STUDENTS' SCHOOL CULTURE AT THE INDUSTRIAL UNIVERSITY OF HO CHI MINH CITY IN THE ERA OF THE FOURTH INDUSTRIAL REVOLUTION

CULTURA ESCOLAR DOS ESTUDANTES DA UNIVERSIDADE INDUSTRIAL DE HO CHI MINH NA ERA DA QUARTA REVOLUÇÃO INDUSTRIAL

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ABSTRACT

School culture plays a vital role in the formation of personality, morality and lifestyle for students. In the current context, under the impacts of the fourth industrial revolution, the impact of the market economy, the process of extensive international integration and the development of communication has significantly influenced the formation of morality and personality of Vietnamese students in general and students at the Industrial University of Ho Chi Minh City in particular. In this article, the author contributes to clarifying some theoretical issues about school culture from the survey results on the current situation of students' school culture at the Industrial University of Ho Chi Minh City on two aspects, be it the material cultural environment and the spiritual cultural environment, together with the results and limitations. On that basis, the author suggests ample basic solutions to improve the quality of students' school culture at the Industrial University of Ho Chi Minh City in the era of the fourth industrial revolution.

Keywords: Culture; School culture; Student; Industrial University of Ho Chi Minh City.

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RESUMO

A cultura escolar desempenha um papel vital na formação da personalidade, da moralidade e do estilo de vida dos estudantes. No contexto atual, sob os impactos da quarta revolução industrial, o impacto da economia de mercado, o processo de integração internacional extensa e o desenvolvimento da comunicação influenciaram significativamente a formação da moralidade e da personalidade dos estudantes vietnamitas em geral e dos estudantes da Universidade Industrial da Cidade de Ho Chi Minh em particular. Neste artigo, o autor contribui para esclarecer algumas questões teóricas sobre a cultura escolar a partir dos resultados da pesquisa sobre a situação atual da cultura escolar dos estudantes da Universidade Industrial da Cidade de Ho Chi Minh em dois aspectos, seja o ambiente cultural material e o ambiente cultural espiritual, juntamente com os resultados e limitações. Com base nisso, o autor sugere amplas soluções básicas para melhorar a qualidade da cultura escolar dos estudantes da Universidade Industrial da Cidade de Ho Chi Minh na era da quarta revolução industrial.

Palavras-chave: Cultura; Cultura escolar; Estudante; Universidade Industrial da Cidade de Ho Chi Minh.

Introdução

School culture plays an important role in personality training and training the young generation to develop comprehensively in virtue, intelligence, body, beauty, patriotism, national glorification and pride, together with consistently upholding the sense of responsibility for the country, homeland, family, and themself. Thoroughly grasping Resolution No. 29-NQ/TW, the Government and the Prime Minister have also issued many documents directing the building of school culture, building a friendly, safe, and healthy educational environment.

In recent years, the Industrial University of Ho Chi Minh City has also actively promoted to build a first-class healthy school culture, becoming a reliable educational destination for learners in particular and for society in general. However, besides the great achievements the school has achieved, there are still some limitations.

Until now, there have been a few studies on culture, but there has been no scientific study on the students' school culture at the Industrial University of Ho Chi Minh City in the era of the fourth industrial revolution. The article wishes to share with readers about "Students' school culture of Industrial University of Ho Chi Minh City in the era of the fourth industrial revolution."

Literature review

SOME THEORETICAL ISSUES ABOUT SCHOOL CULTURE

Some basic concepts about culture and school culture

Concept of culture

Culture is a well-acquainted concept, it is associated with all community organizations, nations, people, and all areas of social life. Currently, there are many definitions of culture. According UNESCO, Currently, there are more than 100 different definitions of culture, but in general, the concepts basically assume that

culture is the values that mankind has created in the process of existence and development. Cultural values include both material culture and spiritual culture, which have dominated the psychological life, ethical behavior, and practical activities taking place in people's lives (Due et al., 2013).

At the 1982 World Conference on Cultural Policy for Development, held in Mexico, hundreds of definitions of culture were presented. The definition of culture adopted by the Conference "In a broad sense, culture can today be considered as the totality of distinctive spiritual, material, intellectual and emotional characteristics that characterize a particular social group. It includes not only art and literature but also lifestyles, fundamental human rights, value systems, traditions, and beliefs" (Diem, 2021, pp. 249-250).

