



Educating high school students in Vietnam on cultural behavior

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ABSTRACT

Cultural behavior is important in creating a favorable environment for teaching and learning activities. The current study examines teachers' and students' assessment of cultural behavior education among high school students. There were 394 participants who completed the survey—55 teachers (14%) and 339 students (86%). Teachers' assessment of the manifestation of cultural behavior had mean scores from 1.53 to 4.05; all the mean scores of the methods and forms of cultural behavior were above three. This study examines all the mean scores of the teachers' assessments of the requirements of cultural behavior that are greater than four. In addition, all mean scores of teachers' assessment of the efficiency of cultural behavior outcomes were above three. Teachers must actively study, cultivate, and improve their professionalism and carry out the responsibility of educating students regarding cultural behavior. Creating a culture of respect, kindness, and responsibility in the classroom and establishing guidelines for teachers, staff, and students are some suggestions proposed for high schools to form cultural behavior among students. Teachers and staff must exhibit model behavior and be approachable and friendly to students. Initiatives both inside and outside the school should be organized to influence student conduct. Positive interactions between the family and school are necessary, thus teachers must maintain contact with families all year round, not only when issues develop.

Contribution/Originality: This study contributes to the literature review on how high schools can affect students' cultural behavior by setting norms for faculty, staff, and students and creating a respectful, compassionate, and responsible classroom environment. Teachers must conduct themselves appropriately and be friendly to students and use academic and extracurricular tactics to impact student behavior.

1. INTRODUCTION

Cultural behavior plays a significant part in developing a suitable environment for teaching and learning activities. Cultural behavior is a part of the school culture, which can benefit or negatively influence all university operations. Cultural behavior encompasses values, conventions, beliefs, and regulations governing the behavior of distinct groups of individuals in the school. There is a variation in the cultural behavior of each group (students, lecturers, and administrators) represented by their stereotypical behaviors. Educating cultural behavior is essential

in high schools to develop students' personalities and contribute to building a safe, healthy, and friendly school culture and preventing violence within schools.

Culture is perceived as an integral component of a discourse community characterized by a common social environment, collective historical background, and comparable aspirations (Brookover et al., 1978). Peck (1998) defines culture as a structured and organized set of behavioral patterns that reflect a particular way of life. It is a form of communication that has the same communicative capabilities as language based on social and semiotic principles. Kramsch (1998) states that culture refers to a group of people who live in the same social setting and have a shared history. Hofstede, Hofstede, and Minkov (2005) define culture as the shared cognitive patterns that distinguish individuals belonging to a certain group or category from those in other groups. Culture encompasses the entirety of beliefs, values, and goals, encompassing various aspects such as social connections, institutional structures, customary practices, traditions, attitudes, and conduct exhibited by people in a community. Culture is a crucial factor in every educational setting and plays a key role in educational institutions as it has a direct impact on the quality of learning, either enhancing or hindering it.

Sergiovanni and Green (2015) argue that culture has a direct impact on enhancing the performance of the school community. The influence of culture on both students and staff in these institutions is beneficial (Jerald, 2006). Culture is defined as a pervasive force that shapes individuals' cognition, emotions, and actions, extending its effects to all facets of the educational institution (Hinde, 2004; Recepoglu, 2013). School culture encompasses the collective values, customs, and convictions of all individuals enrolled in an educational institution. School culture is formed via the accumulation of individuals' life experiences and the exchange of knowledge and perspectives over a period of time. Culture encompasses the distinctive signs and symbols that differentiate different cultures. Culture encompasses the collective knowledge, artistic sensibilities, social etiquette, abilities, and routines that individuals learn within their respective societies.

