

*Behaviours - Silent Conflicts at High Schools
in Ho Chi Minh City, Vietnam*

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Abstract

In recent years, foreign investment has immigrated into Viet Nam. Particularly big cities like HCM city. Which has drawn to challenging changes to the national educational system. These changes focus on both students' in-class and outside-class knowledge. This study explores the impact of foreign and traditional cultural values on students' and teachers' in-high school communications in Ho Chi Minh city Viet Nam. My study provides some recommendations for teachers and educators to teach their students the appropriate communicative cultural values in the changing social and cultural contexts. I conducted this study by surveying 1200 high school students and interviewing 60 teachers from 12 high schools in Ho Chi Minh city. The survey highlighted that psychological crises and the lack of communicative and problem-solving competence impacted students' success in communication. The survey shed light on the impact of media such as newspaper, TV and internet on students' communicative performance. The interviews addressed teachers' perceptions on the work pressure such as overloading teaching content, making it hard for them to provide with their students a perfect education including knowledge and personality. A big gap between what they have been teaching their students in classes and what students may see in their real-life contexts influences on students' awareness of behavioral culture. Imported cultural values via the communicative channel results in teacher's concern in their students' awareness. An integrated teaching between schools and family may contribute to a better outcome in students' understanding culture and society.

Keywords: Socialised Environment, Culture, Behaviours, High Schools, Ho Chi Minh City

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Introduction

There has been an increasing number of immigrants to Vietnam in the recent years. According to the statistics of immigration management released by Ministry of Public Security, there were about 19.369.133 foreigners from more than 100 countries and territories in the world travelling to Vietnam and 4.283.561 Vietnamese people travelling overseas in 2019. These resulted in creating many opportunities for Vietnamese investment, tourism, and cultural and historical branding. However, these also brought challenging changes for the integration of Vietnamese economic, social and educational system.

This study explored the impact of traditional and exotic cultural values on high school teachers' and students' behaviors in Ho Chi Minh City, Vietnam. It also provides practical implications for stakeholders including teachers, researchers and managers in the education field regarding how to appropriately communicate the traditional cultural values and accept the external new cultural values into Vietnamese social and integrative context.

The research employed the sociology survey methodology. Data were collected from a survey of 1200 students and an interview of 60 teachers of Grade 12 in twelve high schools in Ho Chi Minh City. The study utilized socialization theory for data analysis. Many researchers argued theoretically different perspectives about the socialization that,

Fichter, an American sociologist, noted that socialization is the interactive process between person and person, which resulted in the acceptance of an action modeling and the adaptation of modeling.

G. Andreeva, a Russian sociologist, pointed out that socialization is the two-facet process. One facet is that a person accepts social experience by involving the social environment. Another facet is that the person reproduces proactively by their relationship through their involvement in social activities and relationships.

Smelser, another American sociologist, thought that socialization is the process in which the person learns the action methods correlative to their system of roles to serve the implementation of modeling behaviors correlative to these systems of role which they have to play in their life (Vu Quang Ha and Nguyen Thi Hong Xoan, 2013).

R. Stark argued that socialization is the process in which infants learn to become mature people integrated with cultural characteristics and can participate in the social relationships.

Tony Bilton found that "Thanks to the process of socialization, we can accept the sociocultural backgrounds where we were born, achieved personal social characteristics, learned how to think and behave appropriately in our society, (Nguyen Dinh Tan, 2005)".

In the dictionary of sociology, 2 researchers, G.Endruweit and G.TrommsDoff shared that "Socialization is the process which is adaptive and interactive with values,

standards and modeling behaviors, where in a social member accepts and maintains their abilities in social activities (Dictionary of Sociology, World Publisher, 2002).

And in the book *Theoretical and applied cultural issues* (2013), Tran Ngoc Them introduced a model of the cultural structure including: perceptions, organizations, and behaviours.

A number of theoretical and empirical studies are devoted to examining the topic on a domestic and foreign scale. Amongst those, researches conducted a large number of research samples from creditable sources and published in academic journals are reviewed in this paper.

