

SUCCESS FACTOR FOR EDUCATIONAL ADMINISTRATION OF MUSIC CONSERVATORIES IN THE SOCIALIST REPUBLIC OF VIETNAM

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ABSTRACT

This research aimed to: 1) Study the educational administration of music conservatories and 2) Study the factors of success in the educational administration of music conservatories in The Socialist Republic of Vietnam. The factors affecting the success of the educational administration of music in Vietnam are the principles adhered by music conservatories in which the development of education and training is essential for the development of the nation. The educational administration of music conservatories in Vietnam was initially influenced by France and Russia where many foreign music teachers and instructors provided the necessary foundation, classes and training. Administration in modern times still continue to follow original models but with innovative development that is systematic, efficient and sustained quality. Administrators believe that education is the most important factor and the educational administration of music be focused on the improvement of knowledge and training of personnel and students. All three music institutions in The Socialist Republic of Vietnam which are The Vietnam National Academy of Music, Hue Conservatory of Music and The Ho Chi Minh City Conservatory of Music arrange educational courses in small groups which provide an efficient and close relationship with students. Teachers and instructors are carefully selected and are provided with opportunities in musical performances, on how to be a good audience and also as a composer. Activities and performances are supported at regional, national and international levels on a consistent basis. There is also exchange of knowledge between each of the three institutions and with foreign institutions.

Keywords: Factor, Conservatory, Music, Administration, Vietnam

INTRODUCTION

The administration of higher education is an important management of every nation with the goal of producing the country's human resource of scholars. It is therefore of utmost importance that higher educational institutions have accreditation. The central government and involved organizations must sincerely acknowledge and pursue the development of education to the highest quality (Wongwanich, 2003 : 66). The administration of education in Southeast Asia and especially in The Socialist Republic of Vietnam is undergoing rigorous development to stimulate and address global competitiveness. The Socialist Republic of Vietnam have continued development of higher education since 1986 onwards since previous development guidelines and strategy failed or were inefficient in factors of quality and quantity. The central government therefore initiated innovative development programs in higher education with the objective to support and promote growth in industrial development and propel Vietnamese society to modernization.

This research aimed to: 1) Study the educational administration of music conservatories and 2) Study the factors of success in the educational administration of music conservatories in The Socialist Republic of Vietnam.

RESEARCH AREA AND METHODOLOGY

This research is a qualitative research study and the research data was gathered through document analysis and field data which was gathered during April 2010 – December 2011. Research tools consisted of questionnaires, observation and interviews. The sampling group comprised of committee group members and conservatory staff from three music institutions in which are; The Vietnam National Academy of Music, Hue Conservatory of Music and The Ho Chi Minh City Conservatory of Music.

RESEARCH RESULTS

The educational administration of the three music conservatories in Socialist Republic of Vietnam were initially influenced by French and Russia and many foreign music teachers and instructors provided the necessary classes and training. The system of management and educational administration of music in modern times still continue to follow original models and continue to be developed to create a systematic development, efficiency and quality. The music education in Vietnam is divided into various departments such as piano, woodwinds, traditional and string instruments etc. There were also music ensembles such as orchestras and standard folk orchestras. The education was managed in three levels of primary, secondary, bachelor, master and doctor. The teachers and instructors are highly qualified individuals who graduated from abroad, professors and assistant professors of music, artists and famous musicians, retired teachers and artists. The main duties of conservatories in Vietnam are to perform their duty as the center of national music conservatories and be an example model for other institutions. There are many concerts shown at the theater throughout the year. The shows are exchanged between Vietnamese and foreign conservatories where there is continuing exchange of ensembles, teaching and exchange students all levels of study. Students are encouraged to compete and have received many prizes or accredited at regional, national and international galas.

The factors affecting the success of the educational administration of music in Vietnam are the principles adhered by all music institutions in The Socialist Republic of Vietnam, in which the development of education and training is essential for the development of the nation. Administrators believe that education is the most important factor and the educational administration of music be focused on the enhancement of knowledge and training of personnel, teachers and students so that academic excellence is achieved.

Music institutions in the Socialist Republic of Vietnam provide a vital role in the support and promotion of musicians at a very young age. Most students start at an early age of 4-5 years old and are recognized and supported by their elementary and secondary teachers along with their parents. Talented students are accepted into academic circles and also into professional music ensembles and are capable of pursuing their professional careers. Music institutions in The Socialist Republic of Vietnam follow European administrative format derived from curriculums and text books. The Vietnam National Academy of Music acts as the example role model for the Hue Conservatory of Music and The Ho Chi Minh City Conservatory of Music. Teachers and instructors are highly qualified with many teachers having come from successful education and professional music background from Russia, France, Germany, Bulgaria, The United States of America, Australia, Korea and Japan. The rich variety and background of teachers and instructors has created a national standard of education and is acknowledged internationally.

All three music institutions in The Socialist Republic of Vietnam which are The Vietnam National Academy of Music, Hue Conservatory of Music and The Ho Chi Minh City Conservatory of Music arrange educational courses in small groups which provide an efficient and close relationship with students which enable successful learning. Teachers and instructors are carefully selected and include talented students to give guidance and training. Students and teachers are provided with experience in musical performances, in becoming a good audience and also as a composer. Activities and performances are supported at regional, national and international levels on a consistent basis. There is also exchange of knowledge between each of the three institutions and with foreign institutions.