According to President Ho Chi Minh, the concept of culture is understood as "For survival as well as the purpose of life, humans create and invent language, writing, morality, law, science, religion, literature, art, tools for daily living in terms of clothing, food, shelter, and methods of use. All those creations and inventions are culture" (Minh 1995, p.431).

In the article on Culture and innovation, when discussing the concept of culture, former Prime Minister Pham Van Dong said that "Discussing culture is to mention about an extremely rich and wide field, including all that is not nature but related to man in a process of existence, development and the process of the man making history... The core of the national vitality is the culture with the most comprehensive and beautiful meaning, be it the value system: thought and emotion, morality, quality, intelligence, talent, sensitivity, the absorption of new things from the outside, the sense of property protection, the bravery of ethnic communities, the resistance, and fighting strength to protect themselves and constantly development" (Dong, 1994).

Therefore, from the above conceptions of culture, we can affirm that culture is the material and spiritual products created by man, and what is not created by man is not culture. Culture is an active and conscious adaptation of man to nature, creatively, not a mechanical adaptation. The core of culture must contain humanity, nationality, and liberation. Therefore, all cultural activities must have a goal of INTEGRITY, COMPASSION, and EXCELLENT. These are the three pillars of human

cultural development. When integrity, compassion, and excellent in culture are forgotten, culture will no longer be culture.

- *Concept of school culture*

The term "school culture" appeared in the early 1990s in English-speaking countries. Currently, in countries such as the US and Australia, research centers have been established on this issue. Up to now, most scholars in the world have the view that each school should have its own school culture. It has proven the positive effects of school culture, against toxic and negative culture through practice. School culture has a common goal of building healthy schools. This is an important foundation to ensure higher and higher quality.

According to Prof. Pham Minh Hac, former Minister of Education and Training in the article "Educating the value of building school culture", "School culture - a term that is still quite new to us, and this is sometimes seen appearing in the mass media. Moreover, it is a scientific category (…). But as a practical matter, school culture is a hot topical issue, it can be said that everyone is concerned" (Dong, 1994).

Dr. Ta Thi Ngoc Thanh, the Vietnam National Institute of Educational Sciences also has an article mentioning the necessity of "Building a positive school culture" in Vietnamese schools.

According to the Green Wood educational dictionary (USA), "School culture is the beliefs, attitudes, and values held by members of the school" (Thanh, 2009, pp. 297-298)

According to Peterson, 1999, "School culture is a latent context (background) that reflects the values, beliefs, norms, traditions, and rituals that have been built up over a long period of time when everyone in the school is working together" and "It reflects not only the actions of school members but also their motivations and consciousnesses". Sometimes, people consider school culture to be the atmosphere of the school. School culture often determines how members of the school will act and think together before happening a problem or situation" (Thanh, 2009, pp. 297-298).

According to Prof. Dr. Nguyen Ngoc Phu, in the article "Discussing some basic contents of school culture", "School culture, can be understood as the imprint of the school community on its members, on the mental and physical life, teaching and learning activities, and behavioral relationships taking place in the school, recognizing the level of development of that community."

Thus, from the above points of view on school culture, in our opinion, *school culture is, first of all, a part of culture which is a concept used to refer to all material and spiritual activities in a school. It is expressed in the system of values, standards, beliefs, and rules of good behavior among subjects in the educational environment. Thereby, there will be positive contributions to the process of perfecting and developing learners' personalities, toward the values of integrity, compassion, and excellence.*

The role of school culture in universities

In the educational activities of the university as well as in social life, school culture has a special position and importance. School culture directly participates in the process of perfecting student personality, and is one of the important factors contributing to the realization of the mission, training goals, and maintaining the brand name of universities. Vietnam is currently in the process of industrialization and modernization, integrating into the world more and more intensively, requiring a high-quality labor force. Therefore, building school culture in universities is one of the topical issues, which is of great interest to everyone.

