



VALUE SYSTEM AND SCHOOL CULTURE NORMS AMONG UNIVERSITY STUDENTS IN THE CONTEXT OF DIGITAL TRANSFORMATION: A STUDY AT TRADE UNION UNIVERSITY

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ABSTRACT

In the context of digital transformation in higher education, school culture is no longer reflected solely through face-to-face interactions but increasingly extends to digital spaces, requiring new forms of academic responsibility, digital ethics, and online behavior among students. This study examines the value system and school culture norms of students at Trade Union University in order to clarify their perceptions of core values, behavioral norms, community responsibility, and digital culture in contemporary higher education. A mixed-methods approach was employed, combining a questionnaire survey of 300 students with in-depth interviews involving students, lecturers, faculty administrators, and university staff. The findings indicate that most students highly appreciate values such as respect, responsibility, solidarity, academic integrity, and community spirit. However, a noticeable gap remains between awareness and actual practice, particularly in online communication, the use of digital learning resources, and maintaining discipline in online learning environments. The study also highlights the significant influence of lecturers, university management, digital environments, and peer groups in shaping students' value orientations and cultural behaviors. Based on these findings, the article proposes several recommendations for strengthening school culture values, promoting digital culture, and developing a civilized, humane, and identity-rich university environment in the era of higher education digital transformation.

KEYWORDS: School Culture; Value System; Behavioral Norms; Digital Culture; Digital Transformation In Education; University Students; Trade Union University.

1. INTRODUCTION

School culture is a fundamental component of the higher education environment, reflecting the system of values, norms, beliefs and behaviors shared in the school community. In the context of current educational innovation, school culture is not only considered a factor supporting training activities but also an important mechanism contributing to the formation of students' personalities, learning attitudes, social responsibility and professional capacity. Many studies show that a positive school environment is linked to learning motivation, learner engagement, and the quality of higher education. Therefore, the study of students' values and school cultural norms is significant both theoretically and practically in modern university management. The strong development of digital technology and the digital transformation of higher education are profoundly changing the way students learn, communicate and participate in school life. Where in the past cultural norms were mainly formed through face-to-face interaction in classrooms, dormitories, and group activities, students now regularly interact through learning management systems (LMS), online learning platforms, social media, and digital communities. This has led to new requirements for school culture such as digital ethics, responsibility in information use, respect for digital copyright, academic honesty in the online environment and civilized behavior in cyberspace. Therefore, the study of school culture in the context of digital transformation needs to be approached as a whole, including both face-to-face learning spaces and digital spaces.

In Vietnam, research on school culture mainly focuses on the role of school culture in moral education, building a pedagogical environment and preventing deviant behaviors among students and students. Some recent works have



initially addressed the impact of social networks and digital technology on school life, but in-depth research on students' school cultural values and norms in the context of digital transformation of higher education is still relatively limited. In particular, there have not been many studies that have simultaneously examined the relationship between the traditional school value system and the manifestations of digital culture and online behavior of students in the Vietnamese university environment. The Trade Union University is a higher education institution with the characteristics of training human resources to serve the Trade Union organization and socio-economic development. In addition to the requirements of professional capacity, students of the University are also expected to form values such as solidarity, community responsibility, sense of discipline, industrial manners and the ability to cooperate socially. In recent years, the University has promoted the application of information technology and digital transformation in student management, teaching and support, creating significant changes in the learning environment and school interaction. This context requires a clear identification of the value system that students are valuing, the level of implementation of standards of conduct in learning and communication, as well as the manifestations of digital culture in student life today. On that basis, this article focuses on analyzing the value system and school cultural norms of students of the University of Trade Union in the context of digital transformation of higher education. The study was conducted to answer three main questions: (1) how students are now aware of the core values of school culture; (2) how students' standards of conduct are expressed in the face-to-face learning environment and the digital environment; and (3) what factors have a significant impact on the formation and implementation of students' school cultural values and norms in the context of digital transformation. By combining quantitative survey data with in-depth interviews, the study is expected to contribute more empirical evidence on school culture in higher education in Vietnam, and suggest an integrated approach between traditional school values and digital culture in the research and management of student life. The research results are not only meaningful for the Trade Union University but can also provide reference implications for higher education institutions that are implementing digital transformation and building a civilized, humane and adaptable school environment to the digital society.

