



EDUCATING STUDENTS ON CULTURAL BEHAVIOR IN CYBERSPACE

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Abstract:

In the context of globalization and the 4.0 industrial revolution taking place rapidly, the development of cyberspace creates an environment for sharing and exchanging information on a global scale. Educating students about cultural behavior in cyberspace has become an urgent and topical issue. The article provides a theoretical basis and analyzes the current situation of educating students on cultural behavior in cyberspace in some universities in the Northern provinces and the North Central region of Vietnam. From there, some measures are proposed to improve the quality of cultural behavior education for students in cyberspace, contributing to building a safe and healthy network environment in Vietnam and the comprehensive development of students' capacity and qualities.

Keywords: education, etiquette, students, cyberspace, university

1. Introduction

In the context of the 4.0 industrial revolution, the rapid development of the Internet and social networks has completely changed the way people communicate and interact. Students are young, creative, and have access to technology, which is the group that exploits and uses cyberspace most often. Cyberspace has become an environment and an indispensable tool for students in studying, communicating, entertaining, and expressing personal opinions. Along with the great benefits, cyberspace also contains dangerous harms for students in many aspects, including the issue of cultural behavior in cyberspace (Dang, 2023). Recently, cultural behavior in cyberspace has become a "hot spot" of concern due to "uncultured" statements and comments that are not in line with the ethics, traditions, and good customs of Vietnamese people, causing dissatisfaction among people and society in general and schools in particular. Therefore, educating students about cyberspace behavior is urgent and topical (Alismaiel, 2023).

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Research on cyberspace behavior education for students has attracted the attention of many domestic and foreign authors. Cyberspace is a place to communicate and interact with others without any limitations of space and time. Currently, students tend to spend a lot of time on social media outside of studying. That disrupts the learning environment, affecting their learning progress. Moreover, spending a lot of time on social networking sites can lead to a sedentary lifestyle, which is harmful to mental health and can lead to depression and anxiety (Duc, & Thai, 2014). Therefore, it is necessary to develop a code of conduct in cyberspace to assess and regulate students' behavior in cyberspace. Mental violence is a negative consequence of cyberspace behavior culture, in which, many times, both the perpetrators and the victims are students. To limit and eventually eliminate this unwanted behavior, in addition to administrative measures, it is necessary to strengthen education on cyberspace behavior culture for students. Many studies on cybersecurity behavior have proposed rules of civilized behavior in cyberspace. These rules include rules of compliance with the laws of countries, rules consistent with the cultural and ethical values of people around the world, and rules of information security and confidentiality (Duc, 2023). In Vietnam, when digital technology develops strongly, the rate of people participating in social networks is increasing, especially students, so the formation and development of cyberspace behavior culture is necessary. Social networks affect students in two directions: positive and negative. The positive side of cyberspace is that it becomes a means and tool to help students enrich their knowledge, develop their thinking, and use cyberspace to serve their legitimate needs. The negative side of cyberspace is that it can easily become a "trap" for students who lack courage and are not proficient in exploiting and using social networks. Therefore, to promote the positive side and limit the negative side of social networks for students, it is necessary to improve students' behavioral culture in cyberspace (Hoang, & Van, 2021).

In the era of strong technological development, students are the group that uses social networks the most. However, many students do not have a firm grasp of legal regulations and behavioral culture, leading to violations related to privacy, spreading false information, and copyright infringement in cyberspace. Based on the study of the current situation and analysis of challenges, the author proposes solutions to improve the effectiveness of educating students' legal awareness and behavioral culture in cyberspace.

Although there have been several domestic and foreign studies on cyberspace cultural education for students, many theoretical and practical issues have not been fully and systematically addressed. This study aims to 1) clarify several theoretical issues on cyberspace cultural education for students; 2) evaluate the current state of cyberspace cultural education for students; and 3) propose measures to educate cyberspace cultural education for students.

