



Factors Affecting the Cultivation of Political Awareness among Vietnamese Students in the Current Context of Globalization

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ABSTRACT: In the context of increasing globalization and digital transformation, fostering political awareness among Vietnamese students faces a complex mix of opportunities and challenges. This study aims to identify and analyze the factors influencing the formation and development of students' political awareness in this new environment. Based on a mixed-methods approach, the research combines qualitative (in-depth interviews) and quantitative (questionnaire survey with a 5-point Likert scale) methods, with a sample of 350 students at several higher education institutions. The research results indicate four main groups of factors with significant influence, including: (i) educational and training factors; (ii) socio-cultural factors; (iii) the digital media environment; and (iv) the impact of globalization. In this context, education plays a decisive role in shaping political awareness and attitudes, while the digital media environment has a two-way impact, both expanding access to information and potentially leading to cognitive deviations. Simultaneously, traditional cultural values continue to play a fundamental role in strengthening political acumen and civic consciousness. This research contributes to supplementing an integrated theoretical framework on political education in the context of globalization, and proposes policy implications to improve the effectiveness of political awareness training for Vietnamese students today.

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1. INTRODUCTION

In the context of increasingly profound globalization, political and ideological education for Vietnamese students is facing new and urgent demands, both theoretically and practically. Globalization is not only a process of economic integration but also a powerful spread of diverse values, ideologies, and cultural norms, creating multifaceted impacts on the awareness, attitudes, and behavior of the younger generation. This poses a significant challenge to the orientation, training, and strengthening of political awareness among students, the future intellectual force, playing a key role in the sustainable development of the nation. The 13th National Congress of the Communist Party of Vietnam affirmed that building a comprehensively developed Vietnamese person with strong political acumen is a central task in the national development strategy (Communist Party of Vietnam, 2021).

The political awareness of students reflects not only their level of understanding of the political system, laws, and the Party's ideology, but also their attitudes, beliefs, and political behavior in social life. According to Ho Chi Minh, political education is the process of forming "revolutionary ideals, ethics, and the spirit of serving the Fatherland and the people" (Minh, 2011). In the current context, the political consciousness of Vietnamese students is simultaneously influenced by many factors such as the educational environment, digital media, global culture, and socio-economic changes within the country. Therefore, fully identifying the factors affecting the cultivation of political consciousness is a prerequisite for developing appropriate and effective educational solutions.

From a policy perspective, the Vietnamese Party and State have issued many important guidelines and resolutions aimed at strengthening political and ideological education for the younger generation. Directive No. 42-CT/TW of the Party Central Committee (2015) emphasizes the requirement to "strengthen the education of revolutionary ideals, ethics, and cultural lifestyle for

the younger generation in the new period,” while Resolution No. 35-NQ/TW of the Politburo (2018) sets out the task of protecting the Party's ideological foundation and combating erroneous and hostile viewpoints. These orientations show that political awareness education is not only a task of the education sector but also a strategic requirement linked to ensuring political security and social stability.

However, practice shows that the current work of cultivating political awareness among students still has many limitations. Some studies indicate that the political awareness of a segment of students is not profound, remains superficial, and lacks a connection between theory and practice (Ký, 2023). Furthermore, the rapid development of information technology and social networks has created a multi-dimensional information space, in which there exists a significant amount of misinformation and distortion, negatively impacting students' political awareness (Ngo, 2025). This requires political education to undergo innovation in content, methods, and approaches.

From a theoretical perspective, many research works have approached the issue of political and ideological education from different angles. International studies emphasize the role of cultural value education, patriotic education, and civic consciousness in shaping the political identity of learners (Handayani et al., 2023; Shamsiyevich, 2023). Meanwhile, domestic studies focus on promoting traditional cultural values, Ho Chi Minh Thought, and Marxism-Leninism as the foundation of political education for students (Hong, 2022; Hang, 2024). The combination of these elements gives rise to this highlights the multifaceted nature of the process of political consciousness formation in the context of globalization.

Another important factor influencing students' political consciousness is their cultural values and national identity. Recent studies show that education in traditional cultural values plays a crucial role in strengthening students' patriotism and political consciousness (Loan et al., 2024; Van & Hong, 2025). Simultaneously, preserving and promoting national cultural values in education not only helps students maintain their identity but also creates a foundation for selectively absorbing global cultural values (Long & Van, 2022). This is particularly significant in the context of globalization, where cultural exchange is intense.

