

THE IMPACT OF SOCIAL CAPITAL ON THE PUBLIC GENERAL EDUCATION GOVERNANCE

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Abstract

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Scientists from a variety of disciplines have recognized social capital as a valuable resource in Vietnam since the early 2000s; nevertheless, this kind of capital can only exist when it is observable and the benefits of social capital can be quantified (Uphoff & Wijayaratra, 2000). As seen by the poor engagement in social activities and social media networks, social capital is actually very restricted in Vietnam's state general education schools. This makes it difficult to raise the standard of instruction and learning objectives. This study aims to investigate the influence of social capital on the advancement of public general education. By analyzing the structural equation model (SEM), the study's survey method uses a questionnaire with a scale of 488 teachers and employees in public general education. As shown in the result, social capital impacts not only directly and positively but also indirectly on the development of public general education through intermediary factors such as in-school knowledge transfer, school brand, and training service quality. The study makes several recommendations to increase social capital in order to set the groundwork for the growth of public general education in Vietnamese schools, based on these findings.

Keywords: Social Capital, Knowledge Transfer, School Brand, Training Service Quality, Public General Education, Development

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1. INTRODUCTION

The essential element that defines a nation's existence and progress is humanity; therefore,

the most advanced education systems in the world aim at investing thoroughly, effectively, and fully exploiting the potential of learners. Each country will differentiate its own educational methods and

organization to best suit learners. Currently, the preparation of human resources is one of the fundamental missions of the educational reform process. Education quality is a derivative of the quality category; thus, the connotation of the educational quality category is determined to a certain extent by the quality category.

Along with other traditional capital sources like natural resource capital, physical capital, and human capital, social capital has long been seen as a necessary resource for the production of goods and services as well as economic development (Coleman, 1988; Putnam, 1993; Granovetter, 1995; Narayan & Pritchett, 1997; Lancee, 2010). Scientists from a variety of disciplines have recognized social capital as a valuable resource in Vietnam since the early 2000s; nevertheless, this kind of capital can only exist when it is observable and the benefits of social capital can be quantified (Uphoff & Wijayaratra, 2000).

According to Putnam (2000), social capital consists of a number of self-made characteristics that support the smooth and harmonious operation of society. These characteristics include the provision of cooperation models, the simplification of cooperation, and the reinforcement of norms, all of which help to resolve challenging cooperative action scenarios. In addition to improving education, social capital also fosters enjoyment and safety within society. Social capital is a symbol of civic engagement and a means of achieving shared wealth at the same time. Additionally, social capital can help human capital grow, particularly for the younger generation (Coleman, 1988). Effective social control and education are examples of how social capital plays a role in the development of human capital.

As seen by the poor engagement in social activities and social media networks, social capital is actually very restricted in Vietnam's public schools. This makes it difficult to raise the standard of instruction and learning objectives. Due to a lack of knowledge of social capital and its importance, the current problem of boosting social capital in public schools has not received much attention; as a result, the need for social capital accumulation in public schools is growing.

According to the assessment of the authorities, the current structure of the national education system in Vietnam is fragmented. Preschool education, general education, vocational education, continuing education, and higher education still have poor correlations with one another. The network of academic institutions lacks uniformity and appropriateness. The disproportion in the structure of qualifications and training specializations has been slowly surmounted, which cannot respond to the human resource needs of society and international integration.

The objective of the research is to construct a model and evaluate the connections between social capital that have an impact on the advancement of public general education in Vietnam, both directly and indirectly. The study's conclusions validated their theoretical and practical contributions by highlighting the significance of social capital and its influence on the advancement of public general education, as well as the intermediary role of

in-school knowledge transfer factors, school brands, and training service quality. The study offers many recommendations for boosting social capital in light of these findings, which will aid in laying the foundation for the expansion of public general education in Vietnamese schools.

The structure of this paper is as follows. Section 2 captures an overview of pertinent research on the subject and the formulation of hypotheses. Section 3 delves into the approach utilized to carry out this investigation and accomplish the objectives of the study. Section 4 presents the study's findings. Section 5 presents the discussion. Section 6 is the conclusion.

