

The Current Status of Cultural Behavior of Vietnamese High School Teachers in Online Teaching

ABSTRACT:

This article surveys and analyzes the current status of Vietnamese teachers' behavioral culture in online teaching in the context of the strong digital transformation of education. Teachers' behavioral culture not only affects the quality of teaching but also affects the relationship and interaction between teachers and students. The article conducts a survey of 321 teachers and 602 high school students from several schools in 03 provinces/cities representing 03 regions in Vietnam (Hanoi in the North, Nghe An in the Central, and Ho Chi Minh City in the South). The article analyzes the manifestations of teachers' behavioral culture and the perceptions and assessments of both teachers and students about the current status of teachers' behavioral culture in online classes. The survey sample is built on many characteristics such as gender, locality, area of residence, seniority experience in online teaching, etc. The survey results show that there are still some teachers who lack communication skills and have inappropriate behaviors in the online teaching environment; the opinions of the two groups of survey subjects on the behavioral culture of teachers are different; factors such as gender, local area, and online teaching experience affect the communication and behavior of teachers. On that basis, the article proposes solutions to improve the behavioral culture of teachers in online teaching, contributing to improving the quality of education in the digital age.

Keywords: Behavioral culture, high school teachers, online teaching, Vietnam

1. Introduction

Online teaching has become an inevitable trend in the context of globalization and the strong development of technology [1]. In particular, the COVID-19 pandemic has accelerated the transition from traditional teaching to online teaching worldwide [2]. In Vietnam, online education has also been rapidly deployed and gradually become familiar to teachers and students. However, along with this development, the issue of teachers' behavioral culture in the online environment has become a notable topic and needs to be carefully considered [3]. Behavioral culture in teaching is a set of rules, behaviors, and attitudes that teachers and students demonstrate through interaction. Behavioral culture reflects the core values of the educational environment, is the foundation for the success of a classroom, and is a necessary factor in building a positive learning environment [4]. A culture of behavior is not only about respect and responsibility but also reflects the ability to cooperate and interact positively among members of the classroom [5][6]. A culture of behavior plays a decisive role in maintaining a positive learning environment and encouraging the comprehensive development of students [7].

Online learning and teaching have several distinct characteristics, including increased accessibility [8], lower costs, flexibility in time and location [9], and more options for tailoring learning to individual levels and paces [10]. However, this type of learning poses several challenges, such as technological issues related to problematic internet connections, unavailability of technological devices, and difficulties navigating new technologies [11,12,13]. Online teaching allows students

to self-manage their learning time and can be done remotely, but teachers face difficulties in maintaining student discipline and active participation. Studies have also shown that online learning often creates feelings of loneliness [14] and makes teacher-student interactions difficult due to limited body language and eye contact [15]. In addition, factors such as teachers' experience with technology and digital interaction skills have a significant impact on communication with students [16]. Teachers need to develop communication skills use technology flexibly and build appropriate rules of conduct and communication [17].

Netiquette in online teaching is a set of rules, standards, and correct practices when using online technologies in teaching, built based on ethical values, respect in communication, and behavior of teachers and students on online learning platforms. Netiquette rules include respecting others, using appropriate language, not invading privacy or discriminating against race, religion, gender, or culture [18][19]. Online teaching involves a variety of factors such as tools, resources, pedagogy, roles, organizational arrangements, and forms of interaction, supervision, and support [20][21][22][23]. In online teaching, the role of teachers is the most important factor to ensure successful online learning [24][25][26][27], teachers need to adapt to new methods to maintain interaction with students through digital platforms. This requires teachers to be flexible in using digital tools and establishing clear communication rules [13],[16], [28],[5]. In Vietnam, during the COVID-19 pandemic, teachers have made significant efforts to adapt to the online teaching environment [29]. However, not all teachers are ready or have enough skills to adapt to this form of teaching [30].

This paper aims to investigate the current status of the cultural behavior of high school teachers in Vietnam, especially in online teaching. The main research questions include:

1. What are the cultural behavior manifestations of teachers in the online environment?
2. Why do teachers and students have different assessments of teachers' cultural behavior?
3. What measures can be applied to improve teachers' cultural behavior?

From these questions, the research hypothesis includes: Teachers have inconsistent cultural behaviors in online teaching, leading to differences in evaluation between teachers and students. Furthermore, personal factors such as gender, teaching experience, and geographic area affect teacher behaviors.

The paper provides an overview of the current state of cultural behaviors of high school teachers in Vietnam and proposes solutions to improve communication skills and cultural behaviors for teachers in online teaching.

2. METHODOLOGY

2.1. Instrument

The survey toolkit was designed based on a 5-point Likert scale (from 1 - Completely disagree to 5 - Completely agree). Specifically, the questionnaire includes two main parts:

- Part 1: Collecting demographic information of teachers and students such as gender, location, and online teaching experience.
- Part 2: Assessing teachers' cultural and behavioral expressions based on 7 observed variables, including entering the classroom on time, greeting students, using virtual backgrounds, respecting students' opinions, and other communication behaviors.

