observation, the way of organizing documents in SLs is quite simple in one-room space. At the same time, this library room is also used for common activities: the workplace of school librarians, teachers and students' general reading rooms, bookshelves arranged in a corner or around the room.

- Testimonials of library users will be an objective measure to assess the effectiveness of the organization of document warehouses. The survey results show that most user groups face difficulties in finding library materials, in which students are the most difficult group (67.7% of public schools, 45.5% of foreign non-public schools, 32.7% of non-public sector in Vietnam). The main difficulties include: do not know the library has documents to find and do not know how to find documents.

- The inventory and liquidation of documents were also conducted quite well in all 3 school blocks, although the frequency of implementation was different.

2.3.2. Service activities

- Service time: the majority of users in all 3 school blocks believe that the service time in the library is currently relatively consistent with the users' library usage time. Particularly, there is a small group of students who believe that time is not appropriate.

- The library's service form includes: reading on the spot, borrowing home, classroom bookcases, bookcases in the school yard, bookcases in the hallway, reading aloud. In particular, the centralized forms of service at the library are developed by most libraries in all 3 school blocks. Besides, there are some forms of service outside the library such as class bookcases, school yard bookcases, etc.

- Service attitude: survey results show that 100% of teachers in all 3 schools feel satisfied with the service attitude of librarians. However, few students in all 3 schools (5.3% public, 12.2% Vietnamese non-public sector, 1.7% foreign non-public sector) still feel unsatisfied with the attitude of mail official institute.

2.3.3. Library management activities

- Planning: according to survey results, 100% of managers said that the school has asked librarians to plan library activities. However, only 9 out of 10 librarians said that the library had plans for library activities.

- Report the implementation of the libraries plan to school leaders: Statistics of survey results, the author found there is inconsistency between the numbers of reports submitted by the libraries and the managers received at all 3 groups of schools. Specifically, the number of reports that managers believe they receive is always more than those reported by librarians. This shows that the management of library activities is not really effective, managers believe that they have really managed the operation of the library but it is not so.

- Library assessment activities: library assessment results issued by the Department of Education and Training of HCMC in 2015-2016 show that the surveyed libraries are randomly selected but the survey sample has covered the letter titles Institute (standard, advanced, excellent). In addition to the annual library reviews conducted by the Department of Education and Training, 83.3% of public libraries (while only 33.3% of non-public block libraries have foreign elements) conducted the survey on user comments.

2.3.4. Cooperation activities with relevant parties

- Collaborative activities between the library and individuals in the school: 100% foreign non-public block libraries, 4/6 public libraries have cooperated with individuals in the school. However, the content of cooperation is different: libraries in public-block mainly cooperate with teachers to attract students to participate in activities organized by libraries, participating in setting up library network; meanwhile, non-public libraries with foreign elements cooperate in a deeper level such as: students join library clubs, support library activities, and libraries to organize activities, teachers guide students to read books according to the library class, etc.

- Collaborative activities between the library and the departments / rooms in the school: this cooperative activity is mainly aimed at collecting teachers' information needs, informing the activities organized by the library for teachers and students attend.

- Cooperative activities between the library and individuals / organizations outside the school: 4 out of 6 public block libraries, 3 of 4 non-public block libraries with foreign elements said the library had activities cooperate with outside.

- Cooperation effectiveness: in non-public schools with foreign factor; the ratio of cooperation between librarians and teachers is the highest among 3 school blocks (59.4%). This is consistent with the lowest data among 3 schools of dissatisfaction of teachers and students with time, form and service attitude.

2.4. Identify the organization and operation model of the school libraries in Ho Chi Minh City

- Vietnamese Public SL and Vietnamese non-public SL groups have the following characteristics: low operating budget; library space mainly serves the purpose of handling, storing and using materials; lack of equipment (especially without library management software); some librarians are not satisfied with the job. It is easy to see the above features belong to the components of the library. The opinions of librarians, managers and teachers in these schools mostly said that for the library to operate effectively, it is necessary to increase the operation budget, equip the library with additional equipment, and add more documents. This shows that the models that libraries in this school group are aiming to improve the components of the library.