School culture is expressed in the interaction between lecturers and students, among students, between the school and society, and between the individual and the community. Therefore, school culture can also be likened to a guideline in guiding behavior among school members. Accordingly, school culture has functions such as construction, instruction, symbolism, and emotion. If we try to perform well these functions of school culture, each member of the school will both inspire and preserve traditional cultural values and contribute to preserving the precious qualities of the nation. The typical characteristics are patriotism, a sense of independence, self-reliance, self-reliance, solidarity, honesty, diligence, creativity in all activities, all fields, the tradition of studiousness, and respect for lecturers.

The core element of school culture is the behavior culture of school members. School members need to form the habit of knowing how to preserve and protect and beautify the school's natural landscape, together with a sense of common hygiene, and a sense of responsibility in preserving and protecting the property of the school and consciously saving in the use of school equipment for teaching and learning. In the relationship between school members, there must be a relationship of culture, politeness, and mutual respect. Thereby, it will build solidarity and consensus in the implementation of training goals.

School culture has great significance for the quality of education and training and has a great influence on the social community. This has been documented in many parts of the world. For example, the life-changing quote of Nelson Mandela is that "Education is the most powerful weapon you can use to change the world." Or, at the gate of the University of South Africa, there are inscriptions showing the intellectual level of his perception of education and school culture that collapsing any Nation does not require the use of Atomic bombs or the use of Long range missiles. But it requires lowering the quality of Education and allowing cheating in the exams by the students. The collapse of education is the collapse of the Nation.

School culture helps create a stable management environment, helps the school adapt to the external environment, and creates harmony with the internal environment. A strong school culture will help the university truly become a cultural and educational center, where the power of wisdom and compassion in society converges, thereby making an important contribution to creating a comprehensive educational product. Therefore, building a school culture is an extremely important job, which will contribute to great success in the educational career at universities in the current period.

School culture creates work motivation for school officers, and lecturers, and also creates learning motivation for students.

Contents of the school cultural environment

The environment of school culture includes ample factors, but in general, there are two basic factors including environment of material culture (infrastructure) and environment of spiritual culture.

- *__Environment of material culture__*

School administrators must regularly pay attention to the environment of material culture because this is the basis and prerequisite for carrying out the task of teaching and learning, and also creates the position and influence of the school with society. Therefore, the school's facilities should be well-planned, quality, spacious, solid, durable, and beautiful constructions creating a favorable connection for travel to study and work on the campus of the school from the school gate, the aisle, the office building, the lecture hall, the working room, the classroom, the function room, the laboratory, the traditional room, the culture house, the library, the dormitories, and sports fields and the like.

The classrooms need to be decorated reasonably, and pedagogically, helping the teaching and learning of teachers and students take place in the most convenient way. The campus of the school also needs to be planned in a methodical, harmonious, artistic, and aesthetic manner that must show the unique, outstanding, and inherent characteristics of the school. The space of school culture is a green, clean, beautiful, quiet space, creating a cool feeling to help students both study and have conditions for exchange and entertainment, helping to develop comprehensively. The construction of an environment of material culture that ensures the above basic requirements has shown respect for those who operate and benefit from the environment of school culture. With a system of high-quality facilities, lecturers, school officers, and students will gradually become aware of the requirements of the environment and adjust their behaviors accordingly. Moreover, they have the responsibility to improve their culture of behavior, gradually limit bad habits or vices, be it wasteful use of electricity and water, smoking, playing games during school hours, littering indiscriminately, causing environmental pollution and the like. Thereby, the university deserves to be a reliable and high-quality training institution in the context of fundamental and comprehensive integration and renovation of the current education and training system in our country (Anh, 2021, pp.165).

- ***Environment of spiritual culture***

In addition to environment of material culture, the environment of spiritual culture has a great impact on students. The kind of environment illustrates the cultural activities of human-being through several relationships including teacher-student relationship, friendship, collective-to-individual relations, in which the most important relationship is the teacher-student relationship. In the process of constructing the environment of school culture, it is necessary to aim at humanity, nobleness, love to help learners, and learners must respect lecturers, promote the tradition of "Be deferential to teacher and respected for moral". In the environment of school culture, every lecturer must be a role model for students to follow. Consequently, a lecturer must always be exemplary in all aspects, have a proper attitude toward colleagues, and have an empathetic soul. In addition, lecturers must cultivate and practice their own qualities, ethics, lifestyle, professional capacity, and behaviors in accordance with social and ethical standards.