Table 1. Measurement Scales and observation variables on Teachers' behavioral culture in Online Teaching and Learning

| No. | Observation variable code | Observation variable content |
|-----|---------------------------|--|
| 1 | C6.4 | The teacher sometimes enters the online class late. |
| 2 | C6.5 | The teacher enters the online class without greeting the students. |
| 3 | C6.6 | The teacher uses a virtual background throughout the class. |
| 4 | C6.8 | The teacher turns off the student's microphone before the student finishes speaking. |
| 5 | C6.10 | The teacher intervenes when students answer questions or discuss lessons in the online class. |
| 6 | C6.24 | The teacher asks questions and encourages students to share their opinions proactively and respectfully. |
| 7 | C6.25 | The teacher listens to students carefully, without criticizing them. |

2.2. Sample

Regarding the survey subjects, a total of 923 people including teachers and students, of which teachers accounted for 34.2% and students accounted for 65.8%. The study surveyed in 03 provinces/cities representing 03 regions in Vietnam, the proportion of teachers by locality was quite balanced, specifically: Hanoi accounted for 31.5%, Nghe An accounted for 37.4%, Ho Chi Minh City accounted for 31.2%. The proportion of teachers living and working in urban/town areas (56.4%) was higher than that of teachers in rural areas (43.6%). Teachers participating in the survey were mainly those with 1 to 2 years of online teaching experience, accounting for 43.6%, followed by teachers with 2 to 3 years of experience, accounting for 28.0%, teachers with 3 years or more of experience, accounting for 19.6%, and teachers with less than 1 year of experience, accounting for only 8.7%.

For the student group, the proportion of students in Hanoi and Nghe An is 38.9, Ho Chi Minh City is 22.2%. Students living in urban/town areas (55.6%) are more than students in rural areas (44.4%). The proportion of students in grade 10 is 34.6%, grade 11 is 31.1%, and grade 12 is 34.4%.

Table 2. Characteristics of the survey sample

| Characteristics | | Quantity | Percentage (%) |
|-----------------------------|-------------------------|------------|----------------|
| Total survey samples | | 923 | 100,0 |
| Survey subjects | <i>Teachers</i> | 321 | 34,2 |
| | <i>Students</i> | 602 | 65,8 |
| Teachers | | | |
| Gender | <i>Male</i> | 90 | 28,0 |
| | <i>Female</i> | 231 | 72,0 |
| Ethnicity | <i>Kinh</i> | 316 | 98,4 |
| | <i>Other</i> | 5 | 1,6 |
| Location | <i>Hanoi</i> | 101 | 31,5 |
| | <i>Nghe An</i> | 120 | 37,4 |
| | <i>Ho Chi Minh City</i> | 100 | 31,2 |

| Characteristics | | Quantity | Percentage (%) |
|-----------------------------------|-------------------------|-----------------|-----------------------|
| Living Area | <i>Urban/Town</i> | 181 | 56,4 |
| | <i>Rural</i> | 140 | 43,6 |
| Years of experience | <i>Under 5 years</i> | 29 | 9,0 |
| | <i>5 to 9 years</i> | 53 | 16,5 |
| | <i>10 to 14 years</i> | 76 | 23,7 |
| | <i>15 to 19 years</i> | 67 | 20,9 |
| | <i>Over 20 years</i> | 96 | 29,9 |
| Online teaching experience | <i>Under 1 year</i> | 28 | 8,7 |
| | <i>1 to 2 years</i> | 140 | 43,6 |
| | <i>2 to 3 years</i> | 90 | 28,0 |
| | <i>Over 3 years</i> | 63 | 19,6 |
| Students | | | |
| Gender | <i>Male</i> | 266 | 44,2 |
| | <i>Female</i> | 336 | 55,8 |
| Ethnicity | <i>Kinh</i> | 584 | 97,0 |
| | <i>Other</i> | 18 | 3,0 |
| Location | <i>Hanoi</i> | 234 | 38,9 |
| | <i>Nghe An</i> | 234 | 38,9 |
| | <i>Ho Chi Minh City</i> | 134 | 22,3 |
| Living Area | <i>Urban/Town</i> | 335 | 55,6 |
| | <i>Rural</i> | 267 | 44,4 |
| Current Grade Level | <i>Grade 10</i> | 208 | 34,6 |
| | <i>Grade 11</i> | 187 | 31,1 |
| | <i>Grade 12</i> | 207 | 34,4 |

Source: Research team's statistics from survey data

2.3. Data collection method

The data collection process is conducted online. For students, the questionnaire is sent to schools with the permission of the school's Board of Directors. The research team will send the survey to students through the homeroom teacher in an online format designed on the Google Form application. All questions in the questionnaire are required to be answered, so when the form is completed, there will be no missing data. The link to access the form is sent to the survey participants via internet-based applications such as email, Facebook Messenger, and Zalo. The data collection period is from February 18 to March 22, 2024. After that, the data is downloaded in *.csv format and imported into SPSS software for data analysis.