2. METHODOLOGY AND ANALYTICAL FRAMEWORK

The research was carried out in the direction of mixed-methods to analyze the value system and school cultural norms of students of the University of Trade Union in the context of digital transformation of higher education. The combination of quantitative and qualitative methods allows to both quantify students' perceptions, attitudes, and behaviors, as well as clarify the experiences, interpretations, and contexts in which school cultural expressions are formed in the digital university environment. Quantitative data were collected through a questionnaire survey of 300 students studying at the Trade Union University. The research sample is conveniently selected by faculty and academic year to ensure the participation of students in a variety of disciplines and courses. The questionnaire is designed on the Google Forms platform, including groups of questions about: (1) awareness of the core values of school culture; (2) standards of conduct in learning and communication; (3) the level of participation in socio-cultural activities; (4) digital culture and behavior in cyberspace; and (5) factors affecting the formation and implementation of school cultural standards. The observed variables are primarily measured using a 5-level Likert scale ranging from 1 "strongly disagree" to 5 "strongly agree". The collected data was cleaned, encoded, and processed using SPSS software, using descriptive statistical techniques (frequency, percentage, mean) and correlation analysis to examine the relationship between several influencing factors and students' level of school cultural performance. In addition to quantitative surveys, the study uses semi-structured in-depth interviews to add depth to the interpretation of survey results. The interview subjects included 03 students, 01 lecturer, 01 faculty manager and 01 functional department manager. The interview focused on the learning and communication experience in the digital environment, the perception of school values, the positive and limiting expressions of student behavior, as well as the role of lecturers, schools and the digital environment in shaping school cultural behavior. Qualitative data were analyzed using thematic analysis to identify prominent motifs and themes related to school cultural values and norms.

In terms of theory, the research applies a combination of structure-function theory, social interaction theory and social cognitive theory to build an analytical framework. According to the structure-functional approach, school culture is considered as a part of the school structure that has the function of maintaining order, stability and cohesion of the school community. This approach helps to explain the role of values and norms in guiding student behavior and



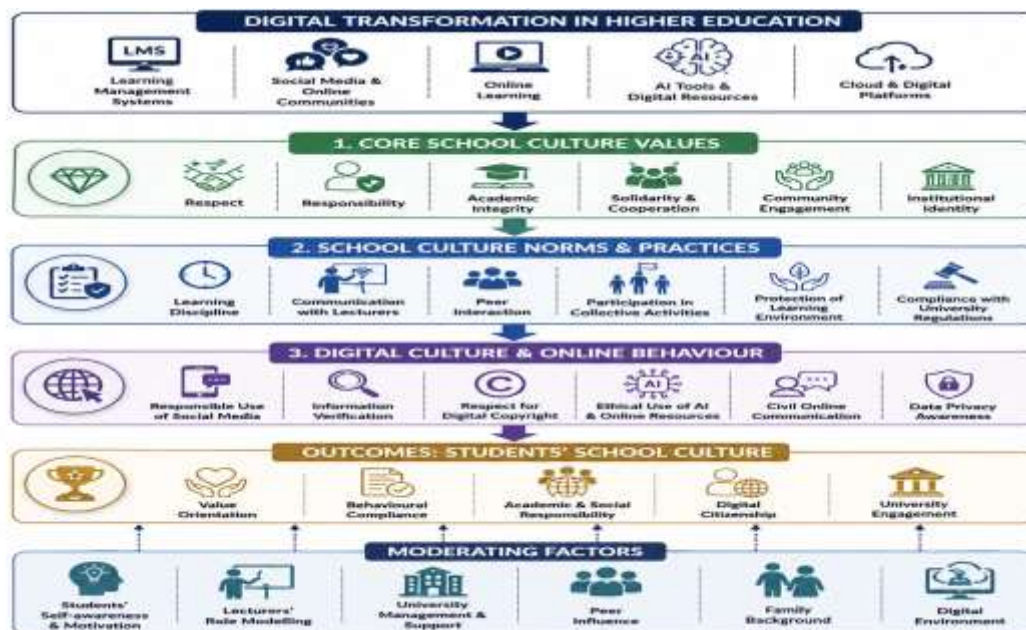
ensuring the functioning of the higher education environment. Social interaction theory is used to analyze the process of forming and maintaining cultural norms through daily interactions between students and faculty, classmates, and social groups in both in-person and digital environments. Standards of conduct are not only regulated by the school's rules but also negotiated, strengthened and adjusted through communication, learning cooperation and interaction activities on online platforms. Besides, social cognitive theory emphasizes the role of the process of observation, learning, and simulation of behavior. Students tend to adopt and adjust cultural behavior through observation of lecturers, peer groups, and role models in cyberspace. In the context of digital transformation, this learning mechanism takes place not only in the classroom but also through social networks, learning forums, and online communities, thereby directly affecting the formation of students' digital culture and digital ethics.

