EDUCATING A NEW GENERATION: BLENDING TRADITIONAL AND CONTEMPORARY STANDARDS FOR VIETNAMESE YOUTH

EDUCAR UMA NOVA GERAÇÃO: MISTURAR PADRÕES TRADICIONAIS E CONTEMPORÂNEOS PARA JOVENS VIETNAMITAS

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Abstract. Vietnam has experienced significant societal changes in recent years due to globalization and technological advancements. Generation Z, born between 1995 and 2012, stands out for their proficiency with technology, open-mindedness, and a global outlook, which often contrasts with the traditional values of older generations. This paper investigates the balance between preserving traditional Vietnamese values and integrating modern, technologically driven standards to establish human standards for Generation Z. This study employs quantitative and qualitative research methods to collect data. A survey was conducted among 500 university students to assess their understanding and acceptance of traditional and modern values. Additionally, semi-structured interviews were held with 30 respondents to gain deeper insights into their perspectives. The data was complemented by an extensive literature review to contextualize the findings within existing research. The research concludes that while Generation Z in Vietnam values traditional principles such as patriotism, solidarity, and compassion, they also prioritize individualism and modern values like proactiveness, responsibility, and respect for diversity. Traditional educational methods are perceived as outdated, necessitating innovative approaches to convey these values effectively. The study highlights the need for a balanced integration of traditional and modern standards in educational practices to nurture Vietnam's future leaders while preserving its cultural heritage.

Keywords: Education, Generation Z, Modern Values, Technology Integration, Vietnamese Cultural Standards.

Resumo. O Vietnã passou por mudanças sociais significativas nos últimos anos devido à globalização e aos avanços tecnológicos. A Geração Z, nascida entre 1995 e 2012, se destaca por sua proficiência com tecnologia, mente aberta e uma visão global, que muitas vezes contrasta com os valores tradicionais das gerações mais velhas. Este artigo investiga o equilíbrio entre preservar os valores tradicionais vietnamitas e integrar padrões modernos e tecnológicos para estabelecer padrões humanos para a Geração Z. Este estudo emprega métodos de pesquisa quantitativa e qualitativa para coletar dados. Uma pesquisa foi conduzida entre 500 estudantes universitários para avaliar sua compreensão e aceitação de valores tradicionais e modernos. Além disso, entrevistas semiestruturadas foram realizadas com 30 entrevistados para obter insights mais profundos sobre suas perspectivas. Os dados foram complementados por uma extensa revisão de literatura para contextualizar as descobertas dentro da pesquisa existente. A pesquisa conclui que, embora a Geração Z no Vietnã valorize princípios tradicionais como patriotismo, solidariedade e compaixão, eles também priorizam o individualismo e valores modernos como proatividade, responsabilidade e respeito pela diversidade. Os métodos educacionais tradicionais são percebidos como ultrapassados, necessitando de abordagens inovadoras para transmitir esses valores de forma eficaz. O estudo destaca a necessidade de uma integração equilibrada de padrões tradicionais e modernos em práticas educacionais para nutrir os futuros líderes do Vietnã, preservando sua herança cultural.

Palavras-chave: Educação, Geração Z, Valores Modernos, Integração de Tecnologia, Padrões Culturais Vietnamitas.

1. INTRODUCTION

In recent years, the rapid pace of globalization and technological advancements has brought significant changes to societies worldwide. Vietnam, a country with a rich cultural heritage and strong national identity, is no exception. Among the various demographic groups, Generation Z (Gen Z), born between 1995 and 2012, stands out due to its unique characteristics and the challenges it faces. This generation is marked by its proficiency with technology, open-

mindedness, and global outlook, which contrasts with the more traditional values upheld by older generations.

The issue at hand is the necessity to establish and educate human standards for Gen Z in Vietnam (Thuy & Quyet, 2021). This arises from the need to balance the preservation of traditional Vietnamese values, such as patriotism, unity, and compassion, with the demands of a modern, technologically advanced society (Nguyen et al., 2024; Nguyen, 2022; Quyet et al., 2021; Quyet et al., 2023). The traditional norms, while foundational, often seem outdated to the contemporary mindset of Gen Z. Consequently, there is a growing concern about integrating these enduring values with new standards that resonate with the aspirations and realities of the younger generation.