2. Theoretical Basis of the Research Problem

2.1. Basic Concepts

2.1.1. Behavioral culture

Behavioral culture is a part of culture, an important element of cultural life. "Behavioral culture is an inseparable element of culture in general, it includes the way of human with nature, the behavior between people, and the behavioral culture of people with society. In terms of activities, behavioral culture is a system of behaviors to implement ideal models that crystallize social values and norms to preserve and develop the lives of individuals and communities towards what is right, good, and beautiful". Behavioral culture is the appropriate way of dealing with people in life. Cultural behavior not only creates beauty in each individual but also reflects the cultural identity of a community, a nation, and a people. Cultural behavior is the manifestation of external human activities, expressed in the lifestyle, way of living, thinking, and behavior of people towards themselves, those around them, in work, and the daily working environment (Hien et al., 2023).

Thus, behavioral culture is an important element of culture, including standards, values, and appropriate behavioral systems of people in relationships with nature, with each other, and with society. Behavioral culture shows the way of treating people, lifestyle, way of living, thinking and behavior of people, reflecting the cultural identity of an individual, community or people. Behavioral culture aims at ideal values, aiming to preserve and develop personal and community life according to the right and good things.

2.1.2. Student Cyberspace Behavior Culture

Student cyberspace behavior culture is the synthesis of attitudes, behaviors, conduct, and interactions of students in the social network and internet environment. This is the result of the process of students participating, using, and being affected by cyberspace through activities such as searching, sharing information, studying, exchanging, communicating, posting news, making friends, commenting in a virtual space.

2.1.3. Educating Students on Cyberspace Behavior Culture

Educating students on cyberspace behavior culture is the process of pedagogical impact of educational forces on students to create positive changes in students' cyberspace behavior, helping them to have awareness, skills, and express civilized, positive, and responsible attitudes, behaviors, conduct, and interactions in cyberspace. This is the process of conscious and intentional impact of educators on the educated with appropriate content and methods to achieve educational goals. Thus, educating students about cultural behavior in cyberspace is the process of purposeful and planned impact of educational forces on students through the reasonable organization of educational activities to form and develop in students correct awareness, positive attitudes and feelings towards cultural behavior in cyberspace; have the need and willingness to learn

and practice habits, behaviors and civilized behavioral skills in cyberspace (Khan et al., 2022).

2.2. Some Issues on Educating Students about Cultural Behavior in Cyberspace

2.2.1. Purpose of Educating Students About Cultural Behavior in Cyberspace

Raising students' awareness of cultural behavior in cyberspace. Helping students understand the importance of building a healthy online environment, respecting each other and being responsible in online behavior, understanding and properly implementing their rights and obligations, having an attitude of respecting the rights and privacy of others in cyberspace.

Encouraging students to behave responsibly, positively, and consciously in building a civilized online community. Guiding students on how to communicate, interact politely, respect different viewpoints, and build an online environment without discrimination, prejudice, or hostility; How to check and verify information before sharing, and avoid spreading false or harmful news

Help students develop self-protection skills and build a positive personal image in cyberspace. Train students in skills to exploit and use information in cyberspace; skills to prevent negative impacts of social networks, protect themselves; skills to build a positive image and personal reputation in cyberspace.

2.2.2. Requirements for Educating Students About Cultural Behavior in Cyberspace

Ensure legality and ethics. Educating students about cultural behavior in cyberspace needs to have clear content, have a legal basis, respect ethics and social norms, and help students recognize the legal and social consequences of bad behavior in cyberspace.

Ensure comprehensiveness, continuity, and longevity. Educational activities should cover different aspects of online etiquette, from polite and respectful communication to protecting personal information and avoiding illegal acts. At the same time, educational activities should not only take place in a short period but must be maintained and developed continuously, helping students form good habits throughout the learning process and use of social networks (Stratton, 2013).

Appropriate to the characteristics and learning conditions of students. Educational content and methods must be designed to suit the age, psychological characteristics, cognitive abilities, and needs of students and be suitable to the learning conditions of students.