School culture encompasses the entirety of a school's operation, including its values, beliefs, practices, views, relationships, attitudes, and explicit and implicit norms (Özdemir, 2012). Deal and Peterson (1999) define school culture as an underlying current of emotions and customs that is expressed through shared visions, beliefs, rituals, histories, stories, and tangible symbols. Deal and Peterson found that a robust and positive culture enhances exertion, efficiency, teamwork and cooperative endeavors, thereby promoting problem solving and communication. It also cultivates a sense of dedication and facilitates the connection between teachers and students with the school. Additionally, it boosts the energy and motivation of faculties and students and emphasizes the importance of daily actions.

The identification of school culture can be achieved by analyzing the distinctive symbols, occasions, rites, ceremonies, icons, heroes, myths, traditions, and tales associated with the schools. When evaluating the norms and standards that impact actions in school, one might examine behaviors that are rewarded and those that are punished. The approach involved implementing a framework through teacher-led activities and classroom arrangements, setting explicit guidelines and expectations, reinforcing favorable conduct, and administering consequences for unfavorable behavior (e.g., withdrawing rewards or tokens, withholding attention in response to undesirable behavior, and removing students from environments that encourage negative behavior) (Education, 2012).

Cultural behavior is a system of attitudes and behaviors designed to handle human-to-human relationships on legal and ethical grounds to accelerate community and societal development. The term "behavioral culture" refers to a set of refined behaviors, patterns, and standards of conduct that are expressed through language, behavior, lifestyle, and psychophysiology. In the process of developing and mastering life, these behaviors have been standardized, socialized, and adopted as the standard by individuals, social groups, and the entire society. A system of culture, philosophy, and understanding of how each person or group interacts with their social, natural, and private environments expressed through attitudes, behaviors, and words is known as behavioral culture.

Cultural behavior is important in creating a favorable environment for teaching and learning activities. Culture is not naturally present in each person but is formed by the school's education. Thus, education is an extremely important factor in developing cultural behavior among students. Cultural education has become increasingly important for students, especially high school students. However, few previous studies have been conducted on high school students. Therefore, educating high school students on cultural behavior is a necessary and important task. The current study investigates teachers' assessment of the manifestation, methods, and forms of high school students' cultural behavior. In addition, it explores teachers' assessment of the requirements of cultural and behavioral education and the efficiency of evaluating the cultural behavior outcomes of high school students.

2. METHODS

2.1. Participants

The survey recruited 394 participants, with all of them being valid. The study population comprises 55 teachers (14%) and 339 students (86%) from three high schools in Vietnam. The sample of teachers comprised 41 males (74.5%) and 14 females (25.5%), 32 were graduates (58.2%) and 23 were postgraduates (41.8%). The student sample consisted of 146 males (43.1%) and 193 females (46.9%), 112 grade 10 (33%), 77 grade 11 (22.7%), and 150 grade 12 (44.2%). An overview of the socio-demographic characteristics of the subjects is shown in Table 1.

Table 1. Demographic information.

Variable	Name	N	%
Teachers (n = 55)			
Gender	Male	41	74.5
	Female	14	25.5
Educational level	Graduate	32	58.2
	Postgraduate	23	41.8
Students (n = 339)			
Gender	Male	146	43.1
	Female	193	56.9
Grade	Grade 10		33.0
	Grade 11		22.7
	Grade 12		44.2
Academic achievement	Poor	4	1.2
	Fair	58	17.1
	Good	149	44.0
	Very good	128	37.8

2.2. Procedure

The participants were chosen using a convenience sampling method, where all students in the program were given the chance to take part. The participants provided their consent after being assured of anonymity and privacy. They had the option to withdraw at any given moment, and their involvement was completely voluntary. The survey required 5 to 10 minutes for completion, and the participants were asked to communicate with the research team via phone or email if they had any inquiries while filling out the survey.

