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**EDUCATIONAL COMMUNICATION IN
SHAPING BEHAVIOR ON SOCIAL NETWORKS
FOR UNIVERSITY STUDENTS IN VIETNAM**

SUMMARY OF DOCTORAL THESIS OF PUBLIC RELATIONS

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**This research is completed
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INTRODUCTION

1. Rationale for Choosing the Topic

Culture serves as the spiritual foundation of society, reflecting the insight and capacity of a nation's development, an objective and a driving force for socio-economic growth. In the digital age, however, social networks are considered as a realm of unrestricted freedom where they feel free to express their opinions in extreme or excessive ways. Some even exploit these platforms to engage in uncivilized behavior or lower the honor and dignity of others.

As a key force in a high-quality workforce for the country, students are a distinct group of youth and members of the Ho Chi Minh Communist Youth Union. The Youth Union in universities has been actively carrying out educational communication activities on fostering behavior change for students on social networks.

Numerous efforts have been made through the involvement of Youth Unions, lecturers, the Vietnam Student Association, press and media agencies, and families in implementing educational communication on social networks for students. In reality, however, certain limitations still exist: many students remain indifferent to educational communication activities, show little concern for rules and standards of conduct, and lack awareness in building behaviour on social networks. In addition, most domestic and foreign studies primarily focus on the influence of social networks on digital behaviour and ethics, but have not thoroughly examined the role of educational communication in guiding, shaping, and developing students' behaviour on these platforms. The study "*Educational Communication in Shaping Behaviors on Social Networks for University Students in Vietnam*" contributes to supplementing and advancing the theoretical framework of educational communication in the digital media era.

Therefore, it is essential to conduct a comprehensive research on raising behavior awareness for students of Vietnamese universities. For the above reasons, the topic "*Educational Communication in Shaping Behaviors on Social Networks for University Students in Vietnam*" has been chosen for a doctoral thesis in Public Relations.

2. Research Objectives and Aims

2.1. Research Objectives

Pursuant to the research overview, the initial theoretical framework, and the assessment of the current state of educational communication on online behaviors on

social networks for university students, the thesis proposes solutions to enhance the effectiveness of such communication on social networks for Vietnamese university students in the present context.

3.2. Research Aims

- *First*, an overview of documents and research studies related to educational communication on online behaviors on social networks for students.
- *Secondly*, the theory of educational communication in shaping behaviors on social media for university students.
- *Thirdly*, survey and assessment of the current situation of educational communication on social media concerning behaviors among students of Vietnamese universities.
- *Fourthly*, proposed solutions for enhancing the effectiveness of educational communication on social networks for university students in Vietnam.

3. Subjects and Scope of the Study

3.1. Subjects of the Study

Educational Communication in Shaping Behaviors on Social Networks for University Students in Vietnam.

3.2. Scope of the Study

- *In terms of concept*: The study focuses on educational communication relating to behaviors on social media among university students in Vietnam.
- *In terms of time*: The research examines the current situation of educational communication on online behavior culture within a three-year period, from 2022 to 2024, to ensure that the content and methods are measurable.
- *In terms of spatial scope*: The thesis provides an overview, theory, and assessment of educational communication on online behavior culture for university students in Vietnam, through surveys at:

- + Northern Vietnam: Vietnam Youth Academy.
- + Central Vietnam: Vinh University.
- + Southern Vietnam: FPT University – Ho Chi Minh City Campus.

4. Methodology and Research Methods

4.1. Methodology

The methodology of this thesis is built upon the ideological framework of Marxism–Leninism, Ho Chi Minh’s Thought, and the Party’s viewpoints, directives, and policies, as well as the laws and regulations of the Socialist Republic of Vietnam

related to communication and education in general, and educational communication on online behavior culture among university students in particular.

The thesis also draws upon several key communication theories, including: Shannon and Weaver's Model of Communication, Crowd Psychology Theory, Medium Theory, Multi-step Flow of Communication Theory, and Social Media Theory.

4.2. Research Methods

- Secondary data analysis method
- Questionnaire survey method
- In-depth interview method
- Content analysis method
- Mathematical statistics method

5. Research Questions & Hypotheses

5.1. Research Questions

- *Research Question 1:* How are educational communication activities on online behavior on social media at Vietnamese universities implemented?
- *Research Question 2:* What factors impact the process of educational communication on online behavior on social networks for university students?
- *Research Question 3:* What emerging issues or urgent needs call for a change in educational communication approaches to better suit university students?
- *Research Question 4:* What solutions can enhance the effectiveness of educational communication on online behavior via social networks for Vietnamese students in the current context?

5.2. Hypotheses

- *Hypothesis 1:* Although educational communication activities on shaping behaviour on social networks at Vietnamese universities are carried out in various forms and at different levels, they remain generally unsystematic, lack a coherent communication strategy, and have not fully leveraged the guiding roles of universities, lecturers, and Student Unions in cyberspace.

- *Hypothesis 2:* The process of educational communication on shaping behaviour on social networks for students is influenced by multiple factors, including the communication agents (universities, lecturers, mass organizations, and press agencies), the content and form of messages, the media and digital communication platforms, as well as students' psychological characteristics and reception behaviours.