Various studies have highlighted the dichotomy faced by Gen Z in Vietnam. Nguyen and Pham (2021) discuss the influence of globalization on consumer behaviors, emphasizing the shift towards more cosmopolitan and ethnocentric attitudes among Gen Z. Similarly, Son Duc et al. (2022) illustrate the impact of international integration on parenting styles and the resultant pressures on Gen Z. Nguyen et al. (2022) and Pham et al. (2021) further elaborate on the role of influencers and social media in shaping the purchase intentions and behaviors of this generation, reflecting their reliance on digital platforms for information and decision-making.

Moreover, traditional educational models and moral standards are being reassessed. Nguyen (2021) evaluates students' perspectives on traditional moral education, indicating a sustained appreciation for core values and a need for updates to meet current societal demands. The intersection of traditional values with modern educational needs poses a significant challenge for educators, policymakers, and families.

The aim of this study is to establish a set of human standards that effectively blend traditional Vietnamese values with the needs of a modern, technologically advanced society for Generation Z in Vietnam. The study has the following objectives:

- Identifying and evaluating traditional values relevant to Gen Z and assessing their acceptance through literature and surveys.
- Determining new standards that resonate with Gen Z, focusing on creativity, discipline, and respect for diversity.
- Developing strategies for educational integration using modern technology and proposing a collaborative approach involving families, schools, and society to nurture future leaders while preserving cultural heritage.

2. LITERATURE REVIEW

The advent of globalization and rapid technological advancements has significantly reshaped societal values and behaviors, particularly among Generation Z (Gen Z) in Vietnam. This literature review critically examines previous research conducted by noteworthy scholars, comparing and contrasting their findings to outline the current knowledge and highlight the gaps this study aims to address.

Nguyen and Pham (2021) emphasize the profound impact of globalization on market dynamics, noting that consumer attitudes in Vietnam are increasingly shaped by global influences. Specifically, their study demonstrates that Gen Z's consumer cosmopolitanism and ethnocentrism are influenced by collectivism, individualism, and social and personal identities. This finding underscores the coexistence of traditional values and modern globalized identities within the same generation.

Transitioning to the domestic sphere, Son Duc et al. (2022) discuss the shift in parenting styles among Vietnamese millennial parents from authoritarian to democratic, reflecting broader societal changes. The study highlights the pressures placed on children to achieve high academic and career success, coupled with the challenges posed by social media and

technological advancements. These pressures, while motivating, can adversely affect the mental health of Gen Z, necessitating a balanced approach to parenting and education that fosters both achievement and well-being.

Moreover, Nguyen et al. (2022) and Pham et al. (2021) have extensively explored the influence of social media and influencers on Gen Z's purchasing behaviorNguyen et al. (2022); Pham et al. (2021). Both studies reveal that influencer credibility, entertainment value, and perceived expertise significantly impact Gen Z's purchase intentions. Notably, Pham et al. (2021) find that influencers' attractiveness is critical in shaping online behaviors, suggesting that visual appeal often outweighs expertise in this digital-native generation.

Additionally, Koshy et al. (2023) contribute to the discourse on value persistence and change, noting that while modernization and globalization drive cultural shifts, traditional values remain significant. Using the World Values Survey, their study indicates that higher education participation affects the perceived importance of various values among Gen Z, with graduates more likely to prioritize friends, leisure, and politics over religion.

In contrast, Yanitskiy et al. (2020) present a structural-behavioral model of public values, identifying adaptable, socialized, and individualizing values among Gen Z. They observe a trend toward emphasizing individual values over interpersonal relations, reflecting a broader shift toward personal fulfillment and freedom. This model underscores the heterogeneity of values within Gen Z, influenced by factors such as gender, ethnicity, and regional background.

Furthermore, Nguyen (2021) explores traditional moral education among university students, finding a solid endorsement of values such as patriotism, solidarity, and diligence. However, there is also a recognition of the need to integrate environmental protection and a love for learning into contemporary moral education frameworks. This study highlights the evolving nature of moral values in response to modern challenges and environmental concerns.

Transitioning to the role of technology in education, the studies by Szymkowiak et al. (2021) and Tran and Nguyen (2021) provide valuable insights. Szymkowiak et al. (2021) reveal that Gen Z prefers learning through mobile applications and video content, reflecting their digital-native status. Tran and Nguyen (2021) discuss the potential of AI in religious education, noting a generational divide in readiness and acceptance, with Gen Z being the most prepared to adopt AI innovations.