After the data was collected to 1014 records, including 321 teacher forms and 602 student forms. After the research team stopped collecting and performed the data cleaning process to detect errors that arose while respondents answered the questionnaire. Based on the design table on Google Forms, there are three types of errors expected to appear, specifically:

- There is no response data in the questions, appearing according to the data entered in text form because the form is designed to require a response in each question.
- The response content is inconsistent with the question, often appearing according to the data entered in text form.

The data (for Likert scale questions) responded according to a certain rule, such as all data received the same value, and the value increased or decreased according to the rule. The research team reviewed the compliance with the cores mentioned above. The cleaning result eliminated 91 records that were removed. The remaining 923 records in the data set met the requirements for conducting exploratory factor analysis (based on the suggestion of Hair Jr et al., 2014) [31].

2.4. Data analysis methods

The collected data were processed and analyzed using statistical tools, mainly using SPSS (Statistical Package for the Social Sciences). The main analysis methods include:

- Descriptive statistics: Used to summarize and describe the main characteristics of the data, including the mean score and standard deviation of observed variables.
- Levene test and ANOVA: Used to test for statistically significant differences between teachers' and students' assessments of behavioral culture. Levene test tests for homogeneity of variance between two groups, while ANOVA determines the difference in mean scores between groups.
- Correlation analysis: Conducted to assess the relationship between demographic factors (such as gender, location, and online teaching experience) and teachers' behavioral culture.

2.5. Reliability

To ensure the reliability of the scale, Cronbach's Alpha coefficient was used to test the internal consistency of the questions in the survey. Cronbach's Alpha coefficient was above 0.7, indicating that the observed variables have a high level of consistency, by social research standards. In addition, before officially implementing the survey, the questionnaire was tested on a small group of teachers and students to ensure the clarity and reasonableness of the questions.

Although the quantitative survey method has brought many valuable results, there are still some limitations:

- The survey sample is limited to several high schools, so the ability to generalize to the entire Vietnamese education system is limited.
- Online surveys can be affected by the subjectivity of respondents, especially in self-assessment of teachers' behavior and students' feelings.

The quantitative research method with the combination of online survey and statistical analysis has brought important findings on teachers' behavioral culture in the context of online teaching. Thereby, the study has provided practical evidence to propose solutions to improve teachers' behavioral skills in the process of digital transformation of education.

3. Results

3.1. Manifestations of teachers' behavioral culture in online teaching

The survey results show that teachers' behavioral culture in online teaching at high schools in Vietnam is assessed at an average level, with an overall average value of 2.69 on a 5-point scale.

Specific manifestations of behavioral culture are analyzed according to 8 important factors as follows:

Table 3: Results of teachers' behavioral cultural manifestations

| No. | Variable Code | Behavioral Description | Manifestation | Mean Score | Standard Deviation | Classification |
|-----|---------------|---|---------------|------------|--------------------|----------------|
| 1 | C6.4 | The teacher does not arrive on time for online classes | | 2.96 | 1.450 | Average |
| 2 | C6.5 | Teacher does not greet students when entering online class | | 2.60 | 1.469 | Average |
| 3 | C6.6 | The teacher uses a virtual background throughout the lesson | | 3.23 | 1.337 | Good |
| 4 | C6.8 | The teacher mutes student's microphones before they finish speaking | | 2.30 | 1.539 | Poor |
| 5 | C6.10 | The teacher intervenes when students are discussing the lesson | | 3.10 | 1.413 | Average |
| 6 | C6.24 | The teacher encourages students to share their opinions | | 2.70 | 1.546 | Average |
| 7 | C6.25 | The teacher listens to students without criticizing them | | 2.37 | 1.497 | Poor |

The results obtained in the table above show that teachers who do not enter the classroom on time (C6.4) have an average score of 2.96. Although this score is not too low, it still reflects the situation of teachers not being punctual in online classes. This affects discipline and professionalism in teaching. Teachers who do not greet students when entering the classroom (C6.5) have an average score of 2.60, showing that most teachers do not pay attention to greeting students at the beginning of the online class. This is a basic behavior, but it affects the students' sense of respect. Using virtual backgrounds throughout the lesson (C6.6) has an average score of 3.23, the highest among the survey manifestations. Using virtual backgrounds helps teachers create a good learning space, helping students actively participate in the learning process. Turning off students' microphones before they finish their sentences (C6.8) had the lowest score of all observed variables with a score of 2.30. This shows that teachers do not fully respect students' right to speak and share their opinions. This action may discourage students from participating in the learning process, reducing interaction in the classroom. Intervening when students discuss lessons (C6.10) had an average score of 3.10, reflecting that teachers tend to intervene in students' discussions. However, this can be positive if teachers know how to navigate to support students. Encouraging students to share their opinions (C6.24) with an average score of 2.70 shows that teachers need to improve in creating a space for students to freely share their opinions, helping to increase interaction and student participation in online lessons. Listening to students without criticism (C6.25) only scored 2.37 points, showing that teachers have not done a good job of listening and responding respectfully to students. This affects the feeling of safety and comfort when students want to share their opinions or discuss in class. Thus, the survey results show that teachers' behavioral culture in online teaching is still limited, especially in aspects related to respecting students (such as turning off students' microphones before finishing a sentence), listening, and encouraging students to participate in sharing their opinions. In the context of a strong transition to online teaching,

teachers' communication and interaction skills need to be adjusted and further improved to ensure an effective and friendly learning environment.