2. LITERATURE REVIEW AND HYPOTHESES

2.1. Literature review

Numerous definitions and analyses of social capital have been proposed thus far (Baker, 1990; Bourdieu, 1986; Coleman, 1988; Fukuyama, 2000; Lin et al., 1999; Portes, 1998; Putnam, 1995, 2000). According to Bourdieu (1986), social capital is created by having a strong network of institutionalized acquaintance ties; all acquaintance networks have a role in the formation of social capital. According to Coleman (1988), social norms serve as the foundation for people's ability to work cooperatively with one another, which is what is meant to be understood as social capital. Generally speaking, norms are behaviour-oriented beliefs that are supported by social sanctions and are held in common by the majority of people or organizations. Philosophies, religious doctrines, professional standards, or codes of behaviour are some examples of these standards (Fukuyama, 2000). These qualities are all predicated on trust. Cultures, religions, customs, and habits all have a role in the formation and dissemination of beliefs. In a similar vein, Baker (1990) contends that an actor's social capital is derived from certain social structures. Conventional capital, such as cash, real land, or personal belongings, is not what is meant by social capital. Goodwill, friendship, empathy, and social connection amongst individuals and families are referred to as social capital. Social capital through interpersonal connections and social networks. Bourdieu (1986) noted that social capital is rooted in social ties and that social networks and social capital have a rather stable relationship (Coleman, 1988). Furthermore, trust, understanding, and moral principles shared by individuals are major components of positive interpersonal cooperation that make up social capital. Coordinated action is made possible by the way that communities and corporations interact (Cohen & Prusak, 2001).

The state directly manages public educational institutions, which are founded by capable state entities. The state budget primarily provides funding for ongoing expenditure responsibilities and investment sources for facility construction (The Government of the Socialist Republic of Vietnam, 2006). State budget revenue includes revenues from taxes, fees, and charges; revenues from the state's economic activities; contributions from organizations and individuals; aid payments; and other revenues as prescribed by law. Amounts

borrowed by the state to cover expenses are included in the state budget balance. This is a form of school built and established by projects of the state at the central or local levels. Primary, secondary, and high school education are all provided by public general education institutions. As economies have become increasingly global, higher education institutions have a responsibility to effectively incorporate ethics education (Barza & Cohen, 2015).

Günsel (2015) asserts that the cornerstone of technology transfer is knowledge exchange. Technology transfer boosts internal research and development (R&D) capability for businesses and communities, fosters positive spillover, and dramatically boosts creativity. Technology transfer operations yield knowledge that primarily supports economic growth by enabling enterprises to increase their level of innovation (García-Vega & Vicente-Chirivella, 2020). In the global setting, managers need to see organizational slack as a strategic weapon for action (De Andrade et al., 2015).

Chen et al. (2020) selected 30 colleges of varying sizes and geographical locations, with 926 professors randomly chosen as participants using partial least squares structural equation modeling (PLS-SEM). The findings indicate that: a) reputation and institutional slack positively impact institutional performance; b) internal social capital positively and significantly influences the relationships between reputation and institutional slack and performance; and c) external social capital positively modifies the relationship between institutional slack and performance.

In an effort to explain some of the mechanisms that sustain the educational attainment gap between Roma people and the general population, Baciú and Lazar (2021) investigate the effects of micro- and mezzo-level social networks on Roma people's educational attainment. The study's findings indicate that, while having different effects, both types of social capital have a significant influence on the educational attainment of members of vulnerable populations. Depending on the social structures in place at the time, these effects can sometimes reinforce one another and either keep members of these groups enrolled in school or divert them from it. The findings also demonstrate that an obvious imbalance between agency and structure is created in situations when vulnerabilities intersect, undermining the underlying ideas.

In order to assess the effect of social capital on knowledge sharing in higher education, Sidhu et al. (2023) utilized SmartPLS software to gather data from 80 respondents from higher education institutions in Northern India. The study finds that while social media has no discernible effect on shared vision, it has a considerable impact on academics' trust and network partnerships. This finding aids in the exploration of the many platforms and methods for social media use in academia that can be beneficial. Furthermore, researchers have shown interest in the field of education in recent years; examples of these researchers are Canaj et al. (2022), Naka and Spahija (2022), and Agba et al. (2022).