- *Hypothesis 3*: Rapid changes in students' communication habits and information reception behaviours in the current context of digital transformation create an urgent need to innovate educational communication methods. Specifically, increasing the use of social networks and highly interactive digital platforms can enhance accessibility and generate more positive impacts in shaping students' behavioural norms in cyberspace.

- *Hypothesis 4*: The effectiveness of educational communication activities on shaping behaviour on social networks for students will be improved when there is close coordination among communication agents inside and outside the university, diversification of content and communication methods in a learner-centred direction, along with the application of new media to strengthen the dissemination of positive cultural values within the student community.

6. Theoretical and Practical Significance of the Thesis

6.1. Theoretical significance:

- It can systematize the theoretical framework.
- It helps develop a research framework including the key components of the educational communication process on online behavior through social networks for university students.
- It aims to recommend potential directions for future research.

6.2. Practical significance:

- It can be applied as a practical foundation for further related research.
- It can be used as a reference for Youth Union and Students' Association at various levels in deploying educational communication activities on online behavior for young people and students, as well as in developing codes of conduct for online behavior in the context of digital transformation.

7. New Contributions of the Thesis:

Firstly, determining the nature and significance of this activity is a new contribution of the thesis, as no previous study has addressed it.

Secondly, the study serves as a foundation for analyzing and assessing educational communication on online behavior for university students in Vietnam.

Thirdly, the research contributes to the improvement of educational communication practices in Vietnam.

Fourthly, it helps the subjects clearly identify the shortcomings in educational communication of shaping behavior on social media for university students.

8. Structure of the Thesis: In addition to the introduction, conclusion, references and appendices, the thesis consists of 04 chapters:

Chapter 1. Research overview

Chapter 2. Theoretical issues on educational communication of shaping behavior on social networks for students

Chapter 3. Current situation of educational communication on online behavior for students at Vietnamese universities

Chapter 4. Emerging issues and solutions to enhance the effectiveness of educational communication on online behavior via social networks for university students

Chapter 1

RESEARCH OVERVIEW

1.1. Studies on Communication and Educational Communication

1.1.1. Studies on Communication

Globally, studies on communication can be mentioned such as “Shannon–Weaver Model of Communication” by Claude E. Shannon and Warren Weaver in their pioneering work “A Mathematical Theory of Communication”, Four Theories of the Press: The Authoritarian, Libertarian, Social Responsibility, and Soviet Communist Concepts of What the Press Should Be and Do by Fred S. Siebert and co-authors, “Building Communication Theory” by Dominic A. Infante and co-authors, and more.

In Vietnam, research in communication in general and in-depth studies in theoretical development emerged later compared to other countries in the world. Studies include “Modern Communication Theories” (“Các lý thuyết truyền thông hiện đại”) by Nguyen Thi Quy Phuong, “Communication: Theory and Basic Skills” (“Truyền thông – Lý thuyết và kỹ năng cơ bản”) by Nguyen Van Dung; and “Simulation of Communication Systems” (“Mô phỏng hệ thống truyền thông”) by Vo Nguyen Quoc Bao, just to name a few.

1.1.2. Studies on Educational Communication

A review of relevant scientific literature reveals a diverse range of approaches to the study of educational communication.

Internationally, Salomon, G. examined educational communication as an integrated model capable of effectively shaping human cognition and behavior. Biesta, G., in his seminal work “Mind the Gap! Communication and the Educational Relation,” analyzed the communicative and behavioral dynamics between educators and learners, emphasizing the role of interaction in the educational process. Ratheeswari, K. focused on “Information and Communication Technology in Education,” highlighting how ICT tools contribute to improving the quality and accessibility of education.

In Vietnam, research on educational communication has been carried out along several principal directions:

Firstly, studies on educational communication from the perspective of journalism, which investigate the media’s role, responsibilities, and influence in conveying educational messages.

Secondly, studies on the application of information and communication technology (ICT) in education, emphasizing technological integration as a means of innovation and modernization in teaching and learning.

Thirdly, studies on communication methods and solutions in higher education, which explore effective strategies and models for enhancing the quality and impact of educational communication at universities.

1.2. Studies on Education and Educational Communication

1.2.1. Research on Education

This thesis has referred to a number of studies in the field of education such as “Pedagogy” (“Giáo dục học”) by two leading education scholars, Ha The Ngu and Dang Vu Hoat; “Education Theory in Vietnam” (“Lí luận giáo dục học Việt Nam”) by Nguyen Thanh Binh; “Issues in Pedagogy” (“Những vấn đề chung của giáo dục học”) by Phan Thanh Long; “Teaching and Educational Theory” (“Giáo trình Lý luận dạy học và lý luận giáo dục”) by Le Thi Hoang Lan; and “Introduction to Educational Science” (“Giáo trình nhập môn Khoa học giáo dục”) by Nguyen Thi Bich Lien, and more.

