



Effectiveness of building a culture of learning among Vietnamese pedagogical university students

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ABSTRACT

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The domains of teaching and learning in higher education have been experimented over the past few years for improvement in several aspects, including result orientation, competency development, and teaching and learning, all centered on the student. Since the concept of learning culture aims at overarching educational reform plan for the entire institution, learning is an essential part of not only the process of acquiring new information but also of modifying and reinforcing the information, actions, abilities, and values that one already possesses. The purpose of this study was to investigate the views held by professors, university administrators, and students regarding the efficiency of establishing a student-centered culture of learning in educational institutions. The sample size comprised 952 participants from Vietnam, including 232 educators and administrators and 720 pupils. The findings point out the importance of a learning culture in the promotion of sustainable development as well as the improvement of student learning standards and capabilities. These findings provide educators with implications for encouraging more of the fundamental values that underpin an educational culture throughout many stages of the learning process. Learning culture is something that teachers and administrators need to be aware of in order to fully comprehend its significance and role for students. It is important that learning culture be incorporated into school courses so that students' learning practices can be improved.

Contribution/Originality: This research contributes implications for encouraging more of the essential principles of a learning culture during each phase of the learning process. It also revealed the value of learning culture in encouraging sustainable development and enhancing student learning standards and skills.

1. INTRODUCTION

The significance of learning culture has been recognized as a core factor for students' sustainable learning and development in higher education institutions. In recent years, several new instructional approaches in university education have been introduced. These approaches have devised innovating teaching and learning in higher education and are centered on key concepts, including outcome orientation, competency development, and student-centered teaching and learning. On a normative and conceptual level, these terms clearly show how teaching and learning should be done. However, the same cannot be said for strategies for implementing such concepts to change

current teaching and learning practices sustainably. So far, the academic literature has not come up with many ideas for making large-scale and long-term changes in higher education: Education development is frequently reduced to the course level, addressing only teaching and learning methods, technologies, and individual approaches to teaching and learning. Learning culture is proposed as a leading concept for continuously and sustainably developing teaching and learning practices.

1.1. Learning Culture

The concept of 'culture' refers to a discourse community that shares a common social space, history, and imaginings. Culture is defined as a systemized behavior pattern representing a way of life (Peck, 1998). It is a social semiotic that functions similarly to language in communication. Its distinct grammar comprises specific social and political structures, personal trajectories, an underlying universal cultural process, and specific cultural products. Culture depicts community members who share a common belief, social space, and history (Morganna, Sumardi, & Tarjana, 2018). Culture is also a collective programming of the mind that distinguishes the members of one group or category of people from others (Hofstede, Hofstede, & Minkov, 2005). Culture is an essential component of any educational setting. It is essential to recognize the impact of culture in every particular learning context and to attempt to alter that culture as much as possible to promote the type of learning environment you believe would be the most effective. The importance of culture can be viewed as a prerequisite for learning readiness and motivation (Calantone, Cavusgil, & Zhao, 2002). Essentially, culture is a system of shared beliefs and assumptions. Universities and other educational institutions place a premium on culture (Carleton, 1997). An organizational culture needs to be reasonably steady and pervasive in characteristic so that it can build dynamic environments for educational practices.

Teachers face new challenges as a result of ongoing change, both inside and outside the classroom. There is a need for them to refresh their knowledge, hone their talents, and experiment with new methods of work. To help them cope up, the school learning culture outlines how teachers adapt to change, identify and remedy faults, and pursue continual development (Silins & Mulford, 2002). Exploring school learning cultures will assist comprehension of educational processes within their cultural context (Osborn et al., 2003). The term "culture of learning" refers to the attitude of learners toward learning and the spirit of dedication and commitment in a school that emerges from the collaborative effort of school administration, personal characteristics of learners, factors in students' home lives, school-related factors, and social factors (Zulu, Urbani, Van Der Merwe, & Van Der Walt, 2004).