2.3. Measures

The author devised the questionnaire employed in this investigation. Five questions were designed to investigate the frequency of cultural behavior among high school students, rated on a scale from 1 (never) to 5 (very frequently). The questionnaires also assessed teachers' opinions on the methods and forms of cultural behavior exhibited by high school students, as well as their assessment of the students' participation in cultural behavior. Additionally, the teachers were asked to rate their agreement with the requirements of cultural and behavioral education for high school students on a scale from 1 (strongly disagree) to 5 (strongly agree). Finally, the teachers

were asked to provide their perspectives on the effectiveness of evaluating the outcomes of high school students' cultural behavior on a scale from 1 (strongly disagree) to 5 (strongly agree).

3. RESULTS

The means and standard deviations of teachers' assessment of high school students' cultural behavior are presented in Table 2.

Table 2. Teachers' assessment of high school students' cultural behavior.

Variable	Teacher	
	M	SD
Strictly implementing the provision of the duties and rights of learners	3.82	0.722
Living a healthy, active lifestyle, showing compassion for others, and practicing sharing	3.87	0.579
Protecting, preserving, and building a safe, friendly, green, and clean learning environment	3.91	0.617
Wearing neat, untorn and clean clothes that are appropriate for the student's age and learning activities	4.05	0.524
Wearing offensive clothes	1.82	0.945
Smoking, drinking alcohol, and using illegal narcotics are all prohibited in schools under the legislation	1.58	0.832
Using social media to disseminate, propagate, and comment on ideas or images that are against good manners and traditions, the party line, state policies, and regulations, or that negatively impact the educational environment	1.53	0.836
Refraining from cheating, lying and engaging in slander, animosity, harassment, coercion, and violence against others	2.85	1.407
Do not harm the honor, dignity, or reputation of oneself and others	3.15	1.380
Treat supervisors, educators, and staff members with decency, courtesy, honesty, sharing, and compliance with the law's standards	3.84	0.996
Do not fabricate information that offends spirit, honor or dignity and instigates violence	3.47	1.245
Dealing with other students: using appropriate language, being amiable, honest, cooperative, helpful, and respectful of differences	3.93	0.690
Avoid using profanity and swear words, slandering, insulting others, or causing division	3.44	1.135
Treating parents and relatives with respect, decency, honesty, and love	3.98	0.680
Treating guests of educational institutions with decency and respect	3.95	0.705
Taking action against abnormal behavior	3.31	0.900

Table 2 reveals that the top five indicators with the highest mean scores are: Wearing neat, untorn and clean clothes that is appropriate for the student's age and learning activities ($M = 4.05$, $SD = 0.524$); Treating parents and relatives with respect, decency, honesty, and love ($M = 3.98$, $SD = 0.680$); Treating guests of educational institutions with decency and respect ($M = 3.95$, $SD = 0.705$); Dealing with other students: using appropriate language, being amiable, honest, cooperative, helpful, and respectful of differences ($M = 3.93$, $SD = 0.690$); and Protecting, preserving, and building a safe, friendly, green, and clean learning environment ($M = 3.91$, $SD = 0.617$). The five indicators with the lowest mean scores are: Using social media to disseminate, propagate, and remark on ideas or images that are against good manners and traditions, the Party line, state policies, and regulations, or that negatively impact the educational environment ($M = 1.53$, $SD = 0.836$); Smoking, drinking alcohol, and using illegal narcotics are all prohibited in schools under the legislation ($M = 1.58$, $SD = 0.832$); Wearing offensive clothes ($M = 1.82$, $SD = 0.945$); Refraining from cheating, lying and engaging in slander, animosity, harassment, coercion, and violence against others ($M = 2.85$, $SD = 1.407$); and Do not harm the honor, dignity, or reputation of oneself and others ($M = 3.15$, $SD = 1.380$).

Table 3. Students' assessment of high school students' cultural behavior.