“School violence has been a controversial topic hared by several scholars. Victims and perpetrators involve students, parents, teachers, and school climate. School violence normally occurs in two forms namely psychological violence by oral language and physical violence” Students suffering school violence behaviours are those who have misperceptions about violence, high-stress level, bad communication skills, difficulties in relationships with friends, and receive punishment for their mistakes by their parents” (Nguyen Ba Dat, 2014).

While Craig et al.’s research (1998) found “a significant proportion of school-aged children in Canada as either bullies or victims”, “studies adressed the association between school climate, including school environment, location, general educational dis/advantage, educational systems, and student’s abuse” (Sonia, Alison, Taylor , Malavika and Alison, 2018), (Elizabeth, 2018). “The perpetuate aggressive behaviors and bullying from parents, teachers and students serves by the lack of positive interactions” (Craig, Peters, and Konarski, 1998); (Abbie and Randi , 2020), “positive psychosocial school climate plays a foundational role in bullying prevention”, (Sabina and Mark, 2014); Jennifer, Dewey and Timothy, 2012). Also, “healthy learning environments, teachers’ supports, and greater social belonging might be protective factors that reduce student’s depression (Maria, Dan and Robert (2007))”.

Besides, school culture has been taken into accounts by scholars. “The primary influences of school culture on students’ behaviors were found to be peers, teachers, administrators, and parent”, (Linda, 2010)” “Ron et al. findings (2003) states that “students’ fear of attending school and assessments of school violence are influenced by different types of school-related variables. Especially, students’ exposure to an unfavorable school culture was associated with low attachment to learning and peer approval of deviance”. Each of which was “positively associated with disciplinary problems, conduct disorder, oppositional-defiant disorder, attention-deficit hyperactivity, and substance use” (David, David and Mark, 2000))”.

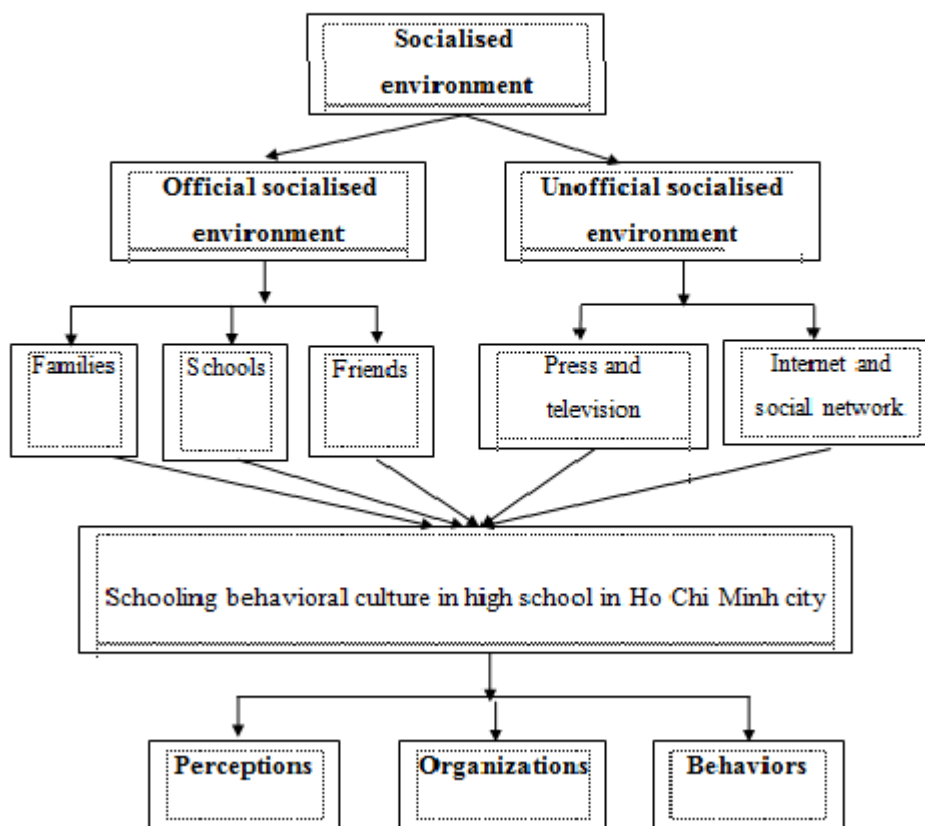
The definitions pointed out that socialization is a long-term process (from the periods of pregnancy to maturation) wherein every person will interact, learn, and accept values, standards and modeling behaviors from social groups and organizations in which they participate as member: family, school and society. Through their participation, they will self-create personal values, standards and modeling behaviors which are appropriate to both social groups and organizations which they are members in and their personal expectations and goals.