3.2. Comparison of teachers' and students' assessments of teachers' cultural behavior in online teaching

Comparing the assessment between the group of teachers and students on the current status of teachers' cultural behavior in online classes, the analysis results are described as Figure 1 below. The difference between the assessment of teachers and students on the current status of teachers' cultural behavior in online teaching is quite clear based on the data shown in Figure 2 with a difference of 0.09 to 0.67. In which, the difference in the level of expression C6.5 "The teacher accessed the online class without greeting the students" is the highest, the difference in expression C6.8 "The teacher turned off the student's microphone before the student finished speaking" has the lowest difference. In general, the student group rated the VH02 factor higher than the teacher group. Specifically, the student group had a higher average value in 5/7 manifestations than the teacher group (including manifestations C6.4, C6.5, C6.6, C6.24, and C6.25), while the teacher group had a higher average score in the remaining 2 manifestations (including C6.8 and C6.10).

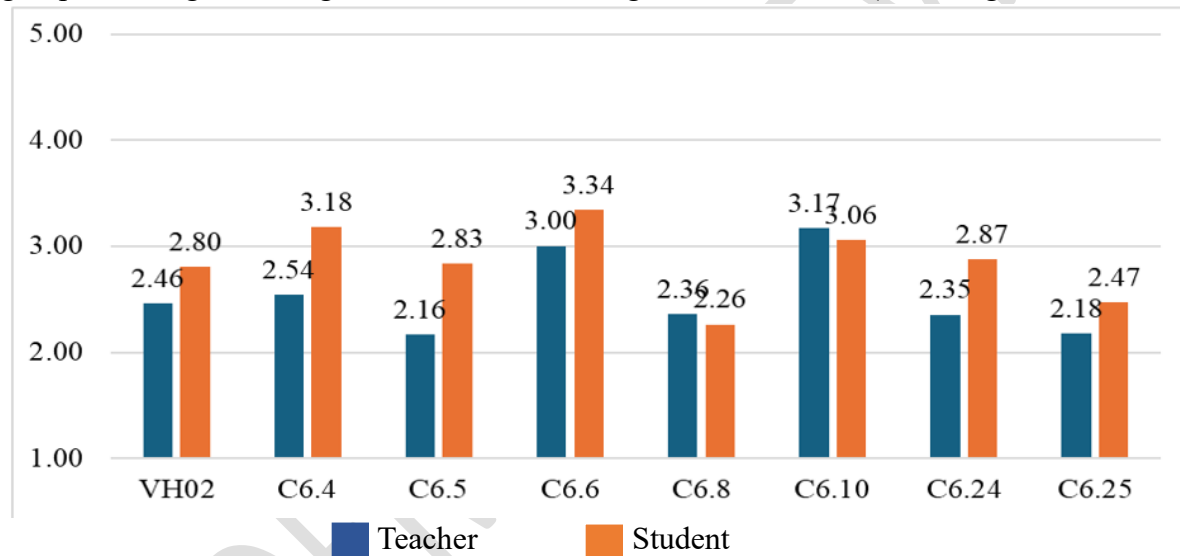


Figure 1. Comparison results of the assessment of the group of teachers and students on the current status of teachers' cultural behavior in online classes

Thus, the results describing the difference between teachers' and students' assessments of the current state of teachers' cultural behavior in online classes show that there is this, however, to know whether this difference is statistically significant or not, it is necessary to test that difference. The Levene test results in Table 4 show that: (i) there are 03 manifestations with Sig values > 0.05, which are C6.5, C6.8, and C6.24; and (ii) the Sig. values of factor VH02 and the remaining 04 manifestations all have Sig. values < 0.05, which are C6.4, C6.6, C6.10, and C6.25.

Table 4. Levene test for teachers' and students' assessments of the current state of teachers' cultural behavior in online classes

| Variable | Levene Statistic | Df1 | df2 | Sig. |
|----------|------------------|-----|-----|------|
| VH02 | 13.685 | 1 | 921 | .000 |
| C6.4 | 5.923 | 1 | 921 | .015 |

| Variable | Levene Statistic | Df1 | df2 | Sig. |
|----------|------------------|-----|-----|------|
| C6.5 | 1.140 | 1 | 921 | .286 |
| C6.6 | 22.251 | 1 | 921 | .000 |
| C6.8 | 1.309 | 1 | 921 | .253 |
| C6.10 | 6.851 | 1 | 921 | .009 |
| C6.24 | 1.786 | 1 | 921 | .182 |
| C6.25 | 47.514 | 1 | 921 | .000 |

Source: Research team analysis from survey data

The ANOVA test in Table 5 was applied to show that all 3 expressions C6.5, C6.8, and C6.24 had Sig.=0.000 < 0.05 => the difference in the assessments of teachers and students in these expressions is statistically significant.