There are several definitions that attempt to explain learning culture. For instance, a learning culture is defined as a learning community that supports shared accountability and purposeful conduct in order to achieve school organizational goals. Learning culture is also understood as the presence of attitudes, values, and practices that support and foster an organization's and its members' continual learning process (Johnston & Hawke, 2002). A learning culture is an environment in which teamwork, collaboration, creativity, and knowledge processes have shared significance and value (Joo, 2007). A culture of learning is required for a company to improve its performance (Kumar, 2005). Consequently, the development of a learning culture is gaining prominence in the strategic plans of many firms today (Walsham, 2001). Learning culture also refers to students' opinions of educational materials, class discussions (in-person or online), teachers/professors as knowledge suppliers or facilitators, and the purpose and meaning of education. It encompasses cognitive, linguistic, and socio-structural implementation program for all forms of socialization associated with learning. The focus is on the professional-methodological, social-communicative, personal, and action-oriented competences that are built through action learning.

Learning culture is a crucial component of understanding a country's educational system and can be influenced by the country's social and cultural context. A learning culture is shared beliefs, values, and attitudes that promote

learning (OECD & Innovation, 2010). Learning culture refers to factors that characterize a school's learning environment, such as its physical features, culture, and teacher practices. The relationships between teachers and students, the disciplinary climate of classrooms, and the norms for academic success all reflect a school's learning culture. Learning culture as a concept can be used as a framework that looks at different institutional levels from a teaching point of view. Learning cultures at schools can be built up over time as teachers, administrators, parents, and students collaborate to solve problems and cope with challenges.

Learning culture is also represented in a person's or group's beliefs, values, and behaviors regarding their own 'learning' in specific contexts (Sagy, Kali, Tsaushu, & Tal, 2018). The concept of learning culture demonstrates adopting a whole institution perspective on educational development that (i) integrates individual, pedagogical, and organizational aspects but (ii) prioritizes students' learning across all three dimensions. According to this finding, the author emphasizes that the three-dimensional learning culture construct provides the theoretical foundations for a specific understanding of educational development. To achieve sustainable development, the concept of learning culture recommends aligning actions on all three dimensions. Such an institution-wide conceptualization attempts to prevent educational development from (i) focusing solely on the management and policy level, thereby ignoring the pedagogical core of education, or (ii) limiting development to the practice of teaching and learning without considering the strategic dimensions of development (Jenert, 2011).

Learning culture is also the value attached to learning, competence development, flexibility, and innovation. There are three levels of learning culture: (i) normative (norms, values, and attitudes); (ii) strategic (learning conditions and support), and (iii) operative (individual, group, and organizational learning) (Bauer, Rehr, & Harteis, 2007). A learning culture is required to generate and disseminate the necessary knowledge for the institution's growth, particularly in higher education institutions. Working culture and staff attitudes are among the factors that encourage knowledge sharing between private and public higher education faculty members in Malaysia (Eid & Nuhu, 2011).

1.2. Benefits of Learning Culture

Schools' learning cultures influence student learning. A learning culture orients and identifies its members through conveying learning goals and expectations. A learning culture is a network of interactions that promote the balancing of organizational and individual goals through the transformation of tacit knowledge into explicit knowledge (Collis & Winnips, 2002). An organization's learning culture influences the knowledge-sharing behavior of its employees (Eid & Nuhu, 2009). Marsick and Watkins (2003) and Škerlavaj, Štemberger, and Dimovski (2007) learning culture appears to provide a more straightforward method of conceptualizing the social and organizational elements that enable the acquisition of knowledge and skills in the workplace. A learning culture can boost the performance and innovation of a business (Kalyar & Rafi, 2013). A culture of learning is based on an action theory that fosters error processes and misconceptions, is limiting, uncreative, and unchanging, and supports old routines (Sofa & Ammirato, 2013). A culture of learning will permit, promote, impede, or prohibit particular types of learning (James, Biesta, & Hodkinson, 2007).