The research adapted this theory to explore the school students' perceptions, attitudes and schooling behaviors influenced by socialization environments. The school students will mainly interact, learn, and accept values, standards and modeling behaviors from groups of official socialized environment including their family, teachers and friends whom they communicate with. In addition, these school students will be influenced by the groups of unofficial socialized environment including press, television, internet and social networks which they interact every day.

Based on these debates, the theoretical underpinnings are illustrated and visualized in Figure 1.

Figure 1.

The impact of Social environment on Schooling Behavioral Culture



1. Perceptions of invisible pressures in schooling behaviors

A child has received the nurture and education from their mother since they were in the periods of pregnancy such as their mother's eating and resting habits. When they are newly born, they would receive the best nurture and caring from their parents and grandparents. Depending on the child's developmental range of age, each family will use their own different specific methods to nurture and educate their children how to behave. Family is at the core of educating their children during these periods. Until the child's school age, this child continues to receive additional education from teachers and schools. At this time, there has been a transition between family and teachers and schools. The main role of children education will shift to the teachers' practices and the

schools. On average, a child will experience 20 years of schooling from pre-school to higher education graduation.

Many parents feel worried about not only their children's learning performance but also their behavioral manners and communications with friends and teachers. Schooling behavior is a bridge connecting the student-student and student-teacher relationships at the school. If students behave appropriately, they will become easier to network and share learning exchanges and after school activities with their friends.

However, evidence from the realities showed grey area in the school. These issues related to the inequity, teachers' emotional behaviors to students, boycott, bully, violence, conflicts between parents and teachers regarding education responsibilities for shaping students' morality and personality. They were about the conflicts about the traditional and/or new education methods, which resulted the ineffectiveness of parent-student-teacher nexus and collaboration. They furthered the teachers' pressure regarding heavy workload, salary policies and demotivation in career love, which resulted that many teachers were not effective in their practices.

Hofstede argued that "Inequity between parent and children is continuous to the inequity between teachers and students elsewhere with large interval of power. By contrast, teachers behave equally towards students and they also expect to be treated equally by their students elsewhere with small interval of power. Culture of large interval of power easily accepts physical punishment at the school, at least for teenagers, rather than the culture of small interval of power. This kind of punishment reflects the teacher-student inequity. It is regarded as an abuse of power to children in the societies of small interval of power and parents can report to the police, (Dr. Dinh Viet Hoa and Pailema, 2015)".

Therefore, the research investigated what the invisible pressure at the school wherein teachers and students faced in their schooling behaviors was. The study looked at Hofstede's perspectives to seek whether Vietnam was positioned within the group of large or small power interval. The findings showed that 72,8% of the students and 87,1% of the teachers reported being under pressure at their schools. The invisible pressures that the teachers and the students suffered were ordered from the most important to the least, as illustrated in Table 1.