On the basis of a theoretical overview and research objectives, the paper builds an analytical framework in the direction of viewing the school value system as the central variable in the orientation of school cultural norms and behaviors of students in the digital university environment. The analytical framework consists of three main groups of components.

- 1) The core value system, including values such as respect, responsibility, academic honesty, solidarity, cooperation, community spirit and a sense of preserving the school's identity.
- 2) School cultural standards, which are manifested through the behavior of lecturers and classmates, the sense of compliance with learning regulations, participation in collective activities, the preservation of the school environment and behavior in cyberspace.
- 3) Influencing factors, including students' awareness and self-awareness, the role of lecturers, the school's management and educational activities, the influence of peer groups, families, and the digital environment.

The relationship between elements is assumed in the direction of: core value system → standards of behavior → school cultural behavior, in which personal, school and digital environment factors play a role in regulating the transformation from value perception to cultural behavior practice of students. This analysis framework is the basis for organizing data collection, selecting survey indicators and analyzing research results on the value system and school cultural norms of students of the University of Trade Union in the context of digital transformation of higher education.

Figure 1. Analytical Framework of Students' School Culture in the Context of Digital Transformation



Note: The framework assumes that digital transformation shapes the environment in which students internalize values, follow norms, and establish behaviours, leading to the formation of a comprehensive school culture.



Figure 1 presents the analytical framework of the study. The framework assumes that digital transformation in higher education creates a new educational and interaction environment through learning management systems, online learning platforms, social media, AI-supported learning tools, and other digital infrastructures. Within this environment, students internalize a set of core school culture values—including respect, responsibility, academic integrity, solidarity, community engagement, and institutional identity—which serve as the normative foundation for school culture. These values are expected to shape school culture norms and practices, reflected in learning discipline, communication with lecturers, peer interaction, participation in collective activities, protection of the learning environment, and compliance with university regulations. In the context of digital transformation, these norms are further manifested through digital culture and online behaviour, such as responsible use of social media, information verification, respect for digital copyright, ethical use of AI and online resources, civil online communication, and awareness of data privacy. The framework also assumes that the relationship between values and behavioural outcomes is influenced by several moderating factors, including students' self-awareness and motivation, lecturers' role modelling, university management and support, peer influence, family background, and the broader digital environment. The interaction of these dimensions contributes to the formation of students' school culture outcomes, expressed through value orientation, behavioural compliance, academic and social responsibility, digital citizenship, and university engagement.