In Vietnam, some studies have used social capital theory, such as Phung and Bui (2022)

(examined determinants influencing the intention to continue using Zalo); Bui et al. (2020) looked into how social capital affected small and medium-sized businesses' ability to obtain loans in Vietnam; Nguyen and Nguyen (2016) (investigated the relationships between service climate and its determinants of non-physical capital of employees); and Nguyen et al. (2015) (examined how social capital affects risk-coping mechanisms and life satisfaction). Besides, some studies mentioned public general education, such as Le et al. (2019), which measured the efficiency of expenditures for public general education by applying the data envelope analysis for data officially collected from the General Statistics Office, Ministry of Education and Training, and Ministry of Finance; and Le (2020), who evaluated the current status of training activities for high school teachers. However, there is no study to mention the impact of social capital on the development of public general education.

Essentially, depending on the perspective, the quality of education and training services is a relative concept that can be interpreted in a variety of ways. The SERVQUAL model, developed by Parasuraman et al. (1988), is used for the study of service quality. The SERVQUAL scale set uses five factors — reliability, assurance, empathy, and tangibles — to gauge how well customers perceive the quality of the services they receive.

2.2. Hypotheses

2.2.1. Social capital and public general education development

Social capital, derived from investments in social networks or relationships, can be utilized by individuals to pursue advantages. Bourdieu (1986) defined social capital as the result of investment that may be utilized to transform other forms of capital, including economic capital, either in the short or long term. According to Coleman (1988), social capital is a byproduct of other activities that involve interpersonal interactions, established and maintained for the sake of profit. In order to test the relationship between social capital and public general education development in Vietnam, the authors hypothesized the following:

H1: Social capital positively affects the development of public general education in Vietnam.

2.2.2. Social capital and knowledge transfer in schools

According to Bourdieu (1986), social capital is created by all kinds of social networks. However, a network of acquaintances formed by contacting and communicating with neighbours or participating in groups of people sharing similar interests will contribute to the accumulation of social capital, creating the foundation for knowledge transmission and connection building. In researching this content, the authors hypothesize:

H2: Social capital positively affects knowledge transfer in public schools in Vietnam.

2.2.3. Knowledge transfer and public general education development

Podrug et al. (2017) contend that an organization's capacity for innovation is positively impacted by the process of transferring new knowledge and technology. Technology transfer has a major impact on an organization's success, as Grant (1996) showed. The knowledge management procedure, which covers the creation, capture, development, and sharing of knowledge, governs the process of implementing new knowledge from the transfer process. If this procedure is successful, it will open doors for wise decision-making and eventually raise the organization's level of performance. Regarding Vietnam's public education system, considering the relationship between knowledge transfer and public general education development, this study formulates the following hypothesis:

H3: Knowledge transfer has a positive impact on the development of public general education in Vietnam.

2.2.4. Social capital and school brands

When it comes to mobilizing resources to support growth, social capital can be quite helpful (Woolcock, 1998). Regarding social capital in relative connections, Fukuyama (2000) contends that social capital can help people or organizations during hard times financially, but because of the unfavourable effects that follow (like mistrust of strangers), organizations will face difficulties during their further growth and development. One of the cornerstones of public general education is branding, which is determined by the network of the school's social capital connections. Thus, in the context of Vietnam, how does this impact manifest? The authors hypothesize:

H4: Social capital positively affects the brands of public general schools in Vietnam.

2.2.5. School brand and public general education development

A brand is seen as a valuable asset that will last for an organization's whole existence. Strong brands have a lot of advantages and values. In today's cutthroat global market, Joe (2000) asserts that developing a suitable and effective strategy that incorporates public relations, marketing, advertising, and research study is the approach to developing a brand with added value. Joe (2000) provides an overview and discussion of the steps required to develop a brand strategy that works and brand loyalty. The following hypothesis is put forth to investigate the connection between the growth of public general education in Vietnam and the school brand:

H5: School brand has a positive impact on the development of public general education in Vietnam.