2.2.3. Content of Educational Etiquette for Students in Cyberspace

On June 17, 2021, the Ministry of Information and Communications of Vietnam issued the Code of Conduct on Social Networks. Accordingly, the contents of cultural and behavioral education for students in cyberspace include

- Knowledge of legal regulations related to activities in cyberspace, school rules and regulations, and rights and obligations of students in cyberspace. These are the Law on Cyber Security, the Law on Intellectual Property, and regulations on the

protection of personal information, legal consequences of violations in cyberspace (Thong & Nguyen, 2024).

- Ethical values, codes of conduct in cyberspace. Education on basic ethical values, such as respect, honesty, and responsibility; encouraging students to use social networks positively and beneficially for the community; building a sense of healthy criticism and avoiding the spread of false information.
- Identifying negative behaviors in cyberspace and how to prevent them. Instruct students on how to identify, prevent, and deal with inappropriate online behaviors such as cyberbullying, online fraud, fake news, privacy violations, and other illegal behaviors.
- Skills to protect oneself, build personal image and reputation in cyberspace. Instruct students on how to protect personal information and ensure online safety; provide knowledge on building and maintaining a positive personal image on social networks and online platforms; warn about the long-term effects of reckless actions on social networks.
- Skills to use online tools and platforms safely and effectively. Instruct students on how to use and manage time using online tools and platforms, respect copyright, analyze the authenticity of information, share information selectively, and raise awareness of the risks and challenges of digital technology.

2.2.4. Methods of Educating Students About Cultural Behavior in Cyberspace

Methods of educating students about cultural behavior in cyberspace are ways in which educators influence students to form awareness, foster feelings, and practice habits of practicing cultural behavior in cyberspace.

A. Dialogue Method

Educating students about cultural behavior in cyberspace requires information orientation. One of the ways to orient information is to use the dialogue method between the subject and the subject of cultural behavior education. In educating students about cultural behavior, dialogue is understood as a method of exchanging opinions and discussing between two or more people to clarify or reach a consensus on certain concepts, viewpoints, and ideas (Rawanoko et al., 2022).

The dialogue method has the outstanding advantage of being able to carry out two-way information, promptly answering issues of interest to many people with the participation of opinions from both the subject and the subject of cultural behavior education. This method poses “problematic” situations, attracting the audience to participate in solving them in the cognitive process, stimulating both memory and thinking, creating interest, and actively exploring viewpoints and ideas. Therefore, the content that needs to be conveyed in behavioral culture education is often well understood and remembered by students.

B. Method of Orienting Public Opinion

Educators will orient the construction and use of collective public opinion in cyberspace to educate students about behavioral culture. Collective public opinion in cyberspace contains elements of collective evaluation and demands on attitudes, behaviors, conduct, and interactions of members in the collective. For this method to be effective, educators need to build a healthy, united, and unified collective public opinion according to the rules of conduct in cyberspace, promote the role, and foster the capacity of the core force participating in orienting public opinion in cyberspace (Lien, 2022).

C. Method of Handling Situations

The situational handling method is a method of organizing students to study, consider, and analyze specific problems and situations that are often encountered in daily life or on the Internet related to cultural and behavioral education for students, thereby choosing appropriate solutions to handle and resolve problems and situations. The outstanding advantage of the situational handling method is to develop students' thinking in the direction of problem-solving associated with the goals and content of cultural and behavioral education, helping students know how to solve their own cultural and behavioral problems in daily life as well as on the Internet.

The process of implementing the situational handling method in cultural and behavioral education for students includes the following steps: 1) Identify and recognize the problem/situation; 2) Collect information related to the problem/situation; 3) List possible solutions/solutions; 4) Analyze and evaluate the results of each solution/solution; 5) Compare the results of the options/solutions; 6) Choose the most suitable and optimal solution.