Moreover, Gentina (2020) and Nguyen et al. (2019) provide insights into Gen Z's environmental consciousness and materialistic values. Gentina (2020) describes Gen Z as worried, creative, and valuing collaborative consumption, while Nguyen et al. (2019) investigate factors driving green apparel purchase intentions. Both studies highlight a growing awareness of sustainability among Gen Z, influenced by their materialistic values and social norms.

Additionally, Nguyen Ngoc et al. (2022) and Tran et al. (2022) delve into Gen Z's job expectations and eco-friendly fashion consumption. Nguyen Ngoc et al. (2022) find that Gen Z values intangible job attributes such as workplace ethics over physical features, reflecting a shift towards symbolic meanings in employment choices. Tran et al. (2022) emphasize the importance of product-service quality in driving loyalty towards eco-friendly fashion, suggesting practical strategies for businesses targeting this demographic.

In short, the existing literature provides a comprehensive understanding of the complex interplay between traditional values, modern influences, and technological advancements shaping Gen Z in Vietnam. However, there are notable gaps in integrating these findings into practical educational strategies that balance traditional values with contemporary needs. This study addresses these gaps by proposing a framework for educating human standards that resonate with Gen Z while preserving Vietnam's cultural heritage. This research seeks to contribute to effectively nurturing Vietnam's future leaders by leveraging modern technological tools and a collaborative approach.

3. THEORETICAL FRAMEWORK

The rapid globalization and technological advancements in recent years have significantly influenced societal values and behaviors, particularly among Generation Z (Gen Z) in Vietnam. Gen Z, defined as individuals born between 1995 and 2012, is characterized by their proficiency with technology, open-mindedness, and global outlook, which often contrasts with the more traditional values upheld by older generations. This research aims to establish and educate human standards for Gen Z in Vietnam, balancing traditional Vietnamese values with the demands of a modern, technologically advanced society.

Generational Theory and Values

Generational theory posits that cohorts of people born during the same period exhibit distinct characteristics and values shaped by their shared experiences and societal context (Strauss & Howe, 1991). For Gen Z in Vietnam, this includes the pervasive influence of technology, globalization, and shifting cultural dynamics. This theoretical framework is crucial for understanding the interplay between traditional values and modern standards within this demographic.

Value Systems

Values are enduring beliefs that a specific mode of conduct or end-state of existence is personally or socially preferable (Rokeach, 1973). This research identifies two central value systems impacting Gen Z in Vietnam:

Traditional Vietnamese Values Include patriotism, solidarity, and compassion, which have historically been emphasized in Vietnamese culture.

Modern Values

These include individualism, proactiveness, responsibility, and respect for diversity, which reflect global and technological influences.

Theoretical Models

Social Identity Theory: This theory suggests that individuals derive part of their identity from the social groups to which they belong (Tajfel & Turner, 1986). For Gen Z in Vietnam, balancing their identity involves integrating traditional Vietnamese values with the new global values they are exposed to. This dual identity is critical for developing a cohesive value system supporting cultural heritage and modern societal demands.

Cultural Lag Theory: William Ogburn proposed this theory, which explains how cultural elements lag behind technological advancements, creating a period of adjustment and potential conflict (Ogburn, 1922). Gen Z in Vietnam experiences this lag as traditional educational methods and moral standards struggle to keep pace with rapid technological and societal changes.

Research Constructs

Traditional Values Endorsement

This involves measuring the extent to which Gen Z in Vietnam values traditional principles such as patriotism, solidarity, and compassion and assessing their relevance and acceptance in modern societal dynamics.

Modern Values Adoption

Evaluating Gen Z's adoption of modern values such as individualism, proactiveness, responsibility, and respect for diversity. This includes understanding how these values influence their behaviors and decision-making processes.

Educational Integration

Investigating how educational practices can effectively integrate traditional and modern values to nurture well-rounded individuals. This involves exploring innovative methods to convey these values in a way that resonates with Gen Z's digital-native characteristics.

This theoretical framework provides a structured approach to understanding the complex interplay between traditional values and modern influences shaping Generation Z in Vietnam. By leveraging generational, social identity, and cultural lag theories, this research aims to develop educational strategies that honor Vietnam's cultural heritage while equipping the younger generation with the skills and values necessary for global citizenship.

4. RESEARCH METHODOLOGY

The data for this study was collected using a combination of quantitative and qualitative methods to ensure comprehensive and robust findings. The primary tools and techniques included surveys and interviews, complemented by a literature review.