3. RESULTS

The survey results indicate that students at Trade Union University generally show a high level of awareness of the core values of school culture in the context of digital transformation. Most respondents agreed that respect, responsibility, academic integrity, solidarity, and community engagement are fundamental values that should guide students' learning and social behaviour. Among these values, respect for lecturers and peers and responsibility in learning activities received the strongest level of agreement, suggesting that traditional school culture values continue to play a significant role in shaping students' value orientations even in an increasingly digital learning environment. Students also expressed a relatively strong sense of institutional identity. A considerable proportion reported feeling proud of being students of Trade Union University and acknowledged that the university's traditions and social mission influenced their attitudes toward collective activities and community responsibility. However, the findings reveal that the level of identification with institutional values is not completely homogeneous across student groups. Senior students tended to demonstrate a stronger attachment to university traditions and collective responsibilities than first-year students, who were more likely to emphasise personal academic goals and career development. With regard to school culture norms and practices, the findings show that students generally reported positive behaviours in direct learning environments. Most respondents indicated that they regularly attended classes, communicated politely with lecturers, respected classroom regulations, and maintained cooperative relationships with classmates. Participation in collective activities organised by faculties, the Youth Union, and student associations was also relatively common, although the intensity of participation varied depending on students' academic workload and extracurricular commitments.

Despite these positive tendencies, several issues emerged concerning the consistency between value awareness and actual behaviour. While students strongly endorsed the importance of academic integrity, a smaller proportion reported consistently citing digital sources, avoiding unauthorised sharing of learning materials, or refraining from collaborative practices that could be interpreted as academic misconduct in online learning contexts. This suggests that students' recognition of ethical principles does not always translate into fully compliant academic practices, particularly when learning activities are mediated by digital technologies. The results related to digital culture and online behaviour provide further evidence of this gap. Students reported frequent use of social media and digital platforms for learning purposes, including exchanging lecture materials, discussing assignments, and participating in online study groups. Most respondents recognised the importance of verifying information before sharing it online and expressed agreement with the principle of respecting digital copyright. Nevertheless, the survey also revealed concerns regarding the circulation of unverified information, informal sharing of copyrighted materials, and the use of AI-supported tools without clear understanding of ethical boundaries in academic work.



Online communication behaviour presented a mixed pattern. Many students stated that they attempted to maintain polite and respectful communication in online class groups and social media interactions related to university activities. However, interview data suggest that some students perceived online communication as less formal than face-to-face interaction, leading to the use of inappropriate language, delayed responses, or limited accountability in digital learning environments. These findings indicate that digital culture has not yet been fully integrated into the broader system of school culture norms.

The analysis of influencing factors highlights the importance of students' self-awareness and motivation in shaping school culture behaviour. Students with stronger academic goals and higher levels of self-discipline were more likely to report positive cultural practices both offline and online. The role of lecturers as behavioural models was also emphasised by interview participants, who noted that lecturers' communication style, fairness, and responsible use of digital technologies influenced students' perceptions of appropriate academic conduct.

Institutional factors were found to be equally significant. Students who perceived university regulations, communication channels, and support services as clear and supportive tended to demonstrate higher levels of compliance with school culture norms. Peer influence also played a substantial role, particularly in online learning environments where students frequently relied on classmates for information, learning resources, and behavioural cues. Family background and prior educational experiences appeared to shape students' attitudes toward discipline, respect, and responsibility, although these effects were less directly observable than the influences of peers and the university environment.

Overall, the findings suggest that the core values of school culture remain relatively stable among students, but their manifestation is being reshaped by the dynamics of digital transformation. The transition from traditional learning environments to hybrid and digitally mediated contexts has created new forms of interaction that require students to reinterpret established cultural norms in relation to online communication, digital ethics, information sharing, and AI-assisted learning practices. The results therefore point to the emergence of a hybrid school culture, in which traditional educational values coexist with evolving expectations associated with digital citizenship and responsible participation in digital learning environments.

