



Investigating elements influencing cultural communication behavior of kindergarten students from ethnic minorities in Vietnam's educational system

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ABSTRACT

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The development of communication skills is crucial, particularly for directing the cultural communication practices of kindergarten students and ethnic minority students. The goal of the study was to examine the reality of children's engagement in cultural communication behavior and the reality of the elements that influenced the educational process of cultural communication behavior. There were 130 participants, including 30 administrators and 100 kindergarten teachers from ethnic minorities. The study found out that students were engaged in intercultural activities at an average rate and less frequently. In addition, it was evident that elements such as focus, the direction of management, and the expertise of educators had the biggest influence on the educational process. The study recommends that educators implement a policy of fair support for teachers and students, provide instructors with capacity-building training, and collaborate closely with students' families to increase the learning quality of student work. For kindergarteners to learn how to act in a way that is culturally communicative they need a lot of attention and direction from all levels on how to make policies that will improve the skills of both teachers and students. This is because the goal of education is to help children develop behaviors that are culturally communicative. At the same time, teachers work with the kids' families to teach them about cultural communication patterns in the best way possible.

Contribution/Originality: The paper's main contribution is a policy framework to develop cultural communication behavior of ethnic minority kindergarten students in school, an area most neglected by educational administrators and leaders. The study also recommends measures that the school can adopt to improve students' communication skills.

1. INTRODUCTION

Communication skills are the ability to transmit knowledge to a broad audience in a readily understandable manner (Burlinson, 2007). Being among the most important skills a child may develop, children with effective communication skills are more capable of investigating concepts and articulating their perspectives (Mokhtar, Halim, & Kamarulzaman, 2011). For the purposes of this article, culture has been defined as a system of values and traditions that influences the conduct of the members of a specific group in worldly perception, cognition, interaction, action, and evaluation (Chamberlain & Medeiros-Landurand, 1991).

The complex human activity known as communicative culture consists of two interrelated components of social life. The first issue is the cultural dimensions of communication, which means that communication has its own characteristics and meanings that may be observed at any given time, place, and social context (Philipsen, 2003). From this perspective, cultural communication is the result of communication that contains culturally specific characteristics. The second component includes the principles and functions of the culture of communication in everyday life with zeal, an awareness of opportunities, and sound judgment. From this perspective, cultural communication is a necessity for survival (Philipsen, 2003).

Several studies have demonstrated that cultural communication manifests itself in characteristics such as perseverance and candor (Khalid, 1977); loyalty and dignity (Nydell, 1987); quality, courage, and self-respect (Patai, 1983); and pride, competition, and vengeance (Almaney & Alwan, 1982; Boutros-Ghali, 1982). The most frequently mentioned core values are collectivism, hospitality, and honor (Feghali, 1997). In Asian countries, cultural communication is founded on the Confucian tradition, which encourages individuals to participate in mind-to-mind communication, which involves expressing meaning via shared beliefs, values, and standards (Kim, 2010). *Ishindenshinin* in Japanese culture, *I-Shim Jun-Sim* in Korean culture, and *Hanxu* in Chinese culture are all words that illustrate the importance of nonverbal communication (Tsuji-mura, 1987). These studies reveal that Asians are less aggressive than Westerners (Zhang, 2008).

1.1. Educational Context for Cultural Communication Behavior

An educational environment is one in which cultivated conversational practices are vital for offering solid and effective information or stimulation. During childhood, children cannot acquire knowledge independently; therefore, they require assistance from their environment (NICHD-ECCRN, 2005). Individuals participate most frequently in social relationships within the context of childhood's environmental elements; in this situation, the home environment is where parents play the most significant influence (Cobham, McDermott, Haslam, & Sanders, 2016). In addition, the time parents spend with their children has a significant impact on the development of their children's character (Sampasa-Kanyinga et al., 2017).

Strong correlation exists between the learning environment at home and improved student results (Morrison, Bachman, & Connor, 2008). For instance, direct observation of the home environment using the home scale (Bradley et al., 1989) was connected with kindergarten students' subsequent cognitive and academic ability (Bradley & Corwyn, 1999).