1.2.2. Research on Educational Communication

Upon relevant academic literature review, this thesis finds that:

Internationally, the author Salomon, G. researched on communication and education as an effective model that influences human perception and behavior; Gert Biesta, in his study “Mind the Gap! Communication and the Educational Relation,” mentioned the interaction and behavior between educators and learners, emphasizing the relational nature of education; K. Ratheeswari with research on “Information Communication Technologies in Education”, and more.

In Vietnam, scholars have conducted research on educational communication from different perspectives:

Firstly, studies on educational communication from the perspective of the press.

Secondly, studies on the application of information communication technologies (ICT) in education.

Thirdly, studies on the methods and solutions for educational communication in universities.

1.2. Studies on Online Behavior among University Students

Internationally: Studies by Olweus, D. (1993); the study “A Cognitive-Behavioral Model of Pathological Internet Use” by Davis, R.A.; the research on “Conceptualizing Codes of Conduct in Social Networking Communities” by Ann, D.E. et al.; “Social Networks and Students’ Ethical Behavior” by Lori, N.K.L. et al.; and the study “Personality Traits, Interpersonal Relationships, Online Social Support, and Facebook Addiction” by Tang, J.H. et al..

In Vietnam: “Principles of conduct on social media” in “Social Media” (“Truyền thông xã hội”) by Pham Hai Chung and Bui Thu Huong; “Social Media and Lifestyle of Vietnamese Youth” (“MXH đối với lối sống của thanh, thiếu niên Việt Nam hiện nay”) by Nguyen Thi Lan Huong et al.; the study on “Behavior on Social Media among University Students in Ho Chi Minh City” (“MXH đối với lối sống của thanh, thiếu niên Việt Nam hiện nay”) by Le Thanh Hoa; and the research “Communication and Conduct in Social Networks” (“Giao tiếp, ứng xử trên môi trường mạng”) by Le Thi Thu Thuy.

1.3. Studies on Educational Communication of Behavior on Social Media for University Students

Internationally: “Communication and Education: Creating Competence for Socialization into Public Life” by McLeod, J. et al.; and “Moral Spaces in MySpace: Preservice Teachers' Perspectives about Ethical Issues in Social Networking” by Teresa, S.F. et al.

In Vietnam: “Educating the Values of Behavior for Students at Hong Duc University” (“Giáo dục giá trị VHUX cho sinh viên trường Đại học Hồng Đức”) by Nguyen Thi Minh Hien; “Factors and Orientation of Shaping Behavior for Students” (“Các yếu tố ảnh hưởng và định hướng giáo dục VHUX cho sinh viên hiện nay”) by Nguyen Thi Thuy Cuong; and “Solutions to Promote Behavior on Facebook Groups of Students at Ho Chi Minh City University of Industry and Trade” (“Biện pháp nâng cao VHUX trên một số nhóm Facebook của sinh viên trường Đại học Công nghiệp TP Hồ Chí Minh”) by Ho Van Duc, and more.

1.4. Assessment of the Research Situation

Firstly, communication and education have a close relationship, contributing to the transmission of information from educators to learners in order to raise awareness, develop skills, and change attitudes according to specific objectives.

Secondly, the primary subjects of education are students, particularly those in schools and universities, with the participation of many entities such as press and media agencies, educators, and socio-political organizations and unions.

Thirdly, students' behavior on social media still shows limitations in negative comments, behavior, and attitudes.

Fourthly, educational communication is regarded an effective solution for raising students' awareness and fostering positive behavior on social platforms.

Fifthly, promoting behavior through educational communication on social media for university students in Vietnam is a long-term process involving both in-school and out-of-school forces towards the project “Shaping Online School Behavior for the 2018–2025 period.”

Chapter 2

THEORETICAL ISSUES ON EDUCATIONAL COMMUNICATION OF SHAPING BEHAVIOR ON SOCIAL NETWORKS FOR STUDENTS

2.1. Key Concepts

2.1.1. Communication

This thesis adopts the definition of communication based on the study “Communication Theory” (“Lý thuyết truyền thông”) by Nguyen Van Dung et al. (2017), which defines: “Communication is a continuous process of exchanging information, knowledge, ideas, emotions, as well as sharing skills and experiences between two or more individuals to enhance mutual understanding, change perceptions, and adjust behavior and attitudes in line with the development needs of individuals, groups, or society.”

2.1.2. Education and Educational Communication

2.1.2.1. Education

From the literature review, this thesis defines: “*Education is a purposeful and planned process in which educators affect learners through specific methods to form and develop their personality.*”

2.1.2.2. Educational Communication Educational Communication

From the reference, the thesis defines: “*Educational communication is a process of exchanging and sharing information to the subjects through specific methods to raise awareness, strengthen beliefs, and build skills and experiences according to defined objectives.*”

2.1.3. Social networks

From the perspective of scholars and social networks as a part of social media, the thesis defines: “*A social network is a tool of social media in cyberspace, allowing users to search, share, exchange, and update information; establish and maintain social relationships for various purposes at any place and time.*”