2.2.6. Social capital and training service quality

Fukuyama (2000) asserts that people have the ability to produce and utilize social capital for their own purposes. Putnam (2000), however, demonstrates

how social capital is employed in the pursuit of monetary gain or scholastic achievement. Lin et al. (1999) again stated that social capital reflects the ability to invest and the benefits to be earned. Portes (1998) asserts that individuals use social capital to seek benefits. Examining the connection between social capital and the calibre of training services provided in Vietnamese public schools, the research postulates:

H6: Social capital positively affects the quality of training services in public schools in Vietnam.

2.2.7. Training service quality and public general education development

Five characteristics of high-quality education were listed by Harvey and Green (1993): transformation, value for money, excellence, perfection, and appropriateness for purpose. The improved quality of education also means that the quality of learning outcomes is improved, thereby advancing the field of education as a whole. Thus, in the context of public schools in Vietnam, whether there is an impact of training service quality on the development of public general education, the hypothesis is built:

H7: The growth of public general education in Vietnam is positively impacted by the calibre of training services.

2.2.8. Knowledge transfer and training service quality

The following aspects of student satisfaction are mentioned by Elliot and Healy (2001) in their study on the primary factors influencing student satisfaction related to enrolment and retention of learning activities: academic advising effectiveness; campus climate; campus support services; student-centeredness; the commitment of the university; and especially instructional effectiveness. Knowledge transfer activities in universities have a particularly important role, not only creating a knowledge foundation for learners but also facilitating passion, long-term commitment, and satisfaction for both learners and instructors. After researching this content, the authors hypothesized:

H8: Knowledge transfer positively affects the quality of training services in public schools in Vietnam.

2.2.9. School brand and training service quality

According to Bennett and Ali-Choudhury (2009), a university's brand is an expression of the qualities that set it apart from competitors, demonstrate its ability to meet the needs of students, foster confidence in its capacity to provide a particular kind and calibre of higher education, and assist prospective students in making informed enrolment decisions. A powerful brand may instil trust in students in a high-quality setting, which serves as the foundation for student choices, learner-added value, and a pleasurable experience (Chun & Davis, 2006). In researching the impact of school brands on the quality of training services at public general schools in Vietnam, this study hypothesized:

H9: In Vietnam's public schools, the quality of training services is positively impacted by the school brand.

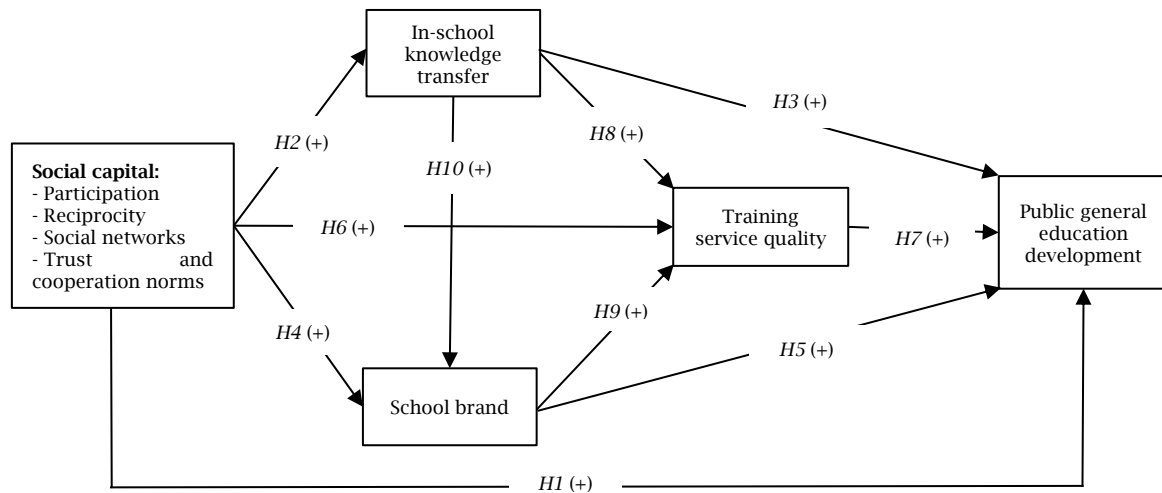
2.2.10. Knowledge transfer and school brand