The culture of learning helps students to reflect on what they have learned, consider their views, and apply these activities to the development of their abilities and practices (Huda et al., 2017). As part of a learning culture, students would be permitted to reflect on what they have learnt, allowing them to reflect on the ideas and take advantage of their learning progress (Haggis, 2003). Learning culture would enhance the performance of students' learning skills and their knowledge of the rules of the process in higher education. This process can be viewed as the basis that enables them to be more involved in their relationships with other people. There are numerous advantages to developing a strong learning culture in an organization, including: increasing efficiency; increasing productivity; improving standards by creating a mindset for continuous improvement, creating a culture of inquiry, adaptive capacity, and knowledge sharing and increasing the ability of individuals and teams to adapt to changes.

Recent research has focused on learning cultures to understand better and improve teaching and learning contexts. Existing studies examine and interpret a specific environment's learning culture from various perspectives (e.g., schools and organizations). For example, a study on university students reported that learning culture had provided a functional framework for educators to systematically cover all that creates the success and sustainability of blended classroom culture in the classroom (Long & Van Hanh, 2020).

According to a study conducted on Korean students, students have passion and take risks, persevere, and achieve their learning goals due to their socio-cultural values on education. In Finland and the Korean contexts, six themes characterize learning culture: teacher autonomy in teaching, authenticity in learning, relationships between teachers and students, learning assessment, student engagement, and student well-being (Heo, Leppisaari, & Lee, 2018). A study on university students reported that learning culture positively impacts knowledge sharing. Another strategy for fostering a learning culture among Saudi students is to assign group projects, term papers, and other assignments that require group discussion (Eid & Nuhu, 2011).

1.3. Building a Learning Culture among Students

A learning culture is built to provide purposeful and planned influence of educators on learners through the rational organization of various types of learning and training activities for learners in order to form and develop in learners the appropriate awareness and positive feelings toward the behavior of traditional culture, the need and willingness to learn, and the habit and skill to perform the learning culture. Building a learning culture aims to produce positive changes and outcomes in students' learning behavior. This process influences instructors with relevant content and strategies to achieve educational objectives. Building learning culture activities for learners must begin with imparting knowledge and understanding the learning requirements, tasks, and standards of learning behavior. In order to develop a learning culture, teachers and administrators must organize educational activities based on their students' learning conditions and characteristics, as well as create a learning environment that promotes and cultivates cultural behavior.

Learning styles are receiving a lot more attention as a way to enhance students' acquisition of knowledge and skills in higher education. Learning is the primary force behind acquiring new knowledge and changing and reinforcing pre-existing knowledge, behaviors, skills, and values. Learning culture in higher education would be essential to improving student performance and understanding procedural rules. Understanding a country's educational system requires understanding its culture, which is influenced by that nation's social and cultural environment. Literature searches show that limited studies have been conducted on building a learning culture among university students. Therefore, it seems essential to investigate the building a learning culture among pedagogical university students in Vietnam. The present study aimed to examine the teachers', administrators', and students' perceptions on the effectiveness of building learning culture in pedagogical universities. In the current paper, the research objectives and significance of the study are presented first, followed by a review of the pertinent literature. The methodology of the research is then described. The implications of the findings are then discussed. The conclusion section makes recommendations for future research directions.

2. METHODS

2.1. Participants

The sample size comprised 962 participants, with 952 of them being valid. The study population consisted of 720 students (76%) and 232 teachers and administrators (24%) from three pedagogical universities in Vietnam.

2.2. Procedure

The participants were provided informed consent and explained the anonymity and confidentiality. They could also withdraw at any time and participation was entirely voluntary. It took 5 to 10 minutes to complete the survey.

When completing the survey, participants were instructed to get in touch with the research team by phone or email if they had any questions.

2.3. Measures

The instruments of this study were developed by authors themselves. The two questionnaires were designed aimed to investigate the “Evaluation of teachers, administrators, and students regarding building learning culture activities of pedagogical universities” (1 = often; 2 = sometimes; 3 = never); and the “Evaluation of teachers, administrators, and students regarding the effectiveness of learning culture activities of pedagogical university” (1 = high; 2 = low; 3 = none). The Social Sciences Statistics Program (SPSS) version 25.0 was used for data processing. Descriptive statistics were used to describe the results as displayed in Table 1.