Survey Method

A structured questionnaire was designed to gather quantitative data from Generation Z university students in Vietnam. The survey aimed to assess their understanding and acceptance of traditional and modern values and their attitudes toward educational practices that integrate these values.

Sample Selection

The sample population consisted of 500 university students from various universities across Vietnam. The selection was based on a stratified random sampling technique to ensure representation from different regions, genders, and academic disciplines.

Questionnaire Design

The questionnaire included both closed-ended and open-ended questions. Closed-ended questions focused on rating the importance of various traditional and modern values. In contrast, open-ended questions allowed respondents to express their views on integrating these values into education.

Data Collection

The survey was distributed online through university email lists and social media platforms. This method was chosen to reach a broad and diverse group of students efficiently.

Interviews

To complement the quantitative data, semi-structured interviews were conducted with a subset of 30 respondents from the survey.

Interview Sample

Participants for the interviews were selected using purposive sampling to include individuals who provided particularly insightful responses in the survey. This approach ensured that the qualitative data enriched the understanding of the quantitative findings.

Interview Design

The interview guide included questions that delved deeper into the respondents' perspectives on the balance between traditional and modern values, the role of technology in education, and the challenges and strategies for integrating these values into educational practices.

Data Collection

To accommodate participants from different regions, interviews were conducted via video call. Each interview lasted approximately 45 minutes and was recorded for accurate transcription and analysis.

Literature Review

An extensive literature review was conducted to provide context and support for the primary data collected.

Selection Criteria

Relevant studies were selected based on their focus on Generation Z, educational practices, and the interplay between traditional and modern values in Vietnam. Critical databases and academic journals were used to ensure the inclusion of high-quality sources.

Review Process

The literature review involved analyzing and synthesizing findings from previous research to identify gaps and inform the design of the survey and interview questions.

Data Analysis

The collected data was analyzed using both quantitative and qualitative methods.
- Quantitative Analysis: Survey responses were analyzed using statistical software for descriptive statistics, factor analysis, and correlation analysis. This helped identify patterns and relationships between different values and educational preferences.
- Qualitative Analysis: Interview transcripts were analyzed using thematic analysis to identify recurring themes and insights. This process involved coding the data, categorizing themes, and interpreting the findings about the quantitative data.

By employing these methodologies, this study aims to provide a comprehensive understanding of how traditional and modern values can be balanced in educating Generation Z in Vietnam. The approach ensures the research is replicable, allowing other researchers to follow the same steps to achieve similar findings.

5. RESULTS AND DISCUSSION

Traditional values

The survey of 500 students from two universities showed that 95.8% affirmed patriotism as the top quality that Generation Z needs to continue from previous generations; 86.2% of Gen Z agreed that inheriting the traditional standard of solidarity is necessary for them; 65.6% believed that compassion is still a good standard to be inherited. Other standards such as honesty, creativity, self-reliance, and resilience are also essential for today's Gen Z. The chart also shows that collective mentality is a traditional standard of previous generations, but not many Gen Z chose this, indicating they also need their values and standards suitable for their characteristics and era, such as respecting differences and giving due attention to individuals instead of absolutizing the collective.
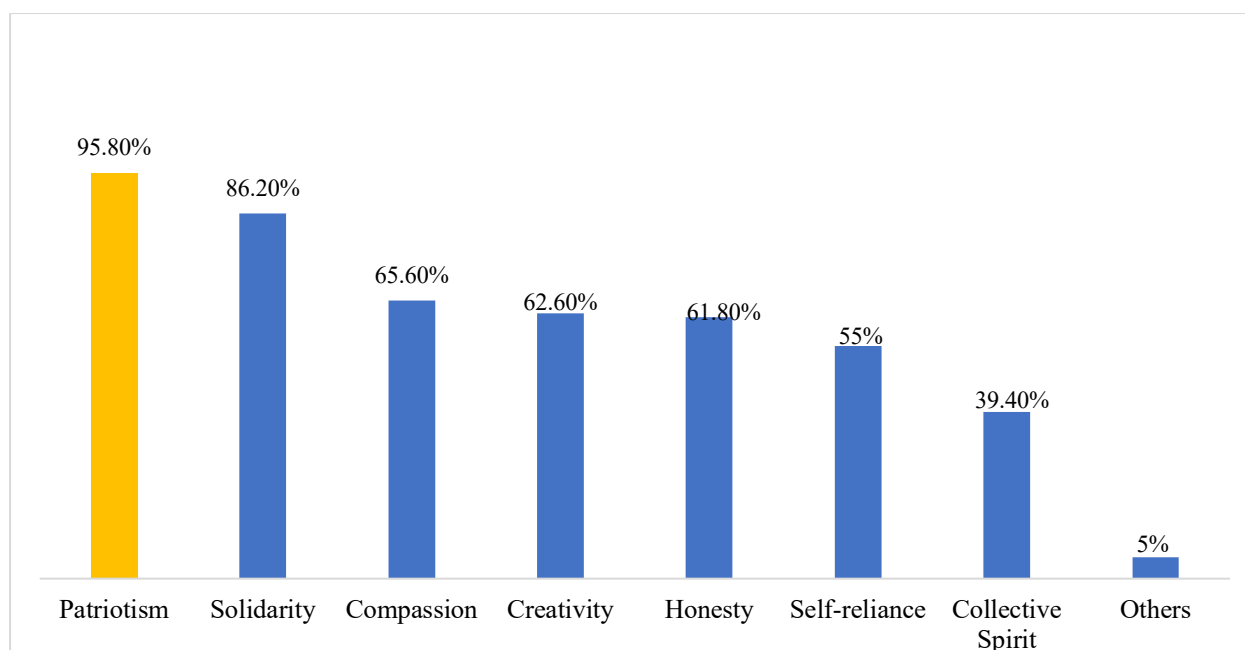
Figure 1. Traditional values that Gen Z needs to promote