In the university environment, students are the subject of construction in the school environment, the beneficiaries of culture. So, first of all, students must also be cultured. Every student needs to cultivate regularly, know how to listen, and share, learn speaking manners, how to vocative politely, how to communicate, behave civilized, respect lecturers, open their minds, to be friendly and sociable with friends as well as everyone in the community. Besides, factors such as costumes, postures, manners, the language of communication, gestures, and behaviors demonstrate the prestige, position, and standard style of lecturers and students. Therefore, lecturers and learners should not be too picky about costumes, it is necessary to dress appropriately for the environment of school culture, ensuring aesthetics, convenience, and savings. The costumes are also suitable for gender, age, and each person's financial ability, showing the national cultural identity, and the characteristics of each region, and comply with the instructions and regulations of the school and the Ministry of Education and Training. Building a cultural lifestyle and model is very essential when developing a school culture so that current cultural elements can be incorporated without detracting from the unique national beauty of traditional culture (Anh, 2021, pp.166-167).

Results and discussion

THE CURRENT SITUATION OF STUDENTS' SCHOOL CULTURE AT THE INDUSTRIAL UNIVERSITY OF HO CHI MINH CITY

To find out the current situation of students' school culture at the Industrial University of Ho Chi Minh City, the author conducted a survey of 300 students at the Industrial University of Ho Chi Minh City from different majors, as follows:

Table 1 – Survey sample distribution

Targets		Number of students	Rate %
Gender	Male	144	48%
	Female	156	52%
Course	Freshman	4	1,3%
	Sophomore	242	80,7%
	Junior	54	18%
	Senior	0	0%
Major	Economy	126	42%
	Technology	119	39,7%
	Social science	5	1,7%
	Language	50	16,7%

The survey questionnaire was distributed into two groups, one group asked about the environment of material culture and the other about the environment of spiritual culture. The author used scales including Excellent, Good, Fair, Poor and Very poor and obtained the following results:

About the environment of material culture (infrastructure)

To investigate the environment of material culture at the Industrial University of Ho Chi Minh City, the author has designed five survey questions and obtained very positive results.

Question 1: In your opinion, are the facilities of the school well-planned, orderly and spacious?

It is very amazing that the result was that the percentage of students with excellent and good evaluations was over 80%, specifically 31.3% of students rated it at excellent level, 50% of students rated it at good level, and the rest rated it at fair, poor, and very poor. In particular, the rate of poor and very poor assessment

accounted for a very low rate. There were 2.3% of students rated it at poor level and 0.3% of students rated it at very poor level (Table 2).

Question 2. In your opinion, are the school's buildings solidly built, durable and beautiful?

This question also had up to 39% of students rated it at excellent level; 45% of students rated it at good level, 14% of students rated it at fair level, 1.7% of students rated it at poor level and 0.3% of students scored it at a very poor level (Table 2).

Question 3. In your opinion, are the school's buildings built to create a favorable connection from the gate, the aisle, the principal building, the lecture hall, the classroom, the laboratory, and the cultural house?

This question also had up to 40.7% of students rated it at excellent level; 47% of students rated it at good level, 10.3% of students rated it at fair level, 1.7% of students rated it at poor level, and 0.3% of students scored it at very poor level (Table 2).

Question 4. In your opinion, is students' classroom reasonably pedagogical and convenient for teaching?

This question also had up to 40.7% of students rated it at excellent level; 45.3% of students rated it at good level, 12% of students rated it at fair level, 1.7% of students rated it at poor, and 0.3% of the students scored it at very poor level (Table 2).

In question 5. In your opinion, is the school's cultural space planted with many trees and flowers reasonably to ensure a green, clean and beautiful space?

This question also had up to 57% of students rated it at excellent level; 31.7% of students rated it at good level, 10.3% of students rated it at fair, and 1% of students rated it at poor and there were no students with a very good rating (Table 2).