2.1.4. Culture, Behavior, and Behavior on Social Networks

2.1.4.1. Culture

Based on the above concepts, the thesis defines: “*Culture is characterized by material and spiritual values created by humans to meet practical needs, maintained and developed through the interaction between individuals and their nature and society.*”

2.1.4.2. Behavior

From the above-mentioned viewpoints, the thesis defines: *“Behavior is a system of values and behavioral norms in the relationships between people and nature, society, and themselves, which is recognized by the community and contribute to guiding individuals' behavior in life.”*

2.1.4.3. Behavior on Social Networks

Pursuant to the definitions of culture, behavior, and social networks, and the viewpoints of scholars, the thesis defines: *“Behavior on social networks include values and behavioral norms in cyberspace, reflecting the relationships between individuals and nature, society, and themselves, recognized by the online community and shaping individuals' behavior on internet platforms.”*

2.1.5. University Students

Within the scope of this thesis, university students are defined as: *“Young people aged 18 to 25 who are studying in full-time undergraduate programs at higher education institutions.”*

2.1.6. Educational Communication of Behavior on Social Networks for University Students

According to the concepts of communication, educational communication, behavior on social networks, and students, the thesis defines: *“Educational communication of behavior on social networks for university students is the process of exchanging and sharing information to students to raise awareness, shape habits, and promote online behavior responsibility according to the code of conduct towards positive values for society.”*

2.2. Concepts

2.2.1. Shannon and Weaver Model of Communication

Shannon and Weaver Model of Communication serves as a basis to determine the elements of the general educational communication process, as well as communication of behavior to university students. Within this framework, it is crucial to ensure the presence of the "message medium" along with distractions that may increase the accuracy or reduce the effectiveness of information reception between the “sender” and the “receiver”.

2.2.2. Crowd Psychology Theory

Originating from LeBon's assertion, Crowd Psychology emphasizes the spiritual unity of a group. Applying crowd psychology to educational communication in shaping behavior on social media allows the thesis to understand students' psychology to organize specific activities.

2.2.3. Medium Theory

According to McLuhan, the medium plays a crucial role in communication. In the current context, the advancement of modern technology and the internet has diversified the forms of message transmission. Within the scope of this thesis, the application of medium theory ensures diversity in methods.

2.2.4. Multi-step Flow of Communication

Multi-step Flow of Communication, proposed by Paul Lazarsfeld and later completed in 1955 with Elihu Katz, highlights the core of opinion leaders with expertise or significant influence in specific fields and active engagement in interpersonal communication. Applying this theory, the thesis emphasizes the role of youth leaders in the Youth Union or Students' Association to guide public opinion among students and promote positive behavior trends on social media.

2.2.5. Social Media

Social Media as a tool for educating behavior among university students to effectively attract student engagement through diverse, creative, and flexible approaches. Particularly in the digital era, social media can significantly enhance the educational communication efforts of the Youth Union to meet the development and information reception of the young generation, primarily university students.

2.3. Components of Educational Communication on Behavior on Social Networks for University Students

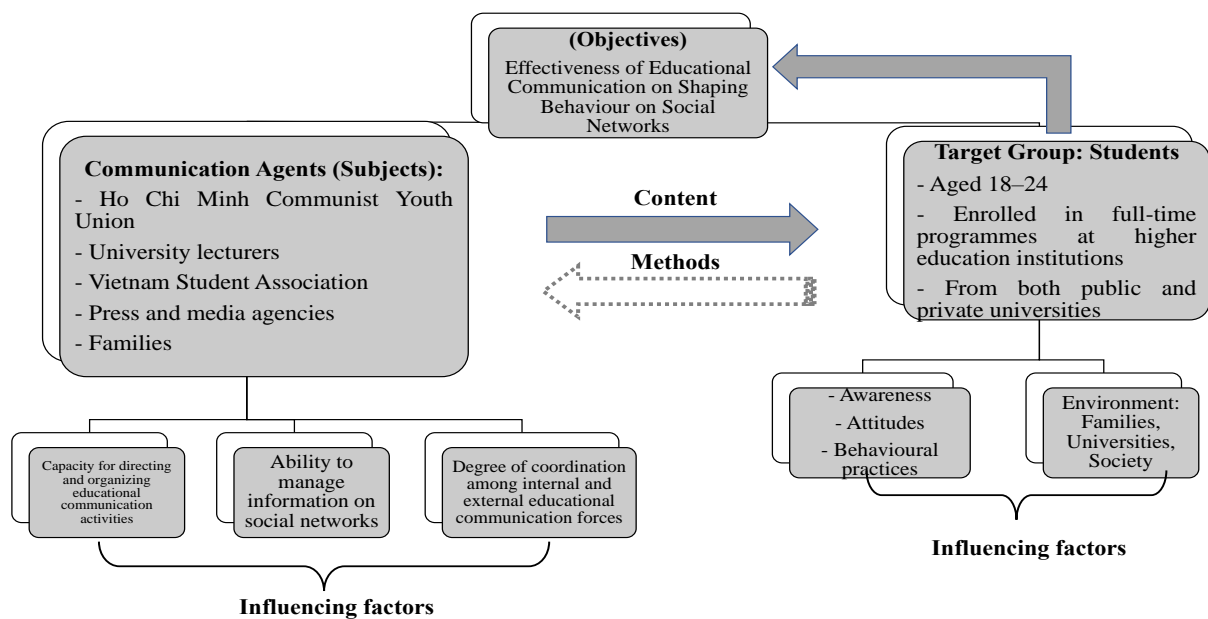


Figure 2.2 Theoretical framework on “Educational Communication in Shaping Behaviors on Social Networks for University Students in Vietnam” (Source: proposed by the author)