Variable	Student	
	M	SD
Strictly implementing the provision of the duties and rights of learners	3.96	1.005
Living a healthy, active lifestyle, showing compassion for others, and practicing sharing	4.00	0.899
Protecting, preserving, and building a safe, friendly, green, and clean learning environment	4.04	0.944
Wearing neat, untorn and clean clothes that are appropriate for the student's age and learning activities	4.18	0.940
Wearing offensive clothes	1.96	1.399
Smoking, drinking alcohol, and using illegal narcotics are all prohibited in schools under the legislation	2.05	1.411
Using social media to disseminate, propagate, and comment on ideas or images that are against good manners and traditions, the party line, state policies, and regulations, or that negatively impact the educational environment	2.13	1.454
Refraining from cheating, lying and engaging in slander, animosity, harassment, coercion, and violence against others.	3.19	1.491
Do not harm the honor, dignity, or reputation of oneself and others	3.62	1.421
Treat supervisors, educators, and staff members with decency, courtesy, honesty, sharing, and compliance with the law's standards	4.19	1.061
Do not fabricate information that offends spirit, honor or dignity and instigates violence	3.84	1.291
Dealing with other students: using appropriate language, being amiable, honest, cooperative, helpful, and respectful of differences	4.09	1.014
Avoid using profanity and swear words, slandering, insulting others, or causing division	3.84	1.234
Treating parents and relatives with respect, decency, honesty, and love	4.35	0.935
Treating guests of educational institutions with decency and respect	4.22	0.958
Taking action against abnormal behavior	3.86	1.067

The means and standard deviations of students' assessment of high school students' cultural behavior are presented in Table 3. The scores reveal that the top five indicators are: Treating parents and relatives with respect, decency, honesty, and love ($M = 4.35$, $SD = 0.935$); Treating guests of educational institutions with decency and respect ($M = 4.22$, $SD = 0.958$); Treat supervisors, educators, and staff members with decency, courtesy, honesty, sharing, and compliance with the law's standards ($M = 4.19$; $SD = 1.061$); Wearing neat, untorn and clean clothes that are appropriate for the student's age and learning activities ($M = 4.18$, $SD = 0.940$); and Dealing with other students: using appropriate language, being amiable, honest, cooperative, helpful, and respectful of differences ($M = 4.09$, $SD = 1.014$). The three indicators with the lowest mean scores are: Wearing offensive clothes ($M = 1.96$, $SD = 1.399$); Smoking, drinking alcohol, and using illegal narcotics are all prohibited in schools under the legislation ($M = 2.05$; $SD = 1.411$); and Using social media to disseminate, propagate, and remark on ideas or images that are against good manners and traditions, the Party line, state policies, and regulations, or that negatively impact the educational environment ($M = 2.13$, $SD = 1.454$).

The means and standard deviations of teachers' assessment of the methods and forms of high school students' cultural behavior are presented in Table 4. "Techniques for rewarding and punishing good and bad behavior so that students keep trying to practice or modify their behavior appropriately" and "Using role models of cultural behavior to encourage students to imitate to achieve the purpose of cultural behavior education" had the highest means of 3.91 ($SD = 0.674$) and 3.69 ($SD = 0.690$), respectively. While "Using the case study method to have students examine a real-world situation or problem related to behavioral culture and working in groups to find a solution" had the lowest mean score of 3.35 ($SD = 0.947$).

The two forms of high school students' cultural behavior with the highest means are "Educating students about culture through class meetings, workshops, and school assembly" and "Engagement between families, schools, and communities attempts to teach students about cultural behavior," with respective scores of 3.80 ($SD = 0.779$) and 3.80 ($SD = 0.730$), while "Organizing a workshop on cultural behavior" had the lowest mean of 3.22 ($SD = 0.896$).

Table 4. Teachers' assessment of methods and forms of high school students' cultural behavior.

