RICHTMANN
PUBLISHING

The Behavior of Students with Regard to School Culture in High Schools

Hung Thanh Nguyen[1]

Thang Van Le[2]*

Ha Le Nguyen[3]

Tu Thi Cam Tran[4]

[1]*University of Education, Hue University,
Thua Thien Hue Province, Vietnam*
[2]*University Of Foreign Languages, Hue University,
Thua Thien Hue Province, Vietnam*
[3]*Quy Nhon University, Binh Dinh Province,
Vietnam*
[4]*Hanoi National University of Education,
Hanoi, Vietnam*
*Corresponding Author

Abstract

Background: The culture of the school is one of the most significant factors to consider when trying to create an efficient learning and working environment for the staff, teachers, and students at the schools. Aim: The purpose of the research was explained to the behavior of students with regard to school culture in high schools. Methods: The study was conducted in Hue, Vietnam, from 2021 to 2022, and it sampled two high schools with a total of 339 students and 55 teachers. Results: The research questionnaire was prepared by teachers and students at the high school level, and it was based on the behavioral manifestations of high school students. According to the instructors and other students, the students have a sense of cultural conduct. This includes respecting adults, including their parents, teachers, and other school officials, as well as dressing in a manner that is acceptable for their age and the situation. Nonetheless, there are still some children who do not dress well, who are not appropriate for the situation, who behave inappropriately toward teachers and other school officials, and who are likely to pick up risky behaviors such as smoking, gambling, and other such activities. Conclusion and Implications: The findings of this study on the behaviors and cultural expressions of high school students have made it possible for educators and teachers to design curriculum that is suitable for their students.

Keywords: school culture, cultural behaviors, high school students, teachers, self-determination 1

1.   Introduction

The term "school culture" is defined by the Georgia Department of Education (2019) as "the quality and character of life based on experiential models of the academic community" (Tus, 2020). In a

similar line, what characterizes the culture of the school is the wide diversity of behaviors and activities that are demonstrated by each individual student. In addition, Escalona (2018) maintains that culture is neither immutable nor susceptible to change. In addition, Peterson & Deal (2009) describes school culture as the manner in which teachers and staff cooperate to achieve the aim and vision of schools. for their shared views, values, and assumptions. In addition, an educational atmosphere and culture that is conducive to learning is beneficial to the learning of students (Peterson & Deal, 2009). The atmosphere of the classroom in which students are educated may have an effect on the academic achievement of those students. According to the findings of (Pervez et al., 2017), a high level of student achievement is significantly related to the effort and positive attitude demonstrated by teachers, the effective completion of tasks that have been provided, and the students' desire to learn. Because of this, it is essential to establish a robust school culture because it embodies the standards, traditions, and expectations of the institution (Stoll, 1999). In addition to this, it has an effect on the connections that exist between teachers and students, as well as those that take place between teachers themselves (Powers, 2009).

According to Pham (2019), the level of school violence in Japan is growing to the point where students are taking their own lives as a response to the increasingly unsafe atmosphere. The Bullying Prevention Act was officially signed into law by the president in 2013. As a consequence of this, it is required of each and every school to devise a plan and an organizational framework for the purpose of preventing bullying and to report occurrences of bullying. On the third Friday of every March, the country of Australia hosts an event that is held annually and is known as "National Action Day Against Bullying and School Violence." Even in Finland, which is often regarded as having the education system that is the pinnacle of excellence anyplace in the world, students in schools are subjected to bullying. Kiva is a program that was designed by educators to counteract bullying and is currently being utilized in more than ninety percent of the country's educational institutions. According to Mr. Chris Henderson, who is the Deputy Director of the Institute of Vocational Training at the University of Waikato in New Zealand, student-on-student violence can also be found in New Zealand (Pham, 2019).