The second environment is the school when the child has reached school age. In this example of Kindergarten, the role of this institution is just as significant as that of the parent (Entwisle, 1995). In addition, time at school will be lost if teachers are unable to use their time and resources in order to maximize students' potential (Campos & Pradhan, 2007). Therefore, teachers must be able to impart knowledge in a dynamic, not monotonous, manner and must be able to adapt to the demands of their students (Wilson & Demetriou, 2007).

1.2. Teachers' Qualification

Numerous studies have demonstrated that a teacher's qualification that includes certification, experience, and years of training, can affect a student's academic performance (Darling-Hammond & Youngs, 2002). Although some suggest that the certification process discourages more qualified individuals from becoming teachers (DOE, 2002), it is evident that teacher training, qualifications, and experience merit consideration. Recent evidence indicating that specific teacher qualifications predict student achievement includes (Darling-Hammond, 2000): (1) Teacher certification; (2) Teacher education, including general academic ability, subject knowledge, and knowledge of teaching and learning as reflected in teacher education courses; and (3) Teacher experience. However, relatively little research has examined the relationships between these characteristics, their effects on classroom practice, and their ability to predict child outcomes.

In addition, a meta-analysis of school resources and their effect on student accomplishment (Greenwald, Hedges, & Laine, 1996) indicated that educational attainment of instructors significantly predicted student outcomes in studies; modest to moderate effect size. Although the evidence is somewhat equivocal, years of teaching experience may potentially influence student outcomes (Goldhaber & Brewer, 2000; NICHD-ECCRN, 2002a, 2002b). For instance, teachers prefer to report what they intend to do in the classroom rather than what they actually do (Dickinson & Tabors, 2001). Instead of focusing on external issues that they cannot control, teachers should develop their professional competence and concentrate on the lesson (Birmingham, 2003). The motivation of teachers is crucial to providing the correct education for their students, and they should have aspirations and objectives geared to offer all of their students with the finest education that will likely be achievable. increased likelihood of succeeding These can also be teachers who view themselves as lifelong learners, are intrigued about differences, and recognize that they can learn just as much from their pupils as they can from them (Ladson-Billings, 2022).

In addition, numerous research has demonstrated that the quality of teachers' instructional practices affects the learning process of students (Nelson, Westhues, & MacLeod, 2003). For instance, research has revealed a correlation between student achievements and classroom characteristics such as instructor praise, number of classes, instructional tempo, and teacher expectations (Stockard & Mayberry, 1992). Additionally, factors such as the capacity to manage and supervise students, as well as learning attitudes and classroom conduct, predict student progress (Brophy & Good, 1986). Additionally, student achievement is tied to a teacher's interest in students, ability to respond to queries and requests, and classroom environment (Connor, Morrison, & Katch, 2004; Connor, Morrison, & Petrella, 2004). Moreover, instructors who consider academic instruction as a significant component of their employment and who accept greater responsibility for student accomplishment produce classroom conditions that produce higher student outcomes (Ashton & Webb, 1986; Nelson et al., 2003).

In addition, research demonstrates that the capacity of the Board of Directors has an impact on the educational process for individuals. According to Harris (2007), it is crucial for school principals to have significant connections between their institutions and their students. They must possess sufficient regulatory knowledge, leadership skills, initiative, a broad vision, and persuasive abilities. In addition, they receive training in professional skills, such as having enough understanding of curricula and laws, effective management abilities, the capacity to make impartial and objective choices, and the ability to encourage instructors and students when necessary.

According to Martineau (2012), effective school principals will be able to improve the school's vision and modify its instructional programs when they possess a comprehensive understanding of school reform. Principals are also expected to be prominent members of society. This finding is consistent with the findings of Lopez, Gonzalez, and Fierro (2006), who concluded that efficient school administration necessitates the creation of several benefits for staff and students, and that effective communication skills are a vital component. Such abilities play a crucial role for school principals in enhancing teacher motivation for the duration of their teaching careers, positively influencing teacher satisfaction, effectiveness, and satisfaction work (Stockard & Lehman, 2004).