The strong endorsement of traditional values like patriotism and solidarity among Gen Z indicates a continued appreciation for these core principles. This finding aligns with Nguyen (2021), who observed that students place high importance on traditional moral education, especially concerning patriotism and humanitarian values. These results reflect a deep-rooted respect for national pride and unity within the younger generation, which remains vital to their ethical framework.

However, the diminished preference for a collective mentality indicates a generational shift towards individualism. Yanitskiy et al. (2020) highlighted this trend, noting that Gen Z emphasizes individual values over interpersonal relations. This shift is significant as it indicates a departure from the collectivist mindset that traditionally characterizes Vietnamese society. Instead, Gen Z appears to prioritize personal fulfillment and individual rights, which may be influenced by their exposure to global cultures and digital interconnectedness.

The transition towards individualism is also reflected in their preference for values that cater to personal development and self-expression. Honesty, creativity, self-reliance, and resilience support individual growth and adaptability in a rapidly changing world. This aligns with Son Duc et al. (2022) findings, who noted the impact of international integration and technological advancements on parenting styles and the resultant pressures on Gen Z. These pressures have cultivated a generation that values personal achievement and resilience in the face of modern challenges.

Moreover, the survey results suggest that while Gen Z respects traditional values, they also seek to adapt these values to fit contemporary contexts. The emphasis on respect for diversity and individual attention indicates a desire to harmonize traditional principles with modern, inclusive practices. This is crucial for educators and policymakers aiming to engage Gen Z effectively. As Gentina (2020) highlighted, Gen Z values collaborative consumption and creative solutions, which can be leveraged to integrate traditional values with modern standards in educational frameworks.

In short, the survey underscores a nuanced perspective within Generation Z, which balances respect for traditional values with a progressive, individualistic outlook. This balance is essential for developing educational strategies that honor Vietnam's cultural heritage while equipping the younger generation with the skills and values necessary for global citizenship. Future initiatives should focus on integrating these traditional values with contemporary needs,

ensuring that Gen Z can navigate the complexities of modern society while staying rooted in their cultural identity.