In Vietnam, there have been several hundred incidents of violence in schools, and the overall number of cases involving school violence is over 2,000, according to the statistics kept by the police. Of these 2,000 cases, 53% take place in schools (Linh, 2019). There are a variety of factors that contribute to children' poor behavior and violent behavior in school. Students who break ethical standards, are disrespectful to their teachers, do not respect their parents, live an irresponsible lifestyle, and succumb to society problems like as theft, drug addiction, and gambling are nonetheless prominent among a considerable proportion of students (Linh, 2019). According to the findings of a survey conducted by Tran-Thi (2012) on more than two hundred and fifty junior high school students living in the city of Hue, it was found that up to eighty-five percent of those who participated in the survey believed that incidents of violence in schools occurred anywhere from rarely to on a near-daily basis. In addition, research has shown that verbal abuse is a more common pattern of behavior than other forms of abuse, such as financial, psychological, and physical aggression. Alternately, the authors Nguyen Minh Tu and Tran Thi Kim Hau (2017) conducted a survey of 482 high school students in the city of Hue to evaluate the incidence of school violence. The findings for 32% of students exhibited aggressive school behavior within six months of the study's inception. This was based on the findings of the authors' survey of the students (Nguyen, 2017).

A research paper was published in 2012 by the British Ministry of Education that examined the nature and norms of student behavior in British schools, the impact that negative behavior has on students and teachers, and the steps that schools and teachers take to promote good student behavior (Department for Education, 2012). The paper was titled "The Nature and Norms of Student Behavior in British Schools." The purpose of this research work was to analyze the characteristics and expectations of student conduct in British schools. There is a positive connection between the atmosphere of the classroom (which includes beliefs, values, and attitudes) and the behavior of students, as the findings of recent scientific research have shown. Toxic social behavior is frequently

the result of an environment in which poor conduct is considered to be the standard. On the basis of the findings of their research, the scientists arrived at the additional conclusion that good behavior will increase the performance of the school leadership team. This was one of their key findings. Also, there is a correlation between the involvement of parents in the school and beneficial improvements in the behaviors of the pupils. This is something that should not be overlooked (Department for Education, 2012).

According to the statistics that are kept by the police, the total number of cases involving violence in schools is over 2,000. There have been several hundred incidences of violence in schools in Vietnam, and the overall number of cases involving violence in schools is over 2,000, 53% of these 2,000 incidents take occur in educational institutions (Linh, 2019). When it comes to children's poor behavior and violent behavior at school, there are a number of elements that contribute to the problem. Students who disobey ethical standards, are disrespectful to their professors, do not respect their parents, live an irresponsible lifestyle, and succumb to society's issues like theft, drug addiction, and gambling are, despite this, prevalent among a significant section of the student population. According to the findings of a survey that was carried out by Tran-Thi (2012) on over two hundred and fifty junior high school students living in the city of Hue, it was found that up to eighty-five percent of those who participated in the survey believed that incidents of violence in schools occurred anywhere from rarely to on a near-daily basis. The survey was carried out on more than two hundred and fifty junior high school students. In addition, studies have indicated that verbal abuse is a more common pattern of behavior than other types of abuse, such as monetary, psychological, or physical aggression. This was found to be the case when comparing verbal abuse to other types of abuse. Conversely, authors Nguyen (2017) carried out a survey of 482 high school students in the city of Hue in order to assess the frequency of violence in schools. Within the first six months of the study's beginning, the findings showed that 32 percent of pupils displayed aggressive behavior in school. This was determined by the results of a poll that the authors conducted with the students (Nguyen, 2017).

Pham-Vu (1996), Hoang-Thi (2010), Pham (2013), and Vu (2016) are some examples of authors who, when researching school culture, have considered the normative behavior of school members to be a content, an expression of school culture, also known as school culture (Hoang-Thi, 2010; Vu, 2016; Pham-Vu, 1996; Pham, 2013). According to the authors, the term "behavioral culture" in schools can refer to a number of different things. They include contributing to the success or failure of the school, developing the identity of the school, cultivating a healthy educational environment, supporting the good traditions of the Vietnamese people, and promoting the good traditions of the Vietnamese people (Hoang-Thi, 2010; Vu, 2016; Pham-Vu, 1996; Pham, 2013).