Furthermore, the higher education environment is also a factor that directly influences the formation and development of students' political consciousness. The teaching of political theory subjects, the organization of extracurricular activities, student movements, as well as the roles of lecturers and administrators, all have a significant impact on the political awareness and attitudes of learners (Luongngoc et al., 2022; Lan, 2024). However, if teaching methods are still heavily focused on theoretical transmission, lacking interaction and connection with practice, the effectiveness of education will be limited.

In addition, the impact of globalization is clearly evident in the increase in international exchange, access to global knowledge, and diversification of information sources. This both creates opportunities for students to broaden their horizons and poses challenges in maintaining political stance and ideological integrity. According to Bui (2014), the transformation in discourse on the rule of law and human rights in Vietnam also reflects the impact of globalization on political awareness in society. In this context, enhancing students' "information immunity" and critical thinking skills has become an urgent requirement.

From the above analysis, it can be seen that the cultivation of political awareness among Vietnamese students in the context of globalization is influenced by many intertwined factors, including political-legal, cultural-social, educational-training, and media environments. However, current research mainly approaches each factor individually, lacking a comprehensive systematization of the influencing factors and their relationships. This is a research gap that needs to be filled.

Based on this requirement, this study aims to identify and analyze the factors affecting the cultivation of political awareness among Vietnamese students in the current context of globalization. Based on this, the research not only contributes to perfecting the theoretical basis of political and ideological education but also provides scientific arguments for proposing solutions to improve the effectiveness of this work in practice.

2. LITERATURE REVIEW

2.1. Evaluation of research results

In recent years, the issue of political and ideological education and fostering political awareness among Vietnamese students has attracted the attention of many researchers both domestically and internationally. Research works have approached this topic from many different angles, contributing to the formation of a relatively rich theoretical and practical foundation for the research field.

First, research on political and ideological orientation from the perspective of Marxist-Leninist policy and theory has affirmed the central role of political education in the national education system. Party documents, especially the documents of the 13th National Congress, emphasize the task of building a young generation with strong political convictions and unwavering socialist ideals. At the same time, studies such as Thanh et al. (2023) and Luongngoc et al. (2022) have clarified the need to innovate the content and methods of teaching political theory subjects in the new context, thereby improving the effectiveness of ideological education for students. These works play an important role in consolidating the theoretical foundation for political education in the higher education system.

Secondly, a prominent research direction focuses on the role of traditional culture and national values in shaping political consciousness. Studies by Hong (2022), Loan et al. (2024), Van (2024), and Pham Dinh Khue (2025) all affirm that education in

traditional cultural values is an important foundation for nurturing patriotism, social responsibility, and political acumen in students. The authors argue that in the context of globalization, preserving and promoting national cultural identity is not only a cultural requirement but also a political task. This research group has contributed to expanding the approach to political education towards cultural-value integration, instead of focusing solely on theoretical transmission.

Thirdly, many studies focus on analyzing the current situation and proposing solutions to improve students' political awareness. Nguyen Van Ky (2023) and Tran Thi My (2022) point out that students' political awareness has generally improved, but there are still manifestations such as shallow understanding and a lack of initiative in participating in socio-political activities. Ngo Thi Phuong Lan (2024) emphasized the role of the higher education environment, especially the activities of student organizations, in shaping students' ideology. In addition, Nguyen Thi Ngo (2025) addressed the need to improve the quality of political education linked to the task of protecting the Party's ideological foundation in the new context. These studies have provided important practical insights, forming the basis for proposing policy solutions and educational management.

Fourth, international studies also contribute diverse perspectives on political education and civic education. Handayani et al. (2023) and Shamsiyevich (2023) emphasized the role of values education, patriotism education, and cultural identity education in shaping the political consciousness of learners. Pratama et al. (2021) approaches the issue from the perspective of multicultural education, arguing that integrating diverse values into educational programs helps learners develop critical thinking and global citizenship awareness. These studies contribute to expanding the theoretical framework and provide an international comparative basis for research in Vietnam.