Table 2 – Assessment of material and cultural environment

Number of surveyed students: 300 **Survey question**	Excellent		Good		Fair		Poor		Very poor	
	Number	Rate %	Number	Rate %	Number	Rate %	Number	Rate %	Number	Rate. %
1. Infrastructure planning	94	31,3	150	50	48	16	7	2,3	1	0,3
2. Solid, durable and beautiful constructions	117	39	135	45	42	14	5	1,7	1	0.3
3. Construction works creating favorable connection	122	40,7	141	47	315	10,3	5	1,7	1	0,3
4. Reasonably arranged classroom	122	40,7	136	45,3	36	12	5	1,7	1	0,3
5. Many planted trees and flowers in school cultural space	171	57	95	31,7	31	10,3	3	1	0	0

(Source: Results of surveyed students in August 2022)

About the environment of spiritual culture

In terms of perception and cultural behavior of students at the Industrial University of Ho Chi Minh City in learning and training.

- First of all, the perception of students at the Industrial University of Ho Chi Minh City about the importance of school culture. The question is that in your opinion, what is the perception of students at Ho Chi Minh City University of Industry about the importance of school culture? As a result, 47% of students rated it at excellent level, 43.3% of students rated it at good level; 8.3% of students rated it at fair level; 1.3% of students rated it at poor level and no students rated it at very poor level (Table 3).

- ### *Culture behavior of students in learning and training*

Regarding the polite behavior of students in the school, to find out this issue, the author used a questionnaire consisting of seven questions.

Question 1. In your opinion, do students of the Industrial University of Ho Chi Minh City always know how to say thank you to friends? The evaluated results showed 55.7% of students rated it at excellent level; 33% of students rated it at good level; 10.3% of students rated it at fair level; 0.3% of students rated it at poor level and 0.7% rated it at very poor level (Table 3).

Question 2. In your opinion, do students of the Industrial University of Ho Chi Minh City always know how to say thank you to school officers and lecturers? Survey results showed that 62.3% of students rated it at excellent level; 31.3% of students rated it at good level; 5% of students rated it at fair level; 0.7% of students rated it at poor level and 0.7% rated it at very poor level (Table 3).

Question 3. In your opinion, do students of the Industrial University of Ho Chi Minh City always know how to say sorry to friends? Survey results illustrated that there were up to 50.3% of students rated it at excellent level; 36.3% of students rated it at good level; 9.7% of students rated it at fair level; 3% of students rated it at poor level and 0.7% rated it at very poor level (Table 3).

Question 4. In your opinion, do students of the Industrial University of Ho Chi Minh City always know how to say sorry to lecturers? Survey results showed that 62.3% of students rated it at excellent level; 31.3% of students rated at good level; 5% of students rated it at fair level; 0.7% of students rated it at poor level and 0.7% rated it at very poor level (Table 3).

Question 5. In your opinion, do students of the Industrial University of Ho Chi Minh City always know how to greet unfamiliar school officers and lecturers? The survey results showed that 42.7% of students rated it at excellent level; 37.7% of students rated it good level; 15.3% of students rated it at fair level; 3% of students rated it at poor level and 1.3% rated it at very poor level (Table 3).

Question 6. In your opinion, do students of the Industrial University of Ho Chi Minh City always know how to greet familiar school officers and lecturers? Survey results showed that 53.2% of students rated it at excellent level; 36.2% of students rated it at good level; 8.3% of students rated it at fair level; 1.3% of students rated it at poor level and 0.7% rated it at very poor level (Table 3).

Question 7. In your opinion, do students of the Industrial University of Ho Chi Minh interact with lecturers in learning activities? Survey results showed that 47.3% of students rated it at excellent level; 39.7% of students rated it at good level; 11.3% of students rated it at fair level; 1.3% of students rated it at poor level and 0.3% rated it at very poor level (Table 3).