According to the findings of study that was carried out by Nguyen (2010), the system of core principles that contribute to the establishment of school culture includes behavioral relationships in schools as a component. Each school creates its own code of conduct and concretizes the rules of cultural conduct in all educational activities to create a serious but open, friendly atmosphere in the person-to-person relationship: teachers, students, students' parents, visitors to the school, etc.; as well as appropriate behavior with the environment, in which everyone always strives to maintain and develop the school environment to become a cultural environment, students are close to nature, and teachers and administrators work together to preserve and improve the school environment (Nguyen, 2010).

Nguyen-Thi (2011) demonstrated the correlation between the shifting of normative values in a variety of fields of study and areas of life and shifts in the behavior of teachers and students in her study from 2011 titled "Present Behavior Culture in Schools Through Changes in Teacher-Student Connection." The movement toward student-centered instruction has affected the responsibilities that instructors play in modern societies that have created market economies. Because of this, kids no longer feel the need to keep a reasonable distance from their teachers, which has led to inappropriate behavior on the part of both students and teachers. The author is of the opinion that in order to develop appropriate behavior, it is necessary for both teachers and pupils to adjust their

perspectives on the world (Nguyen-Thi, 2011).

Research on the effect of autonomy-supportive environments on fulfilling the fundamental psychological needs of students considers more flexible settings such as the classroom, i.e. the support of teachers toward student autonomy (Black & Deci, 2000; Hänze & Berger, 2007). Despite the fact that, according to the theory of ecological systems, macro-level factors such as the culture that already exists in schools can have a significant impact on students' beliefs and behaviors (Berk, 2006), the focus of these studies has been on the impact that supporting autonomy at the micro level (such as the classroom) has on psychological need fulfillment.

Authors Kang and Chang (2016) have done extensive research on the influence of culture on the research habits of students in Western countries (Kang & Chang, 2016). Culture has a huge influence on the learning process of students, such as communication attitudes in the class, interactions with others and friends in the class (Szilagyi, 2013). In addition, Badri et al. (2014) discovered that the psychology of students is affected by the school culture when it is used in a classroom context. The author has future plans to conduct experimental research to study the impact that independence has on the variable that will be the focus of the investigation. Researchers are able to study the effects of school principals' management strategies, such as trust rates, enhancements to innovation and creativity, and methods for encouraging group engagement in the process of altering school culture and the psychological requirements of students or teachers, by employing intervention methods (Badri et al., 2014).

In addition, Harper (2019) says that students are the most influenced by school culture and, in a way, most accountable for bad performance; for this reason, it makes perfect sense for school officials to work toward the establishment of a more positive school culture. A positive school culture is one in which the efforts of both the faculty and the students result in beneficial experiences for everyone involved. The presence of success, rhythm, and general happiness are the hallmarks of a healthy school culture. When schools have a positive culture, teachers are happy about their professions because they can see the bigger picture, and students have the mental and emotional ability to learn because they are in an environment that is conducive to learning (Raudys, 2018).

When discussing the role of behavioral culture, the authors Duong Thi Thuy Ha (2007), To Lan Phuong, and Le Gia Khanh (2011) all acknowledged the significance of school behavior culture for the growth and standing of the institution. All of these authors acknowledged the significance of school behavior culture for the growth and standing of the institution (Nguyen-Khac, 2011). For instance, author Le Gia Khanh is of the opinion that the most significant aspect of school culture is the culture that governs student behavior in schools (Nguyen-Khac, 2011). The degree to which a school's culture and conduct are high or poor is based, first and foremost, on the principle, and then on the entire life perspective and organizational capacity of each individual member. The foundation for the victories and accomplishments of each individual, community, and school is found in the culture of school behaviour (Nguyen-Khac, 2011). The researcher also outline the things that are responsible for transmitting the culture of appropriate behavior at schools. Principal and staff, as well as teachers, with regards to working style, organization, and implementation of school work; through concepts, attitudes, and communication behaviors in all relationships and activities, most notably teaching and learning activities, literary, physical, and aesthetic activities of school members (Nguyen-Khac, 2011). The findings of the investigations provide consistent evidence for the viewpoint that ethics is an ever-present impact on human behavior. According to the author Le (1970), for example, morality is the primary factor that affects how good teachers behave, which demonstrates instructional art. This view is shared by many others. Love is the vehicle through which the moral component can be presented. Teachers love their pupils with all of their hearts because of the many great qualities that they possess, such as respect for their students' dignity and independence, a firm belief in the inherent goodness and enormous potential of young people, and many other qualities (Le, 1970). Inadequacies in the standards are something that investigate as part of their respective projects (Nguyen-Thi, 2011). The authors claim that these deficits are the result of a number of different impacting variables, the most prominent of which are socioeconomic concerns. This impact has