2.3.1. Messengers in the Educational Communication of Behavior on Social Networks for University Students

Within the scope of this study, the thesis determines the subjects of educational communication on behavior on social networks for students including the Ho Chi Minh Communist Youth Union, the lecturers of the university, Viet Nam National Union of Students (VNUS), mass media agencies, and families of students.

2.3.2. Targets of the Educational Communication of Behavior on Social Networks for University Students

Based on previous studies, the thesis identifies the behavioral expressions of students on social networks as follows:

- Behavior on personal pages.
- Behavior on friends' pages and groups.

2.3.3. Objectives of Educational Communication on Behavior on Social Networks for University Students

Within the scope of the study, the thesis defines the following objectives for educational communication regarding students' behavior on social networks:

- To improve students' understanding of the viewpoints of the Party and the policies and laws of the State regarding behavior on social networks today.
- To provide knowledge about standards and codes of conduct on social networks.
- To develop students' skills in online behavior, including the ability to identify and detect harmful or toxic content, engage with positive information, and critically respond to false or hostile viewpoints.
- To help students express themselves using appropriate behavior aligned with standards and the code of conduct on social networks.
- To shape student's awareness of legal compliance, community responsibility, and a commitment to building a better online behavior community.

2.3.4. Content of Educational Communication on Behavior on Social Networks for University Students

The thesis identifies the content of educational communication on behavior on social networks for university students consists of: *“Educational communication on basic knowledge of behavior on social networks in the current context; Educational communication on behavioral skills on social networks; Educational communication on proper language use in online interactions; Educational communication on awareness and responsibility in building positive behavior on social networks.”*

2.3.5. Methods of Educational Communication on Behavior on Social Networks for University Students

The thesis determines the following methods for educational communication on behavior on social networks for university students: “*Educational communication through political activities; Educational communication through the Youth Union and Students’ Association; Educational communication through press publication; Educational communication through youth radio and television programs; Educational communication through the Internet and social networks.*”

2.4. Factors Influencing Educational Communication of Behavior on Social Networks for University Students

2.4.1. Factors Related to the Educational Communication Messengers and Coordinating Forces

2.4.1.1. Leadership and Organizational Capacity of Youth Union and Students’ Association Officers in Universities

The development of leadership and organizational capacity depends on the self-training efforts of each Youth Union and Students’ Association officer at all levels, particularly those working in universities, aiming at the comprehensive development of Vietnamese students. The process of educational communication of behavior on social networks for students is considered a decisive factor that impacts the effectiveness of others.

2.4.1.2. Information Management Capacity on Social Networks of Youth Union and Students’ Association Officers in Universities

Social networks are dynamic with diverse sources of information, including both official and unofficial content. Therefore, to avoid distortions in receiving, processing, and using information, and to build a civilized behavioral community on social networks, Youth Union and Students’ Association officers in universities are responsible for managing information on these platforms.

2.4.1.3. Collaboration among Educational Communication Forces Inside and Outside Universities

Although the Youth Union is identified as the main entity, for the effective educational communication of behavior on social networks, there must be close collaboration with other forces. This helps strengthen the organizational capacity of the main entity and ensures feasibility and effectiveness with comprehensive support in terms of human resources, infrastructure, finances, and educational communication information.

2.4.2. Factors Related to Students

2.4.2.1. Students' Awareness of Behavior on Social Networks

If students have a thorough understanding of behavior on social networks, and are aware of the positive and negative impacts of social media, they will be more likely to have confidence in the information communicated and spread these messages widely among their peers and families. However, if students lack comprehensive awareness, the educational communication process will face challenges, take more time to make an impact, and lack the active participation and support.

2.4.2.2. Students' Demand for Educational Communication Products about Behavior on Social Networks

The demand for communication products enhances the effectiveness of educational communication by the Youth Union and its forces. This factor is vital in attracting students' attention. This also serves as the basis for attracting collaborative resources from Party Committees, Boards of Rectors, media agencies, and specialized departments (Departments/ Offices of Information and Communications) to participate in the educational communication of behavior on social networks for students.

2.4.2.3. Students' Proactivity in Participating in Educational Communication on Behavior on Social Networks

Students' proactivity in participating in educational communication on behavior on social networks is reflected through their connection, communication, interaction, and feedbacks with educational communicators, as well as their self-study and self-training with orientation.