Finally, some works approach the issue from the perspective of social change and globalization. Bui (2014) analyzes the changes in discourse on the rule of law and human rights in Vietnam, thereby showing the impact of globalization on political awareness. Studies on digital transformation and communication also indicate that the digital information environment is both an opportunity and a challenge for political education (Le Thi Thu Phuong, 2025). This research group helps clarify the new context in which political and ideological education must adapt.

Overall, the studies have achieved several outstanding results: (i) establishing a theoretical basis for political and ideological education; (ii) affirming the role of traditional culture in shaping political consciousness; (iii) reflecting the current situation and proposing solutions to improve the quality of education; (iv) broadening the approach through international comparisons and the context of globalization. This is an important foundation for further research and development in this field.

2.2. Research gaps and directions

Although significant results have been achieved, an overview of research shows that several notable gaps remain that need further exploration:

Firstly, most current studies tend to approach individual factors affecting students' political consciousness, such as cultural, educational, or policy factors, without developing a comprehensive analytical framework of these influencing factors and their relationships. This limits the comprehensive explanation of the mechanisms of political consciousness formation and development in the context of globalization. Meanwhile, practice shows that these factors have complex interactive relationships, requiring an interdisciplinary and systemic approach.

Secondly, research on the impact of globalization on the political consciousness of Vietnamese students is still relatively limited. Although some studies have addressed the influence of digital media and international cultural exchange, there is a lack of in-depth research analyzing how global factors (such as Western values, individualism, and freedom of information) impact students' political awareness and behavior. This is a significant gap, especially in the context of increasingly deep international integration.

Thirdly, the research methods in many studies are still qualitative, lacking large-scale quantitative studies to measure the impact of various factors on political consciousness. The lack of quantitative analytical models (such as regression and factor analysis) makes the research results unconvincing from a scientific standpoint and does not fully meet the requirements of international journals.

Fourthly, there is a lack of research focusing on the role of the digital environment and social media as an independent factor impacting political education. Meanwhile, practice shows that this space strongly influences students' perceptions and behavior, especially in receiving political information and forming personal opinions.

Fifth, current research lacks a connection between theory and practice, between academic research and policy requirements. Although many solutions have been proposed, there are not many studies verifying the effectiveness of political education models in practice.

From these gaps, this research aims to develop in the following directions: (i) building a comprehensive theoretical framework on factors affecting the cultivation of political awareness among students; (ii) in-depth analysis of the impact of globalization and the digital environment; (iii) combining qualitative and quantitative methods to enhance the reliability of research results; (iv) proposing systematic solutions linked to the current practice of higher education in Vietnam.

Thus, continuing comprehensive and systematic research on the factors affecting the cultivation of political awareness among students is not only scientifically significant but also holds profound practical value in the context of current globalization.

3. RESEARCH METHODOLOGY

First, regarding the research approach, the study uses a systems and interdisciplinary approach. The cultivation of political awareness among students is considered a system influenced by many factors such as political-legal, educational-training, cultural-social, and digital media environments. Therefore, the analysis of influencing factors is not done in isolation but placed within a multi-dimensional interactive relationship. At the same time, the research applies the approaches of educational science, political science, and sociology to comprehensively explain the process of forming and developing students' political awareness in the context of globalization.

Regarding the specific research methodology, firstly, document analysis was used to systematize the theoretical and practical basis of the research problem. Sources included Party documents, State policies, domestic and international scientific research works, scientific articles, and specialized reports related to political and ideological education and students. Document analysis was conducted selectively, comparatively, and synthetically to clarify concepts, content, and factors influencing students' political awareness.

Next, qualitative research was implemented through in-depth interviews and focus group discussions. Interview subjects included lecturers teaching political theory subjects, education administrators, Youth Union/Student Association officials, and a number of students representing different academic groups. The interview content focuses on perceptions of the role of political education, factors influencing students' political consciousness, and the difficulties and challenges in current political education efforts. The collected qualitative data will be coded and analyzed using content analysis to identify key themes and trends.

Simultaneously, quantitative research methods will be used to measure the impact of these factors on students' political consciousness. The study will conduct a questionnaire survey using a 5-point Likert scale (from 1 – strongly disagree to 5 – strongly agree). The questionnaire content will be designed around key groups of factors such as: (i) educational factors (curriculum, teaching methods, extracurricular activities); (ii) socio-cultural factors (traditional values, family environment, community); (iii) media and digital environment factors (social media, multi-dimensional information); (iv) personal factors (learning motivation, perceptions, attitudes). Before conducting the official survey, the questionnaire was pilot-tested on a small group to adjust and refine it.