significant ramifications on the relationships that take place in educational settings, the most obvious of which is the bond that exists between the teacher and the student (Nguyen-Thi, 2011). Based on an analysis of the relationship between the change of normative values in all spheres of life and the change in the behavior of teachers and students, that the change in normative values is associated with a change in the behavior of teachers and students (Nguyen-Thi, 2011). This conclusion was reached as a result of the author's investigation into the relationship between the two. The trend toward student-centered instruction has resulted in a shift in the function that is expected of teachers in societies that have an advanced market economy. In the context of education, the relationship between a teacher and a student can be conceptualized, at least in part, as one that satisfies the prerequisites of the principle of supply and demand. Because of this, kids no longer feel the need to keep a reasonable distance from their teachers, which has led to inappropriate behavior on the part of both students and teachers. Because of this, it is essential for both the teachers and the students to adjust their perspectives in order to encourage appropriate behavior (Nguyen-Thi, 2011). Vietnamese high school students' communication and behavioral challenges may be the result of difficulties learning certain subjects (Luu-Thi et al., 2021) or stress (Nguyen-Thi et al., 2020).

In conclusion, a significant amount of study has been done to investigate the cultural norms that are upheld in schools and, more specifically, by students. Numerous studies from all over the world have been conducted to investigate the causal relationship that exists between school culture and a variety of factors, including but not limited to performance, student accomplishment, students' psychological needs, and the role that school leaders play in the environment of the school. Research conducted in Vietnam reveals that the contact between teachers and students effects the behavioral culture of the school, as well as the students' cultural behaviour and other aspects of culture. We conducted research into the actual situation of high school students' performance of school cultural behaviors. Our findings were based on the assessment of teachers as well as the students themselves.

2. Methods

2.1 Participants

The survey started investigating from 2021 to 2022 in two high schools (Dang Van Con High School and Phan Dang Luu High School). Participants include 339 students and 55 teachers from high schools. Specifically, almost teachers who participated in survey was female (74,5%), with literacy was graduated in university (56,4%), and who was teachers (90.9%) in high school. For students: 56.9% of students participating in the survey are female and 43.1% are male. Students in grades 10, 11 and 12 participated in the survey with a percentage of 33.0%, respectively; 22.7% and 44.2%. The number of good and good students participating in the survey is very large, specifically 44.0% are good students; 37.8% are excellent students and the remaining few students have weak and average academic performance with the percentages of 1.2% and 17.1% respectively. Table 1 showed more details.

Table 1. Demographic participants

Variables	Demographic characteristics	n	%
Teachers			
	Gender		
	Male	41	74,5
	Female	14	25,5
	Academic level		
	Intermediate	1	1,8
	University	31	56,4
	Postgraduate	23	41,8
	Work-position		
	Leader	0	0
	Head of Department	5	9,1
	Teacher	55	90,9

Variables	Demographic characteristics	n	%
Students			
	gender		
	Male	146	43,1
	Female	193	56,9
	Grade		
	10	112	33,0
	11	77	22,7
	12	150	44,2
	Classification		
	Weak	4	1,2
	Fair	58	17,1
	Good	149	44,0
	Excellent	128	37,8

2.2 Measurement

The questionnaire was designed for students and teachers to collect information on self-evaluating about cultural communication and educated the cultural communication for high schools. The questionnaire used in this study is mainly an interval scale, so the assessment is as follows: 1.00 – 1.80: Never; 1.81 – 2.60: Rarely; 2.61 – 3.40: Sometimes; 3.41 – 4.20: Usually.
4.21 – 5.00: Always.