2.4.3. Factors Related to Educational Communication Content and Methods

2.4.3.1. Relevance of Educational Communication Content

2.4.3.2. Appeal of Educational Communication Methods

2.4.4. Other Factors

2.4.4.1. Families

2.4.4.2. Universities

2.4.4.3. Society

Chapter 3

CURRENT SITUATION OF EDUCATIONAL COMMUNICATION OF ONLINE BEHAVIOR ON SOCIAL NETWORKS FOR STUDENTS AT VIETNAMESE UNIVERSITIES

3.1. Overview of the Surveyed Universities

3.1.1. Overview of the Vietnam Youth Academy

Founded on October 15, 1969, originally known as the School for Youth Union Cadres Training, the Vietnam Youth Academy has undergone many years of training youth work, which has become a science in Vietnam.

3.1.2. Overview of Vinh University

As the first state university in the Nghe An province, Vinh University was established in 1959 under Decree No. 375/ND issued by the Minister of Education. On February 29, 1962, it was renamed Vinh Teacher Training University under Decision No. 637/QD by the Minister of Education. On April 25, 2001, the university officially became Vinh University under Decision No. 62/2001/QD-TTg by the Prime Minister.

3.1.3. Overview of FPT University – Ho Chi Minh City

FPT University in Ho Chi Minh City is part of the private university cluster under the FPT Corporation. The university's mission is to train undergraduate-level engineers and bachelors. In 1999, FPT joined the education sector by launching the international programming training program FPT Aptech, followed five years later by the FPT Arena Multimedia program. In 2006, FPT officially established FPT University, marking its brand into the higher education. By 2021, the university was actively training undergraduate engineers and bachelors.

3.1.4. General Overview

The Vietnam Youth Academy, Vinh University, and FPT University – Ho Chi Minh City all share several prominent advantages:

- A long history of establishment and development.
- A diverse range of training programs in line with actual workforce demands.
- Students who are youthful, dynamic, talented, and have passion in scientific research.
- Modern infrastructure systems, professional environments, and strong partnership with leading firms.

3.2. Survey Groups and Methods

3.2.1. Survey Content and Groups

- *Survey Content and Group 1:*

A questionnaire consisting of 20 questions was distributed to students aged 18 to 21 from three universities: the Vietnam Youth Academy, Vinh University, and FPT University – Ho Chi Minh City. A total of 1,100 questionnaires were distributed, with 985 responses collected (380 from the Vietnam Youth Academy, 295 from Vinh University, and 310 from FPT University – Ho Chi Minh City). Among them, 2 responses were invalid, and 983 responses were valid.

- *Survey Content and Group 2:*

A questionnaire with 14 questions was sent to staff and lecturers aged 30 to 50 from three universities: the Vietnam Youth Academy, Vinh University, and FPT University – Ho Chi Minh City. This survey was also posted online via Google Forms, using Zalo, Email, and Facebook Messenger. Of the 60 questionnaires, 40 valid responses were received. No invalid responses were reported.

- *Survey Content and Group 3:*

A questionnaire consisting of 9 questions was distributed to parents aged 40 to 50. The questionnaire was posted on Google Forms and sent online to respondents via Zalo, Email, and Facebook Messenger. A total of 80 questionnaires were distributed, with 72 valid responses collected. No invalid responses were reported.

3.3. Survey results on the current status of educational communication on online behaviour through social networks among university students in Vietnam

3.3.1. Strengths and Their Underlying Causes

3.3.1.1. Strengths

- Strengths among Educational Communication Messengers

- * *Youth Unions and Student Associations*

Firstly, Youth Unions and Student Associations at universities have proactively implemented educational communication initiatives on online behavior via social networks in alignment with institutional orientations and development goals.

Secondly, these activities have been delivered through a variety of channels and media, ensuring educational value and inspiring students through youth and association programs.

Thirdly, the capacity of Youth Union and Student Association officers to manage social media information has been effectively leveraged.

Fourthly, Youth Union and Student Association have actively collaborated with internal and external educational entities to enhance communication effectiveness.

** University Leadership and Lecturers*

Firstly, university leadership has stimulated educational communication activities on social networks into citizenship orientation programs for first-year students.

Secondly, lecturers and staff have played a pivotal role in guiding students' ideological awareness and critical response to online information.

** Families have demonstrated appropriate concern regarding students' online behavior and communication practices.*

** Media and press agencies have timely posted news and information related to online behavior via social networks to support educational communication for students.*

- Strengths among Students in the Surveyed Universities

Firstly, university students represent a young, dynamic demographic that actively uses social networks for communication and information exchange.

Secondly, students spend a substantial portion of their time utilizing and benefiting from social media platforms.

Thirdly, they are active in accessing, sharing, and engaging with online information.

- Strengths in Educational Communication Content on Online Behavior via Social Networks among University Students

Firstly, the educational communication content for students has been consistently implemented, reinforcing the communicative and educational roles of universities.

Secondly, increasing emphasis has been placed on the clarity, persuasiveness, and moral relevance of communication messages.

- Strengths in Educational Communication Methods on Online Behavior via Social Networks among University Students

Firstly, educational communication methods through political education sessions and Youth Union and Student Association activities has been regularly organized on a monthly, quarterly, and annual basis with diverse initiatives.

