



A Survey of Dormitory Vietnamese University Students' Lifestyle

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Abstract

The research is conducted to explore the reality of cultural life of Vietnamese boarding students at a public university in Ho Chi Minh City, Vietnam. Thereby, the authors made recommendations for a proper cultural life in the educational setting, which helped to enhance the living and studying environment for boarders. A 73-item questionnaire for assessing the present state of boarders was delivered to 638 students who were living in a few dormitories in the city. The question items are about learning behaviours (20 items), living habits (22 items), communication habits (21 things), and relationships (10 items). The results indicated that boarding students are serious about obeying school rules, but they are uninterested in studying activities. They are also disciplined and participate well in mandatory activities, but do not actively get involved in community volunteer activities and spend little time on morning exercises. Furthermore, students at boarding schools communicate in ways that are consistent with the social trends, and their romantic relationships are within acceptable bounds. In addition, their family relationships are quite secure; boarders are frequently proud of their parents' profession and adhere to the school's policies. Based on legal foundation, practical basis, norms, consultation with experts, and student feedback, 27 contents have been chosen to establish a cultural life for boarding students.

Keywords:

Cultural life
Students
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1. Introduction

Along with the "Economic growth" and "Selective development" strategies, our governments have also given the "People development" strategy considerable attention. "Taking care of the education and training of the young generation is the responsibility of the State, the organizations in the political system, families, schools, and the whole society..." the VIII Party Congress Resolution stated.

In the socialist-oriented market economy under State management, various problems have not been addressed in a timely and appropriate manner in the work of political education, morality, and personality training for students in general, and students at Ho Chi Minh City University of Physical Education and Sports in particular. Aside from its benefits, the market mechanism and international integration have also exposed several drawbacks, badly influencing citizens' ideological awareness, morals, and living habits. More and more people are immersing themselves in a life of pleasure, which makes the socio-cultural lives fluctuate constantly. As a consequence, many students are still vague, indifferent about their ideal, over-idolize foreign

cultures, disregard national cultural values, and pursue pragmatic, individualistic, and selfish life, which is endangering the national wonderful traditions and customs.

As we all know, each form of socioeconomic has its own way of life, and each profession has its own set of personality and living standards. University students nowadays are extremely busy, creative, vibrant, and enthusiastic, but they are also relatively lacking life experience, leaving them vulnerable to life changes.

Von Ah, Ebert, Ngamvitroj, Park, and Kang (2004) define lifestyle as a model of a person’s daily activities that he/ she employs to meet his or her demands. Understanding people’s lifestyle can help us know more about their behaviours. Students’ lifestyle in dormitories is usually different from those who live at home with their family as they experience a completely new life. Thus, they usually spend their time for entertainment in their place of living and their mutual learning and communication time is limited (Wei & Chen, 2019). In the study of Huang, Shih, Thiruvadi, and Song (2011) international students who came to study in Taiwan were found that they preferred to participate in activities in dormitories. These authors confirmed that these students were participation oriented. In the present study, the researchers expect to find out what dormitory Vietnamese students’ lifestyle look like. Is it an appropriate way of living for a future socialist intellectual? For these reasons, the authors conducted a survey to understand the current situation.

The study's objective is to understand more about the living and studying circumstances at boarding schools, thereby proposing a better cultural lifestyle, contributing to improving boarders’ life.

2. Methodology

To acquire the research objectives, the writing employed reliable methods including synthesizing reliable documents, questionnaires, and statistical analysis.

In order to evaluate the data, the scales were agreed as follows: distance = (Maximum – Minimum)/n = (5 – 1)/5 = 0.8. The scales: 1.00 – 1.80: Level 1 (strongly disagree/never); 1.81 – 2.60: Level 2 (Disagree/Rarely); 2.61 – 3.40: level 3 (Neutral/sometimes); 3.41 – 4.20: level 4 (agree /often) ; 4.21 – 5.00: level 5 (strongly agree/ always).