2.3 Procedure

Participants were required to express informed consent, as well as examine the anonymity and confidentiality limits, before they could finish the survey. Participants, both students and teachers, were informed of the goals of the research and requested to give sociodemographic information as part of their participation. Particularly, gender, academic level, and employment position were obtained for the researchers who collected data on teachers; gender, grade, and classification were collected for the students. Participants were not given any sort of recognition for their involvement, and they were free to drop out of the study at any point in time. Social Sciences Statistics Program (SPSS) version 22.0 was used for data processing. Descriptive statistics were used to characterize participants and to assess the condition of cultured communication behaviors among high school students.

3. Results

The means of self-evaluating the cultural communication behaviors of teachers ranged from 1.53 (SD=0.836) to 4.05 (SD=0.52), and the students from 1.96 (SD=1.40) to 4.35 (SD=0.94). The details are shown in table 2.

Table 2. Self-determination the cultural communication behaviors of teachers and students in high schools

No	The cultural communication behaviors	Teachers		Students	
		Mean	Standard Deviation	Mean	Standard Deviation
1	Implement strictly the legal requirements governing the rights and responsibilities of students.	3.82	0.72	3.96	1.01
2	Maintain a healthy, active lifestyle and be considerate of others' needs.	3.87	0.58	4.00	0.90
3	Preserve and maintain the landscape of educational institutions, creating a safe, welcoming, green, clean, and aesthetically pleasing learning environment.	3.91	0.62	4.04	0.94
4	Wear clean, proper attire for your age and educational activities.	4.05	0.52	4.18	0.94
5	Wear obnoxious attire.	1.82	0.95	1.96	1.40

No	The cultural communication behaviors	Teachers		Students	
		Mean	Standard Deviation	Mean	Standard Deviation
6	The legislation prohibits smoking, consuming alcoholic drinks, and using prohibited drugs in educational institutions.	1.58	0.83	2.05	1.41
7	Utilizing social networks to distribute, reproduce, or remark on information or pictures that violate fine customs, traditions, the Party's rules, state regulations, or laws, or have a negative impact on the educational environment is prohibited.	1.53	0.84	2.13	1.45
8	Do not cheat, lie, slander, provoke, harass, coerce, threaten, or engage in violent behavior against others.	2.85	1.41	3.19	1.49
9	Do not undermine the health, honor, and dignity of oneself, others, or the collective's reputation.	3.15	1.38	3.62	1.42
10	Respectfully, courteously, truthfully, and in accordance with the stipulations, treat supervisors, instructors, and workers.	3.84	0.99	4.19	1.06
11	Do not invent information; do not harm the spirit, honor, or dignity.	3.47	1.25	3.84	1.29
12	Interacting with other students: appropriate language, kindness, honesty, collaboration, assistance, and respect for diversity.	3.93	0.69	4.09	1.01
13	Do not use profanity, curse words, slander, or incite discord; do not manufacture or manipulate information.	3.44	1.14	3.84	1.23
14	Regarding parents and relatives: courtesy, honesty, and affection.	3.98	0.68	4.35	0.94
15	Regarding visitors to educational institutions: courtesy and deference	3.95	0.71	4.22	0.96
16	The courage to combat undesirable behavior	3.31	0.90	3.86	1.07

According to teachers' evaluations, students typically wear clean, appropriate attire for their age and educational activities (M=4.05, SD=0.52), value courtesy, honesty, and affection with parents and relatives (M=3.98, SD = 0.69), and value courtesy and deference with visitors to educational institutions (M=3.95, SD=0.705). Students are rarely prohibited from using social networks to distribute, reproduce, or comment on information or images that violate fine customs, traditions, the Party's rules, state regulations, or laws, or have a negative impact on the educational environment (M=1.53, SD=0.836), the legislation prohibits smoking, consuming alcoholic beverages, and using prohibited drugs in educational institutions (M=1.58, SD= 0.832), and wearing offensive attire (M=1.82, SD=0.945).

According to self-students' evaluations, students typically value courtesy, honesty, and affection with parents and relatives (M=4.35, SD = 0.935), and value courtesy and deference with visitors to educational institutions (M=4.22, SD=0.958), treat supervisors, instructors, and employees with respect, courtesy, and honesty (M=4.19, SD=1.061), and wearing clean, appropriate apparel for your age and educational activities (M=4.18, SD=0.94). Students rarely wear obnoxious attire (M=1.96, SD=1.40), the legislation prohibits smoking, consuming alcoholic beverages (M=2.05, SD=1.41), and using prohibited drugs in educational institutions, and use social networks to distribute, reproduce, or comment on information or pictures that violate fine customs, traditions, the Party's rules, state regulations, or laws, or have a negative impact on the educational environment (M=2.13, SD=1.45).