1.3. The Focus and Direction of the Administration

According to Roselyn, Patrick, and Peter (2013) 's findings, 66 percent of participants responded positively to the question of whether or not the Department of Education is actively cultivating the management abilities of its staff. Moreover, thirty percent of people polled said that the Ministry of Education did not make an effort to improve its staff' managerial abilities. 64% of people are under the impression that this objective has been achieved by the Ministry of Education by means of hosting management skills workshops for principals. The article illustrates that the government, specifically the Ministry of Education, has increased capacity development in a variety of different methods, as demonstrated by the evidence presented in the article. The Kenya National

Examinations Board Act is the piece of law that regulates how public examinations and certifications are administered in all Kenyan schools and institutions (Onsomu, 2004).

When the findings regarding the influence of school leaders on student performance are analyzed, it is discovered that special school principals play a significant role in promoting student success. They do this by cultivating productive learning and social environments, as well as by boosting the enthusiasm of both students and teachers. These findings are consistent with those obtained by other researchers who conducted earlier research (Fullan, 2005; Schulte, Slate, & Onwuegbuzie, 2010; Wong, Nicotera, & Guthrie, 2007). As a result of improvements in student performance, aspects such as an appropriate learning atmosphere and sufficient learning resources are made available. When analyzing factors that contribute to an organization's level of success and efficiency, one of the most important considerations is how well employees and students are motivated to follow rules and regulations.

The administrative sector has identified and recognized certain values, such as the importance of establishing a suitable working environment, evaluating the quality of instruction, collaborating with people, and contributing to the creation of school culture. These factors have a significant bearing on students' academic achievement. The findings of this study are consistent with those of more recent research (Helvacı & Aydoğın, 2011). It is the responsibility of the School Board to cultivate links with other organizations and organize extracurricular activities in order to improve the educational experience of the students. In conclusion, increasing student accomplishment is seen of as the role of the school administration, and this obligation includes providing educational services such as treating student challenges, measuring student progress, and monitoring their development. Hampton (2005) argued that effective principals are accountable for organizing educational programs and taking remedial measures as necessary to encourage student success. This responsibility was indicated by the author's use of the phrase "effective principals.". Our research was conducted in Vietnam's Cao Loc district and Lang Son province. Its purpose was to explore the current level of cultural communicative behavior practice among kindergarten students from ethnic minorities as well as the elements that affect the educational process.

2. METHOD

2.1. Participants

Convenience sampling method was utilized to collect the study's participants. The study involved a sample of 130 participants, including 30 education administrators and 100 kindergarten teachers. All participants were sampled from ten Vietnamese kindergarten schools in Cao Loc District, Lang Son province at random and were informed about the study's purpose.

2.2. Procedure

Prior to completing the survey, participants provided informed consent and were assured about the anonymity and confidentiality. Participants were also informed of the objectives of the research and asked to provide sociodemographic information, including the names of managers or instructors. Participants were allowed to withdraw from the study at any time.

2.3. Measures

The questionnaire was designed for managers and instructors to collect information on the rating of cultured communication behaviors and factors that influenced the teaching of cultured communication behaviors among kindergarten students from ethnic minority groups. The instrument comprised two parts: Part I included questions about the current state of cultured communication behaviors among ethnic minority kindergarten students, with six sub-scales of cultured communication behaviors; Part II included questions about the evaluation of factors that influenced the education of cultured communication behaviors among ethnic minority kindergarten students.

For each item, participants reacted using a three-point Likert scale ranging from 1 to 3: (1) Good/ Commonly/ Highly influential/ Prove extremely: 3 points. (2) Obtain/ occasionally/ Influence/ Acceptable: 2 points. (3) Failure/ Never/ Lack of Influence/ Unsatisfactory: 1 point. The component scores were intended to build a grade with a range of score rating the survey: $(3-1)/3 = 0.67$. The following codes were applied to each survey's mean value: (1) From 1 to around 1.67: Low. (2) From 1.67 to around 2.35: Average. (3) From 2.35 to 3.00: High.

2.4. Statistics

This investigation utilized a descriptive cross-sectional methodology. Social Program Sciences Statistics (SPSS) version 22.0 was used for data processing. Descriptive statistics were used to characterize participants and to assess the condition of cultured communication behaviors and the variables that impacted the education of cultured communication behaviors among ethnic minority kindergarten students.

3. RESULTS

3.1. The Current State of Cultured Communication Behaviors among Ethnic Minority Kindergarten Students

Table 1 displays the results of an evaluation conducted by kindergarten teachers with each student of 3 to 5 years age group to determine the cultural communication elements of ethnic minority kindergarten students.