Secondly, television programs on this topic have effectively maintained an educational focus.

Thirdly, universities have made extensive use of the Internet and social media platforms as efficient tools for educational communication.

3.3.1.2. Causes of the Strengths

Firstly, universities have closely adhered to and promptly implemented directives from institutional leadership regarding educational communication on online behavior via social networks.

Secondly, Youth Union and Student Association officers have demonstrated proactivity in planning, consulting, and organizing related activities.

Thirdly, educational communication programs on online behavior through social networks have been continuously updated and innovated to align with students' preferences and digital habits.

3.3.2. Limitations and Their Underlying Causes

3.3.2.1. Limitations

- Limitations among Educational Communication Messengers

Firstly, Youth Union and Student Association bodies at some universities have not fully exercised their potential roles.

Secondly, certain media agencies and television channels present content that lacks appeal or remains limited in depth concerning this topic.

Thirdly, a number of lecturers are still slow to adopt information technology and underutilize social networks for educational purposes.

Fourthly, families and external partners play a relatively subdued role.

- Limitations among Students in Surveyed Universities

Firstly, students are susceptible to influence, manipulation, or misinformation from hostile or misleading online sources.

Secondly, impulsive tendencies among some students lead to uncritical sharing of information without verifying accuracy or credibility.

- Limitations in Content

Firstly, the content remains insufficiently diversified in terms of themes and approaches.

Secondly, existing content often lacks attractiveness and engagement value.

Thirdly, except for Vinh University, institutions such as FPT University - Ho Chi Minh City, and the Vietnam Youth Academy have not yet issued official social media codes of conduct for students.

- Limitations of Educational Communication on Behavior on Social Networks for University Students

Firstly, educational communication through political education sessions and Youth Union and Student Association activities has not been interesting.

Secondly, the quality and consistency of internet- and social media-based communication vary considerably among universities.

Thirdly, there are no radio or television channels exclusively addressing educational communication on shaping behavior for students.

Fourthly, the press has not yet fully demonstrated its potential role in promoting education communication on online behavior via social networks among university students.

3.4.3. Causes of the Limitations

Firstly, most Youth Union and Student Association officers hold concurrent responsibilities and lack professional training in educational communication.

Secondly, several education communication initiatives still exhibit formalism, prioritizing quantity and performance.

Thirdly, there is insufficient financial and infrastructural investment in educational communication activities on shaping behavior via social networks for university students.

Chapter 4

EMERGING ISSUES AND SOLUTIONS TO ENHANCE THE EFFECTIVENESS OF EDUCATIONAL COMMUNICATION OF SHAPING BEHAVIOR ON SOCIAL NETWORKS FOR UNIVERSITY STUDENTS

4.1. Issues

Firstly, the issue of strengthening the role, capacity, and professionalism of the agents for educational communication on shaping behaviour through social networks.

Secondly, the issue of innovating the content of educational communication on shaping behaviour through social networks in a more diverse, engaging, and value-oriented manner.

Thirdly, the issue that educational communication methods on social networks are not yet sufficiently flexible or aligned with students' information-reception characteristics.

Fourthly, the issue of developing and perfecting mechanisms, policies, and codes of conduct on social networks for students.

Fifthly, the issue of insufficiently coordinated and unsynchronized collaboration among educational stakeholders inside and outside the universities.

Sixthly, the issue of students' awareness, responsibility, and capacity for self-regulation of their behaviour in cyberspace.

4.2. Solutions to Enhance the Effectiveness of Educational Communication on Online Behavior for University Students in Vietnam

4.2.1. Solution for the Educational Communication Messengers on Shaping Behavior on Social Networks to University Students in Vietnam

4.2.1.1 Ho Chi Minh Communist Youth Union and Coordinating Forces

Firstly, the Ho Chi Minh Communist Youth Union should work with Party committees and local authorities to issue specific educational policies to shape behavior on social media among university students.

Secondly, it is important to strengthen collaboration with universities and social organizations.

Thirdly, the Ho Chi Minh Communist Youth Union should cooperate with relevant regulatory agencies to build a consistent and effective set of policies such as regulations on cybersecurity, information privacy, and ethical code of online behavior.

Fourthly, in order to effectively convey educational messages to students, the Ho Chi Minh Communist Youth Union must make maximum use of mass media.

4.2.1.2 University Lecturers need to take the lead in creating a healthy learning environment for students in shaping behaviour on social networks

Universities play an integral role in educating students about proper behavior on social media, especially in the rapidly advancing digital era, where students use social media at school or at work.

4.2.1.3 Families need to become the “cradle” of educational communication in shaping behaviour on social networks

The family plays a crucial role in orienting ethical and cultural values, helping students understand the responsibilities and consequences of their actions and behaviours in the “virtual” world. Care and supervision from the family not only protect students from negative influences such as online bullying, social media misuse, or misinformation, but also support the development of essential soft skills, including communication, critical thinking, self-control, the ability to distinguish right from wrong and manner. The family serves as a solid foundation that provides students with confidence on online platforms, autonomy, responsibility, and respect for others.