Table 1. Students' perception of the core value system of school culture

Core Values	Agree (%)	Confusion (%)	Disagree (%)	Average Score (Mean)
Respect for lecturers and classmates	91,7	6,0	2,3	4,63
Academic Responsibility	89,3	7,4	3,3	4,55
Academic Honesty	87,0	8,7	4,3	4,48
Solidarity and cooperation with classmates	88,4	7,0	4,6	4,51
Community spirit and participation in collective activities	82,7	11,3	6,0	4,29
Preserving the University's identity and image	85,0	9,0	6,0	4,37

Source: Trade Union University Student Survey, 2026 (n = 300).

The results in Table 1 show that students of the Trade Union University have a fairly high level of awareness of the core values of school culture. The value of "respect for faculty and classmates" reached the highest level of consensus with 91.7% of students agreeing and an average score of 4.63, reflecting the relatively solid maintenance of traditional standards of conduct in the university environment. The value of "academic responsibility" was also highly valued (Mean = 4.55), indicating that students are well aware of the role of self-discipline and personal responsibility in the current learning context. In addition, "academic honesty" achieved an average score of 4.48, indicating that students tend to value academic and research integrity. However, the percentage of students who are still confused or disagree with this value still accounts for about 13%, suggesting that the perception of academic integrity standards is not completely uniform among student groups, especially in a learning environment that is strongly supported by digital technology and artificial intelligence tools.



The values of solidarity, cooperation and preserving the university's identity all have an average score of over 4.3, indicating that students generally tend to be positive towards community values and organizational identity. However, the value of "community spirit and participation in group activities" had the lowest score (4.29), reflecting the fact that although students are aware of the significance of group activities, the priority given to these activities can be affected by academic pressure, part-time jobs and the trend of personalization in the digital environment.

Overall, the results show that the core values of school culture are still positively evaluated by students, in which values related to respect, responsibility and honesty play a prominent role. However, the disparity between value groups also shows the need to continue to strengthen educational activities to strengthen the spirit of community, collective responsibility and cohesion with the University's identity in the context of the current digital transformation of higher education.

Table 2. The level of implementation of school cultural standards by students

Norms and behaviors	Frequency (%)	Occasional (%)	Rarely (%)	Average Score (Mean)
Attend school on time and follow class rules	84,3	12,0	3,7	4,41
Communicate politely with the instructor	90,0	7,3	2,7	4,58
Collaborate and support fellow learners in learning	86,7	10,3	3,0	4,47
Participating in the activities of the Youth Union – Association and faculty	68,0	22,7	9,3	3,94
Maintaining hygiene and common property of the University	81,0	14,0	5,0	4,26
Observance of study and exam regulations	88,7	8,0	3,3	4,52

Source: Trade Union University Student Survey, 2026 (n = 300).

The results in Table 2 show that students of the Trade Union University generally have a fairly good level of implementation of school cultural standards. The behavior of polite communication with faculty received the highest average score (4.58), with 90.0% of students reporting regular practice. This result reflects the relatively stable maintenance of the standard of respect for teachers in the higher education environment, and shows that traditional values still have a significant influence on student behavior in the context of digital transformation. Behaviors related to compliance with learning and exam regulations (Mean = 4.52) and cooperation and support for classmates (Mean = 4.47) were also highly appreciated. This shows that students are not only aware of the importance of academic discipline, but also tend to maintain collaborative relationships during their studies. The rate of students regularly supporting their classmates reached 86.7%, reflecting relatively clearly the value of solidarity and cooperation recorded in Table 1.

For the behavior of attending school on time and complying with class regulations, 84.3% of students reported doing it regularly, with an average score of 4.41. However, there are still about 15.7% of students who only do it occasionally or rarely. This shows that in today's learning environment, especially when combining face-to-face and online learning, maintaining discipline and self-discipline is still a challenge that needs attention.