Table 3 – Perception and the polite behavior of students at the Industrial
University of Ho Chi Minh City

Number of surveyed students: 300 **Survey question**	Excellent		Good		Fair		Poor		Very poor	
	Number	Rate %	Number	Rate %	Number	Rate %	Number	Rate %	Number	Rate %
1. Perception of school culture	141	47	130	43,3	25	8,3	4	1,3	0	0
2. Say thank you to friends	167	55,7	99	33	31	10,3	1	0,3	2	0,7
3. Say thank you to school officers and lecturers	187	62,3	94	31,3	15	5	2	0,7	2	0,7
4. Say sorry to friends	151	50,3	109	36,3	29	9,7	9	3	2	0,7
5. Say sorry to lecturers	168	56	107	35,7	20	6,7	4	1,2	1	0,3
6. Greet unfamiliar school officers and lecturers	128	42,7	113	37,7	46	15,3	9	3	4	1,3
7. Greet familiar school officers and lecturers	160	53,2	109	36,2	25	8,3	4	1,3	2	0,7
8. Interact with lecturers in learning activities	142	47,3	120	39,7	34	11,3	4	1,3	1	0,3

(Source: Results of surveyed students in August 2022

Culture behavior of students in learning and training

To find out about students' culture behavior in learning and training, the author designed a questionnaire consisting of 8 criteria: In your opinion, students at the Industrial University of Ho Chi Minh City University should be *responsible for protecting the school's reputation, honest in exams and scientific research, not work alone during school hours, get in and out of class on time, complete the exercises well, listen to the teacher's lectures, participate in group activities and always be self-disciplined in learning.*

The survey results showed that, in general, students highly appreciated the culture behavior of students at the Industrial University of Ho Chi Minh City in learning and training. In criterion 1, "Be responsible for protecting the school's reputation", 49.6% of students rated it as excellent and 37.1% of students rated it as good. In criterion 2 "Be honest in exams and scientific research", 48% of students rated it excellent and 39.7% of students rated it good. Nextly, criterion 7 "Participating in group activities" wasq also highly appreciated by students. Up to

40% of students rated it excellent and 43.2% of students rated it good. The criterion having the lowest level of excellent rating among the 8 criteria of student behavior in learning and training was criterion number 3 "Do not work alone during class time". In this criterion, only 32.3% of students rated it excellent and up to 2% of students rated it very poor (table 4).

Table 4 – Student behavior of the Industrial University of Ho Chi Minh City in learning and training

Number of surveyed students: 300 Survey question	Excellent		Good		Fair		Poor		Very poor	
	Number	Rate %	Number	Rate %	Number	Rate %	Number	Rate %	Number	Rate %
1. Be responsible for protecting the school's reputation	149	49,6	112	37,1	36	11,9	1	0,3	2	0,7
2 Be honest in exams and scientific research	144	48	120	39,7	33	10,9	3	1	0	0
3. Not work alone during school hours	97	32,3	124	40,9	65	21,5	8	2,6	6	2
4. Get in and out of class on time	111	37	143	47,2	39	12,9	6	2,0	1	0,3
5. Complete the exercises well	114	37,6	137	46	46	15,2	3	1,0	0	0
6. Listen to the teacher's lectures	112	37,3	140	46,2	43	14,2	4	1,3	1	0,3
7. Participate in group activities	120	40	131	43,2	44	14,5	4	1,3	1	0,3
8. Be self-disciplined in learning.	113	37,3	138	45,5	43	14,2	8	2,6	1	0,3

(Source: Results of surveyed students in August 2022)

Culture behavior of students at the Industrial University of Ho Chi Minh City in communication situations

- ***Culture behavior among students***

To explore this issue, the author designed a questionnaire based on 4 criteria, be it no factions in the class, helping friends in their studies, being honest, straightforward, and frequently taking care of each other. The investigated results showed that, in general, students highly appreciated the culture behavior among students in communication situations. Criterion 2 "Helping friends in their studies"

received a 50.6% of rating from students. Nextly, criterion 4 "Frequently take care of each other" had 47.3% rating the excellent level, and the criterion having the lowest level of excellent rating was criterion 1 "No factions in the class" which only 41.4% of students rated excellent, and up to 2.3% of students rated it at very poor (table 5).