Method/Form	Level					M	SD
	1	2	3	4	5		
Method							
Using role models of cultural behavior to encourage students to imitate to achieve the purpose of cultural behavior education	0	5.5	27.3	60.0	7.3	3.69	0.690
Techniques for rewarding and punishing good and bad behavior so that students keep trying to practice or modify their behavior appropriately	0	3.6	16.4	65.5	14.5	3.91	0.674
Students are urged to take part in debates, presentations, and observations regarding cultural practices that are appropriate for the classroom and society	0	10.9	34.5	49.1	5.5	3.49	0.767
Teachers guide their charges toward developing and strengthening skills, techniques, proper attitudes, and habits through the repetition of certain activities	0	10.9	21.8	56.4	10.9	3.67	0.818
The experiential method arranges for students to actively engage in a range of practical tasks to aid in their knowledge acquisition, skill development, and personality development	1.8	7.3	32.7	49.1	9.1	3.56	0.834
Using the case study method to have students examine a real-world situation or problem related to behavioral culture and working in groups to find a solution	5.5	7.3	43.6	34.5	9.1	3.35	0.947
Form							
Incorporating and integrating instructional material for students into the basic disciplines	1.8	9.1	32.7	49.1	7.3	3.51	0.836
Organizing extracurricular activities that integrate cultural and behavioral education content	0	12.7	36.4	45.5	5.5	3.44	0.788
Organizing a workshop on cultural behavior	3.6	16.4	38.2	38.2	3.6	3.22	0.896
Organizing propaganda activities on cultural behavior education for students	0	14.5	32.7	43.6	9.1	3.47	0.858
Organizing soft skills courses related to cultural and behavioral issues	0	14.8	44.4	33.3	7.4	3.33	0.824
The organization of counseling sessions on cultural behavior both inside and outside of the school	0	20.0	36.4	36.4	7.3	3.31	0.879
The youth union organizes programs for student interaction and discussion on cultural behavior under the school's and society's demands	0	12.7	38.2	40.0	9.1	3.45	0.835
Organizing quizzes on behavioral culture	1.8	12.7	49.1	27.3	9.1	3.29	0.875
Educating students about culture through class meetings, workshops, and school assemblies	0	5.5	25.5	52.7	16.4	3.80	0.779
Engagement between families, schools, and communities attempts to teach students about cultural behavior	0	5.5	21.8	60.0	12.7	3.80	0.730
Cultural behavior instruction through social activities	1.8	9.1	36.4	41.8	10.9	3.51	0.879

Table 5. Teachers' assessment of participants in high school students' cultural behavior.

Variable	Level					M	SD
	1	2	3	4	5		
Students	0	9.1	23.6	58.2	9.1	3.67	0.771
General classroom teacher	0	3.6	20.0	65.5	10.9	3.84	0.660
Class head teacher	0	1.8	9.1	47.3	41.8	4.29	0.712
School staff	0	0	25.5	50.9	23.6	3.98	0.707
Union cadre	0	3.6	16.4	60.0	20.0	3.96	0.719
School administrators	0	5.5	16.4	49.1	29.1	4.02	0.828
Parents of students	0	7.3	21.8	47.3	23.6	3.87	0.862
Other functioning forces outside the school	1.8	16.4	38.2	36.4	7.3	3.31	0.900

The means and standard deviations of teachers' assessment of participants in high school students' cultural behavior are presented in Table 5. The findings indicate that class head teachers (M = 4.29, SD = 0.712) and school administrators (M = 4.02, SD = 0.828) had the highest mean scores, while other functioning forces outside the school had the lowest mean score of 3.31 (SD = 0.900).

Table 6. Teachers' assessment of the requirements of cultural and behavioral education for high school students.