4.2.2. Solutions to Enhance the Effectiveness of Content and Communication Methods for Educating Social Media Behavior Among Vietnamese University Students

4.2.2.1. Orientation in Internet Use and Online Behavior

4.2.2.2. Promoting the Role of Mainstream Media

4.2.2.3. Improving the Quality, Timeliness, and Appeal of Information

4.2.3. Solutions for Vietnamese University Students

4.3.3.1. Fostering Political Qualities in University Students

4.2.3.2. Raising Awareness and Promoting Resistance Against False and Hostile Viewpoints on Cyberspace for University Students

4.3. Recommendations: Proposed Educational Communication Plan for Promoting Appropriate Online Conduct among University Students

Table 4.1. Educational Communication Plan for Promoting Appropriate Online Conduct on Social Media among University Students

No.	Content	Leading Unit	Coordinating Forces	Timeframe
I	Educational communication on basic knowledge of online behavioral culture on social media			
1	Organizing online contests to enhance students' understanding of State policies and laws related to cyberspace; maintaining propaganda contests on the Party's guidelines and policies such as "Light Illuminating the Path", "Pride of Vietnam", etc.	University Youth Union	Teaching staff of the university; University Student Association	Annually (once per year)
2	Developing a university-specific Code of Conduct on social media (in infographic format) based on Decision No. 874/QĐ-BTTTT on the National Code of Conduct on Social Media	University Student Association	University Youth Union	Issued once per year (with revision, supplementation, and updates)
3	Establishing "news stations" and cybersecurity bulletins for students	University Youth Union	Press and media agencies	Broadcast daily (10 minutes per day)
4	Organizing dissemination and communication sessions on State policies and laws related to cyberspace (Cybersecurity Law, Code of Conduct on Social Media, etc.)	University Youth Union	Teaching staff; competent authorities	Quarterly (one session per quarter)
5	Producing animated videos introducing national history	University Youth Union	Teaching staff of the university	On national holidays and major commemorative days (e.g., September 2, April 30, December 22, etc.)
II	Educational communication on online interaction skills on social media			
1	Compiling a handbook guiding students on positive interaction skills in cyberspace	Teaching staff of the university	University Youth Union	Issued once per year (with revision, supplementation, and updates)
2	Developing the "SV-GPT" application integrating social media accounts, digital libraries, and a digital map of historical and revolutionary sites for	University Youth Union	Teaching staff; press and media agencies; students' families	Implemented during the period 2026–2030

No.	Content	Leading Unit	Coordinating Forces	Timeframe
	students			
3	Organizing the university-level competition “ <i>New Generation Students</i> ”	University Student Association	Vietnam Television (VTV); University Youth Union	In accordance with the broadcasting schedule of the “ <i>New Generation Students</i> ” program on VTV3
4	Organizing the Eduscape exhibition “ <i>Modern Learning Methods for Students</i> ”	University Youth Union	Teaching staff of the university	Annually (once per year)
III	Educational communication on language use and online communication on social media			
1	Organizing training courses on “ <i>Vocabulary 4.0</i> ” for students	Teaching staff of the university	University Youth Union; University Student Association	Weekly (once per week)
2	Establishing a hotline/support center to assist and respond to students’ issues in cyberspace (cyberbullying, verbal abuse, online fraud, etc.)	University Youth Union	Press and media agencies; students’ families; competent authorities	Implemented during the period 2026–2030
IV	Educational communication on awareness and responsibility in building a culture of appropriate online conduct			
1	Organizing the forum “ <i>School Behavioral Culture</i> ”; exchanges with exemplary individuals who effectively implement the campaign to build value models of Vietnamese youth in the new era	University Youth Union	Teaching staff; University Student Association	Quarterly (once per quarter)
2	Launching the “ <i>Youth Role Model of the Month</i> ” award among university students	University Youth Union	Teaching staff; University Student Association	Monthly recognition

(Source: Proposed by the author)

CONCLUSION

Social media is increasingly influencing all aspects of people's lives from work, study to entertainment. Therefore, it is crucial to enhance the effectiveness of raising behavior awareness on social networks. This urgent and long-term task requires efforts from universities, competent authorities, Youth Union and Students' Association, families, and students.

The thesis highlights that educational communication in building behavior on social media is effective and impactful to university students in case of comprehensive innovation in content, format, and approaches. It can no longer rely solely on theoretical lectures, but must foster interaction, engagement, and actively encourage students to contribute their creativity and critical thinking. Potential solutions directly affect the media object, enhance the effectiveness of content and communication methods as well as raise students' political awareness and their ability to counter hostile viewpoints. In addition, extracurricular activities are expected to draw students' attention and regularly motivate them to be an active participant in spreading positive messages, rather than simply a passive recipient.

In the digital age, online behavior is a reflection of one's knowledge, moral values, and social responsibility. Educational communication in building behavior on social networks must go beyond the task of information. It should nurture critical thinking, inspire actions, and shape students' core values. This is not only a requirement of contemporary education but also a foundation for building a generation of young intellectuals who are confident, resilient, and committed to contributing to national development in the global digital era.

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