Research subjects: 638 full-time college students (392 girls, 246 boys) living in boarding areas.

Table 1. Descriptive data on learning behaviours

Item	Content	\bar{X}	S
Theory classes			
1	Arrive early for class	4.11	1.11
2	Prepare lessons, preview textbooks and documents before class	3.20	1.06
3	Wear appropriately to school dress codes	4.28	0.830
4	Sit at the front row for better focus	3.82	1.20
5	Actively give opinions to enhance the lesson and ask lecturers when you do not grasp	3.09	1.17
6	Listen carefully and take detailed notes	3.83	1.01
7	Use technology (smartphone, laptop, etc.) to gain more related knowledge	3.24	1.05
8	Go to libraries to search for study materials	2.40	1.25
9	Access to the school's website for tracking academic progress, timetables, and so on.	3.80	1.12
10	Self-study everyday	2.95	1.12
11	Consult with lecturers, friends, and seniors to get answers for difficult problems.	2.99	1.01
Practice sessions			
1	Fully prepare equipment and tools before class time	3.95	1.15
2	Arrive earlier than lecturers or trainers	3.95	1.06
3	Pay attention and strictly follow lecturers’ instructions	4.10	0.906
4	Help friends and support each other to progress together	3.81	1.03
5	Discuss with lecturers to complete practices or assignments.	3.43	1.15
6	Participate in class activities to develop lessons	3.29	1.18
7	Be proactive in disciplining and practicing the exercise	3.81	0.972
8	Actively get involved in practices and firmly adhere to learning time regulations.	4.16	0.941
9	Extra practice outside of school hours to develop skills	3.62	1.03

3. Research Results and Discussion

3.1. Reality of Boarders’ Cultural Life

3.1.1. Identify Criteria for Assessing the Cultural Living Circumstances

It is conducted by three steps as follows:

Step 1: Create the basic questionnaire.

Step 2: Modify the questionnaire sample and decide a response form.

Step 3: Using Cronbach's Alpha, assess the questionnaire's reliability.

Through the three steps outlined above, the authors successfully proposed criteria to assess the current cultural life of boarding students, including 73 items: learning behaviours (20 items), living habits (22 items), communication habits (21 items), and relationships (10 items).

3.1.2. Evaluate Boarders' Current Cultural Life

The authors performed a survey of 638 students (392 girls, 246 boys), who are full-time university students in the boarding area, based on the content of the completed questionnaire form and the results are shown in Table 1, 2, 3, 4.

Table 1 demonstrates that:

In theory classes, boarders always pick appropriate clothing in accordance with the school dress code; consistently adhere to the class time, choose suitable seats for themselves, take careful notes, and monitor academic results. Furthermore, they frequently utilize technology to gain knowledge, plan courses, deliver presentations, self-study, and resolve learning difficulties. Also, they seldom visit libraries.

In practice sessions, students at boarding schools actively get involved in performing exercises or experiments, adhere to the regulations, arrive on time and well-prepared, strictly follow lecturers' instructions, and support each other. Moreover, they frequently take part in demos, have discussions with lecturers, and practice more on their own time.

The above results reveal that the learning behaviours of students at boarding schools is to adhere to school rules and instructor guidelines, as well as be conscious and engaged in studying, but they do not show their initiative and activeness in learning.