4. Discussion

Our research consisted of conducting a survey on the current status of behavioral culture among high school students based on the evaluation provided by both teachers and the students themselves. In general, the evaluation of students and teachers share many commonalities in terms of the criteria that are being evaluated.

Even in the evaluation of teachers or students, cultural behaviors are frequently observed in students. These behaviors include things like wearing clothing that is clean and appropriate for your age and educational activities; showing respect for one's parents and other relatives by being courteous, honest, and affectionate; showing respect for visitors to educational institutions by being courteous and deferential; and interacting with other students by using an appropriate language, being kind, being honest, collaborating, and assisting one another. This demonstrates that children have received a sound education in moral principles (Harper, 2019; Le, 1970; Nguyen-Thi, 2011;

Powers, 2009; Raudys, 2018). There are codes of conduct and concretize cultural codes of conduct in all educational activities to create a serious but open and friendly atmosphere in the relationship between people: teachers, students, students' parents, visitors to school, etc.; as well as behavior academies. This research is similar to that which was conducted by the author Nguyen (2010). Behavioral relationships in schools are a component of the system of core values to develop school culture.

The findings of the research indicate that many students have not yet implemented activities such as using social networks to distribute, reproduce, or comment on information or pictures that violate fine customs, traditions, the Party's rules, state regulations, or laws, or have a negative impact on the educational environment is prohibited, smoking, consuming alcoholic beverages, and using illegal drugs are prohibited. In addition to the positive cultural behaviors of students, the research results indicate that many students have not yet implemented activities such as using social networks to distribute, reproduce, or comment on This is affected in part by the effect of an autonomy-supportive environment on addressing the basic psychological requirements of students, taking into account more flexible settings such as the classroom, i.e. teacher support for student autonomy (Black & Deci, 2000; Hänze & Berger, 2007; Nguyen, 2010). This is affected in part by the effect of an autonomy-supportive environment on addressing the basic psychological requirements of students (Berk, 2006; Black & Deci, 2000; Hänze & Berger, 2007; Nguyen, 2010). There have been a number of studies done that have focused on the effect that fostering autonomy in small contexts (like the classroom) can have on meeting psychological needs in schools, which can have a substantial impact on the beliefs and behaviors of students. Badri et al. (2014) emphasized how important it is for schools to place a strong emphasis on both education and culture. One of the most important goals for teachers, administrators, and society as a whole, improving school performance can be impacted by a variety of factors, including the school's culture (Badri et al., 2014; Bhengu & Mthembu, 2014; Scheerens et al., 2013; Verma, 2021). In addition, Nguyen Thi Viet Huong (2011) emphasized the connection between the modification of normative values in all spheres of life and the modification of the behavior of teachers and students in order to develop appropriate behavioral education programs for students (Nguyen-Thi, 2011). This connection was brought up so that appropriate behavioral education programs could be developed for students.

5. Limitation

In addition to the newly identified consequences, the study uncovered other issues that need to be investigated more in the future. To begin, the research only polled high school students in the province of Dak Lak; hence, it can only be used as a reference in a certain region and cannot be applied more broadly. In the future, we anticipate that researchers will be able to conduct surveys with a greater number of samples from a wider variety of educational levels in order to acquire a more accurate depiction of the current status of students' cultural behavior. Second, the study only investigated the current condition of cultural behavior among high school students. It did not investigate the cause-and-effect relationship that exists between cultural behaviors and factors such as the environment, parental status, gender, and so on. We have high hopes that more research will delve more deeply into these concerns in the near future, as it will allow teachers to build appropriate educational programs for each individual student.