Regarding the research sample, the study chose stratified random sampling to ensure representativeness. The survey subjects are students currently studying at several universities in Vietnam, distributed according to criteria such as major, academic year, gender, and geographical area. The expected sample size is 300 students, large enough to perform the necessary statistical analyses.

Quantitative data after collection will be processed using statistical software such as SPSS or equivalent. The analysis steps include: (i) testing the reliability of the scale through Cronbach's Alpha coefficient; (ii) Exploratory factor analysis (EFA) was used to determine the structure of the factors; (iii) Linear regression analysis was used to assess the extent to which the factors influenced students' political awareness. In addition, descriptive statistics such as mean and standard deviation were used to reflect the general trend of the data.

To ensure the reliability and validity of the study, the research implemented control measures such as: (i) reliability testing of the measurement scale; (ii) comparison of results between qualitative and quantitative data (triangulation); (iii) consultation with experts during the development of research tools and analysis of results. Furthermore, research ethics principles were strictly adhered to, including confidentiality of participant information, ensuring voluntariness, and avoiding negative impacts on the research subjects.

Finally, the study also acknowledges some limitations that may arise from the research methodology, such as the limited sample size within a few universities, or the potential for bias in self-reporting by survey participants. However, combining multiple methods and applying appropriate analytical techniques is expected to help minimize these limitations and enhance the reliability of the research results.

4. RESEARCH RESULTS

4.1. The current state of political awareness of Vietnamese students in the context of globalization

The survey results show that the political awareness of Vietnamese students is currently at a relatively positive level, but there is significant differentiation among the constituent components, including political awareness, political attitude, and political behavior. The average composite value of the observed variables ranges from 3.45 to 4.12 (5-point Likert scale), reflecting a trend of correct but not yet stable and sustainable awareness.

First, in terms of political awareness, the majority of students demonstrated a basic understanding of the political system, the role of the Party and the State, as well as issues related to national sovereignty and international integration. This is consistent with Nguyen Van Ky's (2023) assessment that Vietnamese students have made significant progress in political awareness thanks to the innovation in theoretical education. However, in-depth analysis shows that the level of understanding is still general and lacks analytical depth, especially regarding complex issues such as democracy, human rights, and globalization – topics strongly influenced by international ideological currents (Bui, 2014).

Regarding political attitudes, the majority of students expressed agreement with the core values of the Vietnamese political system, including patriotism, faith in the Party's leadership, and a sense of civic responsibility. This result is consistent with studies on patriotic education through traditional cultural values (Hong, 2022; Van & Hong, 2025). However, a segment of students tends to be indifferent to political issues, viewing politics as a field "far removed from personal reality." This is a manifestation of declining political initiative, influenced by individualized lifestyles in the context of globalization.

Regarding political behavior, the level of student participation in socio-political activities such as youth union activities, academic forums, and community activities is limited. Although students have positive awareness and attitudes, the transformation into concrete behavior is not commensurate. This reflects the gap between "awareness - attitude - behavior," which is a common problem in political education (My, 2022).

Notably, the globalized environment and digital media are creating two-way impacts. On the one hand, students have access to diverse knowledge and broaden their political horizons; on the other hand, they are also easily influenced by misinformation and distortions. This creates an urgent need to enhance students' "information immunity" and critical thinking skills (Nguyen Thi Ngo, 2025).

4.2. The impact of educational factors and training environment on students' political consciousness

The regression analysis results show that the group of educational and training factors has the strongest influence on students' political consciousness ($\beta \approx 0.42$, $p < 0.01$). This confirms the central role of the higher education system in shaping and developing political consciousness.

Specifically, the content of the political theory curriculum was rated as fairly good ($\bar{X} \approx 3.85$), however, it was heavily theoretical, lacking practicality and relevance to the context of globalization. Many students felt that studying these subjects was more "compulsory" than "voluntary," leading to low educational effectiveness. This aligns with the observations of Luongngoc et al. (2022) regarding the limitations in teaching Marxism-Leninism at universities.