- The group of non-public school libraries with foreign investment elements have following characteristics: high operating budget; the library is equipped with equipment; library space towards each user group; librarians have university degrees, satisfied with the job; diverse forms of service (class library, library in school yard); cooperation activities between librarians and stakeholders have begun to be focused on by a number of libraries. Thus, it can be seen that in this group of schools, the components of the library such as: facilities, library staff, funding, and material fund are basically guaranteed. The libraries in this group are trying to increase access to materials for users (in the form of services). This shows that libraries in this group are quite similar to the model towards expanding the accessibility of users' materials.

Conclusion

On the basis of analyzing survey data on each issue of the organization and operation as well as evaluating the operational efficiency, the thesis has identified the current model of each school block. Specifically: Vietnamese public and non-public schools have a model for improving library components; non-public schools have a foreign model of a model that aims to expand access to materials for users. Besides, the author also identifies some factors affecting the model presented in chapter 1, including: working form of librarians, funding, facilities and teachers and students, reading culture.

Chapter 3. PROPOSAL OF COMPLETING THE ORGANIZATION AND OPERATION MODEL SCHOOL LIBRARY IN HO CHI MINH CITY

3.1. Basis for proposing the completed model

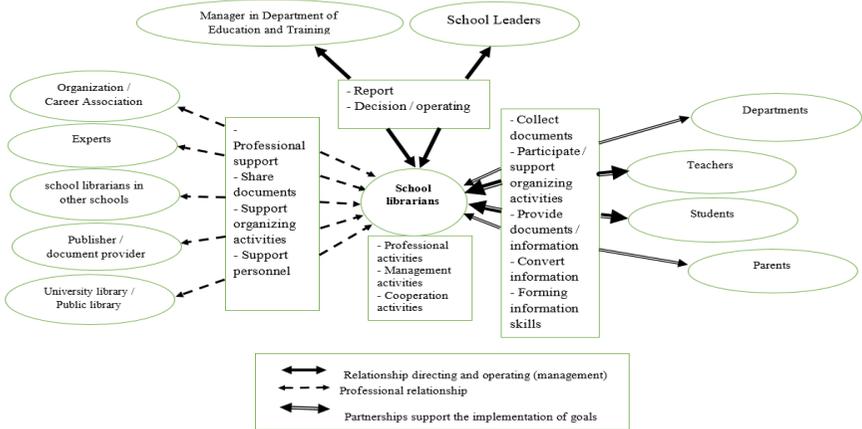
The selection and proposal of organizational model and operation for the SL in the area of HCMC, the author based on the following bases: (1) the development trend of SL in the world, (2) the current status of organization and operation of Vietnamese public and non-public schools, (3) the opinions of experts in the education sector, (4) the characteristics of human resources in SL in HCMC.

3.2. Proposing to improve the organization and operation model for school libraries in Ho Chi Minh City

The model of perfecting organization and operation for SLs in HCMC is proposed in the diagram below. These relationships can be divided into

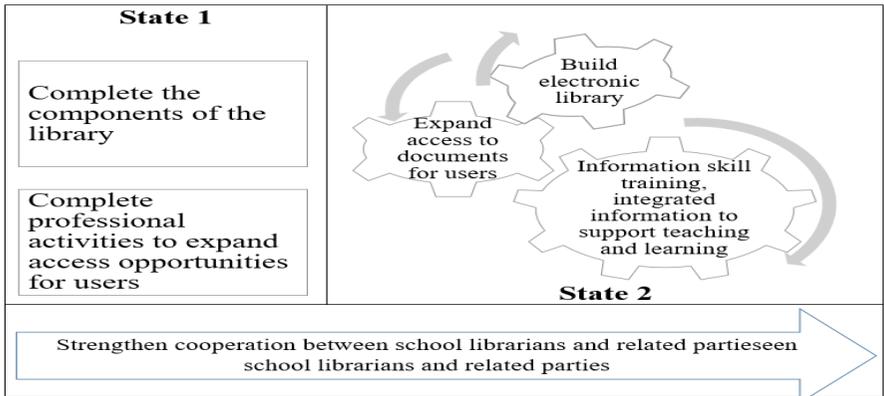
three categories: directing, operating (management) relationships, partnership support goals and business relationships. This is a "virtual" organizational model or network organization.