Darroch and MacNaughton (2002) claim that improved information transfer fosters creativity and innovation, which in turn leads to the development of novel working techniques and procedures, the modification of conventional approaches, and the improvement of organizational development and performance. Cooperative and transfer conduct is a good outcome of commitment, according to

research by Morgan and Hunt (1994). This behaviour displays managerial effectiveness and helps to increase efficiency in the nation's development. Thus, how does knowledge transfer impact the school's brand in the context of Vietnam's public general schools? The following is how the hypothesis is put forth:

H10: Knowledge transfer positively affects the brand name of public general schools in Vietnam.

Figure 1. Research model



3. RESEARCH METHODOLOGY

3.1. Research scale

The authors suggest a five-variable model based on a survey of the literature and relevant studies. The five-level Likert scale was employed in the investigation. Indicators measuring variables are applied with adjustments in accordance with the characteristics of the research sample from previous studies. The independent variable, social capital (SC), uses the research scale of Montgomery (1992), comprising 21 observations with 4-factor groups: 1) participation (*Par.*) has five observations; 2) reciprocity (*Re.*) has five observations; 3) social networks (*SN*) have five observations; and 4) trust and cooperation norms (*TCN*) have six observations. The following intermediate variables were added to the model: school brand (*SB*) using the research scale of Yoo et al. (2000) with five observations; training service quality (*TSQ*) using the research scale of Parasuraman et al. (1988) with five observations; and in-school knowledge transfer (*KTS*) using the research scale of Chennamaneni (2006) with six observations. The dependent variable is the development of public general education (*ED*) using the research scale of National Advisory Committee on Creative and Cultural Education (NACCCE, 1999) with six observations.

3.2. Research sample

The research methodology involves an investigation with a scale of 488 teachers and employees at public general schools in Vietnam, of which 95 questionnaires were obtained from managers and

393 were collected from teachers and employees in schools located in all three regions: the North, the Central, and the South. Both direct handouts and online technologies were used in the data collection process. There were 600 survey sheets distributed in all, 521 survey sheets were collected, and 488 valid survey sheets were used in the study. The study by Hair et al. (1998) states that the minimal sample size for the purpose of determining the expected sample size is five times the total number of variables observed. Of the 488 samples, 43 observations in the study satisfy the requirements for analysis. The time frame for finishing the data gathering is February 2022–May 2022.

3.3. Methodology

Qualitative methods are carried out based on a review of relevant empirical studies, allowing for the systematic measurement of the structure of the independent and dependent variables.

We use quantitative research methods with the support of SPSS and Amos software. After collecting and cleaning, data is processed by SPSS and AMOS programs, including the following steps:

1) exploratory factor analysis (EFA) with the requirements of factor loading > 0.5 , Kaiser-Meyer-Olkin (KMO) coefficient ≥ 0.5 and ≤ 1 , p -value < 0.05 , and the percentage of average variance extract $> 50\%$;

2) evaluating the scale's reliability with the required Cronbach's alpha value > 0.7 ;

3) confirmatory factor analysis (CFA) to establish good fit measurement models used to test structural models and the suitability of the models;

4) examining the structural equation modelling (SEM) to test the study hypotheses, with

the following requirements: root mean square error of approximation (RMSEA) < 0.05 (Taylor et al., 1993); goodness of fit index (GFI), Tucker-Lewis index (TLI), and comparative fit index (CFI) > 0.8 (Segars & Grover, 1993); and chi-square/df < 3 (Hair et al., 1998).

Researchers can visually inspect the correlations between variables with SEM. SEM is a more potent statistical method to fulfil the subsequent demands: 1) path analysis with many dependent variables; 2) regression analysis with multicollinearity problem; 3) modelling multidimensional relationships between variables in a model; 4) analysis of multiple regression models simultaneously.