Variable	Level					M	SD
	1	2	3	4	5		
The study of cultural behavior should focus on teaching students how to live in a way that is acceptable for their psychological and emotional traits, as well as how to be respectful and responsible	0	0	20.0	0	80.0	4.60	0.807
Cultural behavior education for students must be organized in a variety of ways that are appropriate for both the students and the subject matter being taught	0	0	18.2	0	81.8	4.64	0.778
Culture education must be altered frequently to avoid boredom and stimulate students' learning motivation	0	1.8	16.4	1.8	80.0	4.60	0.830
Facilities, finances, and human resources should all be fully available to implement cultural behavior initiatives	0	3.6	27.3	0	69.1	4.35	1.004
Activities for cultural behavior education for students should be coordinated synchronously and uniformly by all parties involved	0	1.8	16.4	0	81.8	4.62	0.828
Examining and evaluating student performance in cultural behavior education should conform to the standards for the assessment outcomes that were previously outlined	0	1.8	21.8	0	76.4	4.51	0.900

The means and standard deviations of teachers' assessment of the requirements of cultural and behavioral education for high school students are presented in Table 6. The results found that "Cultural behavior education for students must be organized in a variety of ways that are appropriate for both the students and the subject matter being taught" had the highest mean of $M = 4.64$ ($SD = 0.778$), followed by "Activities for cultural behavior education for students should be coordinated synchronously and uniformly by all parties involved" ($M = 4.62$, $SD = 0.828$). At the same time, "Facilities, finances, and human resources should all be fully available for the implementation of cultural behavior initiatives" had the lowest mean of 4.35 ($SD = 1.004$).

Table 7. Teachers' perspectives on the efficiency of evaluating the cultural behavior outcomes of high school students.

Variable	Level					M	SD
	1	2	3	4	5		
Ensuring the development of quality competencies in students	0	5.5	34.5	54.5	5.5	3.60	0.683
Creating a community that is wholesome, transparent, and cultural, aiding in the personality formation and growth of students	0	0	21.8	72.7	5.5	3.84	0.501
Some cultural practices adhere to society's and the school's standards	0	0	27.3	63.6	9.1	3.82	0.580
Students are properly aware of how to communicate in the classroom, in daily life, and in various social settings	0	0	29.1	60.0	9.1	3.76	0.637
Creating a friendly environment for students where they feel safe, open, and able to share and accept various needs and situations, and assist them in feeling natural, comfortable, and joyful, will motivate students to learn in cultural settings	0	1.8	23.6	60.0	14.5	3.87	0.668
Coordinating the involvement of families, institutions of higher learning, and the community in the cultural and behavioral education of students	0	0	32.7	54.5	12.7	3.80	0.650
Constructing secure schools to prevent violence	0	0	25.5	60.0	14.5	3.89	0.629

The means and standard deviations of teachers' perspectives on the efficiency of evaluating the cultural behavior outcomes of high school students are presented in Table 7. The results show that "Constructing secure schools to prevent violence" had the highest mean of 3.89 ($SD = 0.629$), followed by "Creating a friendly environment for students where they feel safe, open, and able to share and accept various needs and situations, and assist them in

feeling natural, comfortable, and joyful, will motivate students to learn in cultural settings" ($M = 3.87$; $SD = 0.668$), while "Ensuring the development of quality competencies in students" had the lowest mean of 3.60 ($SD = 0.683$).

4. DISCUSSION & CONCLUSION

This study explored the teachers' assessment of the methods and forms, participants, and requirements of high school students' cultural behavior. In addition, the study illuminated the teachers' perspectives on the efficiency of evaluating the cultural behavior outcomes of high school students.

The teachers' results show that "Wearing neat, untorn and clean clothes that is appropriate for the student's age and learning activities" had the highest mean scores, followed by "Treating parents and relatives with respect, decency, honesty, and love; Treating guests of educational institutions with decency and respect; Dealing with other students: using appropriate language, being amiable, honest, cooperative, helpful, and respectful of differences; and Protecting, preserving, and building a safe, friendly, green, and clean learning environment," while "Wearing offensive clothes" had the lowest mean score. Most students show good cultural behavior by wearing clean clothes, communicating with others, and respecting each other. However, some maladaptive behavior, including swearing, smoking and drinking still occur among students.