Table 5. ANOVA test for the assessment of teachers and students on the current status of teachers' cultural behavior in online classes

| Variable | | Sum of Squares | df | Mean Square | F | Sig. |
|----------|----------------|----------------|-----|-------------|--------|------|
| C6.5 | Between Groups | 8.827 | 1 | 8.827 | 13.372 | .000 |
| | Within Groups | 607.923 | 921 | .660 | | |
| | Total | 616.750 | 922 | | | |
| C6.8 | Between Groups | 8.827 | 1 | 8.827 | 13.372 | .000 |
| | Within Groups | 607.923 | 921 | .660 | | |
| | Total | 616.750 | 922 | | | |
| C6.24 | Between Groups | 8.827 | 1 | 8.827 | 13.372 | .000 |
| | Within Groups | 607.923 | 921 | .660 | | |
| | Total | 616.750 | 922 | | | |

Source: Research team analysis from survey data

3.3. Assessing differences according to survey sample characteristics

The one-way ANOVA analysis method was used to examine whether there were differences in the assessment of each group of survey characteristics of each group of teachers and students. Specifically, the analysis results are presented below.

Regarding teachers:

The results show that there are differences in teachers' assessments of teachers' cultural behavior in online classes according to survey characteristics groups, specifically as follows:

Regarding gender: both groups rated this factor at level 2, in which the female group (2.36) rated it lower than the male group (2.60).

Regarding ethnicity: although both groups of this characteristic also rated this factor at level 2, the Kinh group of teachers (2.43) rated this issue higher than the group of teachers of other ethnicities (2.23).

Regarding location: Teachers from 03 provinces/cities participating in the survey all rated it at level 3, in which teachers in Hanoi were the group with the lowest average score (2.25), while teachers in Nghe An had the highest average score (2.57).

Regarding living area: teachers living in urban/town areas (2.49) rated this issue higher than teachers in rural areas (2.35).

Regarding training level: groups of teachers with different qualifications all rated this issue at level 2, in which the group of teachers with postgraduate qualifications had the highest average score (2.49), while the group of teachers with college qualifications had the lowest average score (2.17).

Regarding working experience: Teachers with the least working experience (less than 5 years) are the group that rates this issue the highest (3.06) corresponding to level 3, while teachers with 5 to 9 years of experience rate it the lowest (2.28). Regarding online teaching experience: although all groups rate it at level 3, the group of teachers with the most experience (3 years or more) rates this issue the highest (2.77), while the group with the lowest rating is the group of teachers with 1 to 2 years of experience (2.20).

The Levene test results in Table 6 show that there are 02 characteristics with Sig. values > 0.05 including: (1) Gender: 0.402; (2) Ethnicity: 0.356, while the remaining 05 characteristics have Sig. values < 0.05, which are: (1) Locality: 0.000; (2) Area of residence: 0.050; (3) Training level: 0.014; (4) Years of work experience: 0.021; and (5) Online teaching experience: 0.0001). Table 7. Levene test for teachers' assessment of the current status of teachers' cultural behavior in online classes according to groups of surveyed characteristics.

Table 6. Levene's test for teachers' assessment of the current status of teachers' cultural behavior in online classes according to survey characteristics groups

| Variable | Levene Statistic | Df1 | df2 | Sig. |
|----------------------------|------------------|-----|-----|------|
| Gender | .704 | 1 | 319 | .402 |
| Ethnicity | .853 | 1 | 319 | .356 |
| Location | 12.827 | 2 | 318 | .000 |
| Region of Residence | 3.867 | 1 | 319 | .050 |
| Education Level | 4.362 | 2 | 318 | .014 |
| Years of Service | 2.935 | 4 | 316 | .021 |
| Online Teaching Experience | 8.234 | 3 | 317 | .000 |

Source: Research team analysis from survey data

The ANOVA test results in Table 7 show that both groups of characteristics have Sig. > 0.05 => There is no difference in the assessment of teachers according to these groups of characteristics about the current status of teachers' cultural behavior in online classes at high schools.

Table 7. ANOVA test for teachers' assessment of the current status of teachers' cultural behavior in online classes according to survey characteristics groups

| Variable | | Sum of Squares | df | Mean Square | F | Sig. |
|-----------|----------------|----------------|-----|-------------|-------|------|
| Gender | Between Groups | 3.778 | 1 | 3.778 | 3.463 | .064 |
| | Within Groups | 347.951 | 319 | 1.091 | | |
| | Total | 351.728 | 320 | | | |
| Ethnicity | Between Groups | .196 | 1 | .196 | .178 | .673 |
| | Within Groups | 351.532 | 319 | 1.102 | | |

| | | | | | | |
|--|-------|---------|-----|--|--|--|
| | Total | 351.728 | 320 | | | |
|--|-------|---------|-----|--|--|--|

Source: Research team analysis from survey data

Thus, among the tested variables, only the variable Online Teaching Experience has a significant difference in variance between groups (Sig. < 0.05). The remaining variables all have Sig. values greater than 0.05, indicating that there is no significant difference in variance between groups of those variables.