D. Game Organization Method

In addition to other needs, students participating in cyberspace also have entertainment needs. The entertainment needs of students in cyberspace are often associated with online games. Besides healthy games, there are still bad and toxic games that go against ethical values and standard lifestyles. Therefore, in educating students about behavioral culture in cyberspace, it is necessary to use the game organization method to create a healthy and beneficial playground for students, helping students avoid being attacked online (Lien, 2024).

Organizing games is a method of organizing for students to learn about an issue or experience actions, attitudes, and behaviors through a certain game. In educating students about behavioral culture in cyberspace, it is possible to organize games to protect students in cyberspace, such as online games and game shows. Through playing, students can have cultural behaviors in cyberspace.

E. Method of Setting an Example

Setting an example is a method of using bright examples of individuals or groups to stimulate those being educated to learn and follow. This is a method of stimulating pedagogy with very high educational significance. The persuasive power of this method

is based on students' positive feelings towards people whose actions they consider valuable or towards the actions themselves.

Educating students on cyberspace requires using the good to overcome the bad, using the positive to overcome the negative. Therefore, it is necessary to regularly post online student examples in the fields of study; scientific research; self-development; living with ambition and aspiration; examples of cultural behavior in cyberspace. In addition, it is necessary to organize and guide students to study and follow those examples.

2.2.5. Forms of Educating Students About Behavioral Culture in Cyberspace

Propagating behavioral culture for students in cyberspace. Propagating behavioral culture is popular, explaining issues about behavioral culture in cyberspace. This form helps students clearly see the need to build a behavioral culture in space; understand behavioral standards in cyberspace; distinguish between appropriate and inappropriate behaviors in cyberspace. In educating students about behavioral culture in cyberspace, propaganda is considered the main form, which must be carried out regularly (Matusitz, 2014).

Organizing forums to educate students about behavioral culture on the Internet. Forums are websites set up to support students to discuss, share knowledge, and exchange experiences on a certain topic. Usually, the discussion process on the page will take place in the form of articles or questions. Students will receive answers and discussions from users at many different universities in the country and even abroad.

In order for the forum to become an effective form of cultural education for students, it is necessary to build topics related to the following contents: Student responsibilities in cyberspace; Code of conduct in cyberspace; Self-protection, building personal image and reputation in cyberspace.

Use university websites to educate students about cultural behavior in cyberspace. Websites are the official information pages of universities. Therefore, university websites can be used to educate students about cultural behavior in cyberspace. This is also a special form of cultural education for students in cyberspace.

On university websites, there should be a specialized page and section on cultural behavior education for students. At the same time, regularly innovate and manage specialized pages and sections on cultural and behavioral education for students; provide students with accounts to access and log into the internal network system of the university; build and develop information pages and online groups for students.

3. Research Methodology

3.1. Survey Subjects

The survey subjects are managers, lecturers, and specialists of 5 universities in the Northern provinces and the North Central region of Vietnam: Hong Duc University, Vinh University, Vinh Medical University, Vinh University of Technical Education and Ha Tinh University. The quantitative survey sample is 244 people, including 05 Principals,

12 Vice Principals of universities, 122 lecturers, and 105 specialists. The gender ratio is 51.5% for women and 48.5% for men. Most respondents have 5-10 years of working experience (54.1%) and over 10 years (21.3%).

3.2. Survey Content and Tools

Survey content: Current cultural and behavioral education status for students in cyberspace.

The survey tool includes 2 questionnaires (for managers, lecturers, and specialists). The quantitative survey questionnaire was built based on the theoretical basis of cultural and behavioral education for students in cyberspace and the Code of Conduct on social networks of the Ministry of Information and Communications.

The interview form for principals, lecturers, and specialists includes content related to cultural and behavioral education for students in cyberspace.

3.3. Processing of Survey Results

Quantitative data were encoded and processed using Excel and SPSS 21.0 software with descriptive statistics techniques. The scales include 5 levels from 1 to 5. The parameters used for analysis include the mean value and standard deviation (SD).