Table 1. Evaluation of cultural communication aspects among ethnic minority students by kindergarten administrators and teachers.

No	The cultured communication behaviors	Age (in years)	Level		Consequence	
			Mean objects	Mean total	Mean objects	Mean total
I	Courteous, polite, and well-mannered.	-	-	2.23	-	2.14
1	Greet their parents nicely when picked up and while meeting others; Know where to put toys and personal stuff.	3	2.14	2.13	2.05	2.03
		4	2.10		1.95	
		5	2.15		2.09	
2	Thanks, and apologies.	3	2.19	2.11	2.08	1.98
		4	2.02		1.88	
		5	2.11		2.00	
3	Having polite and sophisticated eating manners: they do not play, talk while eating, drop or scatter rice while eating.	3	2.06	2.07	2.04	2.04
		4	1.98		1.95	
		5	2.18		2.12	
4	Line up when taking part in activities and in public places.	3	2.31	2.21	2.16	2.02
		4	2.11		1.91	
		5	2.20		1.99	
5	Having polite behaviors such as receiving presents with two hands, apologizing with folded arms, bowing to her when entering the classroom, etc.	3	2.37	2.41	2.37	2.39
		4	2.38		2.37	
		5	2.50		2.43	
6	Have nice, charitable gestures.	3	2.42	2.44	2.41	2.38
		4	2.44		2.38	
		5	2.45		2.36	
II	Behaviors in interpersonal communications	-	-	2.10	-	2.08
7	Listen attentively to teachers and classmates	3	2.07	2.11	2.03	2.08
		4	2.08		2.04	
		5	2.19		2.17	
8	Do not interrupt while teachers and classmates are conversing.	3	2.03	2.10	2.02	2.05
		4	2.12		1.99	
		5	2.16		2.15	
9	Maintain eye contact with the other individual.	3	2.07	2.13	2.05	2.09
		4	2.10		2.10	
		5	2.22		2.11	
10	Talk well enough to listen and subject and predicate adequately.	3	2.10	2.12	2.03	2.02
		4	2.11		1.95	
		5	2.15		2.08	

No	The cultured communication behaviors	Age (in years)	Level		Consequence	
			Mean objects	Mean total	Mean objects	Mean total
11	Informal greeting to classmates and teachers.	3	2.03	2.05	2.03	2.14
		4	2.04		2.17	
		5	2.09		2.23	
III	Social behavior that meets the needs of both the self and others	-	-	2.10	-	2.07
12	Aggressively look for help when faced with a difficulty.	3	2.03	2.08	1.97	2.03
		4	2.08		2.03	
		5	2.13		2.09	
13	Actively communicate their viewpoints and attitudes.	3	2.09	2.10	2.03	2.08
		4	2.08		2.08	
		5	2.14		2.12	
14	Actively recommend it to their friends what they want and what they think when they join a game or activities.	3	2.04	2.11	2.03	2.10
		4	2.12		2.13	
		5	2.16		2.15	
IV	Sharing and helping others in relationships.	-	-	2.14	-	2.07
15	Know how to take care of other people.	3	2.10	2.12	2.00	2.06
		4	2.12		2.08	
		5	2.15		2.12	
16	Be able to provide toys to new students and exchange information with peers.	3	2.11	2.16	2.01	2.07
		4	2.17		2.02	
		5	2.20		2.18	
V	Respecting others in relationships	-	-	2.14	-	2.05
17	Accept the perspective of their friends.	3	2.04	2.11	2.00	2.05
		4	2.12		2.00	
		5	2.18		2.15	
18	Respect the opinions, differences, desires, and goals of every individual.	3	2.06	2.13	1.98	2.04
		4	2.14		2.01	
		5	2.19		2.15	
19	Comply with the general guidelines of groups and collectives.	3	2.13	2.16	1.95	1.99
		4	2.15		1.99	
		5	2.19		2.02	
20	Know how to maintain order in learning activities, not engage in disruptive behavior when studying, and in public settings.	3	2.07	2.14	2.11	2.13
		4	2.15		2.12	
		5	2.21		2.16	
	Mean	-	-	2.14	-	2.08

In Cao Loc district, Lang Son province, the findings of an evaluation of the real situation of cultured communication behavior toward kindergarten ethnic minority children were analyzed in terms of both degree and consequence. In general, the degree of cultured communication behavior was occasionally ($M=2.14$) and the corresponding result was also average ($M=2.08$).