Regarding students:

The results presented in Table 8 show that there are certain differences in students' assessments of the current status of teachers' cultural behavior in online classes according to groups in each survey sample characteristic, specifically as follows:

Regarding gender, the male student group rated this issue (3.10) higher than the female student group (2.68).

Regarding ethnicity: the Kinh student group (2.88) rated it higher than the group of teachers from other ethnic groups (2.43).

Regarding location: Hanoi students rated the current status of the issue the highest (3.06) among the three student groups, while students in Ho Chi Minh City had the lowest average score (2.65). This result indicates that the Ho Chi Minh City student group is the group that rates teachers teaching in online classes with more appropriate and better manifestations of VHUX than the Hanoi and Nghe An student groups.

Regarding living area: students living in urban/town areas (2.89) rated this issue higher than teachers in rural areas (2.83). This indicates that students in rural areas believe that teachers teaching in online classes have more appropriate and better manifestations of VHUX than students in urban/town areas.

Regarding grade level: the group of 10th-grade students is the group with the lowest average score on this issue (2.74) at level 5, while the groups of 11th and 12th-grade students rated it the lowest (both 2.93). Thus, the group of 10th-grade students is the group of students who rate teachers having appropriate manifestations of VHUX in online classes higher than the other two groups of students.

Regarding academic performance: No group of students had weak academic results; groups with average or above-average academic performance rated this issue lower than the group with poor academic performance (3.06), with the average-performing group giving the lowest rating among all groups (2.82).

The Levene test results in Table 9 show that the Class currently attending (0.178) and Learning Outcomes (0.848) groups have Sig. > 0.05, while the remaining groups all have Sig < 0.05, specifically: (1) Gender: Sig. = 0.014; (2) Ethnicity: Sig. = 0.010; (3) Locality: Sig. = 0.000; and (4) Area of residence: Sig. = 0.015.

Table 9. Levene test for students' assessment of the current status of regulations on teachers' cultural behavior in online teaching according to survey characteristics groups

| Variable | Levene Statistic | Df1 | df2 | Sig. |
|-----------|------------------|-----|-----|------|
| Gender | 6.112 | 1 | 600 | .014 |
| Ethnicity | 6.707 | 1 | 600 | .010 |

| Variable | Levene Statistic | Df1 | df2 | Sig. |
|----------------------|------------------|-----|-----|------|
| Location | 13.275 | 2 | 599 | .000 |
| Living Area | 5.981 | 1 | 600 | .015 |
| Grade Level | 1.731 | 2 | 599 | .178 |
| Academic Performance | .344 | 4 | 597 | .848 |

The analysis results in Table 10 show that there is no difference among the groups of students in evaluating the current state of teachers' expressions of cultural behavior in online classrooms, as the Sig. value is greater than 0.05.

Table 10. ANOVA Test on Students' Evaluation of Teachers' Expressions of Cultural Behavior in Online Classrooms by Survey Characteristic Groups.

| Variable | | Sum of Squares | df | Mean Square | F | Sig. |
|-----------------------|----------------|----------------|-----|-------------|-------|------|
| Grade Level | Between Groups | 4.753 | 2 | 2.377 | 1.757 | .173 |
| | Within Groups | 810.069 | 599 | 1.352 | | |
| | Total | 814.822 | 601 | | | |
| Academic Performance. | Between Groups | 2.680 | 4 | .670 | .492 | .741 |
| | Within Groups | 812.143 | 597 | 1.360 | | |
| | Total | 814.822 | 601 | | | |

Thus, based on the analysis results above, for the group of students, there are only differences between male and female students, as well as among student groups divided by the three provinces/cities: Hanoi, Nghe An, and Ho Chi Minh City, in their evaluations of the current state of teachers' expressions of cultural behavior in online classrooms, which are statistically significant. This further suggests that attention should be paid to gender and regional factors in Vietnam when considering issues related to teachers' expressions of cultural behavior in online classrooms in practice, to develop appropriate solutions and adjustments for each specific group and achieve the desired effectiveness.

The analyses above indicate that the current state of teachers' expressions of cultural behavior in online teaching, measured by seven observed variables, is rated by both teachers and students at an average value of 2.69 (on a 5-point scale, where 3 is neutral). There is a discrepancy in the evaluations between teachers and students on this matter (with differences in ratings ranging from 0.09 to 0.67). The group of students rated 5 out of 7 expressions with a higher average than the group of teachers, while the teachers rated 2 out of 7 expressions with a higher average than the students. ANOVA testing shows that 3 expressions (C6.5, C6.8, and C6.24) exhibit statistically significant differences in evaluations between teachers and students. The analysis of the characteristics of the teacher group, such as gender, ethnicity, location, living area, education level, years of experience, and experience in online teaching, suggests that attention should be paid to factors like gender, region, and online teaching experience.