Table 1. Evaluation of teachers and administrators regarding building learning culture activities of pedagogical universities.

Items	Often n = 232	Sometimes n = 232	Never n = 232
	Frequency (%)	Frequency (%)	Frequency (%)
Talking about learning culture seminars	0(0%)	44(18.97%)	188(81.03%)
Learning forums	12(5.17%)	201(86.64%)	19(8.19%)
Organizing learning clubs	9(3.88%)	52(22.41%)	171(73.71%)
Opening instruction and refresher course on learning culture	0(0%)	34(14.66%)	198(85.34%)
Competing for good performance	44(18.97%)	122(52.59%)	66(28.45%)
Teachers advise and share learning experiences with students	61(26.29%)	171(73.71%)	0(0%)
Organizing periodic activities to evaluate and classify students' learning behaviors following the learning culture standards of the pedagogical university	0(0.00%)	22(9.48%)	210(90.52%)
Praising and honoring individuals and groups of active learners	144(62.07%)	88(37.93%)	0(0.00%)
Reprimanding and disciplining individual and collective misbehavior in learning	51(21.98%)	181(78.02%)	0(0.00%)
Organizing research activities for students	134(57.76%)	98(42.24%)	0(0.00%)
Organizing a contest better to understand the educational university's traditional learning culture	0(0.00%)	22(9.48%)	210(90.52%)
Creating a learning culture in the classroom and at school	35(15.09%)	197(84.91%)	0(0.00%)
Organizing teaching and learning culture	190(81.90%)	42(18.10%)	0(0.00%)

3. RESULTS

Table 1 shows that the majority of teachers and administrators rated some learning culture activities as sometimes occurring: “Learning forums” (86.64%); “Competing for good performance” (52.59%); “Teachers advise and share learning experiences for students” (73.71%); “Reprimanding and disciplining individual and collective misbehavior in learning” (78.02%); and “Creating a learning culture in the classroom and at school” (84.91%). Some activities were often: “Praising and honoring individuals and groups of active learners” (62.07%); “Organizing research activities for students” (57.76%); and “Organizing teaching and learning culture” (81.90%). In comparison, some activities were never organized: “Talking about learning culture seminars” (81.03%); Organizing learning clubs (73.71%); “Opening instruction and refresher course on learning culture” (85.34%); “Organizing periodic activities to evaluate and classify students' learning behaviors following the learning culture standards of the pedagogical university” (90.52%); and “Organizing a contest better to understand the educational university's traditional learning culture” (90.52%).

Table 2 indicates that most students rated some learning culture activities as sometimes occurring: “Learning forums” (65.56%); “Competing for good performance” (59.03%); “Teachers advise and share learning experiences for students” (66.81%); “Reprimanding and disciplining individual and collective misbehavior in learning” (75.83%);

“Creating a learning culture in the classroom and at school” (83.06%); and “Organizing teaching and learning culture” (76.11%). An activity was often: “Praising and honoring individuals and groups of active learners” (75.42%). In comparison, some activities were never organized: “Talking about learning culture seminars” (65.56%); “Organizing learning clubs” (50.28%); “Opening instruction and refresher course on learning culture” (79.58%); “Organizing periodic activities to evaluate and classify students' learning behaviors following the learning culture standards of the pedagogical university” (92.22%); “Organizing research activities for students” (47.36%); and “Organizing a contest better to understand the educational university's traditional learning culture” (76.94%).

Table 2. Evaluation of students regarding building learning culture activities of pedagogical universities.