According to the assessments of kindergarten administrators and teachers, the results on the degree of cultured communication behavior towards ethnic minority kindergarten students revealed that the highest score ($M=2.23$) was attained by students exhibiting courteous, polite, and well-mannered behaviors and they had nice, charitable gestures ($M = 2.44$). Students who had courteous and sophisticated eating manners: they did not play, teach, or drop or scatter rice while eating had the lowest score and average effect in this category ($M=2.07$). However, students were seen struggling with behaviors in interpersonal communications ($M=2.10$) with Informal greeting to classmates and teachers ($M=2.05$) and social behavior that met the needs of both the self and others ($M=2.10$) with aggressively looking for help when faced with a difficulty ($M=2.08$).

According to the results of the effect of education-cultured communication behavior on kindergarten ethnic minority children, the teachers reported that students exhibited courteous, polite, and well-mannered behaviors, which received the highest score ($M=2.14$) but an average impact. Students exhibited more courteous actions, such as taking gifts with two hands, apologizing with folded arms, bowing to her while entering the classroom, etc.

($M=2.39$) then they recognized how to give thanks and apologize ($M=1.98$). In contrast, students weren't really impacted by respecting others in relationships ($M=2.05$) or by complying with the general guidelines of groups and collectives ($M=1.99$).

3.2. Evaluation of Factors That Influence the Education of Cultured Communication Behaviors Among Ethnic Minority Kindergarten Students

Table 2 displays the results of the teacher and administrator evaluation of the factors that influence the cultural communication education of kindergarten students from ethnic minority groups.

Table 2. Evaluation of educating cultural communication elements in ethnic minority kindergarten students.

No	Influenced factors	(N=130)			Mean
		Highly influential	Influence	Lack of influence	
1	Documented policies	102	28	0	2.78
2	Educational context for cultural communication behavior	100	30	0	2.77
3	Kindergarten students' family	107	23	0	2.82
4	Teacher qualifications	108	22	0	2.83
5	Positivity and initiative in schoolchildren	105	25	0	2.81
6	The administration's focus and direction	112	18	0	2.86
	Mean				2.81

In summary, the results on the effect of the influencing factors on the teaching of cultural communication to kindergarten students from ethnic minorities were extremely influential ($M = 2.81$). The administration was responsible for regulating and directing in accordance with demands from the Ministry of Education and Training, Department of Education and Training, etc., as shown by the highest score ($n=112$, $M=2.86$) for the administration's focus and direction. In addition, teacher qualifications were the second most influential factor in the education of cultured communication practices among kindergarten students from ethnic minorities ($n=108$, $M=2.83$). The lowest score ($n=100$, $M=2.77$) was for educational context for cultural communication behavior.

4. DISCUSSION

This study investigated the status of culturally communicative behaviors that ethnic minority kindergarten students were seen performing, as well as the factors that influenced the educational process of effective communication behaviors culture among teachers and administrators at ten preschools in the Cao Loc district of the Lang Son province in Vietnam.

According to the findings of the study, kindergarten administrators and teachers reported that children seldom engage in cultural communication activities that causes average results. When compared to other behaviors, children display much higher levels of politeness, civility, and superb manners. The "table culture," which includes refraining from playing on the table, not dropping or spreading rice, and other similar behaviors, are a few skills that need to be developed in order for children to act in a more civilized and courteous manner. However, children also need to learn social skills, such as displaying closeness with their teachers and classmates, as well as techniques to meet their own needs and the needs of others, such as asking for help when they are in need of it. Children also need to learn how to meet their own needs and the needs of others.

According to the findings of a recent study, the attention and help of high-ranking government officials is the most essential factor in the process of instructing youngsters from ethnic minorities in cultural communication patterns. Numerous previous studies have suggested that factors such as the role of the Ministry of Education (Roselyn et al., 2013), the leadership capacity of the principal in this case (Fullan, 2005; Schulte et al., 2010; Wong et al., 2007), and teacher policies, influence the learning process of children as well as the teaching process of

teachers. There are three essential aspects that contribute to efficacy. The policy statement that was issued by the World Bank (1990) stipulates the following teacher outcomes based on a comprehensive research evaluation: subject matter knowledge, pedagogical abilities, and financial motivation for instructors. In addition to receiving a salary, Harbison and Hanushek (1992) and Kingdon (1996) discovered that instructors are also assessed based on the results of several tests. The degree to which a pupil is proficient in mathematics is a crucial factor in determining their level of academic accomplishment.