4. DISCUSSION

The survey results on teachers' behavioral culture in online teaching at high schools in Vietnam have clearly shown that there are many concerns about improving behavioral culture in

online teaching. Below is a discussion based on the main findings from the survey results and related studies:

Regarding the manifestation of teachers' behavioral culture in online teaching

The survey results show that teachers' behavioral culture in online teaching is rated at an average level with a total score of 2.69. This reflects that many teachers still have difficulty maintaining behavioral behavior with students. Research by Lowenthal et al. (2020) emphasized that teachers' respectful behavior toward students is essential to improve learning effectiveness [32]. The survey results show a low score for manifestation C6.8 (2.30), meaning that teachers do not do a good job of listening to students' opinions, and turning off the microphone when students have not finished speaking, which can hinder the formation of an open learning environment. Rapanta et al.'s (2020) study found that in a digital environment, voice, intonation, and feedback play a more important role than in face-to-face teaching [33]. The survey results showed that although the expression C6.6 - using virtual backgrounds had a high score (3.23), many teachers still had difficulty maintaining respectful behaviors while teaching. According to the study of Trust and Whalen (2020), when teaching online, teachers must be proficient in online tools [34]. The survey results on the use of online tools (C6.6) showed that teachers made efforts to use online tools during the teaching process. Trust and Whalen emphasized that training in skills in using online tools is extremely important [34]. Research by Hodges et al. (2020) has shown that teachers in online environments cannot rely on body language and nonverbal communication to convey motivation to students. Instead, they need to develop verbal communication methods, including providing positive feedback, encouraging participation, and maintaining an open listening attitude [35]. Turning off a student's microphone before they have finished their comments (C6.8) can reduce students' motivation to learn and their sense of being respected. Hodges et al. emphasize that creating an interactive and friendly learning space through communication is a key factor in helping students feel more confident and positive in the learning process [35]. Martin and Bolliger (2019) focused on the importance of interaction in online teaching. This study found that teachers play an important role in maintaining interaction through timely feedback and positive attitudes toward students. Low levels of interaction and a lack of respectful feedback skills can lead to decreased student motivation. Martin and Bolliger emphasized that teachers need to improve their skills in providing prompt feedback and creating diverse interactive activities, thereby helping to build a positive culture of behavior in online teaching [36]. Research by Cutri and Mena (2020) shows that respecting students in an online environment goes beyond communication and includes fairness and transparency in assessment. This means that teachers must ensure that students feel heard and have the opportunity to express their views fairly [37]. Survey results show that many teachers do not respect students' opinions enough (C6.8), which can affect students' confidence in online learning environments. Cutri and Mena suggest that improving teachers' behavioral culture will help create a more equitable and respectful learning environment [37].

Although there were some efforts in using digital tools (C6.6 - using virtual backgrounds had the highest score of 3.23), many factors related to interaction and communication were still not up to standard, such as C6.8 - turning off the microphone before students finished speaking (2.30). According to Garrison's (2016) study, in an online learning environment, the ability to communicate effectively and facilitate interaction is the key to success, especially when teachers

cannot rely on non-verbal communication to motivate students [5]. The survey results are consistent with this finding and show that teachers need to significantly improve their online communication skills to ensure effective teaching and to show students that they are being cared for and respected during the learning process.

Teacher's and student's perceptions of teachers' cultural behavior in online teaching

The results show that teachers' and students' perceptions of teachers' cultural behavior in online teaching are different. Students tend to evaluate teachers' cultural behavior more positively than teachers' self-assessments. This is especially evident in expressions such as encouraging the sharing of opinions (C6.24) and listening without judgment (C6.25), with students' scores being higher than teachers'. This difference may reflect the fact that teachers perceive themselves as highly responsible and tend to be more critical of their communication with students. The survey results are also consistent with the study of Hodges et al. (2020). He emphasized that teachers often feel less confident when faced with changes in online teaching, leading to lower self-assessments of their ability to interact and behave [16]. Bao (2020) also pointed out that students often perceive teachers' efforts to promote communication and support them in the learning process, leading to more positive evaluations [38].

In short, the difference in the evaluation of behavioral culture between teachers and students is a common phenomenon and has many causes. Studies have provided many perspectives on this difference, that is, teachers tend to evaluate their own behavioral culture more strictly than students.

Assessing differences according to survey sample characteristics

The analysis showed that factors such as gender, location, and online teaching experience significantly influenced teachers' behavioral culture. Female teachers tended to demonstrate better behavioral culture, especially in expressions related to communication and encouraging student participation. This aligns with the study by Bozkurt and Sharma (2020), which found that female teachers were generally more gentle and flexible when interacting with students [13]. Teachers in urban areas with better technology infrastructure tended to demonstrate better behavioral culture than teachers in rural areas. This suggests that technology infrastructure and technology skills play an important role in maintaining teachers' communication effectiveness in online teaching. Teachers with experience in online teaching tend to have a better behavioral culture.