Interviews were conducted with 05 Principals coded from HT1 to HT5; 05 lecturers coded from GV1 to GV5 of 05 universities.

4. Results and Discussion

The current status of cultural behavior education for students in cyberspace was surveyed, including: 1) The current status of implementing the goal of cultural behavior education for students in cyberspace; 2) The current status of implementing the requirements of cultural behavior education for students in cyberspace; 3) The current status of implementing the content of cultural behavior education for students in cyberspace; 4) The current status of using methods of cultural behavior education for students in cyberspace; 5) The current status of using forms of cultural behavior education for students in cyberspace.

4.1. The Current Status of Implementing the Goal of Cultural Behavior Education for Students in Cyberspace

The current status of implementing the goal of cultural behavior education for students in cyberspace is based on the following criteria: Raising students' awareness of cultural behavior in cyberspace; Encourage students to behave responsibly, positively and consciously to build a civilized online community; Help students develop self-protection skills and create a positive personal image in cyberspace.

Table 1: Survey on the implementation level and results of the goal of educating university students about cultural behavior in cyberspace

Criteria	Implementation		Results	
	Mean	SD	Mean	SD
Raise students' awareness of cyberspace etiquette	3.44	0.35	3.41	0.38
Encourage students to behave responsibly, positively, and consciously in building a civilized online community	3.38	0.41	3.36	0.43
Help students develop self-protection skills and create a positive personal image in cyberspace	3.32	0.45	3.30	0.47
Total	3.38	0.40	3.35	0.42

The results in Table 1 show that the level of implementation ($M=3.38$, $SD=0.40$) and the results achieved ($M=3.35$, $SD=0.42$) of the goal of educating students about cultural behavior in cyberspace at 05 universities in the Northern provinces and the North Central region surveyed are only at the Moderate/Average level.

In the criteria for evaluating the implementation of the goal of educating students about cultural behavior in cyberspace, the highest rated criterion is Raising students' awareness of cultural behavior in cyberspace with the level of implementation ($M=3.44$, $SD=0.35$) and the results achieved ($M=3.41$, $SD=0.38$); Next is the criterion Encouraging students to behave responsibly, positively and consciously in building a civilized online community, with the level of implementation ($M=3.38$, $SD=0.41$) and the results achieved ($M=3.36$, $SD=0.43$). The criterion with the lowest assessment is helping students develop self-protection skills and create a positive personal image in cyberspace, with the level of implementation ($M=3.32$, $SD=0.45$) and the results achieved ($M=3.30$, $SD=0.47$). According to HT1, this assessment result objectively reflects the current status of implementing the goal of educating students about cultural behavior in cyberspace.

4.2. Current Status of Implementing the Requirements for Educating Students about Cultural Behavior in Cyberspace

The current status of implementing the requirements for educating students about cultural behavior in cyberspace is based on the following criteria: Ensuring legality and ethics; Ensuring comprehensiveness, continuity, and longevity; and being Appropriate to the characteristics and learning conditions of students.

Table 2: Survey on the level of implementation and results achieved of the requirements for cultural and behavioral education for students in cyberspace

Criteria	Implementation		Results	
	Mean	SD	Mean	SD
Ensuring legality and ethics	3.28	0.49	3.26	0.51
Ensuring comprehensiveness, continuity, and longevity	3.24	0.55	3.22	0.56
Suitable for students' characteristics and learning conditions	3.20	0.58	3.17	0.61
Total	3.24	0.54	3.21	0.56

The results in Table 2 show that the level of implementation and the results achieved for the requirement of cultural and behavioral education for students in cyberspace

correspond to each other: $M=3.24$, $SD=0.54$ (for the level of implementation); $M=3.21$, $SD=0.56$ (for the results achieved). Although the level of implementation is higher than the results achieved, it is not statistically significant. The level of implementation and the results achieved for the requirement of cultural and behavioral education for students in cyberspace are at the Moderate/Average level.