Table 2. Descriptive data on living habits

Item	Content	\bar{X}	S
School and Community activities			
1	Attend the civic education weeks	4.41	0.922
2	Attend the flag salute at the beginning of the month, as well as other school events	4.32	0.898
3	Participate in sports festivals organized by the school (Traditional Student Sporting Event ...)	4.03	1.19
4	Take part in 7 volunteer days every year	3.39	1.37
5	Join clubs (English Club, Student Media Club, etc.)	2.63	1.43
6	Get involved in cultural-artistic programs (Students Traditional Performing Arts Festival, Student Singing Contest, etc.)	2.67	1.35
7	Attend extracurricular activities, theme lessons, camping	3.36	1.36
8	Participate in the student volunteering campaigns (Volunteer Spring, Supporting exam season, etc.)	2.95	1.48
9	Participate in provincial programs or skills classes, volunteer days, etc.	2.52	1.39
10	Be sociable, healthy, dynamic	3.63	1.25
11	Live for people, community, collective	3.68	1.05
Personal habits			
1	Go to bed before 11 PM	3.08	1.38
2	Wake up before 06 AM	2.91	1.37
3	Do morning exercise	2.44	1.33
4	Take a short nap at noon	3.62	1.17
5	Increase your practice time by joining organizations, clubs or teams after school (5 PM - 6:30 PM)	3.20	1.06
6	Watch movies, read books, listen to music, play sports in your spare time	3.65	1.12
7	Work part-time job	3.29	1.15
8	Make plans on your spending	3.51	1.28
9	Organize your tasks with weekly or monthly to-do lists	3.00	1.28
10	Tidy up and clean your room	3.93	0.978
11	Be disciplined	3.94	0.984

Table 2 indicates that:

In terms of school and community activities, boarders consistently perform well in mandatory school activities such as flag saluting, civic education sessions, and so on. They frequently participate in Union - Association volunteer activities, having a healthy and active life for everyone; occasionally participate in school clubs, Youth Union and provincial organizations. In their spare time, they usually watch movies, read books, listen to music, and play sports.

In terms of personal activities, boarders frequently live by principles such as neatness, cleanliness, proper spending, reading books, playing sports in their spare time, and taking lunch breaks; they usually create a weekly/monthly schedule, work part-time in their spare time, join team clubs, sleep before 11 p.m., and wake up before 6 a.m.; and they occasionally engage in morning exercise.

The aforementioned analysis reveals that students at boarding schools tend to engage in mandatory activities and live in a planned and disciplined manner; not actively participate in community volunteer activities; and have limited morning exercise.

Table 3. Descriptive data on communication habits

Item	Content	\bar{X}	S
Communication Topics (student to student)			
1	Studying	3.65	1.06
2	News, politics	3.05	1.29
3	Sports	3.87	0.98
4	Work	3.29	1.06
5	Entertainment, beauty, caring	3.83	1.02
6	Others	3.27	1.46
Communication Topics (student to lecture)			
1	Studying (theory, practice)	3.42	1.12
2	Life difficulties	2.99	1.22
3	Counselling (school selection, psychology, ...)	2.80	1.22
4	Caring	3.21	1.16
5	Depending on the situations	3.17	1.29
Etiquette and communication manners (student to cadres, school officers, guests, students of different schools, etc.)			
1	Bow in greetings and get acquainted	2.83	1.25
2	Ignore	2.35	1.47
3	Bow and leave	2.49	1.42
Communication means			
1	Technology (email, social media, phone, etc.)	3.64	1.20
2	Direct communication	3.29	1.18
3	Writing letters	3.03	1.20
Time for best friends			
1	Weekend afternoons	3.08	1.30
2	Evenings	3.10	1.29
3	Lunch and breaks between classes	2.99	1.23
4	Spare time	3.26	1.21

Table 4. Statistics data on boarders' relationships

Item	Content	\bar{X}	S
To lovers (close friends)			
1	Meet	2.90	1.34
2	Share and support each other in studying and practicing	3.17	1.36
3	Share and support each other in life	3.38	1.27
To family members			
1	Call to ask after their health	3.80	1.10
2	Visit them	3.57	1.19
3	Send them gifts, letters, emails	3.14	1.21
To the PE teacher career			
1	Feel proud of the job	4.14	1.17
2	Love and passionate about the job	4.26	.98
To school regulations			
1	Comply with school rules	4.32	.92
2	Comply with boarding areas' rules	4.36	.88

The results in [Table 3](#) illustrate those boarders' communication methods and means are in line with current development. Studying, sports, and other affairs of their daily life are prominent themes in student communication. Few pupils contact lecturers in person to discuss issues that they are interested in. Some students, especially when meeting lecturers and visitors, are not engaged communicators. There are still a tiny percentage of students who is uninterested in communicating, certainly because they work part-time, or

maybe they are shy. Friendships take place at a variety of times, most commonly during spare time and in the evening.