Table 1. Students' and Teachers' Invisible Pressure in Schooling Behaviors

No.	Students' invisible pressure in schooling behaviors	Teachers' invisible pressure in schooling behaviors
01	Pressure in family's and teachers' expectations about learning performance and personality development, 32,1%	Pressure in parents' expectations and passing the responsibilities for student learning performance and personality development, and manager's requirements about targets and achievements, 39,6%
02	Psychological crisis in puberty; maturation; expectations about expressing selves and being recognised, commended, admired and cared by friends, teachers and family; frightened and ashamed psychology for not daring to express in communications with friends and teachers, 17,3%	Differences in positions and age resulted difficulties in approaching and understanding students' silent psychological crisis clearly and intensively, 14,4%
03	Expectations about equality in learning and teachers' behaviors, 13,6%	Emotions in teaching and behaviours resulted that many teachers did not assure the equality in teaching to all students, 12,7%
04	Needs to explore new things from teachers, friends and world. Lack of communicative skills and skills in dealing with unanticipated communicative situations. Boycotting, bullying and school violence resulted that students did not feel open, felt cautious and unconfident in communications, 10,4%	Most of the time is for teaching and other practices. Time for getting close to students to understand their psychology and to support communicative skills was limited, 12,9%
05	Crisis and lack of experience in selecting traditional and modern behavioral values appropriately due to the conflicts about education goals and methodologies between family and teachers and schools resulted students' difficulties in selecting appropriate behaviors and the ineffectiveness of awareness, attitudes and behaviors. 10,9%	Differences in education goals and methodologies between parents and teachers and schools resulted unlink and conflicts among stakeholders. 11,8%
06	Shame of body appearance, gender, learning performance, family backgrounds, and parents' social status and jobs influenced students' selecting friends, behaving towards their friends and teachers at the school. 15,7%	Pressure in low salary and heavy workload resulted that many teachers felt bored with their career, undedicated and unmotivated to teach. 8,6%

There have been differences in the pressures among groups of teachers. More specifically, the group of teachers at the international schools mainly faced the pressures in satisfying their students' parents and managers regarding the quality of teaching and communications with students. The group of teachers at the gifted and practical schools suffered the pressures in their personal teaching capabilities and their students' learning performance. The group of teachers at the ordinary schools faced the pressures in the education methodologies between parents and schools, heavy workload and salary.

For students, the pressure in satisfying their parents and teachers with personal learning performance was the most important to the group of students at the gifted and practical schools (expectations about outstanding achievements to be offered admission to university without its entry examination) and the international schools (expectations about outstanding achievements for overseas higher education). The group of students at the ordinary schools suffered the pressures in personal learning performance and morality assessment. There were more male students reporting their pressures in their personal learning performance than female students. More female students reflected their pressures in communicating with friends, being teased about their body appearance and family backgrounds compared to the group of male students.

The results indicated that the students, parents, teachers and schools appeared to face several invisible pressures in their schooling behaviors. These pressures related to the differences in education methodologies between parents and schools; policies regarding work organization, inappropriate and ineffective pay rates; lack of experience and communicative skills; and students' crisis in their puberty. Under Hofstede's stance and the current realities, the results further noted that Vietnam was positioned within the group of schooling large power interval.

2. The roles and influence of social media on schooling behaviors

According to Networks' statistics on 21 November 2019, there have been about 64 million Vietnamese people using internet among 97 million of its population, 143,3 million phone users and 58 million social network users on their mobile devices until 2019. On average, Vietnamese people spend approximately 6 hours and 42 minutes on their daily activities on the internet. Specifically, Vietnamese people spend about 2 hours and 32 minutes using social networks, 2 hours and 31 minutes watching live streams or online videos, and 1 hour and 11 minutes listening to music. YouTube is the most popular social network in Vietnam, ranked as top 5 in the world across countries whose people watch videos on YouTube, exceeding the countries with advanced technologies such as Japan, Korean, Taiwan ... (Vnnetwork, 2019).

It was noted that internet plays a pivotal and influential influence on Vietnamese people. In today's digital area, internet becomes a mediated tool which supports the students search for learning resources and cultural and historical knowledge online apart from school textbooks. It is also a mean of entertainment for the students to listen to music, watch films, read online comics, play online games, and connect friends, relatives and the surroundings after their school hours.

However, internet highlights its negative facet. If the students cannot control their time for internet access, they will be addicted and waste their time. This will adversely

influence on their concentration on learning. In addition, there is a large amount of information on the websites and social networks associated with violent and sexy content and images. If there is no appropriate instruction from the teachers and the parents' monitoring, the students will easily involve in wrong awareness and may cause serious behaviors inappropriately.