4. RESULTS

4.1. Testing the reliability of the scale

In the study, the reliability of the Cronbach's alpha scale is tested using the SPSS program. When all variables' Cronbach's alpha coefficients are greater than 0.7, the analysis's findings demonstrate the scale's reliability, as well as the data values used in the study. The Cronbach's alpha *if item deleted* coefficient is smaller than the Cronbach's alpha coefficient if observations are eliminated for all independent and intermediary variables. In the meantime, Cronbach's alpha *if item deleted* coefficient of the *ED3* indicator is 0.941, which is greater than the Cronbach's alpha coefficient of the *ED* variable (0.938) when considering

the dependent variable, which is public general education development. Thus, this indicator is eliminated to improve the scale's relevancy.

Table 1. Evaluation of the reliability of the scale by the coefficients Cronbach's alpha

No.	Variable	Abbreviation	Cronbach's alpha coefficient
1	Participation	Par.	0.867
	Reciprocity	Re.	0.941
	Social networks	SN	0.848
	Trust and cooperation norms	TCN	0.942
2	In-school knowledge transfer	KTS	0.925
3	School brand	SB	0.910
4	Training service quality	TSQ	0.935
5	Public general education development	ED	0.941

4.2. Exploratory factor analysis (EFA)

The study first tested the scale's reliability before conducting an EFA on the dependent, intermediate, and independent variables. The findings indicate that the data can be analyzed since it satisfies two requirements: "discriminant validity" (observed variables belonging to one factor are distinguishable from another) and "convergence validity" (observed variables converge on the same factor). The data also has factor loading > 0.5.

Table 2. EFA results

EFA	Coefficient KMO	p-value	Variance extracted	Factor loading	Conclusion
Independent variables and intermediate variables	0.945	0.000	74.086	All > 0.5	Meet analysis requirements
Dependent variables	0.902	0.000	81.022	All > 0.5	Meet analysis requirements

4.3. Confirmatory factor analysis (CFA)

The study proceeds to the next phase, CFA, following the EFA. The analysis's findings indicate that the p-value is 0.000, and the coefficient of chi-square/df is 2.080 (< 3). Additional metrics such as GFI = 0.859 (> 0.8), TLI = 0.946 (> 0.8), CFI = 0.951 (> 0.8), and RMSEA = 0.047 (< 0.05) demonstrate how well the model fits the study data.

4.4. Structural equation model (SEM)

The study examined the SEM to assess the hypotheses. The analysis results showed that the general indexes were satisfactory. Specifically, chi-square/df = 2.096 (< 3) with p-value = 0.000; GFI = 0.856 (> 0.8); TLI = 0.945 (> 0.8); CFI = 0.949 (> 0.8); RMSEA = 0.047 (< 0.05).

The research model is appropriate, as demonstrated by the estimation findings of the relationships in the model. Every hypothesis that is part of the model is acknowledged.

More specifically, the regression coefficient is positive (0.734), and *H1* is accepted with a significance level in the test < 0.05. Thus, studies have demonstrated that social capital directly and favourably influences how public general education is developing in Vietnam. This outcome is consistent

with the studies conducted by Coleman (1988) and Bourdieu (1986).

With a significance level in the test of less than 0.05, *H2* and *H3* are accepted; their corresponding regression coefficients are 1.115 and 0.127 (> 0). Accordingly, the study's findings have demonstrated that social capital fosters knowledge transmission, which in turn fosters the growth of Vietnam's public general education system. Stated differently, knowledge transfer functions as a mediating factor in the relationship between social capital and the advancement of public general education. These results are similar to those of Bourdieu (1986), Grant (1996), and Podrug et al. (2017).

Similarly, with a significance level of less than 0.05 and positive regression coefficients in the tests, the hypothesis pairings *H4*, *H5*, and *H6*, *H7* are likewise accepted. Each of these outcomes aligns with the research conducted by Harvey and Green (1993), Portes (1998), Woolcock (1998), Joe (2000), Lin et al. (1999), Putnam (2000), and Fukuyama (2000).