Diagram 3.1. Model to improve organization and operation of SL in HCMC



3.3. The order and some conditions and solutions to perfect the organization and operation model of each school library block in Ho Chi Minh City

3.3.1. Sequence of model deployment



The order of deploying the model of organization and operation improvement is proposed for the school blocks. However, due to departure from different school groups, each group of schools will have different stages of deployment. Vietnam public and non-public schools will follow a two-stage roadmap:

- Phase 1: perfecting the constituent elements, perfecting professional activities to expand opportunities for users (for Vietnamese public and non-public schools)

-Phase 2: building an electronic library, training information skills to deeply support teaching and learning activities (for foreign non-public school groups; Vietnamese public and non-public schools after completed stage 1)

3.3.2. Conditions for deploying the model

3.3.2.1. Prerequisites

- General conditions for groups are policies & education methods.

-Private prerequisites for public and non-public SL groups in Vietnam is a policy to increase operating expenses for SL.

3.3.2.2. Necessary conditions

- General conditions for 2 groups of schools including: to raise awareness of school leaders about the role of libraries, the school education environment, qualifications of school librarians and awareness of teachers and students about the role of SL.

-Private conditions for each school group. For public and non-public service groups in Vietnam, librarians need to spend full time working for library activities. For non-public SL groups with foreign factors, capacity of librarians and teachers' awareness about the role of SL in teaching support and the benefits of cooperation.

3.3.2.3. Enough conditions

Sufficient conditions for deploying the model include: autonomy of high school principal and a healthy competitive environment based on training effectiveness criteria.

3.3.3. Solutions to deploy the model

- General solutions for both school groups: There should be step by step measures to raise the awareness of school leaders about the role of SL; take advantage of the support of students in the school, interns to support library activities.

- Individual solutions for each school group:

For Vietnamese public and non-public service groups: (1) it is necessary to promulgate policies on strengthening SL's operational budget,

- (2) coordinating with external organizations to organize funding activities,
- (3) can coordinate with buying library management software between SLs,
- (4) need to improve remuneration regime for librarians.

For non-public SL groups with foreign elements: (1) promulgating policies / standards on assessing students towards assessing capacity and skills; (2) libraries in the group need to have plans to develop electronic libraries; (3) librarians need to improve their qualifications; (4) It is necessary to have appropriate remuneration for library staff who are commensurate with the requirements.

CONCLUSION

Based on the analysis of the situation of organization and operation of each school block in HCMC, the author has identified the current model of each school block. Collaboration between librarians and relevant parties in the surveyed SLs has been available (at different levels among school blocks) but most of them only stop attracting users to participate in the activities organized by the library. This confirms the research hypothesis set out in the dissertation (the organization and operation model of SLs in HCMC is currently an isolated model) is absolutely right.

The thesis proposes to perfect the organizational model and common operation for the schools in the direction of expanding cooperation. This proposal is consistent with the trend of developing SL models in countries around the world, while helping SL overcomes difficulties in terms of personnel, especially in the current period when the above schools locality HCMC is gradually self-financing. However, for the model to be effective in practice, the author proposes a sequence, conditions and solutions for each SL group. The synchronous implementation of these solutions will contribute to improving the effectiveness of the model implementation in practice as well as improving the operational efficiency of SLs in HCMC.

LIST OF RESEARCH WORKS PUBLISHED BY THE AUTHOR RELATED TO THE THESIS

1. Doan Thi Thu (2015), “School library with the formation and training of students' habits and skills to use information”, *Journal of Vietnam Library*, no 5, pp.32-35, 20.
2. Doan Thi Thu (2016), “Approaches to school library assessment: case studies”, ”, *Journal of Vietnam Library*, no 2, pp.15-20, 14.
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