According to the survey results about violence against children released by UNICEF on 4 September 2019, one third of the teenagers in 30 countries responded that they used to be the victims of bullying on the internet. One fifth of the teenagers said that they used to quit schooling and be violently bullied on the internet. Twenty one percent of Vietnamese teenagers reported that they were the victims of bullying on the internet, (Unicef, 2019).

Therefore, this research explored the amount of time for students' accessing and using internet content in their free time at home. It gained understanding of the actual challenges regarding the social media's roles and influence on the students. This group of participants currently experiences the psychological crisis in their puberty with typical characteristics: curiosity, desire for learning, mimicking and expressing self. In this research's scope, social media on the internet included websites, social networks: Facebook; Twitter; online comics, games, music, films, magazines and YouTube channels.

The survey results revealed that 100% of the students reported having their own mobile phones and using the internet via their desktops, laptops or smart phones when they have free time at home. They reflected their usage purposes: contact their friends (22,1%), online group learning (6,0%), receiving homework from their teachers (10,4%) and entertainment activities (61,5%). These entertainment activities included playing online games, listening to online music, reading online comics and accessing the social networks. This survey was conducted prior to the COVID-19 pandemic; therefore, the response rates of students' using the internet for online group learning and receiving homework from their teachers were quite low and no students used the internet for online learning.

The students spent time using the internet in the evening after their homework hours and on the weekend. They spent from 45 to 90 minutes accessing the internet. There were differences in the purposes of using the internet between groups of male and female students. The group of male students often played online games and accessed the social networks while that of female students accessed the websites, read online comics and news on the social networks. More specifically, 70% of the students reflected that their parents monitored the content and their time for the internet access, and 80% of the participants reported that they did not receive the instruction about using the internet from their teachers.

Regarding the internet's negative influence, the survey results indicated that about 58% of the students regarded using the internet as a decrease in their abilities in personal learning concentration. Sixty eight percent of the students reflected that internet was essential for their daily accessing the social networks. Seventy two percent of the students perceived that online games and social networks wasted their time adversely influencing their learning, but they could not quit them.

About 25,8% of the students noticed that they used to be teased about their body appearance and bullied via the social networks, text messages and emails. More specifically, 79,5% of these students kept silent and did not seek the other support, about 15,3% of them solved the problems in their own ways, and around 5,2% of them reported to their parents and teachers for further support. There were fewer male students reporting being bullied violently than female students. But, the extent of violent bully was more serious because of its physical bully. In the meantime, more female students highlighted that they were bullied mentally through verbal behaviors, text messages and photos regarding body shaming in comparison to male students. As a result, how to identify and intervene in to protect the group of female students from their friends' bullying was more difficult than that for the group of male students.

The results showed the social media's two-facet aspects in today's schooling behaviors. Adding to the benefits, internet is regarded as an origin of wrong awareness resulting in the students' inappropriate behaviors, schooling violence and social crimes except its addictive facet adversely influencing their learning performance and outcomes.

3. Differences in lessons learned from the parents and teachers and the real-life experiences caused the silent conflicts about the students' perceptions and behaviors

All children have been educated how to behave morally by their family since they were young. They continued to inherit the education from their teachers through lectures in morality. In the context of Vietnam, children will be taught basic knowledge about how to behave by their teachers from the pre-school to lower secondary level. These are from the simple lessons for the children about how to greet and answer these questions and the moral lessons in Ethics course at the primary level to the lessons in Civil Education course at the lower secondary level. At the upper secondary level, the students will be taught the knowledge about Vietnamese regulations and law. Although they had learned the basic knowledge about how to behave and communicate morally, there were many students who were aware and behaved inappropriately. The schooling grey area regarding violence and bully remained. The reasons for these issues were that there were the silent conflicts in the students' perceptions and behaviors differing from what they learned from their parents, teachers and real-life experiences.

The survey results also revealed that about 73,4% of the students reported the differences in what they learned from their parents, teachers and real-life experiences. There were 9 typical different categories of schooling behaviors regarding what the students observed and experienced from the real-life situations, ordered from the most important to the least, illustrated in Table 2. The remarkable differences things are: 52,1% inferiority, sense of group belongings, boycott, 17,4% discrimination on family backgrounds, body shaming and 12,8% schooling violence and bully.