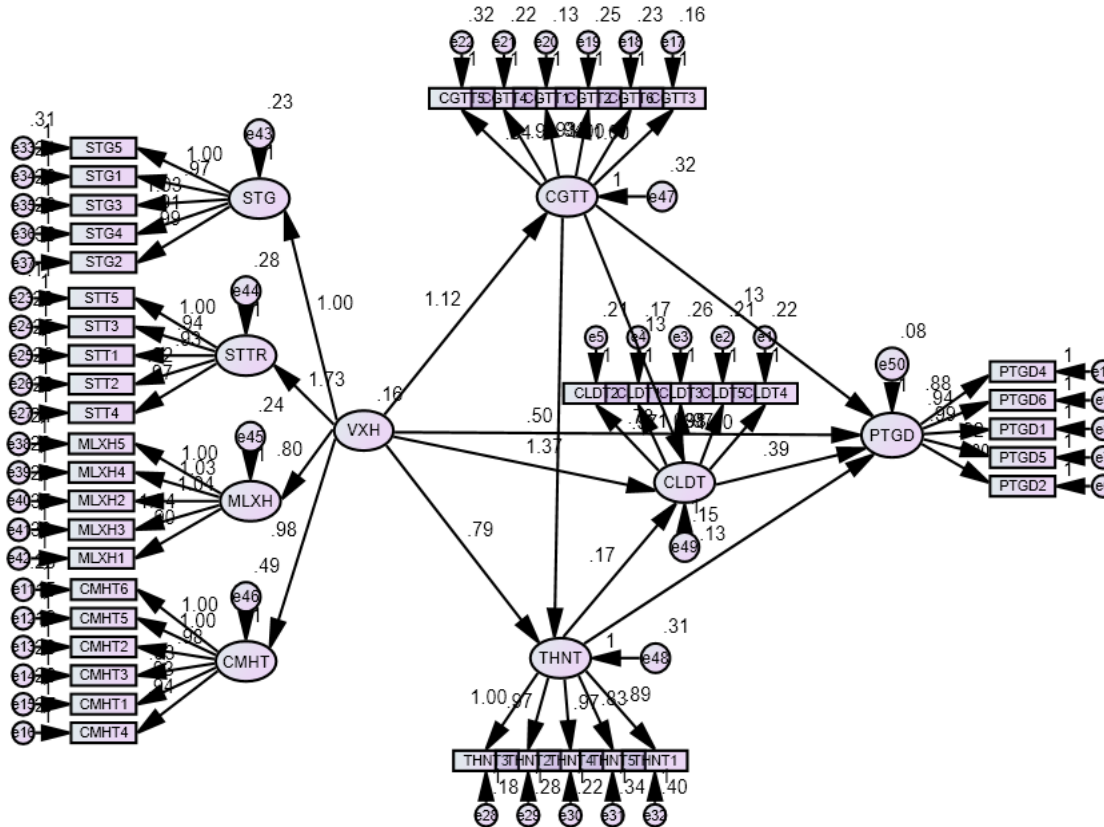
Accepting every one of the seven hypotheses, the study has thus demonstrated that social capital influences the growth of public general education directly and favourably, as well as indirectly through the intermediary factors of in-school knowledge transfer, school brand, and training service quality. These will be useful references for future research

because they make significant theoretical and practical contributions to the field.

Furthermore, hypotheses ranging from H8 to H10 are likewise approved with positive regression coefficients and comparable significance (< 0.05). Once more, the study demonstrates how knowledge transfer and school brands operate as mediators in the relationship between the influence of social

capital on the quality of training services. Additionally, there is a clear and beneficial relationship between the school brand and knowledge transfer. All these results also show agreement with the studies by Morgan and Hunt (1994), Elliot and Healy (2001), Darroch and MacNaughton (2002), Chun and Davies (2006), and Bennett and Ali-Choudhury (2009).

Figure 2. SEM analysis



Note: Chi-square = 1687.006; df = 805; p = 0.000; Chi-square / df = 2.096; GFI = 0.856; TLI = 0.945; CFI = 0.949; RMSEA = 0.047.