Among the criteria for the current status of implementation of the requirement of cultural and behavioral education for students in cyberspace, the criterion most highly rated by the survey subjects is ensuring legality and ethics. The important requirement of cultural and behavioral education for students in cyberspace is ensuring legality and ethics. Legality ensures that students do not violate the law in cyberspace, and ethics help students behave civilly in cyberspace.

Among the criteria for the current status of implementing the requirements for cultural education for students in cyberspace, the criterion that the survey subjects rated lowest was Suitable for the characteristics and learning conditions of students. This criterion was rated low because the characteristics and learning conditions of students are different; Meeting the characteristics and learning conditions of students in cultural education for behavior in cyberspace is extremely difficult.

4.3. Current Status of Implementing the Content of Cultural Education for Students in Cyberspace

The current status of implementing the content of cultural education for students in cyberspace is based on the following criteria: Education of knowledge about legal regulations related to activities in cyberspace; Education of ethical values, codes of conduct in cyberspace; Education of identifying negative behaviors in cyberspace and how to prevent them; Education on self-protection skills, building personal image and reputation in cyberspace; Education on skills to use online tools and platforms safely and effectively.

Table 3: Survey on the implementation level and results of the content of cultural and behavioral education for students in cyberspace

Criteria	Implementation		Results	
	Mean	SD	Mean	SD
Education on legal regulations related to activities in cyberspace	3.38	0.41	3.36	0.43
Education on ethical values and codes of conduct in cyberspace	3.32	0.45	3.30	0.47
Education on identifying negative behaviors in cyberspace and how to prevent them	3.28	0.49	3.26	0.51
Education on skills to protect oneself, build personal image and reputation in cyberspace	3.24	0.55	3.22	0.56
Education on skills to use online tools and platforms safely and effectively	3.15	0.63	3.12	0.65
Total	3.27	0.50	3.25	0.52

The results in Table 3 show that the current status of implementing the content of cultural and behavioral education for students in cyberspace is assessed by the survey subjects at the Moderate/Average level ($M=3.27$, $SD=0.50$ for the level of implementation and

M=3.25, SD=0.52 for the results achieved). This result, according to HT3, accurately reflects the difficulties of universities in the area in implementing the content of cultural and behavioral education for students in cyberspace.

In the criteria of the current status of implementing the content of cultural and behavioral education for students in cyberspace, the criterion of Education on knowledge of legal regulations related to activities in cyberspace, although rated higher by the survey subjects, the implementation of this content in reality still has many shortcomings. Knowledge of legal regulations related to activities in cyberspace has not been provided fully and systematically to students. Among the criteria for the current implementation of cultural and behavioral education for students in cyberspace, the criterion that was rated lowest by the survey subjects was Education on skills to use online tools and platforms safely and effectively (M=3.15, SD=0.63 for the level of implementation and M=3.12, SD=0.65 for the results achieved). Skills in using online tools and platforms safely and effectively were formed in the process of applying knowledge about exploiting and using cyberspace and behaving in cyberspace. When basic knowledge about cultural and behavioral education is not fully and firmly equipped, it will affect the formation and development of cultural behavioral skills in cyberspace of students.

Thus, the implementation of cultural and behavioral education for students in cyberspace is still not high; especially in forming and developing students' cultural behavior skills in cyberspace.

4.4. Current Status of Using the Form of Cultural Behavior Education for Students in Cyberspace

The current status of using the form of cultural behavior education for students in cyberspace is based on the following criteria: Propagating cultural behavior for students in cyberspace; Organizing forums for cultural behavior education for students on the Internet; Using university websites to educate students in cultural behavior in cyberspace.