The results revealed that the "Techniques for rewarding and punishing good and bad behavior so that students keep trying to practice or modify their behavior appropriately" frequently received the highest mean score. The goal of rewards is to encourage teachers to work harder to get a higher score. A reward is a pleasurable stimulus that raises the frequency of the behavior. Rewards and punishments are two learning strategies that teachers consistently use in classrooms to control behavior. A reward is used to encourage a behavior to happen more frequently; punishment is a result that decreases the probability that a behavior will recur (Syarifuddin & Zulfah, 2021).

In addition, the forms of cultural behavior were performed occasionally to frequently, with the highest scores held by "Educating students about culture through class meetings, workshops, and school assembly" and "Engagement between families, schools, and communities attempts to teach students about cultural behavior". Many researchers, including Richardson (2009) and Sanders and Sheldon (2009), reported that strong, positive relationships between families and schools are crucial for children's growth and education. These theories prove that effective collaboration between schools, homes, and communities can result in academic success for students and educational changes. There are numerous opportunities for developing social capital related to a child's behavior in school when parents visit their child's school and interact with teachers. In fact, most theories on family engagement in education point to parent involvement in education as a source of knowledge sharing between parents and teachers. Additionally, interaction with teachers allows opportunities for feedback from the classroom to the home, giving parents access to: (i) the school's assessment of the child's academic progress; (ii) opportunities for teachers to impart their expertise on child development more generally; (iii) advice on how to support their child's academic progress at home; and (iv) information on extracurricular activities. Additionally, participation in school activities and parent-teacher communication help parents learn about the school's standards for student accomplishment and behavior and make it easier for parents to share information with one another. The teachers in this study determined that students can use cooperation in study groups to learn about cultural behavior, as opposed to other forms of instruction, because group study is not a barrier to learning (Huynh & Tran-Chi, 2019).

The study results indicate that the following requirements received the highest scores "Activities for cultural behavior education for students should be coordinated synchronously and uniformly by all parties involved" and "Cultural behavior education for students must be organized in a variety of ways that are appropriate for both the students and the subject matter being taught," The results also show that facilities, finances, and human resources should be improved in teaching cultural behavior to students. Other findings show the efficiency of educating students on cultural behavior, including constructing secure schools, creating a friendly environment for students,

assisting them in feeling safe, open, and able to share and accept various needs and situations, and assisting them in feeling natural, comfortable, and joyful will motivate students to learn in real cultural settings.

4.1. Implications

The following have been suggested as ways to enhance students' cultural behavior: (i) increase students' understanding of the value of cultural behavior education, (ii) create a healthy, civilized, and friendly learning environment, (iii) form and improve each student's sense of self-study and self-training, (iv) coordinate educational opportunities inside and outside the school to participate in educating cultural behavior for students, (v) strengthen inspection and evaluation, and (vi) encourage students to engage in self-study and self-training. Teachers must actively study, cultivate, and improve their profession and actively carry out the responsibility of educating students about cultural behavior.

4.2. Limitation

There are some limitations to this study. First, it uses a relatively small sample of students. Therefore, a larger group of students should be included in future research. In addition, the longitudinal design provides distinct advantages over the cross-sectional design. Future research should involve a long-term study that takes measurements of the same participant group at various intervals across time. Finally, the study was only conducted for two courses.

5. RECOMMENDATIONS

In order to fully create and develop a student's personality, one of the most important educational topics is cultural behavior. Educating students on cultural behavior helps to prevent school violence and build a healthy, safe, and friendly primary school culture. Teachers and school administrators should better understand the meaning of educating cultural conduct. Students will therefore have accountability and the right attitude to educate people on cultural behavior more effectively. Schools may also have partnership programs that continuously create, put into practice, review, and enhance policies and procedures that promote family and community involvement. Schools must make an effort to involve parents and community members in students' education through successful partnership programs, and schools could carry out involvement initiatives that emphasize involving all parents.

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Transparency: The authors state that the manuscript is honest, truthful, and transparent, that no key aspects of the investigation have been omitted, and that any differences from the study as planned have been clarified. This study followed all writing ethics.

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