Table 5 – Culture behavior of students at the Industrial University of Ho Chi Minh City in communication situations

Number of surveyed students: 300 **Survey question**	Excellent		Good		Fair		Poor		Very poor	
	Number	Rate %	Number	Rate %	Number	Rate %	Number	Rate %	Number	Rate %
1. No factions in the class	126	41,4	104	34,7	54	17,8	9	3,0	7	2,3
2. Help friends in their studies	152	50,6	118	38,8	26	8,6	1	0,3	3	1,0
3. Be honest, straightforward	138	45,4	120	40	39	12,8	2	0,7	1	0,3
4. Frequently taking care of each other	142	47,3	126	42	29	9,7	2	0,7	1	0,3

(Source: Results of surveyed students in August 2022)

- ***Culture behavior between students and school officers***

Besides the culture behavior among students, the culture behavior between students and school officers and vice versa is the most important relationship of school culture that the author would like to access. The results showed that students at the Industrial University of Ho Chi Minh City had very good behavior in these relationships. Students were able to say thank you to school officers and lecturers (62.3% of an excellent rating), know how to say sorry to the lecturer (with 56% of students rating it as excellent), know how to greet familiar school officers and lecturers (53.2% recorded at excellent rating), there is interaction with lecturers in learning (47.3% recorded at excellent rating). Furthermore, it can be seen that for unfamiliar school officers and lecturers, the percentage of students greeting lecturers had a lower rating (only 42.7% recorded an excellent rating and up to 1.3 % of students rated at a very poor level).

Table 6 – Culture behavior between students and lecturers; students and school officers

Number of surveyed students: 300 **Survey question**	Excellent		Good		Fair		Poor		Very poor	
	Number	Rate %	Number	Rate %	Number	Rate %	Number	Rate %	Number	Rate %
1. Say thank you to school officers and lecturers	187	62,3	94	31,3	15	5	2	0,7	2	0,7
2. Know how to say sorry to lecturers	168	56	107	35,7	20	6,7	4	1,2	1	0,3
3. Greet unfamiliar school officers and lecturers	128	42,7	113	37,7	46	15,3	9	3	4	1,3
4. Greet familiar school officers and lecturers	160	53,2	109	36,2	25	8,3	4	1,3	2	0,7
5. Interact with lecturers in classroom	142	47,3	120	39,7	34	11,3	4	1,3	1	0,3

(Source: Results of surveyed students in August 2022)

- The school culture in terms of material (facilities) of the Industrial University of Ho Chi Minh City is highly appreciated by students and learners in terms of the scale and planning of the school, which is very methodical and spacious; the school is built solidly, durable and beautiful; The school's buildings are built to create a favorable connection from the gate, the aisle, the principal building, the lecture hall, the classroom, the laboratory, the cultural house…; students' classrooms are arranged reasonably with pedagogical nature, convenient for teaching; The space of school culture is planted with many trees and flowers reasonably to ensure a green, clean and beautiful space. In particular, the most impressive thing for students and highly appreciated by students about the facilities of the Industrial University of Ho Chi Minh City is to plant of many trees and flowers reasonably to ensure a clean and green space.

- Students of the Industrial University of Ho Chi Minh City were aware of the importance of school culture. Students have shown polite behavior toward their friends, school officers, and lecturers, and especially they also have polite behavior toward both their unfamiliar school officers and lecturers.

- Students at the Industrial University of Ho Chi Minh City have well performed their responsibility to protect the school's reputation, are honest in exams and scientific research, do not work separately during class time, get in and out of class on time, always complete the assigned exercises well, always listen to

the teacher's lectures, actively participate in group activities and always be a self-conscious sense in learning.

- Students of the Industrial University of Ho Chi Minh City have performed well in the relationship among students, between students and lecturers and among school officers in the school.

- Regarding the environment of material culture, only the criterion "the space of school culture planted with many trees and flowers" is appreciated by students with a good rating of over 50%, while other criteria are evaluated by students at a fairly high level such as spacious scale and methodical planning of the school, built solidly, durable and beautiful school, a favorable connection from the gate, the aisle, the principal building, the lecture hall, the classroom, the laboratory, the cultural house..., and reasonably arranged classrooms with a pedagogical nature and convenient for teaching.

- Some students are not aware of the importance of school culture and in polite behavior of students, they only know how to greet the familiar school officers and lecturers. If the school officers and lecturers are not familiar, the students will not perform well in their greeting behavior. The interaction between lecturers and students is assessed at an excellent level, but not much.