Table 4: Survey on the level of implementation and results achieved in using the form of cultural behavior education for students in cyberspace

Criteria	Implementation		Results	
	Mean	SD	Mean	SD
Propaganda of behavioral culture for students on cyberspace	3.09	0.67	3.07	0.68
Organizing forums to educate students on behavioral culture on the Internet	3.01	0.70	2.98	0.71
Using university websites to educate students on behavioral culture on cyberspace	3.05	0.69	3.01	0.70
Total	3.05	0.68	3.02	0.69

The results in Table 5 show that the current status of implementing forms of cultural and behavioral education for students in cyberspace is assessed by the survey subjects at the Moderate/Average level (M=3.05, SD=0.68 for the level of implementation and M=3.02,

SD=0.69 for the results achieved). This assessment result objectively reflects the current status of using forms of cultural and behavioral education for students in cyberspace.

Through Propagating cultural and behavioral education for students in cyberspace is the highest rated form (M=3.09, SD=0.68 for the level of implementation and M=3.02, SD=0.69 for the results achieved). The form of cultural and behavioral education that was rated lowest by the survey subjects was organizing cultural and behavioral education forums for students on the Internet (M=3.01, SD=0.70 for the level of implementation and M=2.98, SD=0.71 for the results achieved).

5. Measures to Educate Students on Behavioral Culture in Cyberspace

To educate students on behavioral culture in cyberspace, the following measures should be implemented synchronously

First, continue to review, supplement, and innovate the legal system and related legal documents to perfect the legal framework, creating conditions to improve the effectiveness of managing activities on the internet. Timely amend and supplement laws related to the network environment and higher education, such as the Law on Cyber Security, the Law on Higher Education, the Law on Network Information Security, the Law on Press, the Law on Advertising, and the Law on Intellectual Property (Ministry of Information and Communications, 2021).

Second, improve the quality of information provision activities, orient public opinion; diversify the content, interface, utilities, and links of information pages. Building a team of administrators and editors with good moral qualities, strong will, and good professional qualifications to wisely select, filter, and provide accurate and timely information on the internet, convey valuable messages, and guide public opinion through authentic, attractive, and humane articles (Macfadyen et al., 2004).

Third, improve students' understanding of the Law on cybersecurity, the Code of Conduct on Social Networks, and related legal documents. Improving understanding of the law and rules of participation in cyberspace needs to be implemented comprehensively in universities, socio-political organizations, families, and communities (Nguyen, 2014). Each student needs to be trained in the habit and awareness of complying with legal regulations in the use and exploitation of cyberspace, thereby adjusting their behavior to be consistent with the ethical values, culture, and traditions of the Vietnamese people. At the same time, it is necessary to focus on traditional education, value orientation, and nurturing the qualities of new Vietnamese people for students.

Fourth, increase the application of scientific and technological achievements in cultural education and social networking skills for students, such as using firewalls, information filtering software, and warnings about anti-cultural behaviors. Promote the provision of information technology knowledge and skills, and educate students on how to protect themselves in cyberspace (Vu & Nguyen, 2024). Improve the effectiveness of personal information security, avoid bad guys from hijacking accounts to carry out anti-cultural behaviors, fraud, and threats.

Fifth, build a database of learners using social media for unified, strict management and timely handling of violations and deviations. Strengthen the management apparatus, network administration staff, and inspection and supervision work (Wang, 2001). Some sanctions are strong enough to deter and severely punish violations of the law, thereby contributing to building an increasingly clean and healthy cultural environment in cyberspace.

6. Conclusion

The study on cultural behavior education for students in cyberspace has brought about important and practical results. Based on the theoretical basis and the results of a survey conducted with 244 managers, lecturers, and specialists, the author proposed five measures to improve the quality and effectiveness of cultural behavior education for students in cyberspace.

This study has contributed to clarifying the current situation and limitations and challenges in cultural behavior education for students in cyberspace and, at the same time, proposed specific and feasible measures to improve the situation. The implementation of these measures not only improves the effectiveness of cultural behavior education for students in cyberspace but also creates a healthy and civilized cyberspace, thereby contributing to the comprehensive development of students' capacity and qualities.

Authors' Contribution

The author contributed equally to the conception and writing of the manuscript.

Conflict of Interest Statement

The author declares no conflicts of interest.

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