Outdated standards

Through research and surveys on outdated standards and thoughts unsuitable for Gen Z in the new context, it is shown that passivity, inferiority complex, and dependence are the standards that Gen Z believes are no longer suitable for them, with 84.8%, 83.8%, and 84% respectively. Additionally, localism and emotional over rational thinking are also standards that Generation Z believes need to be eliminated.
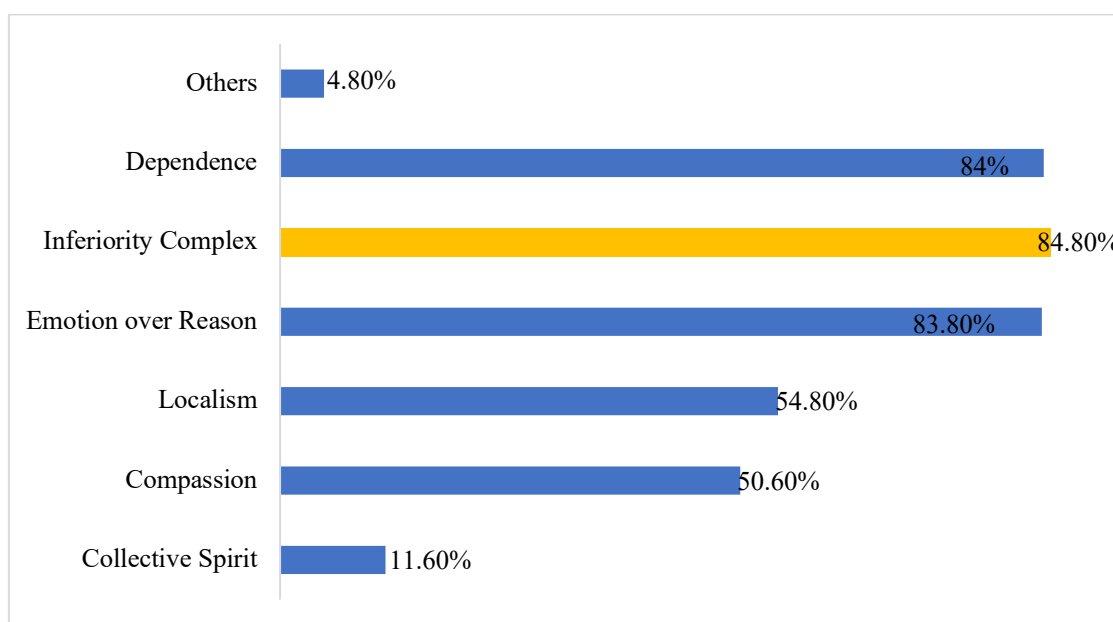

Figure 2. Outdated standards and thoughts unsuitable for Gen Z (percentage)

This shift away from outdated standards such as passivity and dependence indicates a generational move towards more proactive and self-reliant behaviors. The rejection of emotional over rational thinking reflects a broader acceptance of rationality and critical thinking, which is essential in a rapidly changing technological and global environment. These findings are supported by Son Duc et al. (2022), who noted the pressures and changes in parenting styles that emphasize independence and responsibility among Vietnamese Gen Z.

New standards

The survey of 500 Gen Z students indicated that the standards Generation Z chose and believed to be suitable for their characteristics in the new context are proactiveness, positivity, and eagerness to learn, with 429/500 choosing (85.8%); responsibility, with 394/500 choosing (78.8%); discipline, progressiveness, and respect for cultural diversity with 371 - 373/500 choosing.

Table 1. New standards suitable for Gen Z

Criteria	Number of people	Percentage (%)
Discipline	373	74.6
Autonomy	352	70.4
Responsibility	394	78.8

Freedom	192	38.4
Positivity and eagerness to learn	429	85.8
Progressiveness and respect for cultural diversity	371	74.2
Others	12	2.4

These new standards reflect the dynamic and adaptable nature of Gen Z. The emphasis on proactiveness, positivity, and eagerness to learn indicates a generation that values continuous improvement and adaptability. This finding is consistent with Gentina (2020), who describes Gen Z as creative and valuing collaborative consumption. The importance placed on responsibility and discipline further underscores the need for structured and ethical behavior in a technologically advanced society, resonating with the findings of Nguyen et al. (2019) regarding green apparel purchase intentions influenced by materialistic values and social norms.

Educational Influences and Barriers to Interest in Traditional Values

Generation Z reported that their education about Vietnamese human standards came from diverse sources, including family, teachers, friends, social networks, schools, practical experiences, and national television channels. This multi-faceted educational influence underscores the importance of an integrated approach to moral and ethical education, which should leverage various platforms and societal structures to be effective. As indicated by the survey responses, traditional educational methods face significant challenges, highlighting the need for innovative approaches in conveying these standards.

The reasons for the lack of interest in traditional values among Gen Z include perceptions of these values as outdated, dry, and theoretical. Ineffective communication methods and traditional, unattractive delivery methods further contribute to this disinterest. Additionally, youth activities are often viewed as too stereotyped, formal, and coercive. This finding aligns with Pham et al. (2021), who noted that Gen Z is highly influenced by content's attractiveness and entertainment value, suggesting that traditional methods fail to engage them effectively.