6. Conclusion

Our research demonstrates that many students are successful in the behavioral culture by adhering to fundamental politeness criteria such as the use of clothing, cleanliness, and neatness, among other things, or through speech and behavior: using the appropriate language, being pleasant with peers, and showing respect and decency to adults. Despite this, negative behaviors such as wearing offensive costumes; smoking; consuming alcoholic beverages and using prohibited substances; and utilizing

social networks to spread, propagate, and comment on information or images that are in opposition to fine customs and traditions are still prevalent among students. The education industry is currently pushing for the establishment of schools that have engaged students, teachers, and students all working together to design and develop the school. Nonetheless, as a result of the influence of both internal and external factors, a certain number of students have been deviating from the customary norms of ethics and behavioral culture, which is in violation of the statutes of the school... For this reason, students need to have a broader awareness of behavioral culture so that they can advise others on appropriate behavior. Hence, the ability to communicate effectively and to behave appropriately in cultural contexts is regarded as a crucial life skill that contributes to the overall success of an individual's life.

7. Acknowledgement

References

Badri, R., Amani-Saribaglou, J., Ahrari, G., Jahadi, N., & Mahmoudi, H. (2014). School culture, basic psychological needs, intrinsic motivation and academic achievement: Testing a casual model. *Mathematics Education Trends and Research*, 4, 1-13. https://doi.org/10.5899/2014/metr-00050

Berk, L., E. (2006). *Child Development*. Boston, USA: Pearson/Allyn and Bacon.

Bhengu, T. T., & Mthembu, T. T. (2014). Effective leadership, school culture and school effectiveness: A case study of two 'sister'schools in Umlazi Township. *Journal of Social Sciences*, 38(1), 43-52. https://doi.org/10.1080/09718923.2014.11893235

Black, A. E., & Deci, E. L. (2000). The effects of instructors' autonomy support and students' autonomous motivation on learning organic chemistry: A self-determination theory perspective. *Science Education*, 84(6), 740-756. https://doi.org/10.1002/1098-237X(200011)84:6

Escalona, D. (2018). Your voice: Culture is not static and unchanging, let's celebrate that. *Chicago Tribune*. www.chicagotribune.com

Department for Education. (2012). *Pupil behaviour in schools in England: Education Standards Analysis and Research   Division*. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/184078/DFE-RR218.pdf

Hänze, M., & Berger, R. (2007). Cooperative learning, motivational effects, and student characteristics: An experimental study comparing cooperative learning and direct instruction in 12th grade physics classes. *Learning and Instruction*, 17(1), 29-41. https://doi.org/10.1016/j.learninstruc.2006.11.004

Harper, A. (2019). *School culture change more effective if student-led*. https://www.educationdive.com/news/school-culture-change-more-effective-ifstudent-led/545882/

Hoang-Thi, N., H. . (2010). Xây dựng môi trường và chuẩn mực giao tiếp sư phạm đặc trưng [Developing a standard pedagogical communication environment and principles]. In *Văn hoá giao tiếp trong nhà trường* (pp. 69-76). Ho Chi Minh City, Vietnam: Ho Chi Minh City University of Education Publishing House.

Kang, H., & Chang, B. (2016). Examining Culture's Impact on the Learning Behaviors of International Students from Confucius Culture Studying in Western Online Learning Context. *Journal of International Students*, 6(3), 779-797.

Le, T., B. (1970). *Tâm lí học ứng xử [Behavioral psychology]*. Hanoi, Vietnam: Education Publishing House.

Linh, K. (2019). Hơn 1.000 vụ bạo lực học đường/năm: Nhà khoa học đang ở đâu? [More than 1,000 incidents of school violence per year: Where is the researcher?]. *Women News*. https://www.phunuonline.com.vn/hon-1-000-vu-bao-luc-hoc-duong-nam-nha-khoa-hoc-dang-o-dau-a137023.html

Luu-Thi, H. T., Ngo-Thi, T. T., Nguyen-Thi, M. T., Ly, T. T, Nguyen-Duong, B. T., & Tran-Chi, V. L. (2021). An Investigation of Mathematics Anxiety and Academic Coping Strategies Among High School Students in Vietnam: A Cross-Sectional Study. *Frontiers in Education*, 6, 1-14

Nguyen-Khac, H. (2011). *Văn hóa và văn hóa học đường [Culture and school culture]*. Ho Chi Minh City, Vietnam: Thanh Nien Publishing House.