The school's behavior of maintaining hygiene and common property achieved an average score of 4.26, reflecting students' relatively positive sense of the school environment. However, this score is lower than behaviors related to communication and compliance with regulations, showing that the sense of responsibility for public space is not really uniform among student groups. Notably, participation in the activities of the Youth Union and the faculty was the content with the lowest average score (3.94), with only 68.0% of students participating regularly. These results show that although students have a positive sense of community, the level of actual participation in collective activities is limited. The reason may be related to academic pressure, part-time jobs, a preference for personal activities, or the trend of online interaction that is increasingly common in student life today.



The overall results show that students' school cultural standards are positively expressed in terms of communication, learning discipline and learning cooperation, in line with the core value system noted in the previous section. However, the differences between behaviors also reflect an important fact: positive perceptions of school cultural values do not always fully translate into active participation in community activities and collective responsibility. This suggests that building a school culture in the context of digital transformation needs to focus more on mechanisms that promote community cohesion, collective experience, and student social responsibility, rather than focusing solely on maintaining administrative regulations and personal standards of conduct.

Table 3. Digital culture and students' cyber behavior

Survey content	Consent/Frequency (%)	Doubt/Occasional (%)	Disagree/Rarely (%)	Average Score (Mean)
Use social media to support learning	88,0	9,3	2,7	4,49
Verify information before sharing	72,7	18,3	9,0	4,02
Respect for digital document copyright	76,3	15,0	8,7	4,11
Use AI and online tools responsibly	69,0	21,0	10,0	3,89
Civilized communication in an online learning group	83,7	11,0	5,3	4,28
Pay attention to the security of personal information in the digital environment	74,0	16,7	9,3	4,07

Source: Trade Union University Student Survey, 2026 (n = 300).

The results in Table 3 show that students of the University of Trade Union have a fairly high level of participation in the digital learning environment. As many as 88.0% of students reported regularly using social networks and online platforms to exchange materials, discuss assignments and support learning, with an average score of 4.49. This reflects the increasingly important role of digital space in the academic life of today's university students. However, indicators related to digital ethics and digital responsibility have significantly lower scores. Only 72.7% of students said that they regularly verify information before sharing, while about 27.3% are still in a state of confusion or rarely perform this behavior. The results show that although students tend to access information quickly in the digital environment, the skills to assess the reliability of information and a sense of responsibility when sharing content online are not really solid.

For respect for digital document copyright, the average score is 4.11, reflecting students' relatively positive awareness of intellectual property issues in the online environment. However, the 8.7% of students disagree or rarely respect copyright, indicating that there is still a risk of copying, sharing documents or using digital learning resources without fully citing them. This is a noteworthy issue in the context of online learning and the increasingly popular exploitation of digital resources. The content with the lowest average score was "using AI and online tools responsibly" (3.89). Only 69.0% of students affirmed that they do it regularly, while 21.0% are still confused about the line between learning support and reliance on digital tools. This result reflects the fact that the emergence of generative artificial intelligence tools is posing new challenges to academic integrity and learning norms in higher education. In terms of online communication, 83.7% of students said that they regularly maintain a polite way of communicating in online study groups, with an average score of 4.28. This shows that the majority of students have initially formed a sense of the culture of behavior in cyberspace. However, in-depth interview data shows that some students still tend to view online environments as less formal spaces than in-person classrooms, which in turn leads to the use of substandard language, slow responses, or a lack of responsibility in online learning activities.



In terms of personal information security, the average score is 4.07, indicating that students have a certain level of interest in data privacy and security in the digital environment. However, there are still about 26% of students who have not really paid attention to this issue, reflecting the gap in education about digital safety and digital citizenship in the university environment. The overall results show that students have adapted quite well to the digital learning environment, especially in the use of online platforms for academic learning and communication. However, the development of digital culture is not completely commensurate with the level of use of digital technology. The gap between the proficient use of technology and the responsible, ethical and consistent use of technology in accordance with academic norms remains a prominent issue. This shows that in the context of digital transformation of higher education, the construction of school culture needs to be expanded from traditional standards of conduct to digital moral education, digital academic integrity and digital citizenship capacity of students.