Table 3. SEM analysis results for relationships in the model

Hypothesis	Relationship	Weight	S.E.	C.R.	p	Conclusion
H1	ED <--- SC	0.734	0.171	4.302	0.000	Accepted
H2	KTS <--- SC	1.115	0.126	8.872	0.000	Accepted
H3	ED <--- KTS	0.127	0.039	3.209	0.001	Accepted
H4	SB <--- SC	0.790	0.139	5.677	0.000	Accepted
H5	ED <--- SB	0.125	0.037	3.420	0.000	Accepted
H6	TSQ <--- SC	1.368	0.171	8.015	0.000	Accepted
H7	ED <--- TSQ	0.393	0.073	5.394	0.000	Accepted
H8	TSQ <--- KTS	0.128	0.058	2.215	0.027	Accepted
H9	TSQ <--- SB	0.165	0.054	3.078	0.002	Accepted
H10	SB <--- KTS	0.502	0.064	7.886	0.000	Accepted

5. DISCUSSION

On the basis of these results, the study discusses and proposes a number of recommendations to improve social capital to create a development foundation for public general education in schools in Vietnam.

Firstly, considering the participation, it is necessary to seek and promote win-win cooperative relationships between the high schools and participants, such as higher education institutions,

colleges, and vocational schools. Implementing career guidance programs for students that are closely associated with learning outcomes quality and effectiveness is essential.

Secondly, regarding reciprocity, schools should actively seek support from external partners through more programs and events organized by the school or its partner. Strengthening relationships and sharing resources to find solutions for schools are also necessary.

Thirdly, concerning social networks, schools need to actively engage with and build relationships

with the community and society. They should enhance the organization of events and plan and implement activities inside and outside the school to enhance the school's position. Alongside increasing investments in science and technology, schools also need to build competent and efficient information networks.

Fourthly, regarding trust and cooperation norms, it is necessary to build trust with students in the school, the social community, and partners. Establishing trust based on mutual respect, understanding, and win-win principles is essential for relationships to flourish over time.

Additionally, one of the current concepts of innovation in education and training is to strengthen moral education for students to cultivate individuals who are both ethical and professional. Therefore, the management of moral education in schools plays an important role. In terms of content, ethical education management involves a combination of work stages such as building plans, organizing educational activities, directing educational activities, and checking ethical education activities for students. By performing these stages of work well, moral education activities for students in schools will contribute positively to fostering students' personalities.

In addition, schools also require solutions to enhance the sharing and transfer of knowledge within schools to relevant parties, especially students and society. It is also essential to firmly develop the school's brand in a sustainable manner, focusing on quality training, and applying and gradually improving training outcomes according to national and international standards.

6. CONCLUSION

This article has developed a model and tested hypotheses based on the literature review and relevant research. The findings of this study have demonstrated a significant theoretical and practical contribution to the field of public education in Vietnam by showing the direct and indirect effects of social capital on the growth of public general education through three intermediary factors: 1) in-school knowledge transfer; 2) school brand;

and 3) training service quality. Furthermore, it has been shown that the relationship between the influence of social capital and the quality of training services is mediated by knowledge transfer and school brand.

A frequent issue and constraint of the study on the influence of social capital on public general education governance is the small sample size relative to the total number of public schools in Vietnam. Respondents consist of teachers and administrative staff of public general education in Vietnam. The relationship between social capital and public general education governance can also be significantly impacted by changes in government policies and regulations concerning education.

Although the research objectives have been achieved, there are still certain limitations. Firstly, since the study was conducted in Vietnam, the conclusions may not necessarily be applicable to other nations. Therefore, future research should consider including other countries and regions around the world. Secondly, there are limitations regarding the scope of the independent and dependent variables. To conduct additional analysis on the relationship between public general education governance and social capital, it is suggested that future research should also incorporate other social capital variables and public general education governance variables. Moreover, future research should expand the sample size and include a wider range of survey subjects to ensure higher representativeness. We hope that our findings will contribute further in this direction. Lastly, while the paper found no variations in responses from different respondents, there may be differences based on demographic variables such as age, education, and seniority in the workforce, which could be further categorized and examined for each target group. Additionally, future research should consider the impact of various other variables, such as changes in education regulation and government policies, on the development of public general education. Furthermore, it should discuss how the development of public general education is influenced by demographic criteria including age group, educational attainment, and professional seniority.

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