Table 2. Differences in Behaviors that the Students Were Taught and Observed from Their Real-life Experiences

No.	Things that the students learned from their parents and teachers about how to behave	Things that the students observed from their real-life experiences and the websites, social networks, and online games and films
01	Harmony and friendliness with friend	Inferiority, sense of group belongings, boycott 52,1%
02	Self-confidence	Sense of frightened and ashamed
03	Faith	Telling lies
04	Being respectful to background difference and body appearance	Discrimination on family backgrounds, body shaming 17,4%
05	No violence and bully	Schooling violence and bully 12,8%
06	Not being foul-mouthed and no slang	Being foul-mouthed, slang
07	Equity and equality	Inequity/inequality
08	Being respectful to teachers and adults	Sense of frightened or disrespectful to teachers and adults
09	No drug and stimulant use	Being addicted

Conclusions

1. Psychological crisis in the puberty and the lack of communicative competence and experiences in problem-solving influenced the students' communicative skills and success at the school.
2. There were no control of content when accessing the internet and appropriate orientation to the purposes of using the internet from the parents and the schools. This resulted in the adverse impact on the students' perceptions and behaviors: wrong awareness of the behavioral cultural values, which lead to negative behaviors with their friends regarding teasing, body shaming, schooling violence and cyber bully.
3. The pressures in heavy workload resulted that many teachers had no time to accomplish their multitasks well in supporting their student's life skills, identifying and assisting their students deal with their psychological crisis as expected by the students' parents. In addition, the differences in the education goals and methodologies between the students' parents and teachers caused the conflicts adversely influencing the students' learning orientation.
4. The differences in what the students were taught about how to behave and their real-life experiences and observations influenced their perceptions, attitudes and behaviors of behavioral culture. This adversely impacted on the students' selecting appropriate behaviors, shaping their personality, ethical and world views.
5. The research findings emphasized the importance of family-school-society partnerships in supporting and assisting the students gain understandings of the social and cultural values to develop their appropriate awareness, perceptions, attitudes and behaviors in the globally integrative context.

Appendix

List of surveyed schools

No.	Name of schools	Address
01	Bình Chánh High school	1. D17/1D, Huỳnh Văn Trí street, Bình Chánh village, Bình Chánh district, HCM City
02	Sai Gon Practical High School	220 Trần Bình Trọng street, Ward 4, District 5, HCM City
03	Marie Curie High school	59 Nam Kỳ Khởi Nghĩa street, Ward 7, District. 3, HCM City
04	Võ Thị Sáu High school	95 Đinh Tiên Hoàng street, Ward 3, Bình Thạnh District, HCM City
05	Phú Lâm High school	No.2 2D street, An Lạc Ward, Bình Tân district, HCM City
06	Nguyễn Tất Thành High school	249 Nguyễn Văn Luông street, Ward 11, District 6, HCM City
07	VNU-HCM High School for the Gifted	153 Nguyễn Chí Thanh street, Ward 9, District. 5, HCMC
08	Bình Phú High school	102 Trần Văn Kiêu street, ward 10, District 6, HCM City
09	Trường Chinh High school	No.1 N11 street, Tân Hưng Thuận Ward, District 12, HCM City
10	Nguyễn Thái Bình High school	913-915 Lý Thường Kiệt street, ward 9, Tân Bình district, HCM City
11	Albert Einstein International Primary, Lower and Upper Secondary School	13C habited area, Nguyễn Văn Linh street, Phong Phú Ward, Bình Chánh districts, HCM City
12	Đình Thiện Lý International Lower and Upper Secondary School	80 Nguyễn Đức Cảnh street, Tân Phong Ward, District 7, HCM City

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s%C3%A1t-%C3%BD-ki%E1%BA%BFn-c%E1%BB%A7a-unicef-h%C6%A1n-
m%E1%BB%99t-ph%E1%BA%A7n-ba-thanh-thi%E1%BA%BFu-ni%C3%AAn-
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