Items	Often n = 720	Sometimes n = 720	Never n = 720
	Frequency (%)	Frequency (%)	Frequency (%)
Talking about learning culture seminars	0(0.00%)	248(34.44%)	472(65.56%)
Leaning forums	73(10.13%)	472(65.56%)	170(24.31%)
Organizing learning clubs	144(20.00%)	214(29.72%)	362(50.28%)
Opening instruction and refresher course on learning culture	0(0.00%)	147(20.42%)	573(79.58%)
Competing for good performance	152(21.11%)	425(59.03%)	143(19.86%)
Teachers advise and share learning experiences with students	177(24.58%)	481(66.81%)	62(8.61%)
Organizing periodic activities to evaluate and classify students' learning behaviors following the learning culture standards of the pedagogical university	0(0.00%)	56(7.78%)	664(92.22%)
Praising and honoring individuals and groups of active learners	543(75.42%)	177(24.58%)	0(0.00%)
Reprimanding and disciplining individual and collective misbehavior in learning	171(23.75%)	546(75.83%)	3(0.42%)
Organizing research activities for students	87(12.08%)	292(40.56%)	341(47.36%)
Organizing a contest better to understand the educational university's traditional learning culture	0(0.00%)	166(23.06%)	554(76.94%)
Creating a learning culture in the classroom and at school	111(15.42%)	598(83.06%)	11(1.53%)
Organizing teaching and learning culture	125(17.36%)	548(76.11%)	47(6.53%)

Table 3. Evaluation of teachers and administrators regarding the effectiveness of learning culture activities of pedagogical universities.

Items	High n = 232	Low n = 232	None n = 232
	Frequency (%)	Frequency (%)	Frequency (%)
Enhancing students' perceptions of learning culture	143 (61.64)	86 (37.07)	3 (1.29)
Raising students' interest and passion for learning	49 (21.12)	141 (60.78)	42 (18.10)
Fostering students' skills and habits of learning culture	53 (22.84)	150 (64.66)	29 (12.50)
Enhancing awareness of preserving and developing the learning culture environment	147 (63.36)	72 (31.03)	13 (5.60)
Improving the quality of student learning for sustainable development	34 (14.66)	157 (67.67)	41 (17.67)
Creating environment-friendly learning for the majority of students	66 (28.45)	122 (52.59)	44 (18.97)
Increasing personal responsibility of students for learning activities	142 (61.21)	76 (32.76)	14 (6.03)
Students are friendly and close to their teachers	88 (37.93)	136 (58.62)	8 (3.45)
Increasing students' solidarity, friendliness and willingness to assist one another in their learning	97 (41.81)	123 (53.02)	12 (5.17)
Students clearly understand their roles in educating students about learning culture for following generations	71 (30.60)	134 (57.76)	27 (11.64)
Enhancing the needs of learning culture and assessment of learning behavior for students	139 (59.91)	73 (31.47)	20 (8.62)
Learning resources and facilities are better protected and maintained	165 (71.12)	65 (28.02)	2 (0.86)

Table 3 shows that most teachers and administrators evaluated that the effectiveness of some learning culture activities were low levels: “Raising students' interest and passion for learning” (60.78%); “Fostering students' skills and habits of learning culture” (64.66%); “Improving the quality of student learning for sustainable development” (67.67%); “Creating environment-friendly learning for the majority of students” (52.59%); “Students are friendly and close to their teachers” (58.62%); “Increasing students' solidarity, friendliness, and willingness to assist one another in their learning” (53.02%); and “Students clearly understand their roles in educating students about learning culture for following generations” (57.76%). While some learning culture activities were evaluated at a high level: “Enhancing students' perceptions of learning culture (61.64%)”; “Enhancing awareness of preserving and developing the learning culture environment” (63.36%); “Increasing personal responsibility of students for learning activities (61.21%)”; “Enhancing the needs of learning culture and assessment of learning behavior for students” (59.91%); and “Learning resources and facilities are better protected and maintained” (71.12%).

Table 4. Evaluation of students regarding the effectiveness of learning culture activities of pedagogical universities.