Table 4 shows that students have romantic relationships that are within permitted bounds, and the students' family ties are rather stable: When possible, most students try to contact and visit their families regularly. Students are frequently praised and proud of their vocation, and they adhere to all school rules.

3.2. Recommendations for Boarding Students' Cultural Lifestyle

The essay suggests a cultural lifestyle for boarding students through the following stages:

Stage 1: Proposing 29 contents to construct a cultural lifestyle for boarding students based on the legal foundation and reality.

Stage 2: Choosing 27 items after consulting with specialists and the dormitory management.

Stage 3: Conducting a survey of 638 full-time university students (392 female, 246 male) in the boarding area to acquire the data shown in Table 5.

Table 5. Recommendations for developing boarders' cultural life

Item	Content	\bar{X}	S
Studying activities			
1	Prepare lessons, preview textbooks, and papers before class	4.33	0.753
2	Arrive early to class and prepare full equipment	4.41	0.668
3	Follow all of the rules and guidelines (dressing, taking notes, listening to lectures, giving speeches to enhance lessons, etc.).	4.29	0.715
4	Participate in the practice actively	4.12	0.757
5	Visit the library regularly and use the internet to get more specialized knowledge	4.02	0.794
6	Set up the schedule for self-study and practice every day	4.04	0.716
7	Consult with lecturers, friends, and seniors for next semesters	4.05	0.784
Community activities			
8	Live for others, the community, the collective	4.24	0.684
9	Participate actively in the activities of the Youth Union - Student Association	4.06	0.695
10	Take part in the activities of academic/cultural/artistic/sports clubs	4.02	0.690
11	Engage in extracurricular activities, picnics, and volunteer work.	4.14	0.713
Personal activities of daily living			
12	Be neat, clean, and tidy	4.36	0.665
13	Be disciplined	4.20	0.667
14	Wake up before 6 AM, go to bed before 11 PM	4.01	0.675
15	Do exercise every morning	4.04	0.659
16	Boost physical strength and sporting techniques in free time	4.06	0.684
17	Work part-time in leisure time	4.01	0.664
18	Make a weekly schedule	4.02	0.634
19	Make spending plans for a week	4.16	0.774
Communication			
20	Be sociable, easy-going, and get along with classmates and friends	4.43	0.610
21	Show courtesy toward lecturers and officers	4.56	0.569
22	Show politeness toward students from other schools, visitors and so on	4.51	0.626
Emotions and Relationships			
23	Have a role model to look up to (reliable idols)	4.31	0.692
24	Feel proud, in love with and be committed to the career as a PE teacher	4.39	0.709
25	Have pure love in the educational environment	4.38	0.648
26	Call, write letters, and contact family members regularly	4.40	0.666
27	Caring for people and remember the motto "When you learn to live for others, they will live for you."	4.41	0.683

Table 5 reveals that participants agree on 27 of the 27 items that make up boarders' cultural life, with survey responses ranging from 4.01 to 4.56. (agree - highly agree).

Therefore, the authors selected 27 things with an average level of 3.40 or higher (agreeing level) that assist boarding students in building a better cultural life.

4. Conclusion

- Boarders perform well in following the school's and lecturers' guidelines during class time, and they are aware and engaged in studying effectively, but they have not yet demonstrated the initiative - proactively in studying. Furthermore, they enthusiastically get involved in compulsory activities and

live in a planned and ethical manner; however, they have not shown their enthusiasm in community volunteer activities, and do not get enough exercise in the morning. The techniques and means of communication they use are in line with current trends. Students at boarding schools have romantic relationships within acceptable limits, and their family ties are relatively solid. The findings also show that they are generally honoured and proud of their vocation, and they adhere to all school rules.

- 27 contents are selected to develop the boarders' cultural life.

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