- Students' culture behavior in learning and training is still in the situation that students work separately during class hours, some students do not enter the class on time, and some do not complete the exercises well. Some students have not really listened to the teacher's lectures, have not actively participated in group activities and their self-awareness in learning is not high.

- The culture behavior among students in the criterion of "No factions in the class", an excellent evaluation only at 41.4%, and in the criterion "Always honest and straightforward", students rated excellent, reaching 45.4%; The criterion of "Frequently caring for each other" students rated excellent, only reaching 47.3%.

SOME BASIC SOLUTIONS TO IMPROVE THE QUALITY OF SCHOOL CULTURE FOR STUDENTS AT THE INDUSTRIAL UNIVERSITY OF HO CHI MINH CITY

Solutions to the environment of material culture (infrastructure)

- The school administrators constantly invest and innovate in the renovation and upgrading of the office, lecture halls, classrooms, working rooms, break rooms, dormitories, and cultural and sports houses for school officers, lecturers, and students. The school administrators absolutely do not let the situation of not being able to carry out educational activities of students due to lack of materials and facilities.

- The school administrators regularly promote innovation and synchronously equip facilities and equipment for training and teaching, meeting the requirements of the fourth industrial revolution. The administrators should invest in renovating high-speed computer systems, projectors, teaching aids, and the like to upgrade the wifi network with strong coverage throughout the school.

- The school administrators issue and supplement annual regulations on school culture with the goal of building a healthy school culture. At the same time, they should make a plan to organize the implementation, check, summarize, gain experience, and reward typical individuals.

Solutions to the environment of spiritual culture

- ***Raising awareness for officials, lecturers, staff, and students about the importance and necessity of building a school culture***

To accomplish this mission, first of all, the administrators first need to prepare the necessary facilities for the task of propagating and disseminating the school culture and providing the necessary documents related to the construction of the popular school culture for officials, lecturers, and students. Secondly, the administrators should promote the propaganda of the Party and the State's guidelines and policies on building a cultural and educational environment. Specifically, by promoting propaganda, students can both study and work toward the tasks of building school culture. In addition, the leaders of the school can inform

students about the goals, meaning, and content of school culture, combined with examples of good people, good deeds, some typical students, standards, and the like for others to learn and follow through the media. Finally, the school's leaders need to organize seminars to thoroughly grasp the contents and ways to effectively implement school culture, and increase the application of information technology in propagating the task of building school culture.

- ***Innovating contents and methods of school culture education in line with educational goals***

Firstly, it is necessary to strengthen the political, moral, ideological, and lifestyle of students. Through the subjects, lecturers should integrate the contents of school culture education into the lectures to form good qualities in students. Secondly, the officials need to improve the application of lesson content to help students to have the right attitude towards phenomena or behaviors taking place in school or in society. Specifically, it is a vital task when building students' behavioral and lifestyle relationships in accordance with social ethical standards, especially student-student and student-student relationships with faculty and staff. Finally, teachers need to diversify forms of school cultural education, especially using flexible and creative educational methods of school culture such as setting an example and enhancing practice.

- ***Strongly promoting the role of the Youth Union, considering it as the core force in building school culture and culture behavior among students***

Youth Union - Student Union needs to be creative and flexible in organizing educational activities on school culture. It is possible to launch research contests or organize seminars to communicate to exemplary students, and launch competition movements to improve quality, skills, and school culture among students. They should form volunteer clubs, scientific research clubs, art clubs, or sports clubs. Because this is the best environment to help students practice their qualities, and adjust their behavior towards the integrity, compassion, and excellent, guiding them to practice culture behavior.

Conclusion

The article has clarified some concepts of culture and school culture, the roles, and the contents of school culture. Through the results assessing the current situation of the school culture of students at the Industrial University of Ho Chi Minh City in two aspects, namely the environment of material culture and the spiritual culture, the results conclude both findings and limitations. In general, the author proposes some basic solutions to improve the quality of the school culture of students at the Industrial University of Ho Chi Minh City in the era of the fourth industrial revolution.

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