5. PROPOSED SOLUTIONS

Based on the survey results, some solutions can be proposed to improve teachers' behavioral culture in online teaching:

Organize training courses and professional development: Educational institutions need to develop digital communication skills training programs for teachers, implement technology training programs and specific behavioral skills for teachers in rural areas; need to develop digital communication skills training programs for teachers; Organize training courses on communication skills in online environments: communication methods, how to build relationships with students, how to handle complex situations in teaching; Provide technology courses such as how to use software, online teaching platforms, interactive support tools such as Zoom, Google Meet, Kahoot, or Microsoft Teams; Organize training sessions on interactive teaching methods such as collaborative learning, project-based learning or methods that encourage students to actively participate in the learning process.

Psychological support and counseling: Set up a psychological counseling service available to teachers, which can be done via video calls or in person. A psychologist can help teachers deal with the stress and anxiety associated with teaching online; Create a safe and secure environment for teachers to freely share personal issues they are facing; Organize social sessions where teachers can share personal stories, and feelings and receive encouragement from colleagues; Invite a psychologist to join in to provide advice and support.

Organize experience exchange sessions: Educational institutions can organize discussions, workshops, or working groups for teachers to share experiences and learn from each other about communication and interaction skills. These exchanges help teachers learn effective teaching methods from colleagues and discuss how to solve difficulties in communicating with students. Create conditions for teachers to participate in professional learning communities to research, discuss, and apply teaching strategies together, especially in communication and interaction.

Organize soft skills courses for teachers: Educational institutions need to provide training programs on emotional management to help teachers know how to control their emotions when communicating with students, especially in stressful situations. This helps maintain a positive learning environment and facilitates more effective communication. Equip teachers with leadership skills such as classroom management, motivating students, and building a positive learning atmosphere. These skills can help teachers improve their interactions and maintain close relationships with students.

Develop codes of conduct in online classrooms: Education management agencies at all levels, from the Ministry of Education and Training (at the national level) to Departments or Education Offices (at the local level), play an important role in developing general frameworks, issuing regulations on professional ethics, and controlling and supervising. School boards are responsible for concretizing regulations from management agencies into rules that are suitable for the actual situation and conditions of their schools. Teachers are the ones who directly implement and apply codes of conduct in the online teaching process. Students also play an important role in developing and implementing the code of conduct in online teaching. Parents have a role to play in supporting and ensuring that students comply with the code of conduct, especially when students are studying at home.

Provide online teaching materials and equipment: schools need to ensure that all teachers are fully equipped with the necessary equipment as well as guidance documents on online teaching and behavioral culture;

Build a close connection between schools and students' families: Educational institutions need to create conditions for teachers to communicate regularly with parents, through online meetings, emails, or communication applications. Collaboration between teachers and parents will help build a better learning environment for students while improving the relationship between teachers and students.

6. CONCLUSION

This paper has clarified the current status of high school teachers' behavioral culture in online teaching in Vietnam, an important issue in the context of digital transformation in education. The survey results indicate that teachers' behavioral culture is assessed at an average level, with many manifestations that need to be improved, such as the ability to communicate and listen to students' opinions. The assessment of teachers' behavioral culture varies between teachers and

students. The results of the analysis of differences in survey sample characteristics such as gender, location, and online teaching experience showed that female teachers, teachers in urban areas, and teachers with more experience in online teaching often demonstrated better behavioral culture. From the above results and analysis, this article proposes some solutions such as training in digital communication skills, technical support in rural areas, sharing effective online teaching experiences, etc. In general, although teachers' cultural behavior in online teaching is still limited, with the right attention and investment from teachers, schools, and educational institutions in Vietnam, these issues can be completely improved. This study is not only meaningful for improving cultural behavior in online teaching but also contributes to building the foundation for a successful digital education future. However, further research is still needed to support teachers in developing behavioral skills in digital teaching environments.

LIMITATIONS OF THE STUDY

Although the survey provides a lot of useful information, there are also some limitations. First, the scope of the survey mainly focuses on several high schools and the number of samples is not rich, leading to the ability to generalize the results is not high. Second, the survey is based on the feelings of teachers and students, which can be affected by personal cognitive and emotional biases. Finally, this survey mainly focuses on behavioral manifestations, not going into specific analysis of technology and infrastructure supporting online teaching.

CONSENT

As per international standards or university standards, Participants' written consent has been collected and preserved by the author(s).

ETHICS APPROVAL

We confirm that the questionnaire content has been agreed upon and accepted by the schools whose teachers participated in the survey. All teachers participating in the survey volunteered to complete the questionnaire. In case anyone disagreed, he/she was not in, and there was no pressure from the research team and their teacher. The authors have kept to all ethical concerns during the data-gathering process and ensured that all information was used for research purposes and was confidential.

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