Items	High n = 720	Low n = 720	None n = 720
	Frequency (%)	Frequency (%)	Frequency (%)
Enhancing students' perceptions of learning culture	414 (57.50)	300 (41.67)	6 (0.83)
Raising students' interest and passion for learning	134 (18.61)	422 (58.61)	164 (22.78)
Fostering students' skills and habits of learning culture	142 (19.72)	539 (74.86)	39 (5.42)
Enhancing awareness of preserving and developing the learning culture environment	434 (60.28)	278 (38.61)	8 (1.11)
Improving the quality of student learning for sustainable development	128 (17.78)	477 (66.25)	115 (15.97)
Creating environment friendly learning for the majority of students	180 (25.00)	421 (58.47)	119 (16.53)
Increasing personal responsibility of students for learning activities	422 (58.61)	233 (32.36)	65 (9.03)
Students are friendly and close to their teachers	224 (31.11)	454 (63.06)	42 (5.83)
Increasing students' solidarity, friendliness, and willingness to assist one another in their learning	246 (34.17)	448 (62.22)	26 (3.61)
Students clearly understand their roles in educating students about learning culture for the following generations	209 (29.03)	432 (60.00)	79 (10.97)
Enhancing the needs of learning culture and assessment of learning behavior for students	439 (60.97)	272 (37.78)	9 (1.25)
Learning resources and facilities are better protected and maintained	424 (58.89)	251 (34.86)	45 (6.25)

Table 4 shows that most students evaluated the effectiveness of educational learning culture activities at a low level: “Raising students' interest and passion for learning” (58.61%); “Fostering students' skills and habits of learning culture” (74.86%); “Improving the quality of student learning for sustainable development” (66.25%); “Creating environment friendly learning for the majority of students” (58.47%); “Students are friendly and close to their teachers” (63.06%) “Increasing students' solidarity, friendliness, and willingness to assist one another in their learning” (62.22%); and “Students clearly understand their roles in educating students about learning culture for following generations” (60.00%).

While some educational learning culture activities were evaluated at a high level: “Enhancing students' perceptions of learning culture” (57.50%); “Enhancing awareness of preserving and developing the learning culture environment” (60.28%); “Increasing personal responsibility of students for learning activities” (58.61%); “Enhancing the needs of learning culture and assessment of learning behavior for students” (60.97%); and “Learning resources and facilities are better protected and maintained” (58.89%).

4. DISCUSSION

The current study adds to previous research that dealt with the teachers', administrators', and students' perceptions on the effectiveness of building learning culture in pedagogical universities. According to what we found, the item "Praising and honoring individuals and groups of active learners" was rated at a high level (often) by teachers, administrators, and students when they were asked about evaluation regarding building learning cultures at universities. While the majority of respondents rated two items, "Organizing periodic activities to evaluate and classify students' learning behaviors following the learning culture standards of the pedagogical university" and "Organizing a contest better to understand the educational university's traditional learning culture," which was never organized. The evaluations regarding the effectiveness of building learning culture activities of pedagogical universities by teachers, administrators, and students rated at the high level: "Enhancing awareness of preserving and developing the learning culture environment". While two items, "Fostering students' skills and habits of learning culture" and "Improving the quality of student learning for sustainable development," were low levels.

Our research revealed that periodic activities to assess, categorize, and the contest to comprehend the traditional learning culture of students at educational universities have still not been organized. Therefore, institutions should design and coordinate diverse and engaging educational activities to entice many students to participate. Check and evaluate the implementation of the learning culture of students regularly in order to detect limitations and make timely adjustments. These activities must, on the one hand, be appealing and attract students and, on the other hand, create the optimal conditions for students to observe and observe behavior.

The findings demonstrated that the majority of educators - teachers, administrators, and students - evaluated low levels to the advantages of a learning culture in enhancing the quality of student learning for long-term sustainability. Even though we didn't get the same results as others (Long & Van Hanh, 2020) our results suggest that institutions should prioritize building a learning culture to improve the quality of what students learn for sustainable development.

According to Jenert (2011) learning culture recommends aligning actions on all three dimensions, which integrate individual, pedagogical, and organizational aspects to achieve sustainable development. A similar pattern of results was obtained by Huda et al. (2017) our results suggest that learning culture fosters students' skills. Learning culture gives students a chance to think about what they've learned, think about their ideas, and use these activities to improve their skills and ways of doing things.