4. DISCUSSION

The results of the study show that the value system and school cultural norms of the students of the University of Trade Union are advocating in the context of digital transformation of higher education in the direction of both maintaining traditional values and emerging new requirements related to digital culture and online behavior. Analysis from the survey panels shows that values such as respect, responsibility, academic honesty, solidarity, and community spirit continue to be highly valued by students. This suggests that although the learning environment has changed drastically under the impact of digital technology, the underlying value system of school culture still plays a central role in the direction of student behaviour. This finding is consistent with Schein's (2010) view that organizational culture is maintained through shared values and the foundational assumptions of the community. In a university environment, values such as respect for lecturers, academic responsibility, and cooperation with classmates are not only administrative regulations but also standards that are internalized through the process of learning and daily interaction. That shows that digital transformation does not lose the essence of school culture, but mainly changes the space and mode of expression of those values.

However, one notable outcome of the study is the existence of a gap between value perceptions and behavioral practices. While the majority of students agree that academic honesty is an important value, the level of performance of related behaviors such as citing digital resources, respecting the copyright of online learning materials, or using AI tools responsibly is significantly lower. This phenomenon reflects a "value-practice gap" in which students may accept ethical principles at the cognitive level but have not fully translated them into specific behaviors in the digital learning environment. This gap can be explained from the perspective of social cognitive theory (Bandura, 1986). According to this theory, behavior depends not only on the perception of norms but is also influenced by the process of observation, simulation and reinforcement from the social environment. In the context of online learning, students are frequently exposed to informal material sharing practices, using online content without quoting, or harnessing AI tools to complete learning tasks. When these behaviors are perceived as common and less controlled, they can undermine the transition from moral awareness to ethical practice.

Another important finding is that digital culture is becoming an integral part of school culture. The survey results show that students use social networks and online platforms very often for the purpose of learning, communicating, and exchanging academic information. This reflects the formation of a hybrid school culture, in which face-to-face and digital interactions coexist and participate in the process of forming students' cultural norms. However, the level of development of digital culture is not completely commensurate with the level of use of digital technology. The indicators of information verification, personal data security, and responsible use of AI are only at a decent average. This shows that students tend to be proficient in technology but not necessarily proficient in technology ethics. These results are consistent with recent studies on digital citizenship, which emphasize that digital competencies include not only the ability to use technology, but also include ethical, legal, and social responsibility in the digital environment (Ribble, 2015). In particular, the use of AI to support learning has emerged as a new problem of university school culture. Students generally acknowledge that AI is useful for finding information, suggesting ideas, and supporting learning, but many still don't clearly define the line between reasonable academic support and dependency that



undermines academic honesty. This shows that traditional norms of academic integrity need to be reinterpreted in the context of generative AI, rather than just applying regulations built for traditional learning environments.

The study also shows the significant role of lecturers and schools in shaping school cultural values and norms. Students appreciate lecturers who have a standard, fair communication style, respect for learners, and use digital technology professionally. This is consistent with the view of role modelling in higher education: cultural norms are not only communicated through lectures but are also formed through the actual behavior of lecturers in academic interaction and the use of technology. In addition, the influence of peer groups is especially prominent in the digital environment. Online study groups, classroom forums, and student online communities become spaces where norms of conduct are reinforced or adjusted. From the perspective of social interaction theory (Mead, 1934; Goffman, 1959), school cultural norms are created through the process of continuous interaction between members of the school community. In a digital environment, this process takes place at a faster pace, wider scope, and more pervasive than in a face-to-face environment, making both positive or negative behaviors have the potential to significantly affect the overall culture of students. One point to emphasize is that although students have a fairly high level of adherence to communication norms and academic discipline, the level of participation in group activities and community activities is comparatively lower. This reflects the trend of personalization in student life today, as online learning, part-time and interactive activities take up more and more time than traditional group activities. If this trend persists, it could affect the formation of social capital, community spirit, and school engagement, which are important components of college culture.