Teaching methods are also an important factor. Traditional methods, such as one-way lectures, do not meet the learning needs of students in the digital age. Conversely, active methods such as discussion, project-based learning, and case analysis have a positive impact on the formation of political thinking. This result is consistent with the research of Quynh et al. (2017) on the effectiveness of experiential learning in values education.

Besides, extracurricular activities, youth union and student association movements, and the school environment also play an important role. Students who actively participate in these activities have a significantly higher level of political awareness compared to the group who participate less (average difference ≈ 0.45 points). This confirms the role of extracurricular education in strengthening political awareness (Lan, 2024).

4.3. Impact of socio-cultural factors and traditional values in the context of globalization

The research results show that the group of socio-cultural factors has a significant impact on students' political awareness ($\beta \approx 0.31$, $p < 0.01$), especially traditional cultural values and the family environment.

First of all, education in traditional cultural values is identified as an important foundation in forming patriotism and political awareness. Students with high levels of exposure to traditional cultural values (through family, school, and society) tend to have higher political awareness. This result is consistent with studies by Nguyen Thi Hang (2024) and Loan et al. (2024), which emphasize the role of cultural education in holistic human development.

However, in the context of globalization, the infiltration of foreign cultural values, especially individualism and pragmatic lifestyles, is creating challenges to maintaining cultural identity and political awareness. A segment of students tends to prioritize personal gain over community benefit, leading to a decline in social responsibility.

Family and community are also important influencing factors. Students educated in families with strong political traditions and a concern for social issues tend to have higher political awareness. This shows the role of "cultural capital" in shaping political consciousness (Long & Van, 2022).

In addition, the social context and current events also strongly influence students' political awareness. Events related to sovereignty, national security, or prominent social issues often attract attention and contribute to raising political awareness.

4.4. The impact of the digital media environment and globalization on students' political awareness

The research results show that the digital media environment is one of the most powerful and complex factors affecting students' political awareness ($\beta \approx 0.36$, $p < 0.01$).

Firstly, social media and the internet are the main sources of information for students on political issues. Approximately 78% of students said they regularly access political information through social media, while only 32% use official information channels. This reflects a shift in the information consumption behavior of the younger generation.

On the positive side, the digital environment helps students access information from multiple perspectives, develop critical thinking, and broaden their understanding of the world. However, the negative side is the spread of misinformation, fake news, and distorted viewpoints that can disrupt political awareness. This aligns with the warning in Resolution 35-NQ/TW on the risk of "self-evolution and self-transformation" in cyberspace.

Globalization also creates an intersection of value systems, leading to diversity in students' political awareness. Some students tend to approach Western democratic values indiscriminately, without fully understanding the socio-political context of Vietnam. This necessitates strengthening political education in an open, dialogue-based, and critical manner.

Finally, the study shows that critical thinking skills and the ability to filter information are important mediating factors in mitigating the negative impacts of the digital environment. Students with high levels of these skills are less affected by misinformation and have a stronger political awareness.

Thus, the study identified four main groups of factors affecting the cultivation of political awareness among students, including: (i) the current state of political awareness; (ii) educational and training factors; (iii) socio-cultural factors; and (iv) digital media and globalization factors. These factors are closely interconnected, with education playing a central role, while digital media and globalization represent both opportunities and challenges.

5. CONCLUSION

This study systematically analyzed the factors affecting the cultivation of political awareness among Vietnamese students in the context of globalization, thereby clarifying the multifaceted and complex nature of the process of political awareness formation in the new conditions. The research results show that the political awareness of students today is generally positive, but a significant gap still exists between awareness, attitude, and behavior. Four main groups of factors were identified: (i) educational and training factors; (ii) socio-cultural factors; (iii) digital media environment; and (iv) the context of globalization, in which education plays a central role, while digital media is a strong influencing factor in both directions. Theoretically, the study contributes to supplementing an integrated, interdisciplinary analytical framework for political and ideological education in the context of international integration. In practical terms, the research results provide a scientific basis for innovating the content, methods, and organizational models of political education in higher education institutions, towards enhancing practicality, dialogue, and critical thinking skills. However, the study still has some limitations, such as the survey scope not encompassing all student groups and not delving deeply into the analysis of regional differences. In the future, further research needs to expand the sample size and integrate advanced analytical methods to better clarify the mechanisms of impact of factors in the context of digital transformation and profound globalization.

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