Nguyen-Thi, K., N. (2011). *Văn hóa giao tiếp trong nhà trường [School communication culture]*. Ho Chi Minh City, Vietnam: Ho Chi Minh City University of Education Publishing House.

Nguyen-Thi, D. -M., Huynh, V. S., Tran-Chi, V. -L. (2020). Loneliness, Stress, Self-esteem, and Deception among Adolescents. *Journal of Human Ecology*, 70(1-3), 118-123

Nguyen, D., Q. (2010). *Hướng dẫn thực hiện Giáo dục kỹ năng sống cho học sinh phổ thông [Implementation guide of life skills education for high school students]*. Hanoi, Vietnam: Vietnam National University, Hanoi Publishing House.

Nguyen, M., T., Tran-Thi, K., H., Tran-Thi, H., T., Phan-Thi T., Ho-Thi, V., Tran, B., T. . (2017). Thực trạng bạo lực học đường và một số yếu tố liên quan tại một số trường trung học phổ thông thành phố Huế [The reality of school violence and associated causes in various Hue city high schools]. *Tạp chí Y học Dự phòng*, 8(27), 48-56. https://doi.org/10.38148/JHDS.0601SKPT21-089

Pervez, Z., Dahar, M. A., & Maryam, A. (2017). Impact of school culture on student's academic achievement at secondary level. *Science International*, 29(3), 565-568.

Peterson, K. D., & Deal, T. E. (2009). *The shaping school culture fieldbook*. New York, USA: John Wiley & Sons.

Pham-Vu, D. (1996). *Văn hóa giao tiếp [Cultural communication]*. Hanoi, Vietnam: Culture and Information Publishing House.

Pham, M. (2019). Bạo lực học đường: Kinh nghiệm quốc tế và giải pháp mới của Việt Nam [School violence: international experience and new approaches in Vietnam]. *Vietnam Plus*. https://www.vietnamplus.vn/bao-luc-hoc-duong-kinh-nghiem-quoc-te-va-giai-phap-moi-cua-viet-nam/562816.vnp

Pham, V., K. (2013, July). Văn hóa học đường, bản chất, nội dung và biện pháp xây dựng [Culture, environment, curriculum and building methods of schools]. Psychology and the problem of improving the current educational environment Conference 2013, Can Tho City, Vietnam.

Powers, J. M. (2009). Introduction: Charter Schools in the Reform Imagination. In *Charter Schools: From Reform Imagery to Reform Reality* (pp. 1-15). Springer.

Raudys, J. (2018). *11 real ways to build a positive school culture*. https://www.prodigygame.com/blog/school-culture/

Scheerens, J., Witziers, B., & Steen, R. (2013). A meta-analysis of school effectiveness studies. *Revista de Educacion*. https://doi.org/10.1080/13803611.2012.718485

Stoll, L. (1999). School Culture: Black Hole or Fertile Garden for Improvement? In J. Prosser (Ed.), *School Culture*. Paul Chapman. https://doi.org/https://doi.org/10.4135/9781446219362.n3

Szilagyi, A. (2013). Nigeria and the cultures of respect: cultural identity and meaning construction in online international and multicultural classroom. International Journal of Arts and Sciences,

Tran-Thi, T., A. (2012, July). Hành vi bạo lực học đường của học sinh trung học cơ sở thành phố Huế [School violence among junior high students in Hue]. *Consortium to Advance School Psychology in Vietnam (CASP-V) Conference 2012*, Ho Chi Minh City, Vietnam.

Tus, J. (2020). An Assessment of the School Culture and Its Impact on the Academic Performance of the Students. *International Journal of All Research Writings 1*(11), 1-6.

Verma, V. (2021). School culture: Methods for improving a negative school culture. *International Journal of Educational Research and Studies*, 3(2), 14-17.

Vu, T., Q. (2016), Dân chủ hóa - Yếu tố căn bản trong xây dựng văn hóa nhà trường [Democratization - Basic factors in building school culture]. *Tạp chí Khoa học Giáo dục, 131*, 47 - 49.