From the above results, some important implications can be drawn. Firstly, building a school culture in the context of digital transformation cannot only stop at maintaining regulations on rules and discipline, but needs to focus on value education and developing digital culture as a core content of higher education. Second, it is necessary to develop digital academic integrity education programs, including online source citation skills, responsible use of AI, respect for digital copyright, and online information verification. Third, the university needs to strengthen mechanisms that promote community cohesion and collective experiences, helping students transform perceived values into practical behaviors in both in-person and digital environments. In general, the study shows that the school culture of the students of the Trade Union University is shifting from the traditional school culture model to the digitally integrated school culture model, in which the core values still play a guiding role but the way of implementing cultural norms has been strongly influenced by digital technology, social media and AI. This requires approaching school culture as a dynamic system, continuously adapting to the changes of the digital education environment, while still ensuring the maintenance of the fundamental values of Vietnamese higher education.

5. CONCLUSION

Research on the value system and school cultural norms of students of Trade Union University in the context of digital transformation of higher education shows that the school culture of students is moving in the direction of both inheriting traditional values and adapting to the new requirements of the digital learning environment. The survey results show that the values of respect, responsibility, academic honesty, solidarity and community spirit continue to be highly valued by students and play an important role in learning behavior and behavior in the university environment. In terms of practice, students generally have a good level of implementation of school cultural standards such as polite communication with lecturers, cooperation with classmates, compliance with learning regulations and maintaining discipline in learning activities. However, the study also shows that the positive perception of school cultural values has not completely translated into practical behavior in an even way, especially in activities related to the digital environment, the use of online resources, respect for digital copyright, and the responsible use of AI to support learning. The results of the study confirm that digital culture has become a constituent part of today's university school culture. Students use digital platforms very often for academic learning and communication purposes, but the level of development of digital ethics, digital academic integrity and digital citizenship capacity is not really commensurate with the level of technology use. This shows that digital transformation is not only a process of technological innovation in higher education but also a process of restructuring cultural norms, interaction methods and academic responsibilities of learners in the digital space.



The study also shows that the formation and implementation of school cultural values and norms are simultaneously influenced by students' sense of self-awareness, the role of lecturers, the school's management and support activities, the influence of peer groups and the digital environment. In particular, lecturers and the digital learning environment play a particularly important role in orienting academic behavior and student behavior culture in the context of digital higher education. From the above results, the article proposes some implications to enhance the effectiveness of building school culture in the context of digital transformation. Firstly, it is necessary to continue to strengthen the education of the school's core value system through training activities, internal communication and school experience. Second, it is necessary to develop digital culture education programs and digital academic integrity, focusing on information verification skills, citing online sources, protecting personal data, and using AI to support learning ethically. Thirdly, the university needs to strengthen community connection activities, Youth Union – Association activities and social experiences, thereby helping students transform value perceptions into specific cultural behaviors in both in-person and digital environments. Although the study has provided meaningful empirical evidence on student school culture in the context of digital transformation, the study still has certain limitations such as the scope of the survey conducted only at one higher education institution and is mainly based on student self-reported data. Further studies can expand the scope of the survey to many different universities, combining advanced quantitative analysis methods and comparative research across training disciplines to clarify the transformation of school culture in the digital transformation of higher education in Vietnam today. In conclusion, the study affirms that building a school culture in the context of digital transformation needs to be approached in the direction of integrating traditional school values and digital culture, in which the goal is not only to form students with professional competence but also to be responsible digital citizens. have academic ethics and have the ability to actively participate in the academic and social community in the digital age.

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