DISCUSSION

The educational administration of musical conservatories in the Socialist Republic of Vietnam relies on appropriate educational structure of each institution. The structure must encompass all aspects and activities of the institution where it must apply an educational format that has a clearly defined goal and efficiency. Students must be provided with standard and proper knowledge, Instructors must be talented and provide maximum opportunity in learning. To achieve this, the administration must provide consistent activities such as music exposition, performances, innovations and display of individual achievements. Such activities must be supported on a steady basis, meet standards and organized at regional, national and international levels. These factors can provide efficiency and will benefit the administration of music conservatories. This is constant with the characteristics of education in dedicated universities in Vietnam, where each university focuses on particular subjects such as economics, engineering, arts or legal. Further administrative development is needed in Bachelor's degree in areas of increased clarity and modernization which is consistent with comprehensive musicianship which originated in the United States of America in 1965 where the curriculum was focused on developing students with comprehensive musical skills in order to become musical composers and writers. The development of students to become comprehensive musicians encompasses music education at all levels from elementary to secondary which doesn't just emphasize on becoming a musician, but must also include the objective of providing inclusive musical knowledge. The process of an efficient educational format arranges for the students to gain experience from skills as a performer, as an audience and as a composer and will provide the comprehensive musical knowledge and process at the same time (Suttachitt, 2005).

Contributing factors to the success in the administration of music in The Socialist Republic of Vietnam include a sincere and continuous national education policy, effective management that is focused on efficiency and quality, support and promotion of students and staff with the opportunity in increasing their knowledge at all times. Music institutions must be engrossed and give importance in creating good characteristics in students and staff by careful preparation in every aspect. An additional important factor is

to create a standard in teachers and instructors so that they always equipped with knowledge and skills. This is consistent with Sinlarat (1992 : 63-70) which insisted that educational institutions should be given autonomy in their administration which will greatly enhance the development of education and quality of learning for students and staff and will also enable education institutions to expand cooperation between national and international educational institutions and organizations. Consistent with Trakarnrung (2007) in his research titled; *Envisioning Doctoral Music Education for 21st Century Thailand*, where music education and curriculum play an important part the educational administration of music and is a key factor in the preparation of scholarship in music teaching and learning. This is also consistent with Office of the Education Council (2003 : 5-19) in the *Management Innovation in Higher Education*. The study focused on analysis of educational administration of colleges in The United States of America, Australia, England, Malaysia and Mongolia. All these colleges share the same evolution in educational administration where multimedia, technology, academic administration, cooperation with other organizations was effective as a network of cooperation where each college retained their autonomy.

Additional success factors include the administrative model handed down by the late Prime Minister and President of the Socialist Republic of Vietnam, Ho Chi Minh. The format of the model and guidelines is that everyone must perform their duties to the fullest and follow their leader. This administrative format has been adapted to the educational administration of music conservatories and other institutions where teachers, instructors, staffs and students give their best performance in every aspect and conform to their administrator or composer. The pursuit of excellence is also evident in communities where family members and parents give support and promote their spouses and children in music at a young age. Talented youths are provided with opportunities to perform and compete so that they will gain experience, technical skills and knowledge at a very young age. Students and staff are provided with the opportunity to pursue professional careers as solo artist, teachers and instructors or be able to perform proficiently in an orchestra or band. Moreover, conservatories will invite talented students to become instructors at music conservatories and students, musicians and staffs are rewarded with regional, national and international recognition.

CONCLUSION

The educational administration of Vietnam is the end result of continuous development of Vietnam in every aspect that is needed for the development of efficiency of citizens in order to match the development and modernization of the country. Educational reform is important and the supporting factors must include; leadership vision where administrators and leaders acknowledge the importance of personnel development in order to achieve economic development. Personnel development through education is the basic of all development and should take place before elementary level. Vietnam has chosen to revolutionize the development of their country and chosen a new objective in educational administration. The development of an innovative and efficient administration has been undertaken with rapid advancements in every level of education and the expansion of many schools in every province throughout the country. In only 2-3 years, the educational reform has distributed authority and received contribution by all related groups and individuals where there is freedom and diversity in making decisions in order to adapt to the free world. Vietnam's educational reform originated from the desires of citizens which highly valued education. The Vietnamese leadership is dedicated to the development of education with emphasis on quality, efficiency, extensiveness and diversified. The development is based on love and pride of the nation because the Vietnamese people had been living in a post war society for such a long period and became an underdeveloped country compared to other nations in Asia. After the crisis was brought to an end, the citizens were united in the development of the country so that the country will remain strong and develop a common benefit for everyone.

SUGGESTIONS AND RECOMMENDATIONS

Musical institutions should transform the administration of music to incorporate quality, efficiency and be conventional to the national policy. The institutes should also establish cooperation and support from individuals and branches of the related administration and focus on creating a standard musical education that is received at national and international levels.

Musical institutions should support and promote students and staff within with opportunities to expand their capabilities and talents. It is essential to provide significance and create good characteristics for the students by preparing in every aspect so that the potential of becoming a talented and efficient quality musician.

Administrative institutions such as universities, Office of the Higher Education Commission, Ministry of Culture, Sports and Tourism should focus on educational administration by providing support in every form such as providing budgets for musical activities, musical challenges, and theatrical performances persistently and at regional, national and international levels.

Future research studies should focus on the study of musical institutions that specializes in different categories of instruments such as string instruments, piano and wind instruments. Topics should also the research and study of musical ensembles such as orchestras, traditional ethnic orchestras, Jazz and popular music.

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