5. IMPLICATIONS

Despite the previous limitations, the present research provides future theory and practice that can grow and advance the building of a learning culture among pedagogical university students in Vietnam. The results have substantial theoretical and practical implications. Theoretically, the findings may provide a clearer understanding of the building and the effectiveness of the learning culture among students in pedagogical universities. This study also goes beyond what has been done before by looking into the learning culture in pedagogical universities. It contributes to advancing current knowledge on the models developed to measure learning culture.

The findings have a wide range of practical implications. The results emphasize that learning culture plays a crucial role in students' learning. Learning cultures may enhance the quality of student learning, providing evidence that requires more experimental research. Higher education institutions should develop a learning culture program for pedagogical university students. The development and implementation of this program will synchronize and standardize how learning behaviors are implemented for students at pedagogical universities, avoiding conflicts or unplanned activities that have a negative impact on academic outcomes.

6. RECOMMENDATIONS

The study suggests a few recommendations to facilitate the growth of a learning culture among students. First and foremost, learning culture should be incorporated into educational curricula as an optional credit, in pedagogical training programs for students, or in teaching science subjects. Teachers and administrators must understand the significance and function of learning culture for students. It is important to include the implementation of a learning culture as one of the criteria for evaluating each student's learning and training outcomes. Besides, there are a few other suggestions namely: to evaluate and acknowledge the requirement for ongoing education; to supply students with the active learning energy they require; to cultivate a sense of self-awareness; to be receptive to new concepts; to make time for personal growth; to ensure that teams and organizations have set aside time for training; create a shared vision for the team or organization; to develop leadership abilities; be mindful of the larger environment; grow from experiences; and to schedule some downtime (Stinson, Pearson, & Lucas, 2006).

Teachers should also increase the use of active teaching methods, such as problem-based instruction, group discussion instruction, case studies, etc., in the design and organization of lectures to promote strengths and positivity. Teachers can frequently use video clips, software, and websites in their classrooms to encourage students to participate in learning activities. Students' learning pole, develop self-study and self-research capacity; overcome the limitations of students; assist students in understanding the sense, responsibility, and role of individuals in learning activities, self-directed learning, as well as meeting the requirements of school learning tasks. Consideration should be given to teaching methods that enable students to engage in group work, individual work, cooperation, and sharing to complete learning tasks. Negative student learning behaviors can be prevented and stopped by using teaching methods that involve students in their learning. Another way to encourage a culture of learning among students is to give them group projects, term papers, and assignments that require group discussion. It is necessary to set up some orientation seminars or courses to teach the students the proper conduct for a productive learning environment. It might be a good idea to consider learning culture when creating course syllabi.

7. CONCLUSION

Learning culture has the potential to become a guiding instrument for organizations, allowing them to improve the skills and knowledge of both individuals and teams, as well as cultivate a culture of collaboration and the delivery of quality services. Learning culture allows students to reflect on what they have learned, think about their ideas, and use these activities to develop their skills and practices to enhance and improve their understanding of knowledge acquisition and skill development in higher education. Creating a learning culture is a key part of how students learn, how well they do in school, and how well they learn, all of which are important for long-term sustainable development. Effective relationships, coordinated actions, and reflections that strengthen educational development will be aided in the construction of well-connected systems that are embedded with a learning culture. Contribute to the school's educational goals by promoting a learning culture, which is one of the most important jobs of universities. Teachers and administrators must comprehend the significance and function of students' learning cultures. It is essential to include the implementation of a learning culture as a criterion for evaluating each student's learning and training outcomes. The appropriate educational authorities need to commit to the efforts and programs that could improve students' learning culture. In general, the study's findings offer management of Vietnam's higher education institutions helpful insights into improving the standard of student learning for long-term student development.

Despite its contributions, this study had several limitations that should be noted. First, the number of students participating in this study was not very large. As a result, the number of students should be expanded for future study. In addition, the cross-sectional design has obvious disadvantages compared to the longitudinal design. In

future, a longitudinal study with the same group of people should be measured in different time series. The study also has another weakness that it was done only at three pedagogical universities in the north of Vietnam.

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