Moreover, the pressures of personal success, competition, and self-definition in a complex society lead many Gen Z individuals to prioritize personal success over family values and ethics. This shift mirrors the findings of Son Duc et al. (2022), who highlighted the impact of modern parenting styles and technological advancements on Gen Z's development. The focus on personal achievement and the need for innovative educational approaches are also supported by Szymkowiak et al. (2021), who emphasized the preference of Gen Z for learning through mobile applications and video content.

Integrating diverse educational influences and adopting innovative communication methods are essential to effectively convey traditional values to Generation Z. Future educational strategies should consider these preferences to bridge the gap between traditional values and the contemporary context in which Gen Z operates.

The Limits of the Study and Novel Contributions

While the study provides valuable insights into the values and standards necessary to Generation Z in Vietnam, several limitations exist. Although sufficient for initial analysis, the sample size may not fully capture the diversity within the Gen Z population across different regions and socio-economic backgrounds. Additionally, the study's reliance on self-reported data may introduce bias, as respondents might present socially desirable answers. This study contributes to the existing literature by providing a nuanced understanding of how traditional values can be integrated with modern standards to educate Generation Z in Vietnam. The emphasis on a balanced approach that includes traditional values and modern competencies

provides a comprehensive framework for educators and policymakers. The findings also highlight the critical role of technology in education, suggesting that innovative methods are essential for engaging this digitally native generation.

Vietnam emphasizes building and promoting cultural values and human strength alongside economic development. The Vietnamese nation has created a system of many different value systems, with the human value system always being central. For Generation Z, with their unique characteristics, there are specific requirements in building and educating Vietnamese human standards. These standards must integrate traditional values such as patriotism and solidarity with modern values like proactiveness, responsibility, and respect for diversity.

Future research should focus on longitudinal studies to track changes in values and behaviors over time and explore the effectiveness of various educational interventions in promoting these integrated standards among Generation Z. Additionally, expanding the sample to include more diverse populations will provide a more comprehensive understanding of the generational dynamics at play.

6. CONCLUSION

This study set out to explore and establish human standards for Generation Z in Vietnam, balancing traditional Vietnamese values with modern societal demands. Through a comprehensive survey of 500 university students and an extensive review of existing literature, the study identified vital traditional values such as patriotism, solidarity, and compassion that remain significant to Gen Z. The findings showed a strong endorsement of these traditional values, indicating a deep-rooted respect for national pride and unity within the younger generation. However, the study highlighted a notable shift towards individualism among Gen Z, with a decreased preference for a collective mentality. The need for personal fulfillment and respect for diversity reflects Gen Z's adaptation to a globalized and technologically advanced world.

The study also revealed that Gen Z perceives specific traditional values and standards, such as passivity, inferiority complex, and dependence, as outdated. This generational move towards more proactive and self-reliant behaviors suggests a broader acceptance of rationality and critical thinking, which are essential in today's dynamic environment. New standards identified by Gen Z, such as proactiveness, positivity, eagerness to learn, responsibility, and discipline, highlight their dynamic and adaptable nature. This is indicative of a generation that values continuous improvement and structured, ethical behavior. The study also explored educational influences and barriers to interest in traditional values. Gen Z reported a diverse array of educational sources but also highlighted challenges with traditional educational methods. The findings indicate a need for innovative communication methods to effectively convey traditional values.

The strength of this study lies in its comprehensive approach, combining quantitative and qualitative methods to provide a nuanced understanding of Gen Z's values. The integration of an extensive literature review with primary data collection ensures a well-rounded analysis. The study's focus on both traditional and modern values provides a balanced perspective that is crucial for developing effective educational strategies.

However, there are limitations to consider. Although sufficient for initial analysis, the sample size may not fully capture the diversity within the Gen Z population across different regions and socio-economic backgrounds. Additionally, the reliance on self-reported data may introduce bias, as respondents might present socially desirable answers. Future research should address these limitations by including a more diverse sample and employing longitudinal studies to track changes in values and behaviors over time.

In conclusion, the study underscores the importance of integrating traditional values with modern standards to educate Generation Z in Vietnam effectively. By leveraging innovative

communication methods and a collaborative approach involving families, schools, and society, educators and policymakers can nurture future leaders while preserving the nation's cultural heritage.

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