According to educational theory and philosophy, teachers who are experienced in child-centered teaching practices actively encourage greater learning outcomes. This is especially true in terms of the student's capacity to apply content, as opposed to remembering facts and concept names. The use of "fun learning ways," which is an example of a juvenile approach, is cited by Abadzi (2002) as an example of an approach, and there is little evidence to suggest that it is successful. In addition to money, bad working circumstances and a lack of administrative and community support contribute to low teacher morale (Henevald & Craig, 1995). These issues, which may be corrected without incurring substantial financial expenses, are all factors that contribute to low teacher morale. According to Odhiambo (2008), comprehensive evaluations of teachers working in public schools are an urgently important requirement due to the fact that the performance of teachers in their professional capacity cannot be isolated from the results of the students they educate.

The findings of study indicate that the competency of educators will have an influence on the teaching process of cultural communicative behavior and the educational process in general. This corroborates findings from earlier studies which suggested that the credentials, experience, and number of years spent in school attained by teachers might have an effect on the academic achievement of their students (Darling-Hammond, 2000; Darling-Hammond & Youngs, 2002). Learning pedagogical abilities is a process that involves both thinking and action and is used by teachers to increase their levels of knowledge and proficiency (Billett, 2001). Individuals can accomplish this goal by continually adapting and refining their practices in response to the actions, responses, interactions, and activities that take place in the classroom, as well as in preparation for future events approach (Schön, 1983).

By working together in the classroom to ask questions, share information, seek support, experiment with new activities, and solicit feedback, teachers are able to expand their knowledge base (Eraut, 2002). Participation in a school throughout the daily educational requirements of classrooms, for example, is fundamentally unique owing to the development of real-world knowledge and learning through appropriate activities. The workplace is full with frequent opportunities for collaboration between teachers and their pupils (Kelly, 2006). As a result, the development of pedagogical abilities takes place as a result of interactions between a particular school environment and an individual teacher's interest in and processing of learning about practice (Billett, 2001; Hodkinson & Hodkinson, 2004).

5. LIMITATIONS

There are several limitations that come with the research. To begin, we limited the capacity to generalize the findings of the study to a sample that was typical of the Vietnamese community by utilizing convenience sampling to recruit participants to participate in the research. The bulk of the people that took part in the study were from Cao Loc District, which is located in the province of Lang Son in Vietnam. As a direct consequence of this, the findings of the study could only be generalized to this particular group. Keeping this limitation in mind, it is possible to do more research using sample sizes that are both big and diverse (for example, children). Second, because our research was conducted using a cross-sectional design, it is not possible to make any conclusions on the cause-and-effect relationships. As a direct result of this, prospective modeling might be utilized to investigate the degree to which there is a link between the many cultivated communication behaviors and the various educational factors that impact them. When doing research in future, the longitudinal design is the method that should be used to determine whether or not there is a link between causes and effects.

6. CONCLUSION

Educators are in a position to make a significant impact on the process of fostering cultural consciousness in their students. It is essential to aid children so that they can develop a consciousness of the cultural communication practices of other societies (García & Malkin, 1993). According to the findings of study carried out by Garcia and Guerra (2004), being aware of cultural values encourages young people to become more self-conscious of their own values and to have a more holistic perspective of the world that is around them.

The education of kindergarten children to develop behaviors that are culturally communicative requires significant attention and direction from all levels on the issuing of suitable policies to enhance the ability of both instructors and learners. This is because the goal of the education is to help children develop behaviors that are culturally communicative. At the same time, in order to ensure that the process of instructing children about cultural communication patterns is carried out in the most efficient manner possible, teachers should work together with the families of the kids in question.

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Data Availability Statement: All relevant data are within the article.

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Authors' Contributions: All authors contributed equally to the conception and design of the study. All authors have read and agreed to the published version of the manuscript.

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